

Assessment Action Plan¹

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

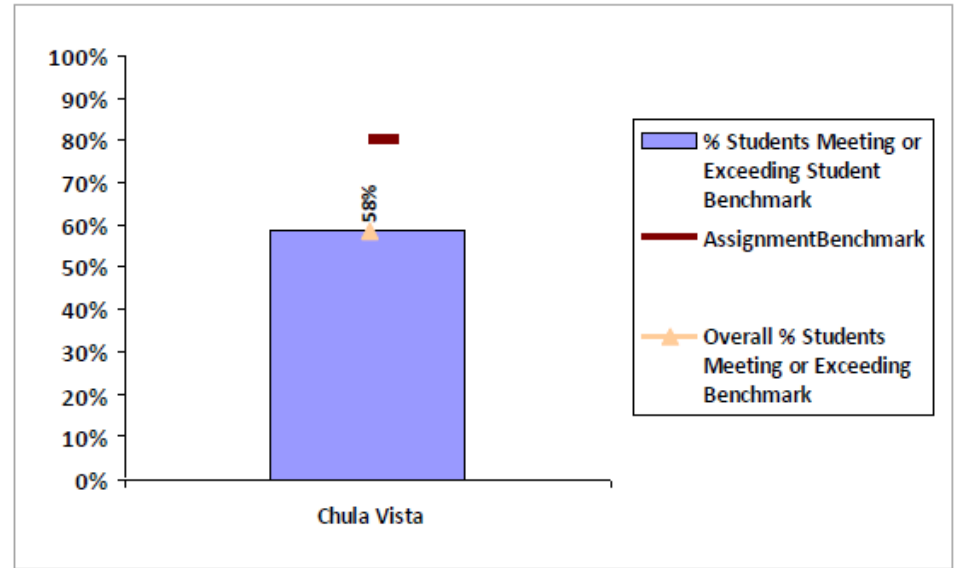
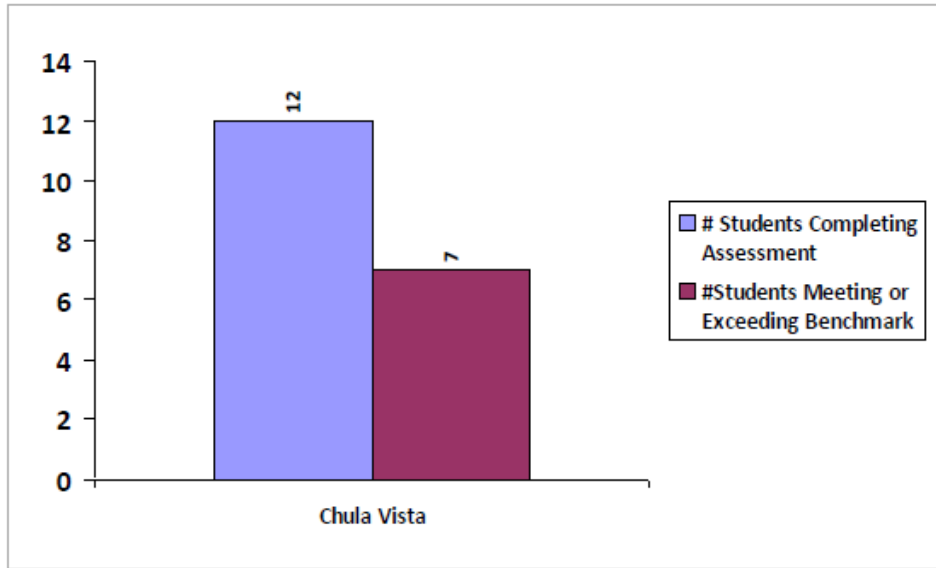
Performance Indicator	Definition					
Program: MBA	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed 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>					
PLO: 1						
Course: BUAD-642 International Business and Marketing						
CLO: 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 International Business Paper will meet or exceed the benchmark of 80%.	International Business Paper, internally administered in an 8 week course using a standardized assessment rubric.			COURSE IS NO LONGER OFFERED. NO ASSESSMENT NEEDED.	<p>2017 Spring 3 See p. 3</p> <p>2017 Fall 2 See p. 4</p> <p>2018 Summer 1 See p. 5</p> <p>Overall Results See p. 6</p>	

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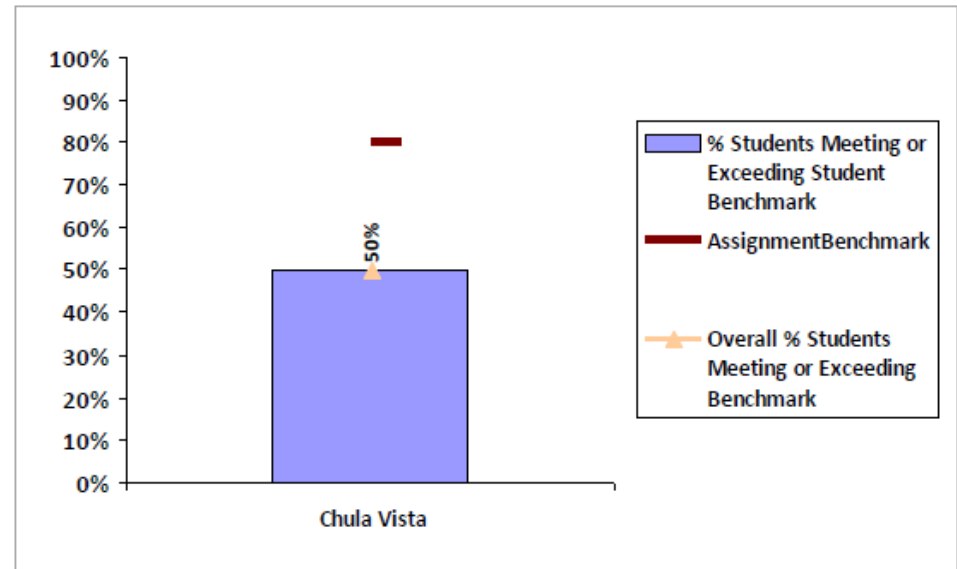
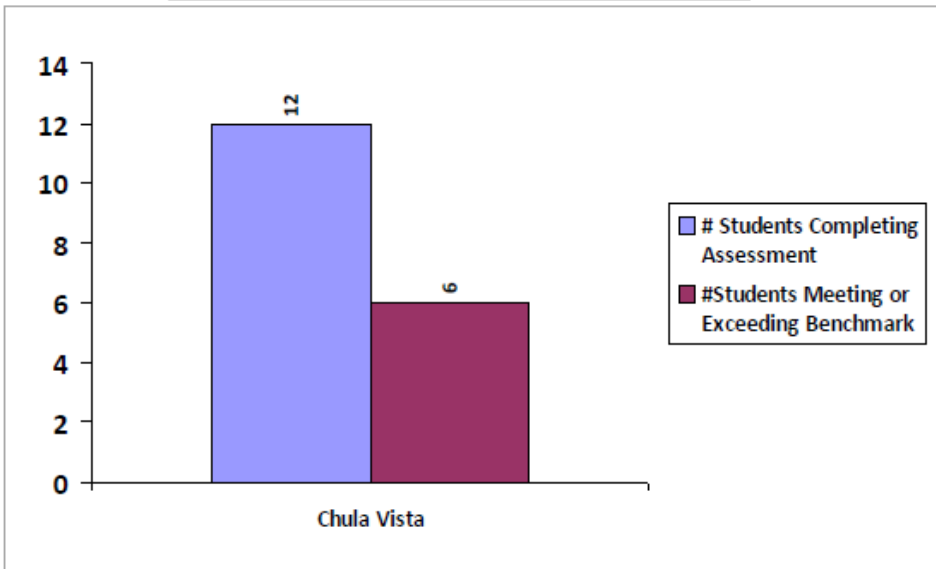
<p>Measurable Goal: 80% of the students completing the Marketing Plan will meet or exceed the benchmark of 80%.</p>	<p>Marketing Plan, internally administered in an 8 week course using a standardized assessment rubric.</p>				<p>2017 Spring 3 See p. 3</p> <p>2017 Fall 2 See p. 4</p> <p>2018 Summer 1 See p. 5</p> <p>Overall Results See p. 6</p>
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2017 Spring 3

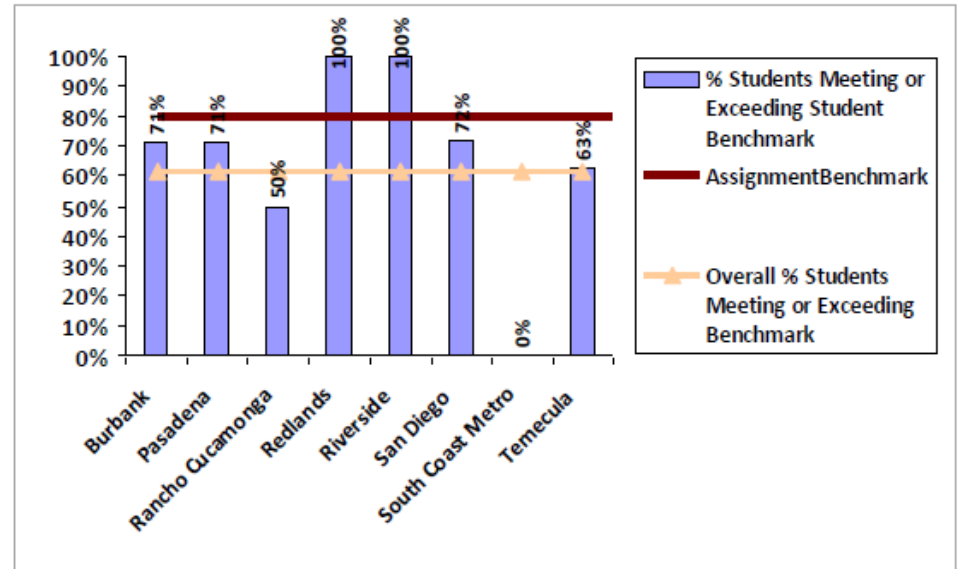
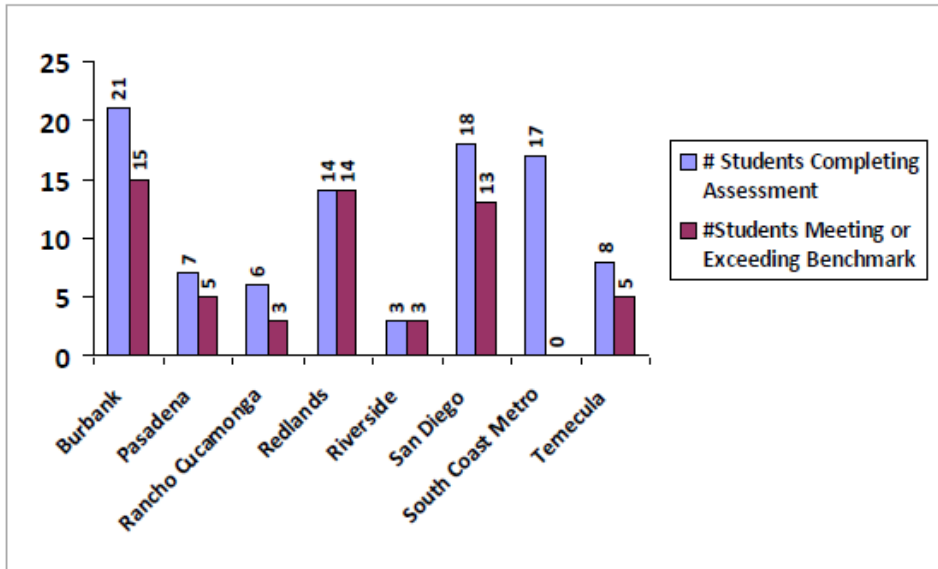
Assignment: International Business Paper



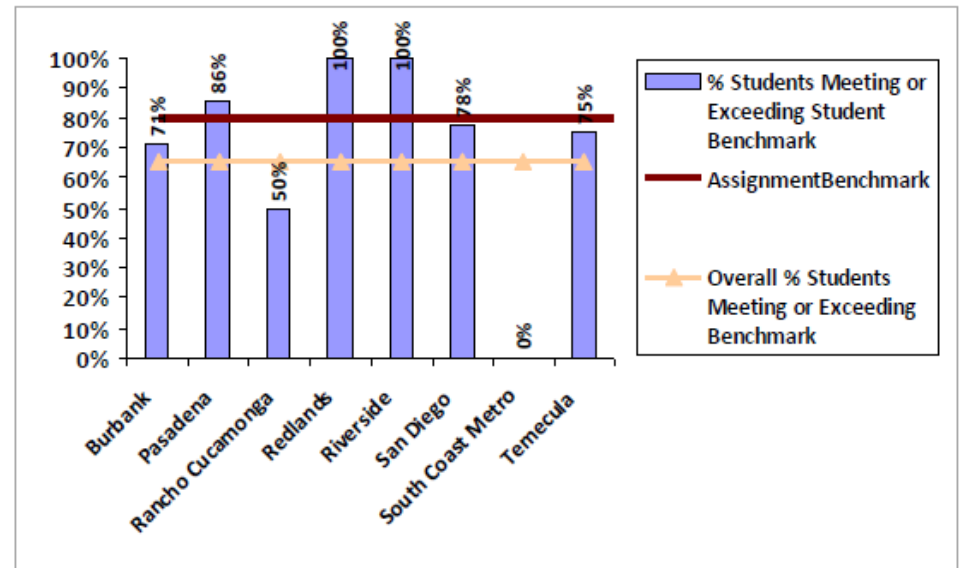
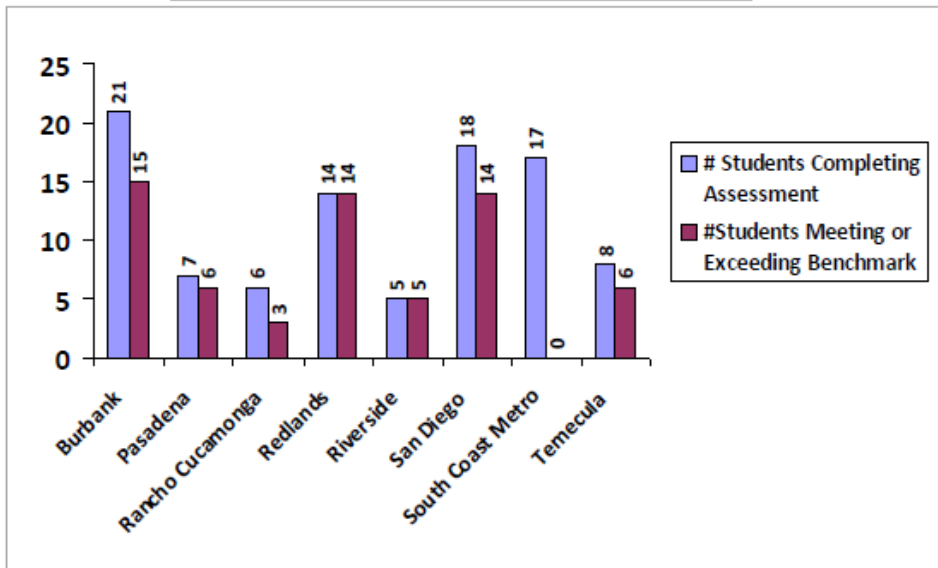
Assignment: Marketing Plan



Assignment: International Business Paper

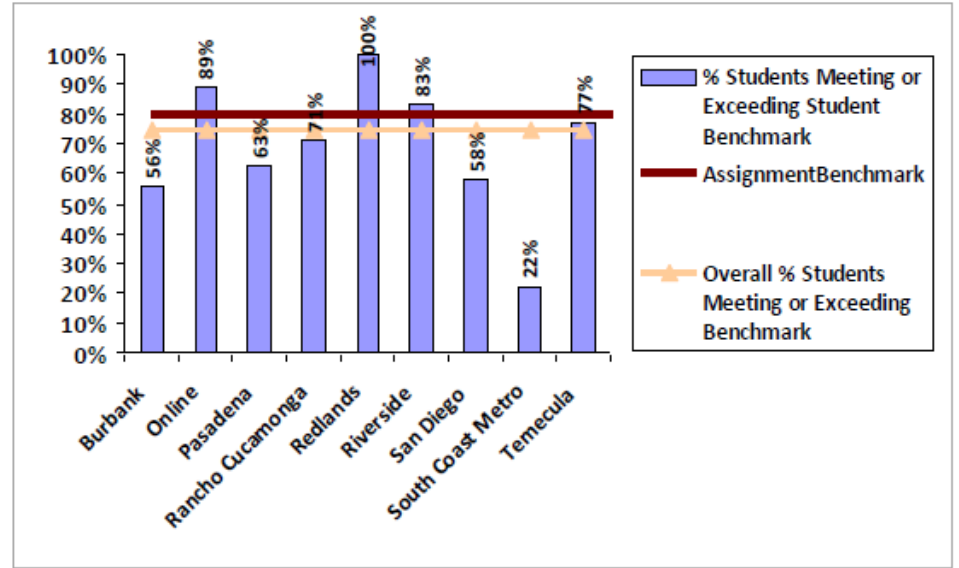
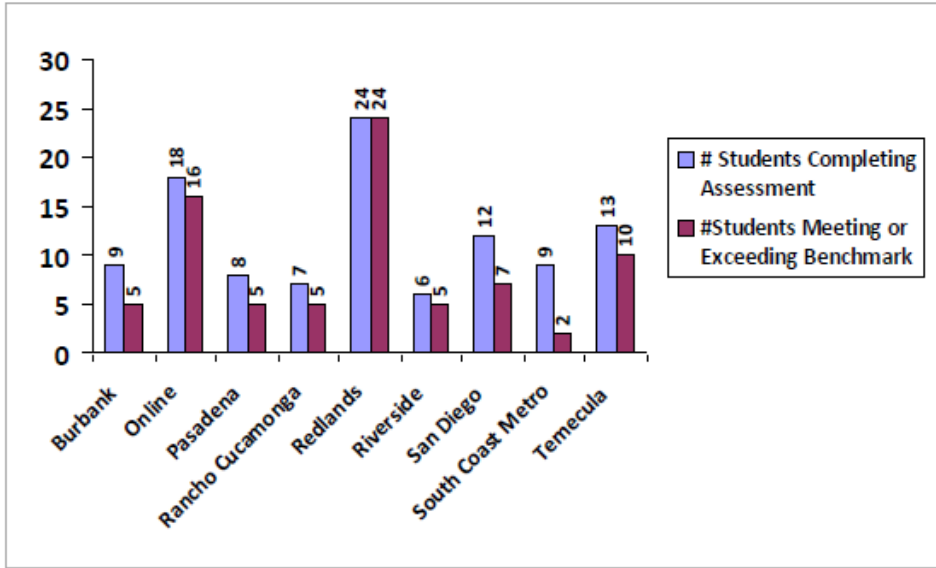


Assignment: Marketing Plan

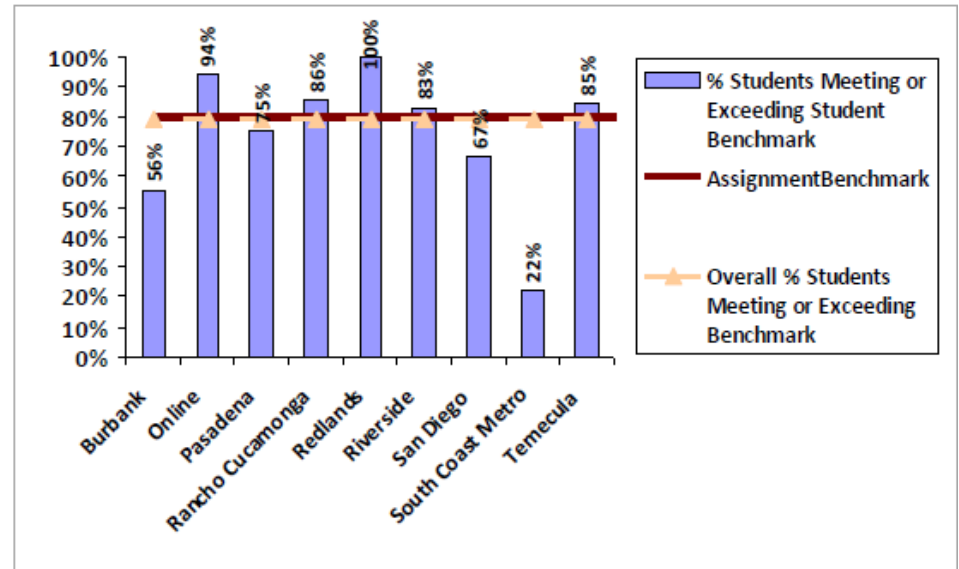
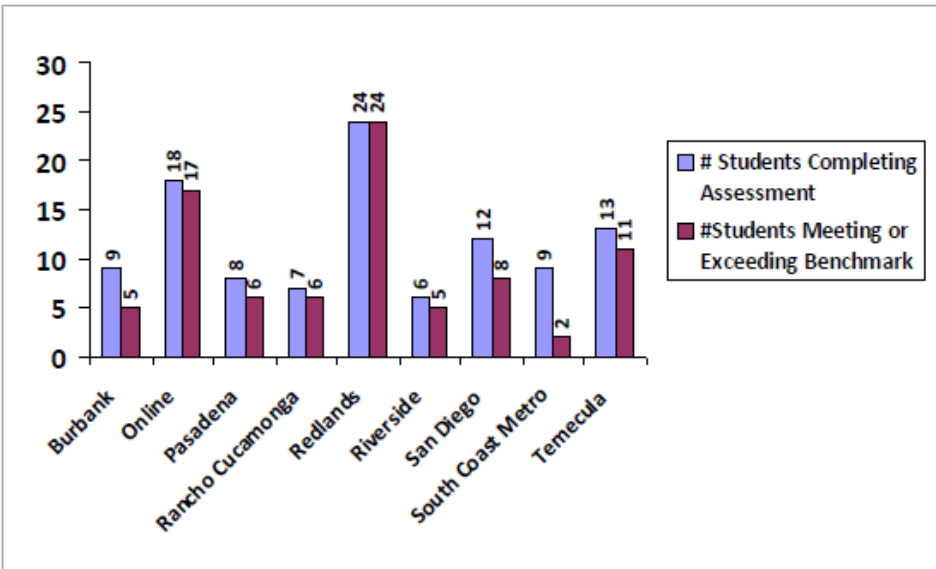


2018 Summer 1

Assignment: International Business Paper

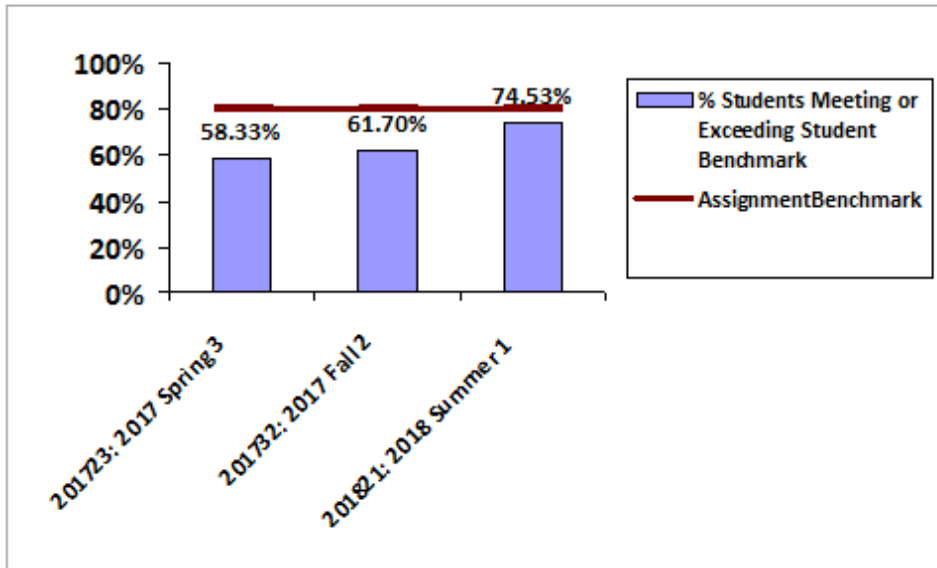


Assignment: Marketing Plan

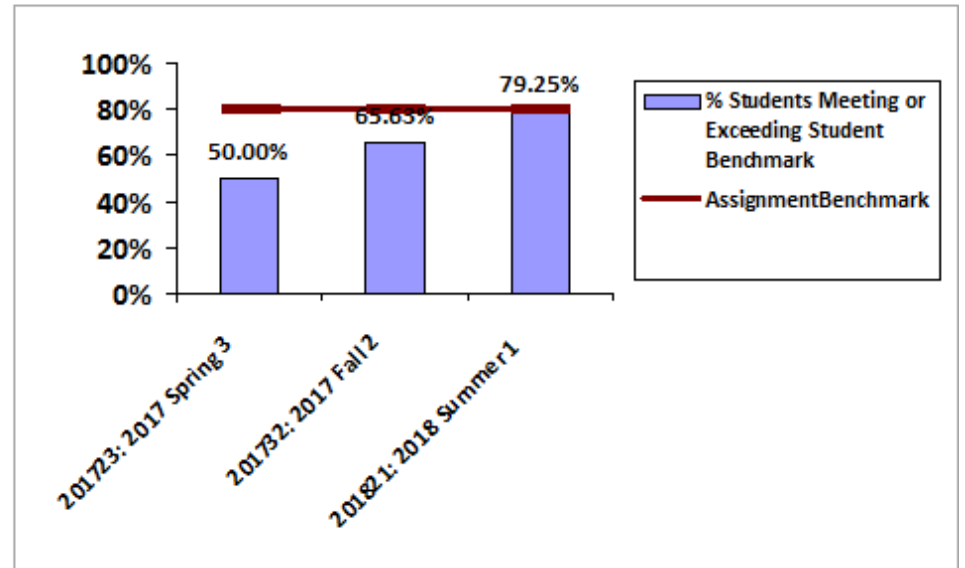


Overall Results

Assignment: International Business Paper



Assignment: Marketing Plan



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 Plan¹

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

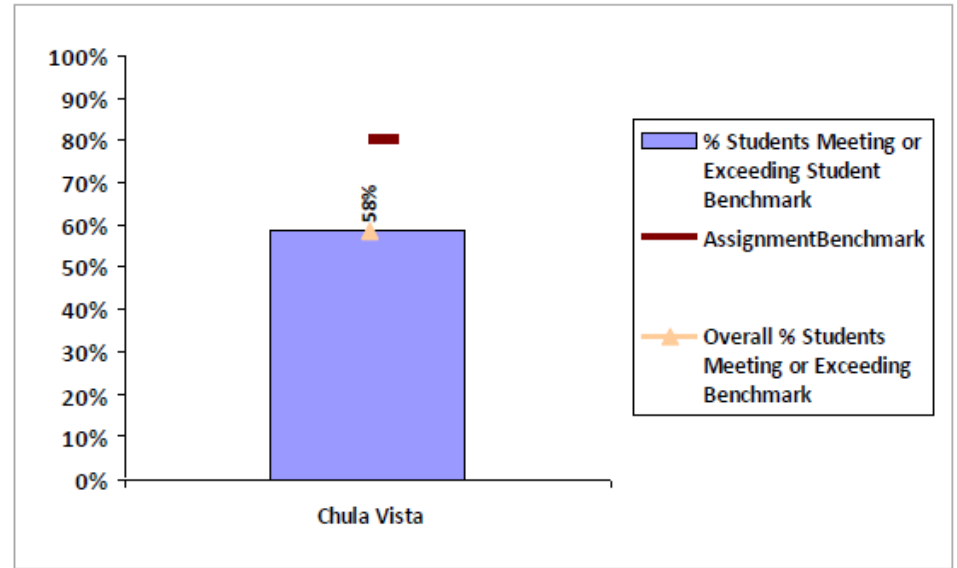
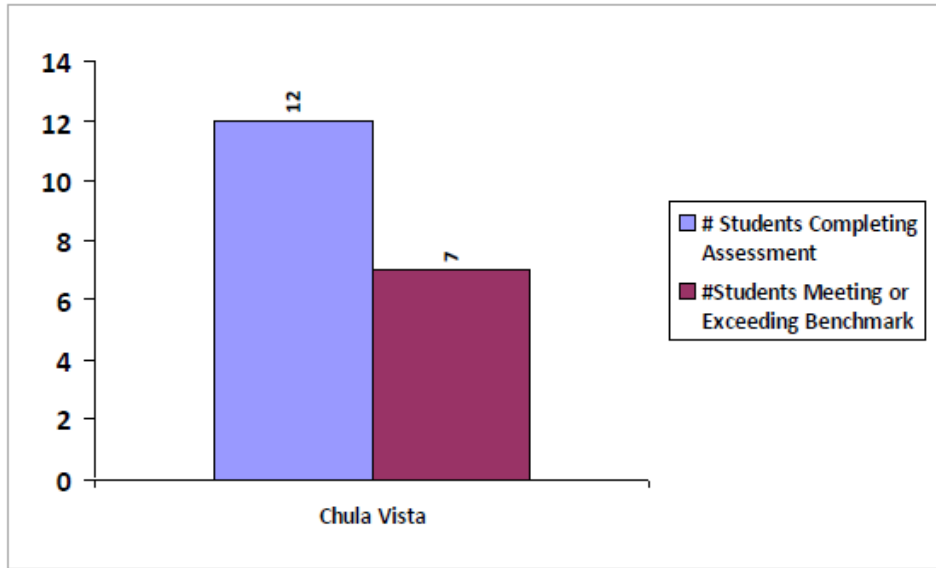
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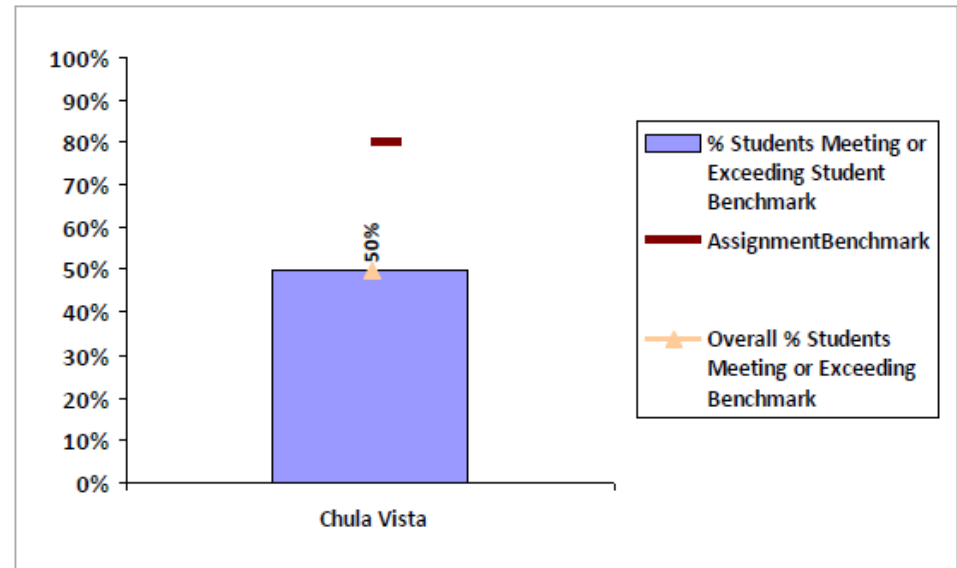
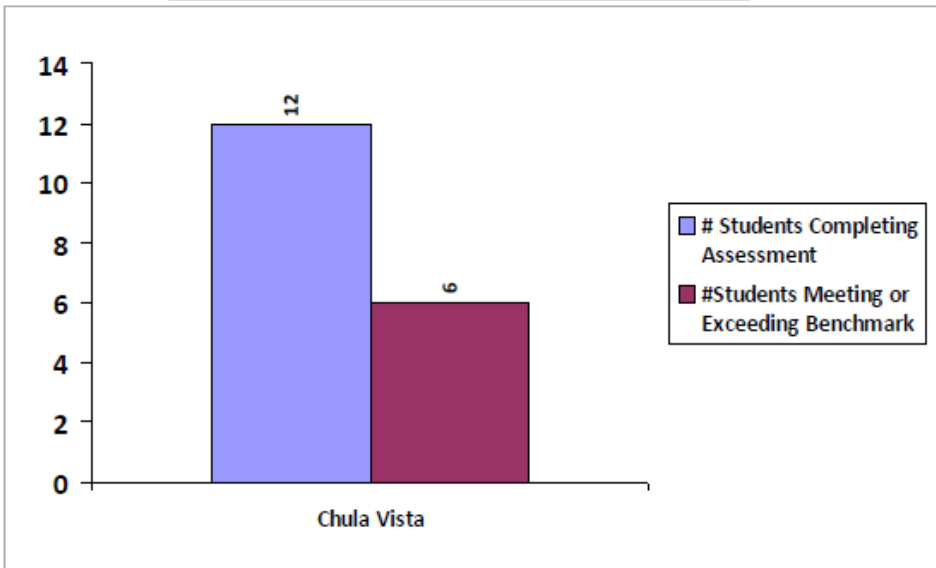
<p>Measurable Goal: 80% of the students completing the Marketing Plan will meet or exceed the benchmark of 80%.</p>	<p>Marketing Plan, internally administered in an 8 week course using a standardized assessment rubric.</p>				<p>2017 Spring 3 See p. 3</p> <p>2017 Fall 2 See p. 4</p> <p>2018 Summer 1 See p. 5</p> <p>Overall Results See p. 6</p>
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2017 Spring 3

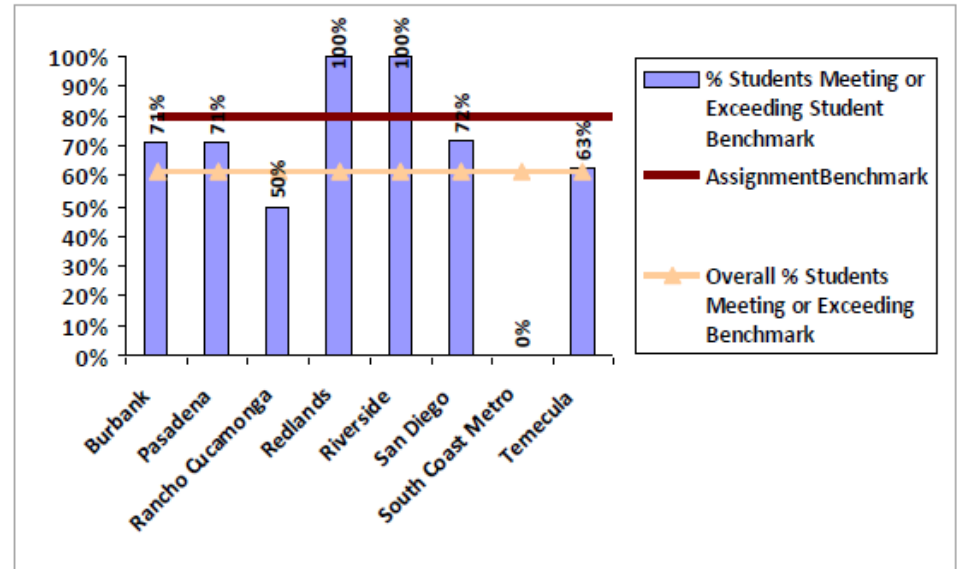
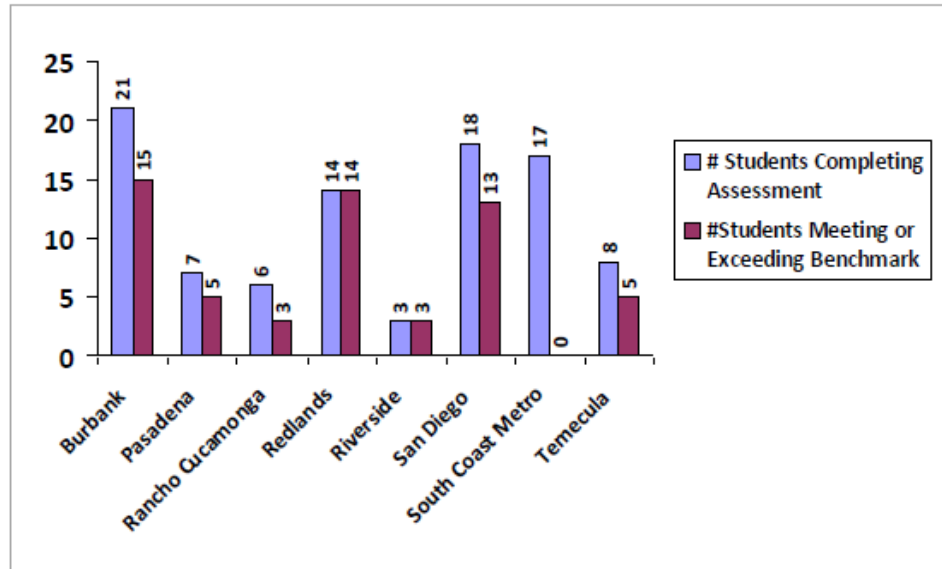
Assignment: International Business Paper



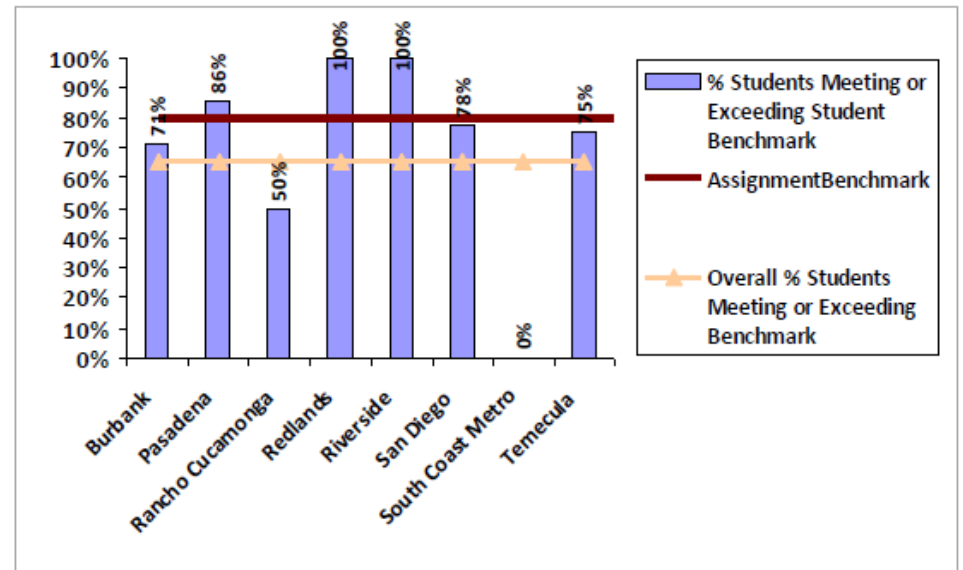
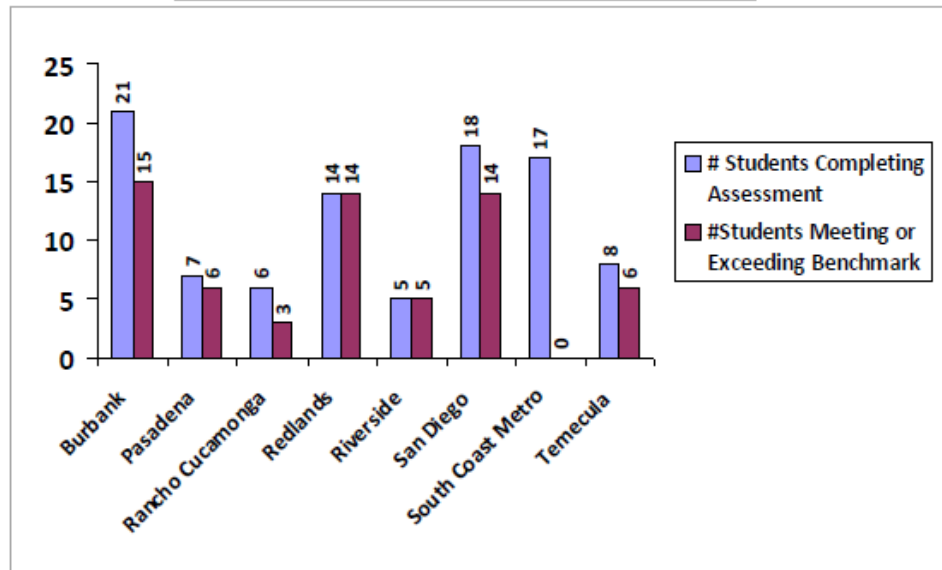
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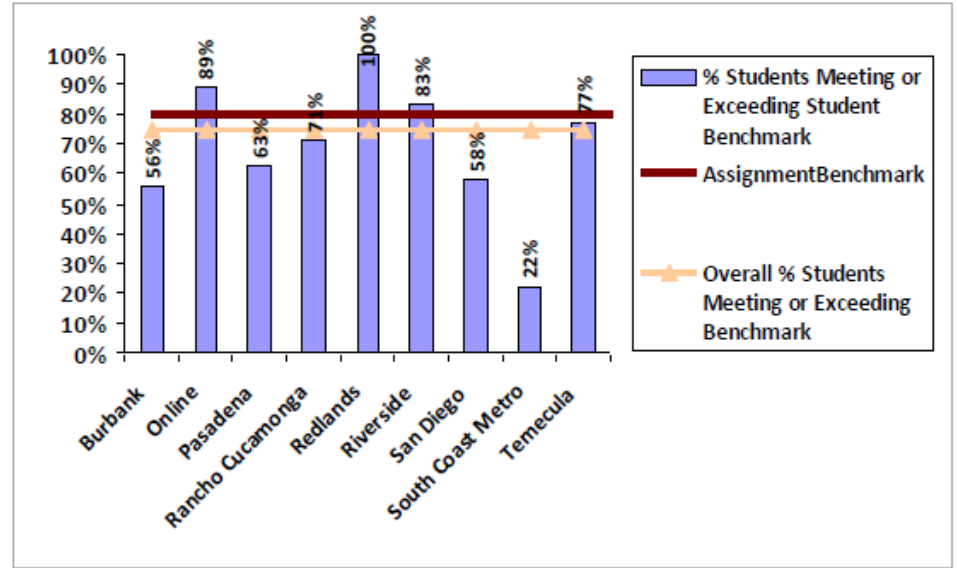
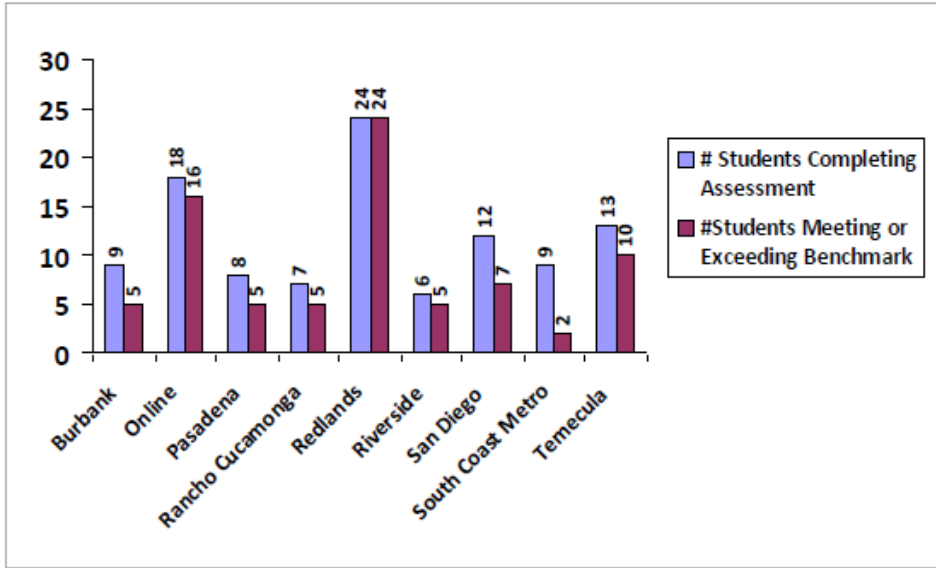


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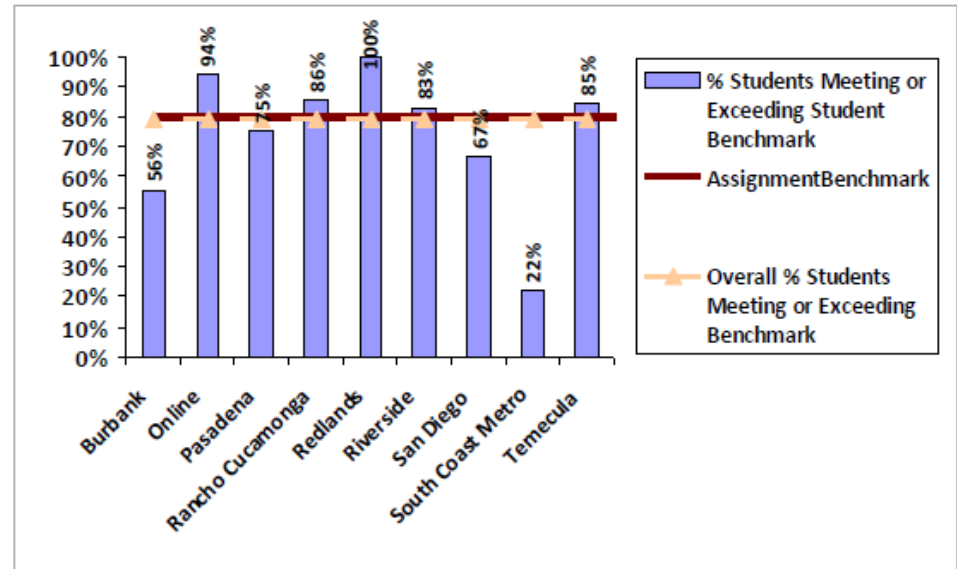
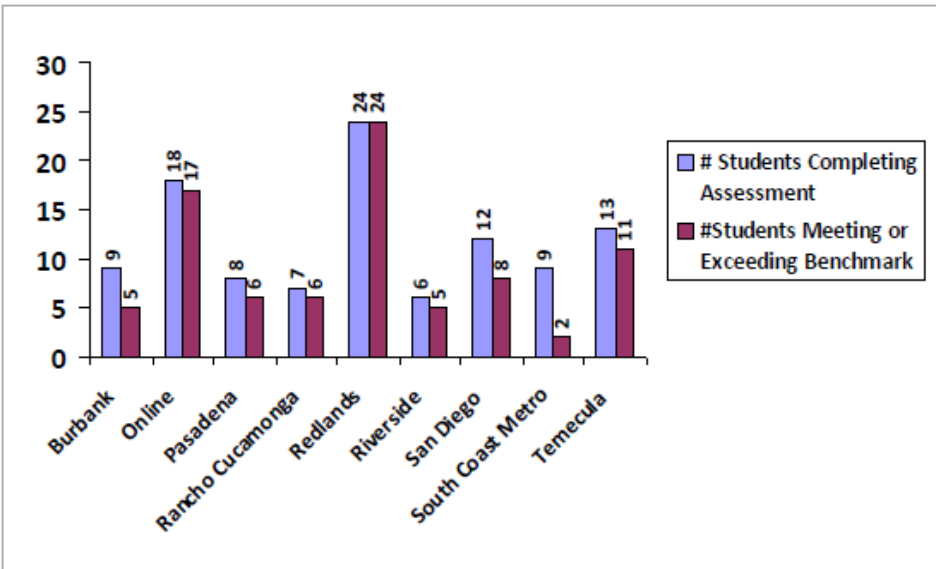


2018 Summer 1

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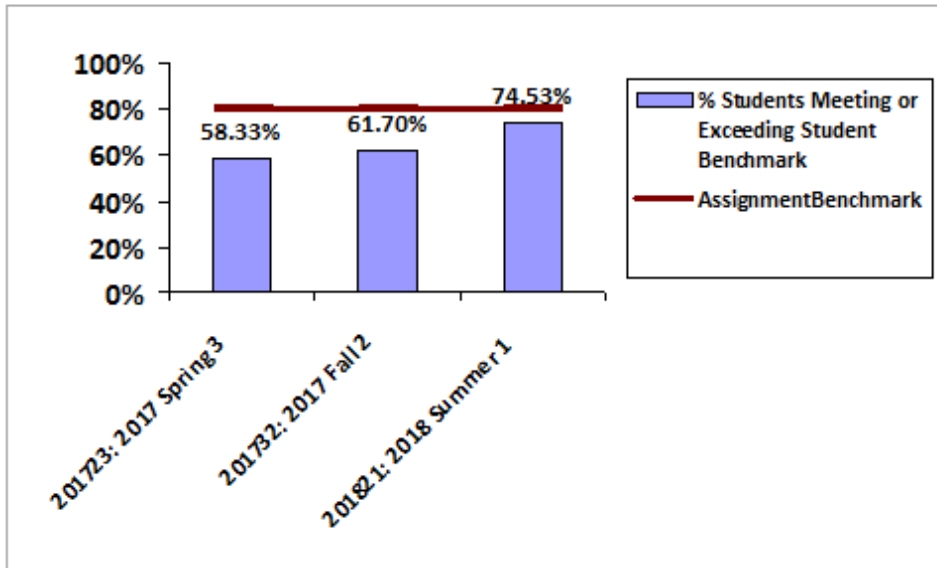


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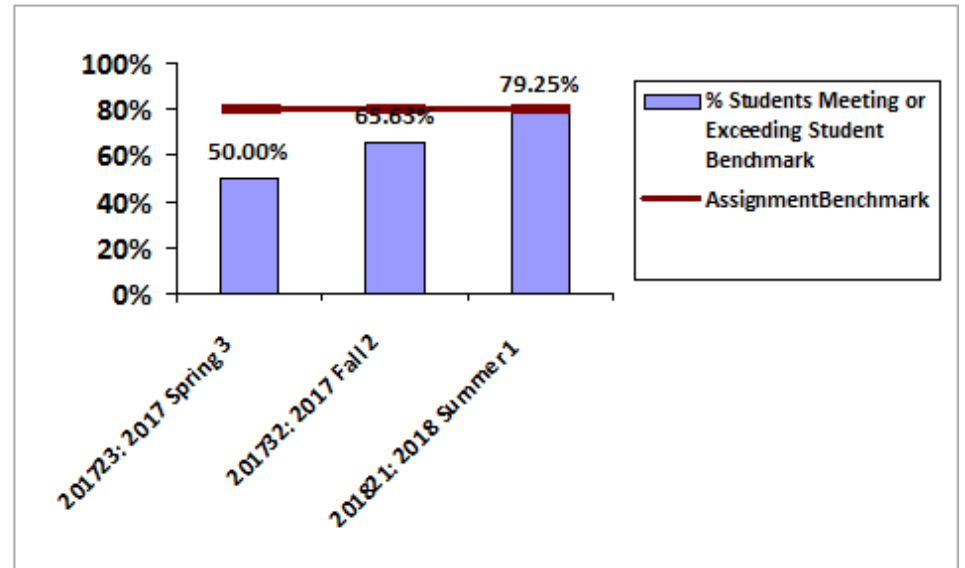


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Assignment: Marketing Plan



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PLO: <e.g, 1>					
Course: BUAD 644 Business Statistics & Economics					
CLO: <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)

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<p>Measurable Goal: 70% of the students completing ALEKS will meet or exceed the benchmark of 70%.</p>	<p>ALEKS, internally administered in an 8 week course using a standardized assessment rubric.</p>	<p>Fall 2 2017 data is a small sample with only information about Aleks.</p> <p>Spring 1 2018 Econ: Burbank and Temecula were below the benchmark for every quiz. Online and Riverside were below for Quiz 3, San Diego was below for Quiz 1.</p> <p>Spring 1 2018 Stats: Scores were generally below the benchmark, especially on Quiz 3, where students performed far below the benchmark.</p> <p>Summer 2 2018 Econ: 3/9 campuses missed the benchmark for Quiz 1, 2/9 missed for Quiz 2, 3/9 missed for Quiz 3. Redlands,</p>	<p>Stats: Students are not performing at our standard on the statistics material.</p> <p>Econ: They are doing relatively well, however, on the economics curriculum. For a given term, some campuses do worse: Burbank and Temecula in Spring 1; Redlands, Riverside, and Online in Summer 2. However, there is no clear pattern beyond that.</p>	<p>BUAD 644 is no longer taught. The economics core where students performed relatively well is now its own course: BUAD 632. The statistics portion is now its own course as well: BUAD 631 with a stronger focus on applied work.</p>	<p>2017 Fall 2 ALEKS p 7 2018 Spring 1 Econ Quiz 1-2 p 8 2018 Spring 1 Econ Quiz 3 p 9 2018 Spring 1 Stats Quiz 1 p9 2018 Spring 1 Stats Quiz 2-3 p10 2018 Summer 2 Econ Quiz 1-2 p 11 2018 Summer 2 Econ Quiz 3 p 11 2018 Summer 2 Stats Quiz 1 p12 2018 Summer 2 Stats Quiz 2-3 p13 Overall results p14-15</p>
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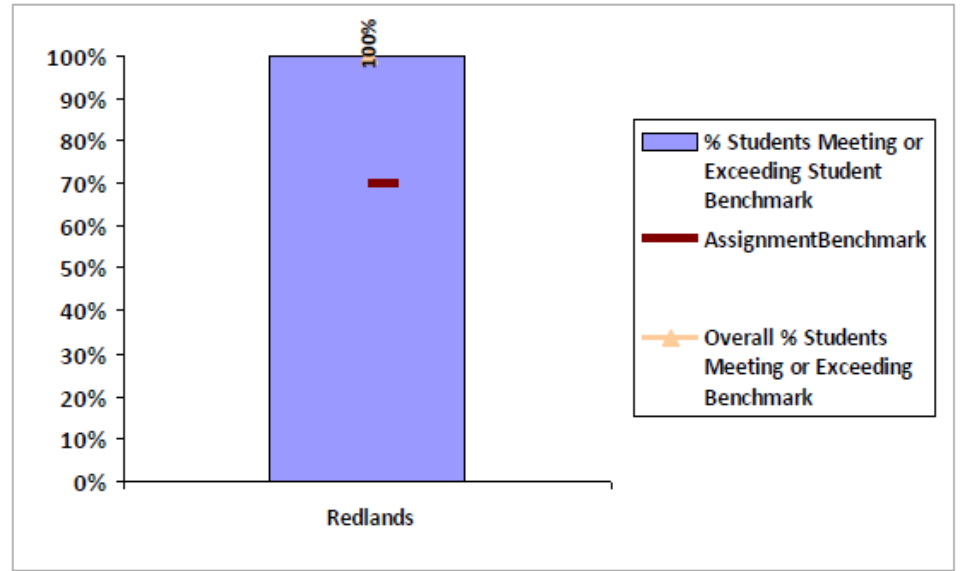
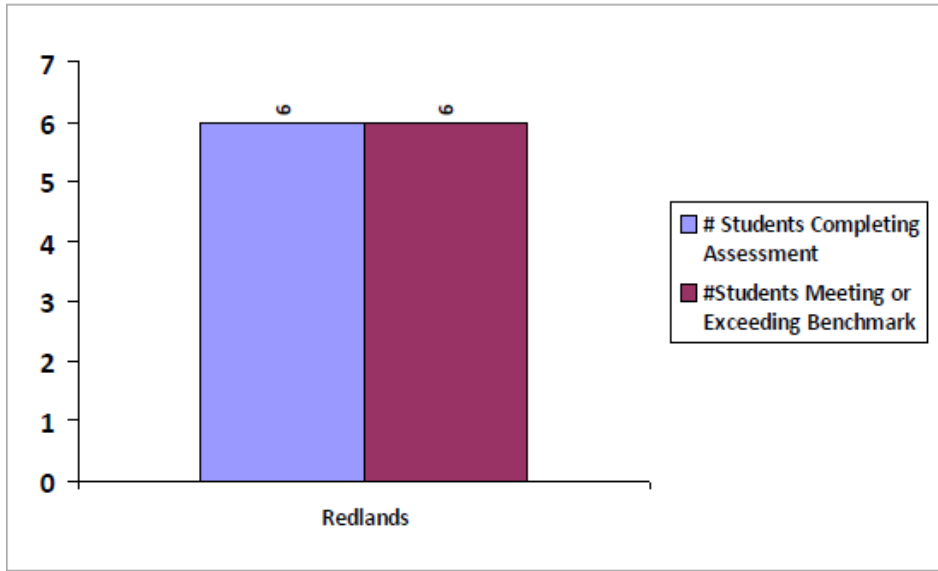
		<p>Riverside, and Online missed the benchmarks multiple times.</p> <p>Summer 2 2018 Stats: Scores were generally below the benchmark, especially on Quiz 3, where students performed far below the benchmark.</p> <p>Overall Econ: Benchmark nearly reached on all quizzes considering entire student population.</p> <p>Overall Statistics: Failed to reach benchmark on all quizzes considering entire student population.</p>			
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Measurable Goal: 70% of the students completing the Quiz 1 Economics will meet or exceed the benchmark of 70%.	Quiz 1 Economics, internally administered in an 8 week course using a standardized assessment rubric.	See above for summary	See above for summary	See above for summary	
Measurable Goal: 70% of the students completing the Quiz 2 Economics will meet or exceed the benchmark of 70%.	Quiz 2 Economics, internally administered in an 8 week course using a standardized assessment rubric.	See above for summary	See above for summary	See above for summary	
Measurable Goal: 70% of the students completing the Quiz 3 Economics will meet or exceed the benchmark of 70%.	Quiz 3 Economics, internally administered in an 8 week course using a standardized assessment rubric.	See above for summary	See above for summary	See above for summary	

Measurable Goal: 70% of the students completing the Quiz 1 Statistics will meet or exceed the benchmark of 70%.	Quiz 1 Statistics, internally administered in an 8 week course using a standardized assessment rubric.	See above for summary	See above for summary	See above for summary	
Measurable Goal: 70% of the students completing the Quiz 2 Statistics will meet or exceed the benchmark of 70%.	Quiz 2 Statistics, internally administered in an 8 week course using a standardized assessment rubric.	See above for summary	See above for summary	See above for summary	
Measurable Goal: 70% of the students completing the Quiz 3 Statistics will meet or exceed the benchmark of 70%.	Quiz 3 Statistics, internally administered in an 8 week course using a standardized assessment rubric.	See above for summary	See above for summary	See above for summary	

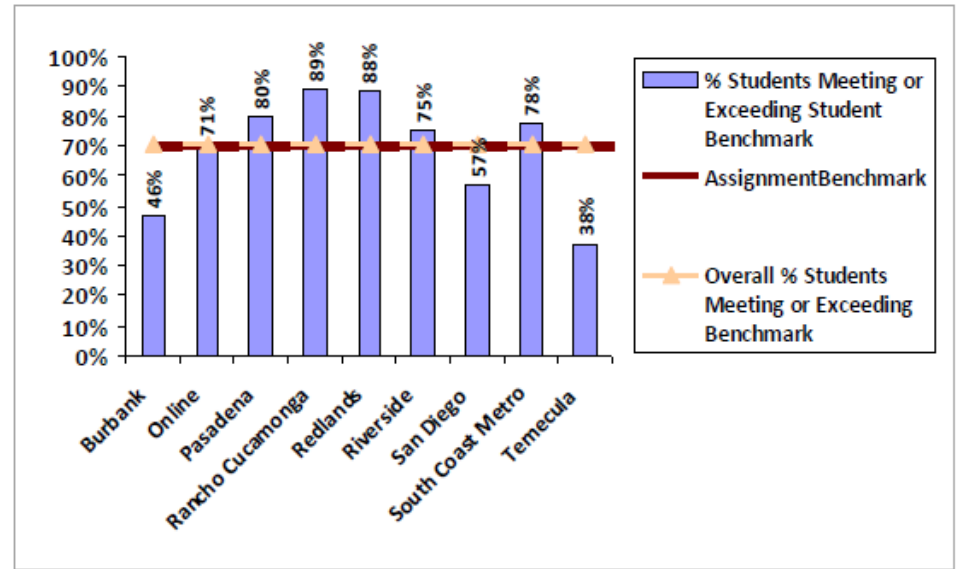
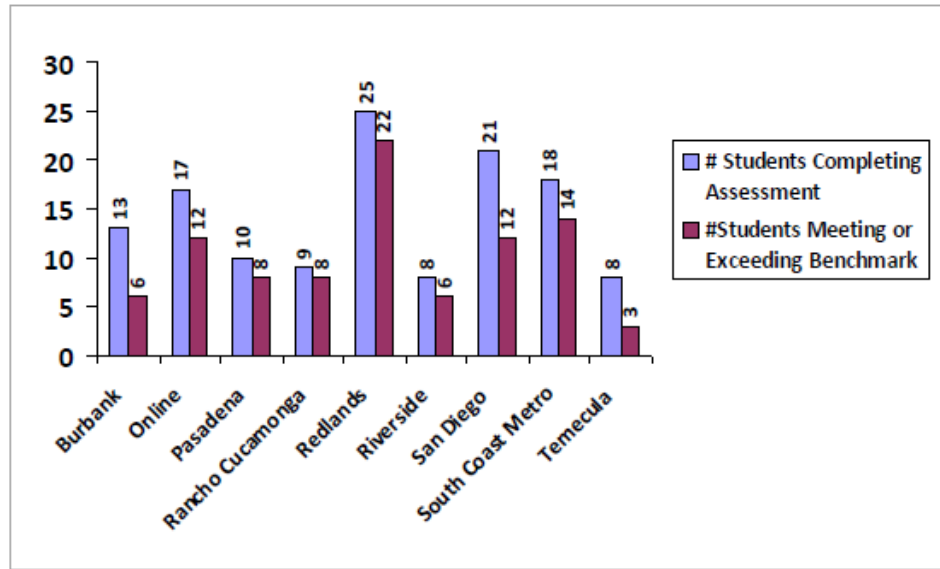
2017 Fall 2

Assignment: ALEKS

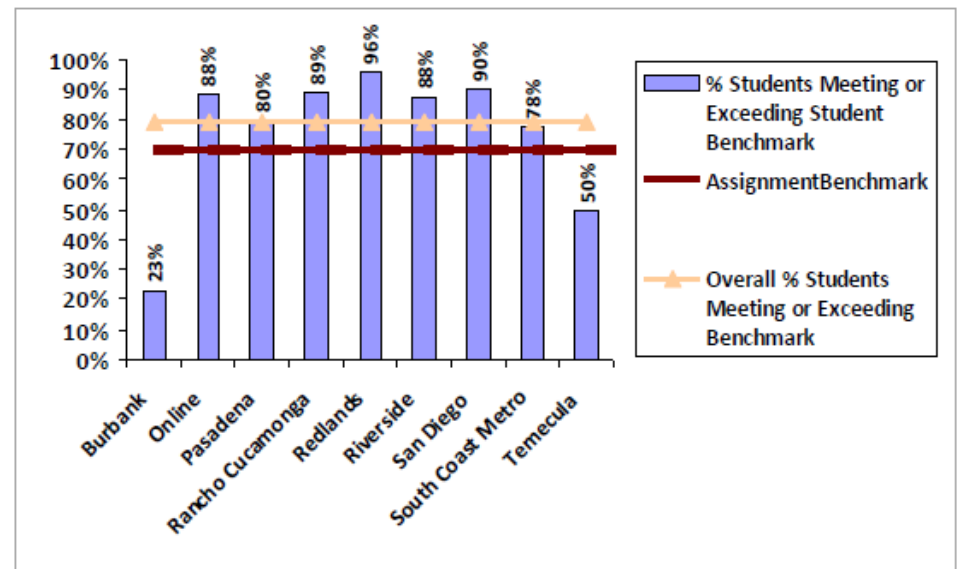
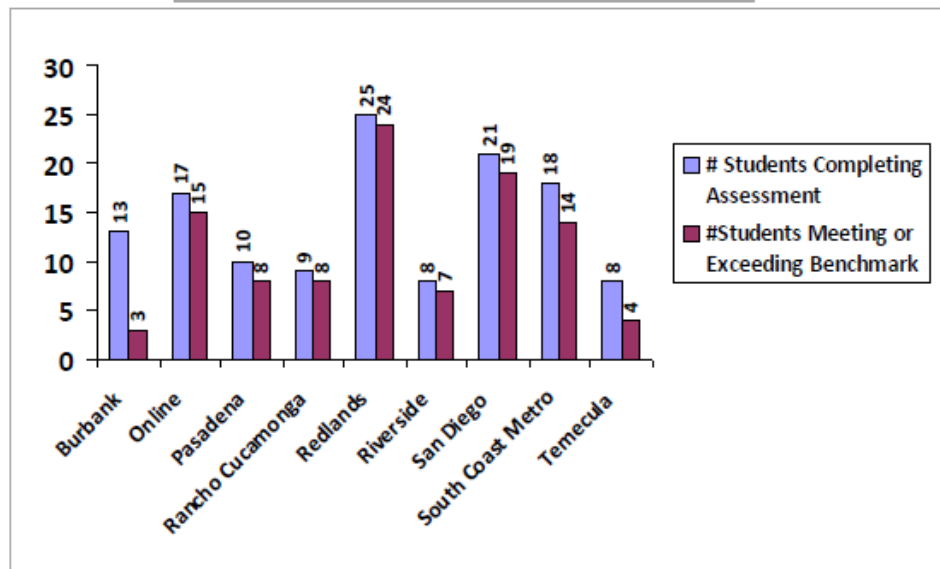


2018 Spring 1

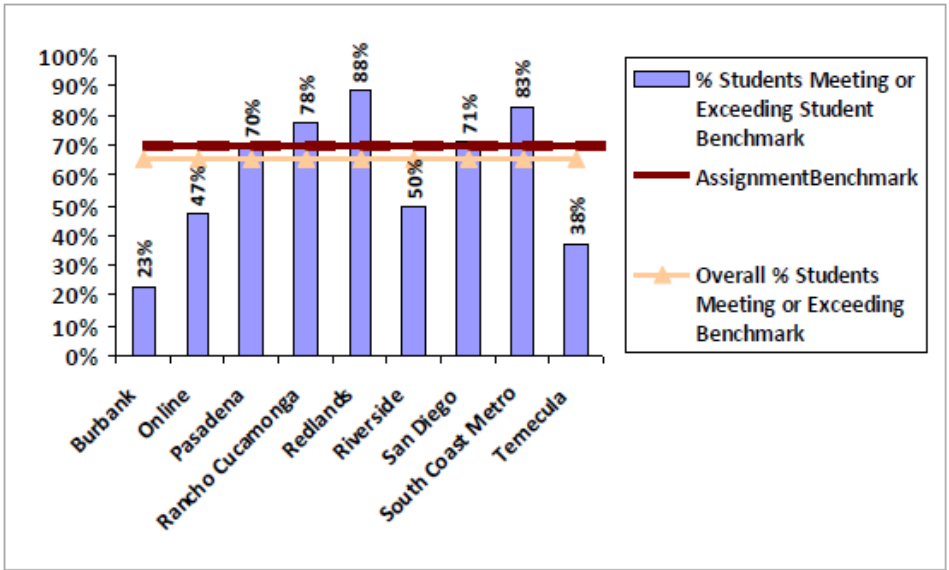
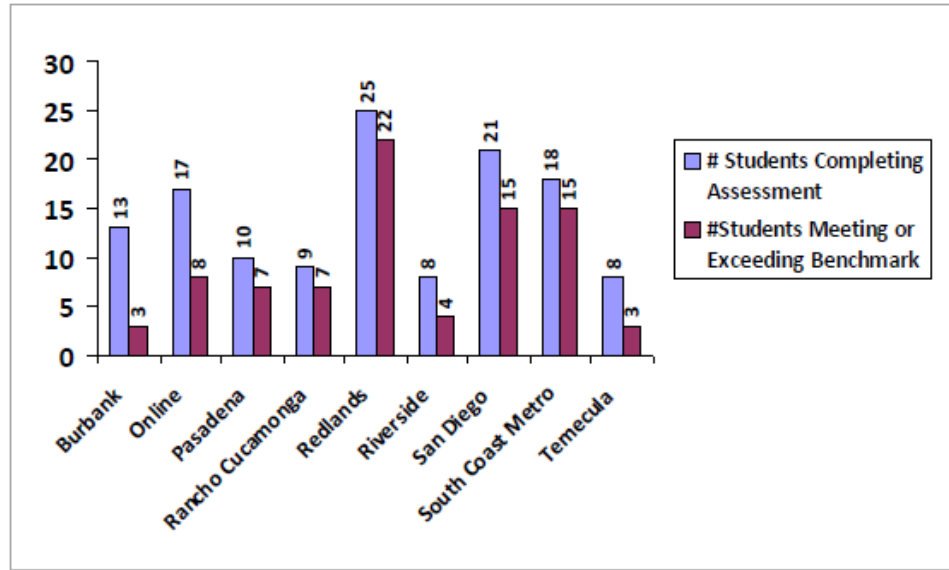
Assignment: Quiz 1 Economics



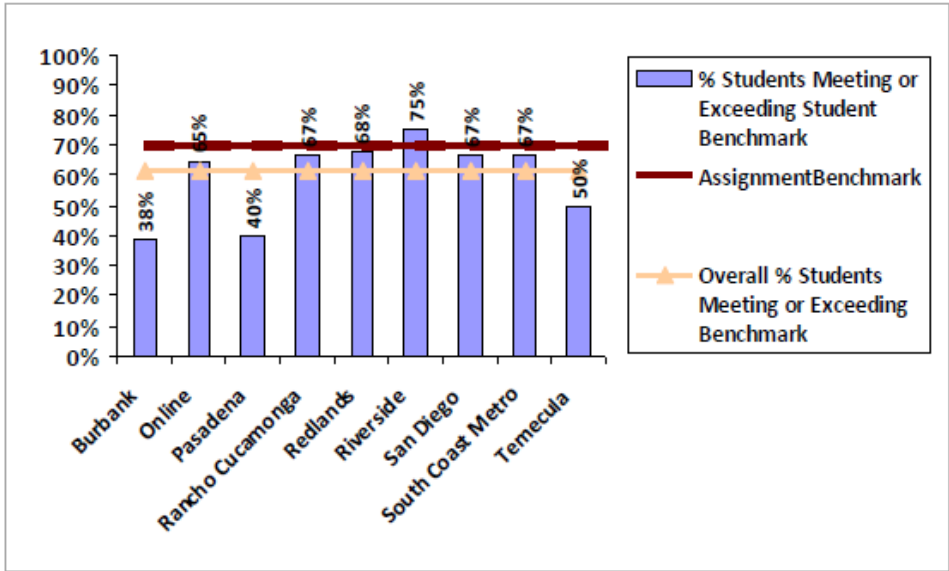
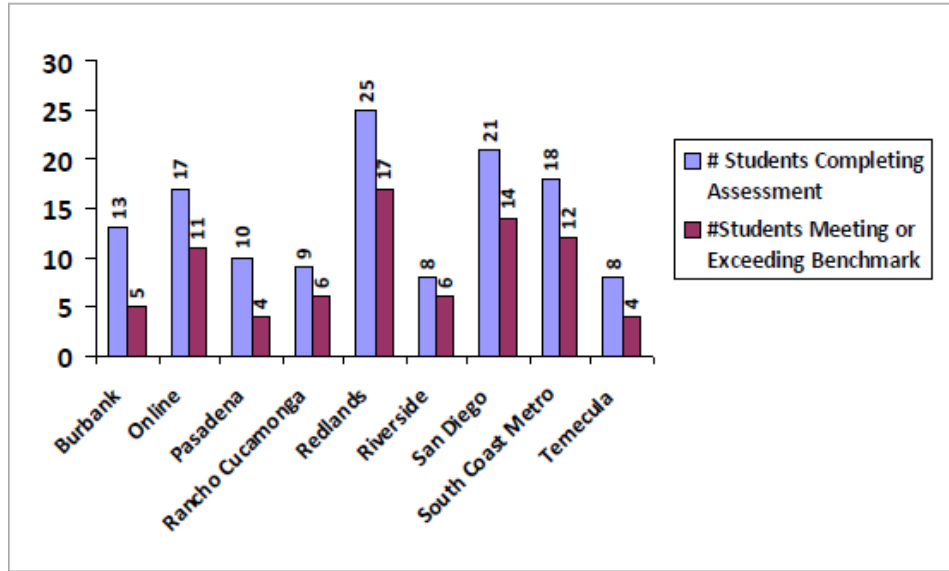
Assignment: Quiz 2 Economics



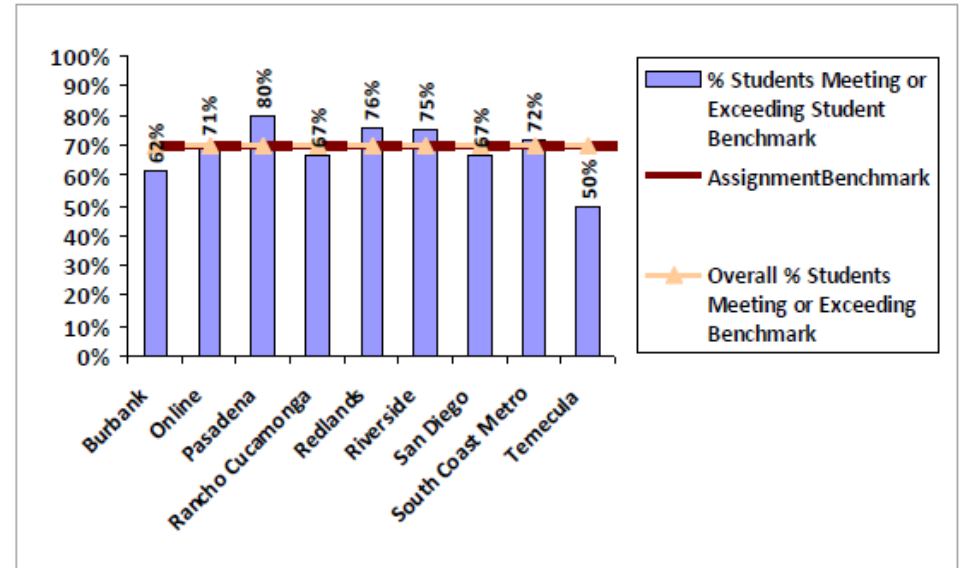
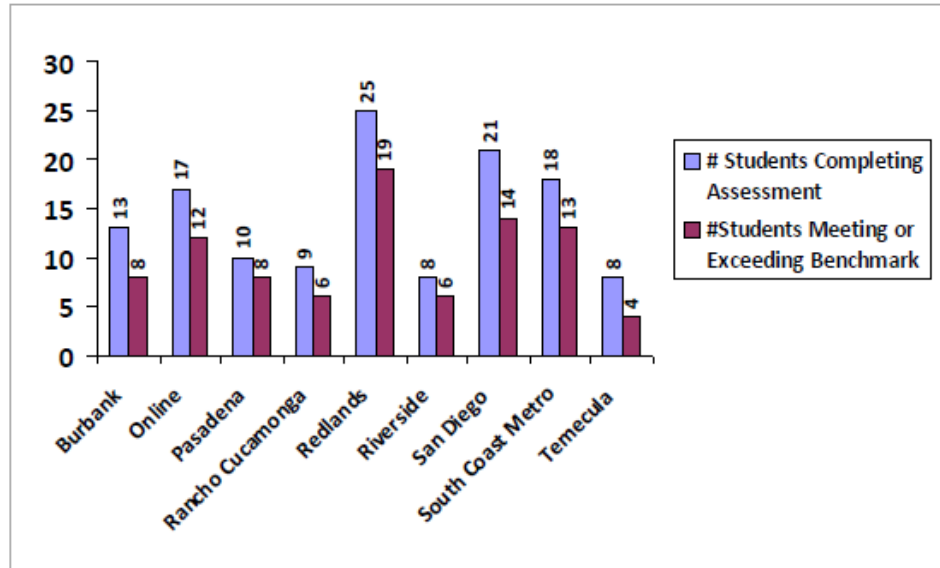
Assignment: Quiz 3 Economics



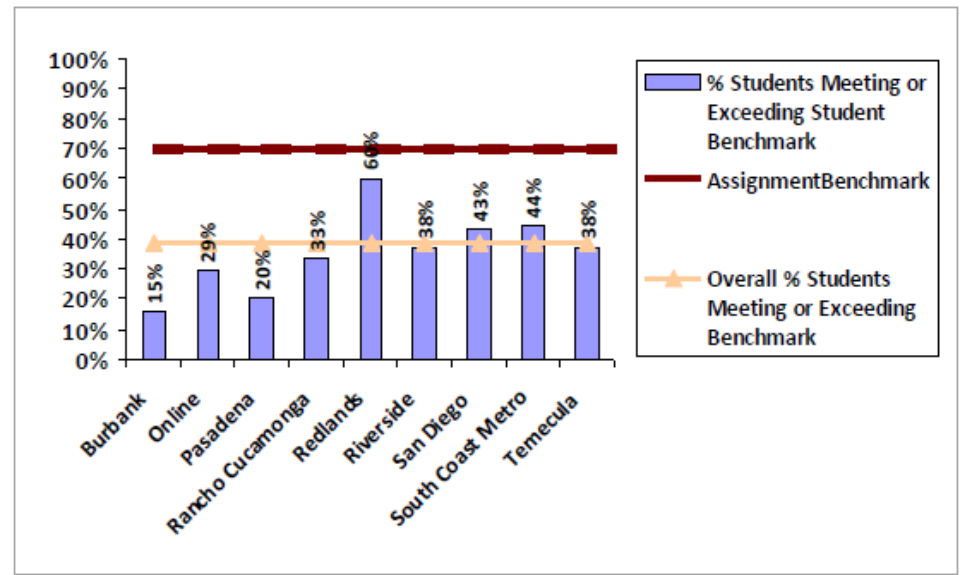
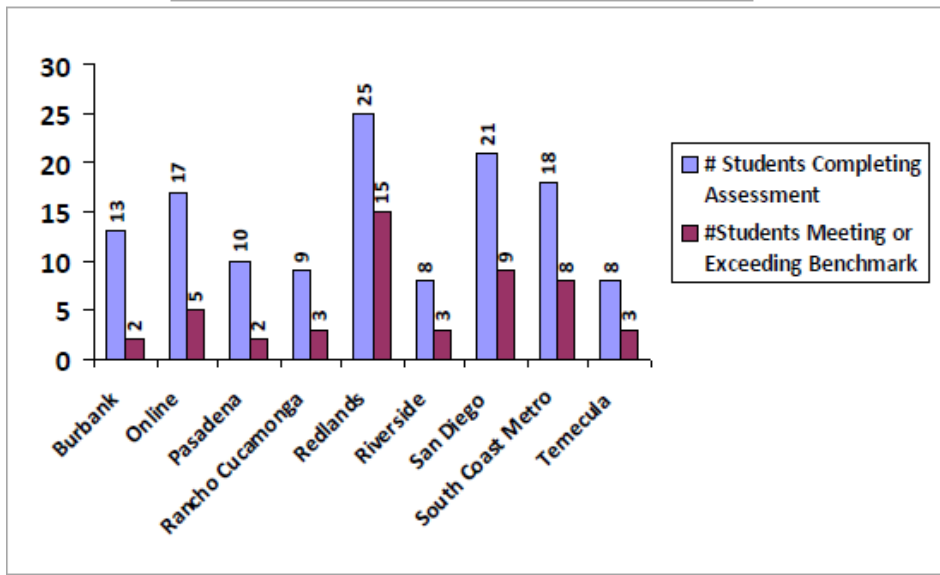
Assignment: Quiz 1 Statistics



Assignment: Quiz 2 Statistics

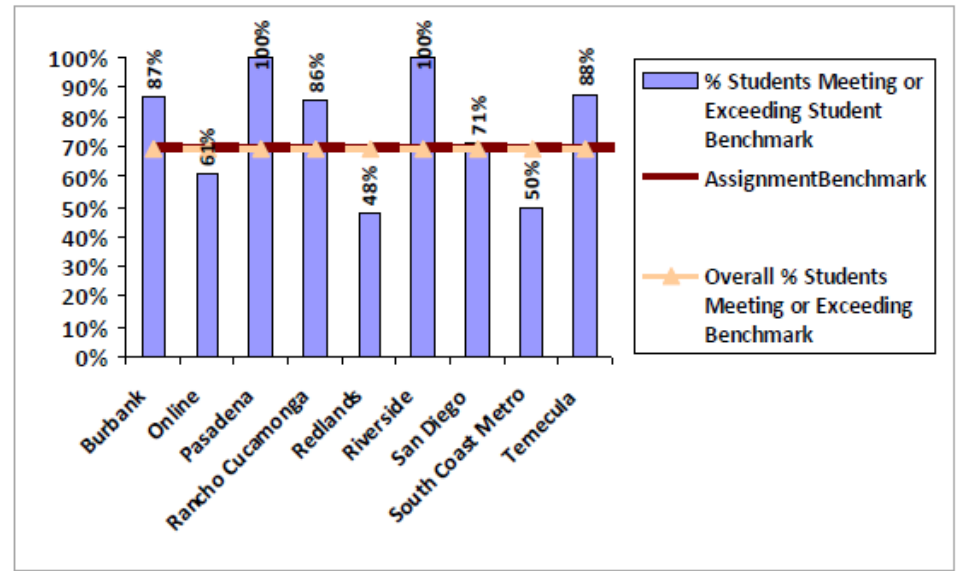
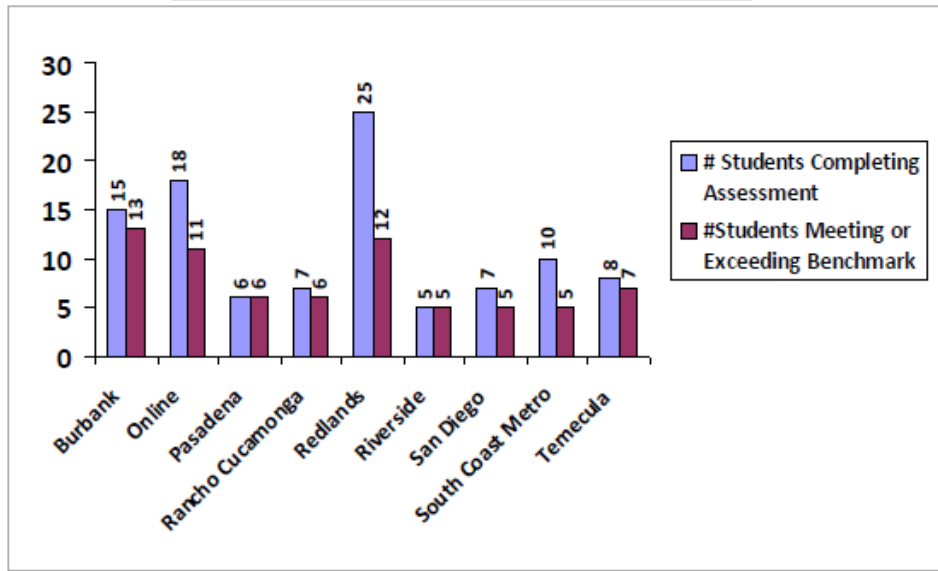


Assignment: Quiz 3 Statistics

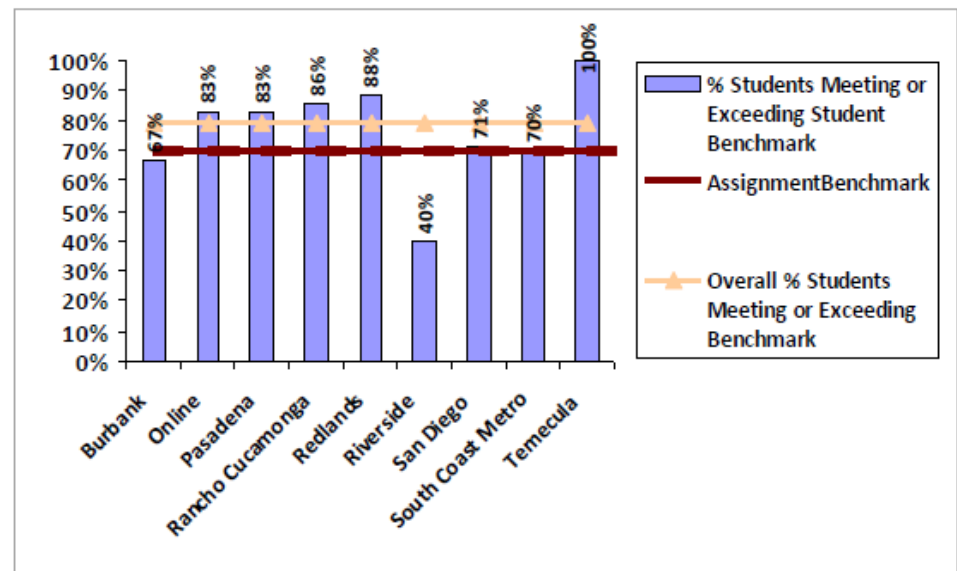
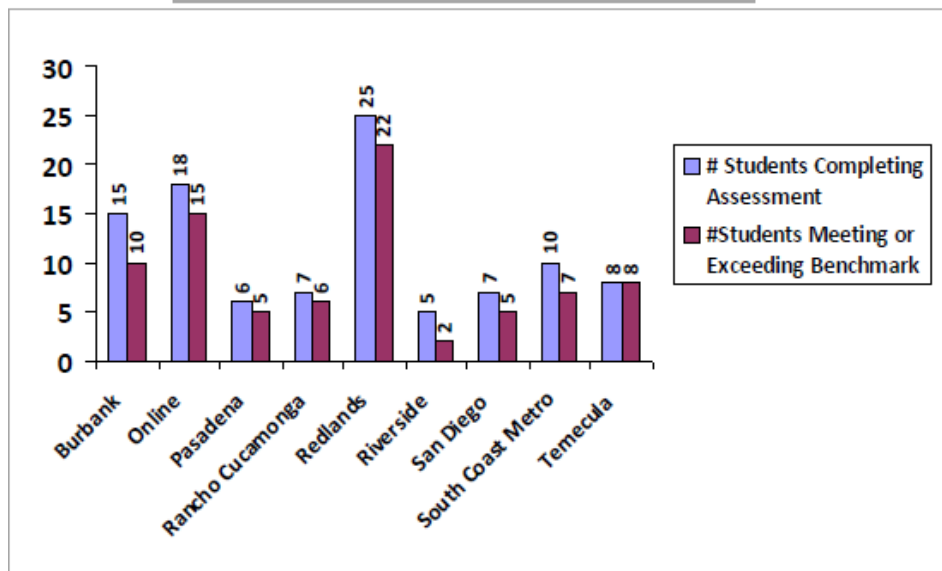


2018 Summer 2

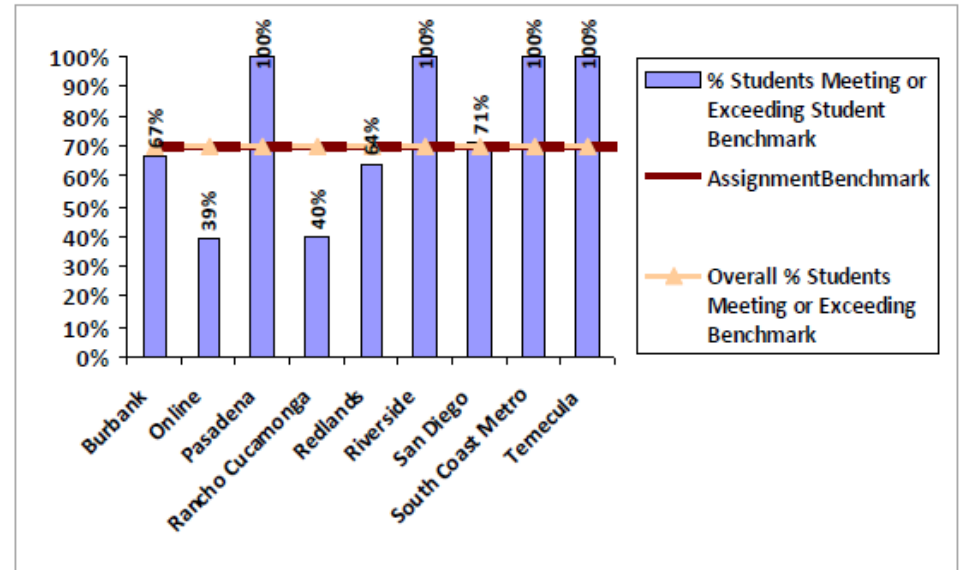
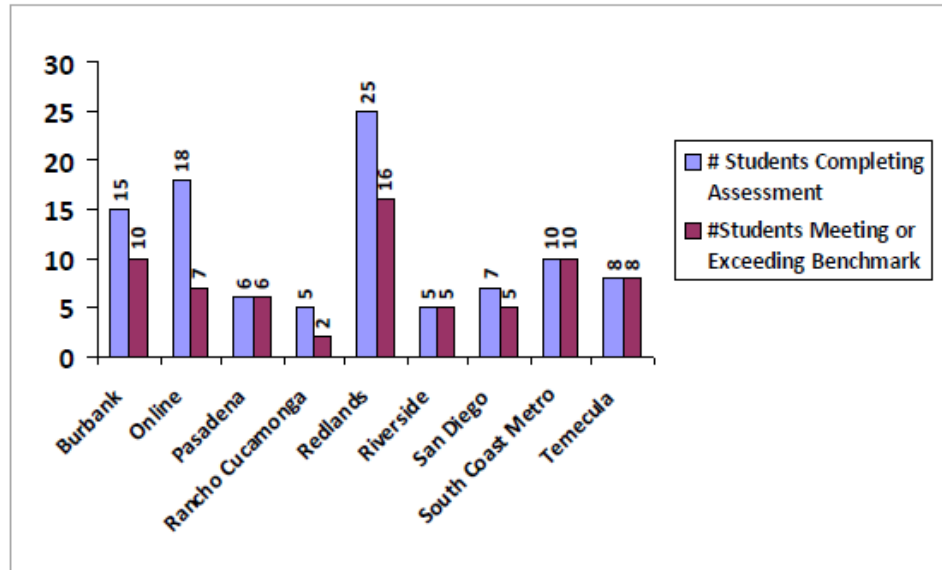
Assignment: Quiz 1 Economics



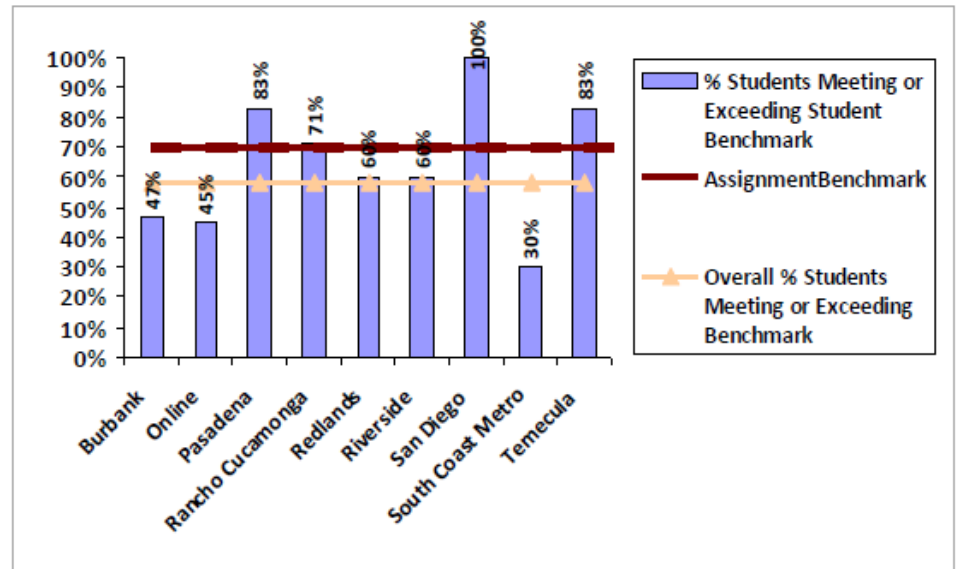
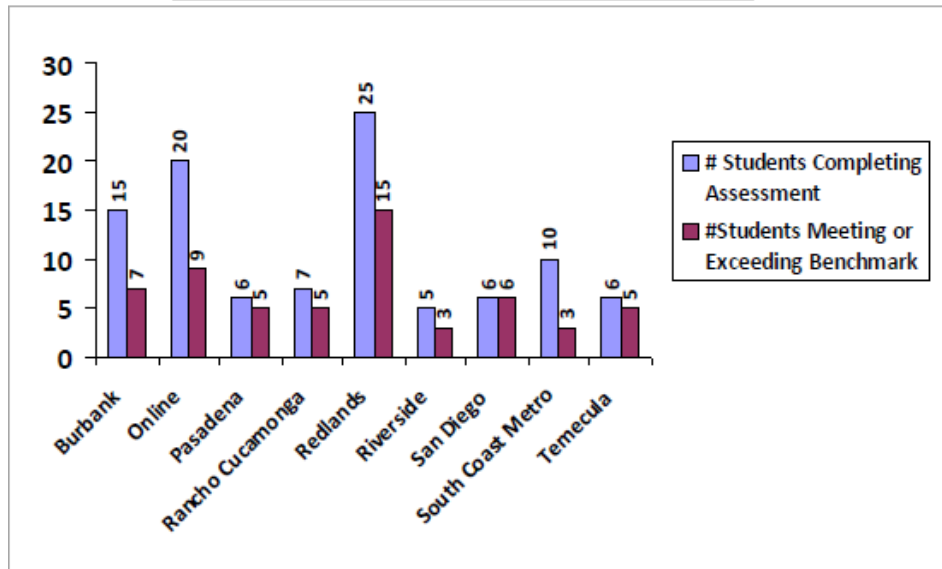
Assignment: Quiz 2 Economics



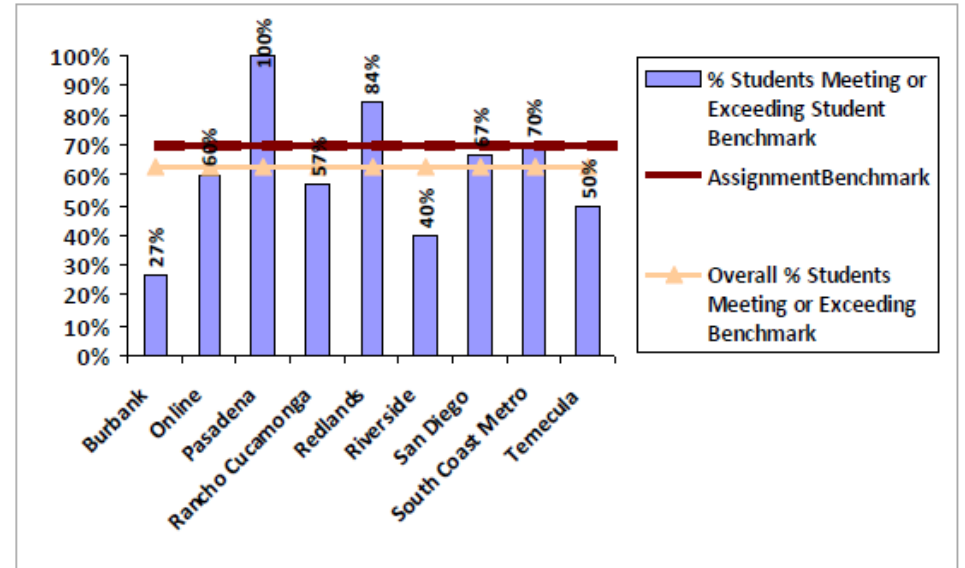
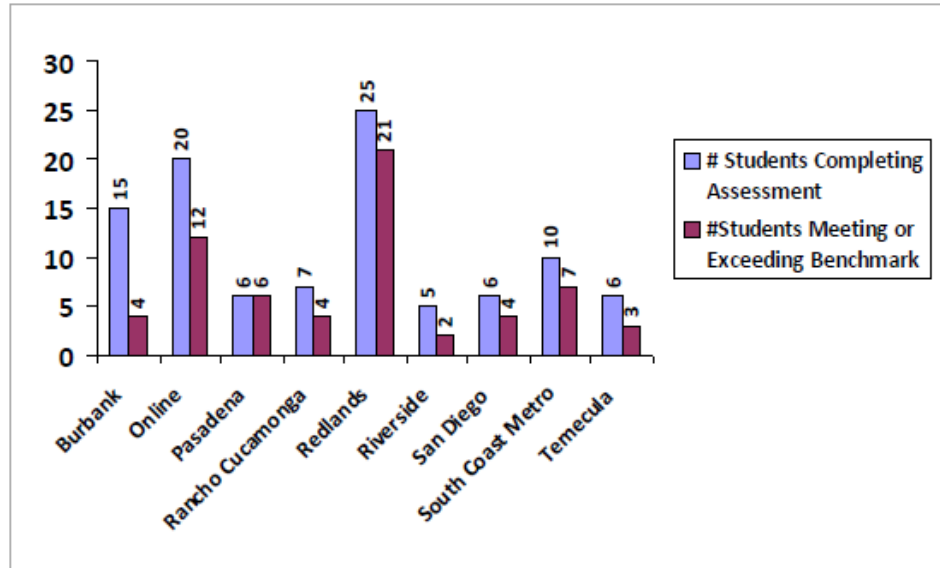
Assignment: Quiz 3 Economics



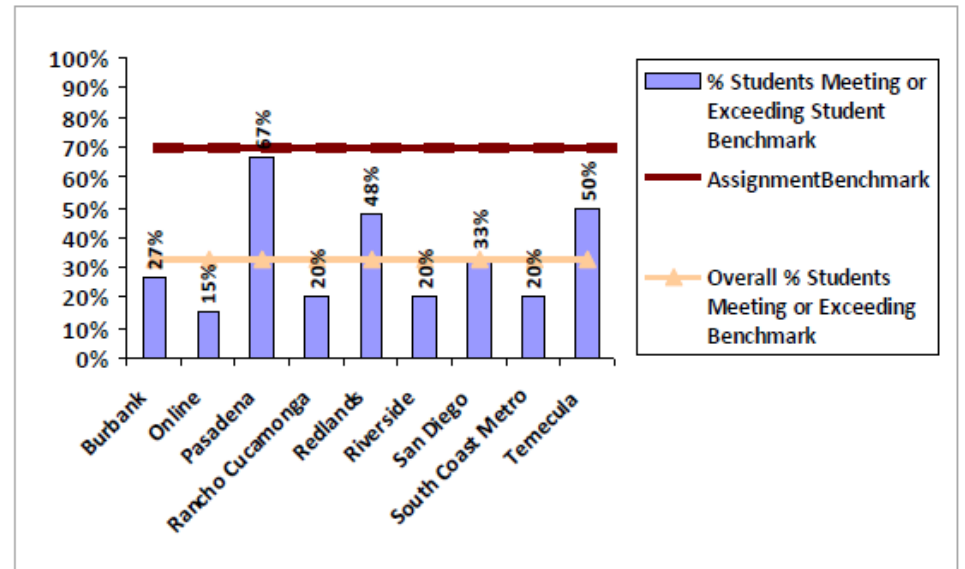
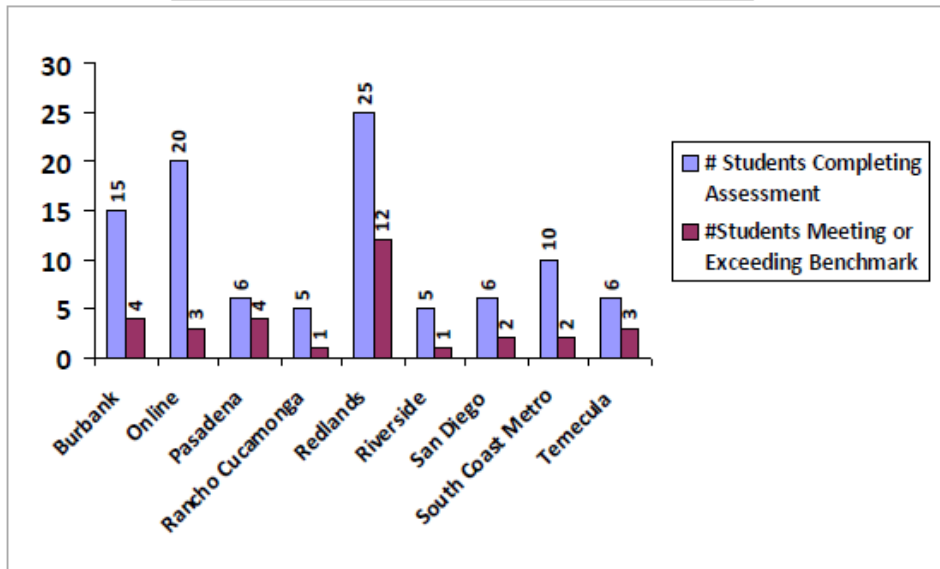
Assignment: Quiz 1 Statistics



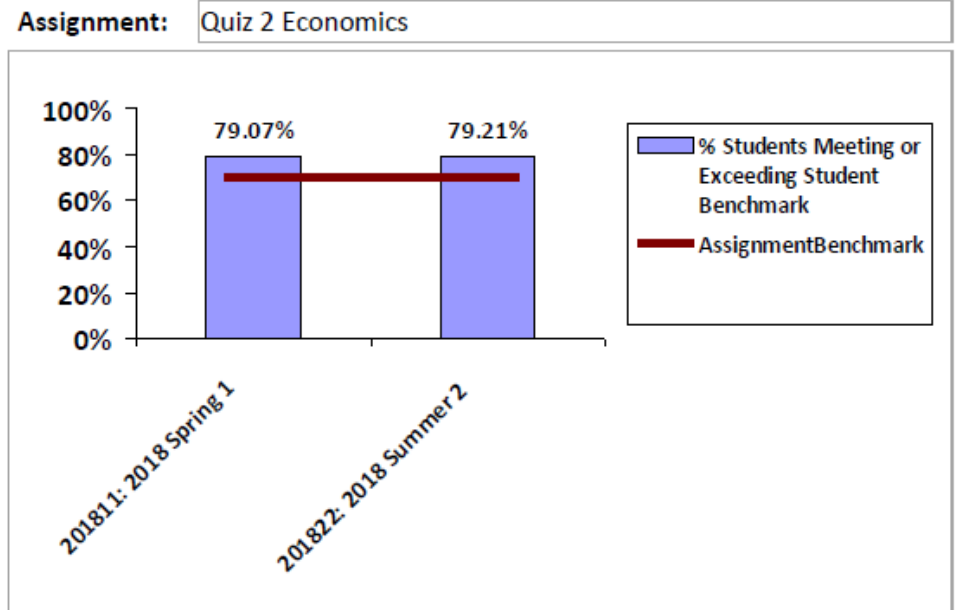
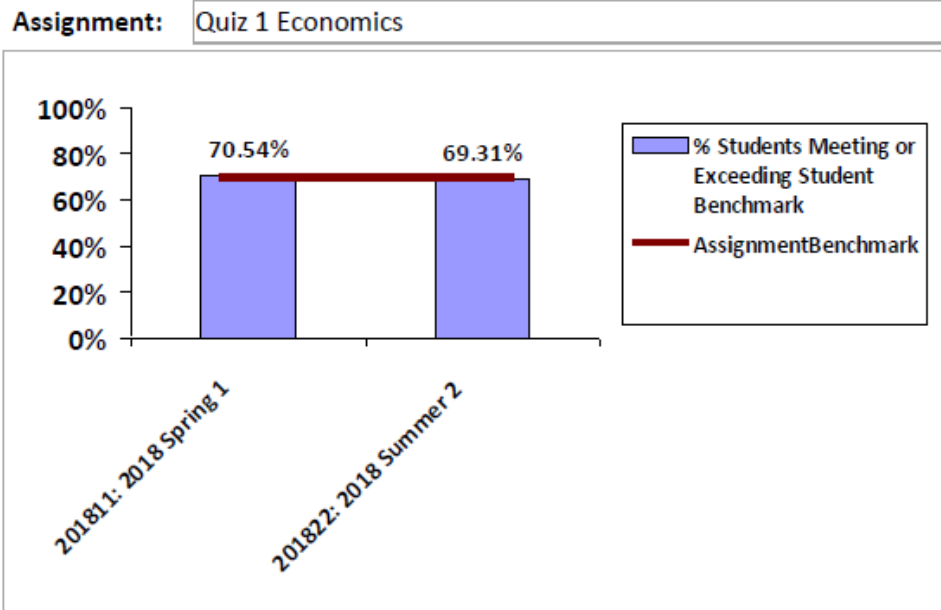
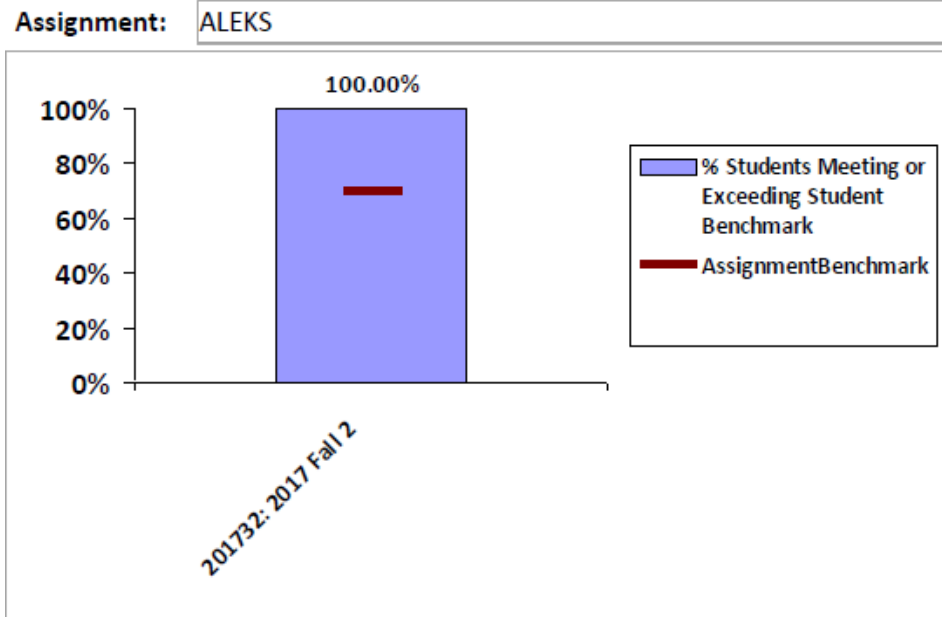
Assignment: Quiz 2 Statistics



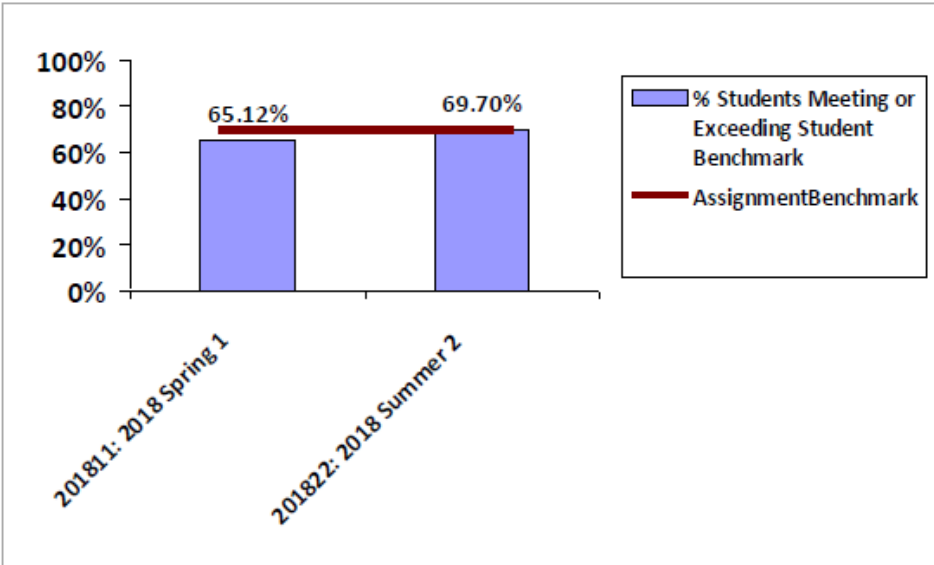
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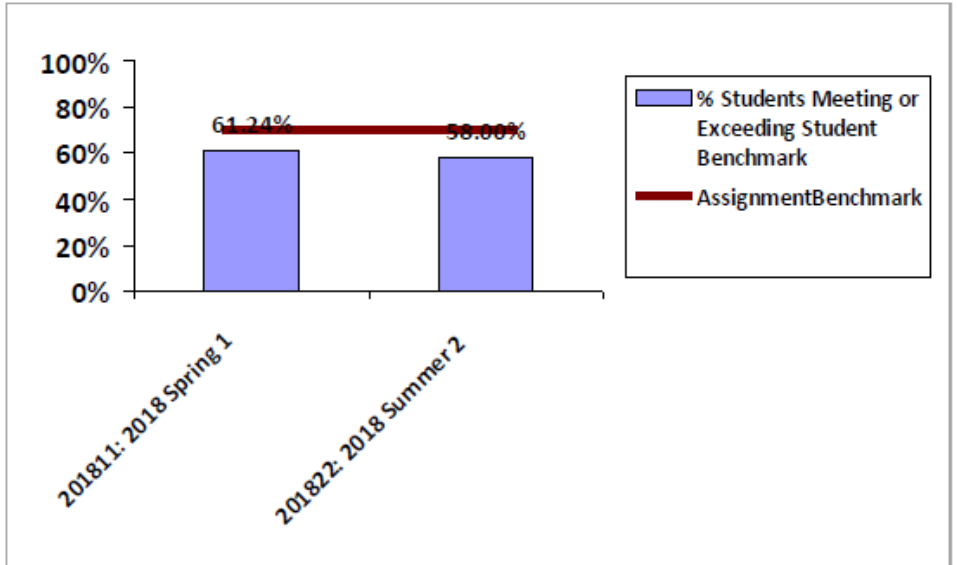
Overall Results



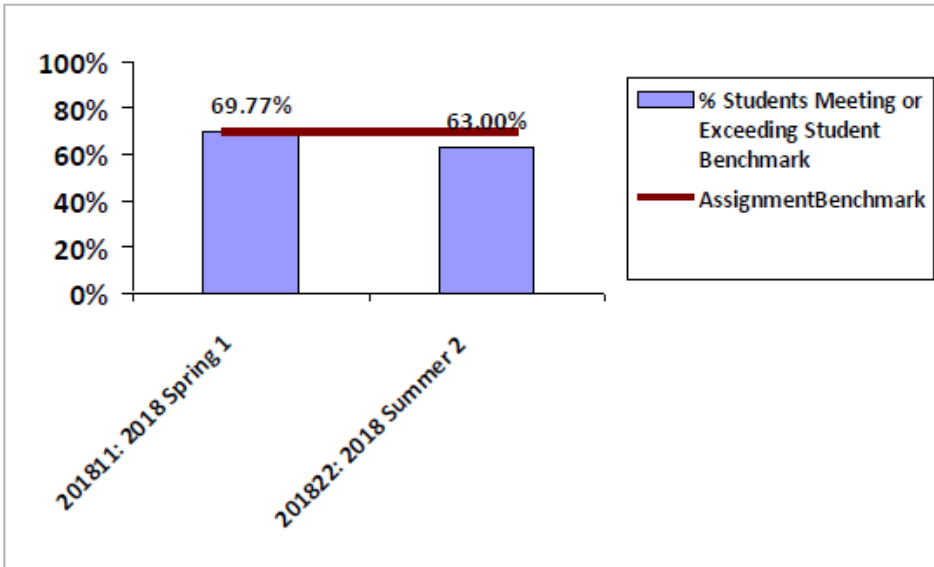
Assignment: Quiz 3 Economics



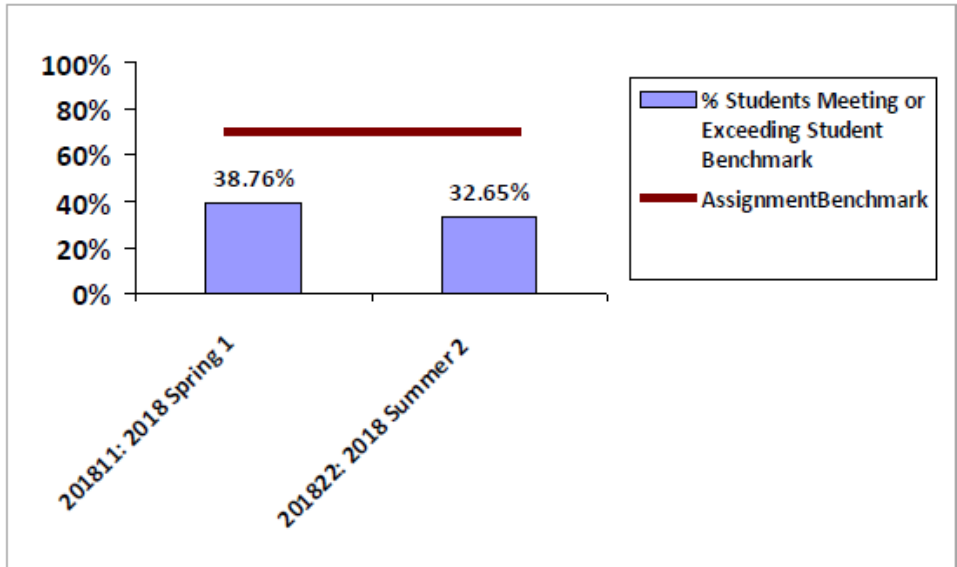
Assignment: Quiz 1 Statistics



Assignment: Quiz 2 Statistics



Assignment: Quiz 3 Statistics



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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 Plan¹

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

Performance Indicator	Definition				
Program: 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>				
PLO: 1					
Course: BUAD-658					
CLO: 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: 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 reviewing the results of both assessment questions taken together, students meet or exceed the benchmark goal of 70%. However, as in prior	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	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	<p>2017 Spring 1 See p. 2</p> <p>2017 Spring 2 See p. 3</p> <p>2017 Fall 1 See p. 4</p> <p>Overall Results See p. 5</p>

¹ Please read instructions in last page carefully before drafting this action plan.

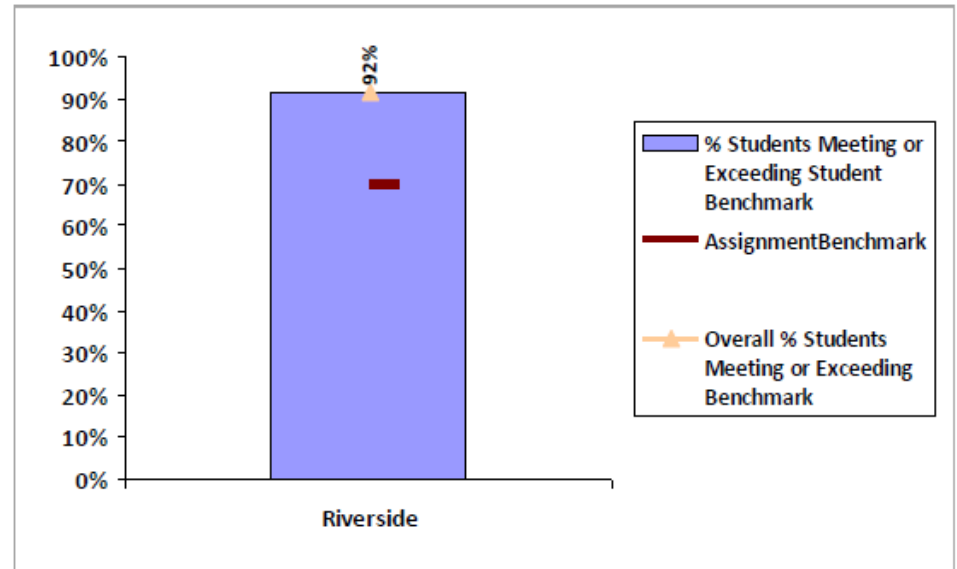
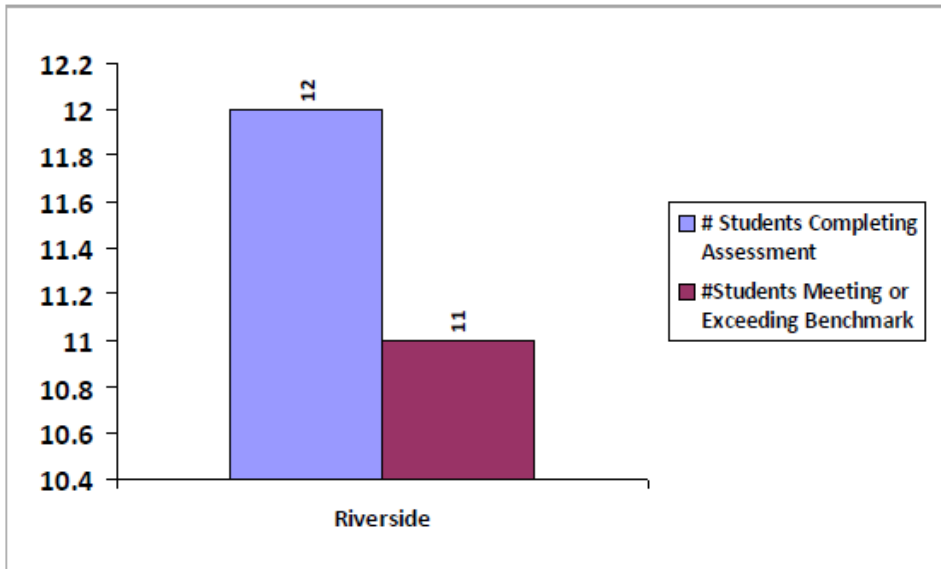
		<p>evaluation periods performance was generally better on Q1 than Q2. Only one cohort in the periods under examination did not meet the established benchmark for Q1, while only Three cohorts in this period met the established benchmark for Q2.</p>	<p>better on Q1, which deals with financial statement 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. Students in the Rancho Cucamonga and San Diego campuses performed better on both questions than students in the other cohorts.</p> <p>Several conclusions could be drawn from these results.</p> <p>1. It could be that instructors are not spending enough time covering the topics assessed in Q2 or are spending too much time</p>	<p>session at the next Faculty Conference.</p>	
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			<p>covering Q1 topics.</p> <p>2. Perhaps the material associated with Q2 is too advanced for most students to grasp, while Q1 material is easier.</p> <p>3. Q2 itself (the assessment instrument) may be too difficult for most students to obtain the benchmark of 70%.</p> <p>4. Perhaps the most likely conclusion from reviewing the 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 of Q2 correctly.</p>		
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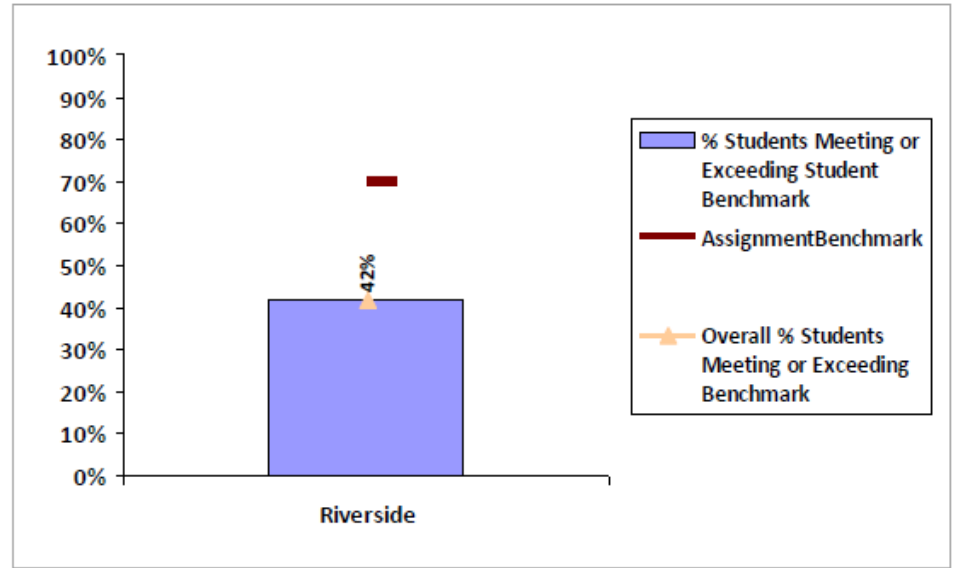
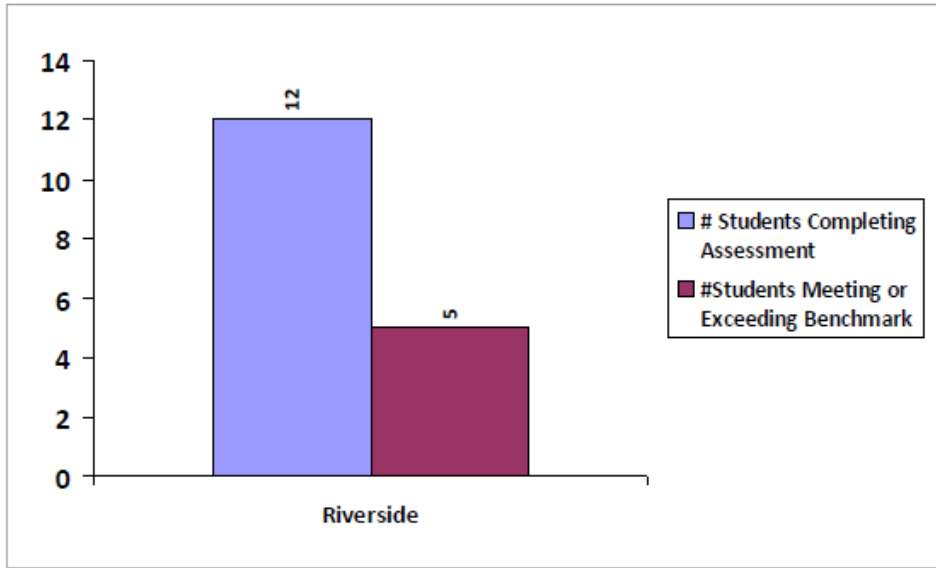
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2017 Spring 1

Assignment:

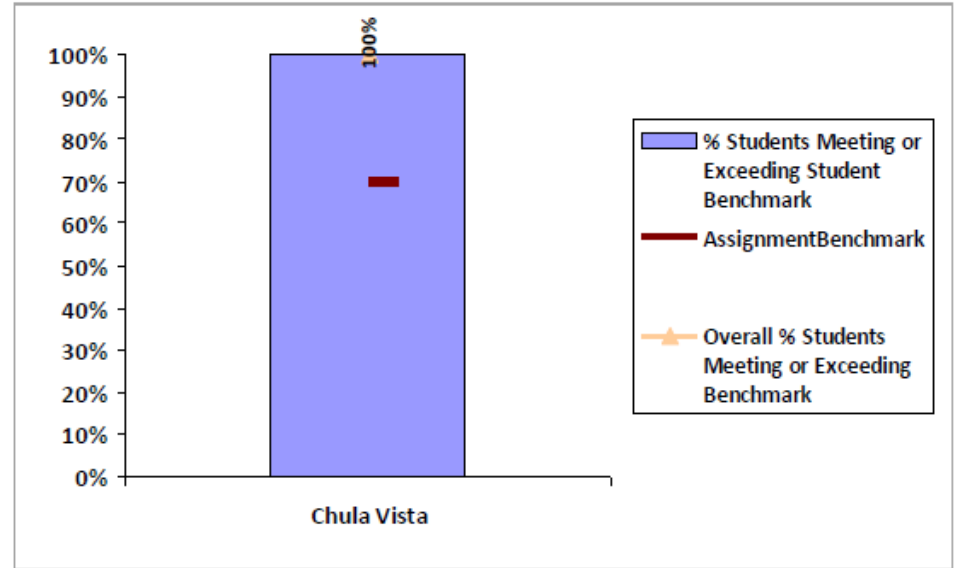
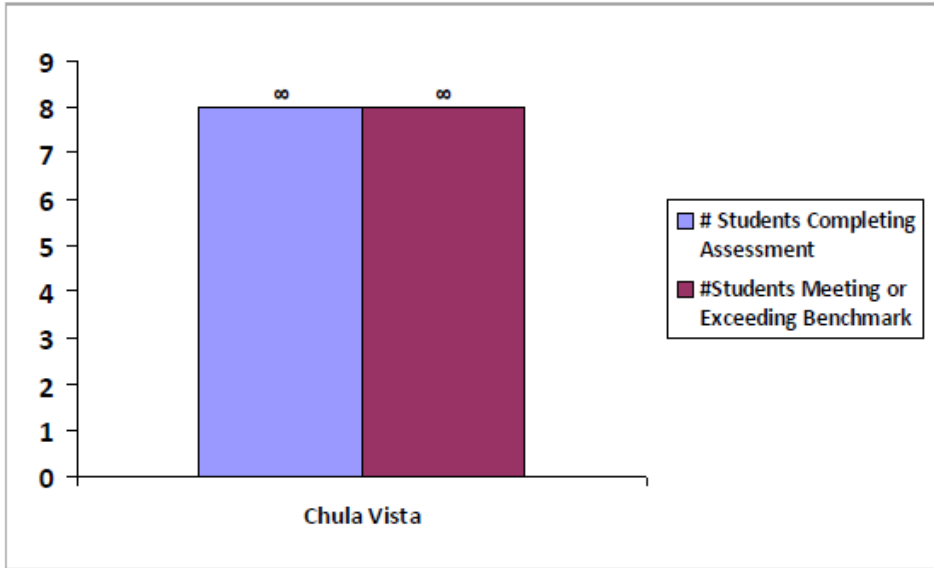


Assignment: Question 02

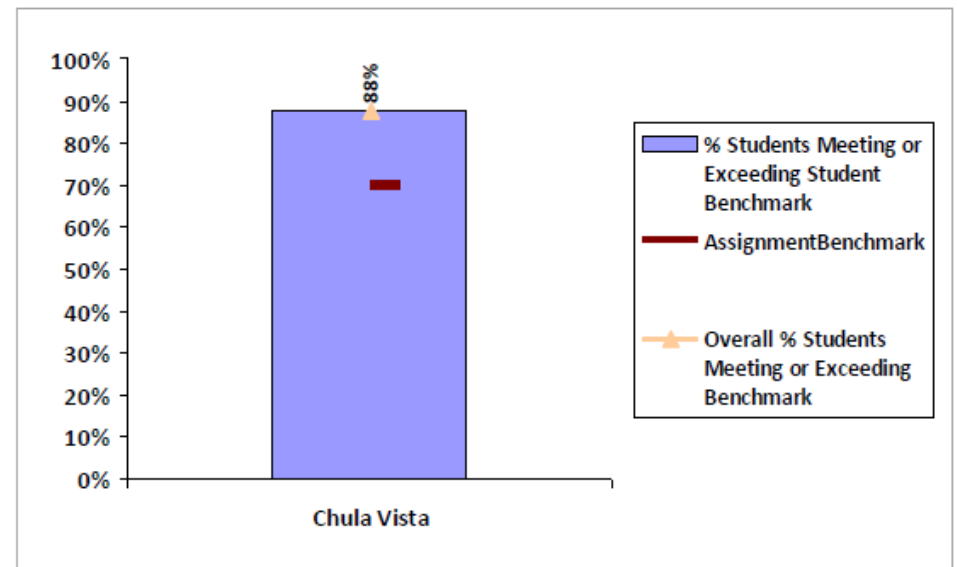
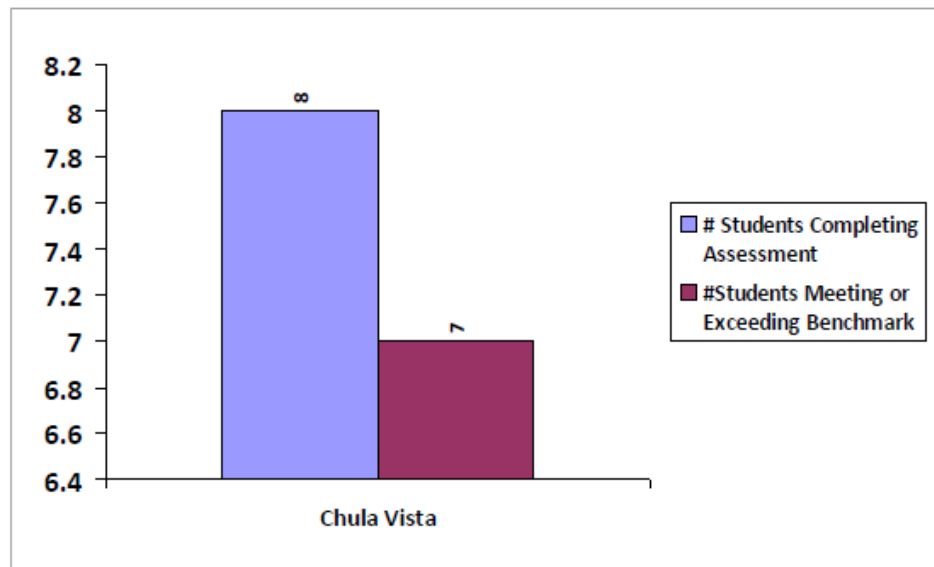


2017 Spring 2

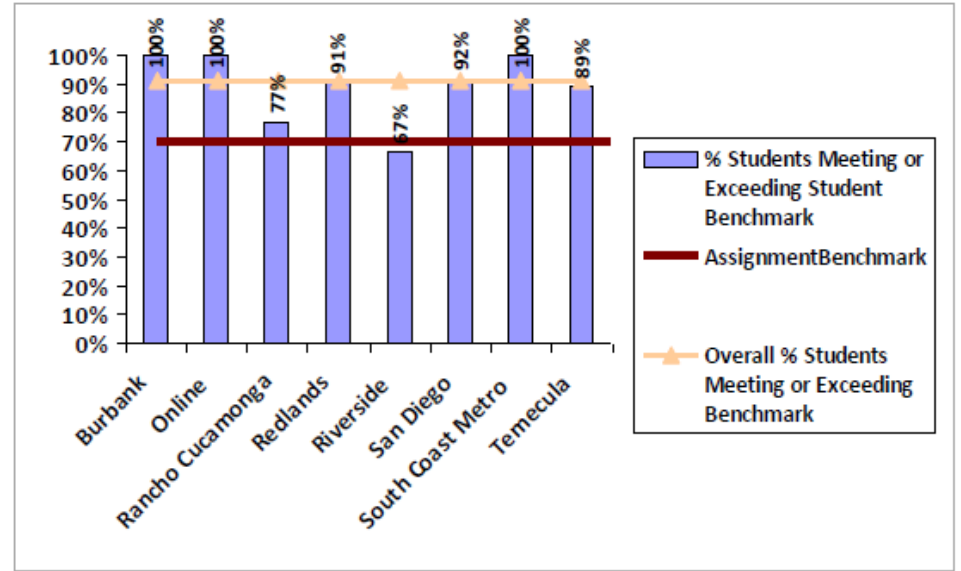
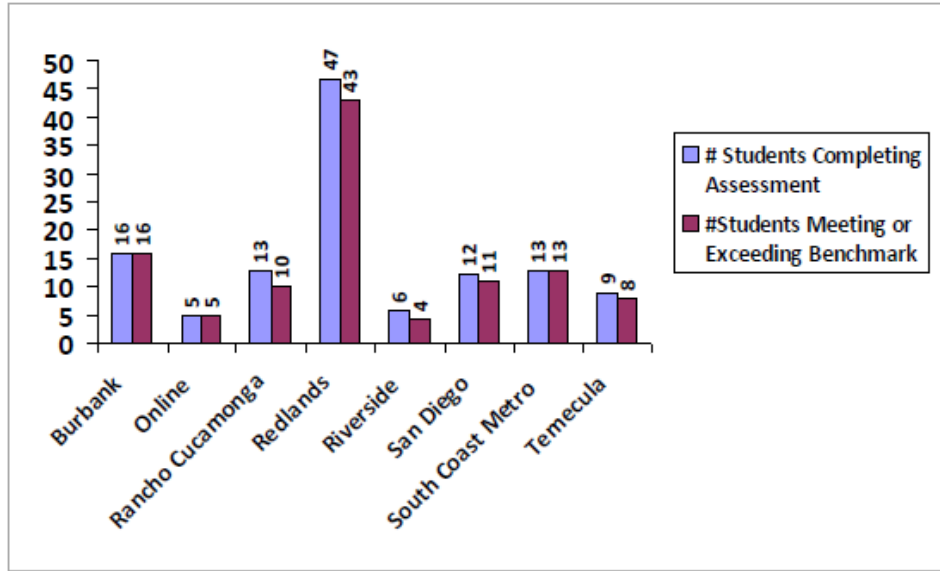
Assignment: Question 01



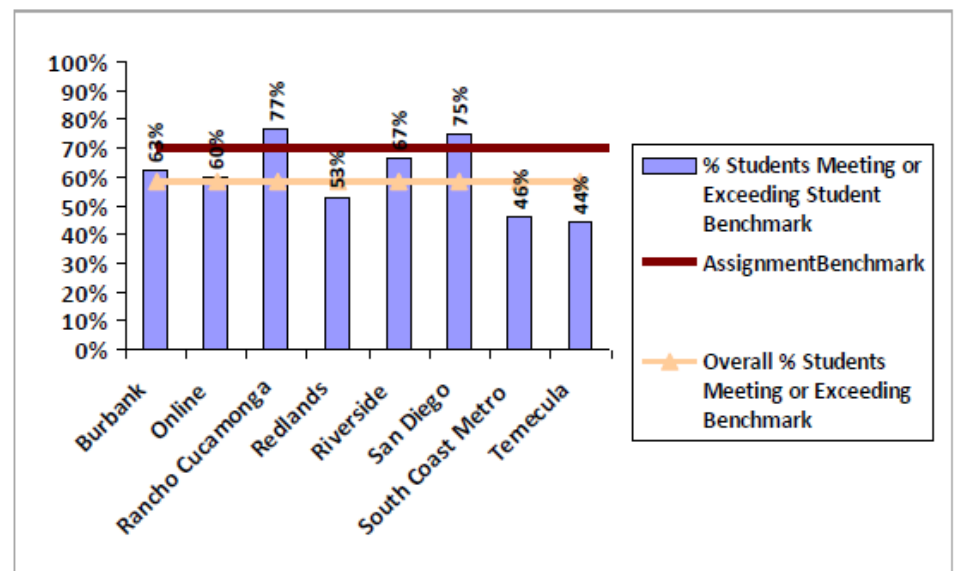
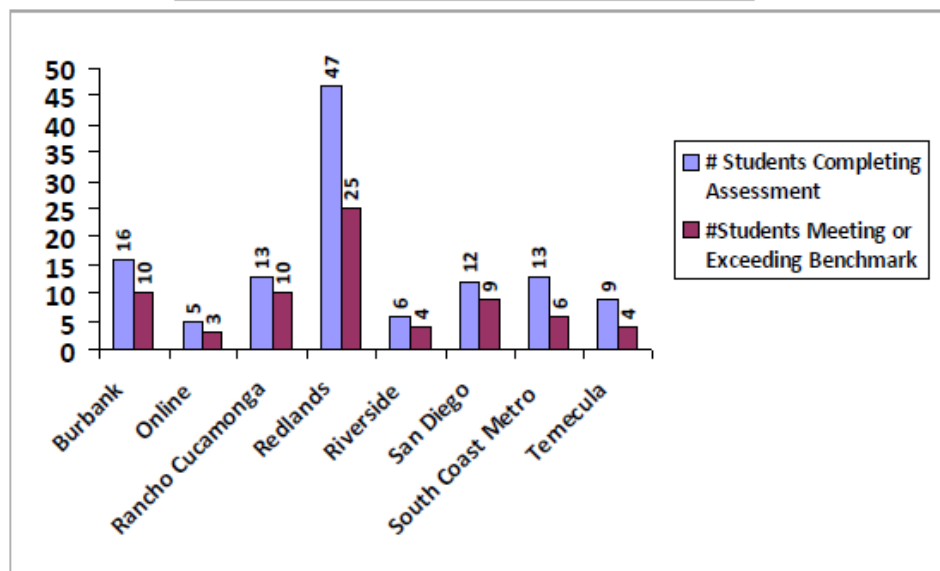
Assignment: Question 02



Assignment: Question 01

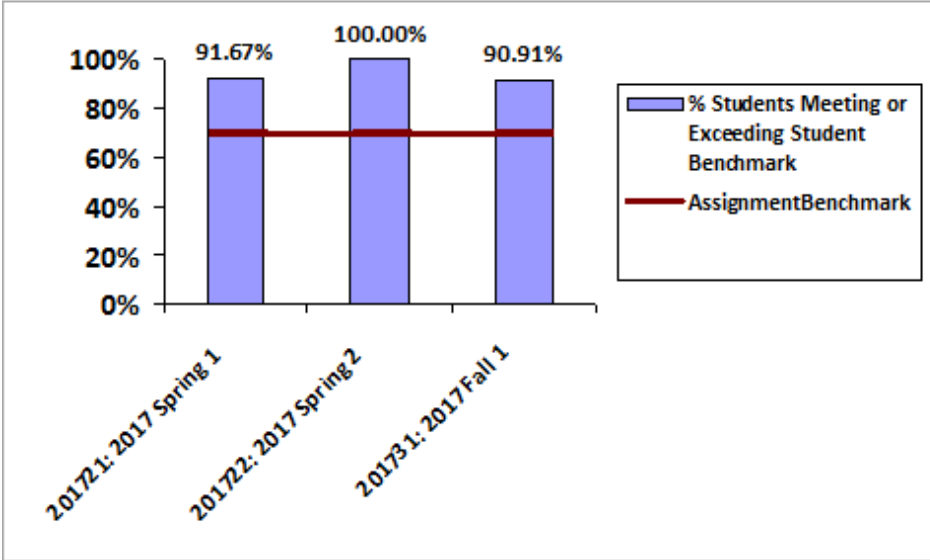


Assignment: Question 02

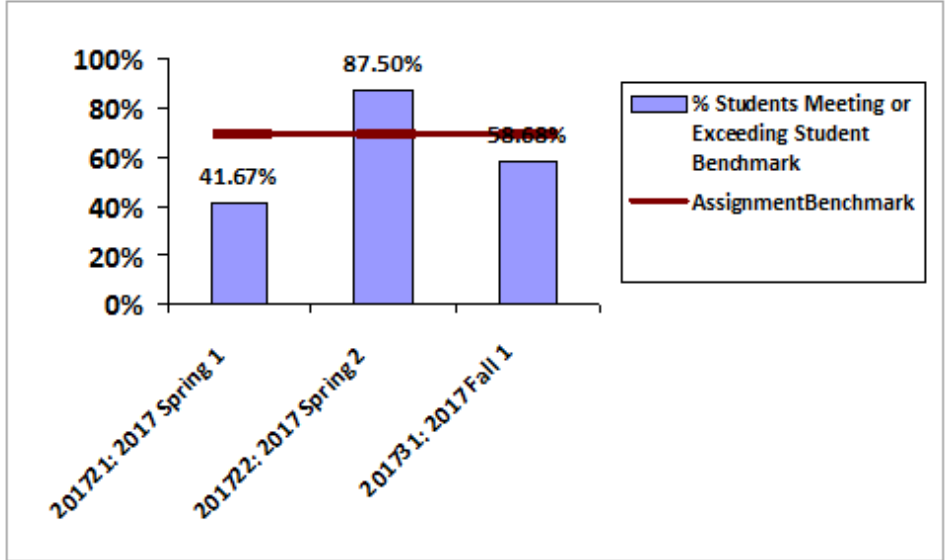


Overall Results

Assignment: Question 01



Assignment: Question 02



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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
Program: MBA 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	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.
Course: BUAD 660 Managerial Finance	

¹ Please read instructions carefully before drafting this action plan.

CLO: 1:
analyze critically the
function of finance in
organization

Analysis of Results

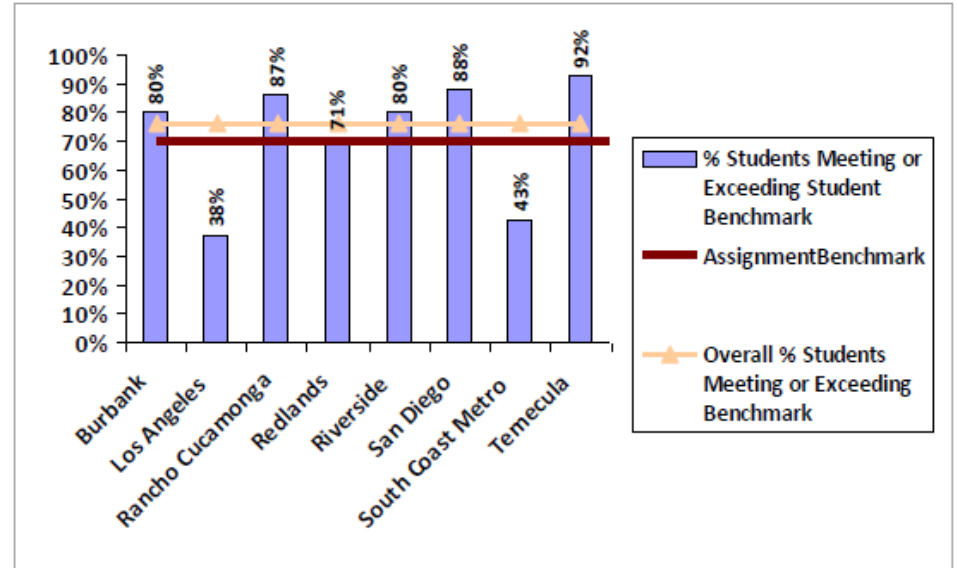
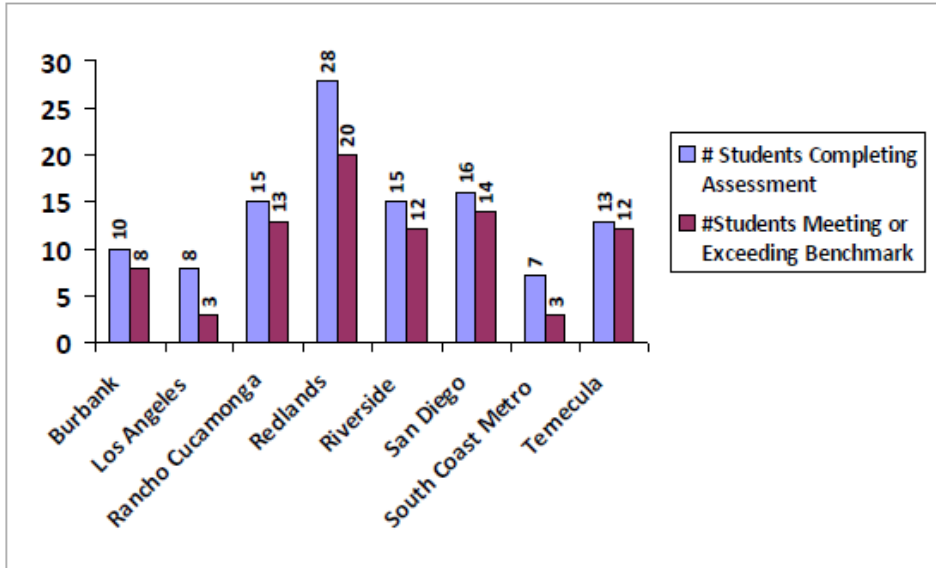
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or 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 Final Exam will meet or exceed the benchmark of 70% using a standardized assessment scoring sheet.</p>	<p>Final Exam, internally administered in an 8 week course using a standardized assessment scoring sheet.</p>	<p>Results: Overall, the weighted average percentage (WAP) of students who met or exceeded the benchmark was almost 70% (69.13%) for this assessment period. The overall WAP was very good and great improvement over last two years. As result of at least two sessions offered in in Los Angeles and San Diego Campus locations in the Fall 2017 term 2 did not perform well and negatively affected WAP.</p> <p>Total students who took the assessment test during 3 terms in 2017 for Managerial Finance offering were 265.</p> <p>The assessment instrument was administered in the 2017 Spring term2 in eight campus locations with 112 students. The WAP was 76% which indicates that performance exceeded the Benchmark.</p> <p>For 2017 Fall 1 term, one class was offered in Chula Vista location with 16 students took the</p>	<p>Analysis: 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.</p> <p>1. Students may not perform as expected in all Campus locations Depending on their preparations and knowledge of the subject.</p> <p>The Results of the assessment have been improved over previous two years. Also Instructors are doing better in administering the assessment test and reporting the results.</p>	<p>Action: The instrument is working Well as expected. The process for assessment has greatly been improved and seems to be consistent by all instructors in administering the assessment test. The professional Development conference has helped in communicating the School of Business expectations to Adjunct faculty and the need of administration of assessment test. we will look forward to ensuring that the assessment task is administered in a consistent manner i.e., embedded in a final exam that is graded and administered in the class during the final session. With an in-class exam there is very little 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.</p> <p>1. Instructors to be sure students taking the assessments test by incorporating the test as part of the final course grade.</p> <p>2. To provide data on # of students registered in the course to compare to # of students taking the assessment test.</p>	<p>2017 Spring 2 See p. 3</p> <p>2017 Fall 1 See p. 4</p> <p>2017 Fall 2 See p.5</p> <p>OVERALL RESULTS See p. 6</p>
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		<p>assessment test. (100%) of students met or exceeded the Benchmark.</p> <p>The results for 2017 Fall 2 term shows that in 8 of the campus locations with 137 students took the assessment test. only (60%) of students met or exceeded the Benchmark.</p> <p>Los Angeles, San Diego and South coast Plaza as well as Pasadena students' performance were very weak and resulted to low WAP. There were total 40 students in these 4 Campus locations.</p> <p>As result of administering assessment test as part of final exam and graded as part of final students' grade, students 'participation in taking the assessment test greatly improved.</p>		<p>3. The graphs indicate that for at least two sessions, the "0" of students met or exceeded the benchmark. Clearly students did not take the assessment test. As results the overall performance drastically suffered.</p>	
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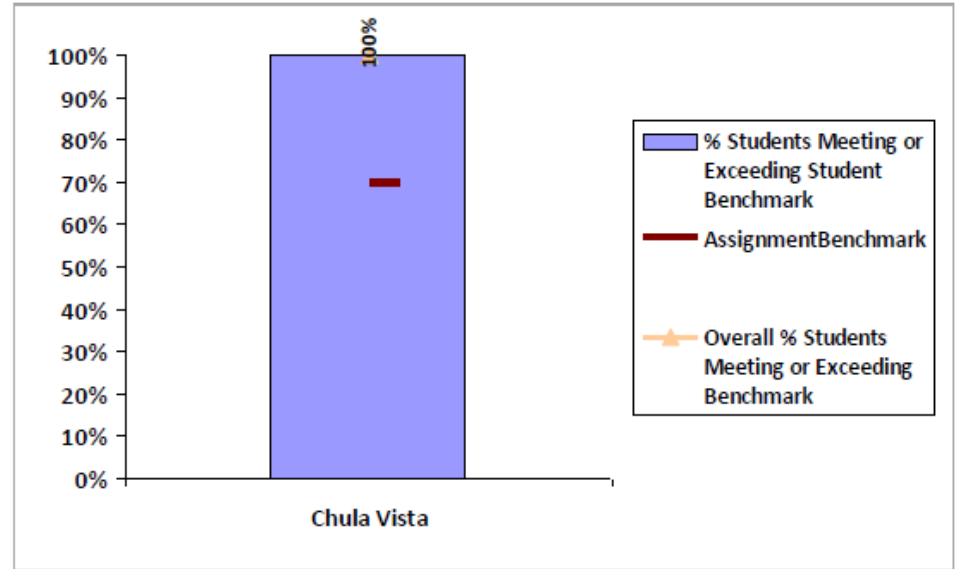
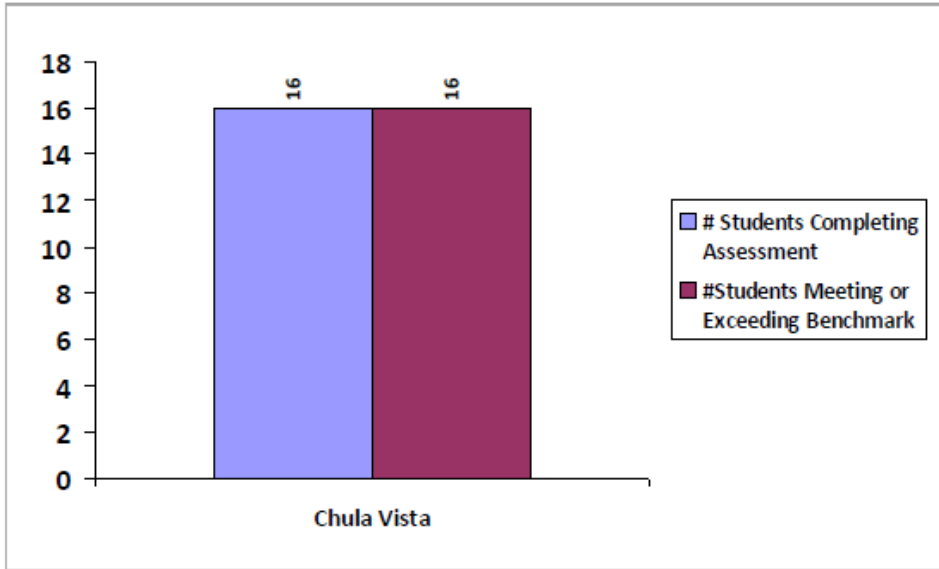
2017 Spring 2

Assignment: Questions

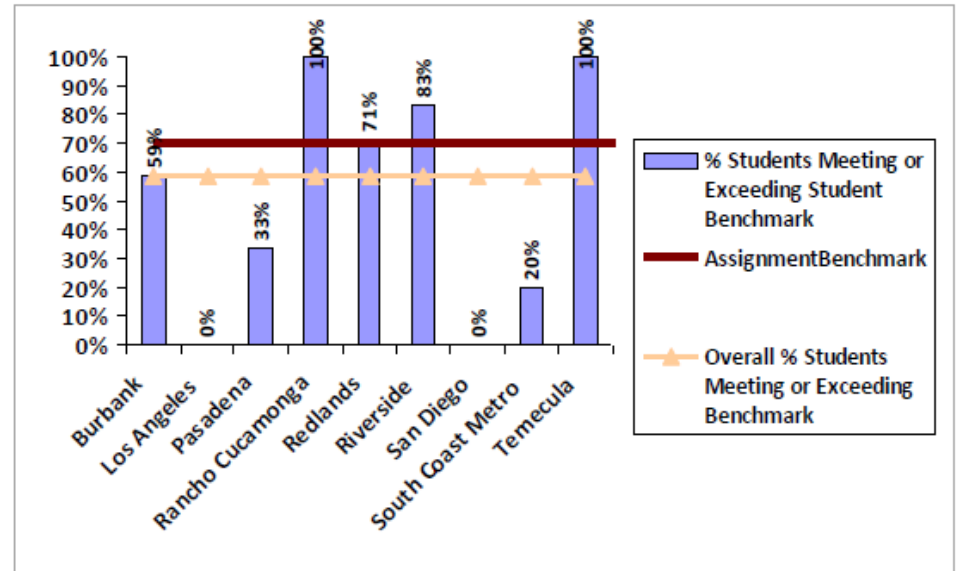
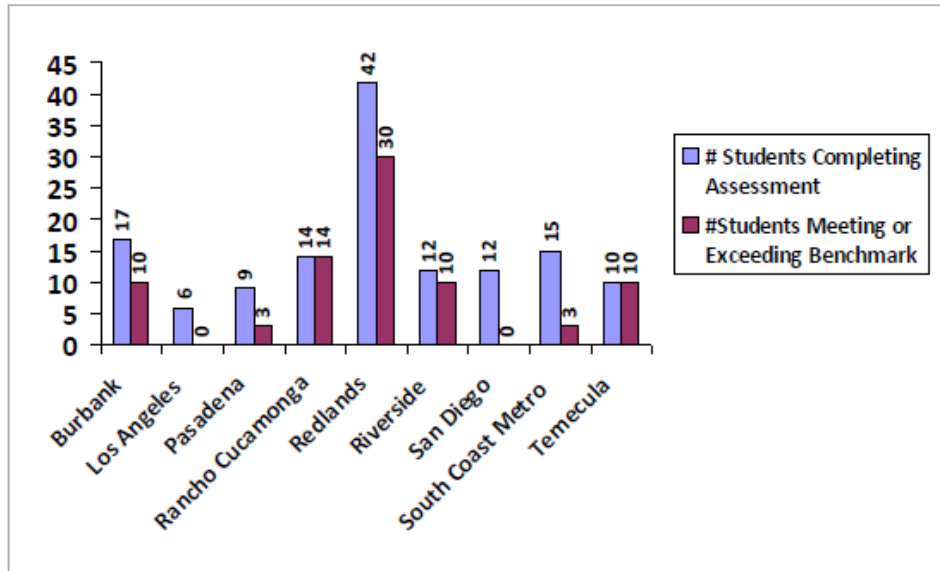


2017 Fall 1

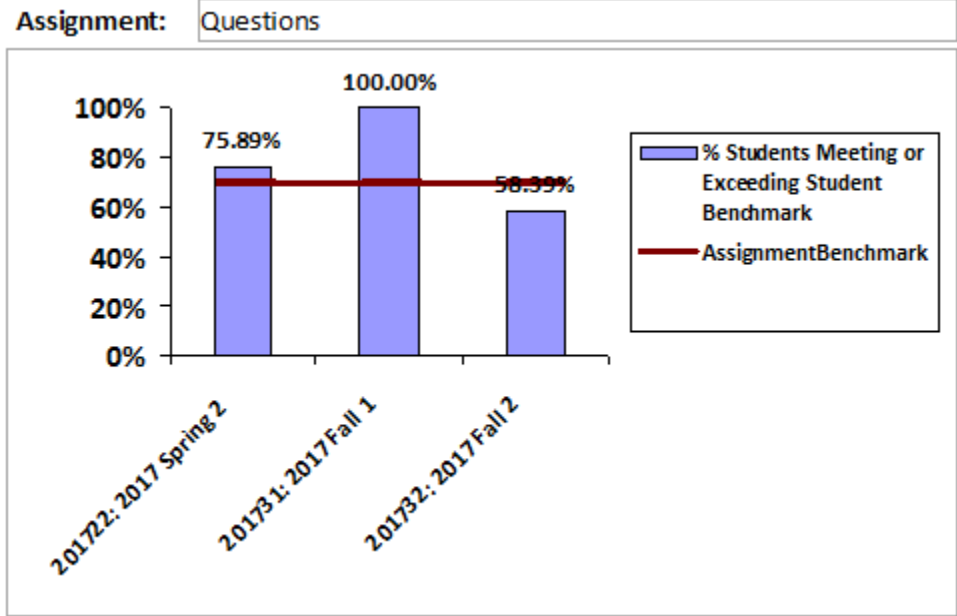
Assignment: Questions



Assignment: Questions



Overall Results



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Course: BUAD 683 Information and Knowledge Management CLO: 5	<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.
Analysis of Results	

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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>Measurable Goal: 70% of students taking the Final Exam will meet or exceed the benchmark of 70%.</p>	<p>Final Exam, internally administered in an 8 week course using a standardized assessment scoring sheet.</p>	<p>The weighted average of students meeting the threshold, is 21% for 2018-SP1, 63% for 2018-SP2, and 40% for 2019-SU2. The results range from 0% to 100%, like previous cycle.</p> <p>Only two campus locations meet the 70% threshold that are Pasadena and Rancho Cucamonga. Burbank is at the 69%. There is a large variation across campuses as well as a consistent low performance on the assessment quiz.</p> <p>Online course is being assessed for the first time and only 16% of students meet the threshold.</p>	<ol style="list-style-type: none"> 1. Like previous assessment cycle, there is still a high degree of variability in the success rate for different test questions. 2. Two main factors discussed during the faculty development conference for the reasons behind low rates of performance indicator. First, the assessment quiz is mostly based on the old textbook. Second, the updated textbook (Picoli and Pigni) is mainly focused on high level and managerial perspective of IS, and many students who 	<ol style="list-style-type: none"> 1. Make changes to the assessment quiz (18 questions) to make it more relevant to the content of the updated textbook 2. Revise the flow of course content on syllabus to have the equal weight of content in the 8 sessions. Session 5 is an appropriate place to discuss chapter 6 content. 3. Add content about GIS or Location Analytics to session 4. 4. Find a way to make the assessment quiz more valued from students' point of view, suggestions are to proportionally distribute of the test or to clarify the main objectives of the test and the benefit for students 	<p>2018 Spring 1 See p. 3</p> <p>2018 Spring 2 See p. 4</p> <p>2018 Summer 2 See p. 5</p> <p>Overall Results See p. 6</p>

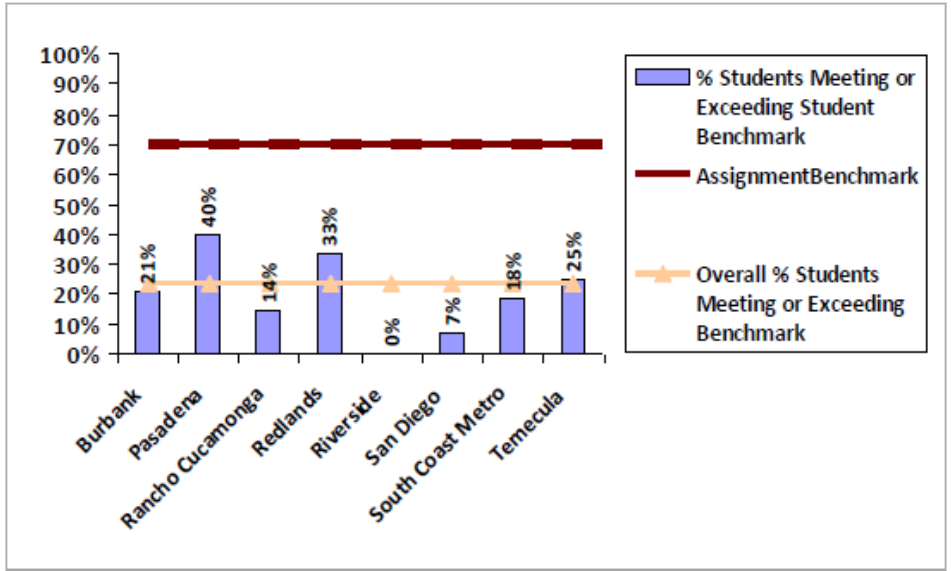
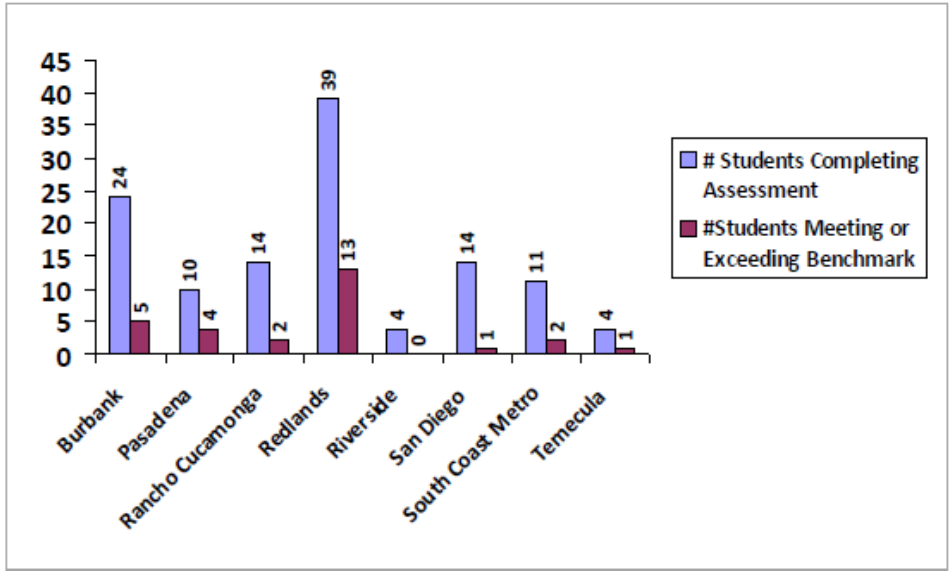
		<p>The result is slightly lower compared to face-to-face classes.</p>	<p>do not have a background in IS do not perform well on the test.</p> <p>3. There is an inconsistent load of course content and assignments throughout 8 weeks, and more specifically there is a heavy load on week 7 and 8 and there is less weight in week 4 and 5.</p> <p>4. The new textbook (Picoli and Pigni) is more appropriate for higher level positions and there is a lack of technical discussion of basic Information Systems (IS) concepts. The old textbook (Laudon and Laudon) was more technical.</p> <p>5. For many students who</p>	<p>5. Include a place on SharePoint for faculty interaction and sharing course content</p> <p>6. Include the assessment material on SharePoint.</p>	
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			<p>have not taken the undergraduate level course about IS (e.g. BUSB333 or BAMG334), there is no overview of basic IS concepts.</p> <p>6. Student seem to enjoy working with Tableau and other interactive tools.</p> <p>7. Session 6 of the textbook (Strategic Information System Planning) is missing from the course schedule.</p> <p>8. The concept of Geographic Information System (GIS) or location analytics can be discussed as BUAD683 is the only place for MBA students where they get</p>		
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			a chance to learn about it.		
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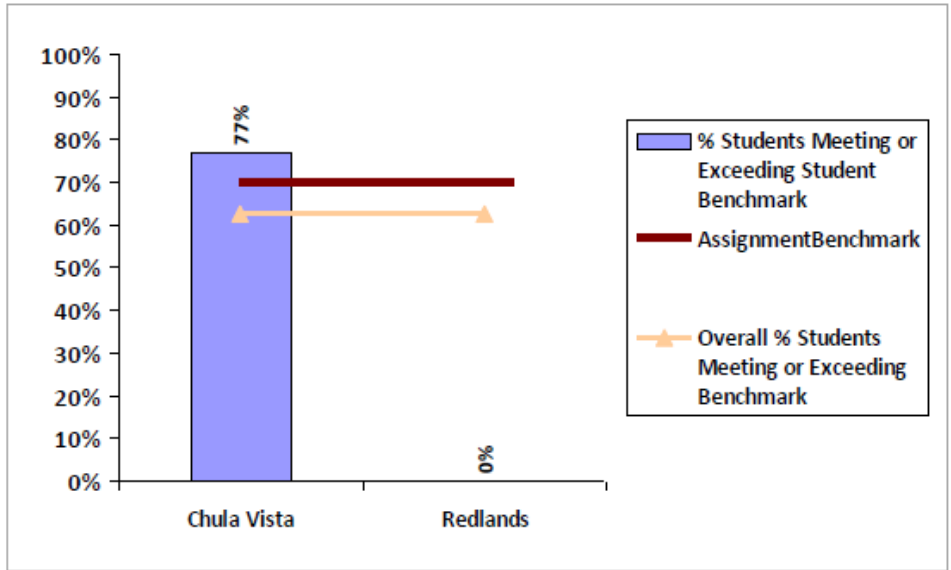
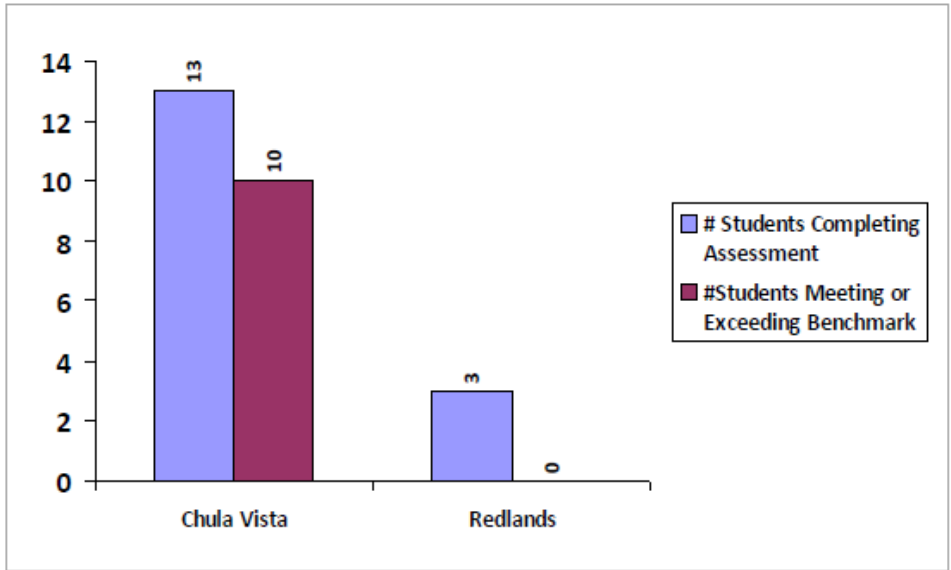
2018 Spring 1

Assignment: Questions



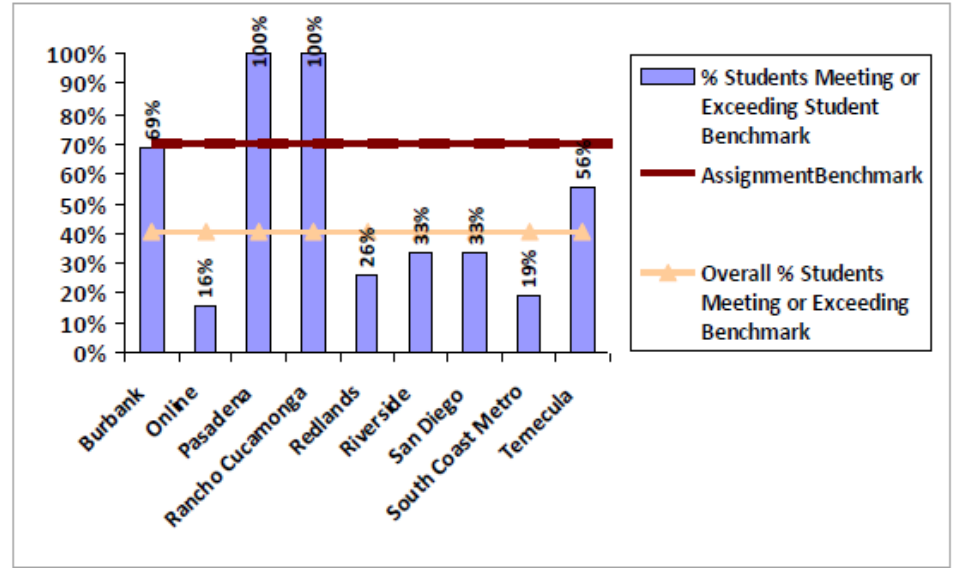
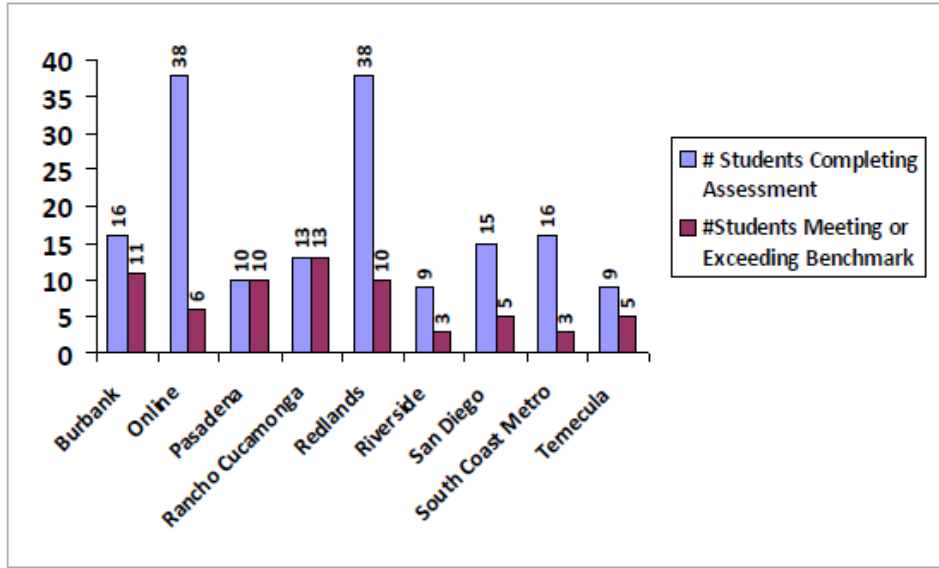
2018 Spring 2

Assignment: Questions

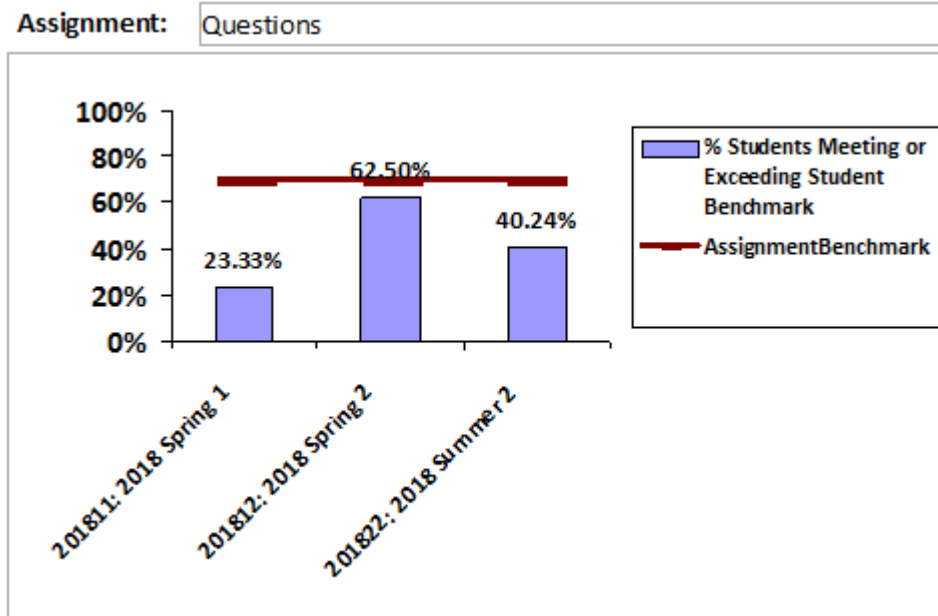


2018 Summer 2

Assignment: Questions



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.
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 - a. **Graduate**
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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 Plan¹

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

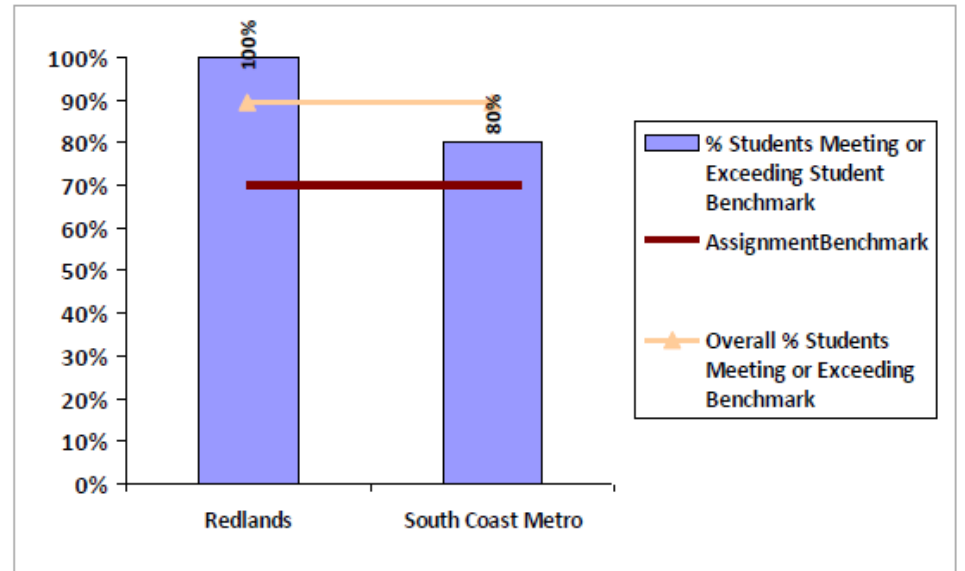
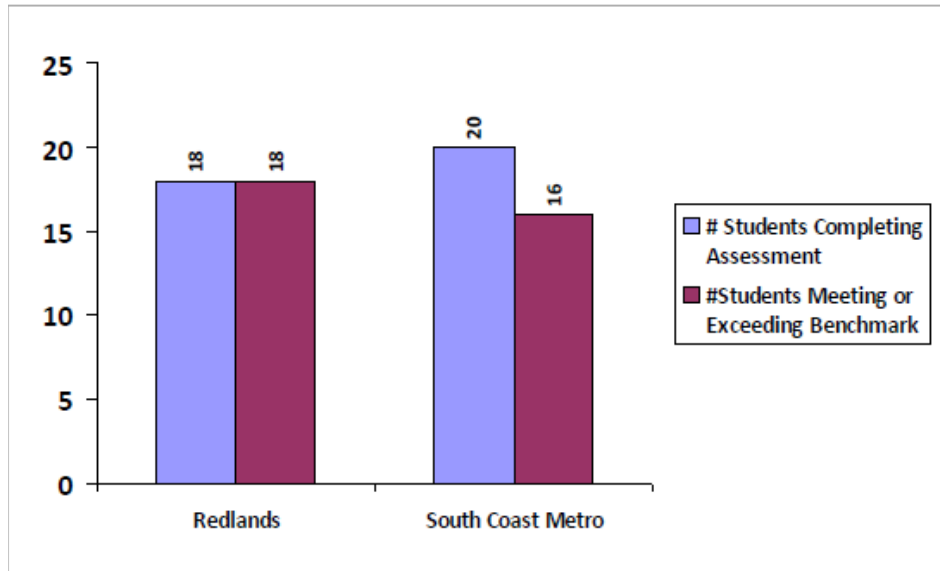
Performance Indicator	Definition				
Program: MBA	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed 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>				
PLO: 1, 2, 3					
Course: FINC-662					
CLO: <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)
<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>The assessment results from 2017 are on average better than those from 2016. Specifically, from the six FINC662 sections offered in 2017, only one section shows the relatively lower percentage (i.e., 80%) students</p>	<p>From two years of assessment data, there is a clear short-term trend of improving learning outcomes.</p> <p>While most of the students have met or exceeded the benchmark of learning outcomes, there is a concern</p>	<p>We will finish the three-year assessment cycle for the FINC662 course in 2018-2019. A new assessment tool needs to be designed after this assessment cycle.</p> <p>Specifically, portfolio construction projects will be the designated assignments as an assessment instrument for MBA program learning outcome #1. Further, investment simulation (StockTrak) project and presentations will be the</p>	<p style="text-align: center;">2017 Spring 2 See p. 2</p> <p style="text-align: center;">2017 Fall 2 See p. 3</p> <p style="text-align: center;">2018 Summer 1 See p. 4</p> <p style="text-align: center;">Overall Results See p. 5</p>

¹ Please read instructions in last page carefully before drafting this action plan.

		exceeding the benchmark, two other sections range from 93% to 96% exceeding the benchmark; the remaining 3 sections have all the students exceeding the benchmark.	that the answers to the assessment questions may have become available to students after two years of using the same assessment questions.	designated assignments as an assessment instrument for MBA program learning outcome #1, 2, and 3.	% Student Meeting or Exceeding The Benchmark of 70%		
						Redlands	Southcoast Metro
					Spring 1 2016	52%	70%
					Fall 1 2016	100%	90%
					Fall 2 2016	71%	NA
					Spring 2 2017	100%	80%
					Fall 2 2017	96%	93%
					Summer 1 2018	100%	100%
					Average	87%	87%

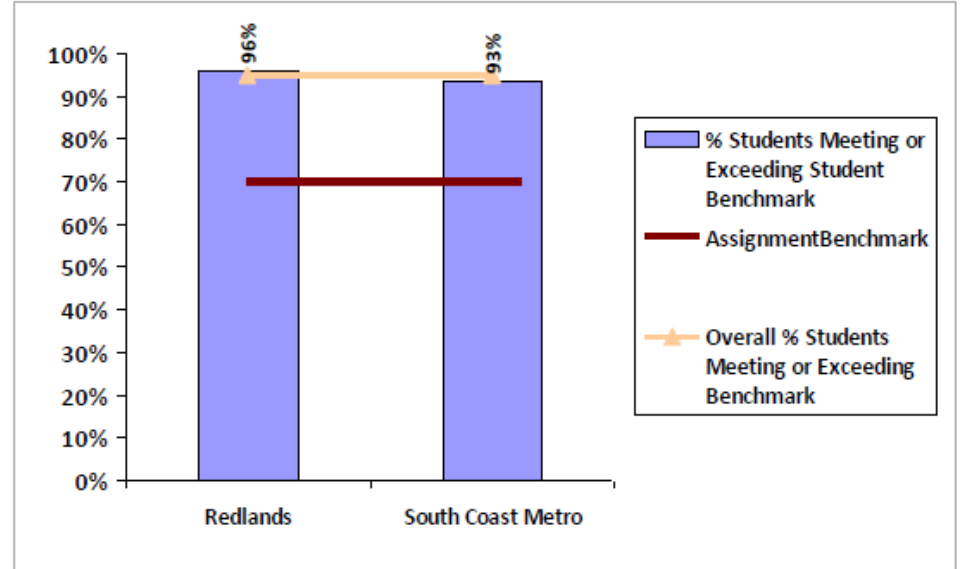
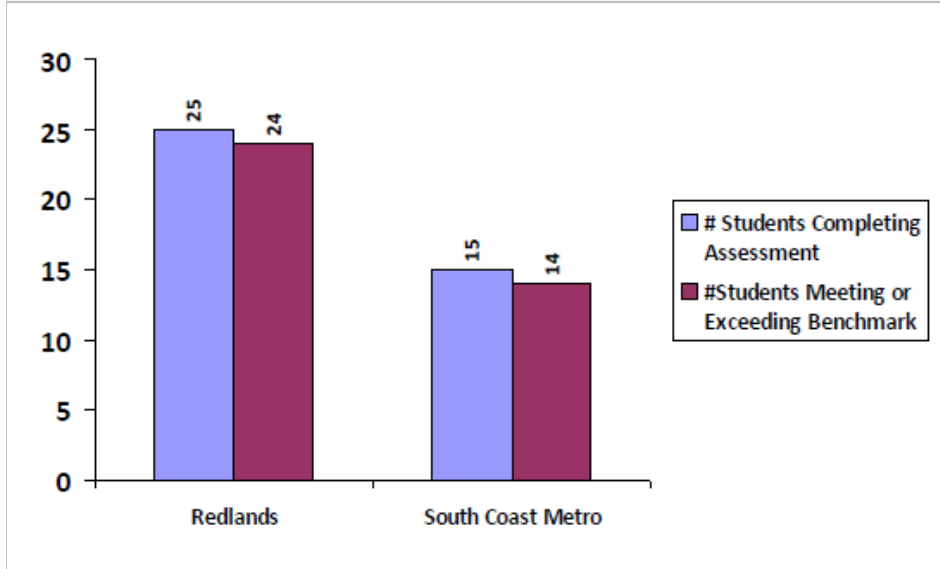
2017 Spring 2

Assignment: Exam



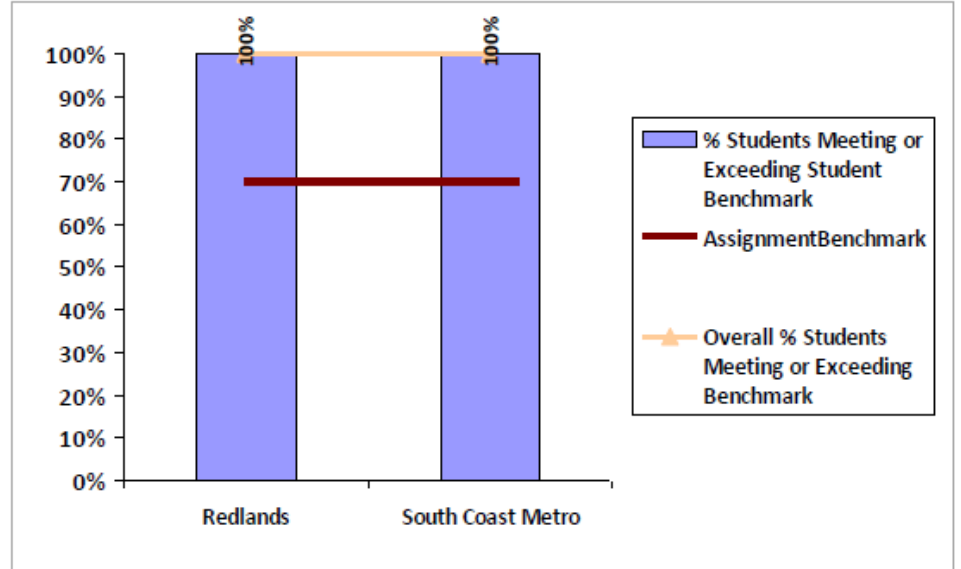
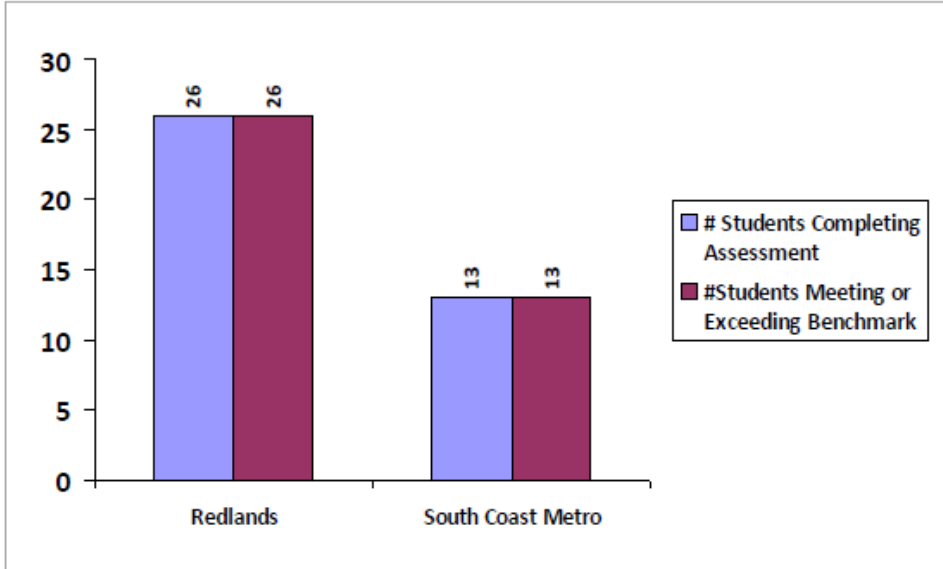
2017 Fall 2

Assignment: Exam

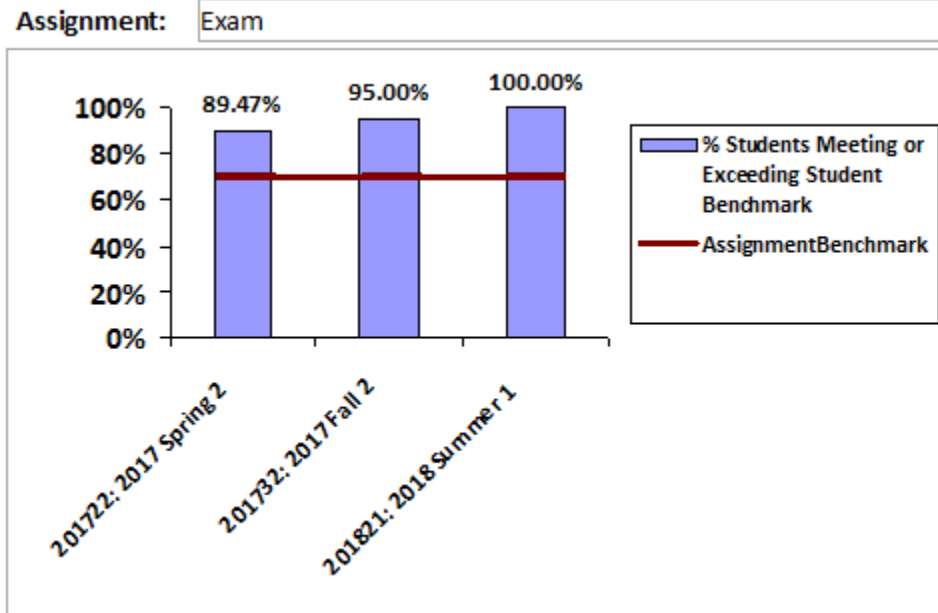


2018 Summer 1

Assignment: Exam



Overall Results



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Assessment Action Plan¹

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

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PLO: 4					
Course: GISB-691					
CLO: 2					
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 Performance Aspect for SLO 1 will meet or exceed the benchmark of 80%.	Performance Aspect 1, internally administered in an 8 week course using a standardized assessment scoring sheet.	None of the 3 cohorts (2016Fall1, 2017Spr1, 2017 Fall1) met the 80% benchmark.	While some of the students scored in the 70-80% range on 1 or 2 of the 3 aspects for SLO1, in aggregate the cohorts across a considerable timeframe (2 academic years) failed to meet the benchmark. Moreover, given that this course essentially substitutes for MGMT 680 in the MBA	A cursory, preliminary analysis of the raw data items for the primary aspects strongly indicates that the course materials, including the textbook and assignment descriptions, be revised. Course evaluation comments relating to the course materials will be analyzed to assist in the major revision.	<div style="border: 1px solid #f08080; padding: 2px; display: inline-block; margin-bottom: 5px;">2016 Fall 1 See p. 3</div> <div style="border: 1px solid #f08080; padding: 2px; display: inline-block; margin-bottom: 5px;">2017 Spring 1 See p. 5</div> <div style="border: 1px solid #f08080; padding: 2px; display: inline-block; margin-bottom: 5px;">2017 Fall 1 See p. 7</div> <div style="border: 1px solid #f08080; padding: 2px; display: inline-block;">Overall Results See p. 9</div>

Commented [PM1]: @Hamilton, Brian There seems to be a 4th data point in the raw data spreadsheet you emailed me for 2018Spr2 - it is not summarized in this Internal Action Plan. Do you want to update the Assessment Action plan with 2018 Spring 2 OR have me complete the Action Plan with just the 3?

Commented [HB2R1]: The raw data is just a report of everything we've collected so far. If it's not in the action plan, you can ignore it for now. You'll see it again later. :-)

Commented [PM3R1]: okay thanks

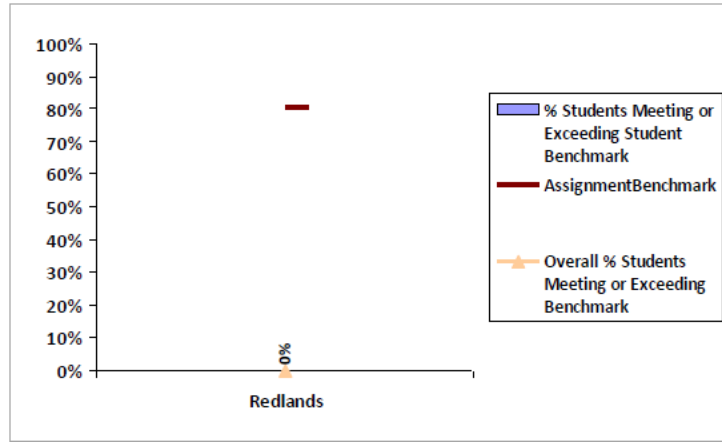
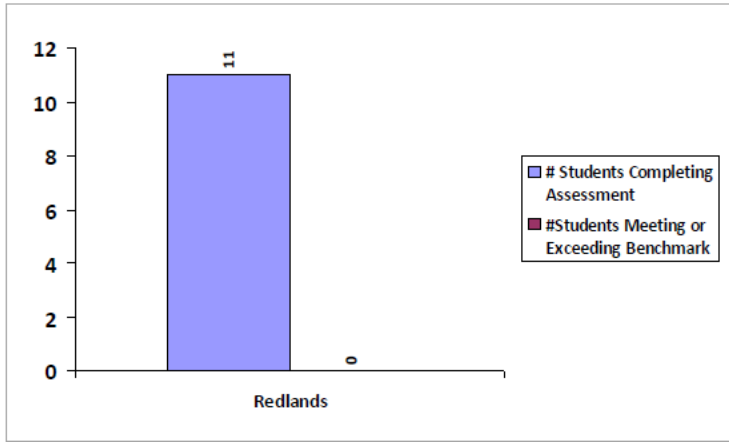
¹ Please read instructions in last page carefully before drafting this action plan.

			program is problematic as essentially it focuses on SWOT analysis, which is a cornerstone of not only marketing but also business strategy.		
Measurable Goal: 80% of the students completing the Performance Aspect for SLO 2 will meet or exceed the benchmark of 80%.	Performance Aspect 2, internally administered in an 8 week course using a standardized assessment scoring sheet.	One cohort (2017Fall1 @100%) perfectly exceeded the benchmark. However the remaining cohorts (2016Fall1 @45%, 2017Spr1 @27%) did not come close the 80% benchmark.	Although 1 cohort achieved a perfect score, the extremely low scores for the other 2 cohorts is problematic given the focus of SLO2 is on marketing strategy decisions, which is a core learning outcome for marketing knowledge/application .	The course materials, including the textbook and assignment descriptions may need substantial revision. In addition to requesting information/feedback from faculty that have taught the course, course evaluation comments relating to marketing strategy and course materials will be analyzed to assist in a major revision.	<p>2016 Fall 1 See p. 3</p> <p>2017 Spring 1 See p. 5</p> <p>2017 Fall 1 See p. 7</p> <p>Overall Results See p. 9</p>
Measurable Goal: 80% of the students completing the Performance Aspect for SLO 3 will meet or exceed the benchmark of 80%.	Performance Aspect 3, internally administered in an 8 week course using a standardized assessment scoring sheet.	While none of the 3 cohorts met the 80% benchmark, almost two-thirds (64%) of the 2016Fall1 cohort did meet or exceed the 80% benchmark.	Although SLO3's focus is not exclusively on arcGIS, the exams used appear to provide sufficient specificity and direction for some of the students to achieve moderate success in meeting the benchmark.	The faculty that taught 2016Fall1 will be consulted and the exams/labs for 2016Fall1 will be reviewed to: 1) Determine if some aspects of specificity can be appropriately applied to assignments for SLOs 1 and 2. 2) Further improve the precursory learning approaches and	<p>2016 Fall 1 See p. 4</p> <p>2017 Spring 1 See p. 6</p> <p>2017 Fall 1 See p. 8</p> <p>Overall Results See p. 9</p>

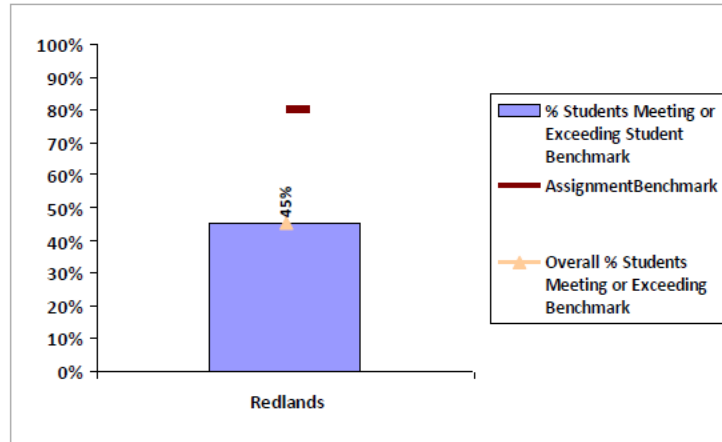
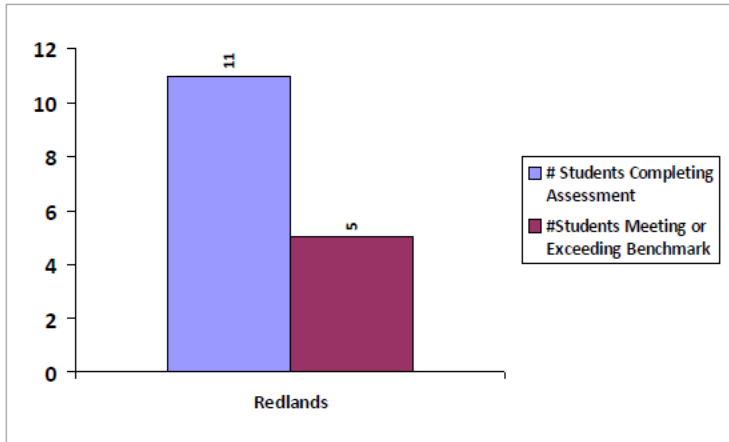
				processes as well as the content for the exams.	
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2016 Fall 1

Assignment: Performance Aspects - SLO 1

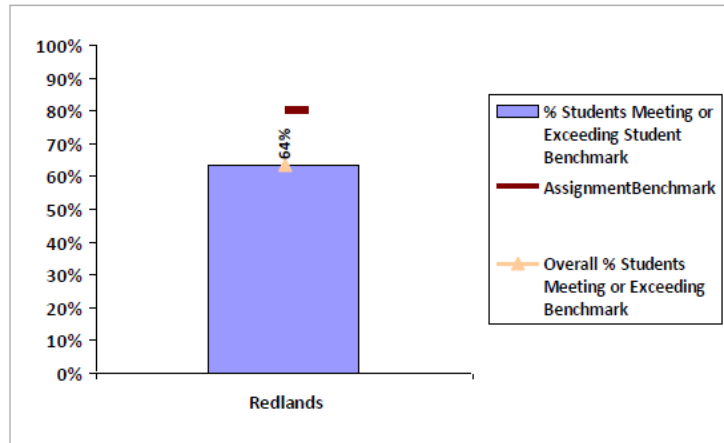
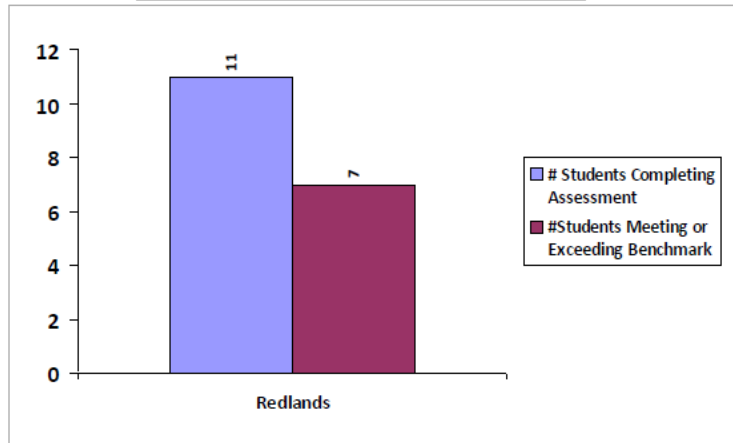


Assignment: Performance Aspects - SLO 2



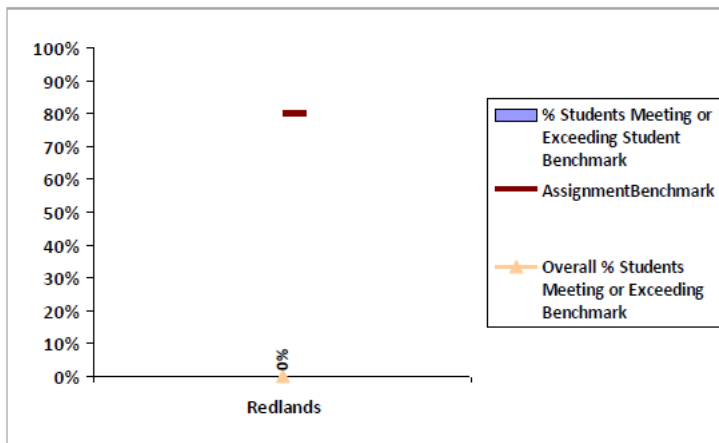
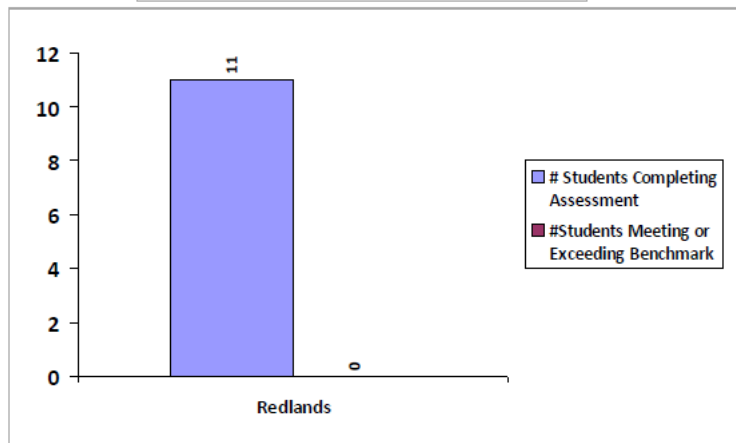
2016 Fall 1 (continued)

Assignment: Performance Aspects - SLO 3

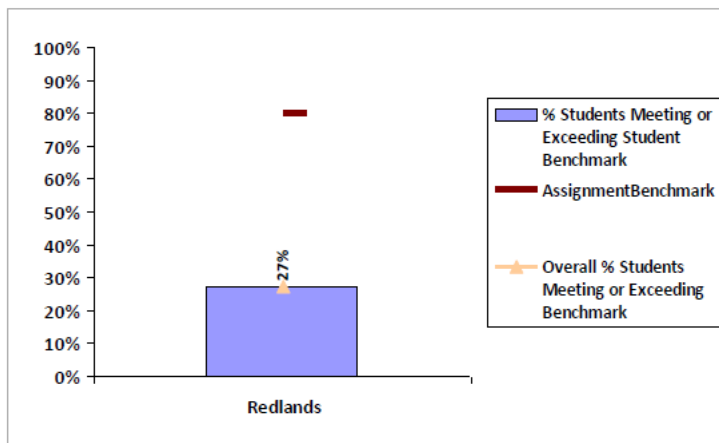
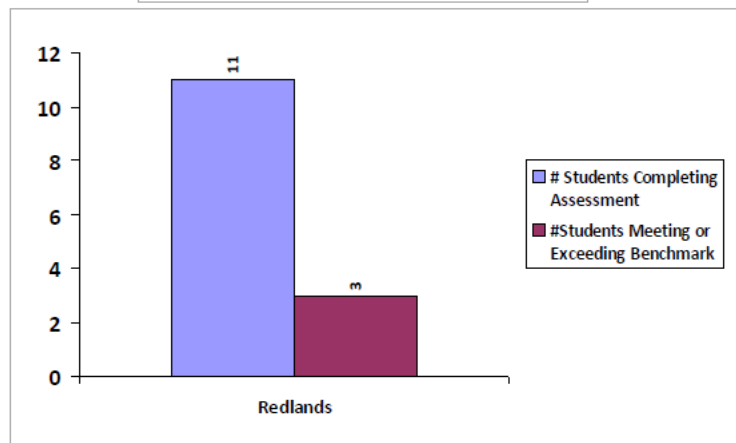


2017 Spring 1

Assignment: Performance Aspects - SLO 1

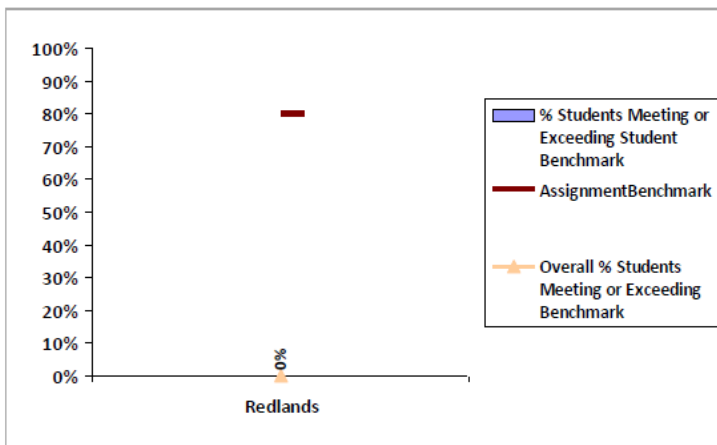
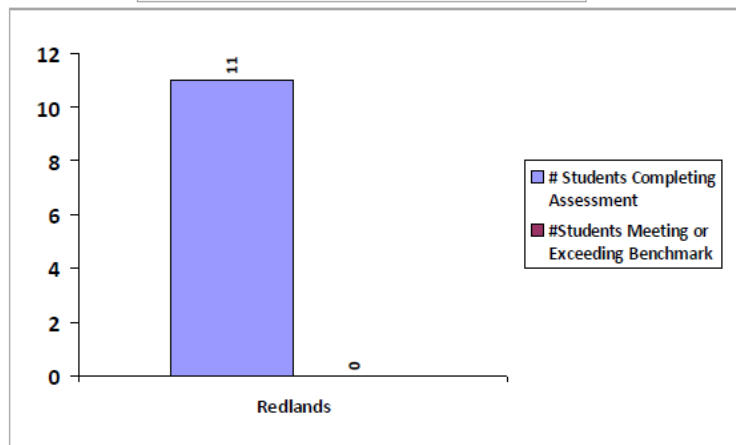


Assignment: Performance Aspects - SLO 2



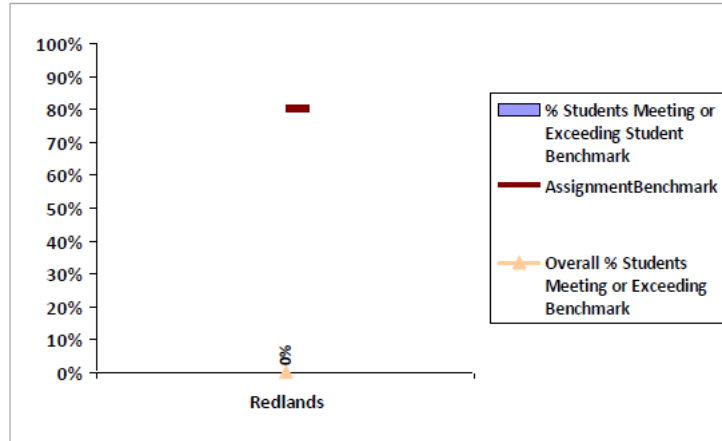
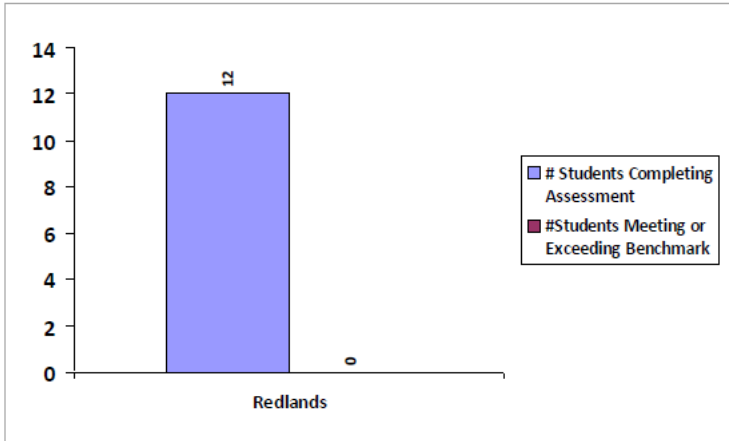
2017 Spring 1 (continued)

Assignment: Performance Aspects - SLO 3

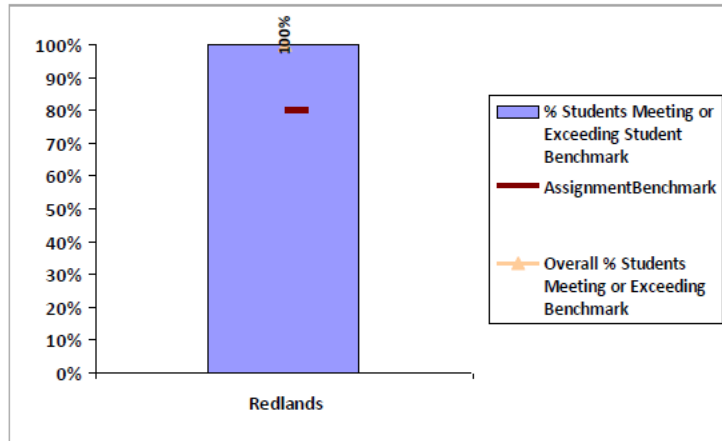
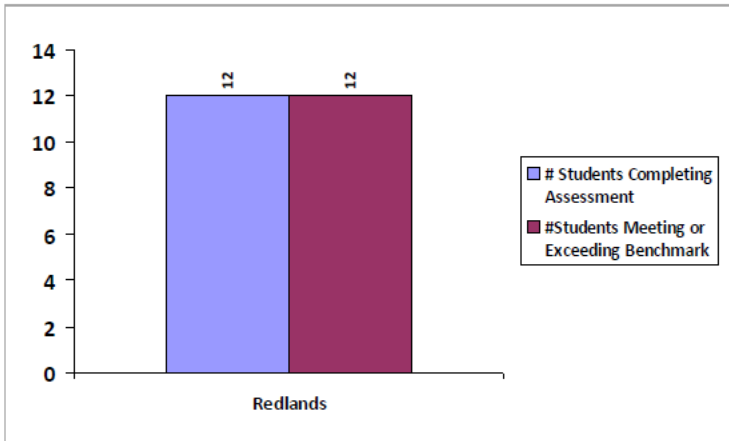


2017 Fall 1

Assignment: Performance Aspects - SLO 1

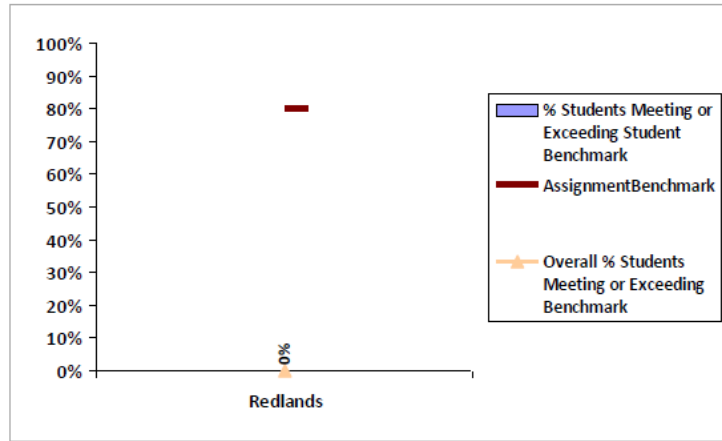
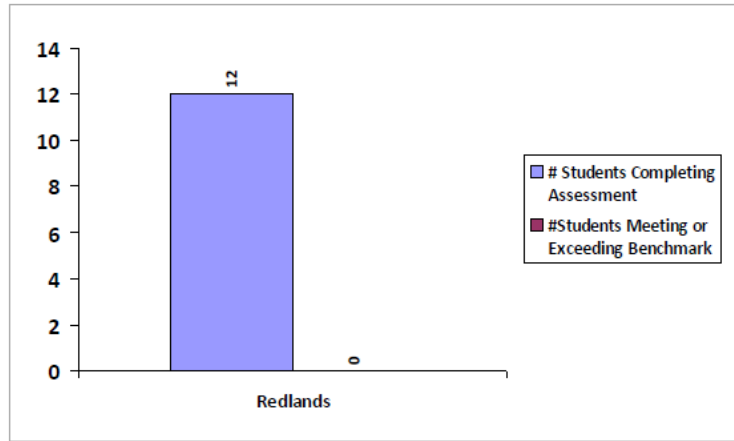


Assignment: Performance Aspects - SLO 2



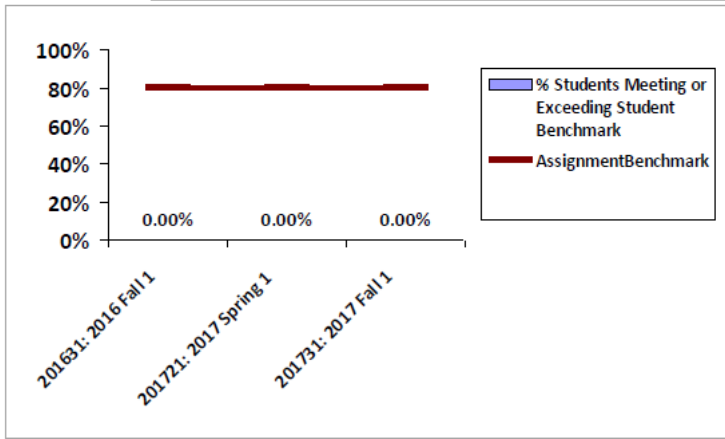
2017 Fall 1 (continued)

Assignment: Performance Aspects - SLO 3

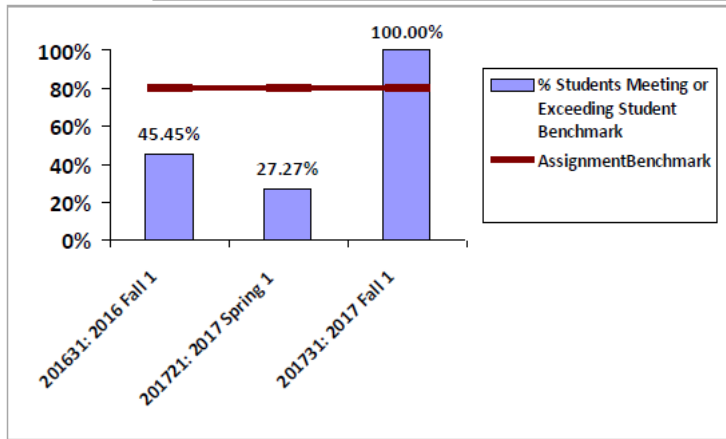


Overall Results

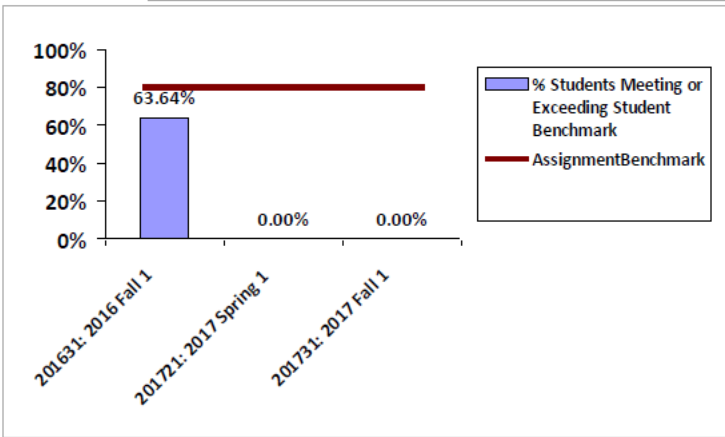
Assignment: Performance Aspects - SLO 1



Assignment: Performance Aspects - SLO 2



Assignment: Performance Aspects - SLO 3



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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)
Measurable Goal: 80% of the students completing the Performance Aspect for SLO 1 will meet or exceed the benchmark of 80%.	Performance Aspect 1, internally administered in an 8 week course using a standardized assessment scoring sheet.	None of the 3 cohorts (2016Fall1, 2017Spr1, 2017 Fall1) met the 80% benchmark.	While some of the students scored in the 70-80% range on 1 or 2 of the 3 aspects for SLO1, in aggregate the cohorts across a considerable timeframe (2 academic years) failed to meet the benchmark. Moreover, given that this course essentially substitutes for MGMT 680 in the MBA	A cursory, preliminary analysis of the raw data items for the primary aspects strongly indicates that the course materials, including the textbook and assignment descriptions, be revised. Course evaluation comments relating to the course materials will be analyzed to assist in the major revision.	<div style="border: 1px solid #f08080; padding: 2px; display: inline-block; margin-bottom: 5px;">2016 Fall 1 See p. 3</div> <div style="border: 1px solid #f08080; padding: 2px; display: inline-block; margin-bottom: 5px;">2017 Spring 1 See p. 5</div> <div style="border: 1px solid #f08080; padding: 2px; display: inline-block; margin-bottom: 5px;">2017 Fall 1 See p. 7</div> <div style="border: 1px solid #f08080; padding: 2px; display: inline-block;">Overall Results See p. 9</div>

Commented [PM1]: @Hamilton, Brian There seems to be a 4th data point in the raw data spreadsheet you emailed me for 2018Spr2 - it is not summarized in this Internal Action Plan. Do you want to update the Assessment Action plan with 2018 Spring 2 OR have me complete the Action Plan with just the 3?

Commented [HB2R1]: The raw data is just a report of everything we've collected so far. If it's not in the action plan, you can ignore it for now. You'll see it again later. :-)

Commented [PM3R1]: okay thanks

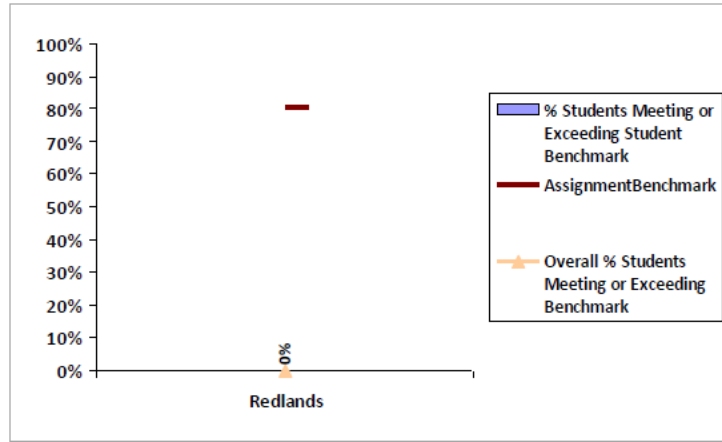
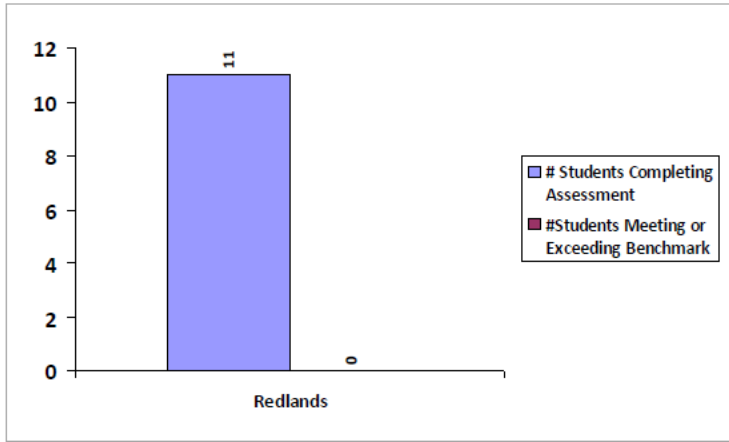
¹ Please read instructions in last page carefully before drafting this action plan.

			program is problematic as essentially it focuses on SWOT analysis, which is a cornerstone of not only marketing but also business strategy.		
Measurable Goal: 80% of the students completing the Performance Aspect for SLO 2 will meet or exceed the benchmark of 80%.	Performance Aspect 2, internally administered in an 8 week course using a standardized assessment scoring sheet.	One cohort (2017Fall1 @100%) perfectly exceeded the benchmark. However the remaining cohorts (2016Fall1 @45%, 2017Spr1 @27%) did not come close the 80% benchmark.	Although 1 cohort achieved a perfect score, the extremely low scores for the other 2 cohorts is problematic given the focus of SLO2 is on marketing strategy decisions, which is a core learning outcome for marketing knowledge/application .	The course materials, including the textbook and assignment descriptions may need substantial revision. In addition to requesting information/feedback from faculty that have taught the course, course evaluation comments relating to marketing strategy and course materials will be analyzed to assist in a major revision.	<p>2016 Fall 1 See p. 3</p> <p>2017 Spring 1 See p. 5</p> <p>2017 Fall 1 See p. 7</p> <p>Overall Results See p. 9</p>
Measurable Goal: 80% of the students completing the Performance Aspect for SLO 3 will meet or exceed the benchmark of 80%.	Performance Aspect 3, internally administered in an 8 week course using a standardized assessment scoring sheet.	While none of the 3 cohorts met the 80% benchmark, almost two-thirds (64%) of the 2016Fall1 cohort did meet or exceed the 80% benchmark.	Although SLO3's focus is not exclusively on arcGIS, the exams used appear to provide sufficient specificity and direction for some of the students to achieve moderate success in meeting the benchmark.	The faculty that taught 2016Fall1 will be consulted and the exams/labs for 2016Fall1 will be reviewed to: 1) Determine if some aspects of specificity can be appropriately applied to assignments for SLOs 1 and 2. 2) Further improve the precursory learning approaches and	<p>2016 Fall 1 See p. 4</p> <p>2017 Spring 1 See p. 6</p> <p>2017 Fall 1 See p. 8</p> <p>Overall Results See p. 9</p>

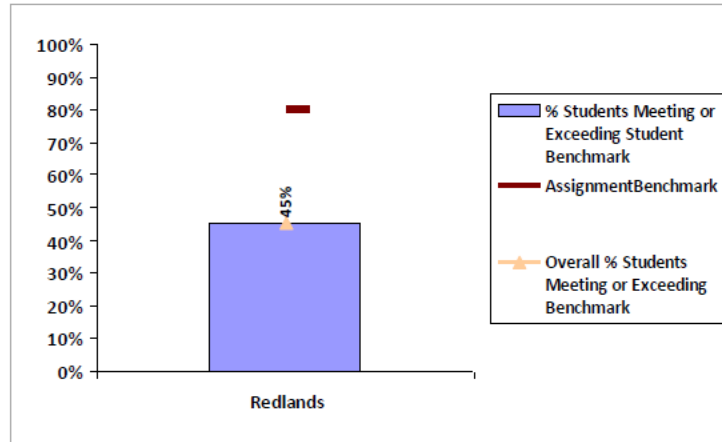
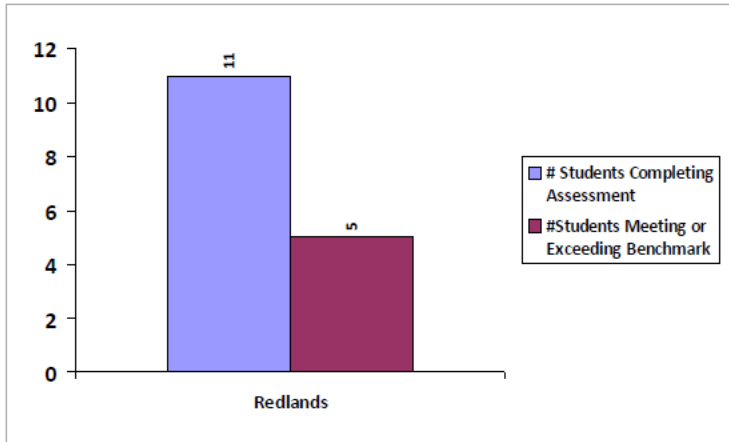
				processes as well as the content for the exams.	
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2016 Fall 1

Assignment: Performance Aspects - SLO 1

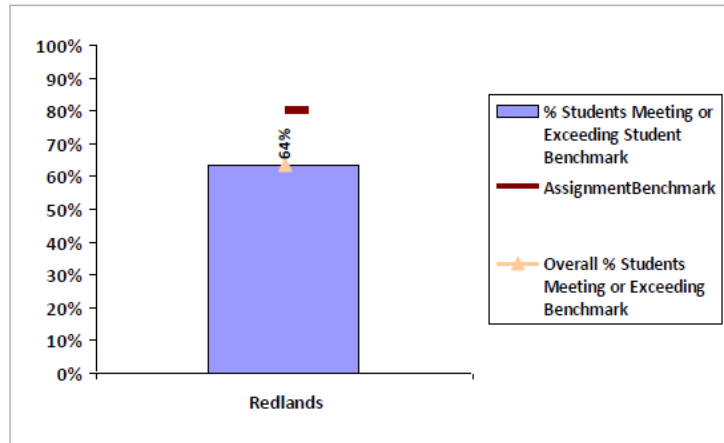
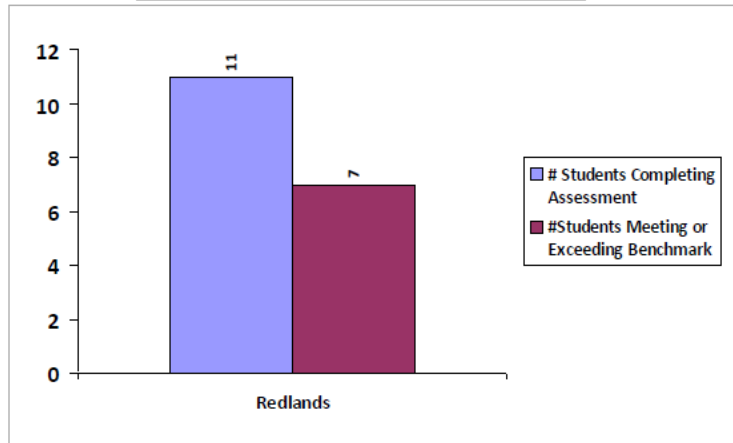


Assignment: Performance Aspects - SLO 2



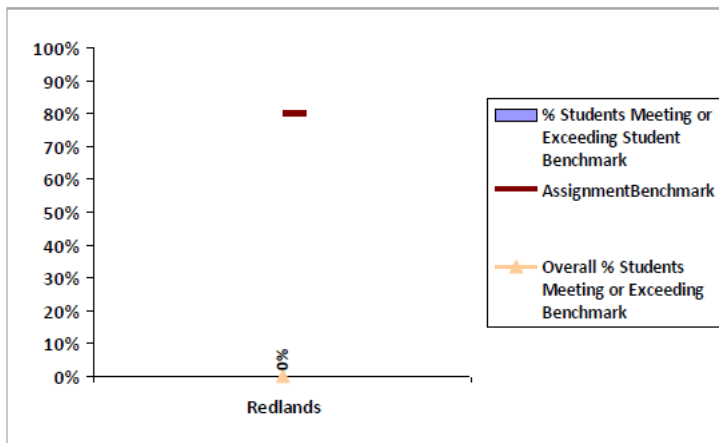
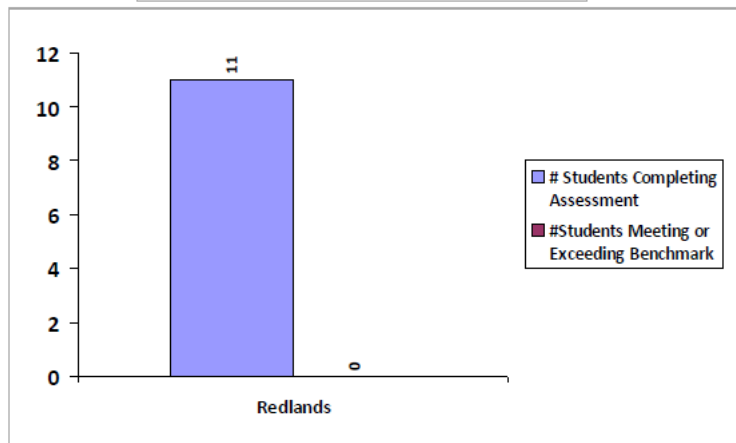
2016 Fall 1 (continued)

Assignment: Performance Aspects - SLO 3

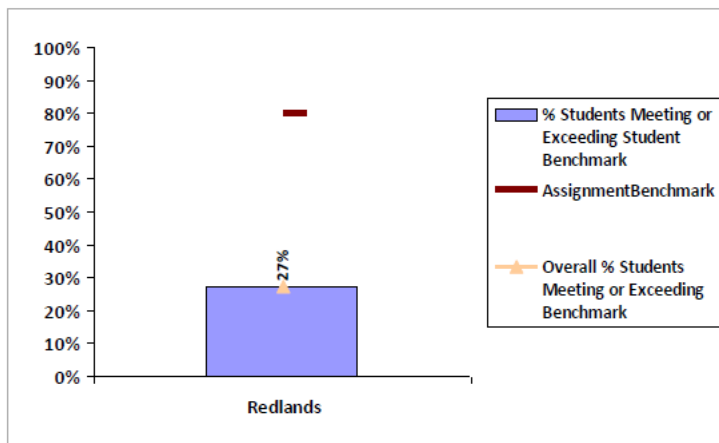
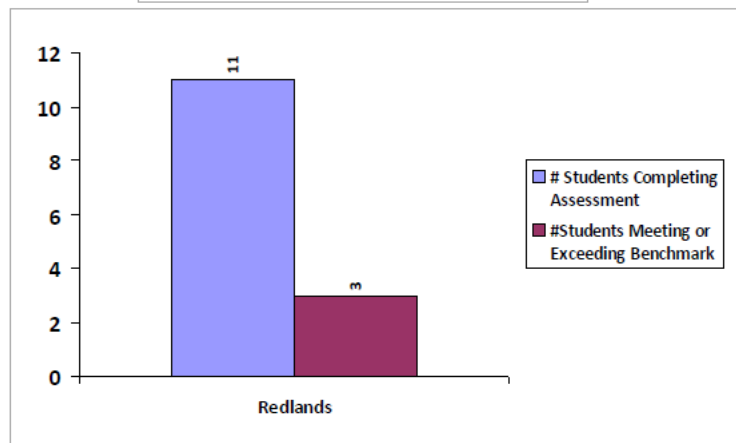


2017 Spring 1

Assignment: Performance Aspects - SLO 1

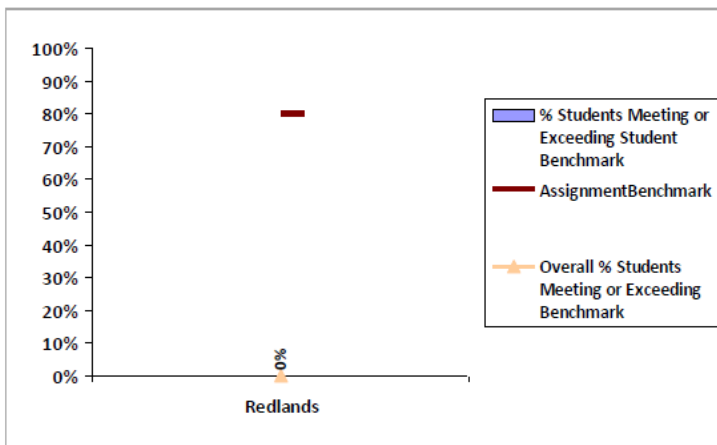
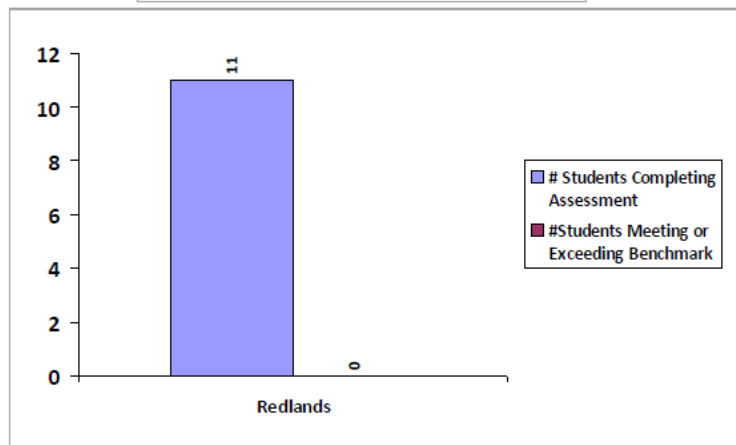


Assignment: Performance Aspects - SLO 2



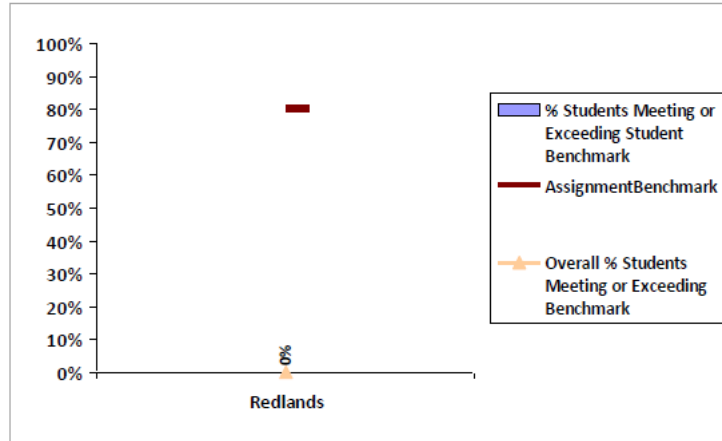
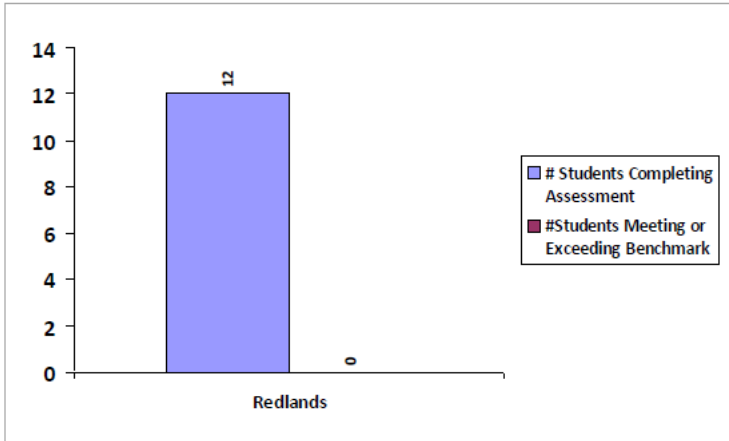
2017 Spring 1 (continued)

Assignment: Performance Aspects - SLO 3

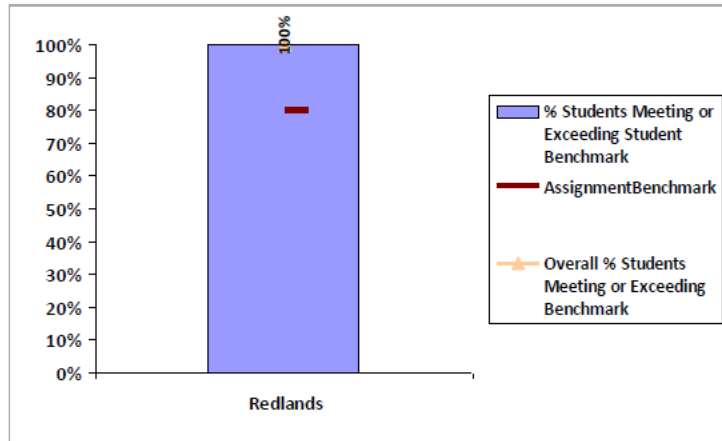
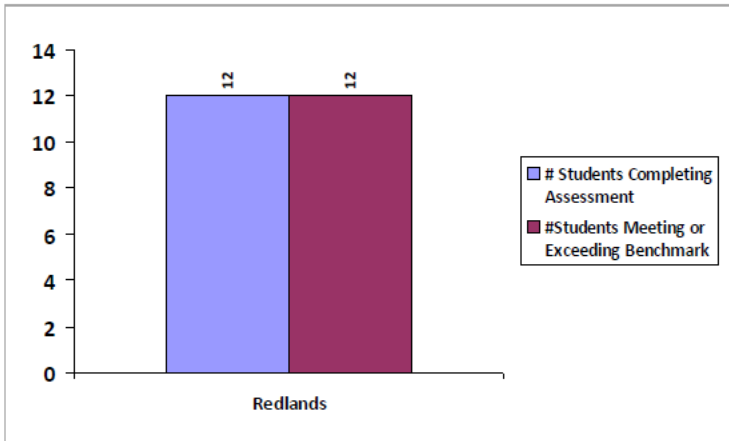


2017 Fall 1

Assignment: Performance Aspects - SLO 1

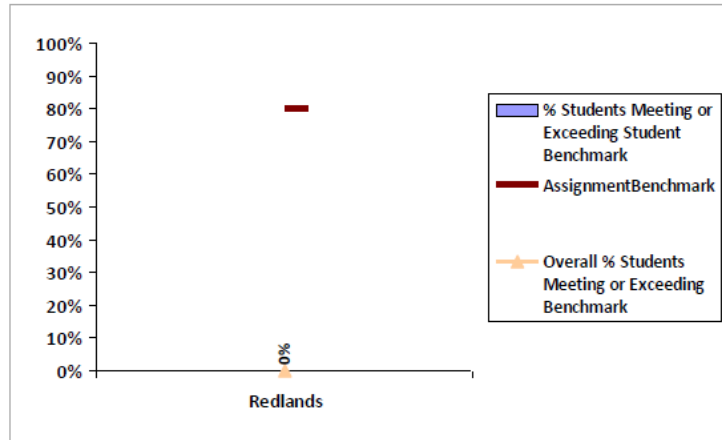
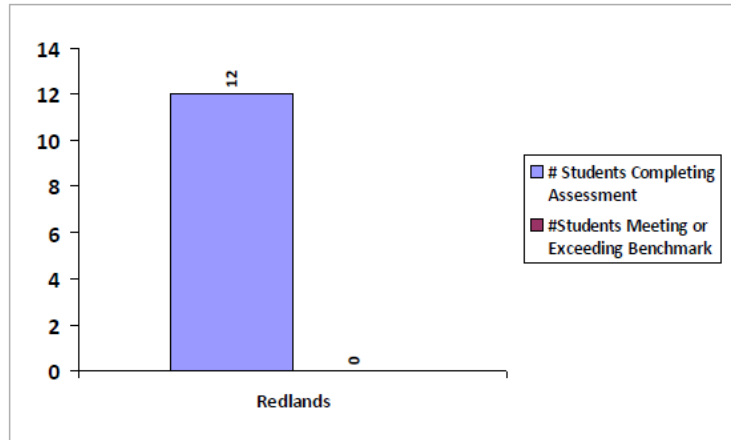


Assignment: Performance Aspects - SLO 2



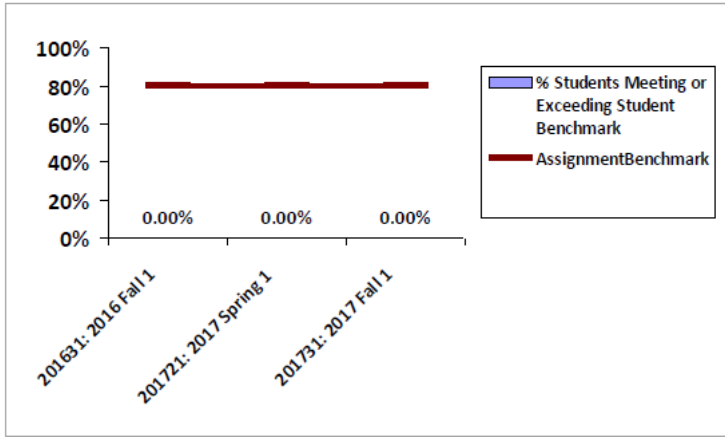
2017 Fall 1 (continued)

Assignment: Performance Aspects - SLO 3

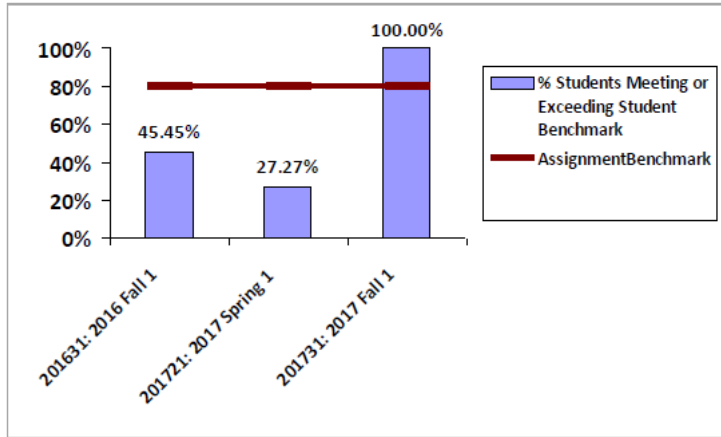


Overall Results

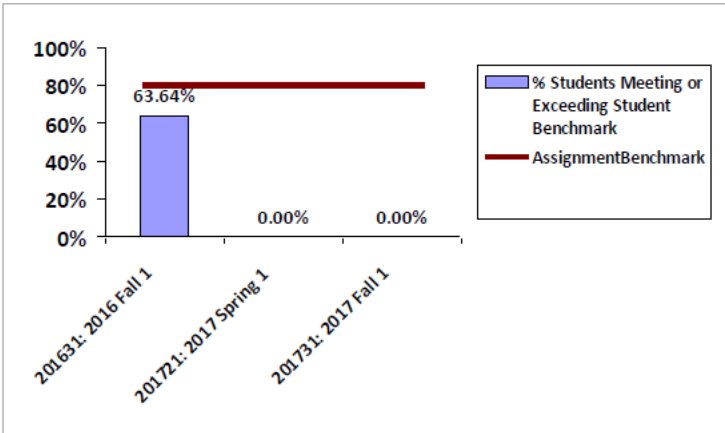
Assignment: Performance Aspects - SLO 1



Assignment: Performance Aspects - SLO 2



Assignment: Performance Aspects - SLO 3



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 Plan¹

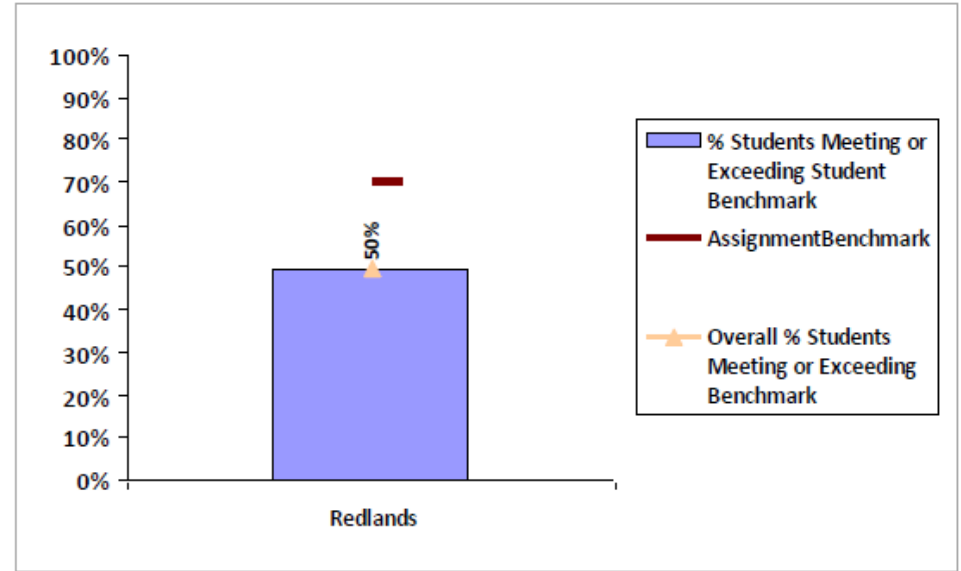
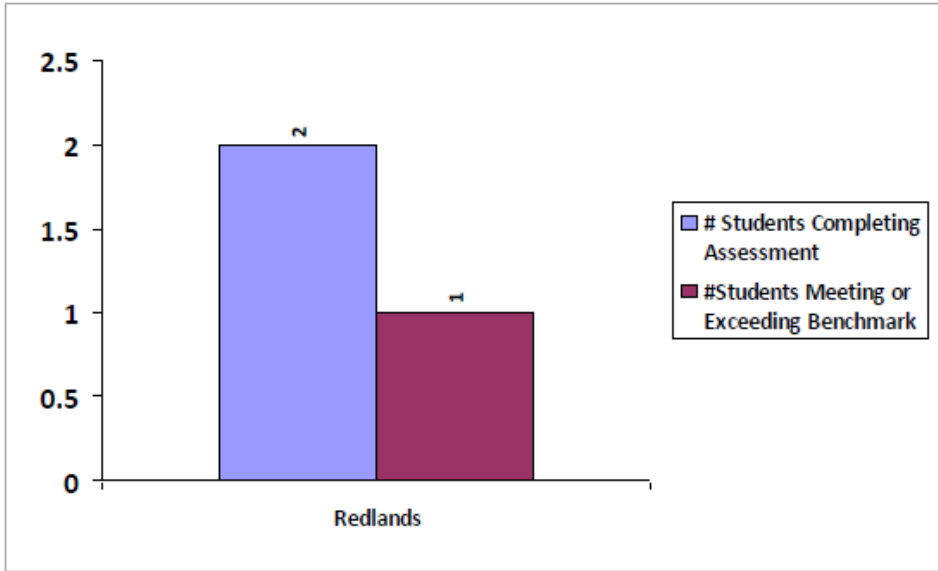
This table will be used to supply data for ACBSP Criterion 4.2 Reporting Results and Trends

Performance Indicator	Definition				
Program: 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>				
PLO: <e.g, 1>					
Course: GISB-692					
CLO: <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)
Measureable Goal: Our goal is that 70% of the students taking the multiple choice portion of the final exam will meet or exceed the benchmark of 70% using a standardized assessment scoring sheet.	Final exam administered in an 8 week course using a standardized assessment scoring sheet.	Students in summer 2018 exceeded benchmark, an improvement from 2017 results that were under the benchmark	Changes in the course with more labs and better preparation of students from GISB 691 has led to surpassing benchmark in summer 2018	The GISB 692 course is being modernized this fall, with a new and improved syllabus that will impact fall 2018 GISB 692 course offering and even more so with new syllabus fully in use in 2019 course offerings. The new syllabus includes new labs, new powerpoint, and several new case studies.	<p>2017 Spring 2 See p. 2</p> <p>2017 Fall 2 See p. 3</p> <p>2018 Summer 1 See p. 4</p> <p>Overall Results See p. 5</p>

¹ Please read instructions in last page carefully before drafting this action plan.

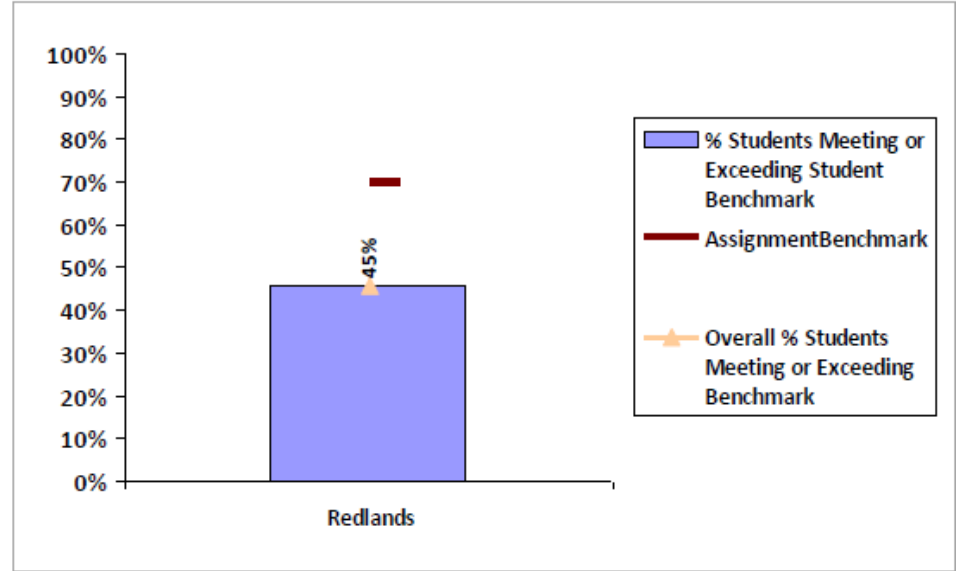
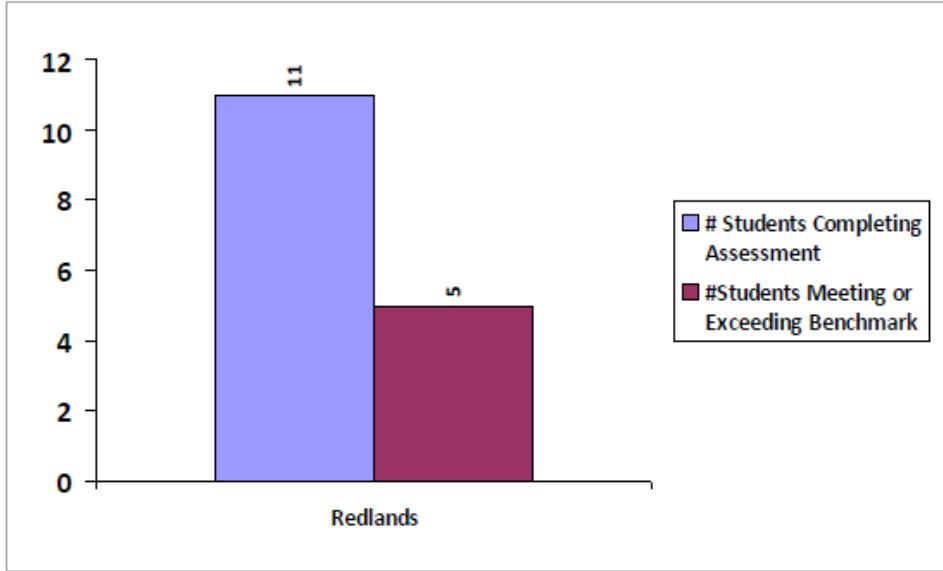
2017 Spring 2

Assignment: Questions



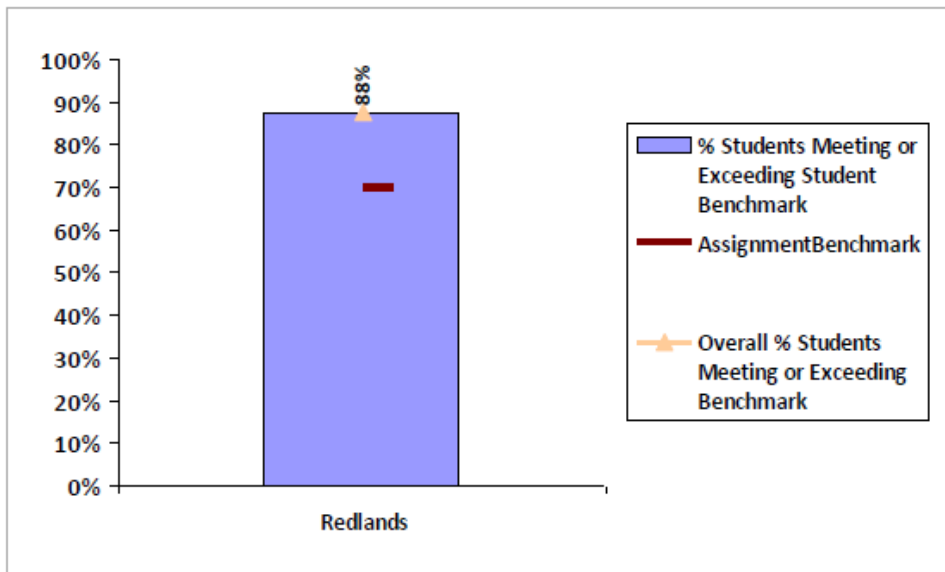
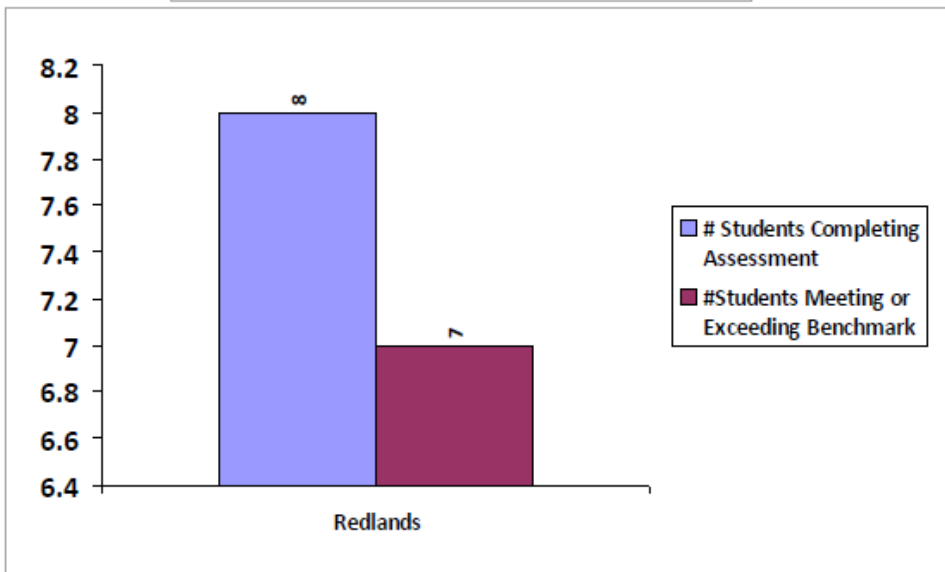
2017 Fall 2

Assignment: Questions

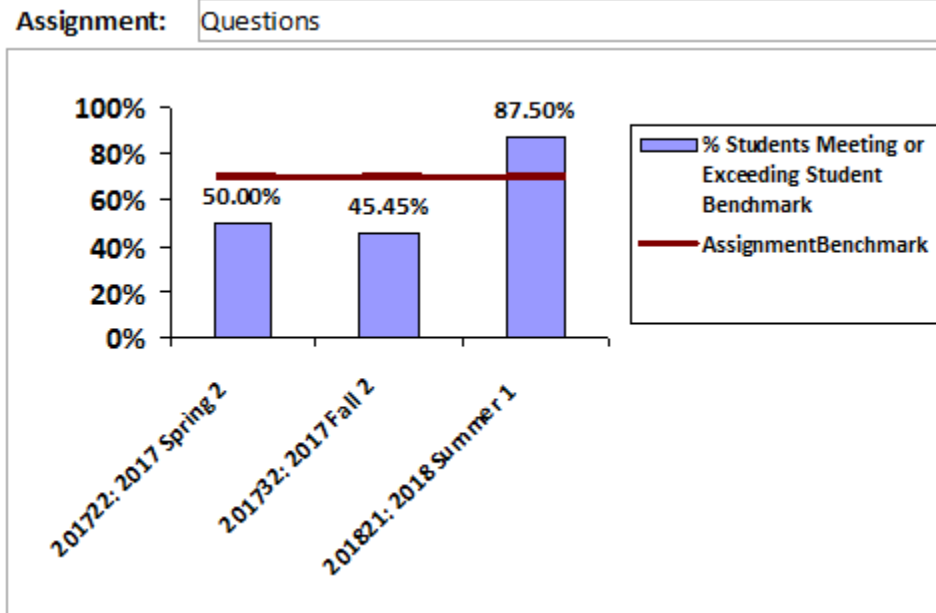


2018 Summer 1

Assignment: Questions



Overall Results



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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.

Assessment Action Plan¹

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

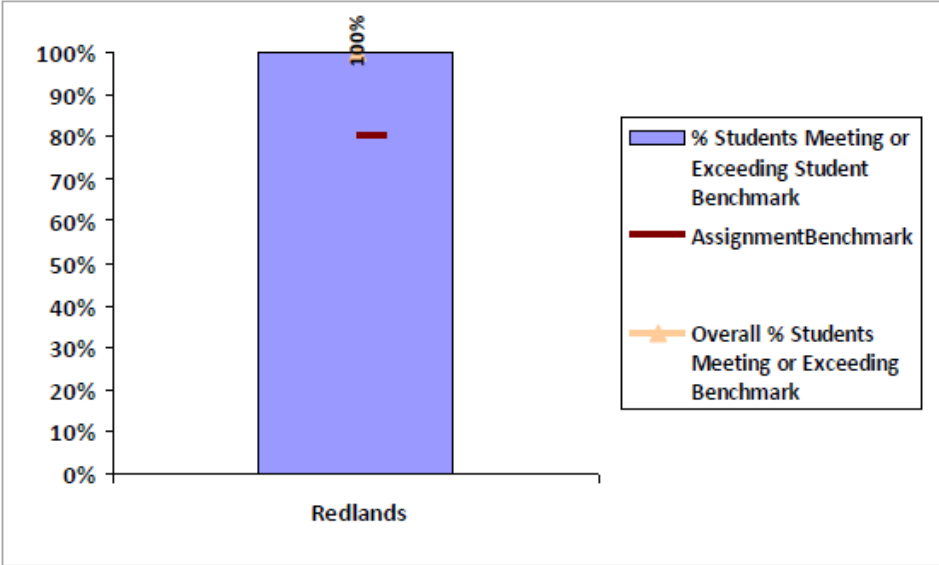
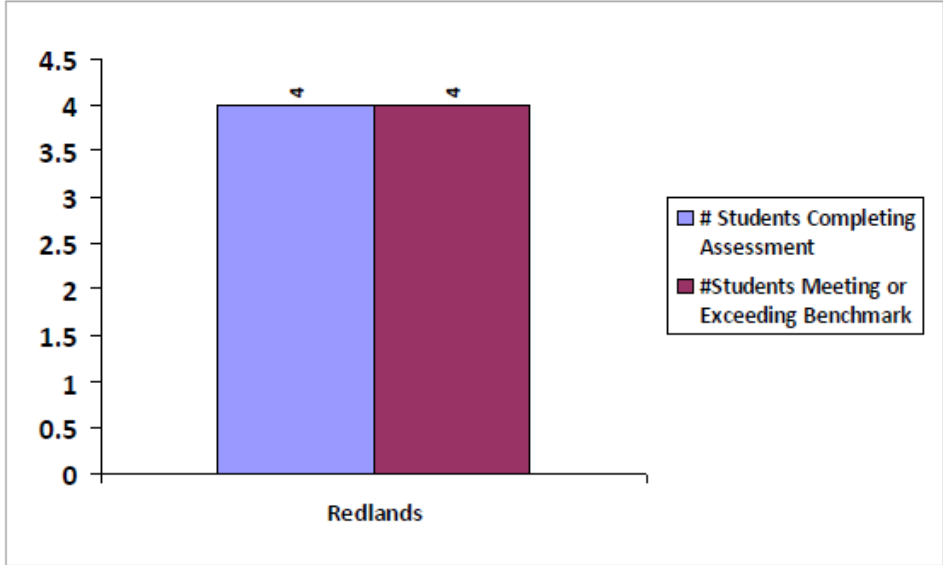
Performance Indicator	Definition				
Program: MBA PLO: <e.g, 1>	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two:				
Course: GISB 695 Strategy: Concepts and Implementation	<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.				
CLO: <e.g. 4>	<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.				
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 final project will meet or exceed the benchmark of 80%.	Final Project, internally administered in an 8 week course using a standardized assessment rubric.	Results in 2017 averaged slightly over the benchmark on a weighted average basis. The Fall 2017 course did not do as well as spring 2017 course. In particular, 2 students out of 6 in Fall 2017 did	Overall, the course is doing well in 2016 and 2017. The Fall 2017 course did not do as well. Given the small number of students in that course, it could be a random effect of those 2 students. It is not clear why they did not do as well.	The course is planned for revision in spring of 2019. The revision will benefit by the new software platforms introduced in fall of 2018 for this course, in particular ArcGIS Pro and ArcGIS Online are replacing the older ArcGIS software. The new course will have added features on managing spatial	2016 Fall 2 See p. 2 2017 Spring 2 See p. 3 2017 Fall 2 See p. 4 Overall Results See p. 5

¹ Please read instructions in last page carefully before drafting this action plan.

		not meet benchmark		business, which should give the course more strength on outcomes.	
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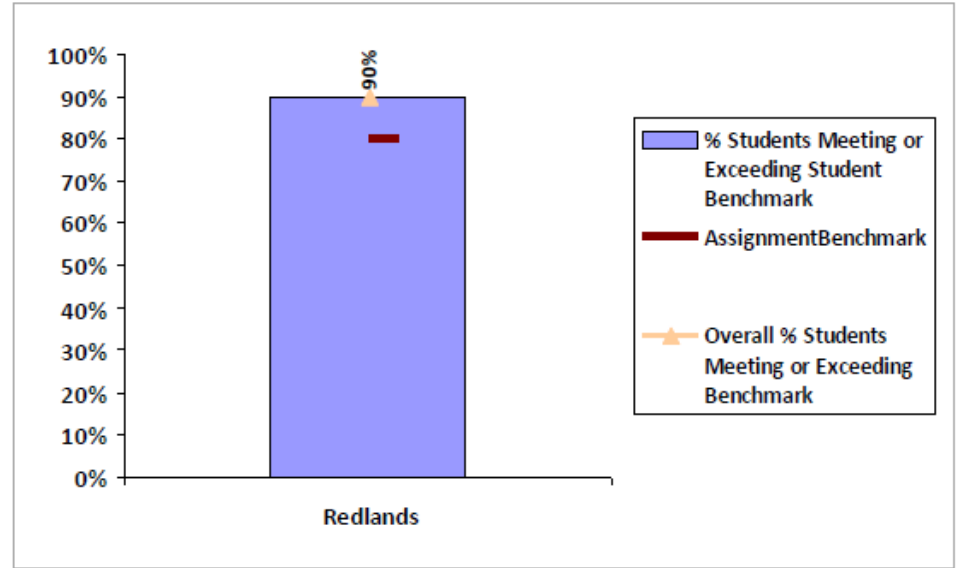
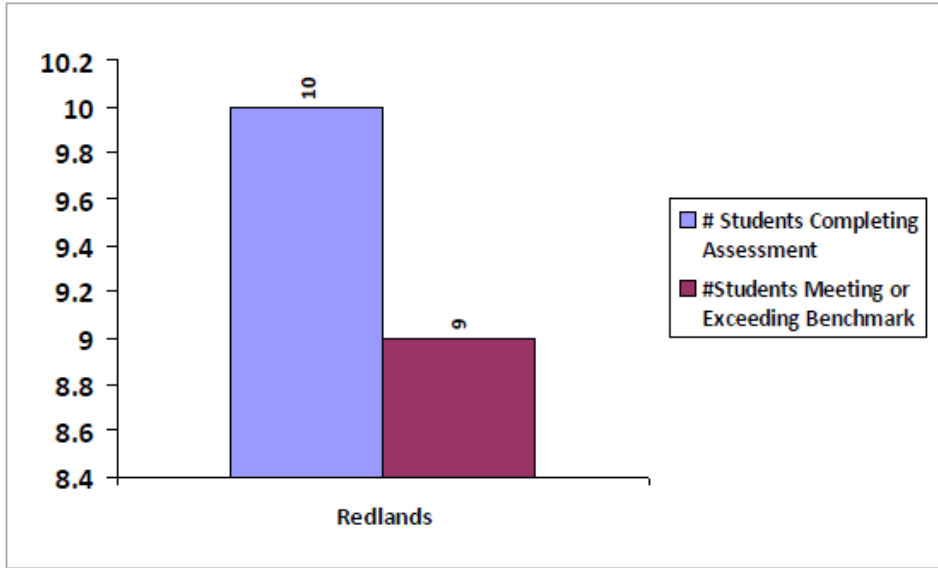
2016 Fall 2

Assignment:



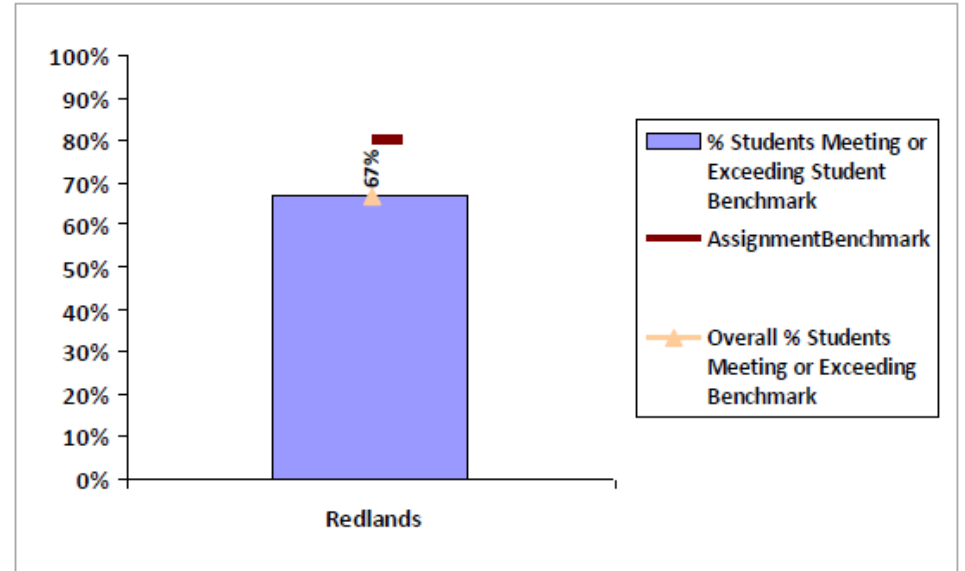
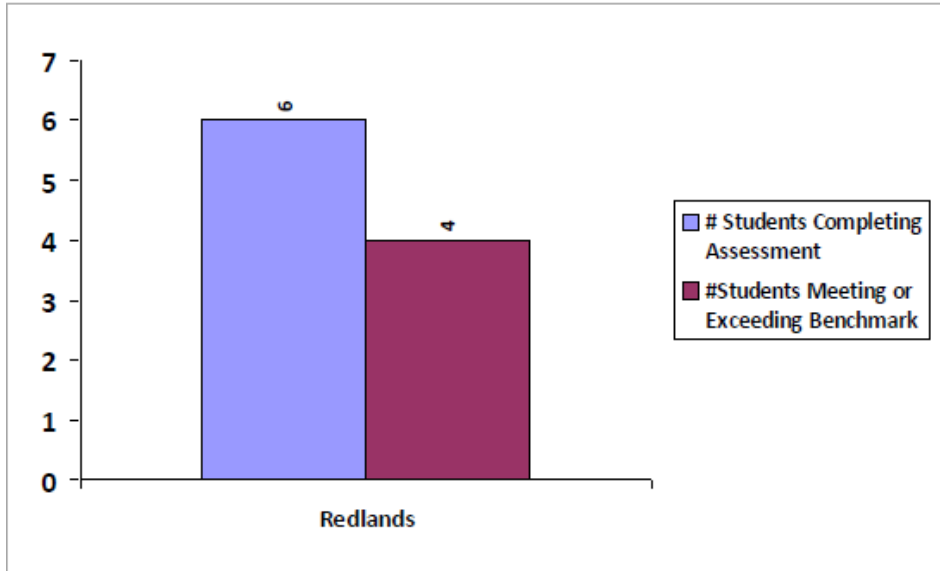
2017 Spring 2

Assignment: Final Project

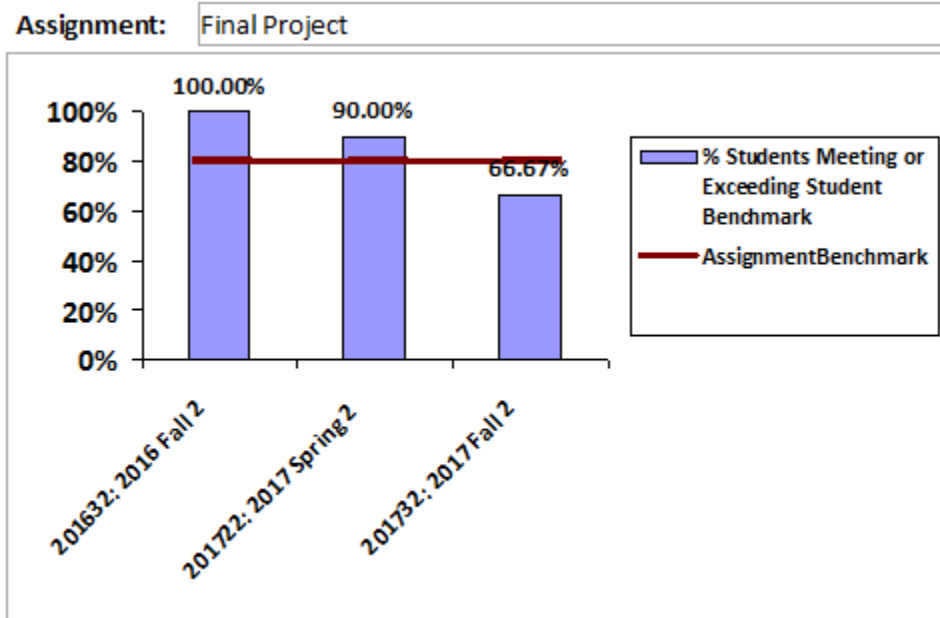


2017 Fall 2

Assignment: Final Project



Overall Results



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 - 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.
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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.
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Assessment Action Plan¹

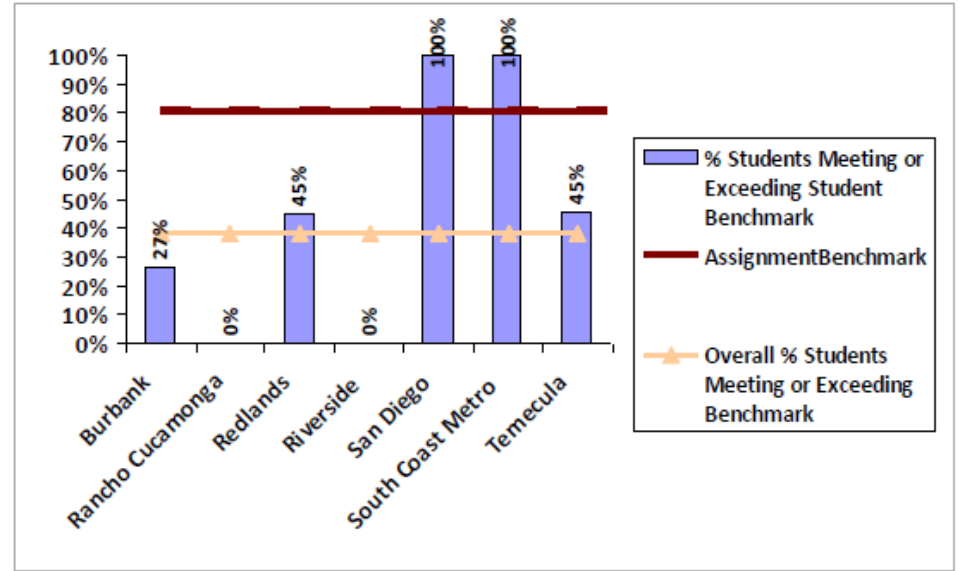
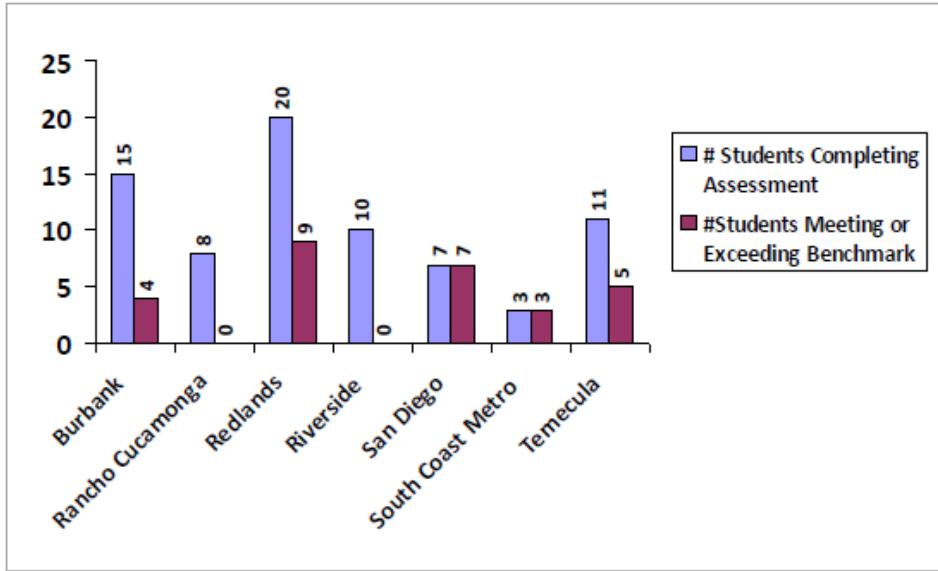
This table will be used to supply data for ACBSP Criterion 4.2 Reporting Results and Trends

Performance Indicator	Definition				
Program: 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>				
PLO: 3					
Course: FINC-661					
CLO: 2					
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.				<p>2017 Spring 1 See p. 2</p> <p>2017 Spring 3 See p. 3</p> <p>2017 Fall 1 See p. 4</p> <p>Overall Results See p. 5</p>

¹ Please read instructions in last page carefully before drafting this action plan.

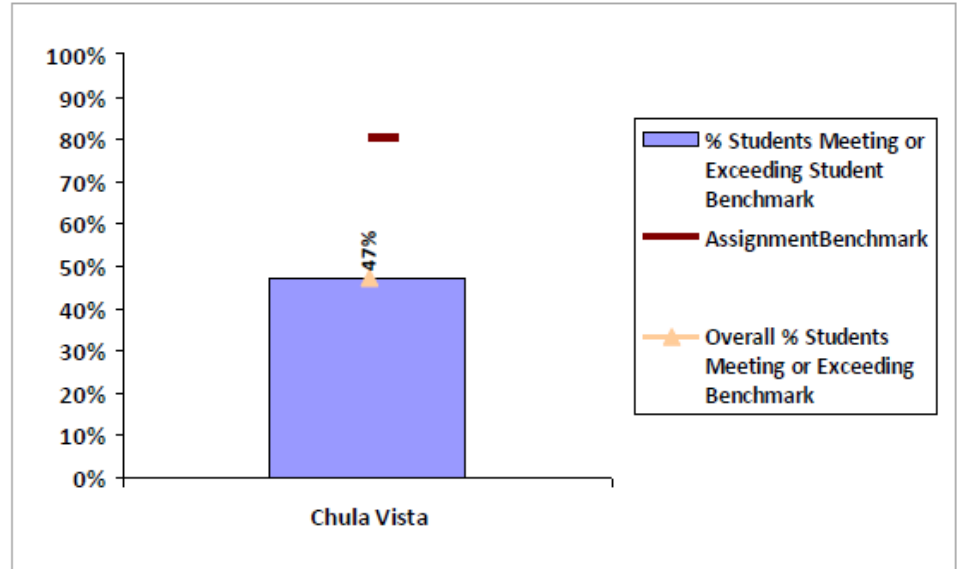
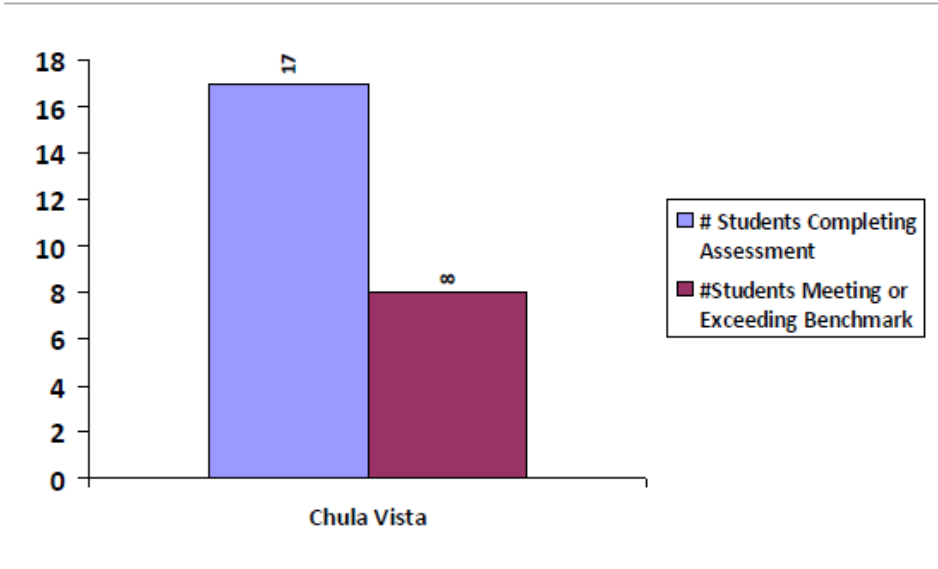
2017 Spring 1

Assignment: Country Risk Assessment

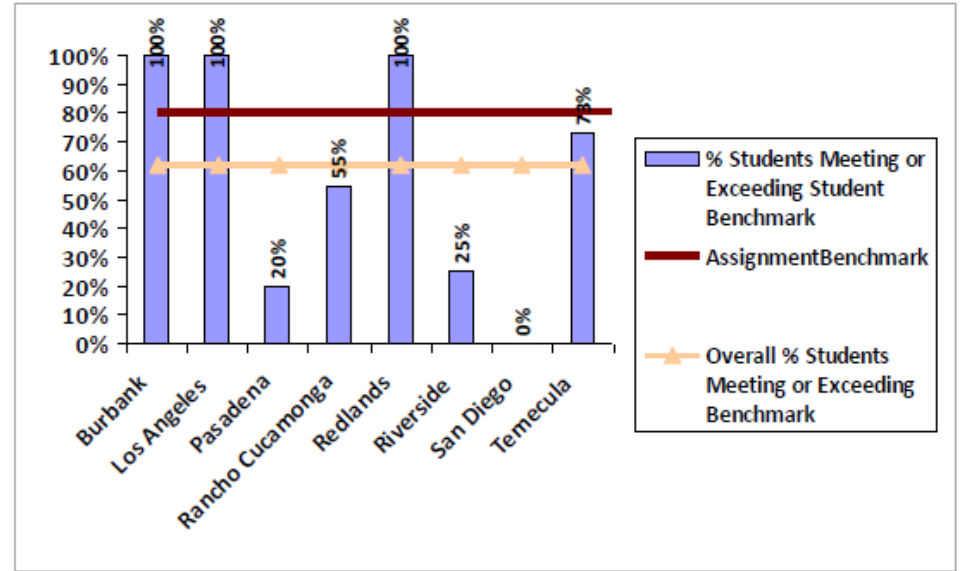
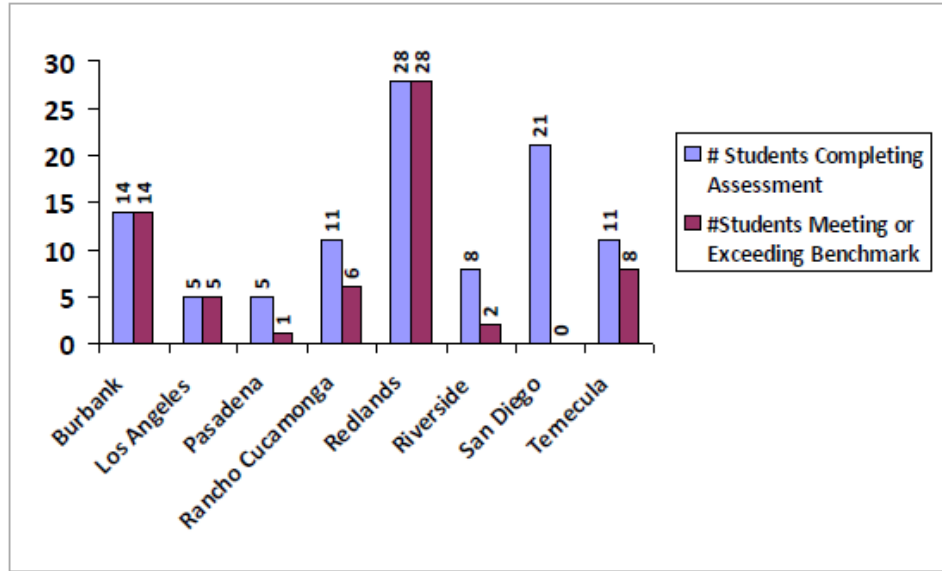


2017 Spring 3

Assignment: Country Risk Assessment

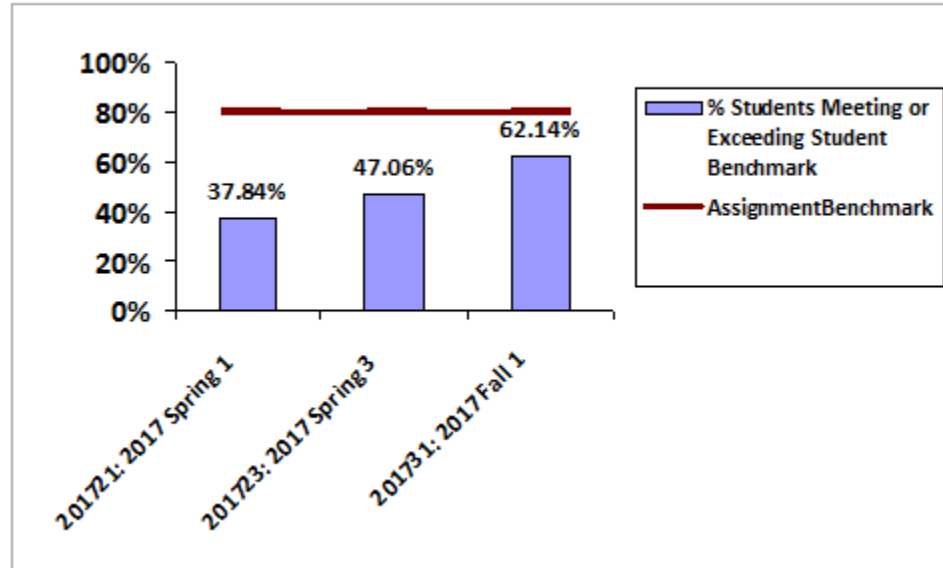


Assignment: Country Risk Assessment



Overall Results

Assignment: Country Risk Assessment



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 - b. **Undergraduate**
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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.
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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 Plan¹

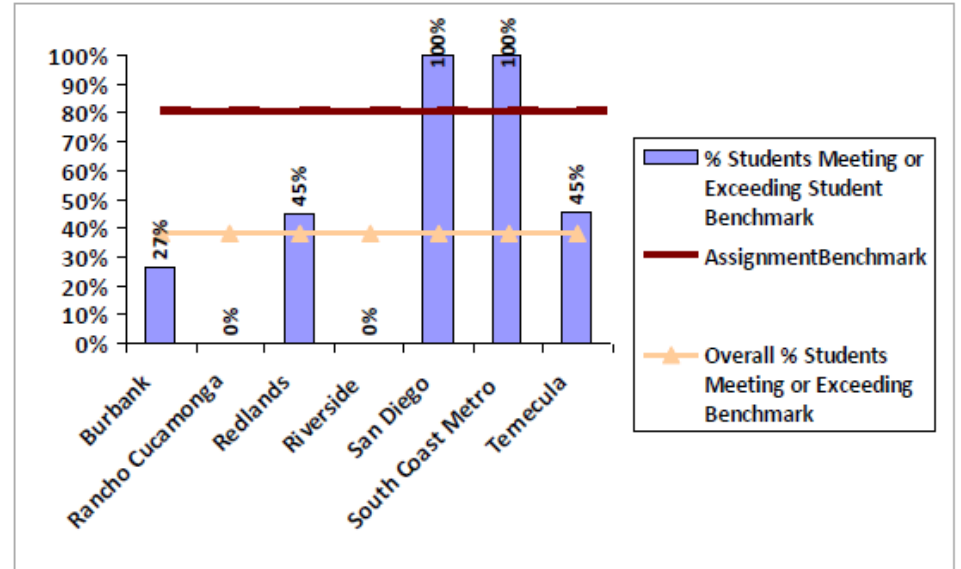
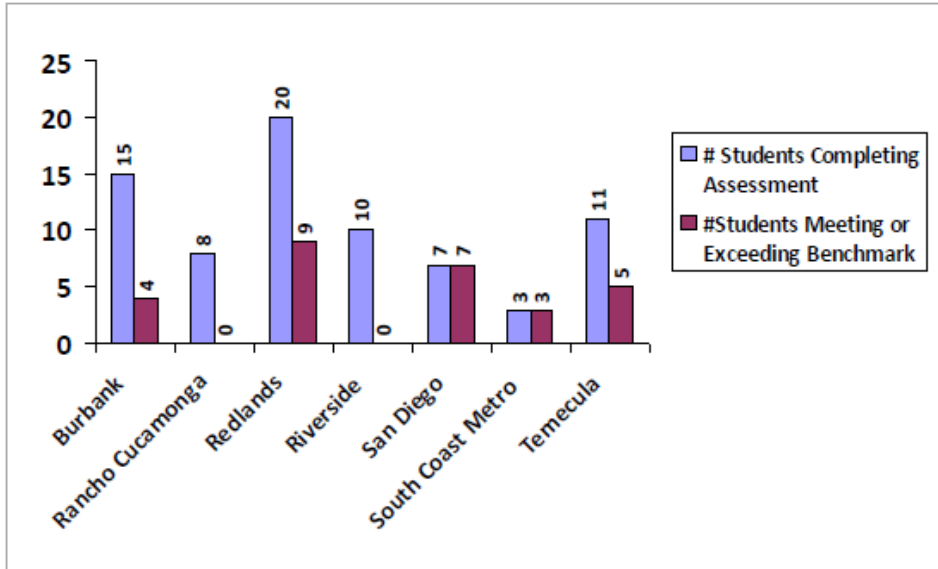
This table will be used to supply data for ACBSP Criterion 4.2 Reporting Results and Trends

Performance Indicator	Definition					
Program: MBA PLO: 1, 2, 3, 4, 5	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:					
Course: INTB 655	<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.					
CLO: 1, 2, 3, 4	<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.					
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.	A bimodal outcome with several groups achieving 100% and others at 0% or below 50%.	Not clear if all instructors are assigning the Risk Assessment or otherwise capable of delivering it as intended.	Risk Assessment was reworked in Summer 2018 to include a standard Excel worksheet tool that forces students to structure the measure of risk across countries consistently. Have begun to train instructors on the model and otherwise deliver the assignment.	2017 Spring 1 See p. 2 2017 Spring 3 See p. 3 2017 Fall 1 See p. 4 Overall Results See p. 5	

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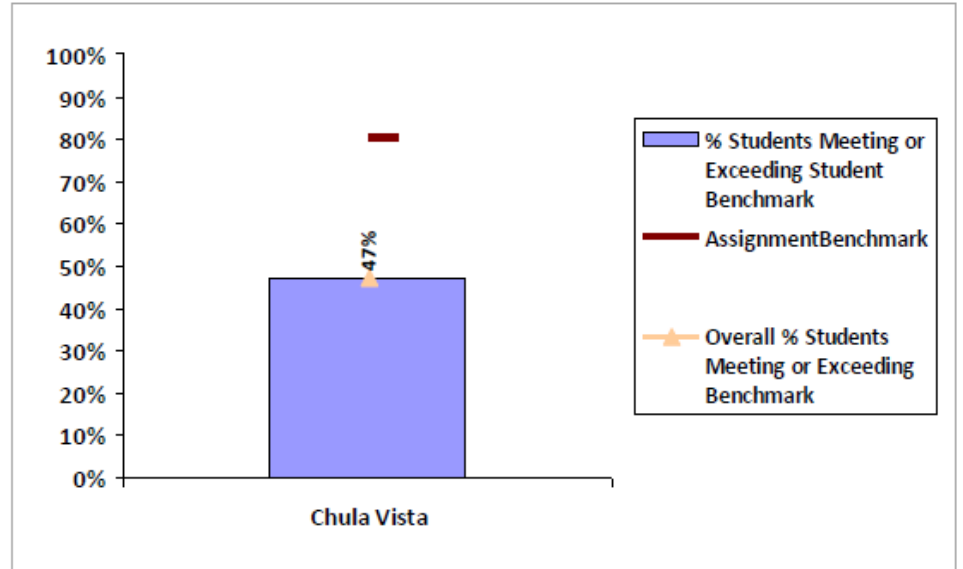
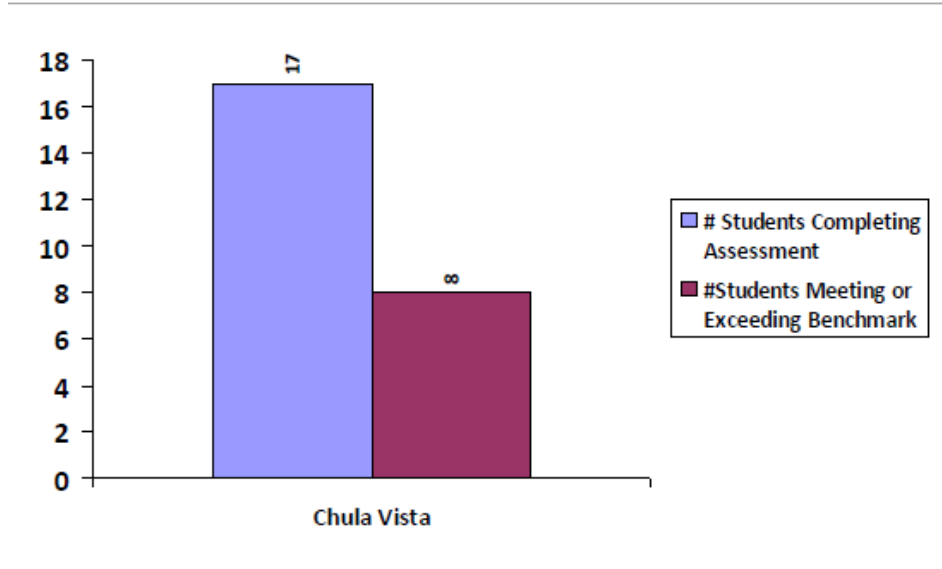
2017 Spring 1

Assignment: Country Risk Assessment

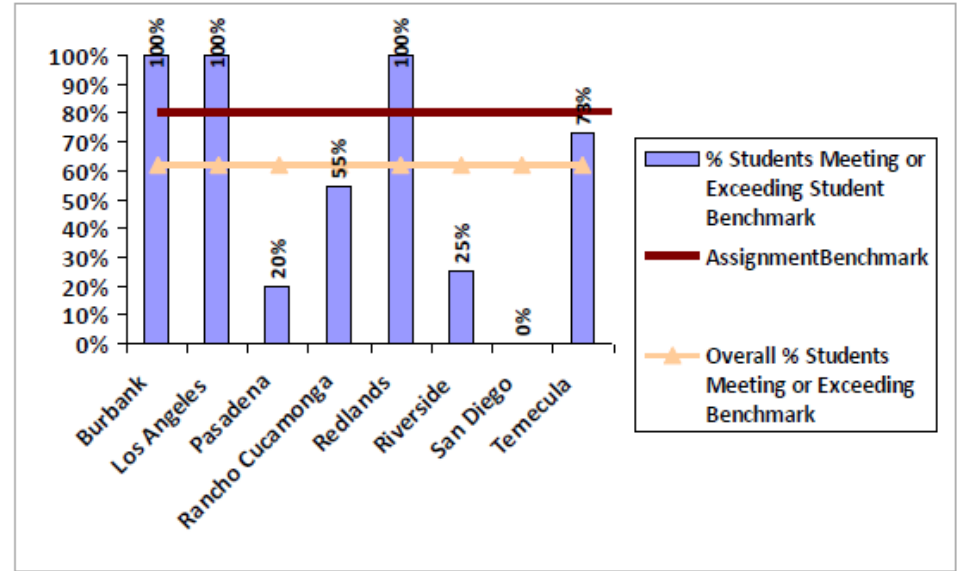
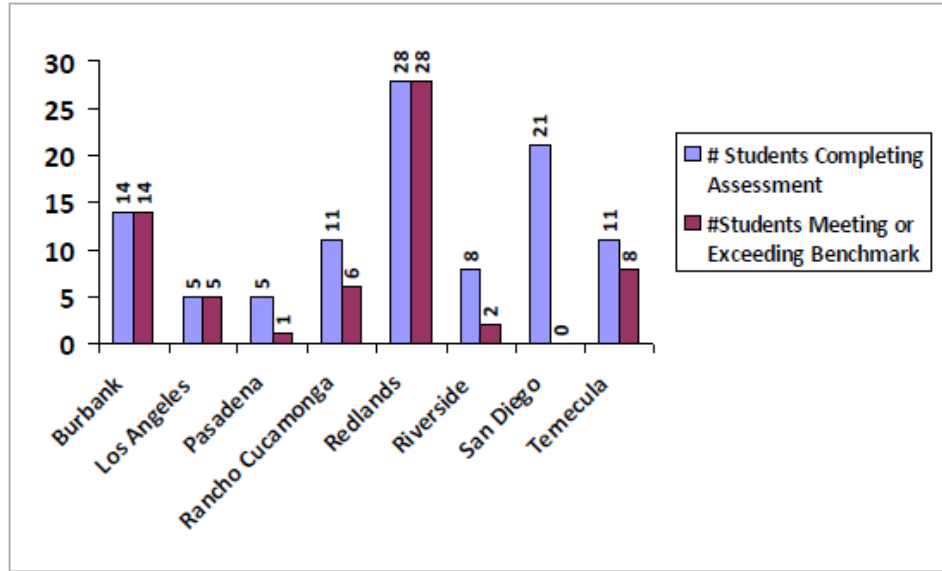


2017 Spring 3

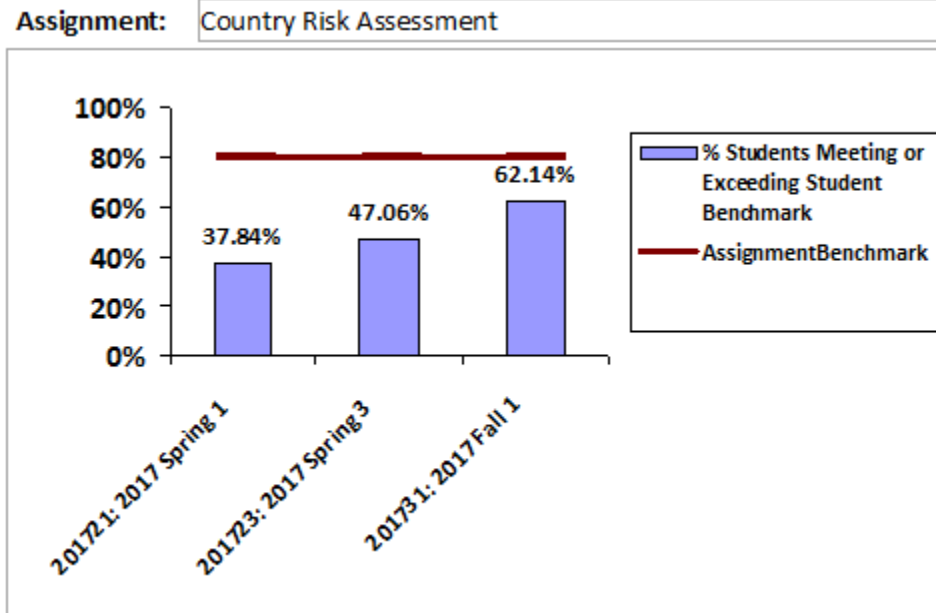
Assignment: Country Risk Assessment



Assignment: Country Risk Assessment



Overall Results



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Assessment Action Plan¹

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

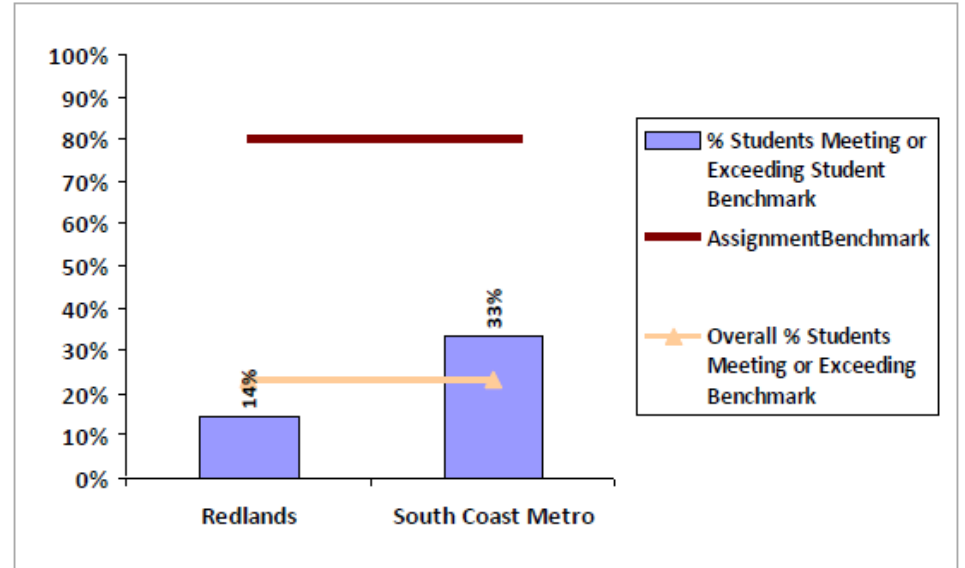
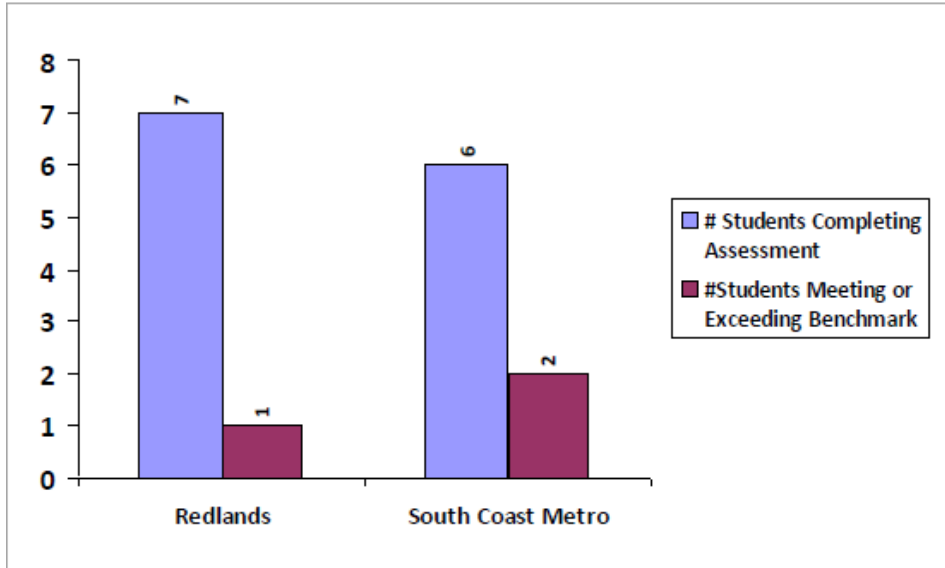
Performance Indicator	Definition					
Program: MBA PLO: 1, 2, 3, 4 Course: INTB-693 Global Finance	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, 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.					
CLO#2: CLO#3: CLO#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: 80% of the students completing the Imprimante Case Study will meet or exceed the benchmark of 80%.	Imprimante Case Study, internally administered in an 8 week course using a standardized assessment rubric.	None of the classes met the benchmark.	There is a disconnect between goals of the case study and the concepts stressed in the course that would enable students to successfully complete the assignment.	Case study was completely rewritten in Spring 2018 and course was restructured to stress the Net Present Valuation concepts at start of course. Also employed Connect Learnsmart materials to assist with coverage of basic concepts. Next step is to train faculty on delivering and	2017 Spring 1 See p. 2 2017 Fall 1 See p. 3 2018 Spring 2 See p. 4 Overall Results See p. 5	

¹ Please read instructions in last page carefully before drafting this action plan.

				evaluating the new case and to assess results.	
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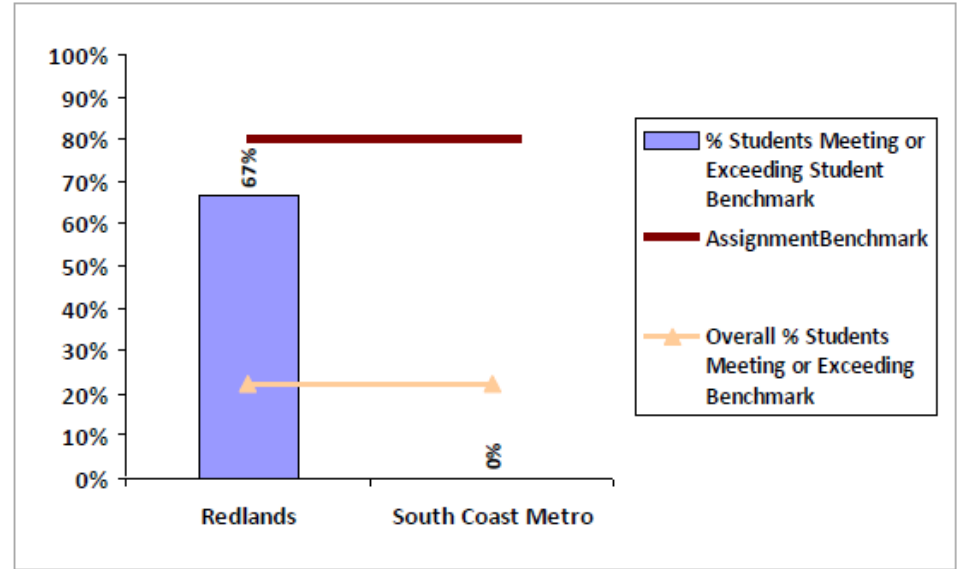
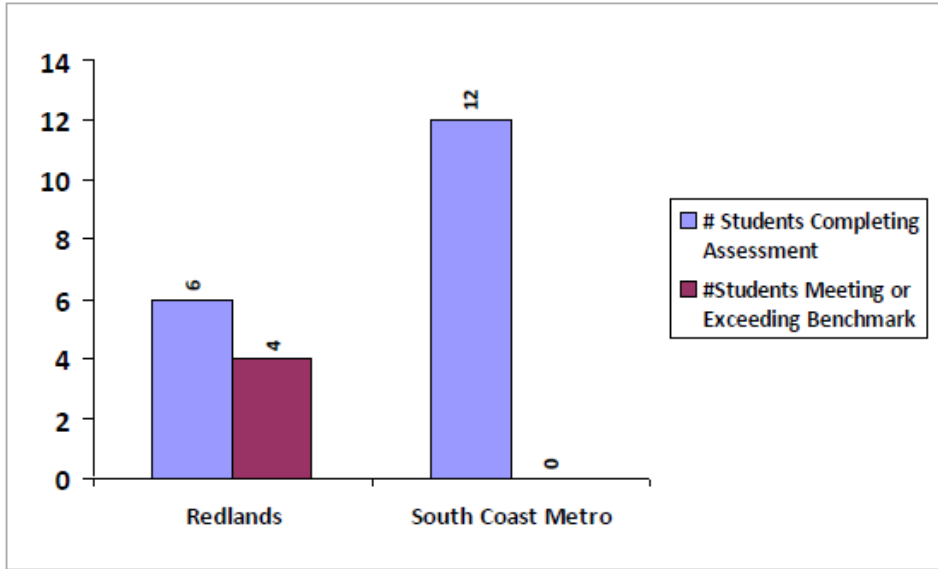
2017 Spring 1

Assignment: Country Risk Assessment



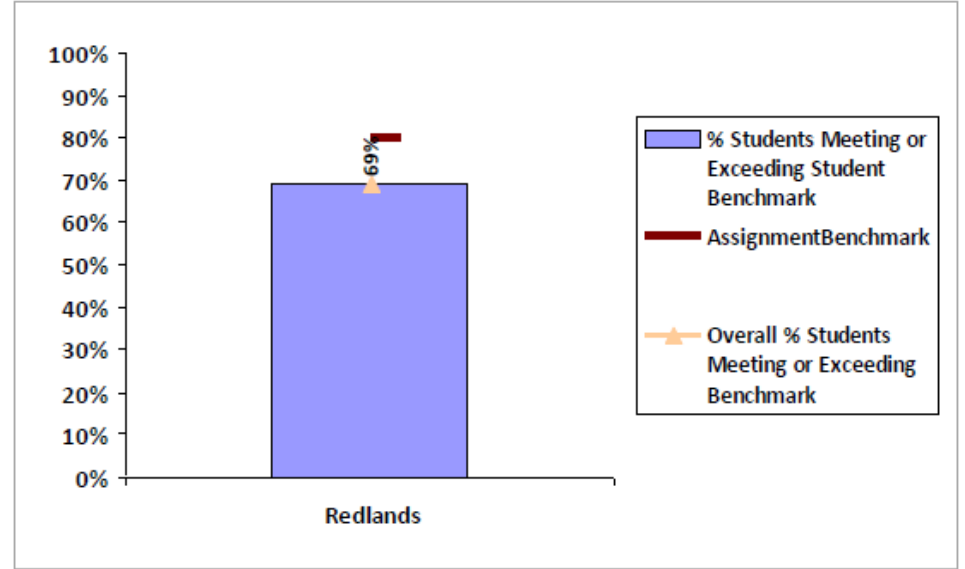
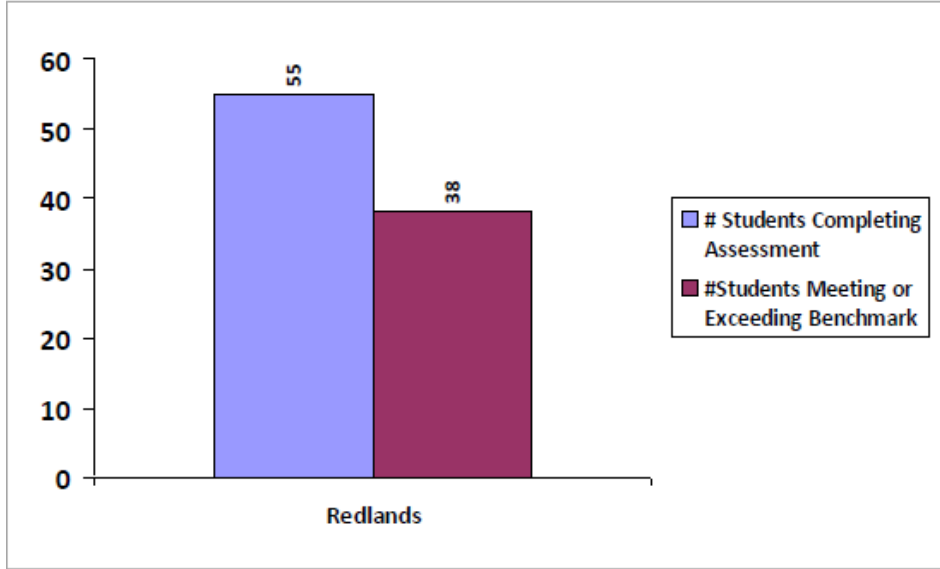
2017 Fall 1

Assignment: Country Risk Assessment



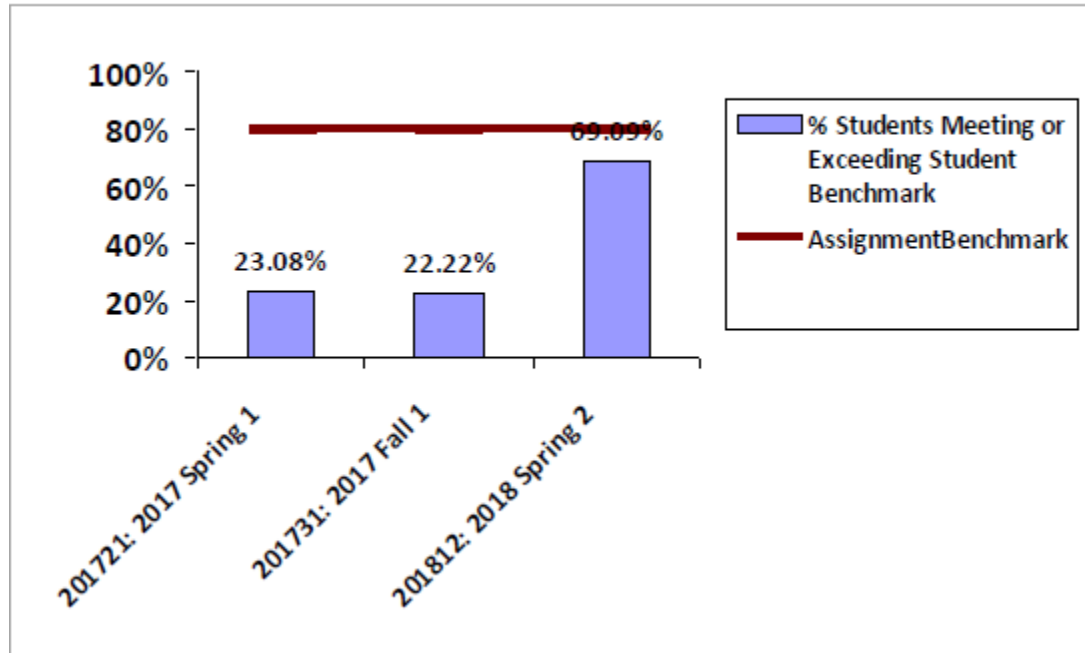
2018 Spring 2

Assignment: Country Risk Assessment



Overall Results

Assignment: Country Risk Assessment



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1Assessment Action Plan

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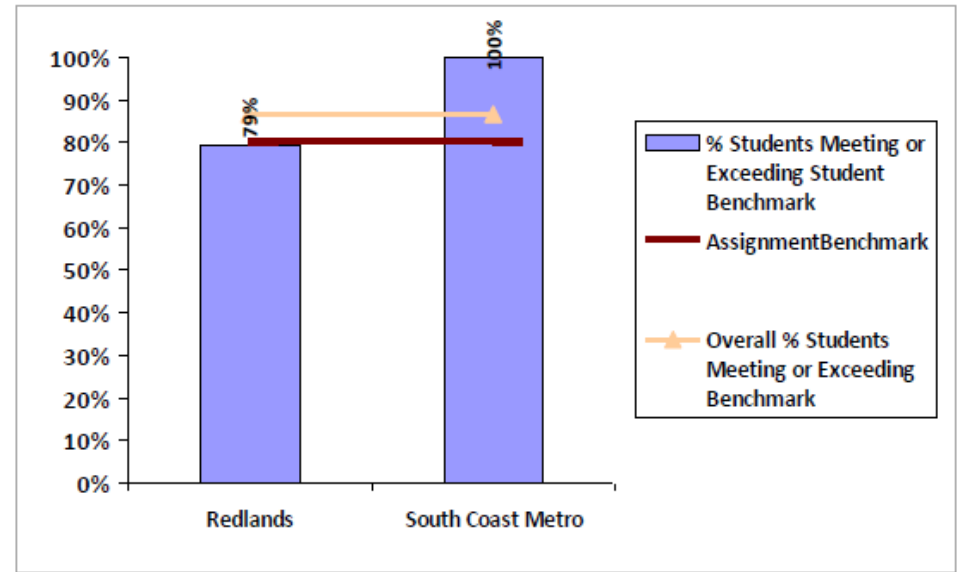
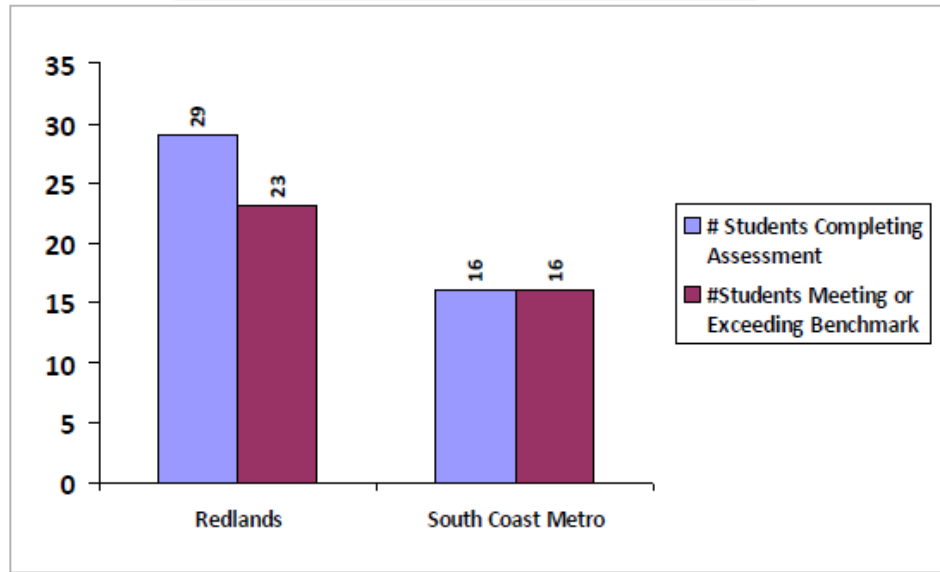
Performance Indicator	Definition				
Program: MBA ELO 3: Apply knowledge, key concepts, and analytical tools to address opportunities and challenges of marketing in a growing international and global context.	A student learning outcome is one that measures a specific competency attainment. <i>Examples 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.				
Course: INTB 694					
CLO 1: apply the environmental scanning framework to assess opportunities and challenges in global markets					
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>Measurable Goal: 80% of the students completing the Individual Article Analysis will meet or exceed the benchmark of 80%.</p>	<p>Individual Article Analysis, internally administered in an 8 week course using a standardized assessment rubric.</p>	<p>2017 Fall 2: 45 students completed assessment in two on-ground sites. 87% of them met or exceeded benchmark.</p> <p>2018 Summer 1: 20 students completed the assessment in two on-ground sites. 90% of the students met or exceeded the benchmark.</p> <p>2018 Summer 2: 7 online students completed the assessment. 71% met or exceeded the benchmark.</p>	<p>Students in two out of the three terms have shown strong performance in knowledge application in the international context. The third group (online) did not meet the benchmark, but we need to make a note that it is a relatively small group of 7 students, which might be an outlier given the size of the sample.</p>	<p>No action is proposed at this point. We will continue this assessment and check if students keep the strong performance. If not, we need to look into the reasons behind it and discuss possible actions. In addition, when we have more data points, we could make comparison between the on-ground group and the online group to find out if there is consistent difference in terms of students' performance.</p>	<p>2016 FALL 1</p> <p>2016 FALL 2</p> <p>2017 SPRING 2</p> <p>OVERALL RESULTS</p>
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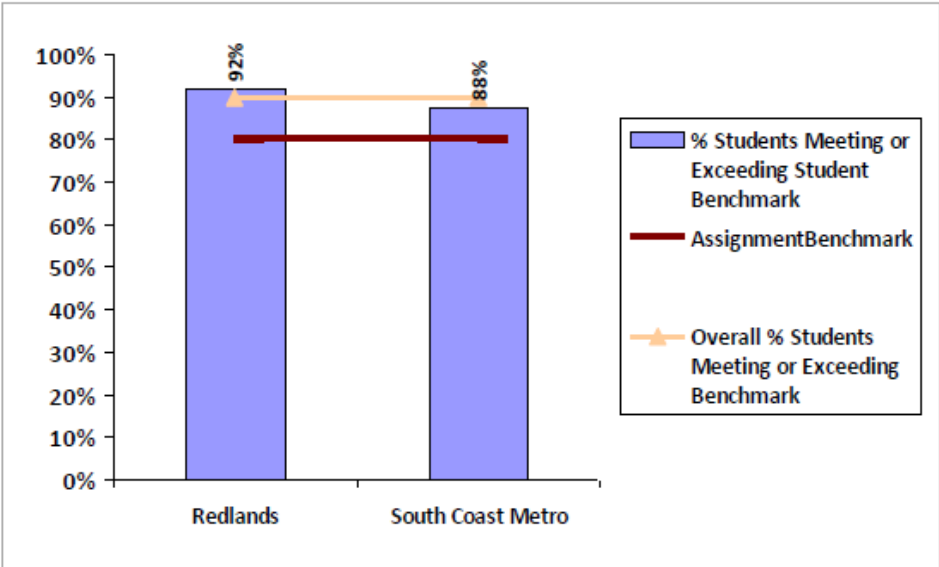
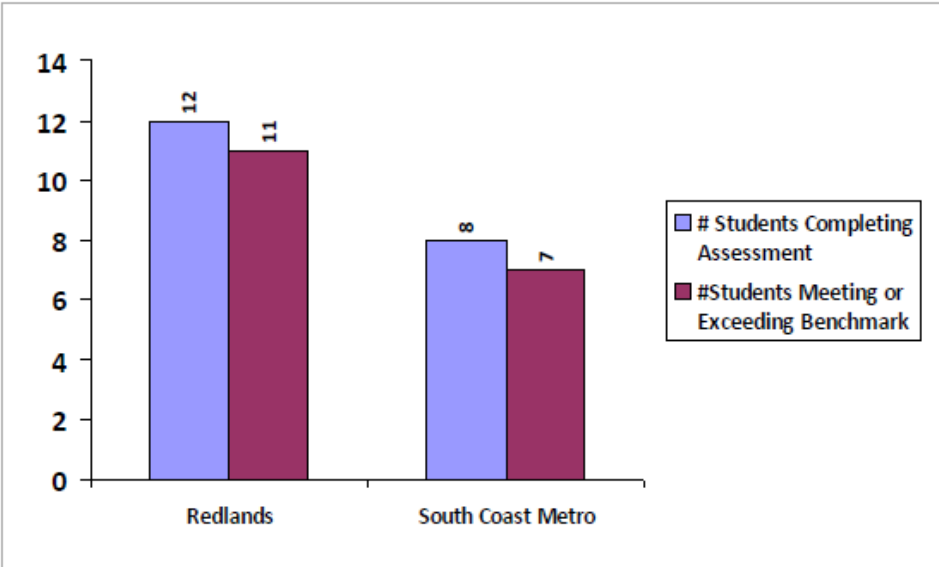
2017 Fall 2

Assignment: Individual Article Analysis



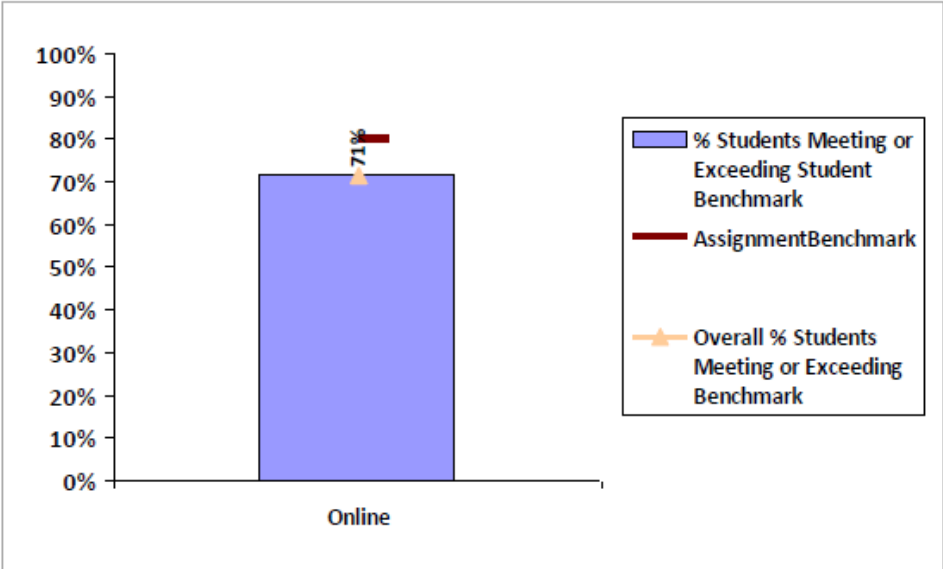
2018 Summer 1

Assignment: Individual Article Analysis

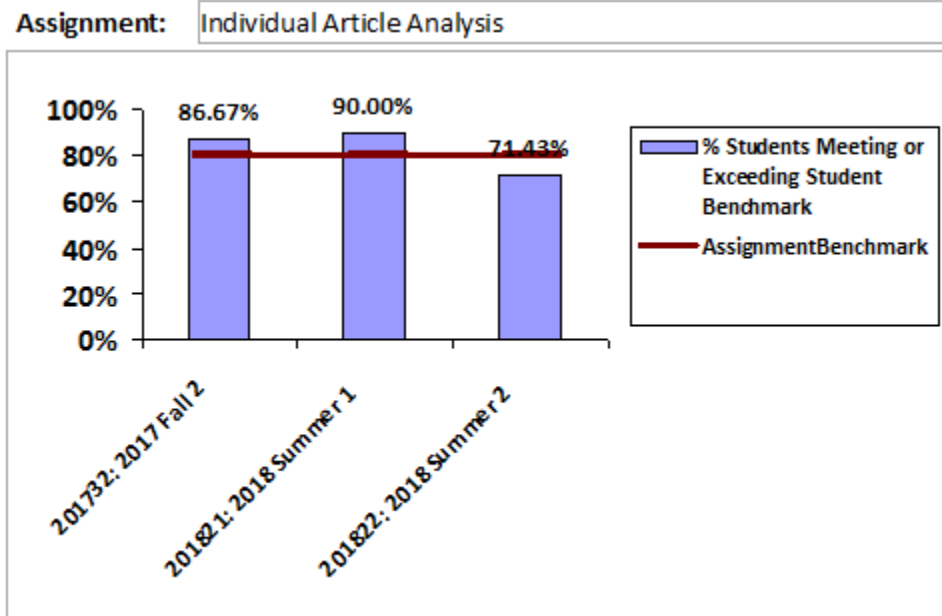


2018 Summer 2

Assignment: Individual Article Analysis



Overall Results



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Assessment Action Plan¹

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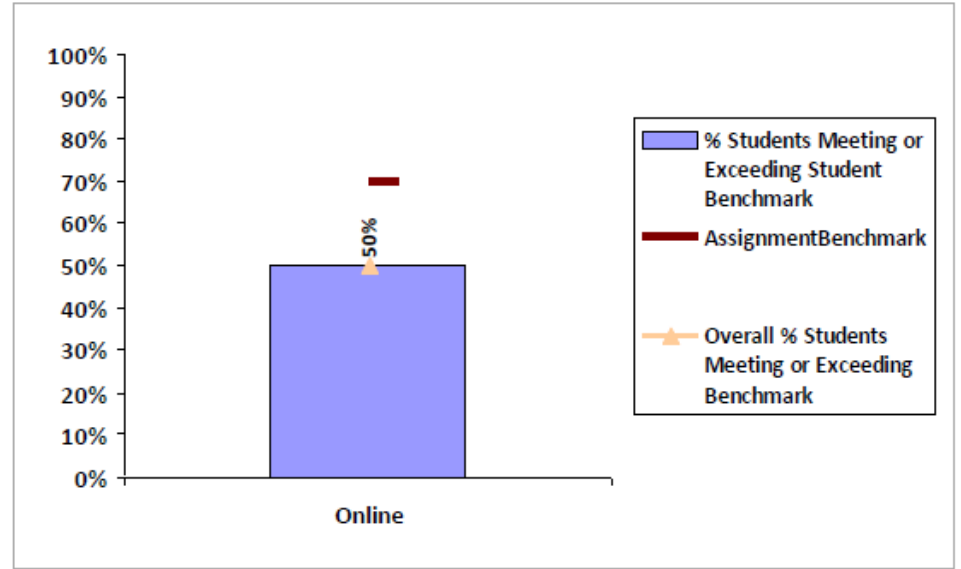
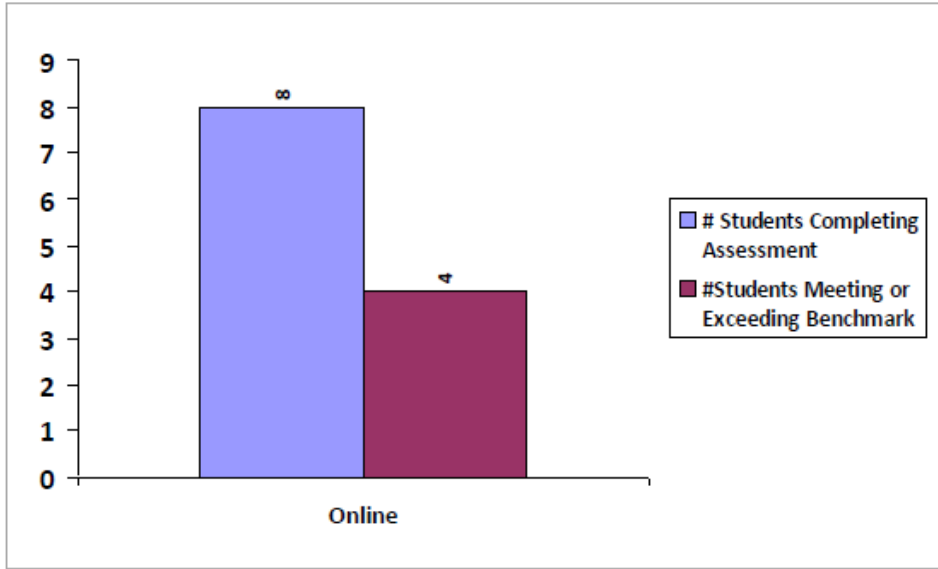
Performance Indicator	Definition				
Program: MBA	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed 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>				
PLO: 1					
Course: MGMT-631					
CLO: 2					
Analysis of Results					
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<p>Measurable goal: Students will take a final exam which will measure their ability remember, apply, synthesize and evaluate various management theories to solve organizational problems.</p> <p>Benchmark: 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>Final Exam, internally administered in an 8-week course using a standardized assessment scoring sheet</p>	<p>Only 8 students took the assessment test in Fall 1. 50% performed at the benchmark or higher.</p> <p>In 2017 Fall 2, 91 students took the assessment. Just 52.8% of students performed at or above the benchmark. Students at the Rancho campus performed well, with almost 90% students scoring at or above the benchmark. On the other hand, Pasadena (8 students), Riverside (3) South Coast (8) and Temecula (3) had 2/3rd or greater students not meeting the benchmark.</p> <p>In 2018 Spring 1, 92 students took the assessment. Of them, only 36% met or exceeded the benchmark. Only Riverside with 8 students met the benchmark. Worst performers were Burbank (7 students), Rancho (9), San Diego (14), South Coast metro (5) where less than 30% met the benchmark.</p>	<p>It seems that students in this assessment cycle have performed a little worse than last time. Even in absolute terms a large number of students have not met the benchmark. The reasons for this need to be addressed. One point to note in measuring the percentage of students meeting the benchmark, we are not considering by how much they are missing the benchmark. For example, I looked at the average scores on the assessment test of the three sections I taught in Fall 2. The average score of students in Redlands was 74.99 (benchmark is 70%), but when we look at the percentage who scored above 70% it was only 50%. Similar numbers for Rancho 89% average score and 78.6% exceeding. With just three students in Riverside percentages are not meaningful, but average score was 66.7%, but percentage exceeding the benchmark of 70 was 33%. This latter information may suggest that we have students who differ widely in performance despite having the same classroom experience.</p>	<p>In the last assessment report, the plan was to talk to adjunct faculty in the Fall conference. I spoke to them and they mentioned that the assessment quiz had difficult questions. We agreed to jointly come up with questions, but there have been no questions provided despite a reminder. We also discussed the importance of actually using the readings assigned. It turned out that not every faculty member actually uses readings. To make it easier for all 631 faculty members to figure out which topics students found difficult to answer, Brian has provided each faculty member a topic name next to the question. It is hoped that they will pay greater attention to the topic areas that students are deficient in based on the feedback. I am also planning to flag this assessment to the graduate program director for additional ideas and possibly finding ways to ensure that topics in the syllabus are covered in class.</p>	<p>2017 Fall 1 See p.3</p> <p>2017 Fall 2 See p. 4</p> <p>2018 Spring 1 See p. 5</p> <p>Overall Results See p. 6</p>
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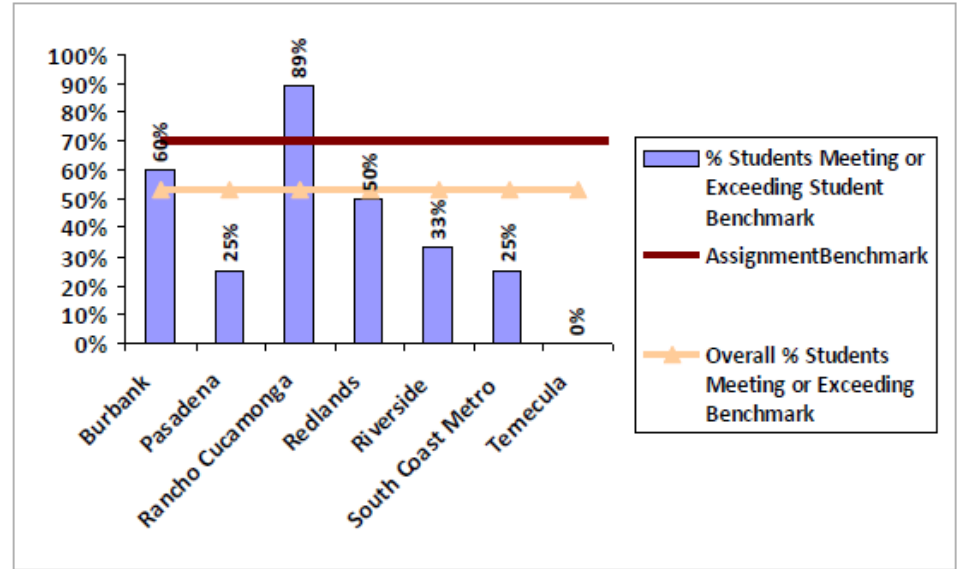
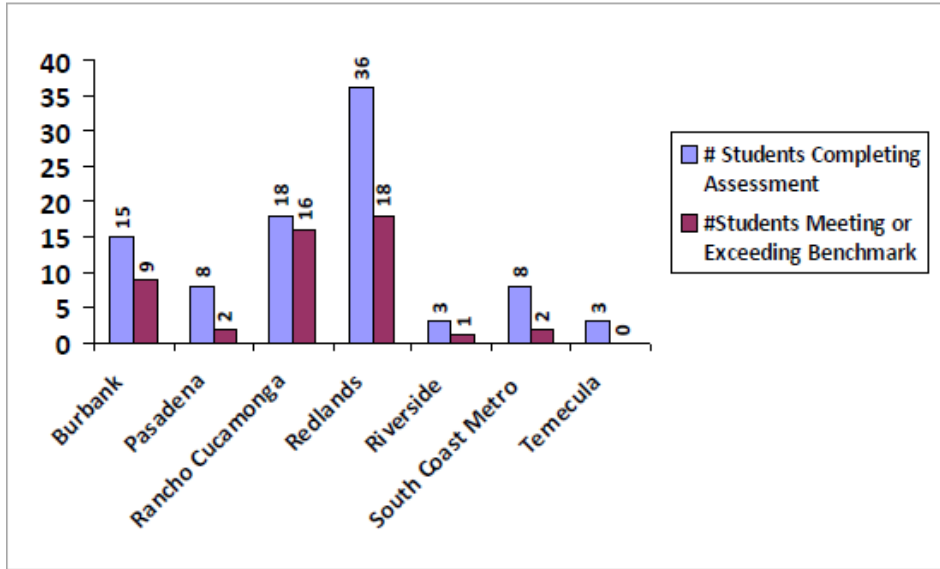
2017 Fall 1

Assignment: Questions



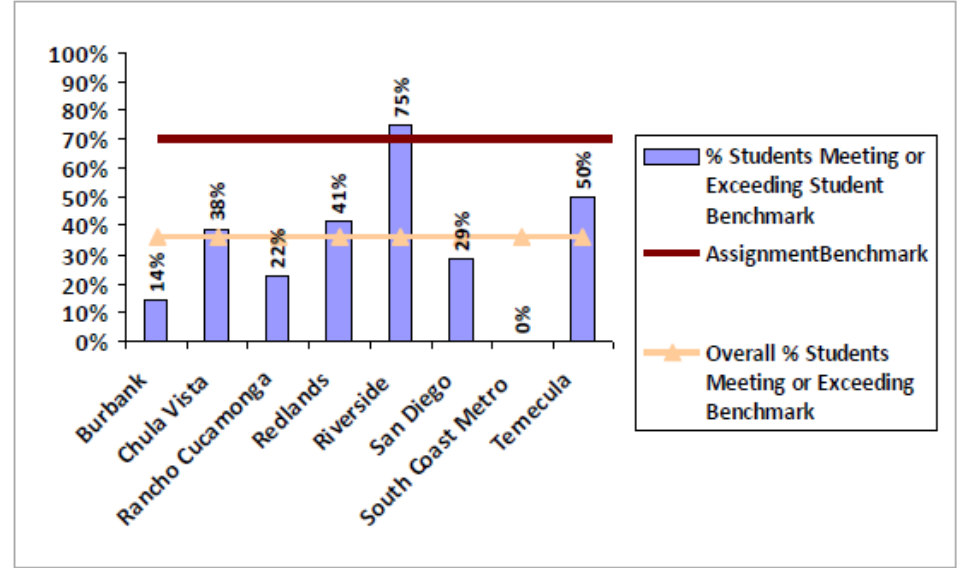
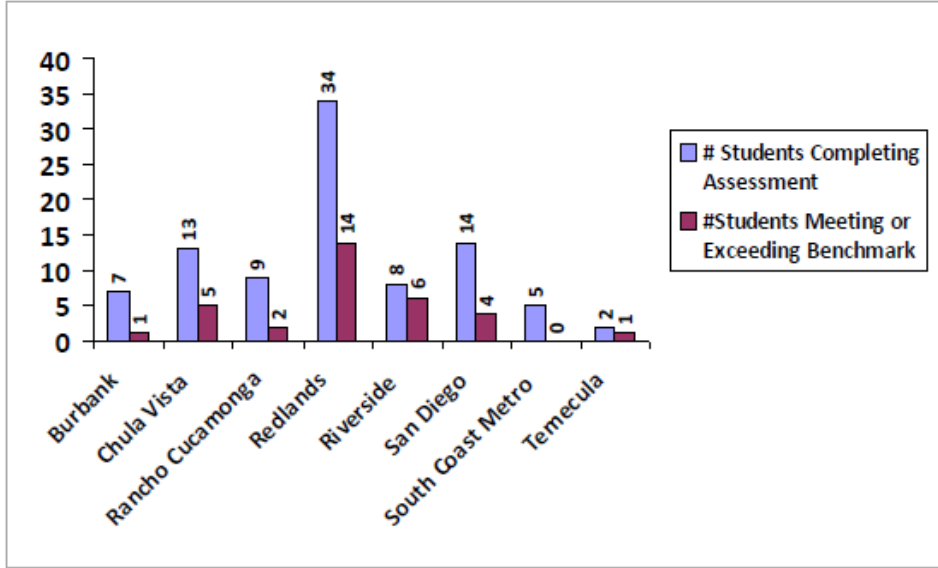
2017 Fall 2

Assignment: Questions

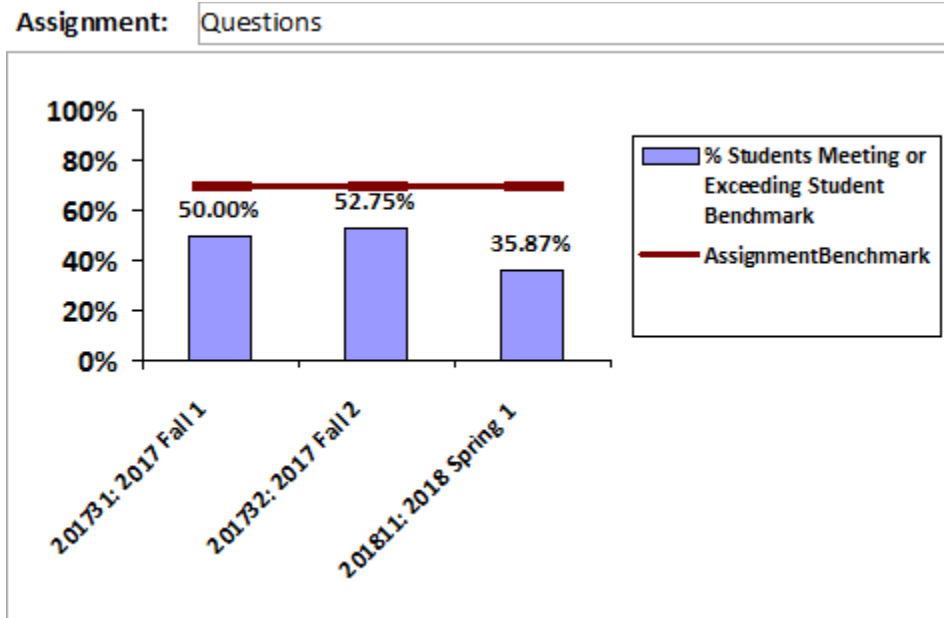


2018 Spring 1

Assignment: Questions



Overall Results



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

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 - 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**
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 - c. Other: Consult Program Director.
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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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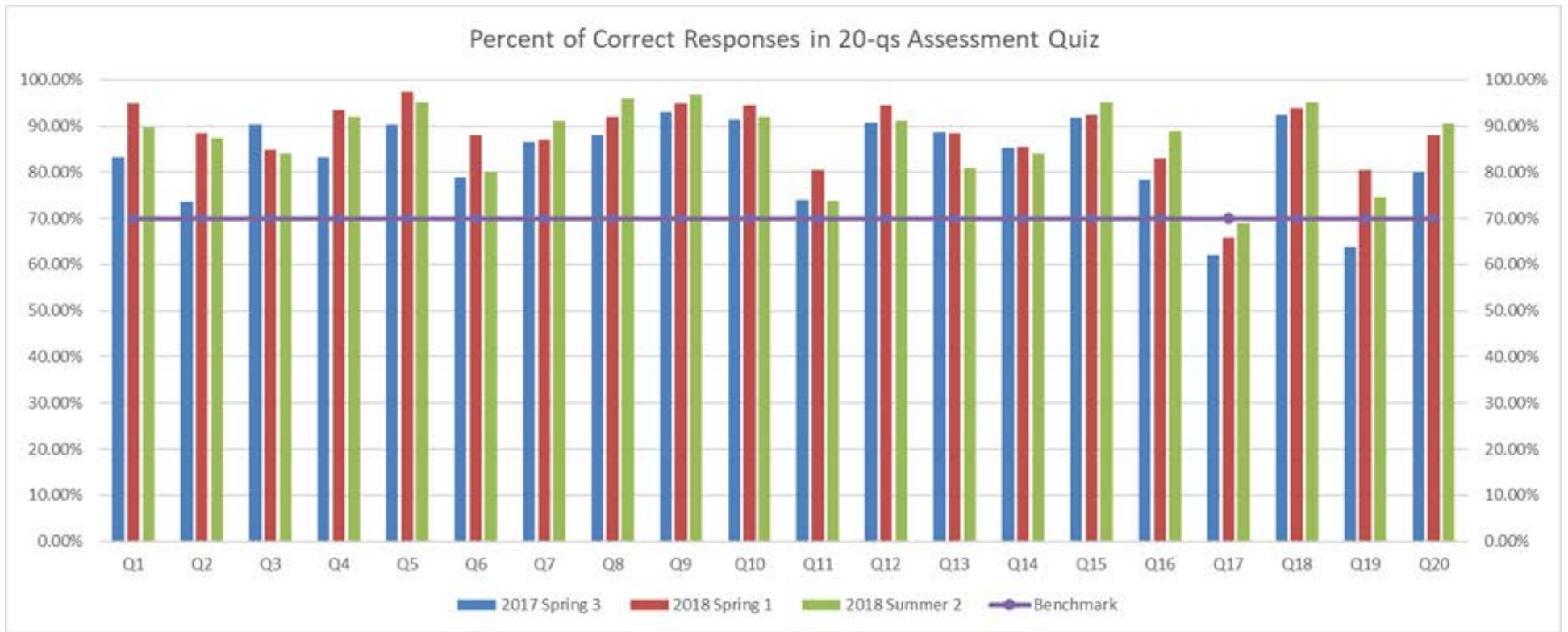
¹Assessment Action Plan

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

Performance Indicator	Definition				
Program: MBA	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. Course: MGMT 651 <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. CLO: 1 <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.				
PLO: 1					
Course: MGMT 651					
CLO: 1					
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)

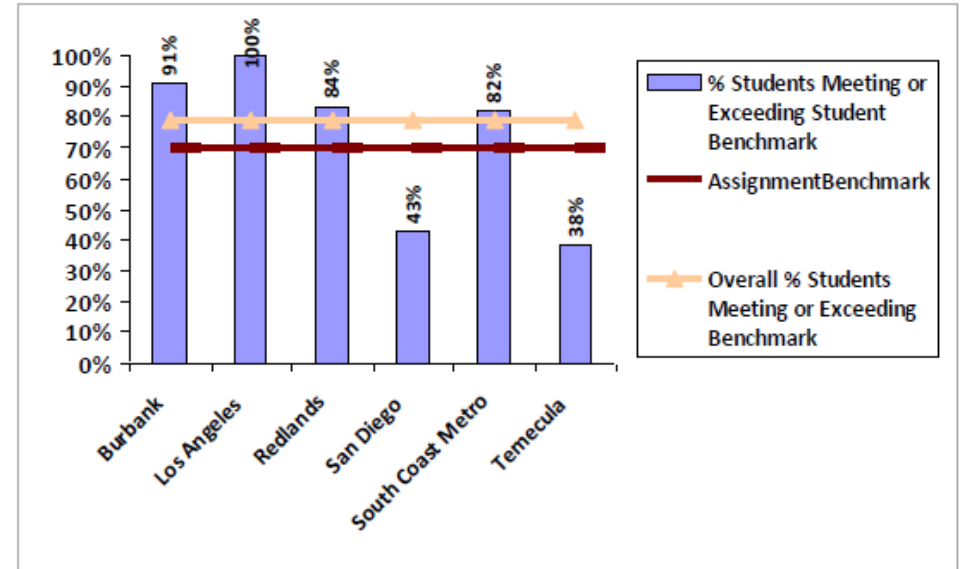
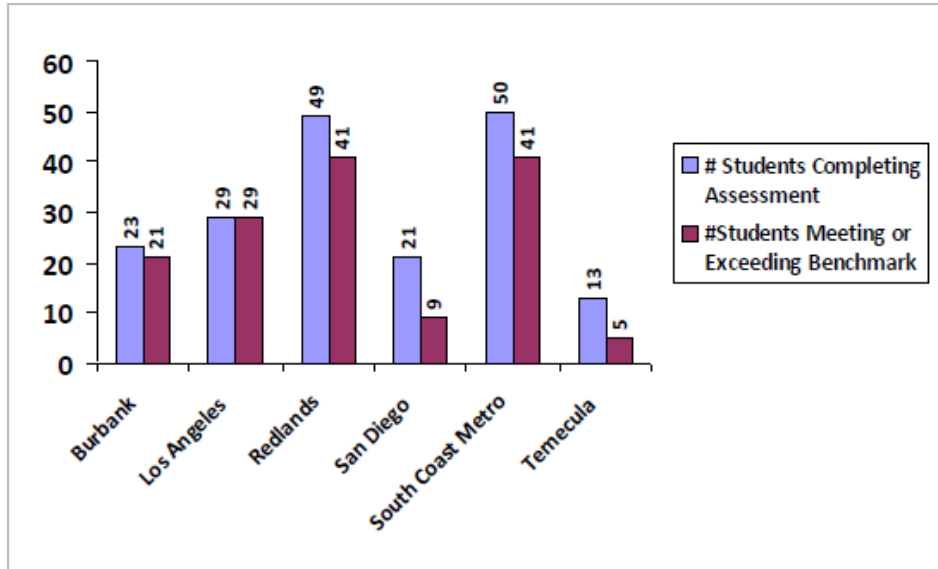
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<p>70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.</p>	<p>20-question multiple-choice assessment quiz. Quiz is take-home, open-book, open-notes. Students have 2 hours to complete the quiz.</p> <p>Direct, Formative, Internal, Comparative.</p>	<p>In the three terms covered in this report – 2017 Spring 3 (term 1), 2018 Spring 1 (term 2), and 2018 Summer 2 (term 3), there were 8, 12, and 9 sections with 185, 197, and 126 students respectively.</p> <p>In term 2, 1 of the 10 sections was an inaugural online offering of the MGMT 651 course.</p> <p>The overall benchmark was exceeded by 13%, 18%, and 19% respectively in each of those 3 terms.</p> <p>Over these 3 terms, the only instance when performance significantly lagged behind the benchmark is a Temecula offering in term 2 (2018 Spring 1). Only 42% of students were able to score at least 70% on the assessment quiz.</p>	<p>Overall performance exceeds benchmark by 13 – 19%.</p> <p>The quiz is comprised of 4 sections: Remembering Knowledge (I), Application of Knowledge (II), Analysis (III), and Evaluation (of Results) (IV). Performance exceeded benchmark for sections I, II, and III of the quiz for all terms, and for Section IV for 2 of 3 terms.</p> <p>Performance of the only online offering in term 2 compares favorably with that of on-ground offerings, and exceeds benchmark (over 90% of students scored 70% or more in assessment quiz).</p>	<p>Since the benchmark has been exceeded in all 3 terms, no action is required at this time.</p> <p>Continued monitoring of performance is recommended.</p> <p>These results were shared with Mgmt Science adjunct faculty at the SB Faculty Dev Conf in Sept 2018.</p>	<p>2017 Spring 3 See p. 3</p> <p>2018 Spring 1 See p. 5</p> <p>2018 Summer 2 See p. 7</p> <p>Overall Results See p. 9</p>
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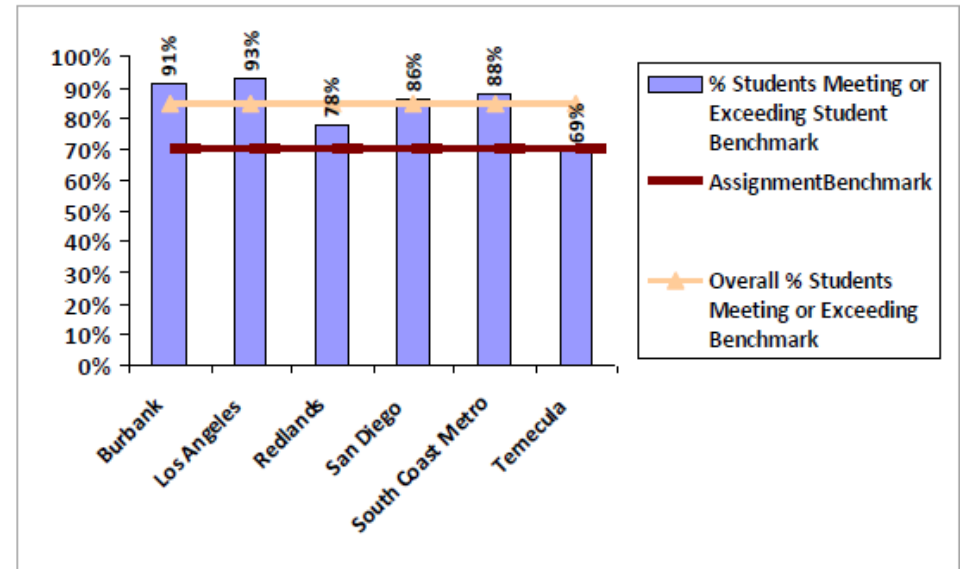
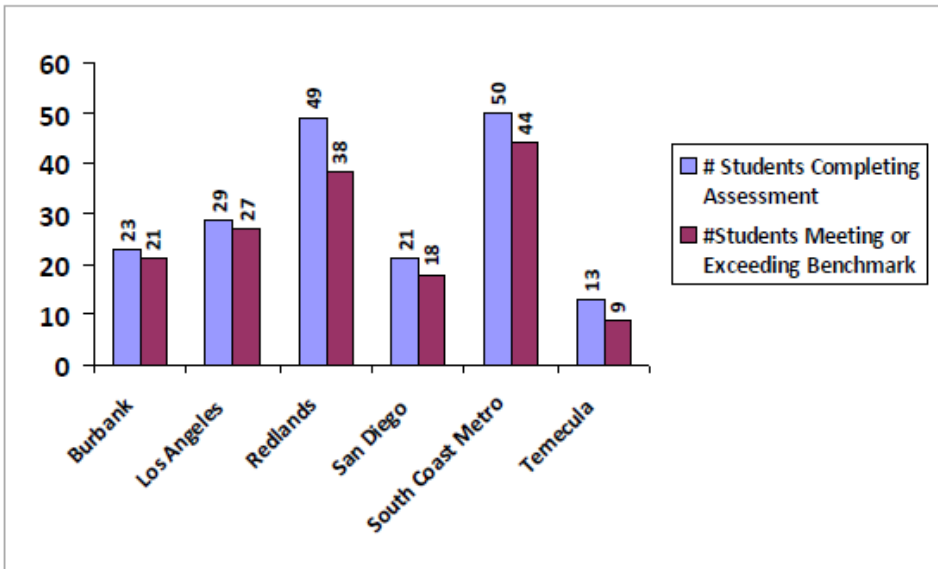


2017 Spring 3

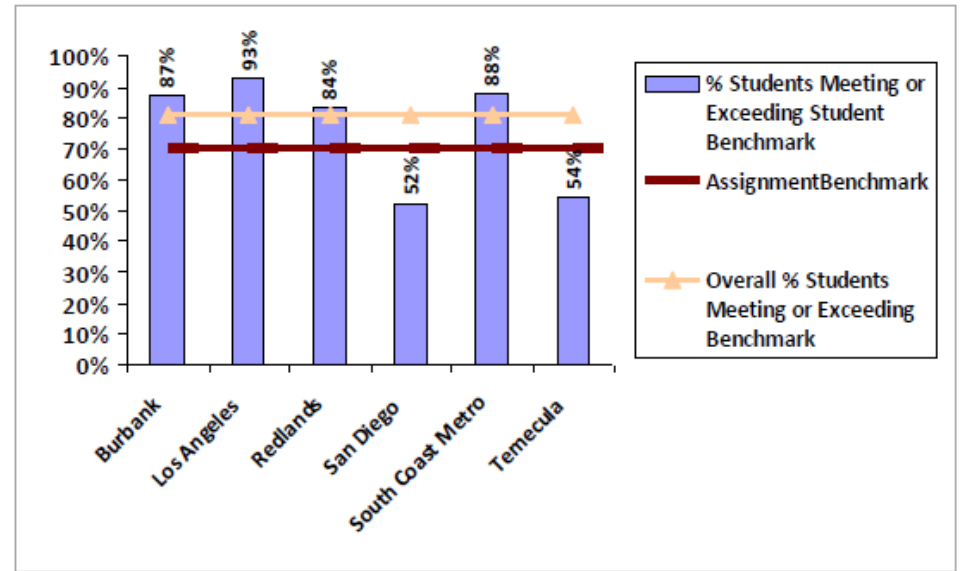
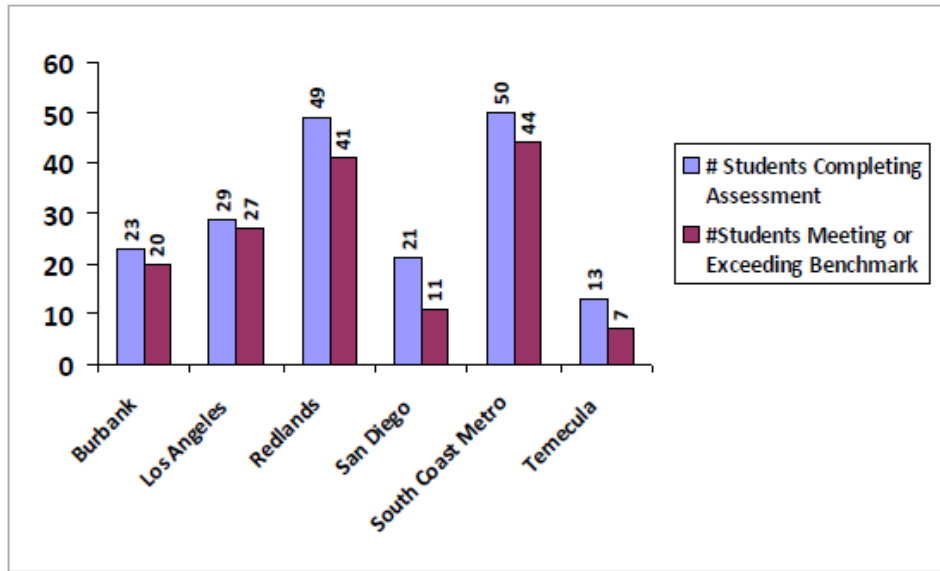
Assignment: Section I



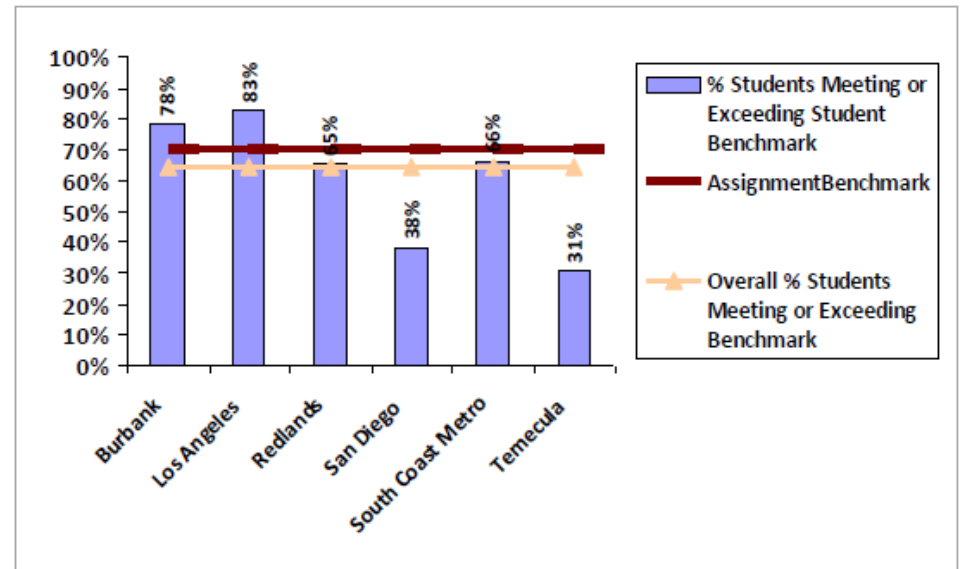
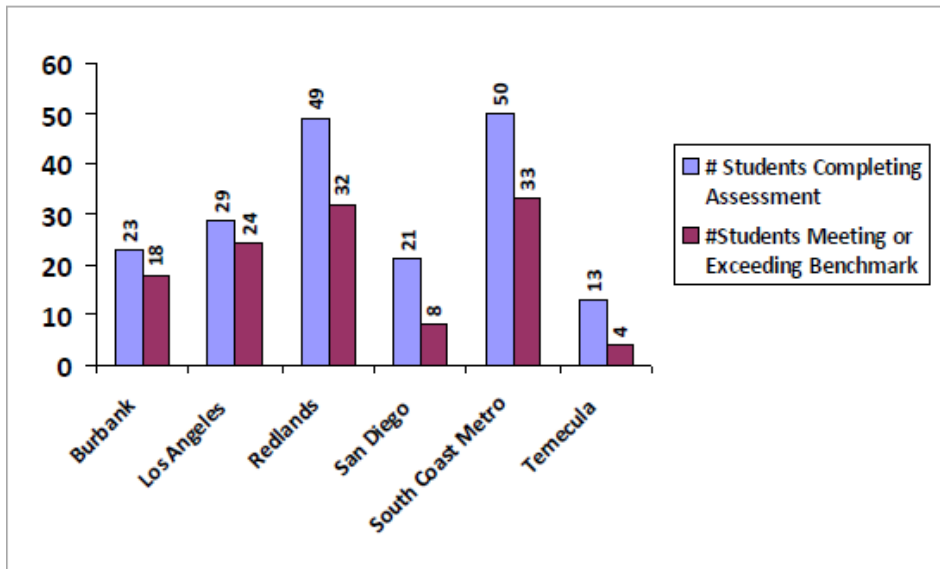
Assignment: Section II



Assignment: Section III

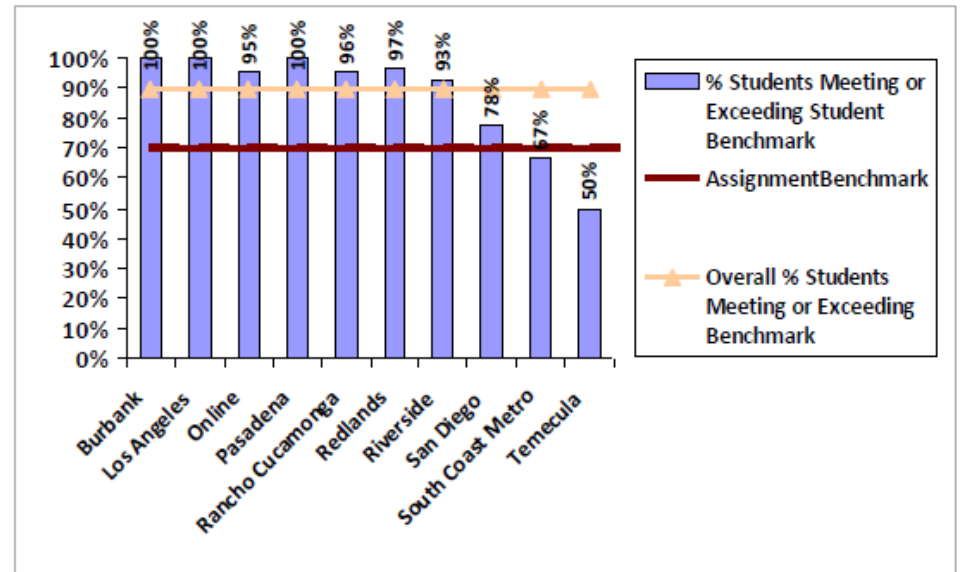
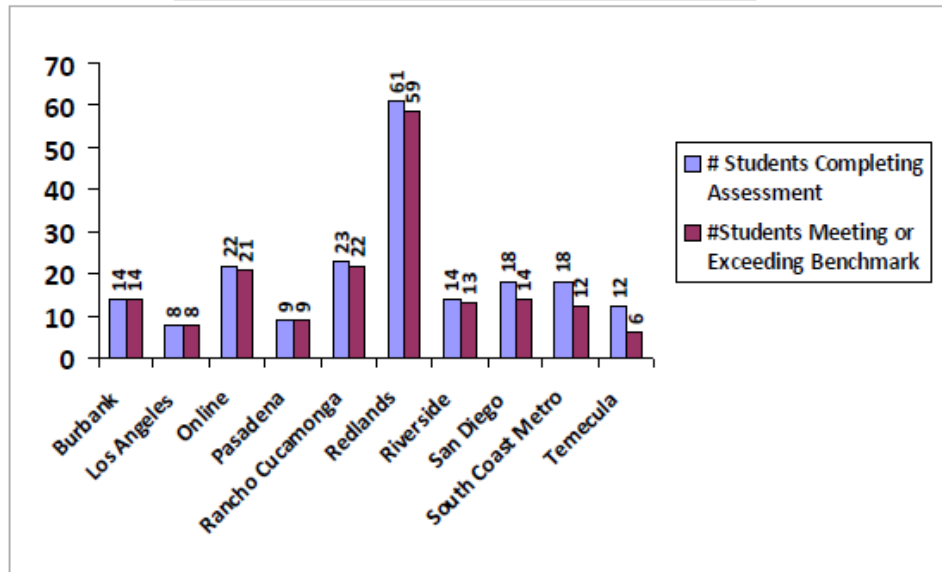


Assignment: Section IV

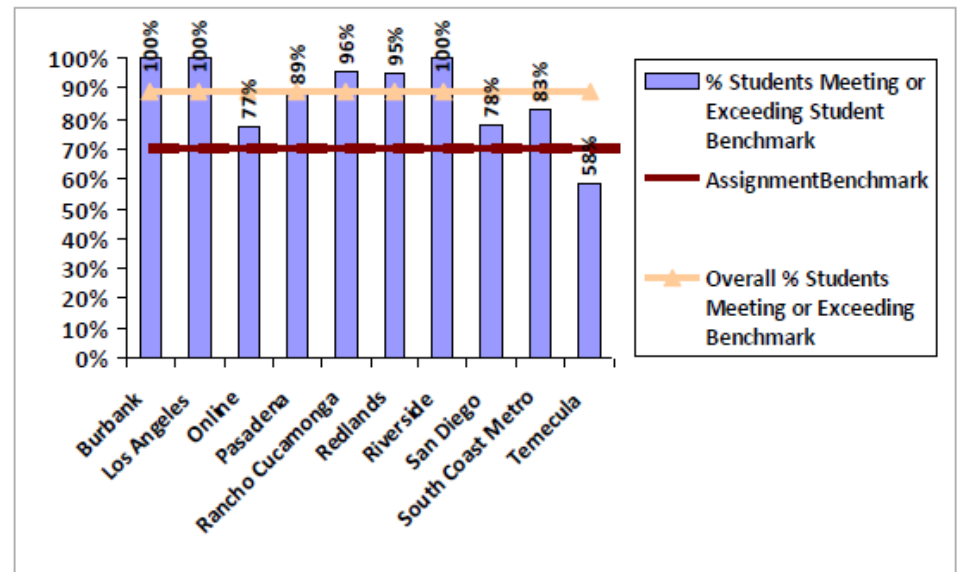
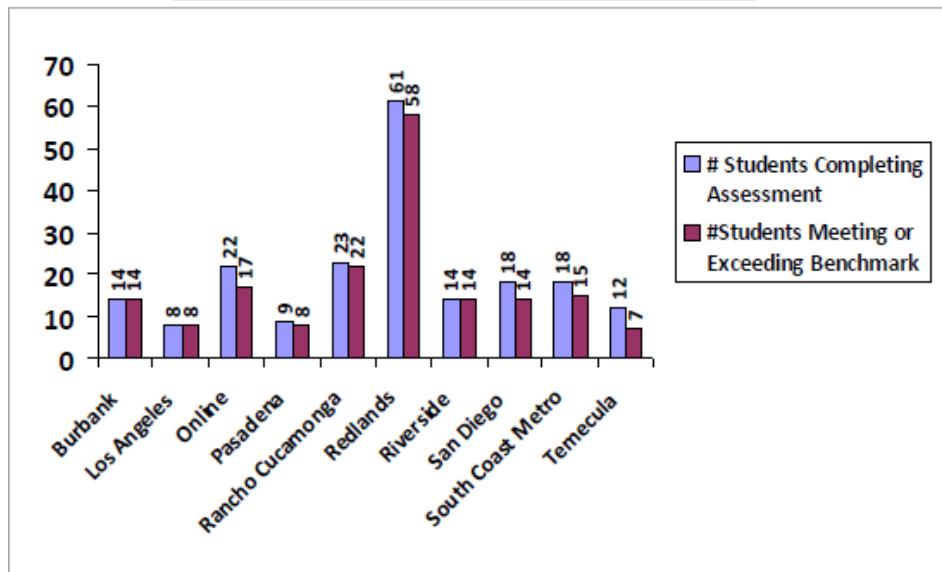


2018 Spring 1

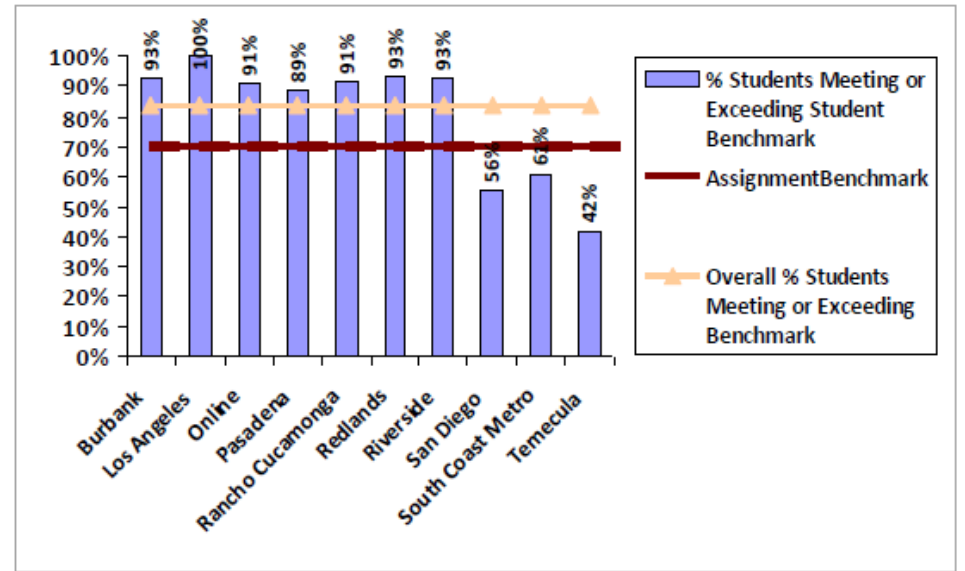
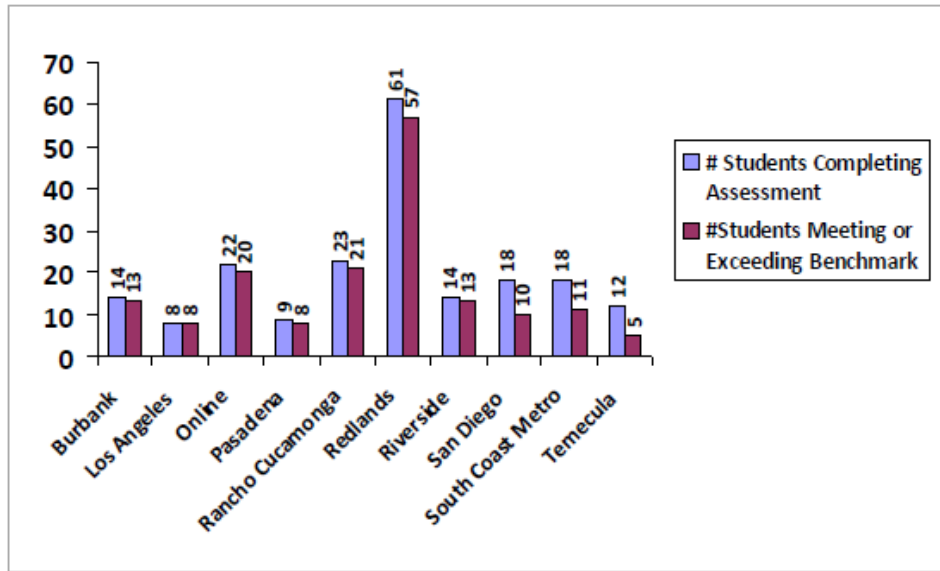
Assignment: Section I



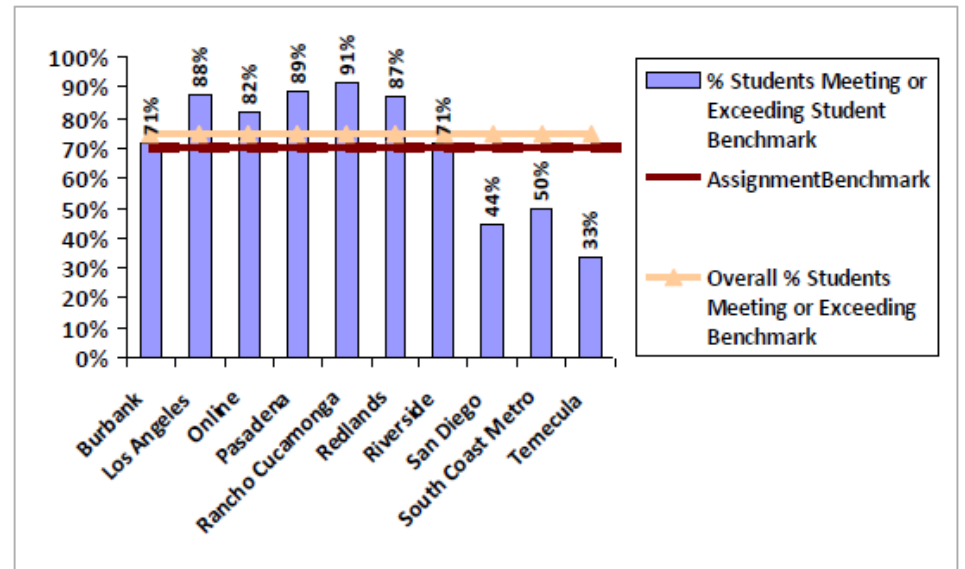
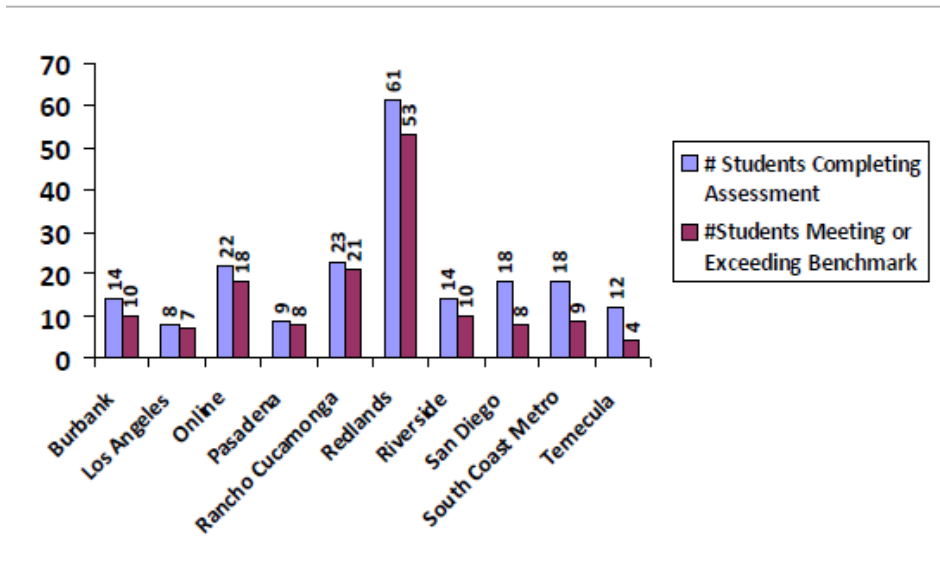
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Assignment: Section III

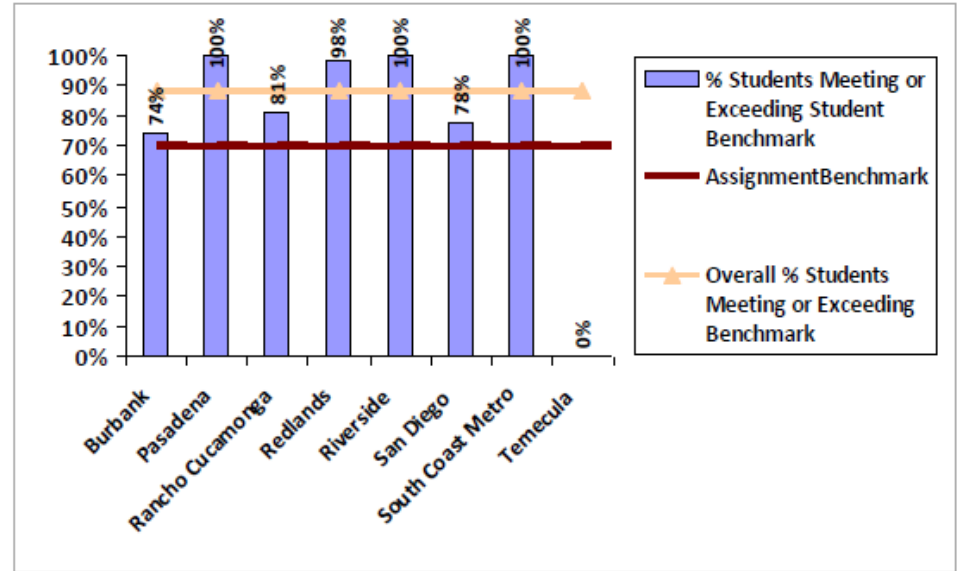
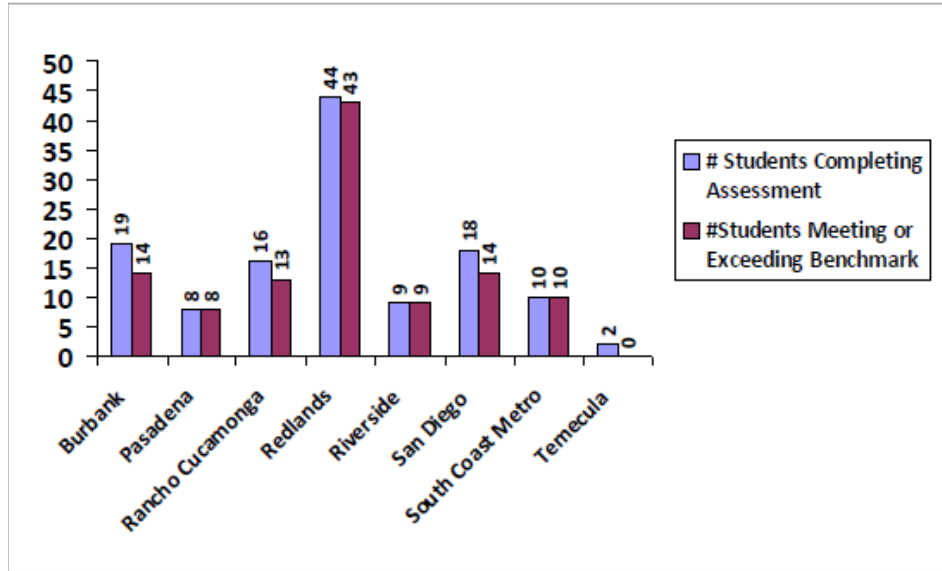


Assignment: Section IV

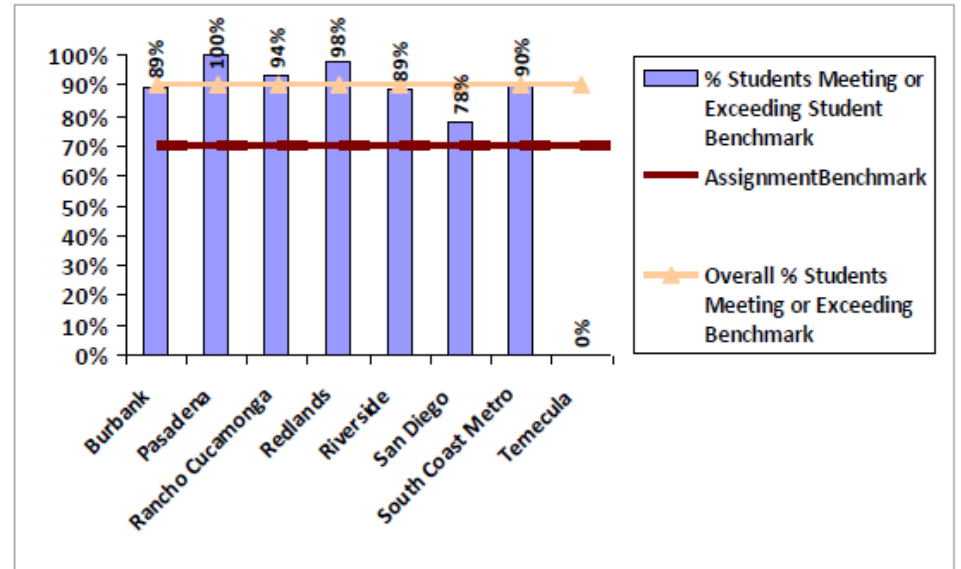
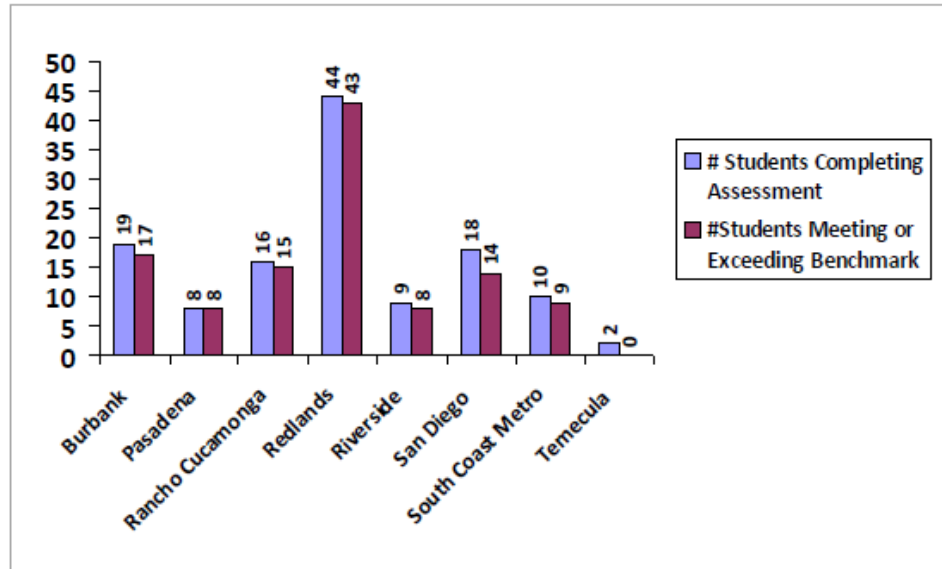


2018 Summer 2

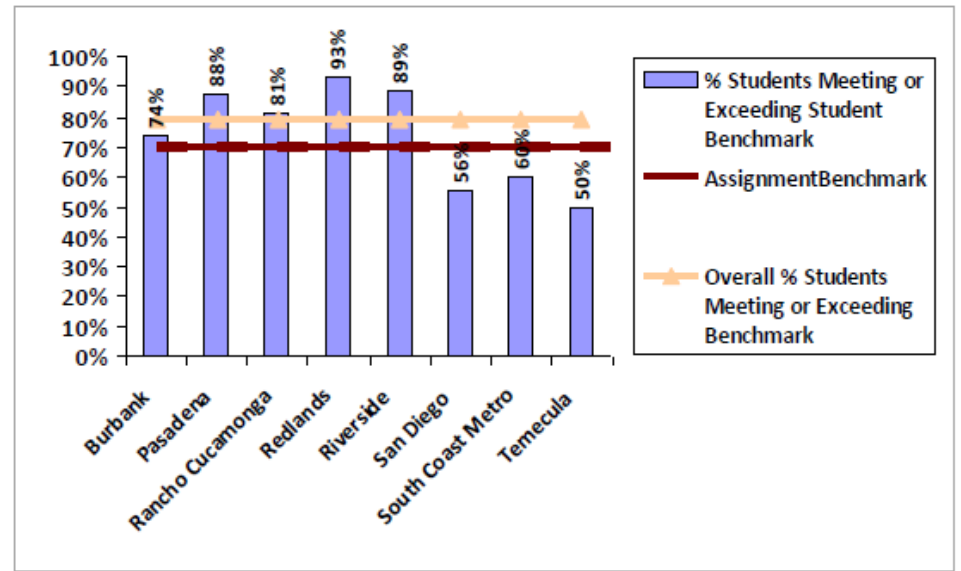
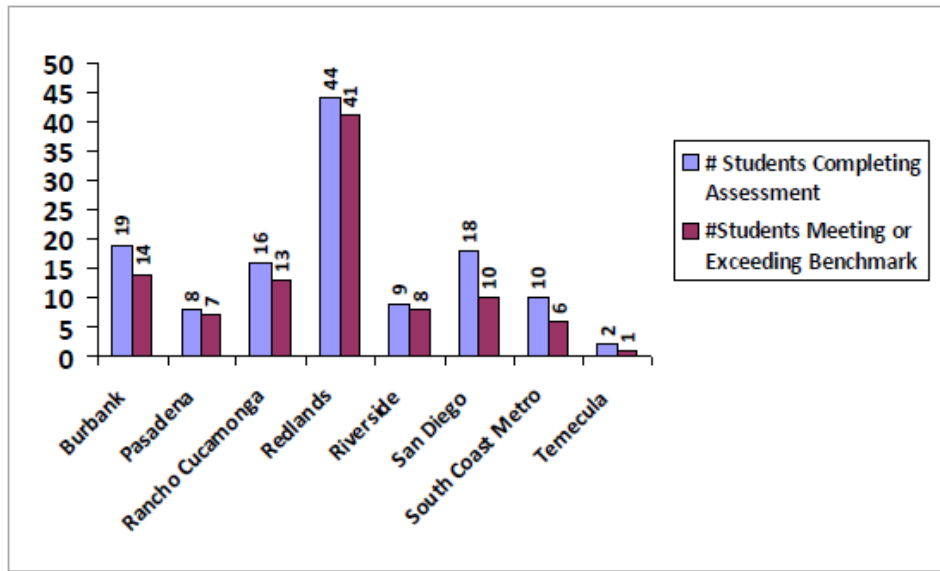
Assignment: Section I



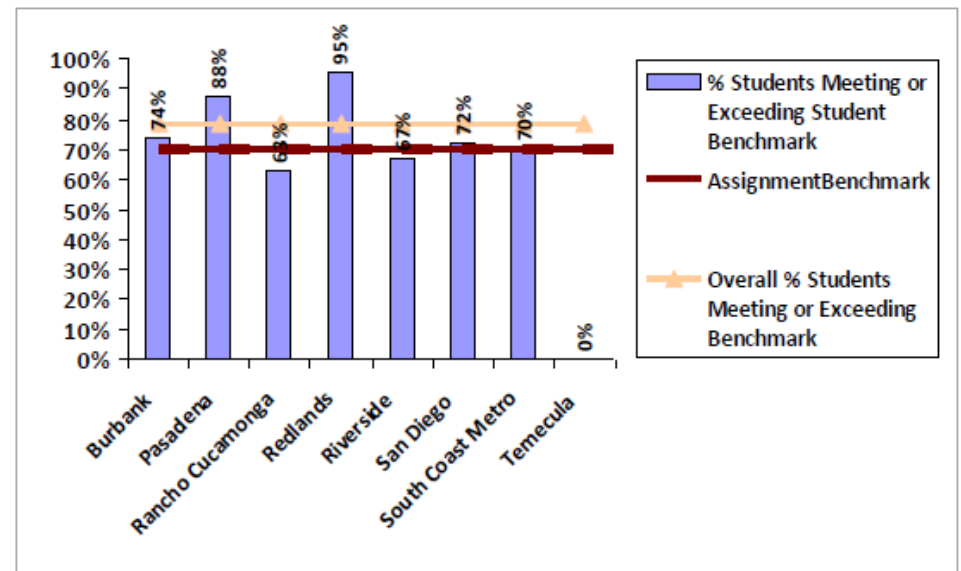
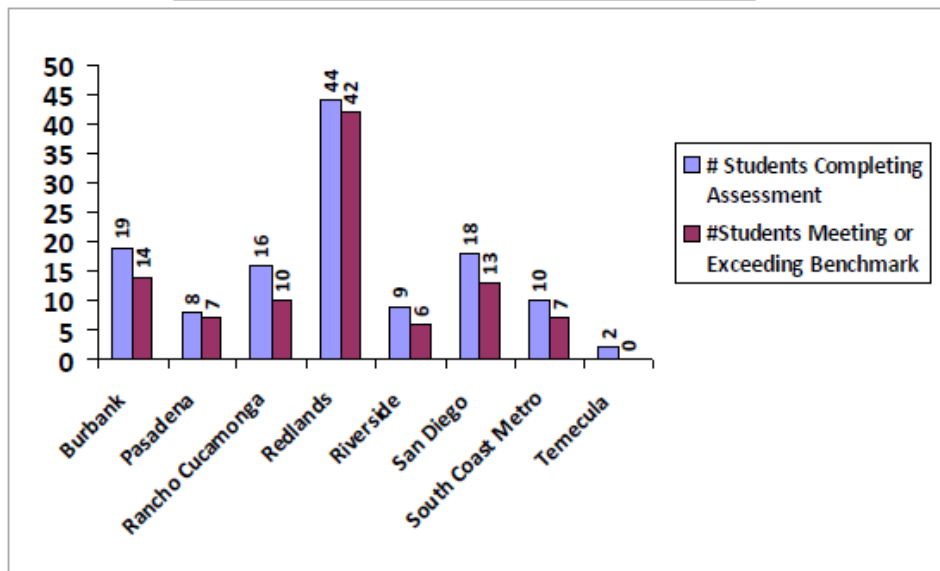
Assignment: Section II



Assignment: Section III

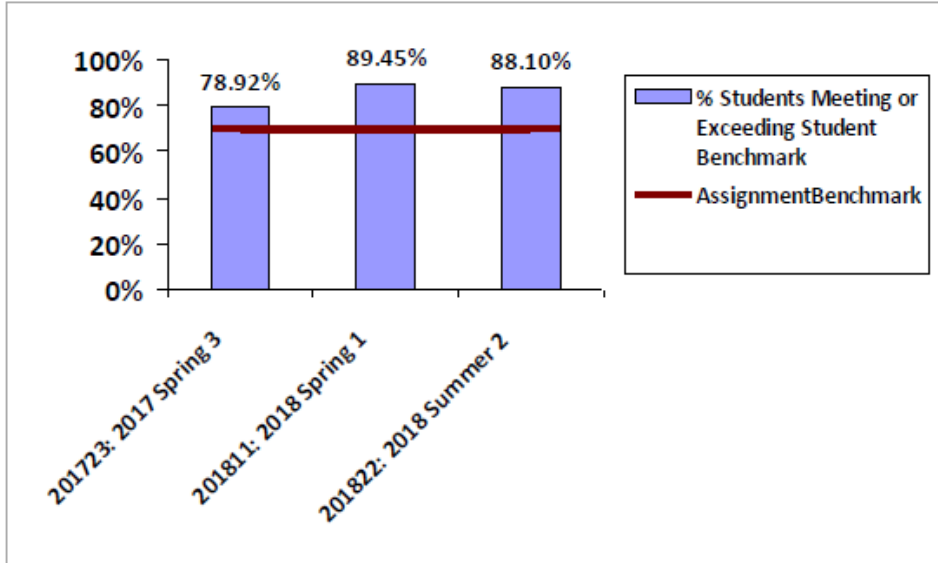


Assignment: Section IV

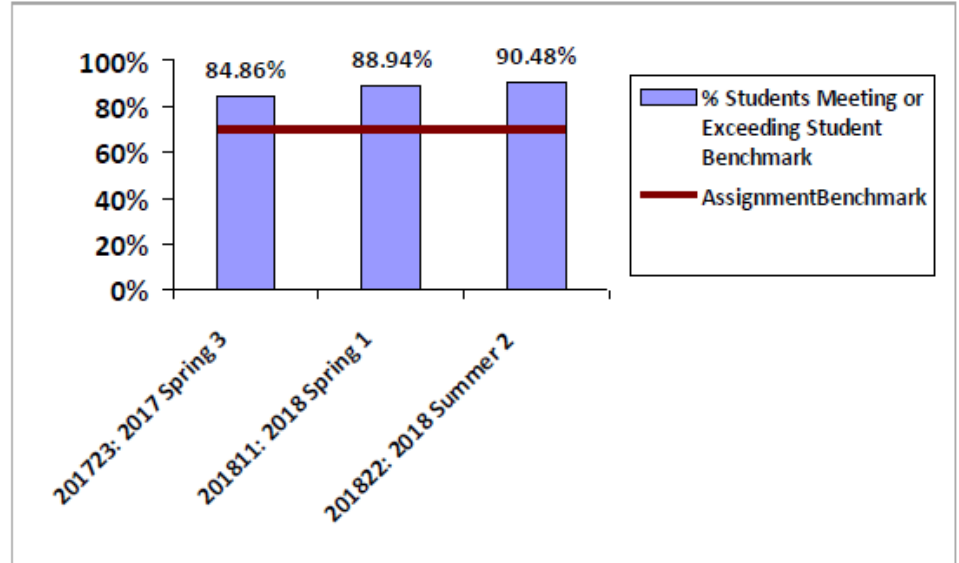


Overall Results

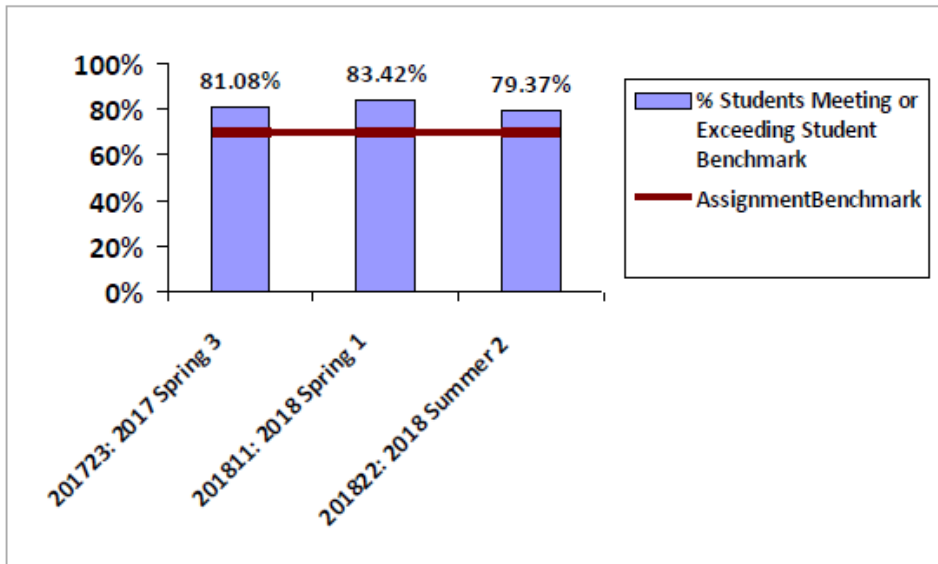
Assignment: Section I



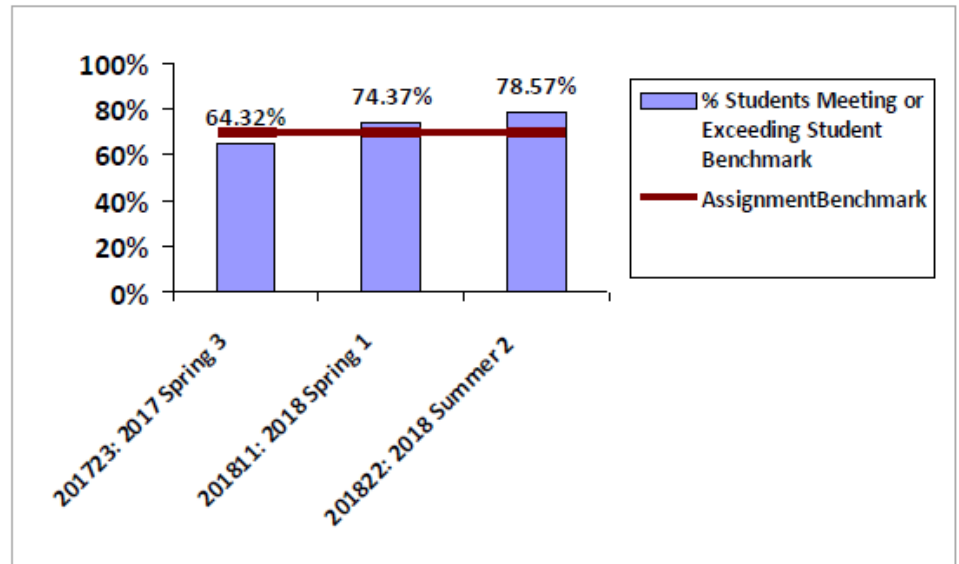
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Assignment: Section IV



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Assessment Action Plan¹

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

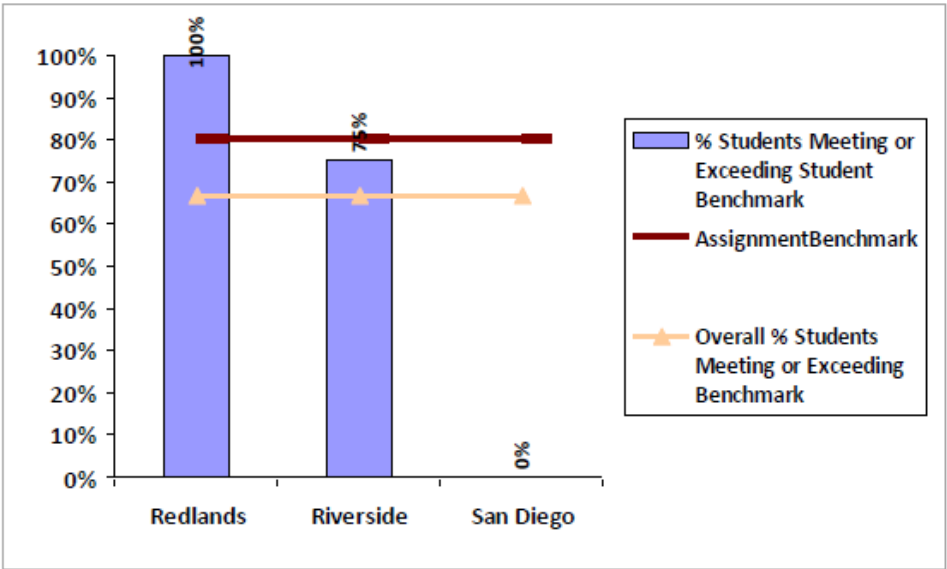
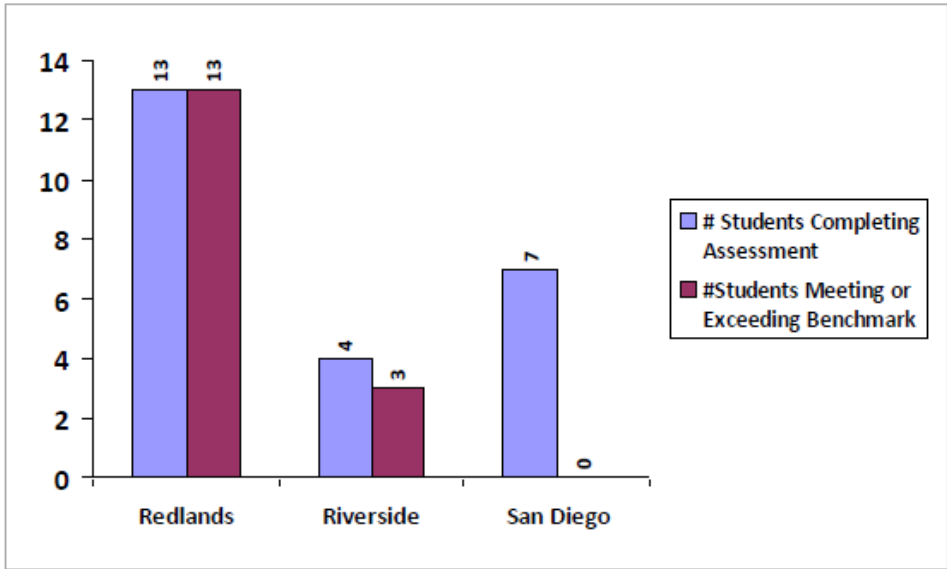
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PLO: <e.g. 1>					
Course: MGMT-661					
CLO: <e.g. 4>					
Analysis of Results					
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80% of the students completing the article analysis presentation will meet or exceed the benchmark of 80%	<p>Article Analysis Presentation, administered in an 8 week course using a standardized assessment rubric.</p> <p>Direct, internal, comparative.</p>	<p>At first glance, the benchmark was not met in any of the 3 most recent terms. Upon closer inspection, there are a few outliers in the data, which may have skewed current results. They –</p> <p>1. In the 2016 Fall 3 term, all 13 students in a Redlands cohort achieved or exceeded the benchmark (80% score in article analysis presentation), whereas</p>	<p>Outliers in the data have very likely skewed results. Nonetheless, the results convey the need to learn why no students in some cases are achieving the threshold score, while in other cases, all students are achieving or exceeding the threshold score.</p> <p>It is likely that grading using the rubric is inconsistent. In some</p>	<p>These results will be communicated to instructors who have taught the course by the Model Syllabus author.</p> <p>A rubric norming session is recommended at this time. It can take place at the School’s Faculty Development Conference or in assessment-specific sessions for the MAM program. At such a session, the clarity of rubric elements as well as appropriateness of</p>	<p>2016 Fall 3 See p. 2</p> <p>2017 Spring 3 See p. 3</p> <p>2018 Spring 1 See p. 4</p> <p>Overall Results See p. 5</p>

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		<p>none of the 7 students in a San Diego cohort did so.</p> <p>2. In the 2017 Spring 3 and 2018 Spring 1 terms, none of the students in cohorts in Burbank (7 and 6 students respectively) met the benchmark.</p> <p>3. In the 2017 Spring 3 terms, all 14 students in a Redlands cohort achieved or exceeded the benchmark.</p> <p>If the San Diego cohort's data in 2016 Fall 3 is excluded, the benchmark will be exceeded in 2016 Fall 3.</p> <p>Similarly, if the Burbank cohorts are excluded in 2017 Spring 3 and 2018 Spring 1, 70% and 67% of the students would achieve a rubric score of 80% or more in those 2 terms. This is still short of the benchmark, but the effect of the outliers on the data is significant.</p>	<p>cases, it may be too lenient, while in others, it may be too strict.</p> <p>It is also possible that the benchmark is too high, given the nature of the Article Analysis assignment (understanding of analytics concepts, application of those concepts to appraise organizational analytics maturity, and comparing the analytical maturity of multiple organizations).</p>	<p>the benchmark can also be discussed. Either can be revised as needed.</p>	
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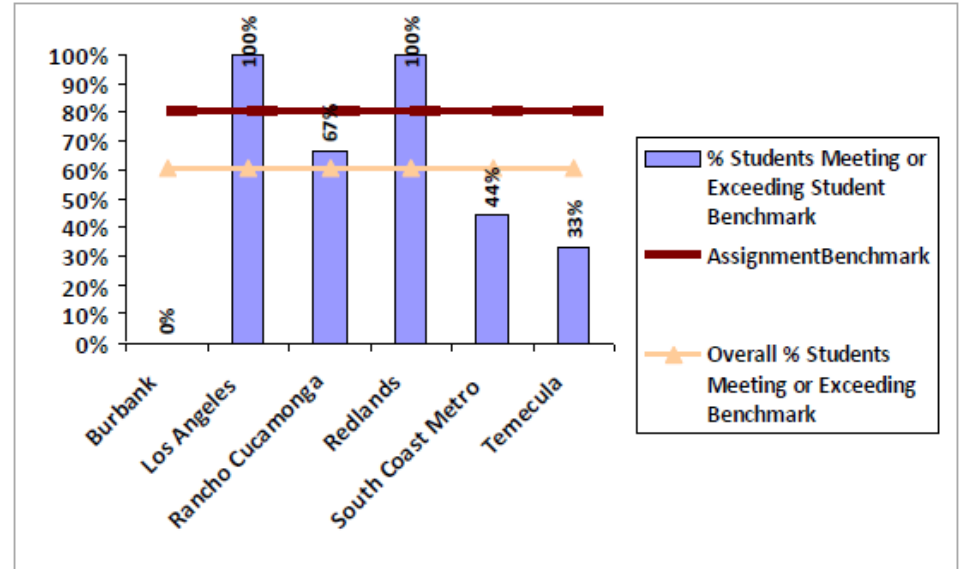
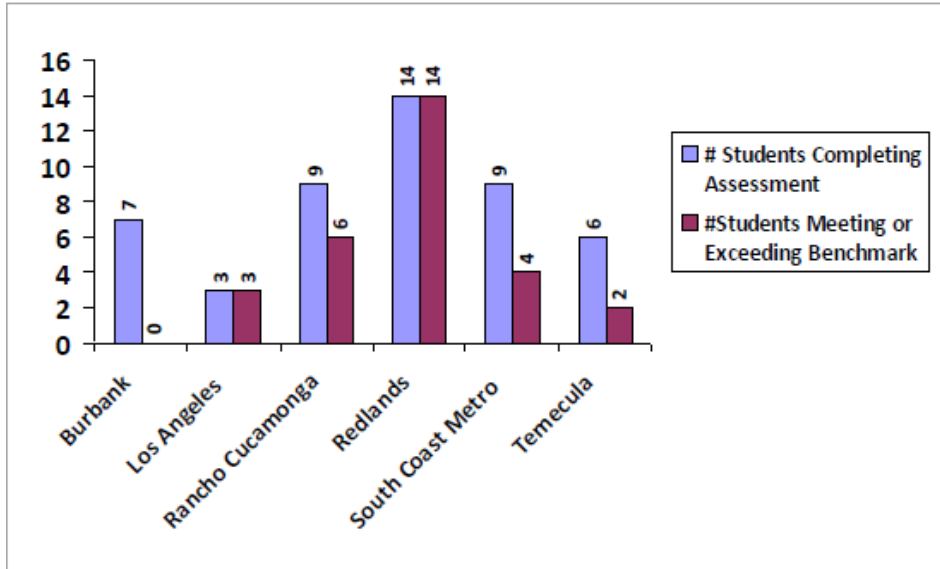
2016 Fall 3

Assignment: Article Analysis Presentation



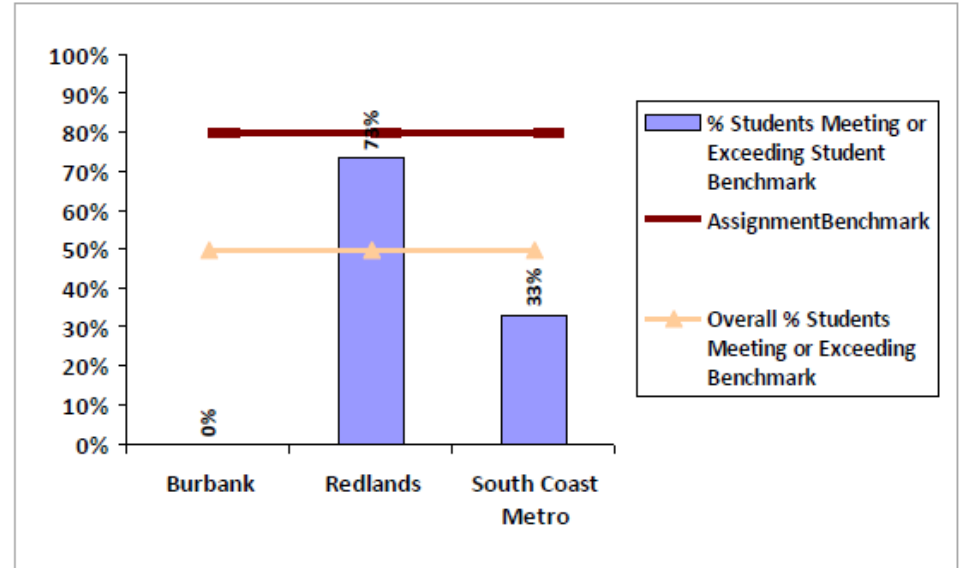
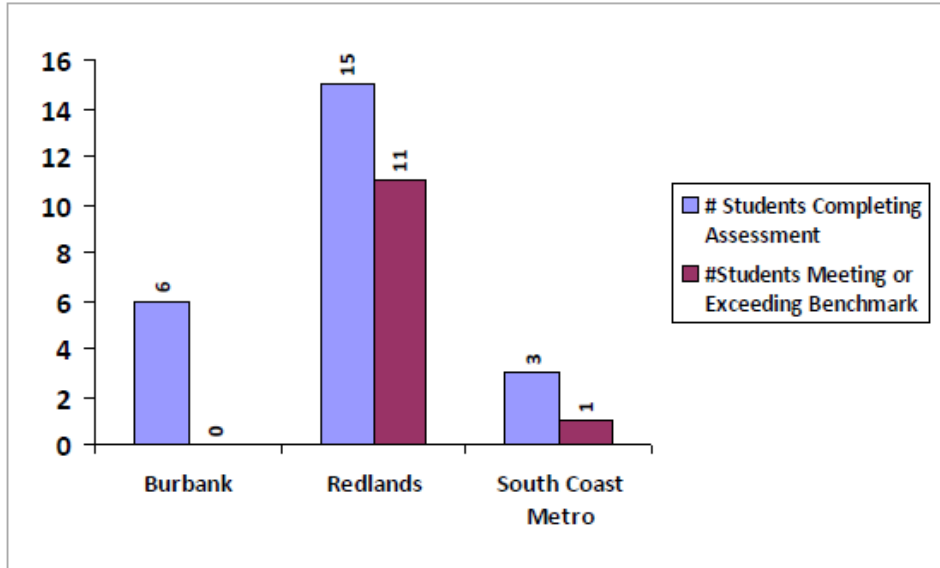
2017 Spring 3

Assignment: Article Analysis Presentation



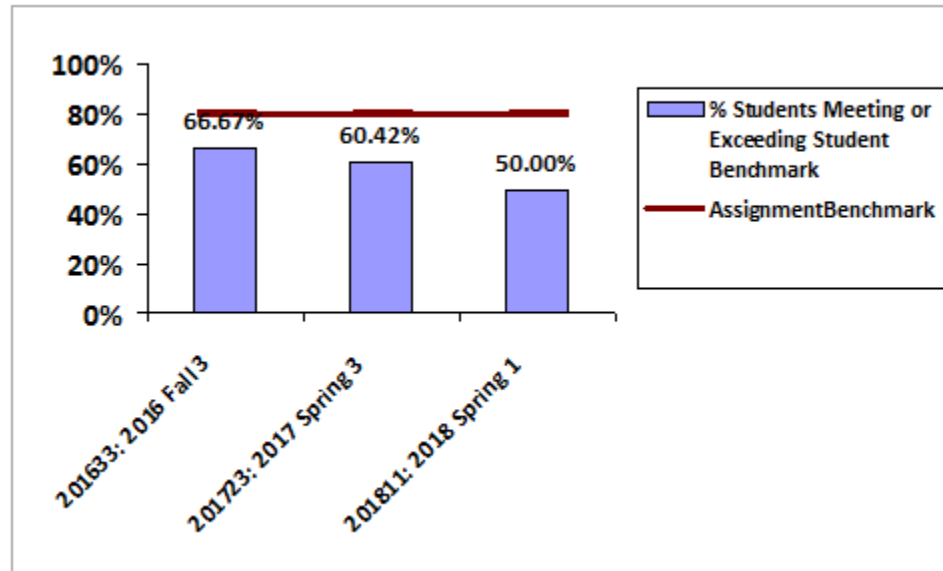
2018 Spring 1

Assignment: Article Analysis Presentation



Overall Results

Assignment: Article Analysis Presentation



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Assessment Action Plan¹

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PLO: 4					
Course: MGMT-667					
CLO: 3: generate effective managerial decisions that integrate concepts, principles, and theories from related fields such as social psychology, leadership and management.					
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)

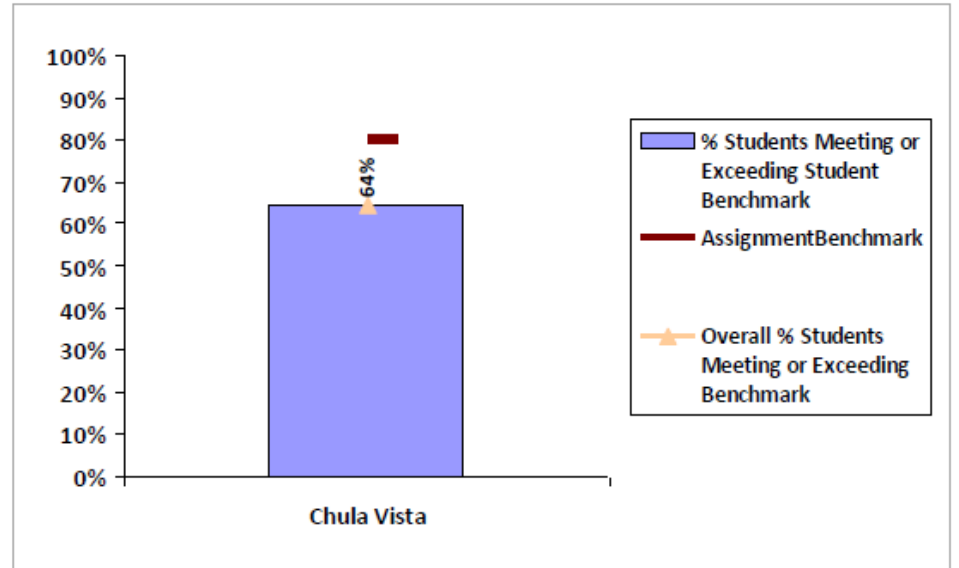
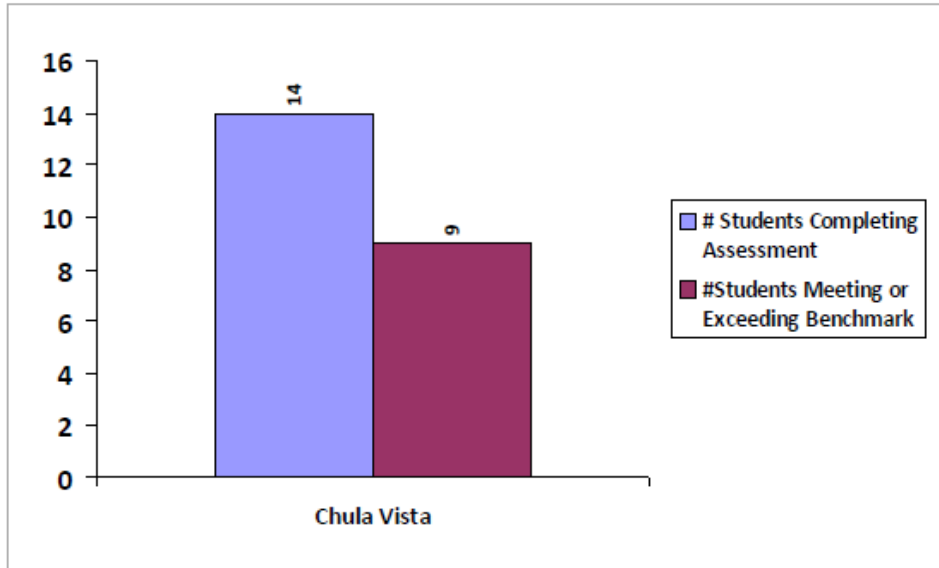
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<p>MGMT 667 students will demonstrate mastery in generating effective managerial decisions that integrate concepts, principles, and theories from related fields through a standardized term paper.</p> <p>To meet CLO mastery requirements, eighty percent 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. 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 67% for the three time periods under study.</p> <p>In the Nov./Dec. term of 2016 (Fall 3), 73% of students met the expected SLO threshold. In the Mar./Apr. term of 2017 (Spring 2), 60% of students met the expected SLO threshold. For the Sept./Oct. term of 2017, 62% of students met the expected SLO mastery level. Across campuses and the stated time periods, there were FOUR sections out of 18 where students met the 80% standard. THREE additional sections were within 10% of meeting this standard.</p>	<p>The 66% average should be interpreted considering 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 were steady year-on-year. This is expected given the variability of our students across time and campus. (We continue to improve on this through our annual 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,</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 latest Faculty development conference. The session further 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 framework use.</p> <p>To improve teaching, future development conferences should:</p> <ol style="list-style-type: none"> 1. Stress continuously 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 	<p>2016 Fall 3 See p. 2</p> <p>2017 Spring 2 See p. 3</p> <p>2017 Fall 1 See p. 4</p> <p>Overall Results See p. 5</p>
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		<p>Across faculty, for all the four terms studied, student performance in classes taught by FT faculty were <u>lower</u> than that of the adjunct faculty.</p> <p>In terms of rubric average (over 10), scores ranged from 7.86 to 8.21 for the three time periods considered. This is very close to the 80% (8 out of 10) standard.</p>	<p>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>terms of the year as the data show.</p> <ol style="list-style-type: none"> 2. inform adjunct faculty of available educational (textbooks, cases, teaching aids) and student support resources (Moodle features, additional software/apps, etc.) 3. allow faculty to share their professional expertise (e.g. legal background) 4. provide continuing support for assessment and classroom management related issues (dealing with disabled students, etc.) <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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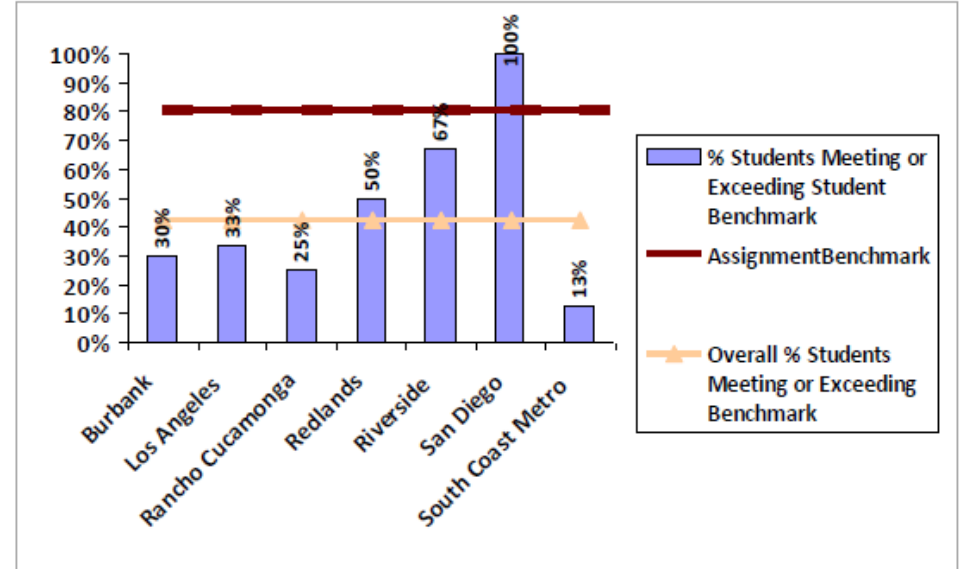
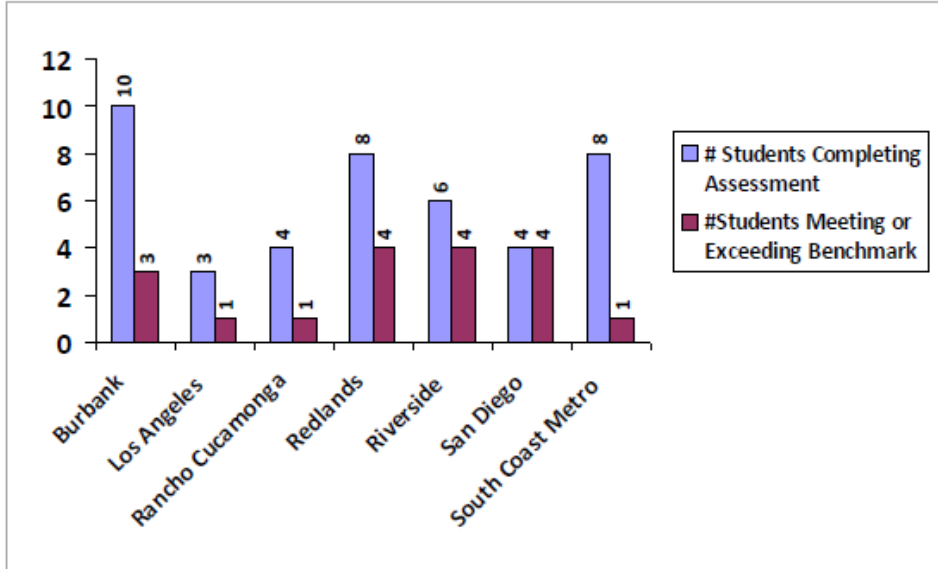
2016 Fall 3

Assignment:

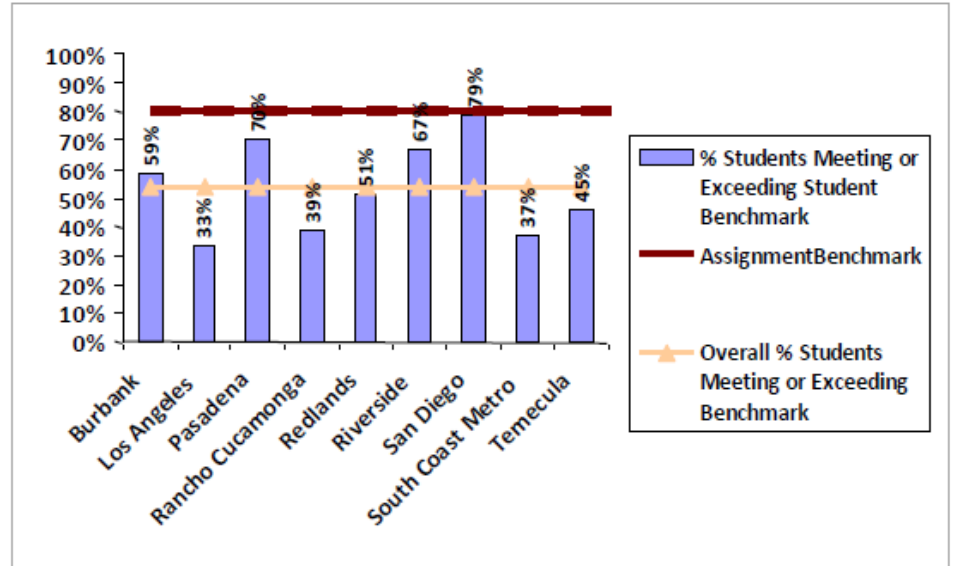
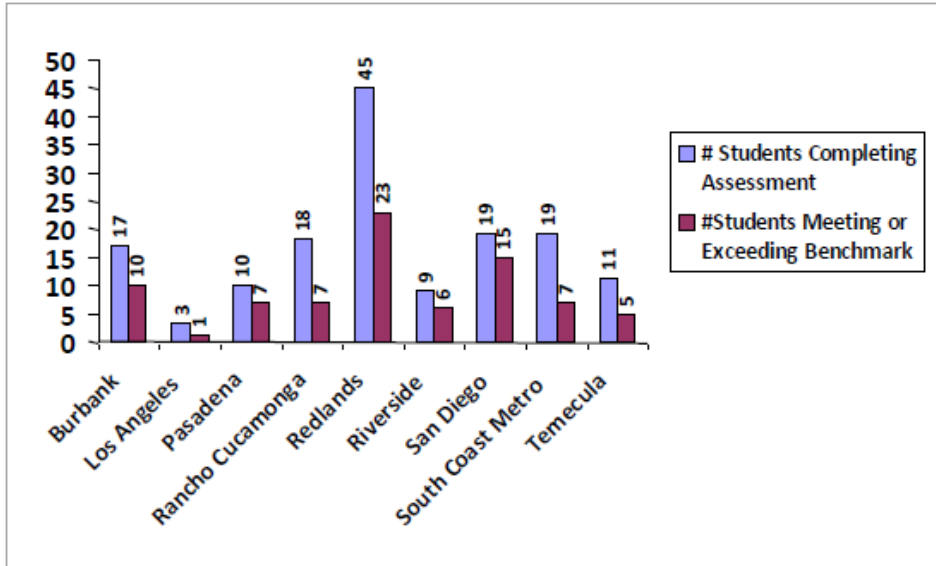


2017 Spring 2

Assignment: Term Paper

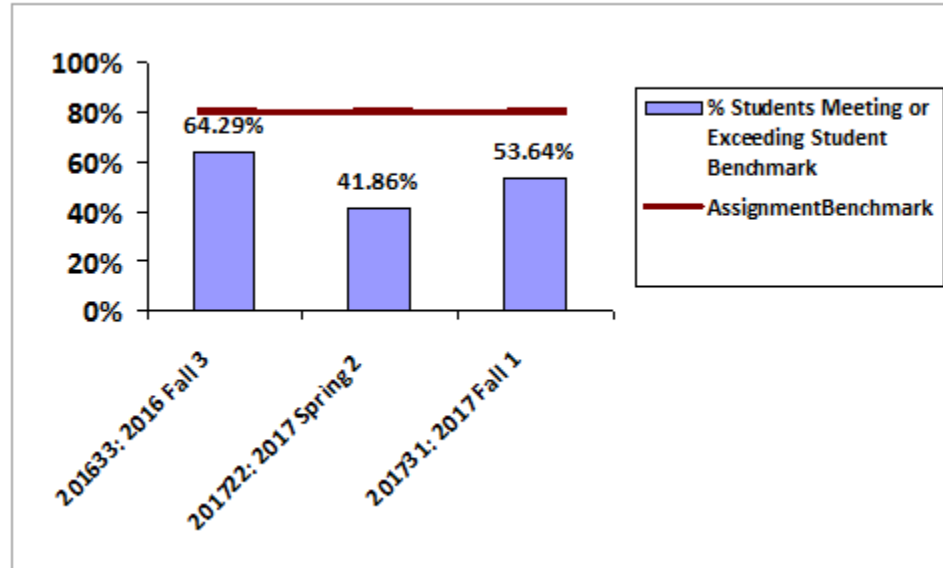


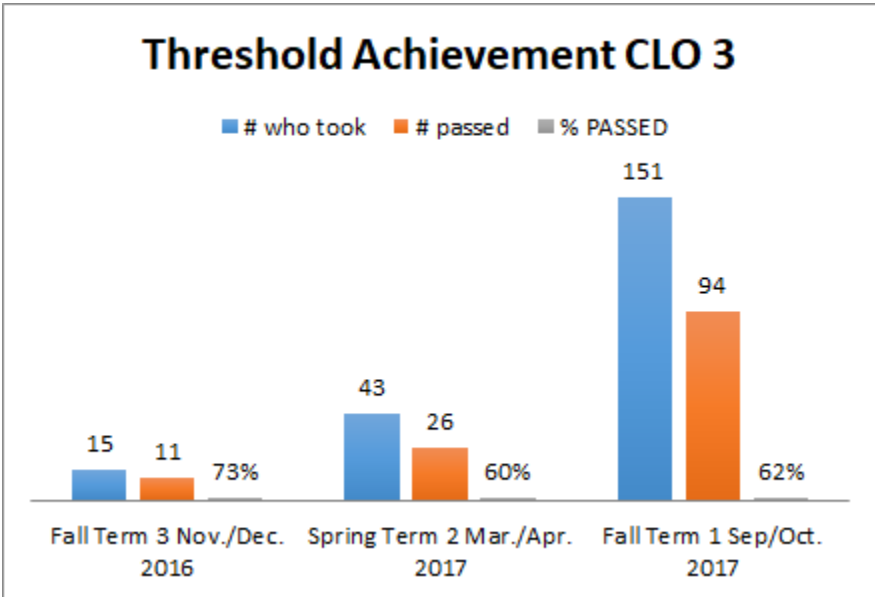
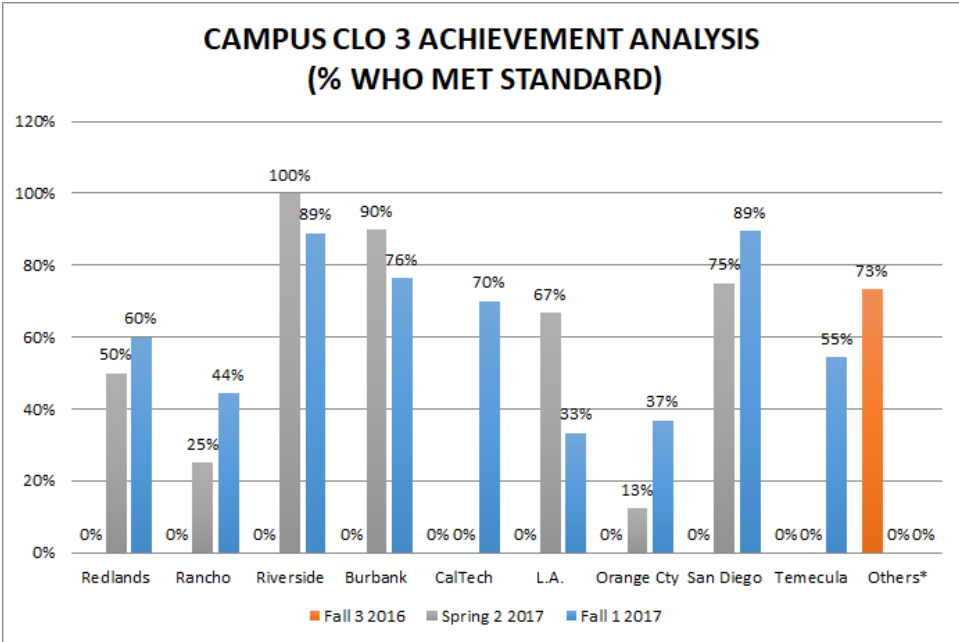
Assignment:

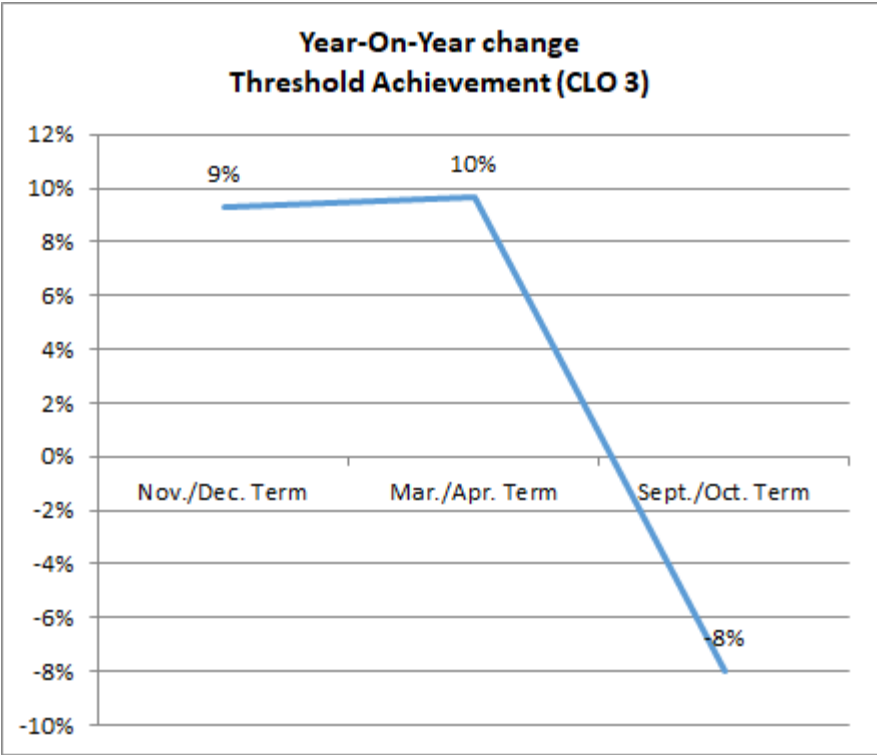


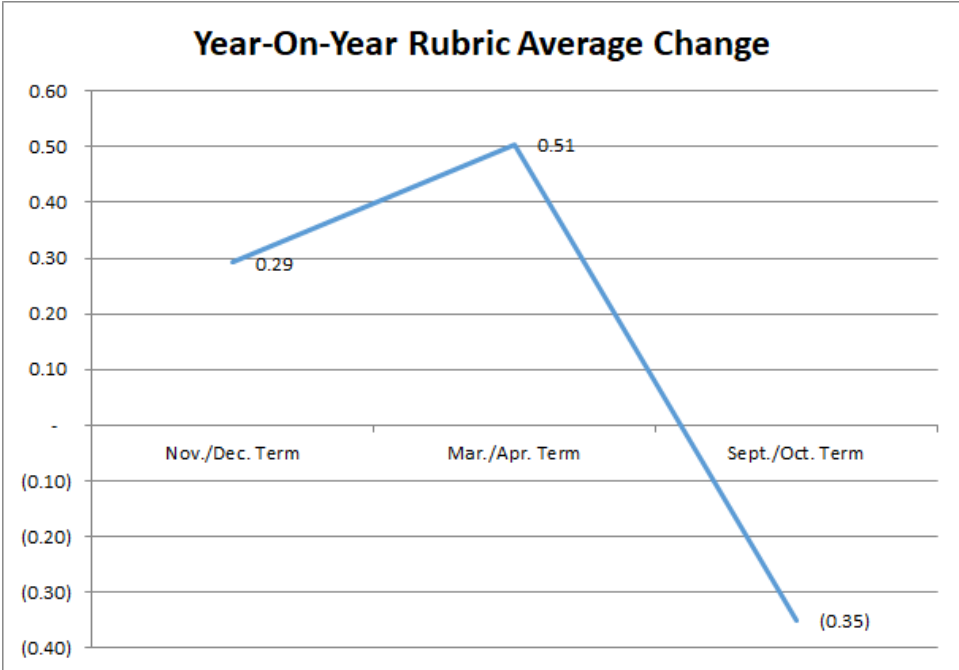
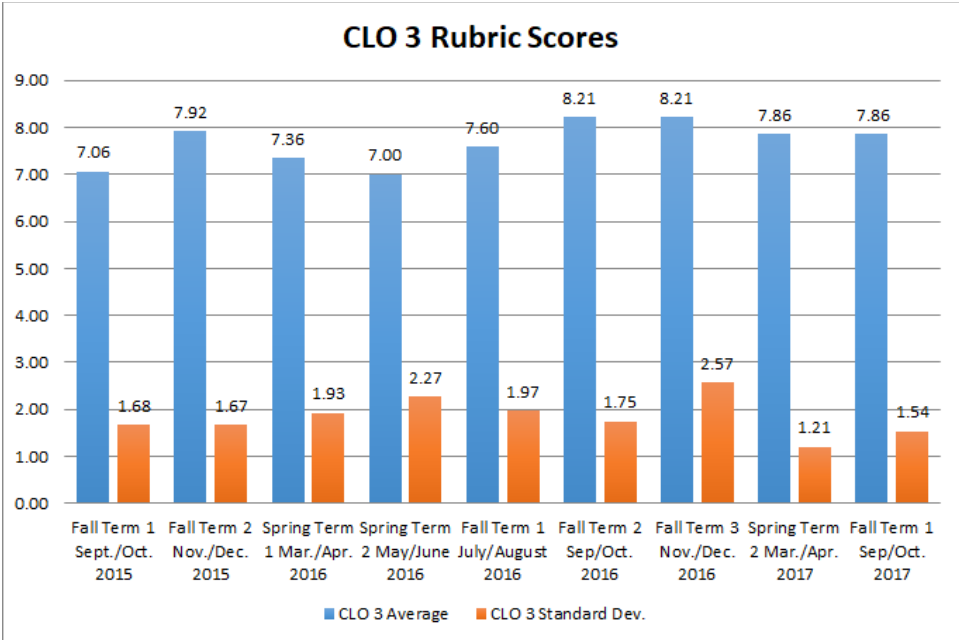
Overall Results

Assignment:









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				
Program: MBA PLO: 2,4 Course: MGMT 667 CLO: 3,5	<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>				
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)
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. To meet CLO mastery requirements, eighty	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.	The weighted average percentage of students who met the 80% passing threshold was 82% for the three time periods under study. In the Nov./Dec. term of 2017 (Fall 2), 91% of	While the 82% average and the above-8 average rubric score are notable, we should not rest on our laurels. Keeping the standards high and ensuring that we remain committed to students are very	Concretely maintaining 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 latest Faculty development conference. The session further calibrated their grading and assessment	2017 Fall 2 See p. 2 2018 Spring 2 See p. 3 2018 Summer 2 See p. 4 Overall Results See p. 5

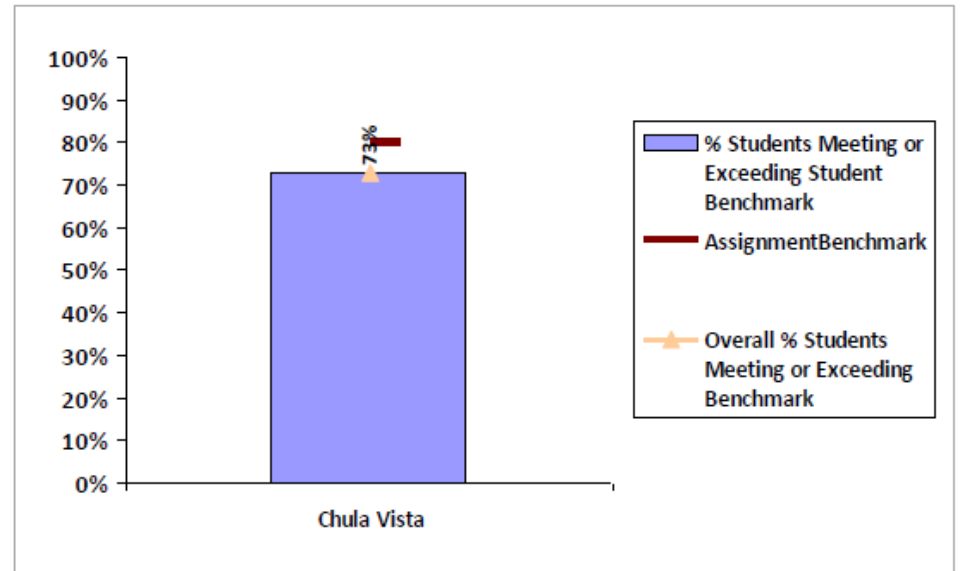
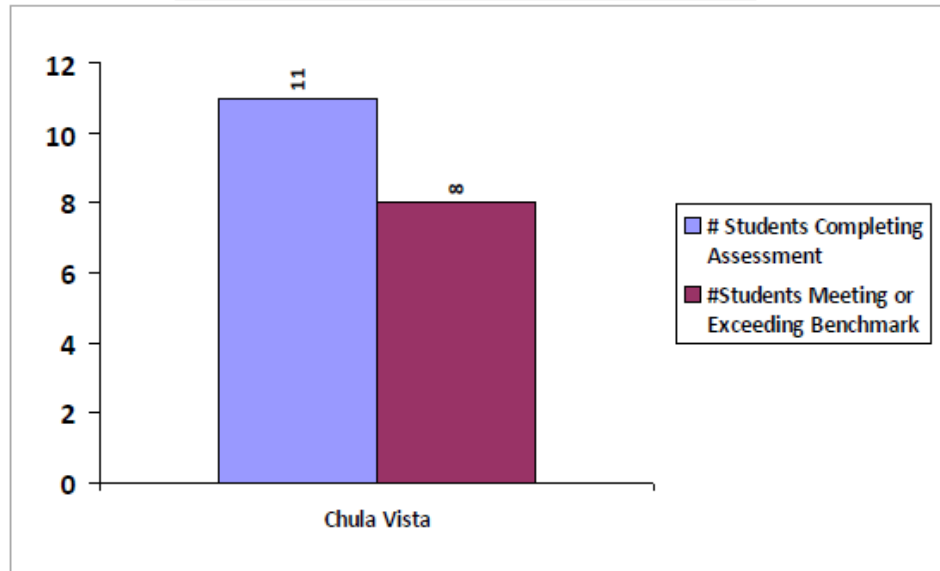
¹ Please read instructions carefully before drafting this action plan.

<p>percent of the students must score 8 out of 10 on this paper using a common rubric prepared by faculty and administrators.</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>students met the expected SLO threshold. In the Mar./Apr. term of 2018 (Spring 2), 81% of students met the expected SLO threshold. For the Summer 2 term of 2018, 100% of students met the expected SLO mastery level.</p> <p>Across campuses and the stated time periods, there were SEVEN sections out of 14 where students met the 80% standard. ONE additional section was 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 <u>lower</u> than that of the adjunct faculty.</p> <p>In terms of rubric average (over</p>	<p>important imperatives.</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 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>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 framework use.</p> <p>To improve teaching, future development conferences should:</p> <ol style="list-style-type: none"> 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. 2. inform adjunct faculty of available educational (textbooks, cases, teaching aids) and student support resources (Moodle features, additional software/apps, etc.) 3. allow faculty to share their professional 	
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		<p>10), scores ranged from 8.46 to 9.27 for the three time periods considered. These are all above the 80% (8 out of 10) standard – and this is the first time that this has occurred.</p>		<p>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 to help improve written and oral communication skills.</p>	
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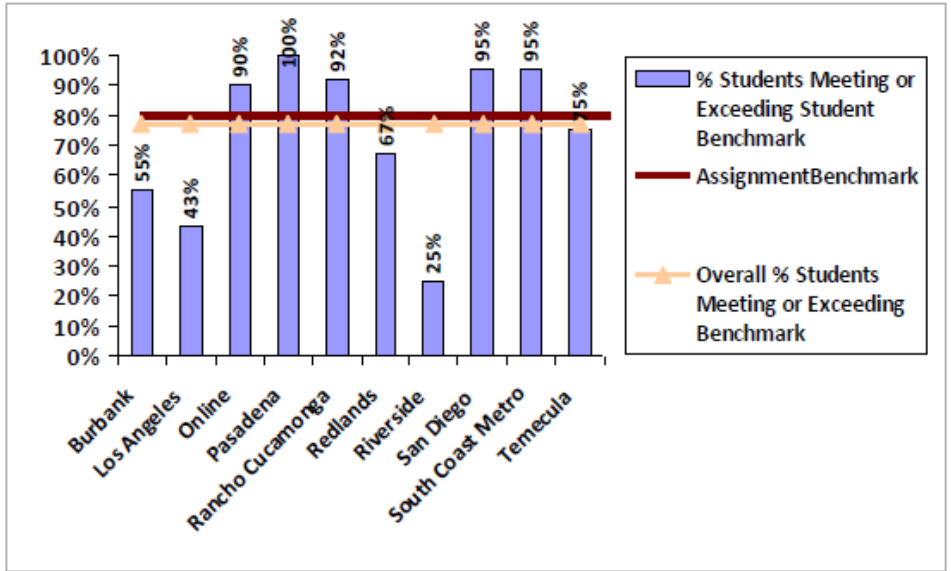
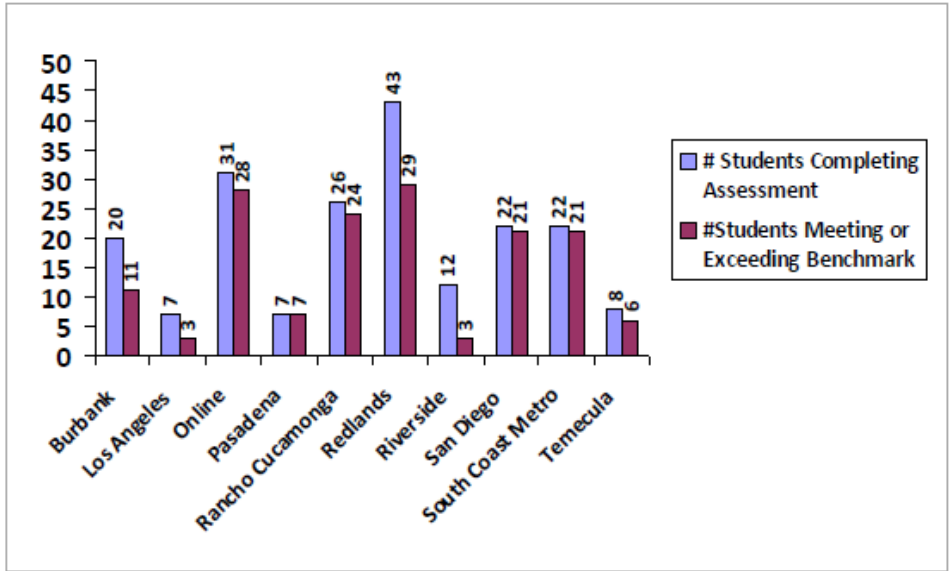
2017 Fall 2

Assignment: Term Paper



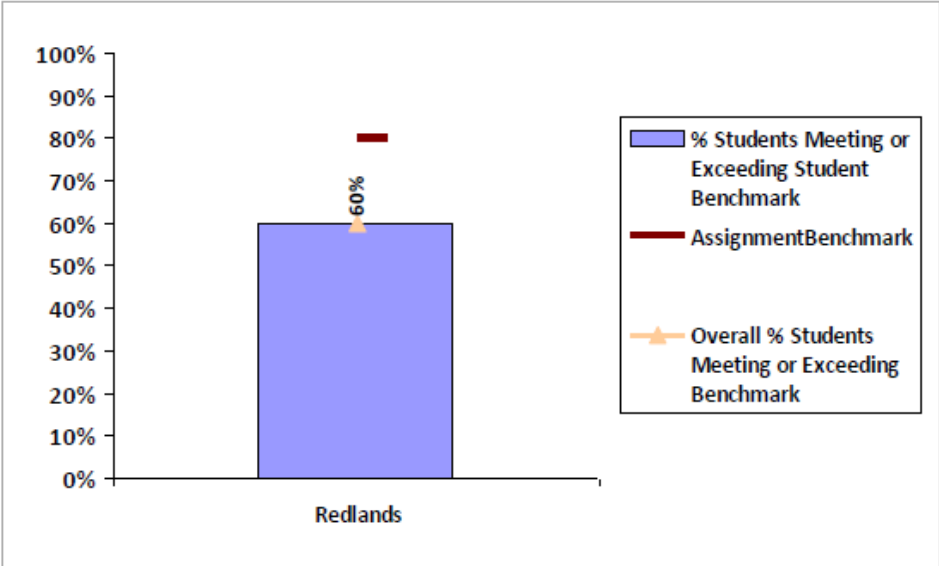
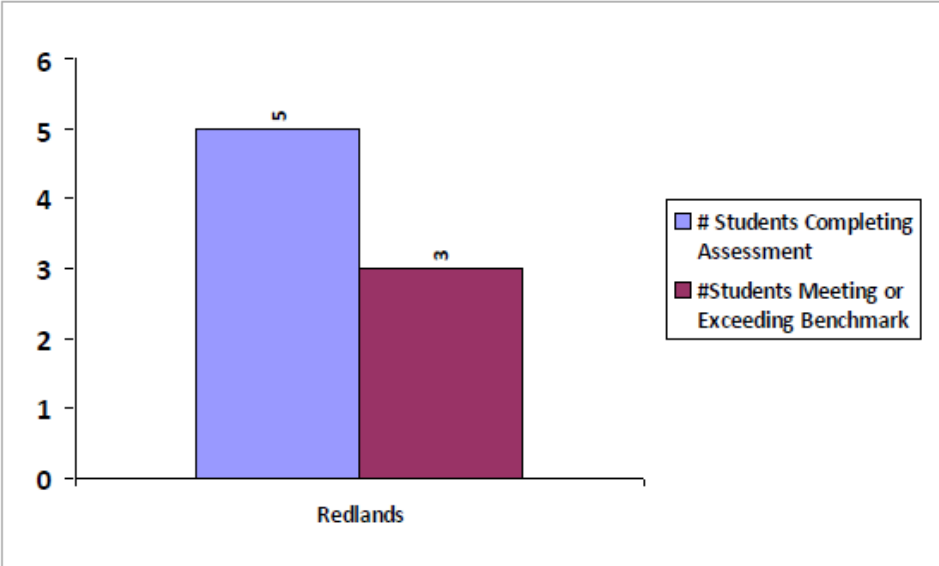
2018 Spring 2

Assignment:



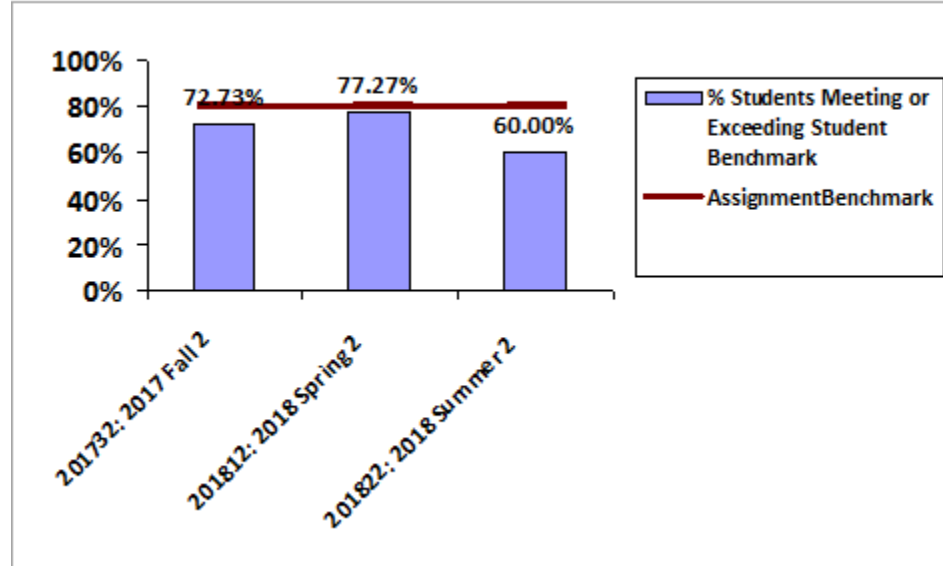
2018 Summer 2

Assignment:



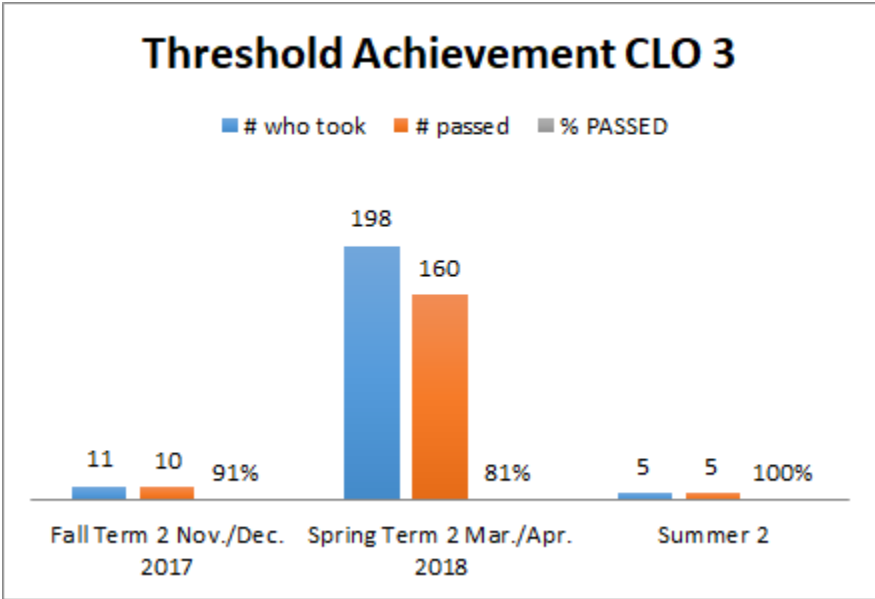
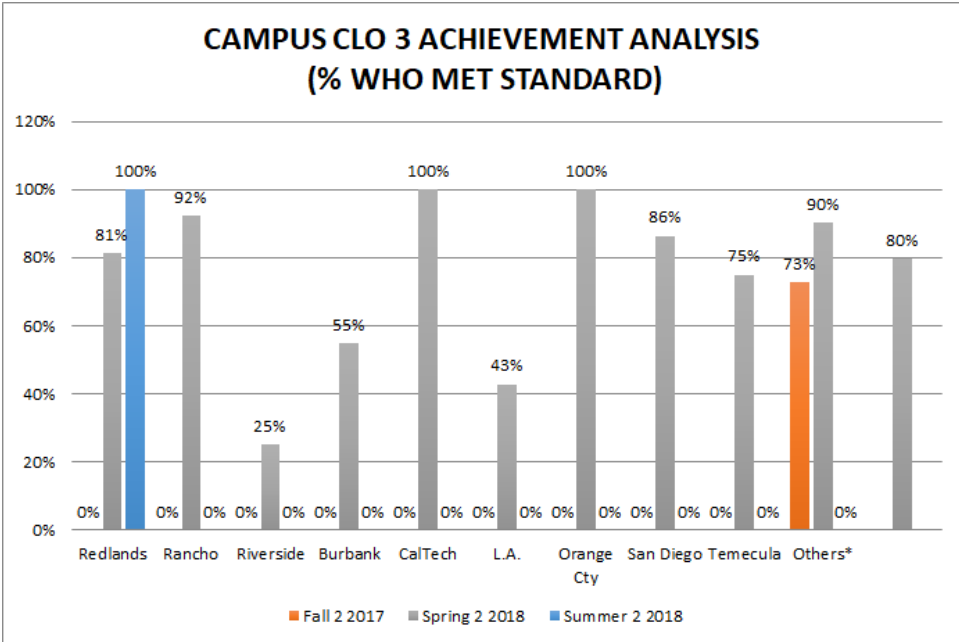
Overall Results

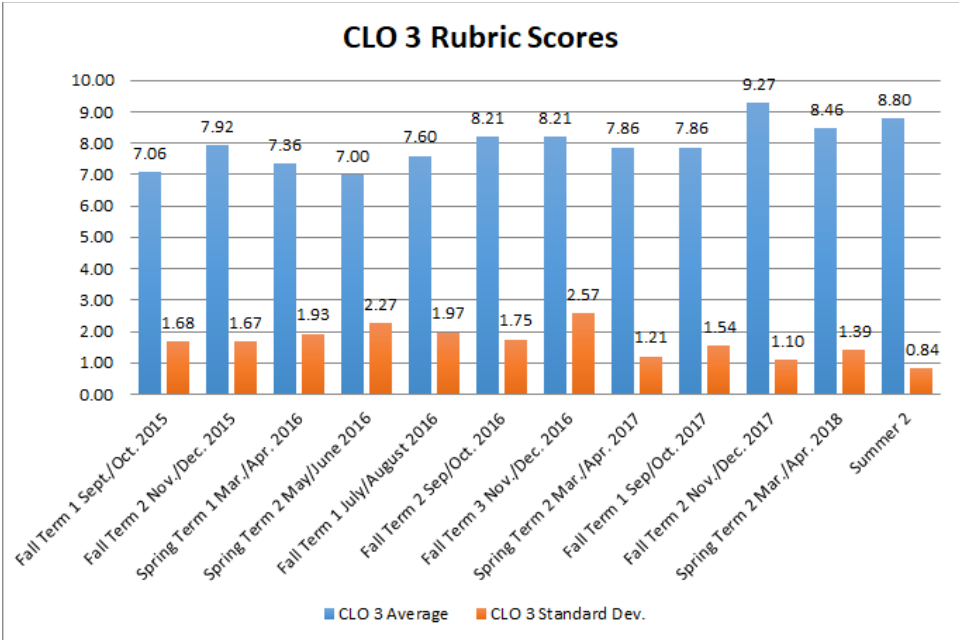
Assignment: Term Paper



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

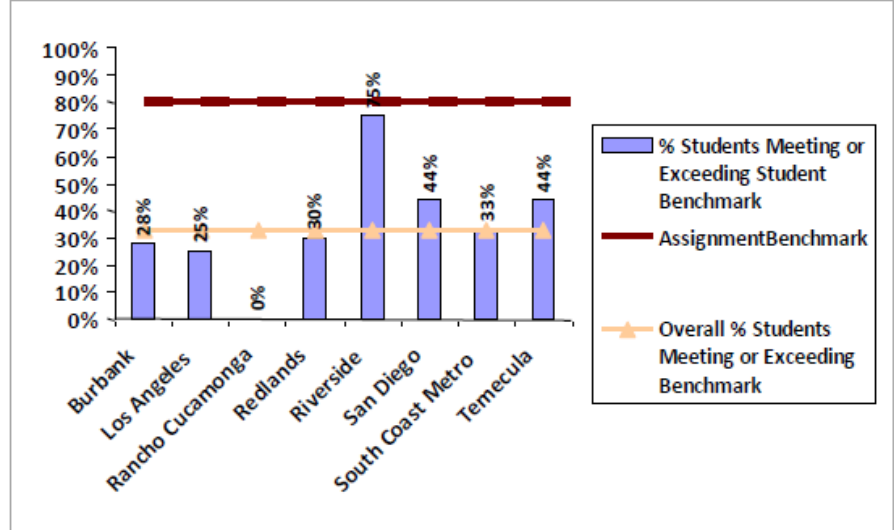
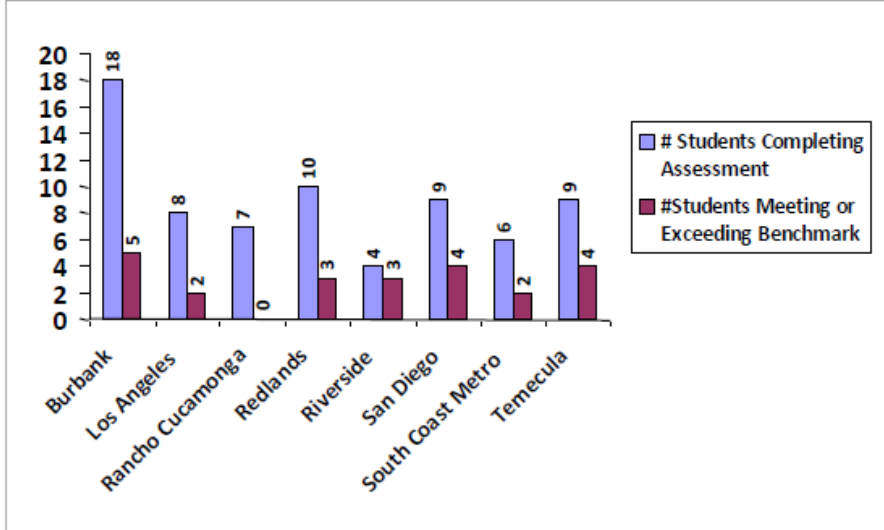
1. Please ensure that the text highlighted in red in the first page of this template is filled in meticulously.
2. **Measurable Goal:** What is your goal/benchmark?
 - a. **Graduate**
 - i. If assignment is being assessed using a rubric: 80% of the students will meet or exceed the benchmark score of 80% using a standardized rubric.
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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.
 - 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.
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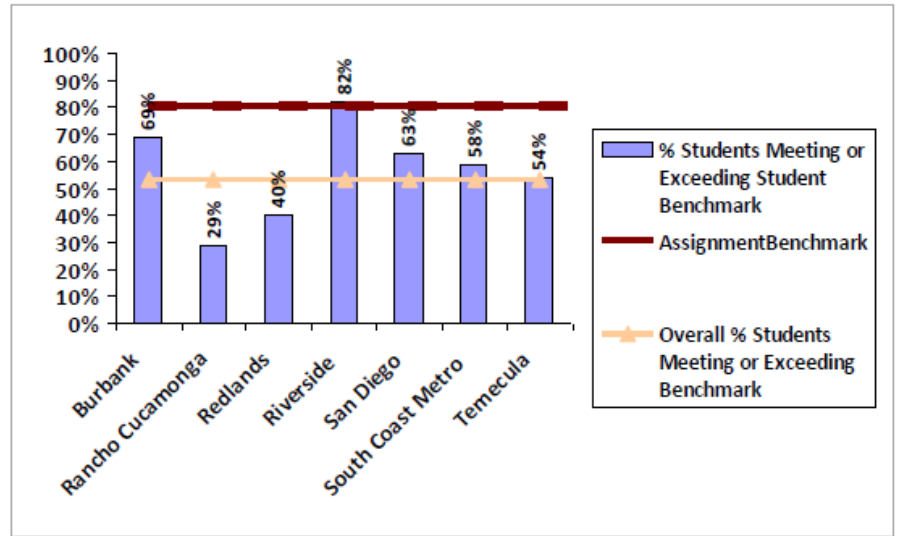
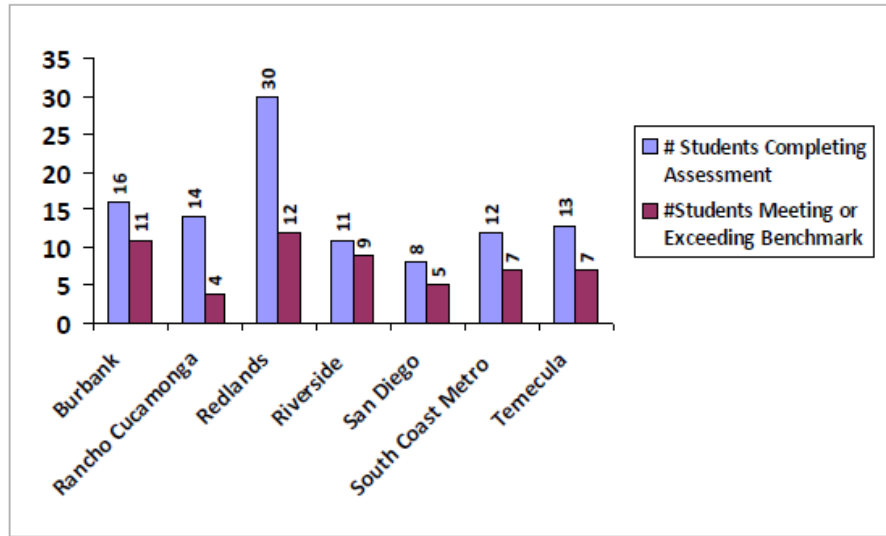
2016 SPRING 2 (201622)

Assignment:



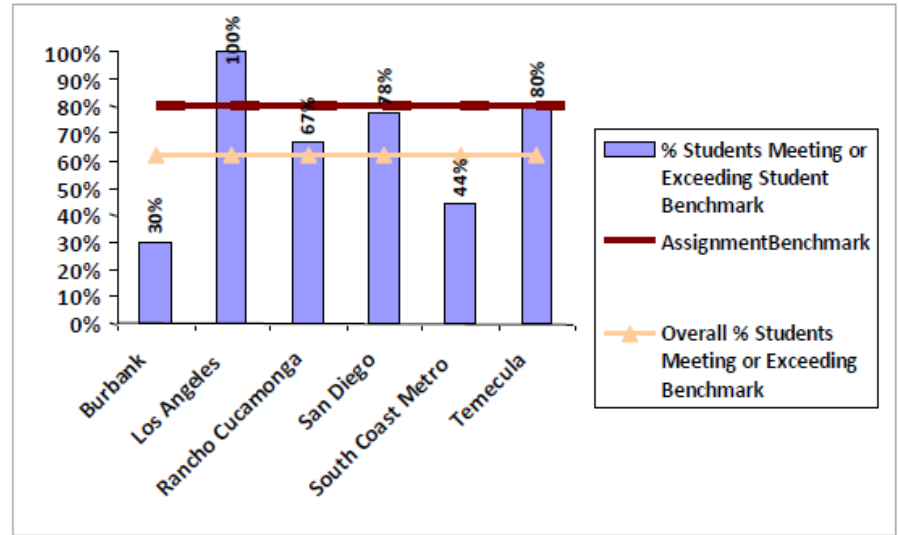
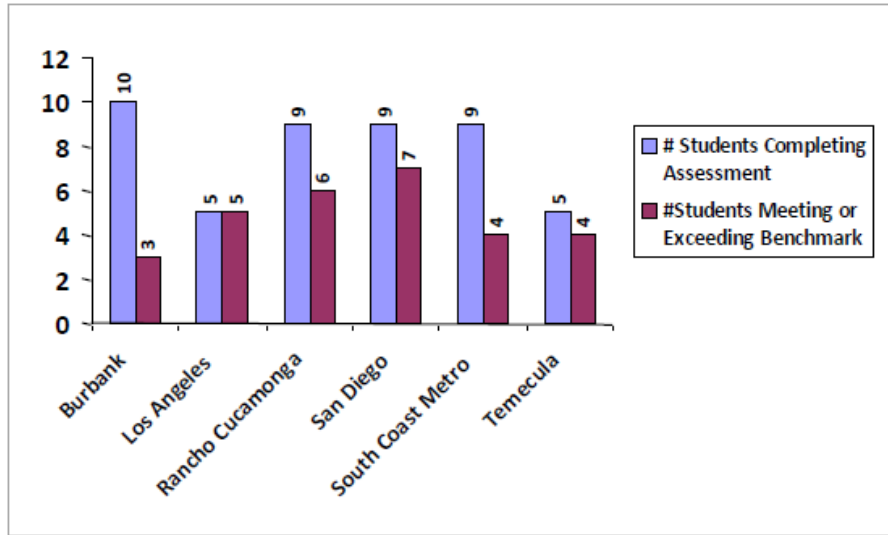
2016 FALL 1 (201631)

Assignment:



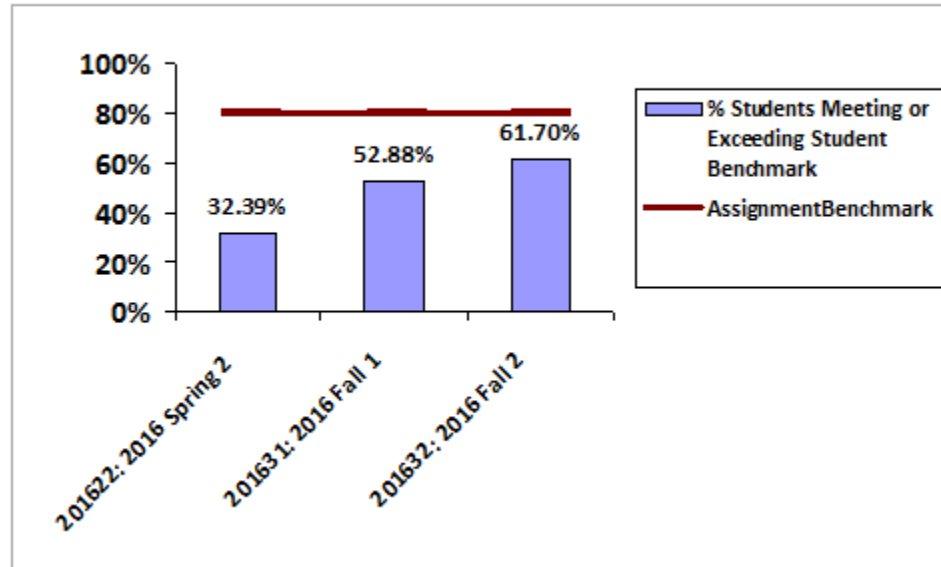
2016 FALL 2 (201632)

Assignment:



OVERALL RESULTS

Assignment: Term Paper



Assessment Action Plan¹

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

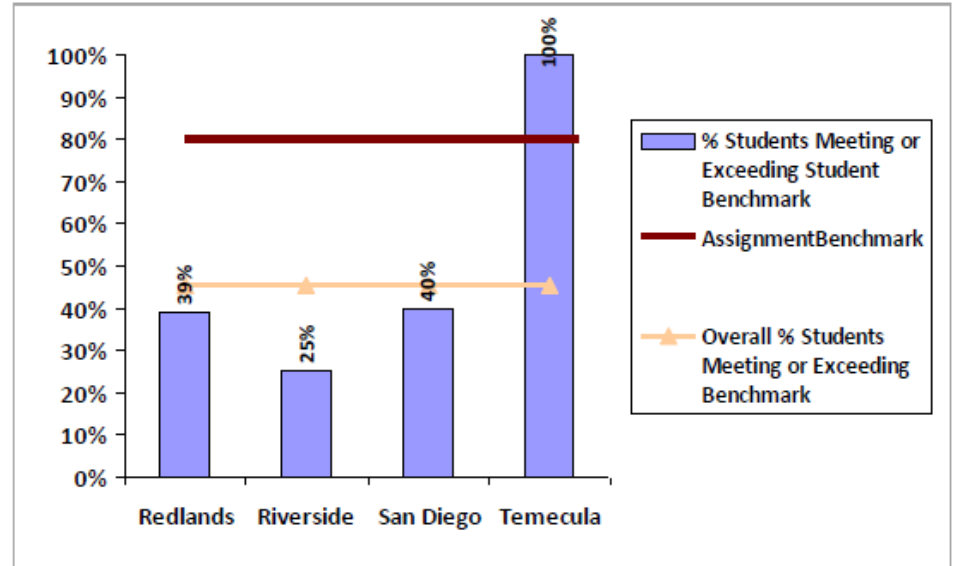
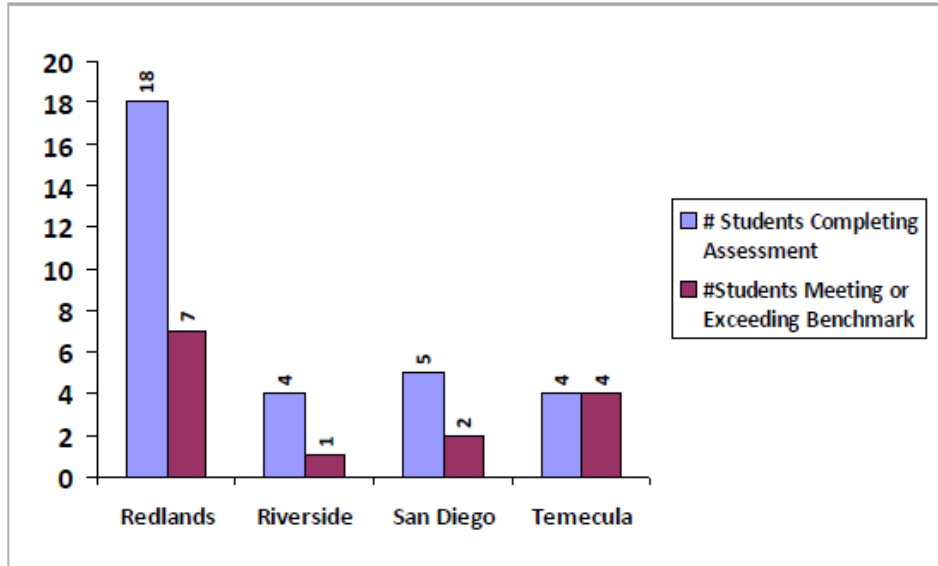
Performance Indicator	Definition
Program: MAM PLO: <e.g. 1>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed 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>
Course: MGMT 674	
CLO: <e.g. 4>	
Analysis of Results	

¹ Please read instructions in last page carefully before drafting this action plan.

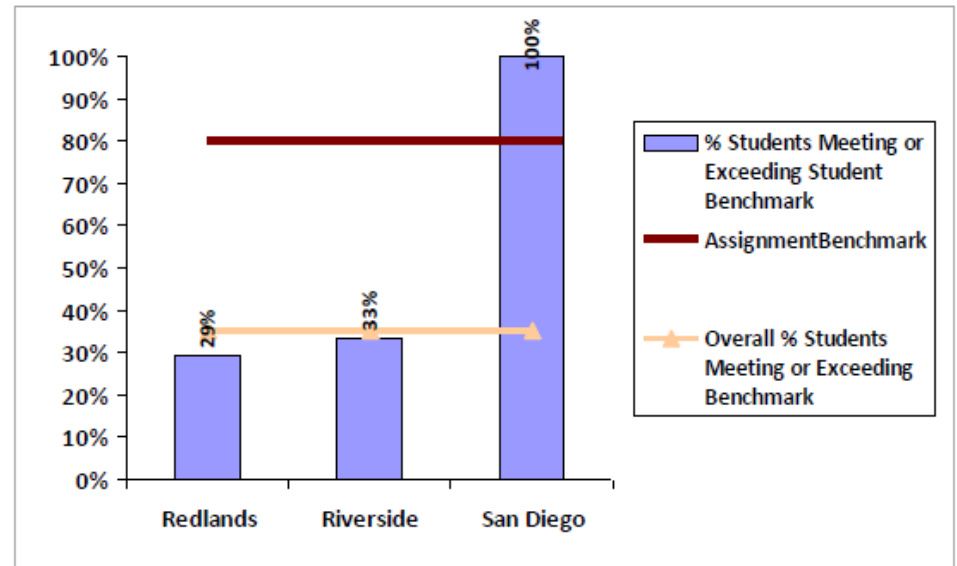
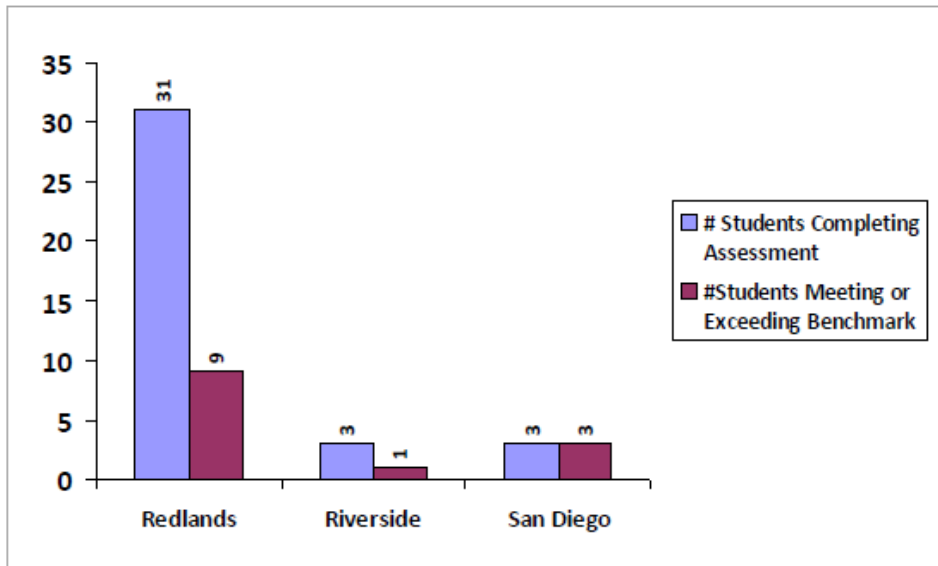
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or 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 students taking the Final Exam will meet or exceed the benchmark of 80%.	Term Paper Option A, internally administered in an 8 week course.	2016 Fall 2: overall 45.16% met or exceeded benchmark. 2017 Spring 2: overall 76.92% met or exceeded benchmark. 2017 Fall 2: overall 48.15% met or exceeded benchmark.	The overall results of three terms show fluctuation. Because of the two paper options offered to students, there are even smaller size of students included in each option. For cases such as 2 out of 4 students, 1 out of 2 students, or 3 out of 4 students will make the final results skewed. In addition, the result for 2017 Fall 2 South Coast Metro is 0 for both paper options, which means none of the 9 students in that location has met the benchmark. Original data were examined for this term, which showed the range of 6.4 to 7.6 for these 9 students. These results are slightly below the benchmark. Conversation with the instructor who taught at this location is needed in order to find the reason behind the low scores.	-The model syllabus for MGMT 674 has been changed recently by only including one option for the final paper, which will allow a relatively bigger sample size for each section for the assessment. Therefore, future assessment should only include one assessment for Term Paper. -Conversations with the instructors, who reported low scores, are needed in order to find the reason behind the low scores and to develop the plan for further improvement. --Continue the calibration practice to establish the same standard for assessment. -Continue to collect data to enlarge the sample size in order to have a better trend analysis.	<p>2016 Fall 2 See p. 3</p> <p>2017 Spring 2 See p. 4</p> <p>2017 Fall 2 See p. 5</p> <p>Overall Results See p. 6</p>
Measurable Goal: 80% of students taking the Final Exam will meet or exceed the benchmark of 80%.	Term Paper Option B, internally administered in an 8 week course.	2016 Fall 2: overall 35.14% met or exceeded benchmark. 2017 Spring 2: overall 68.97% met or exceeded benchmark. 2017 Fall 2: overall 90.38% met or exceeded benchmark.	Refer to the above analysis.	Refer to the above analysis.	<p>2016 Fall 2 See p. 3</p> <p>2017 Spring 2 See p. 4</p> <p>2017 Fall 2 See p. 5</p> <p>Overall Results See p. 6</p>

2016 Fall 2

Assignment: Term Paper Option A

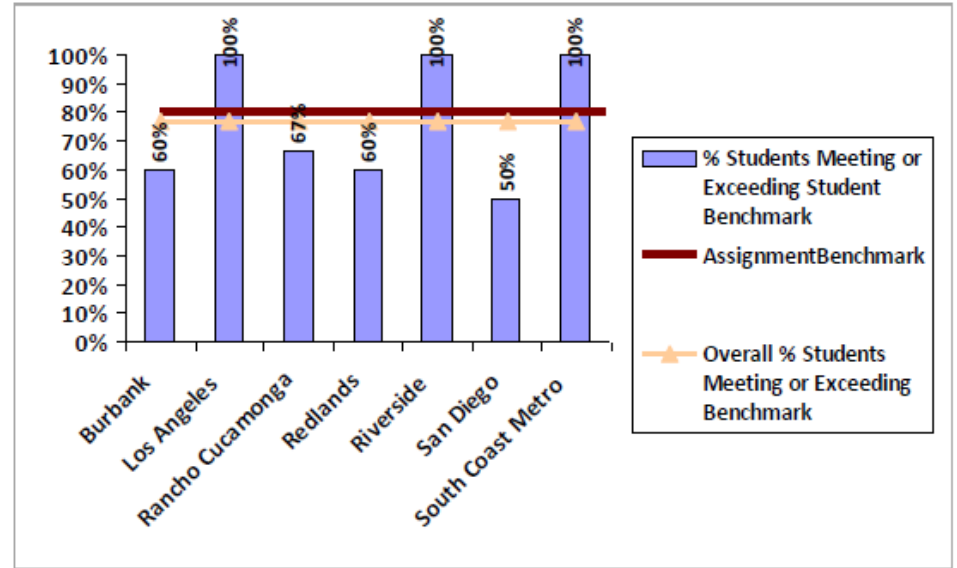
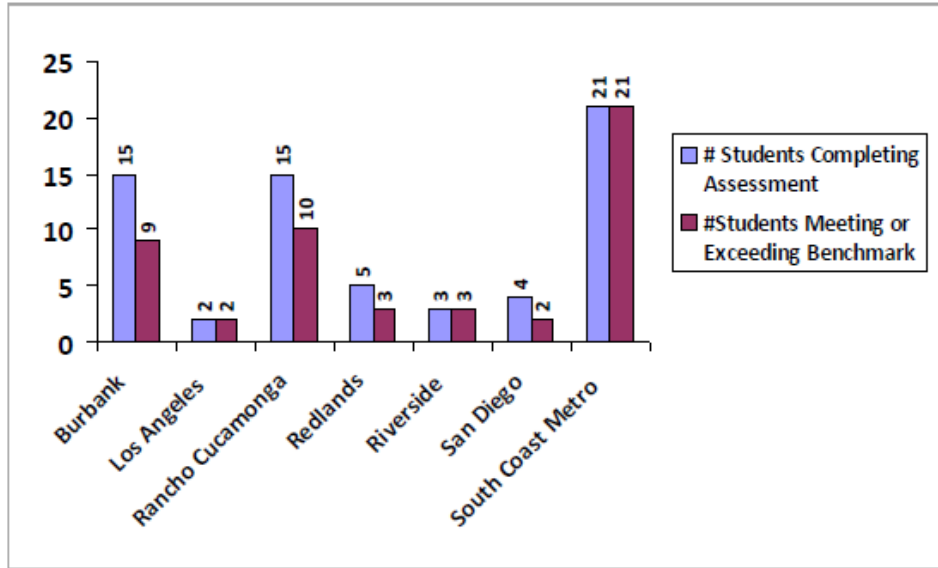


Assignment: Term Paper Option B

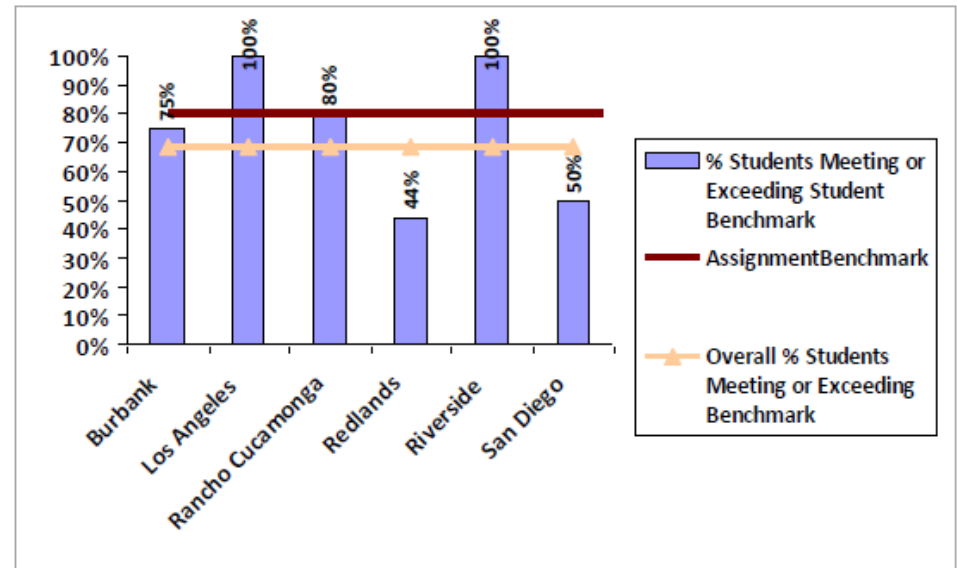
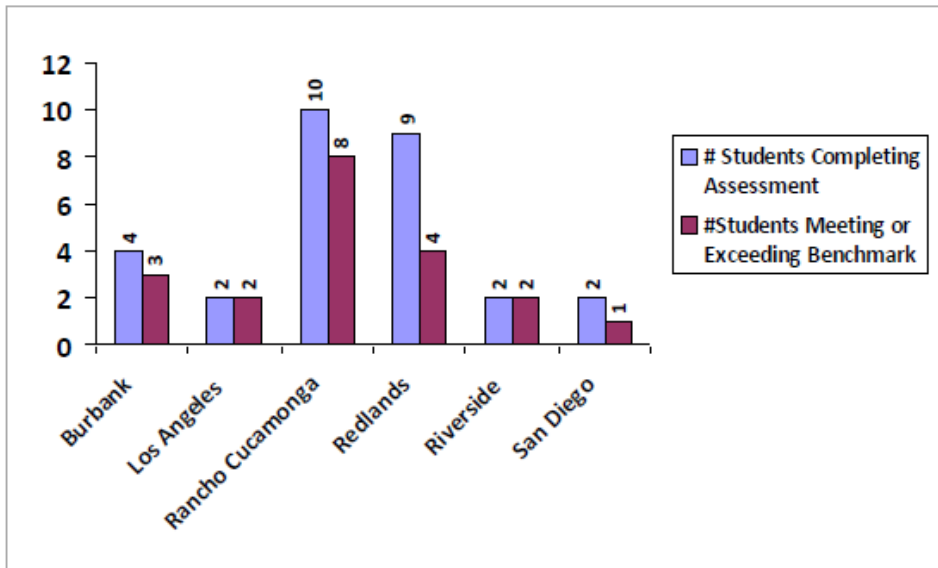


2017 Spring 2

Assignment: Term Paper Option A

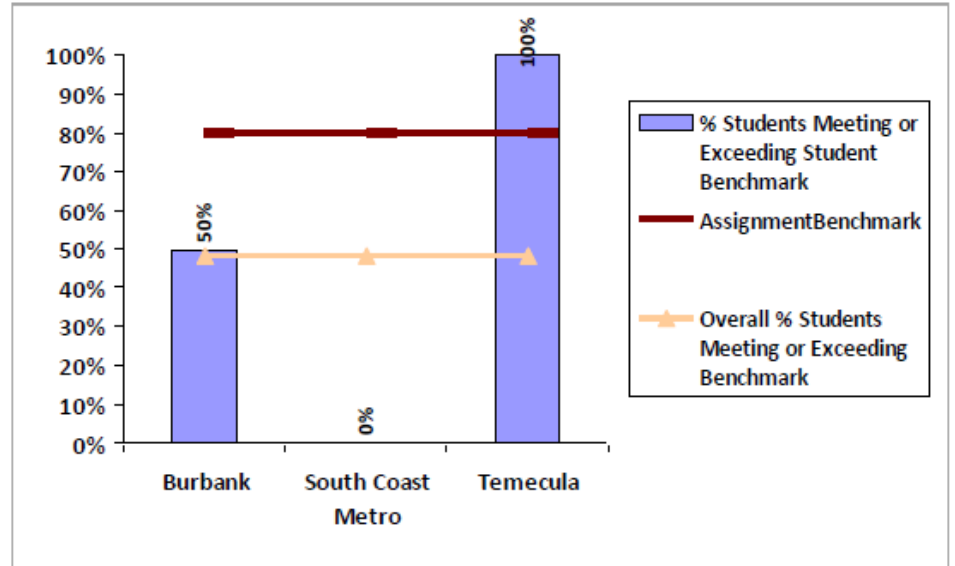
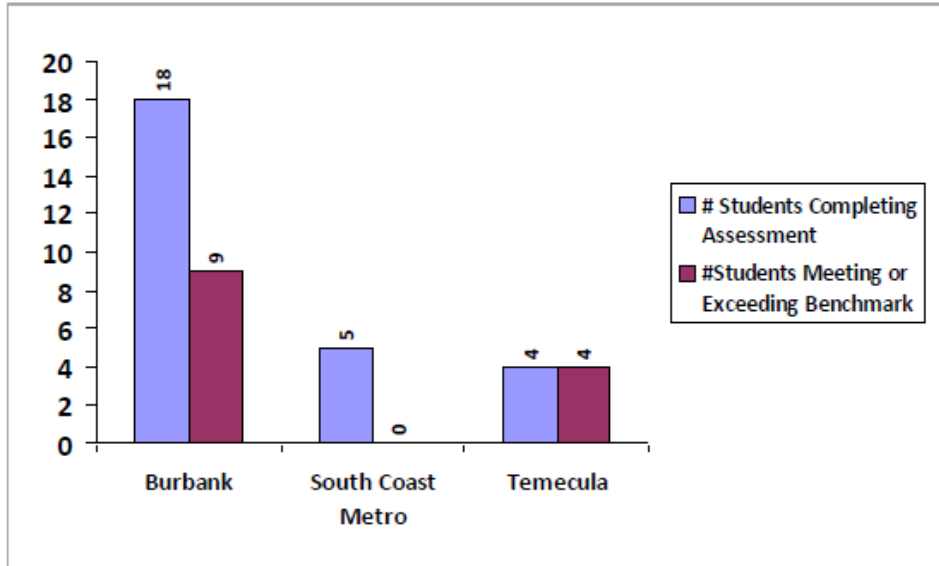


Assignment: Term Paper Option B

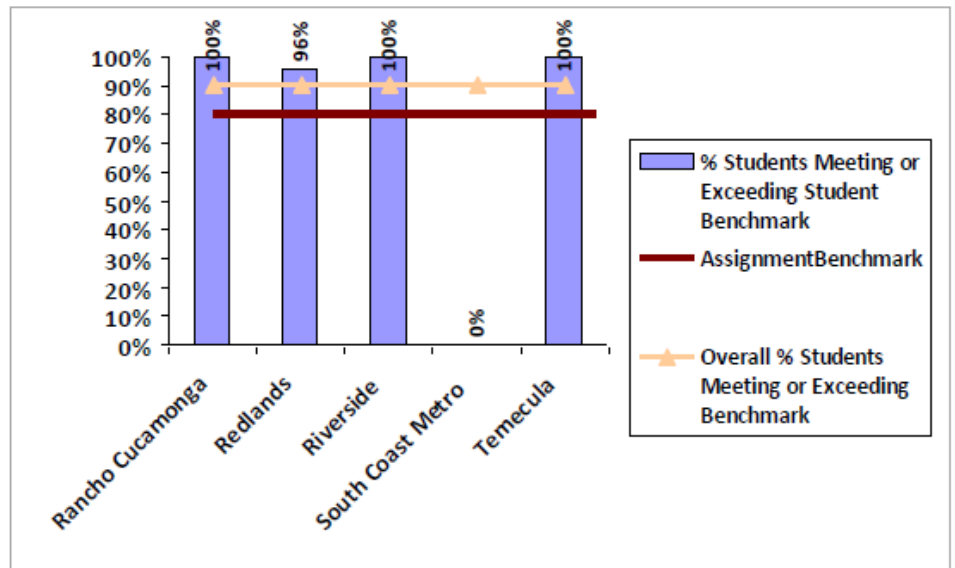
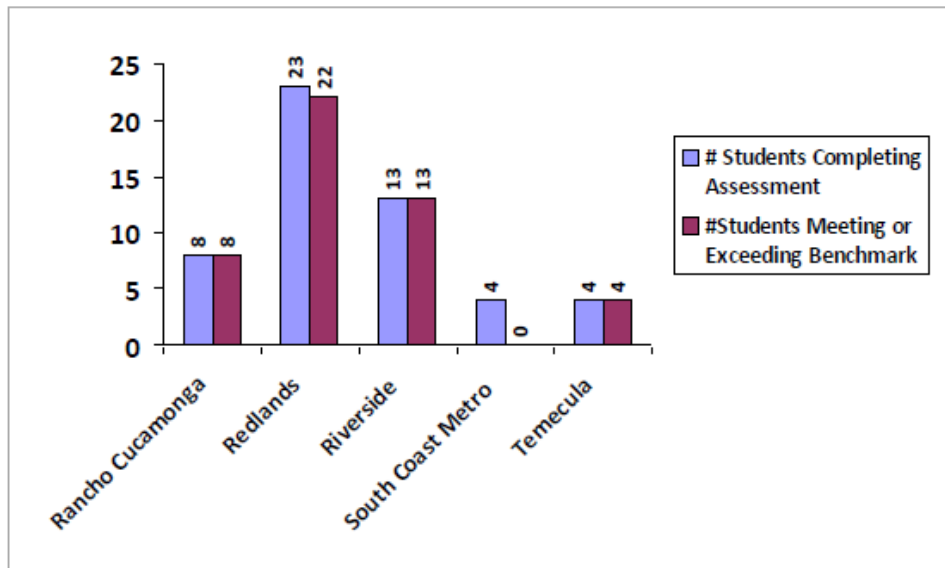


2017 Fall 2

Assignment: Term Paper Option A

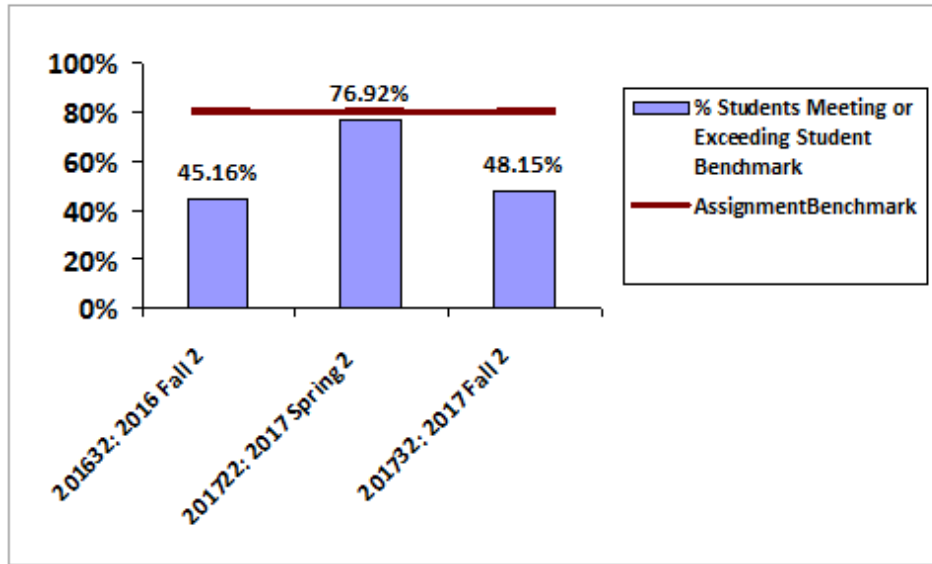


Assignment: Term Paper Option B

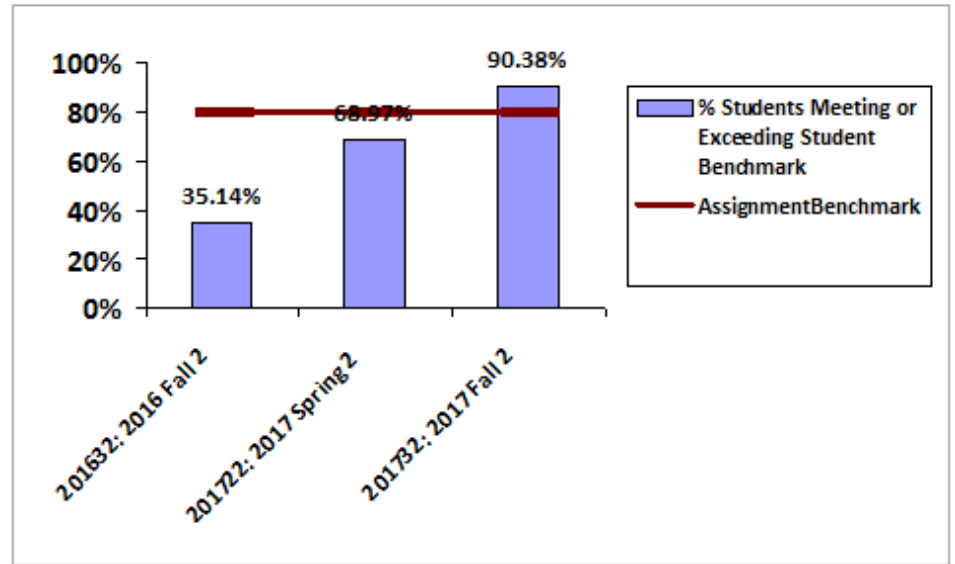


Overall Results

Assignment: Term Paper Option A



Assignment: Term Paper Option B



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.

Assessment Action Plan¹

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

Performance Indicator	Definition				
Program: 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>				
PLO: 1					
Course: MGMT-680					
CLO: 1					
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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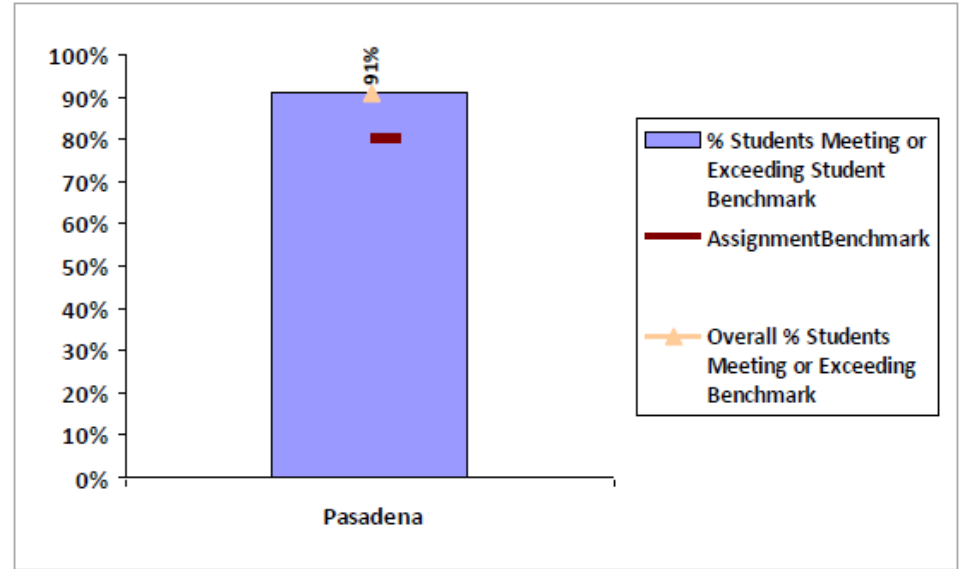
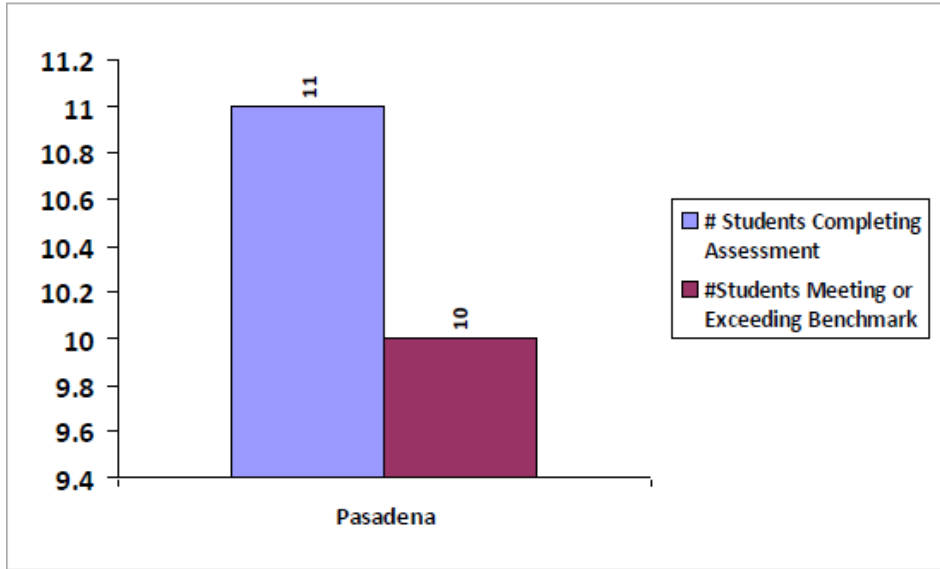
<p>80% of the students will meet or exceed the 80% benchmark score using a standardized assessment scoring sheet.</p>	<p>Completion of Marketing Concept Report in an 8 week course using a standardized assessment scoring sheet. Direct, Formative.</p>	<p>Students in only 1 of the terms (2017 Spring 2) definitively met or exceeded the 80% benchmark. 91% of those students exceeded the benchmark for the Marketing Concept Report.</p> <p>2017Fall1 was close, as 76% of students met or exceeded the benchmark. However only 63% of students in the 2018Spring1 met/exceeded the 80% benchmark</p>	<p>The 2017 Spring 2 term was comprised of a single section (Pasadena) and the overwhelming majority of students met or exceeded the benchmark.</p> <p>In contrast, the 2018 Spring 1 section that fared the worst was the Chula Vista section.</p> <p>The 2017 Fall 1 term was comprised of sections from 5 different campuses, including 2 sections from the Redlands campus. The Redlands campus had 39 students in 2 sections (19, 20 respectively), while there were only 44 students spread across the other 4 campuses.</p> <p>The overall results are somewhat skewed as 17 of the 39 students in the Redlands section did not meet the 80% benchmark.</p>	<p>Given that 4 of the 7 sections across the 3 terms did not meet the 80% benchmarks, improvements are necessary.</p> <p>While useful and relevant for an introductory marketing course, a nontrivial percentage of students are underperforming. The Marketing Concept assignment is an atypical assignment that provides students with an opportunity to self-select concepts of particular interest and then examine those marketing concepts in greater depth than what can be addressed in an accelerated course format. While useful and relevant for an introductory marketing course, two actions should improve students' performance. First, students will be provided 2-3 exemplars from former students (with their permission) and second, faculty can explicitly preview the depth aspects, type of analysis, application to an actual business and conclusions/implications. I will provide a supplement to the</p>	<p>2017 Spring 2 See p. 3</p> <p>2017 Fall 1 See p. 5</p> <p>2018 Spring 1 See p. 7</p> <p>Overall Results See p. 9</p>
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				course syllabus for students along with an example for faculty.	
80% of the students will meet or exceed the 80% benchmark score using a standardized assessment scoring sheet.	Completion of Marketing Presentation in an 8 week course using a standardized assessment scoring sheet. Direct, Formative	While only the Pasadena section of students (2017 Spring 2) definitively exceeded the 80% benchmark, the overall results for the 5 sections were close to the benchmark for the 2017Fall1 term at 79.2%. That being said, the Chula Vista cohort fell well below the benchmark @69%.	The analysis for 2 of the 3 terms exceeded or nearly exceeded the benchmark. At 79.2% the 2017Fall1 sections can be attributed to a slight margin of error. In contrast, the reason for Chula Vista cohort's scoring well below the benchmark is not obvious, but may reflect an issue with the cohort itself.	The primary course of action will be to identify possible reasons relating to teams' underperformance of the presentation by reviewing the course evaluations for comments related to the presentation and the marketing plan itself, as well as discussion with the instructor regarding their assessment. Depending on what is identified, appropriate action will be identified and communicated to faculty teaching future Chula Vista cohorts.	<p>2017 Spring 2 See p. 3</p> <p>2017 Fall 1 See p. 5</p> <p>2018 Spring 1 See p. 7</p> <p>Overall Results See p. 9</p>

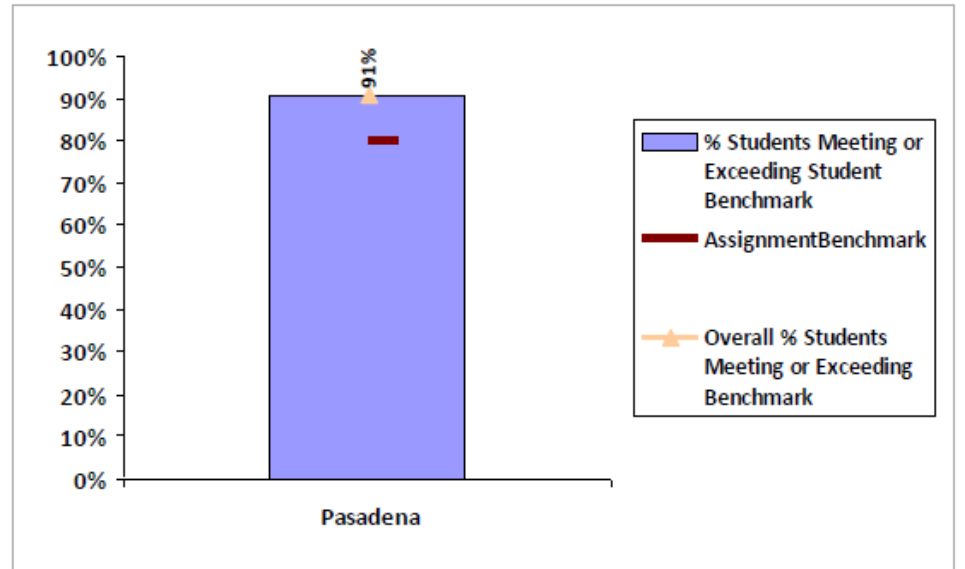
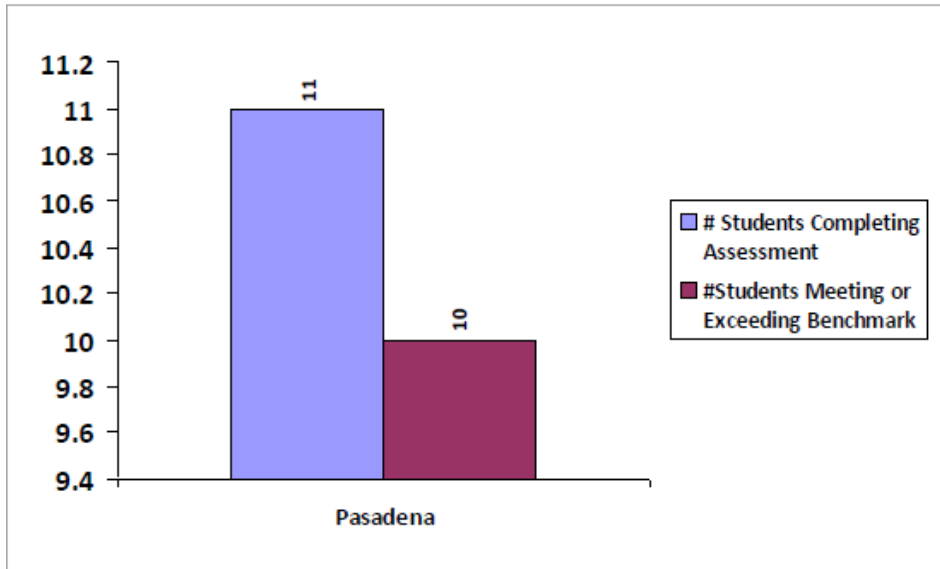
<p>80% of the students will meet or exceed the 80% benchmark score using a standardized assessment scoring sheet.</p>	<p>Completion of Team Collaboration in an 8 week course using a standardized assessment scoring sheet. Direct, Formative</p>	<p>The Pasadena section of students (2017 Spring 2) and the 5 sections 2017Fall1 definitively exceeded the 80% benchmark. That being said, the Chula Vista cohort fell below the benchmark @75%.</p>	<p>The analysis for 2 of the 3 terms did indeed exceed the benchmark. In contrast, the reason for Chula Vista cohort's scoring below the benchmark is not obvious, but may reflect an issue with the cohort itself.</p>	<p>Two courses of action will be taken to identify possible reasons relating to teams' collaboration underperformance: course evaluations and a request to the instructor of Chula Vista to supply any relevant conversations, or emails she or he received from the teams regarding collaboration issues. Depending on what is identified, appropriate action will be identified and communicated to faculty teaching future Chula Vista cohorts.</p>	<p>2017 Spring 2 See p. 4</p> <p>2017 Fall 1 See p. 6</p> <p>2018 Spring 1 See p. 8</p> <p>Overall Results See p. 9</p>
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2017 Spring 2

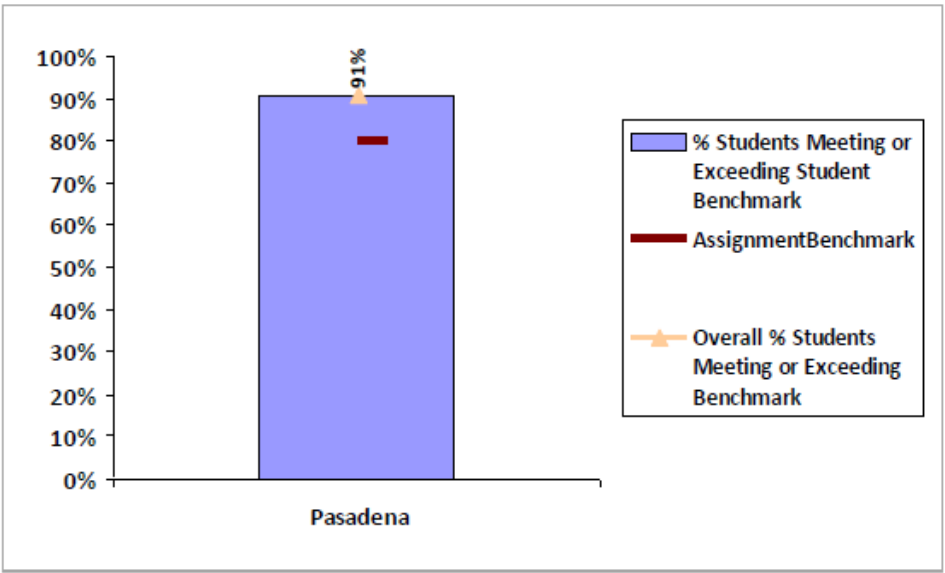
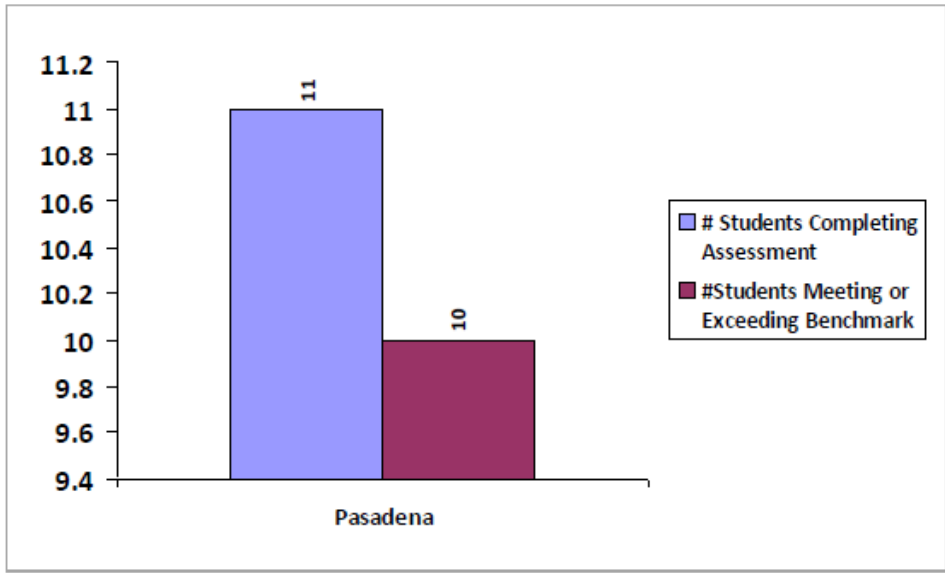
Assignment: Marketing Concept Report



Assignment: Marketing Presentation

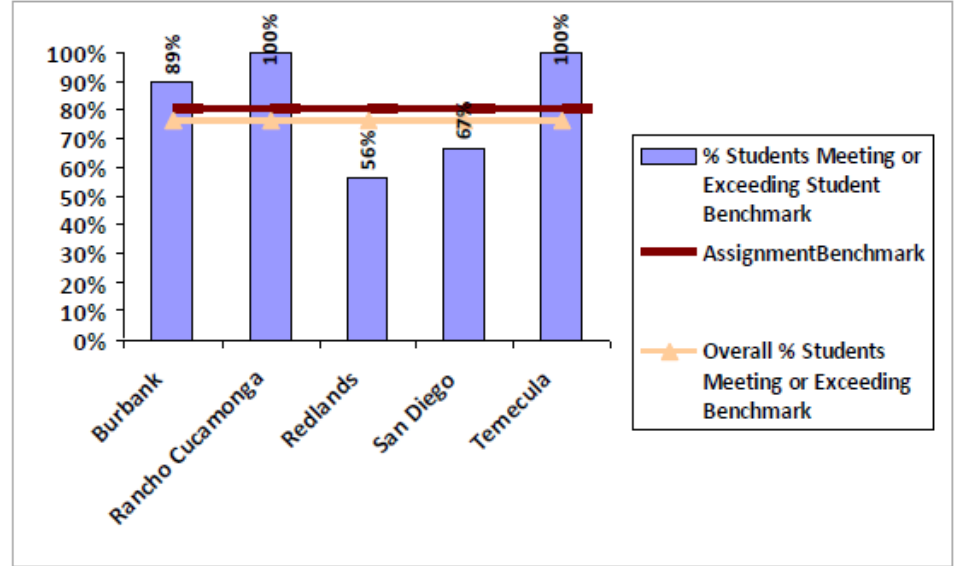
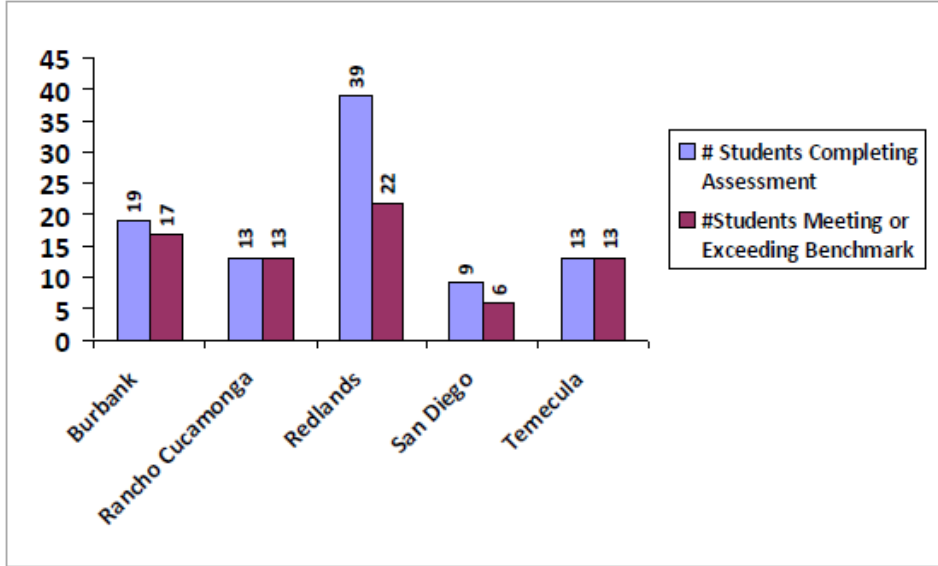


Assignment: Team Collaboration

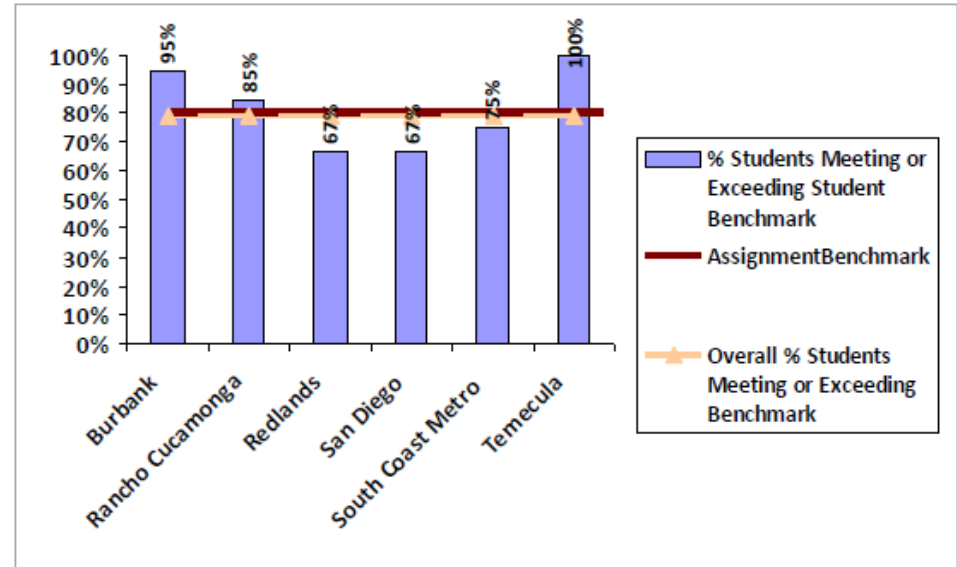
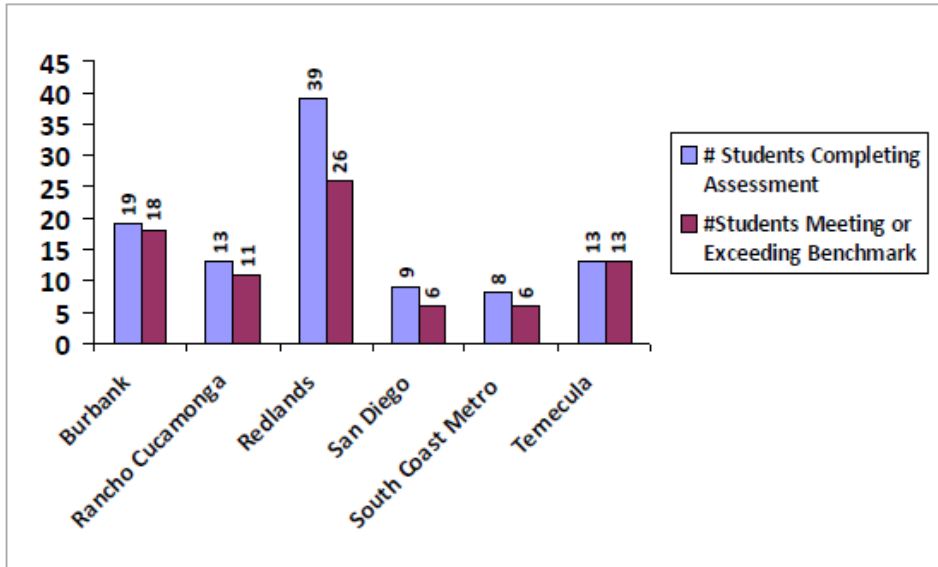


2017 Fall 1

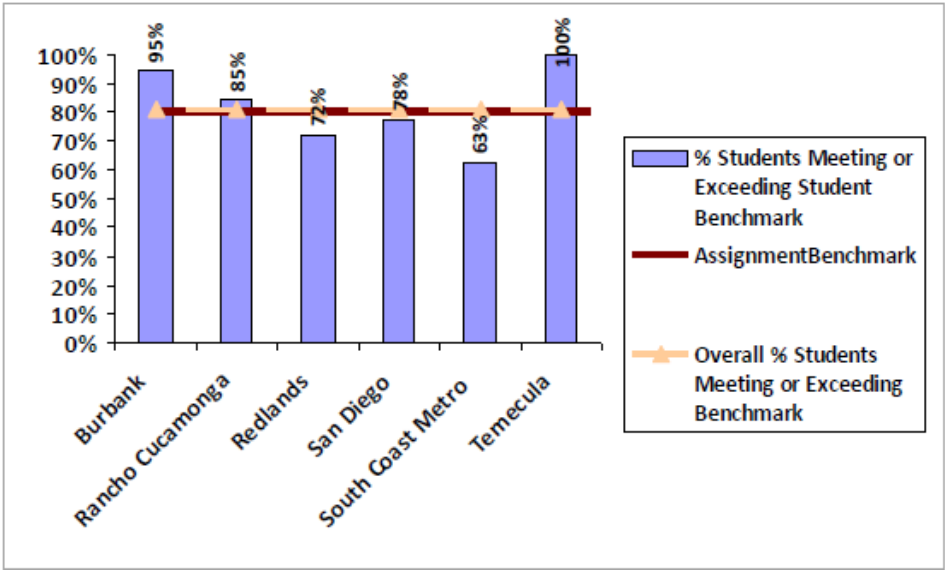
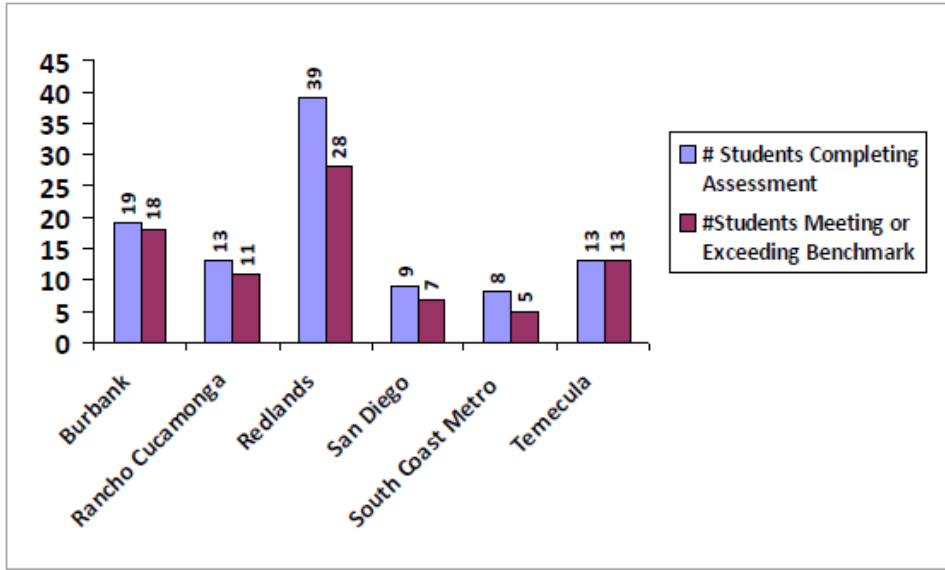
Assignment: Marketing Concept Report



Assignment: Marketing Presentation

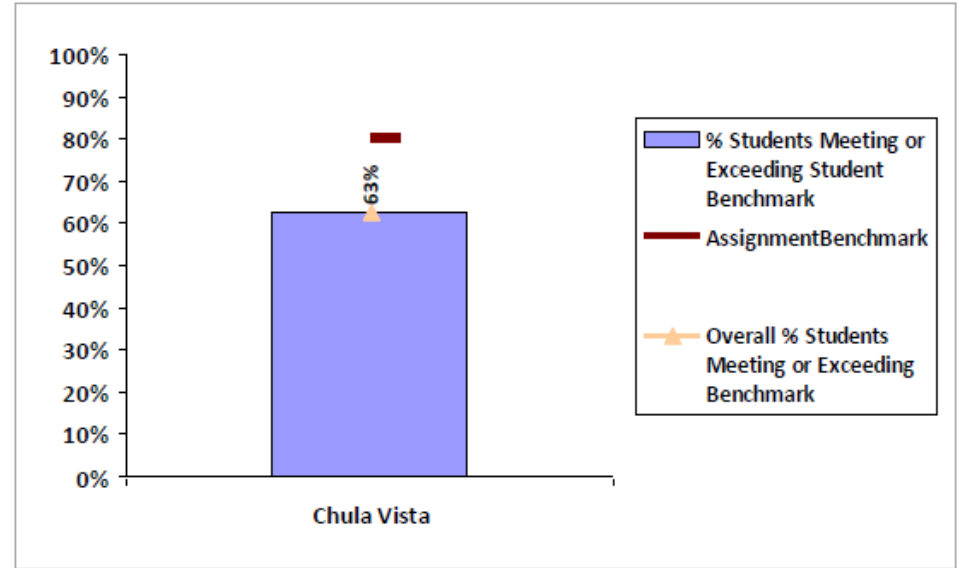
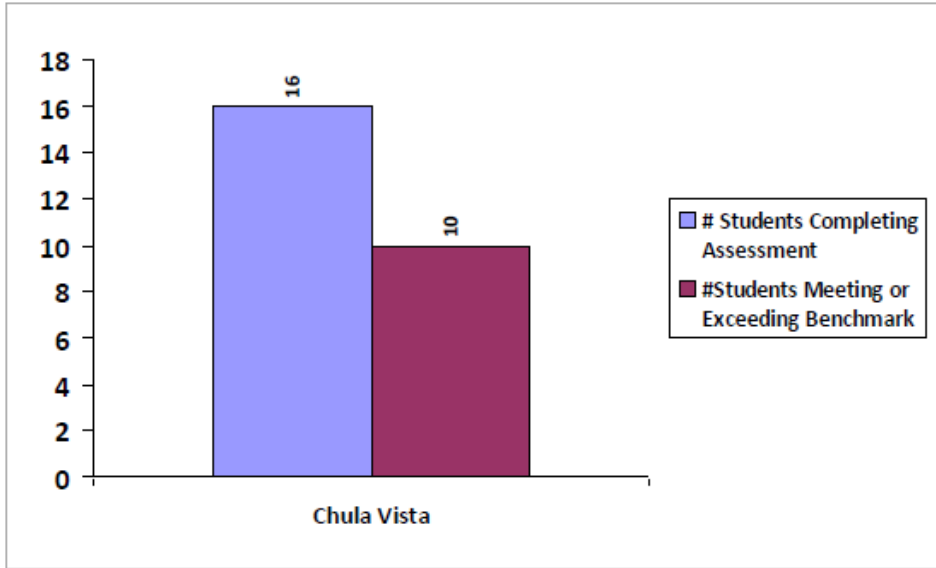


Assignment:

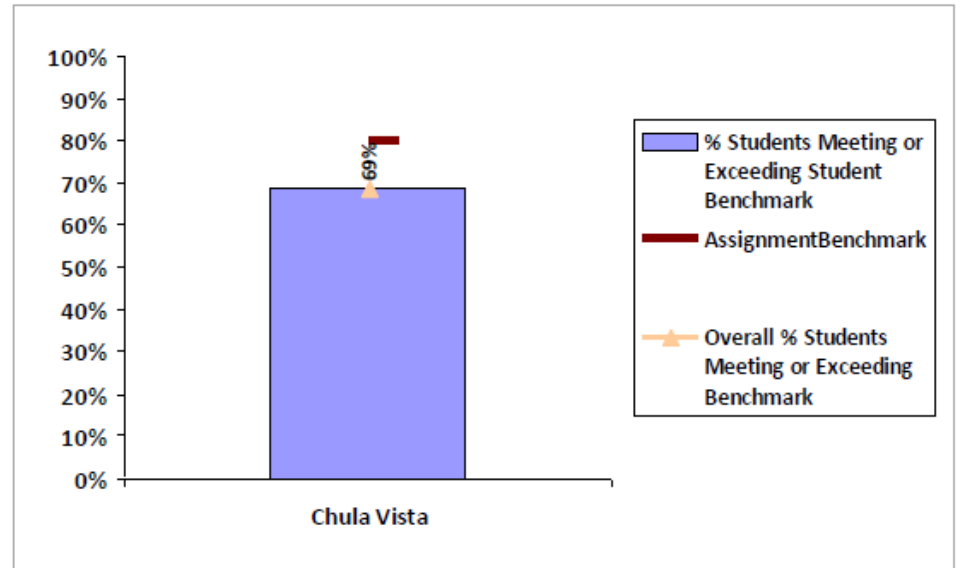
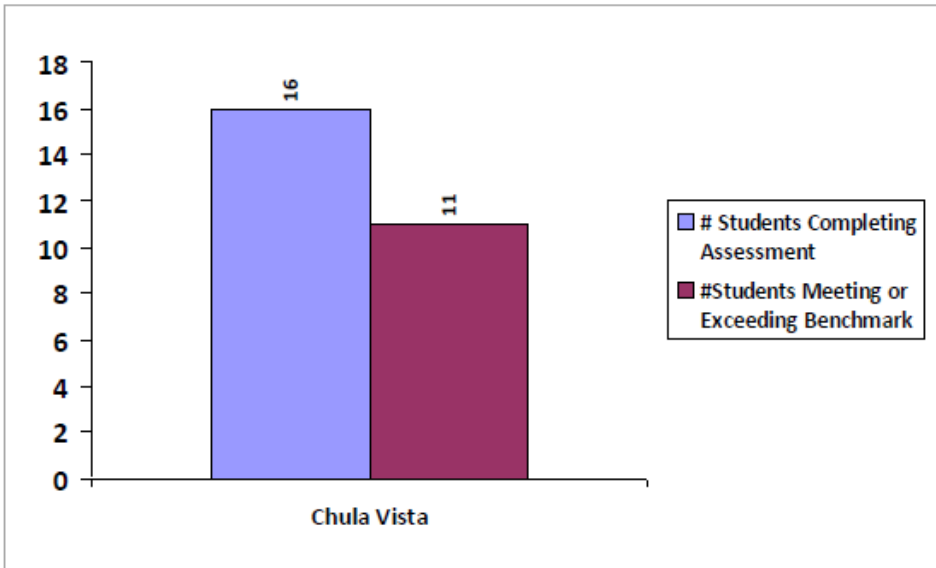


2018 Spring 1

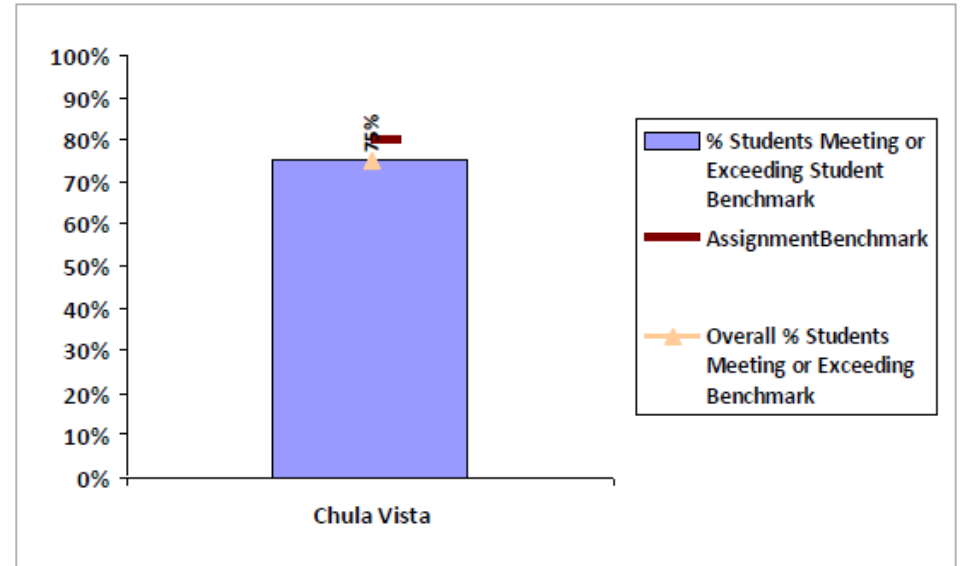
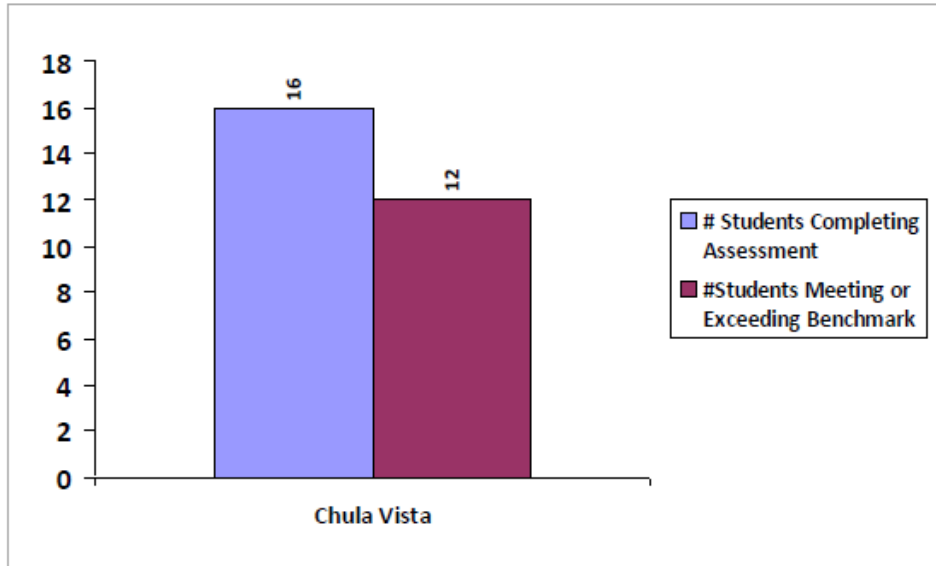
Assignment: Marketing Concept Report



Assignment: Marketing Presentation

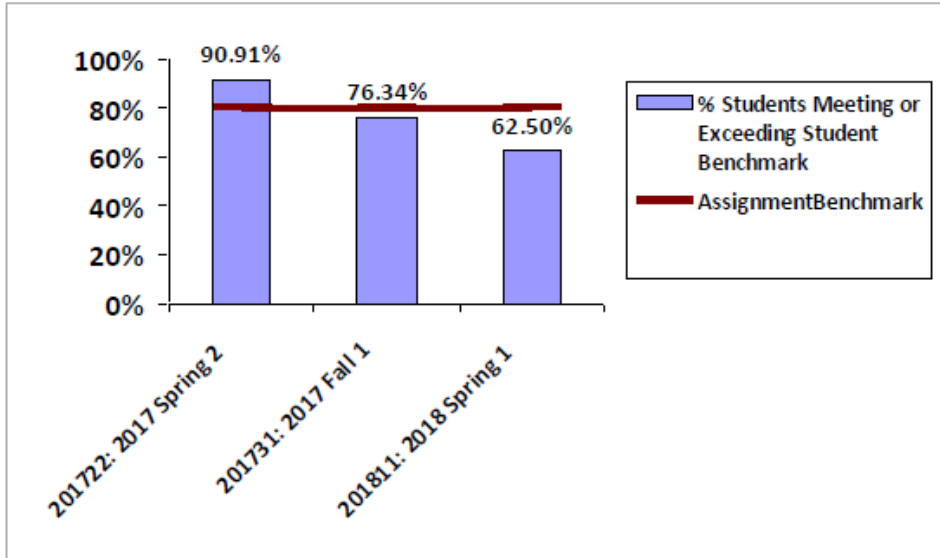


Assignment: Team Collaboration

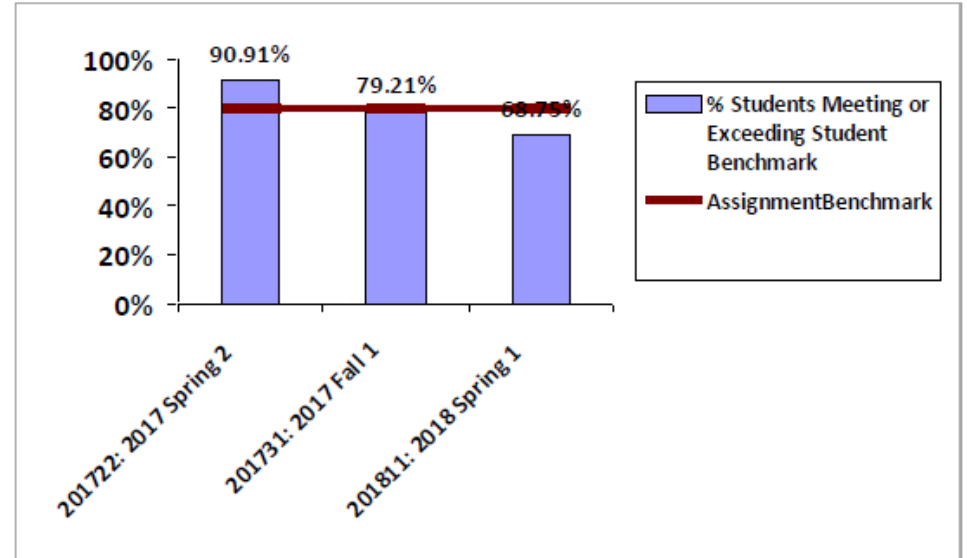


Overall Results

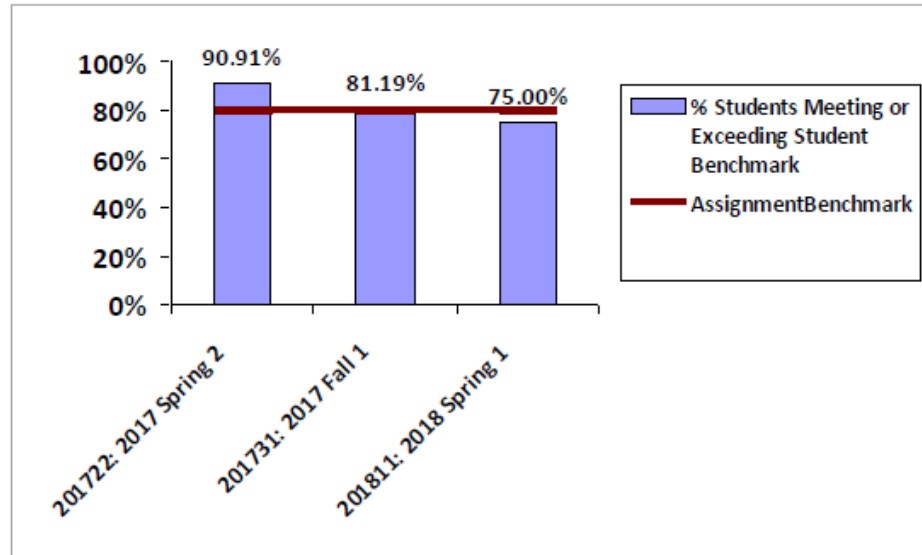
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Assignment: Marketing Presentation



Assignment: Team Collaboration



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PLO: 1	
Course: MGMT-680	
CLO: 1	

Analysis of Results

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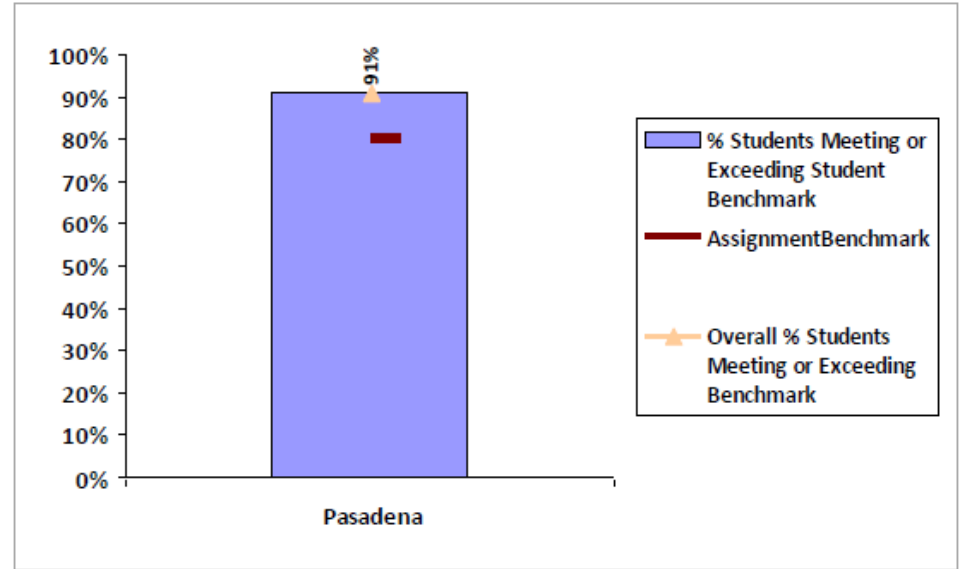
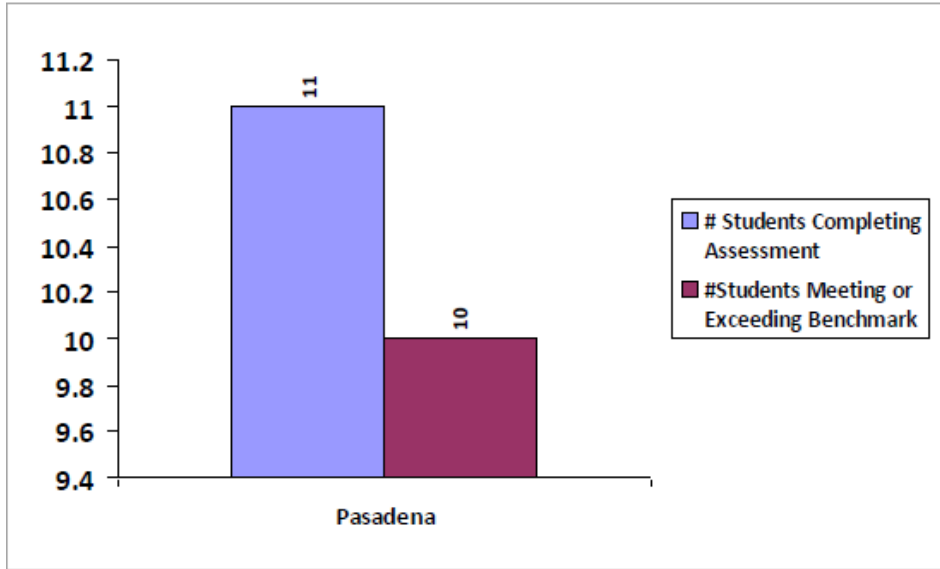
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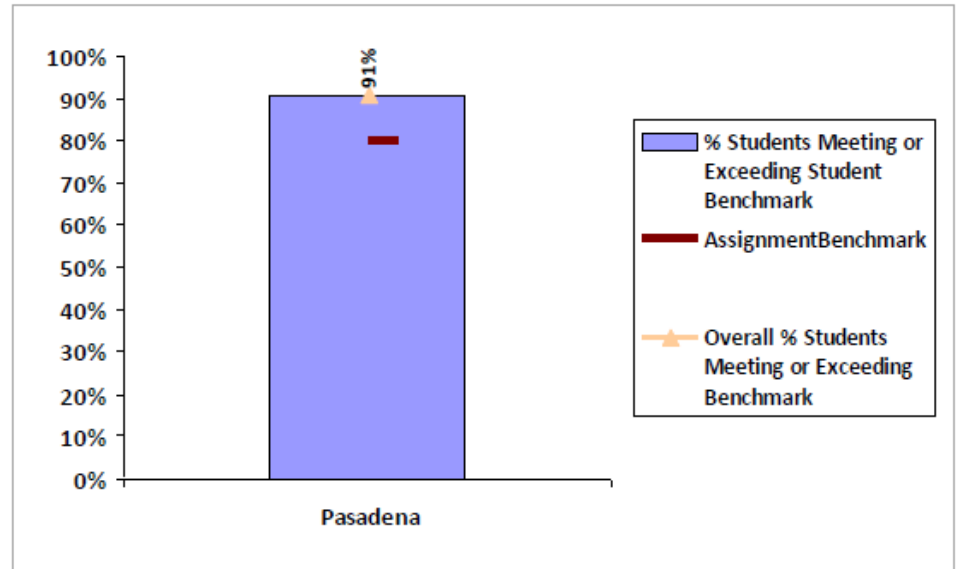
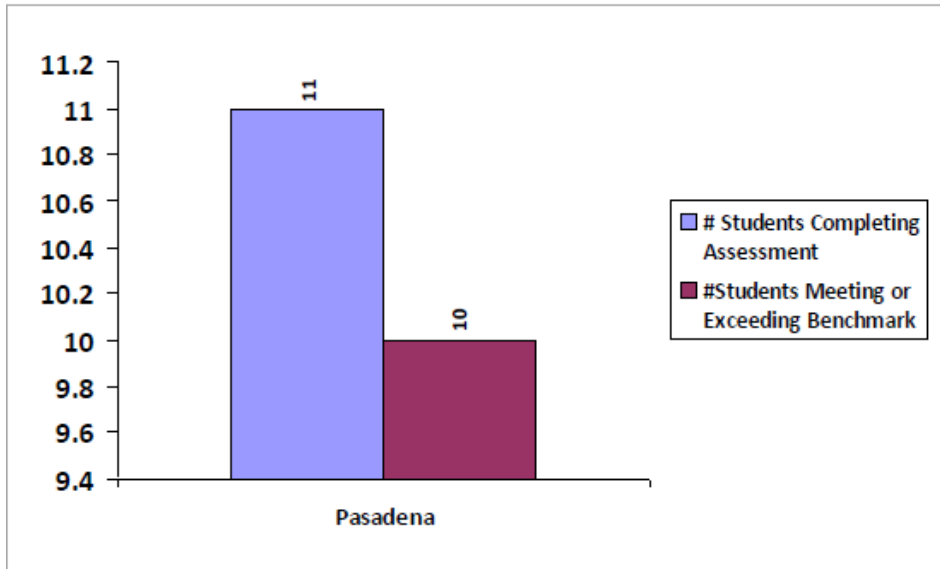
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2017 Spring 2

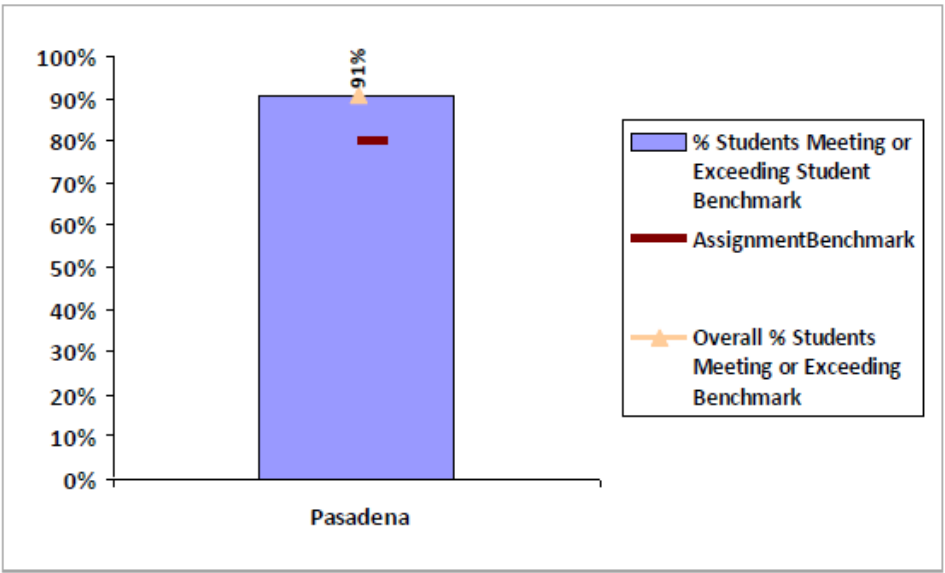
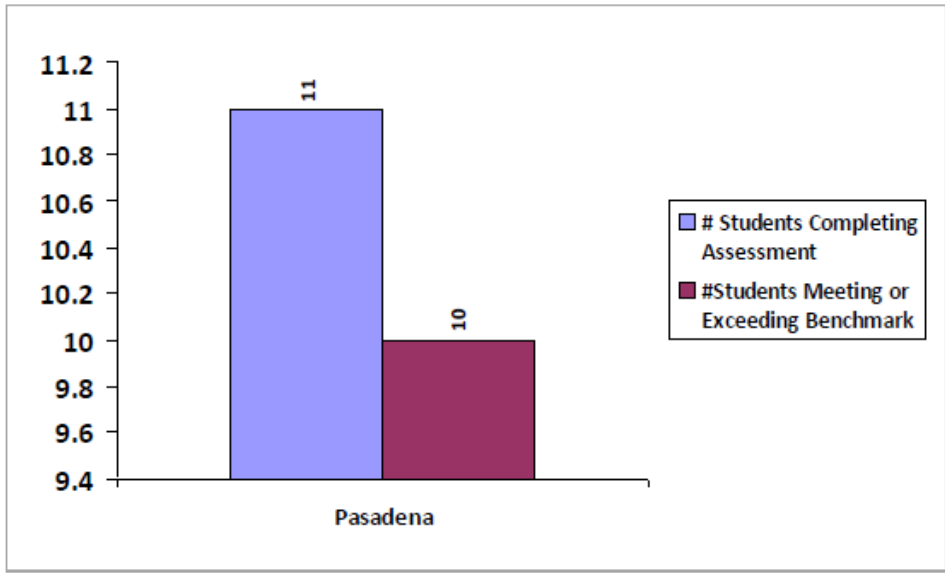
Assignment: Marketing Concept Report



Assignment: Marketing Presentation

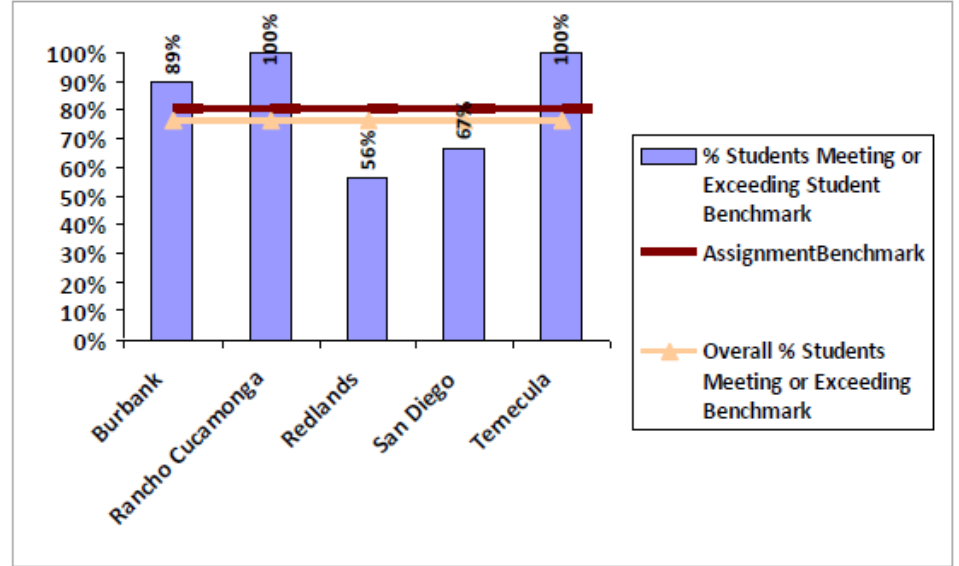
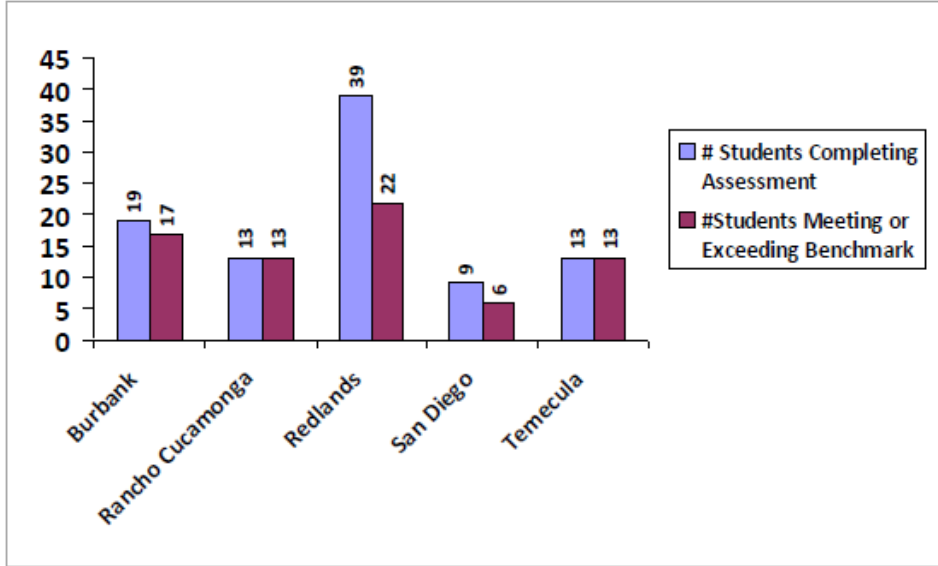


Assignment: Team Collaboration

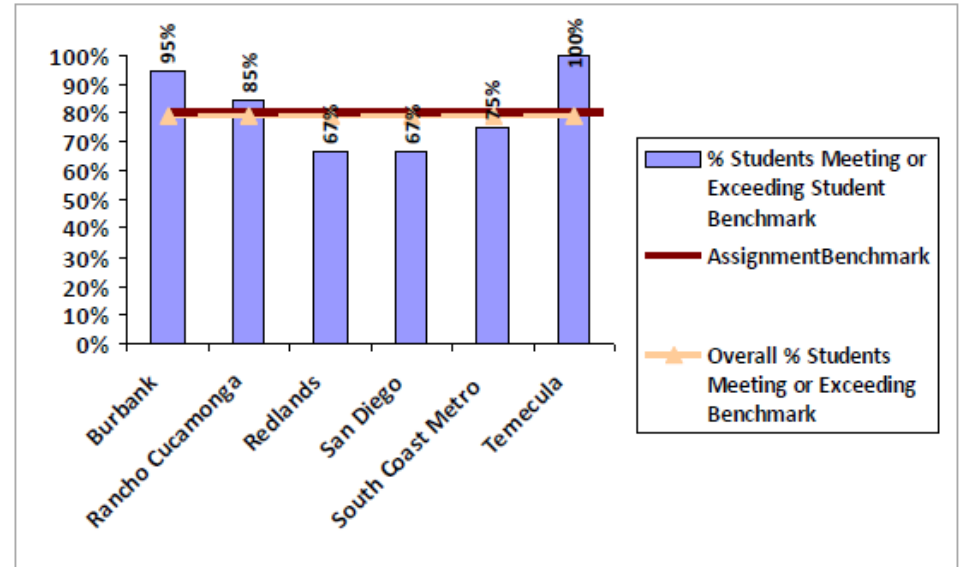
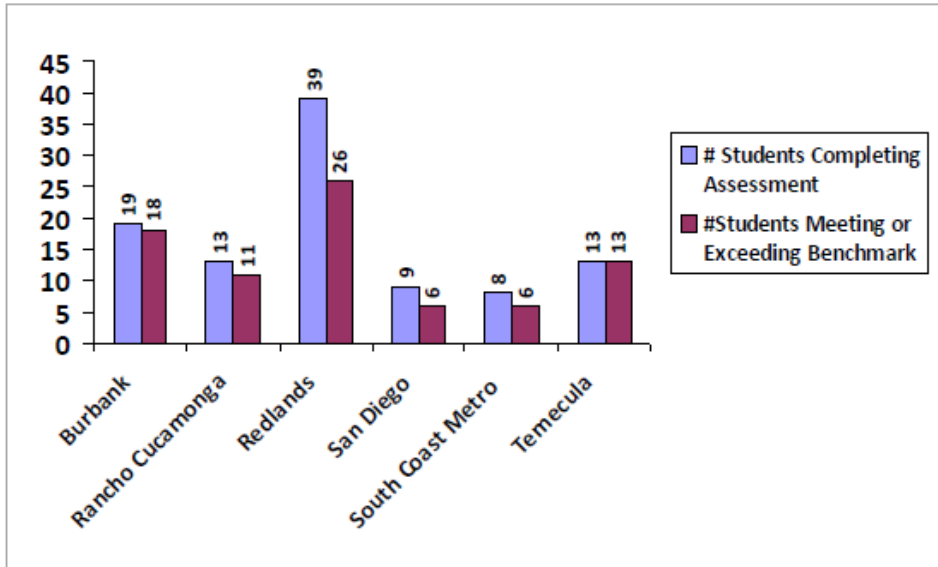


2017 Fall 1

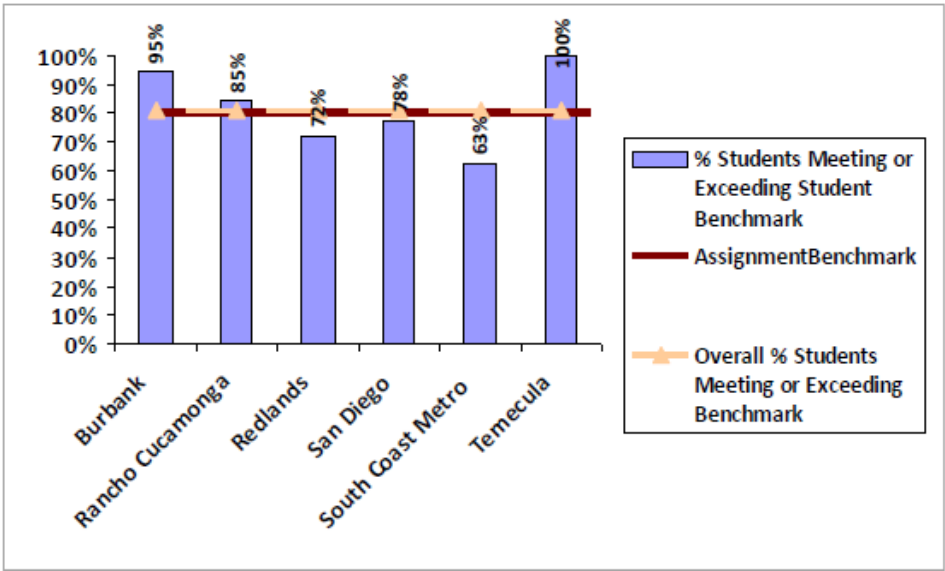
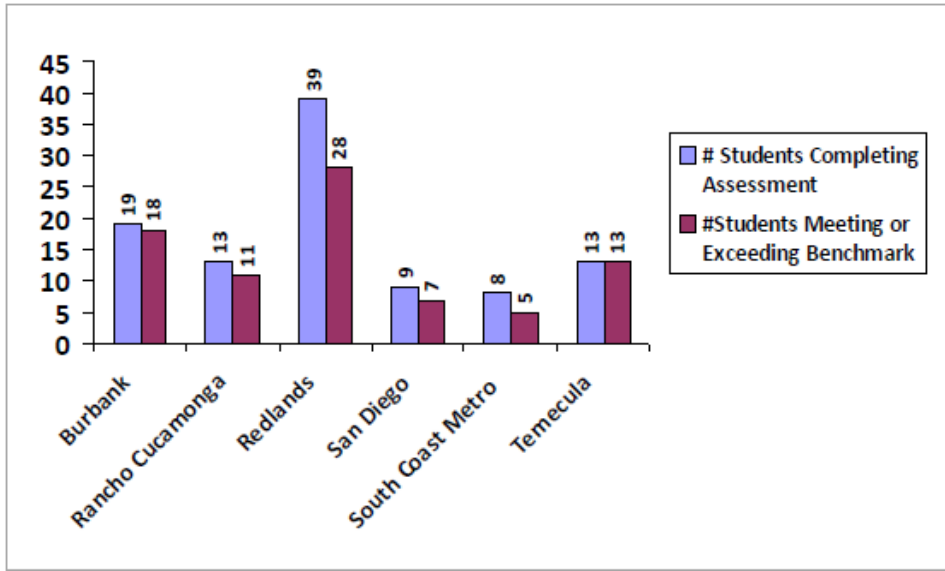
Assignment: Marketing Concept Report



Assignment: Marketing Presentation

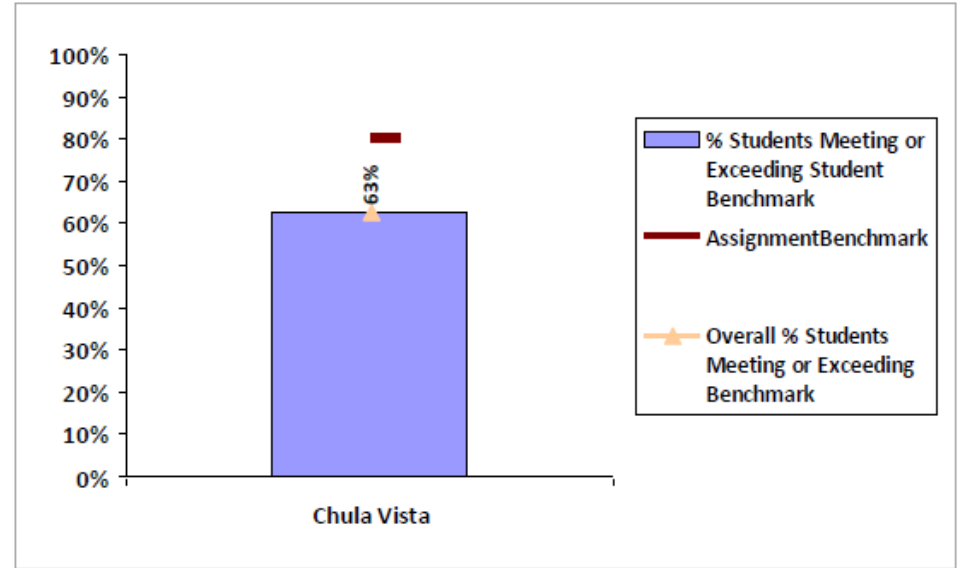
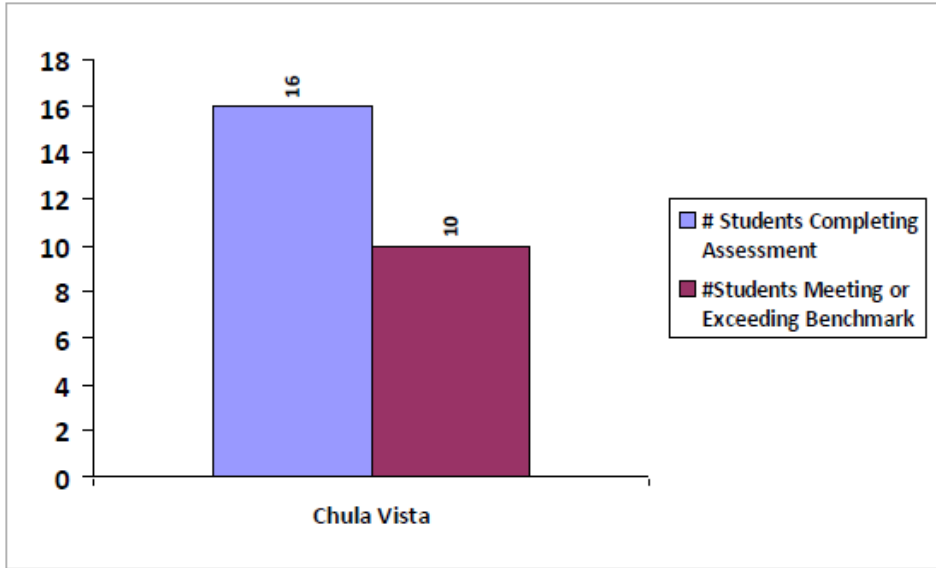


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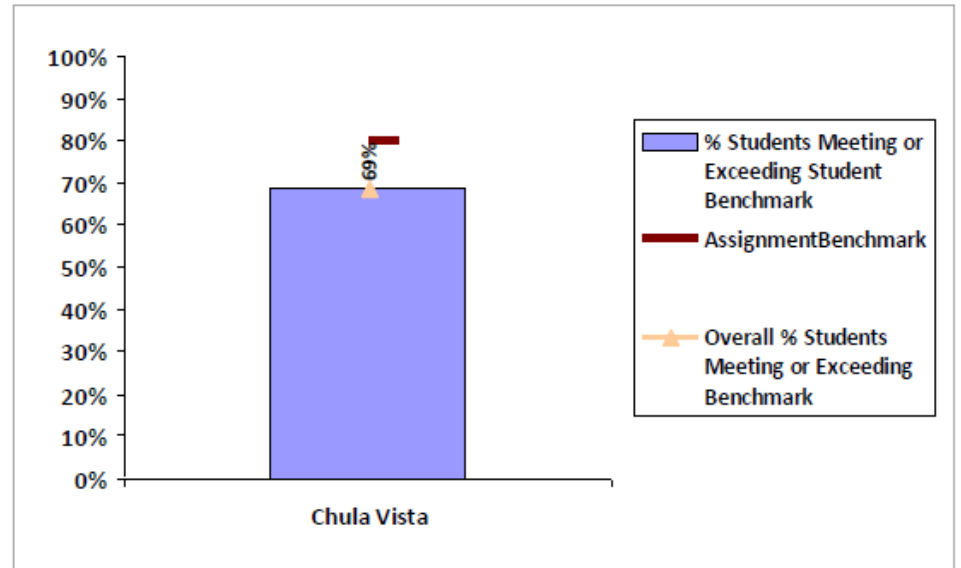
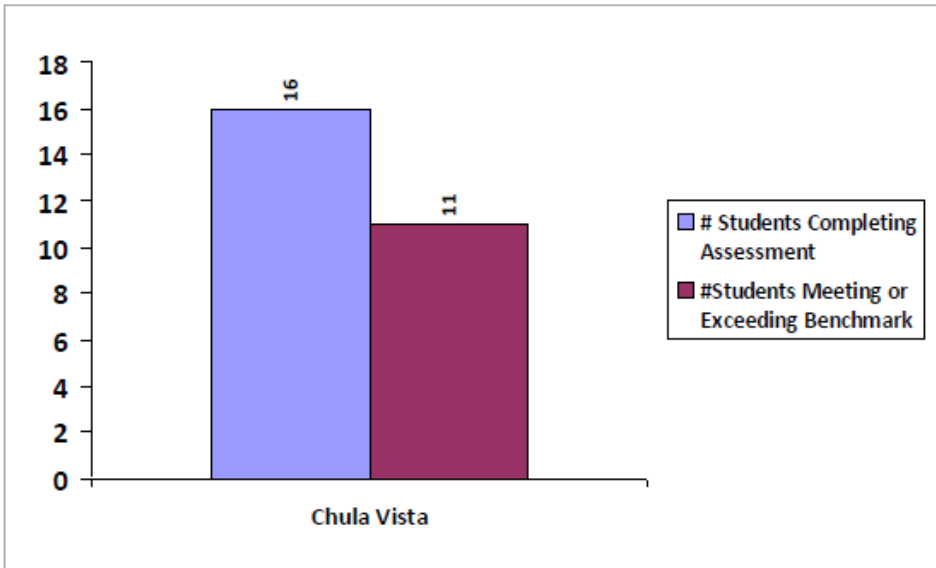


2018 Spring 1

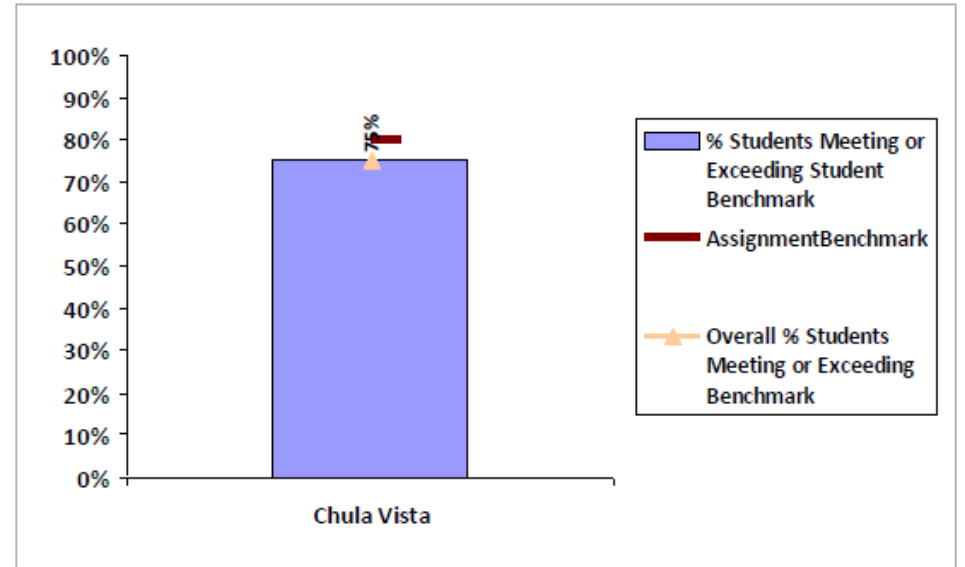
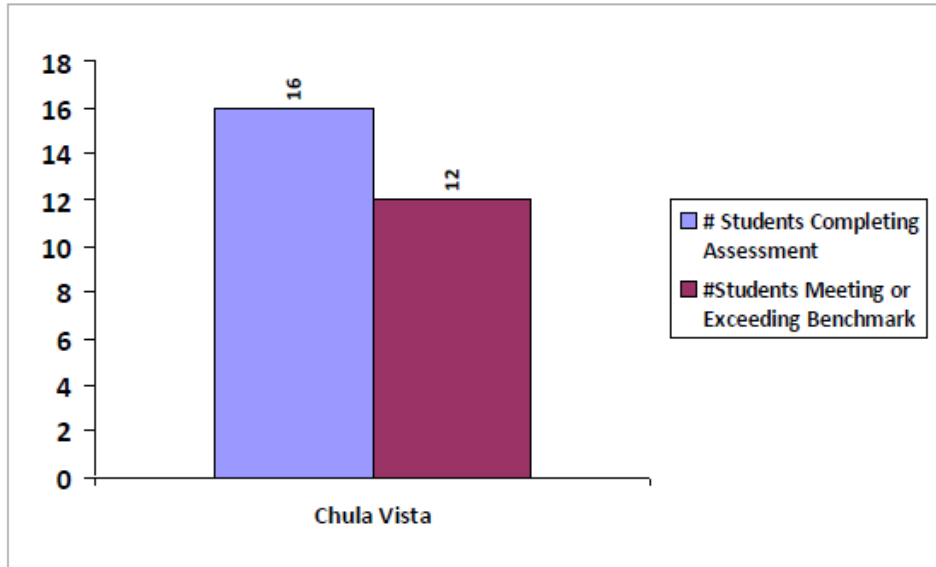
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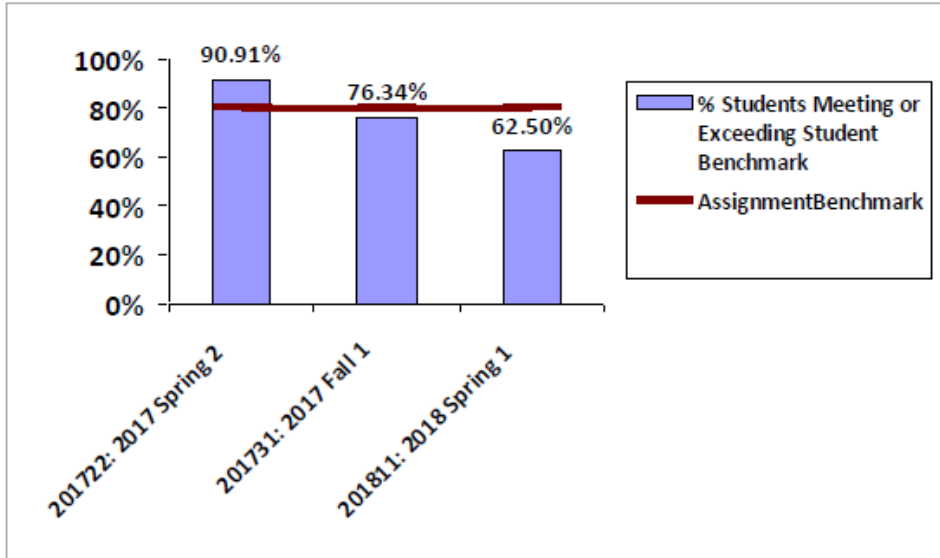


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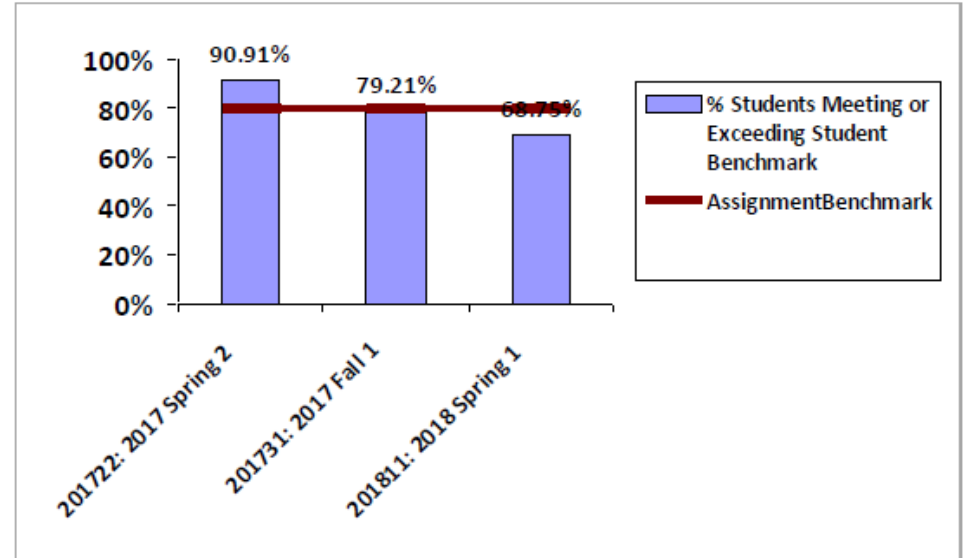


Overall Results

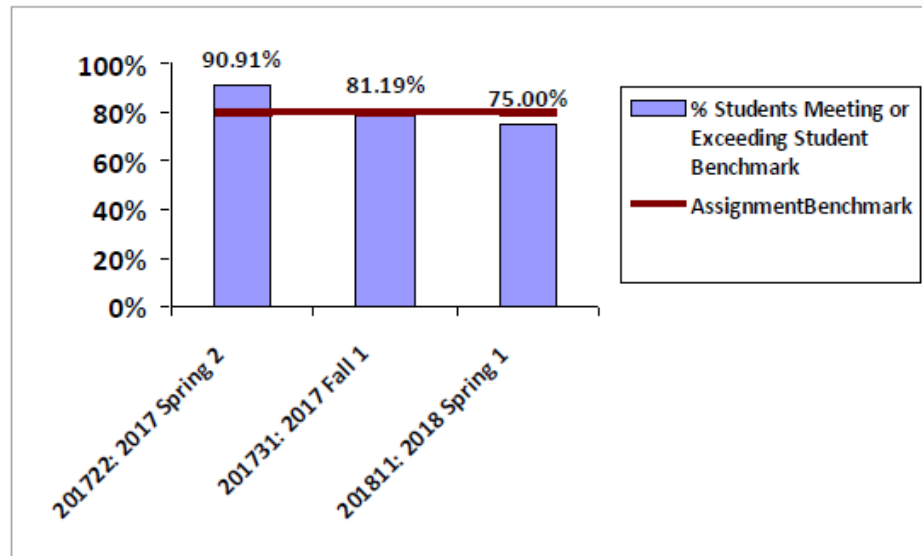
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Assignment: Team Collaboration



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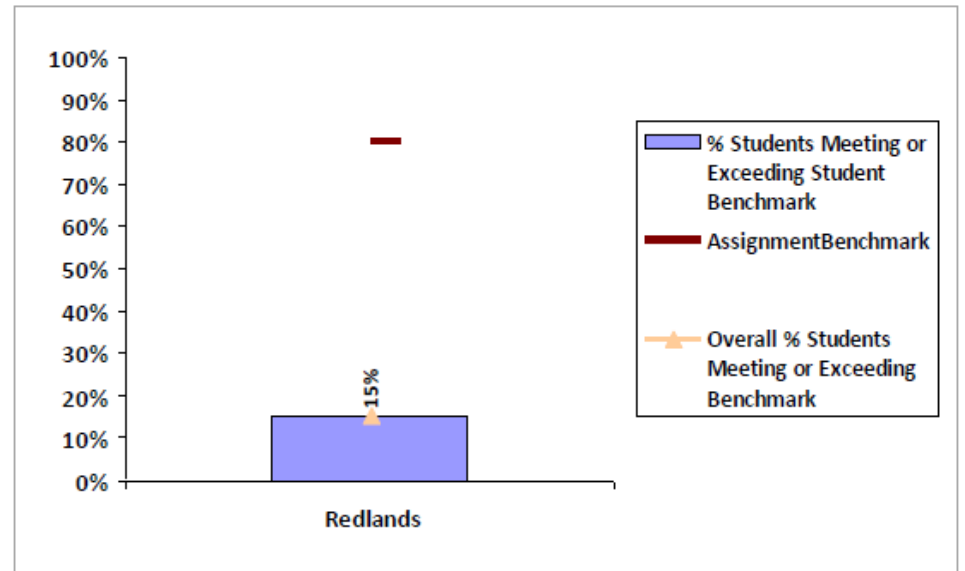
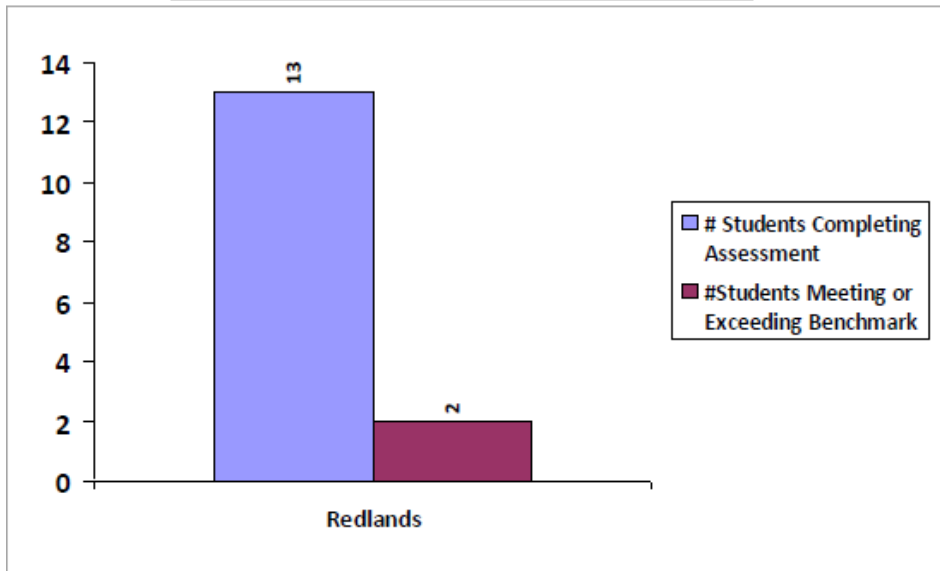
Performance Indicator	Definition				
Program: MAM ELO 1: Apply and integrate analytical marketing skills to evaluate marketing problems and alternative solutions as well as make strategic decisions. Course: MGMT 683 CLO1: apply marketing analytics to systematically allocate marketing resources. CLO 2: integrate marketing data analysis with managerial insight to generate business solutions	<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)

¹ Please read instructions in last page carefully before drafting this action plan.

<p>80% of the students will meet or exceed the 80% benchmark score using a standardized assessment rubric.</p>	<p>Completion of Case Analysis in an 8 week course using a standardized assessment rubric.</p>	<p>2017 Spring 1: 13 students completed assessment in one on-ground site. only 15% of them met or exceeded benchmark.</p> <p>2017 Fall 1: 31 students completed the assessment in two on-ground sites. 94% of the students met or exceeded the benchmark.</p> <p>2018 Spring 2: 22 students completed the assessment in two on-ground sites. Only 18% met or exceeded the benchmark.</p>	<p>Students in one out of the three terms have shown strong performance in analytical skills, which was taught by a full-time faculty member. In the other two terms, all three groups were taught by our adjunct instructors.</p> <p>When looking into the raw scores, the average of all four categories in those three below-benchmark groups were still above 6 and half were above 7, which means they were not too far from meeting the benchmark of 8.</p>	<p>This is the first assessment analysis for this course. We will</p> <ol style="list-style-type: none"> 1. Continue monitoring data and doing analysis. In future Faculty Development Conference, collect feedback from all instructors on the concerns they have teaching this course and using this assignment. 2. Clarify the requirement of this assessment tool. Make sure everyone is using the same case and same questions as the measurement. 3. Share the resources among all instructors teaching this course so that all students would have the same exposure to the knowledge and instructions before taking this assessment. 	<p>2017 Spring 1 See p. 2</p> <p>2017 Fall 1 See p. 3</p> <p>2018 Spring 2 See p. 4</p> <p>Overall Results See p. 5</p>
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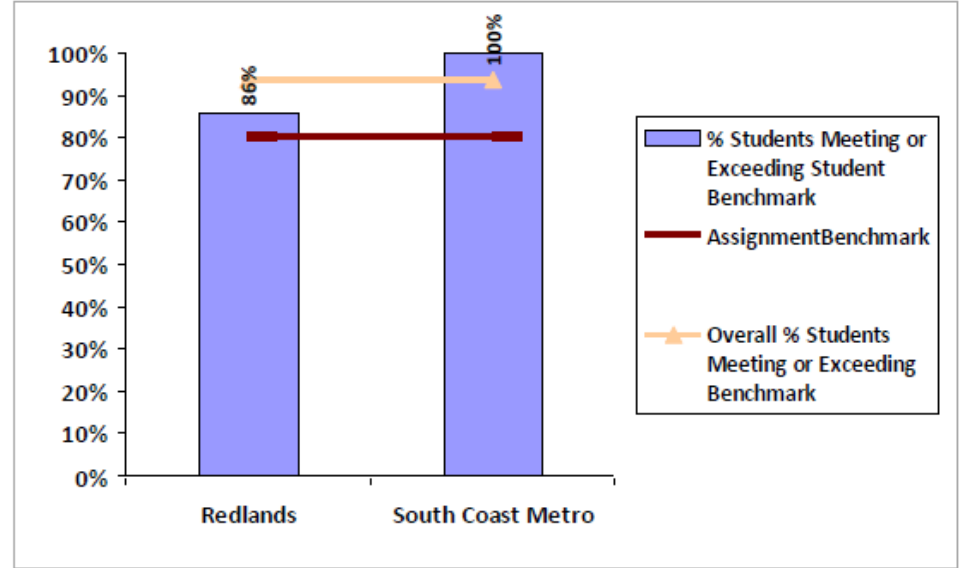
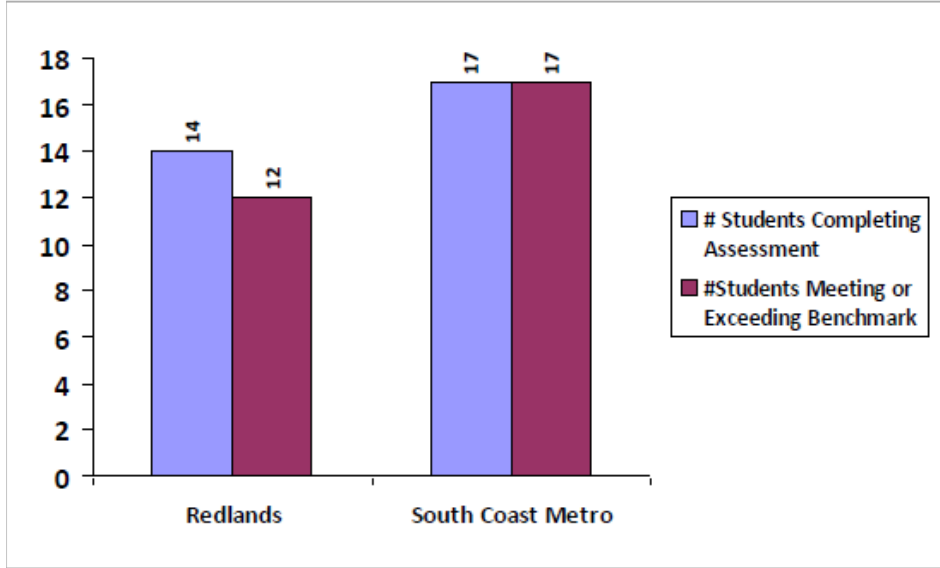
2017 Spring 1

Assignment: Case Analysis



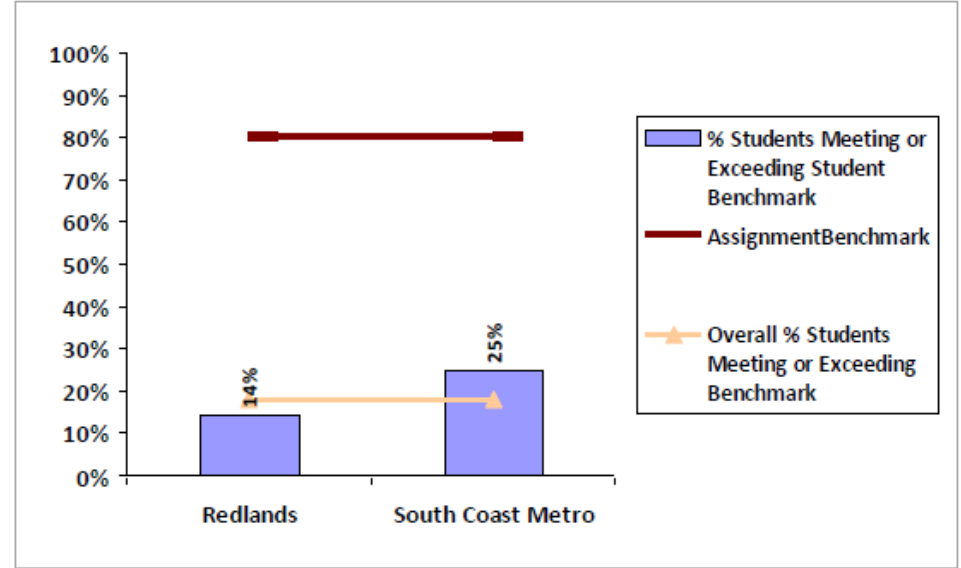
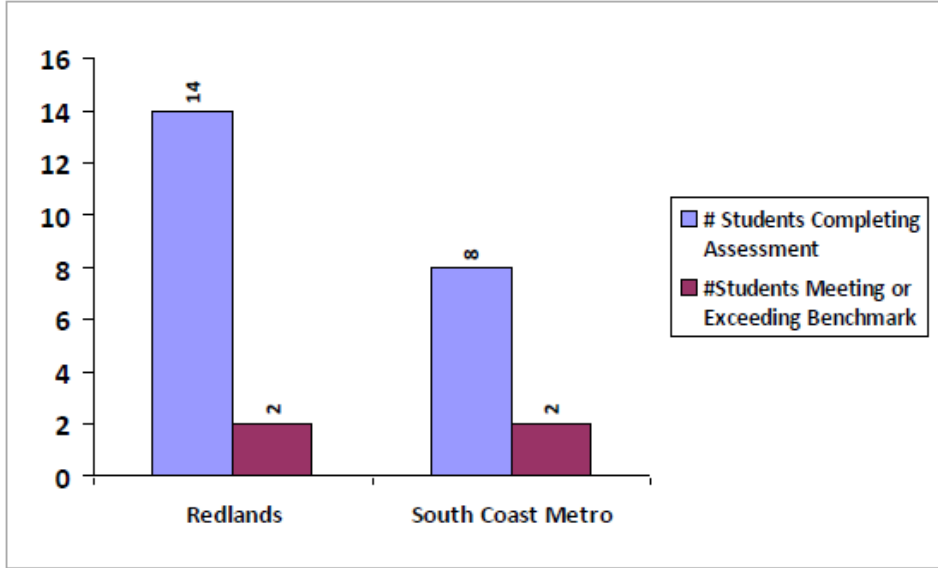
2017 Fall 1

Assignment: Case Analysis

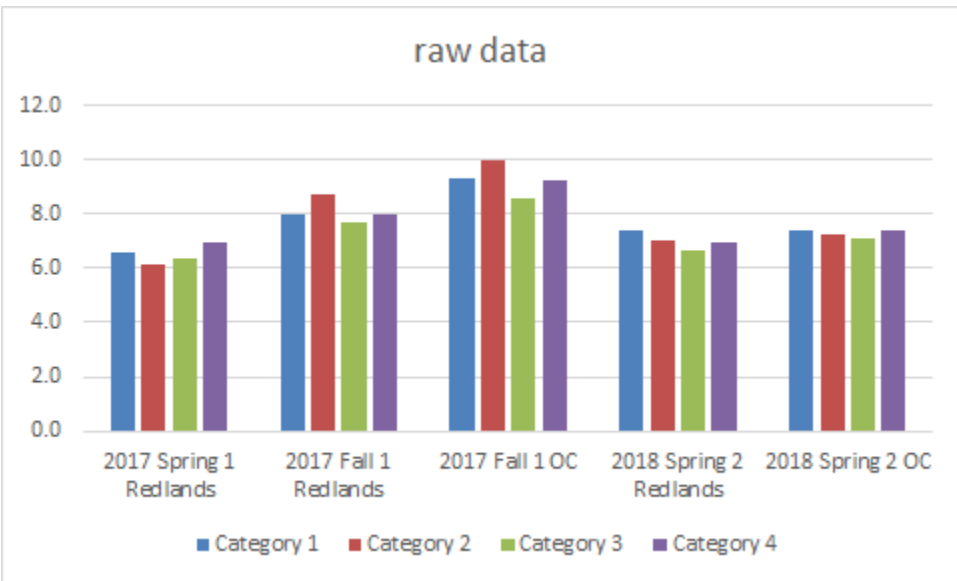
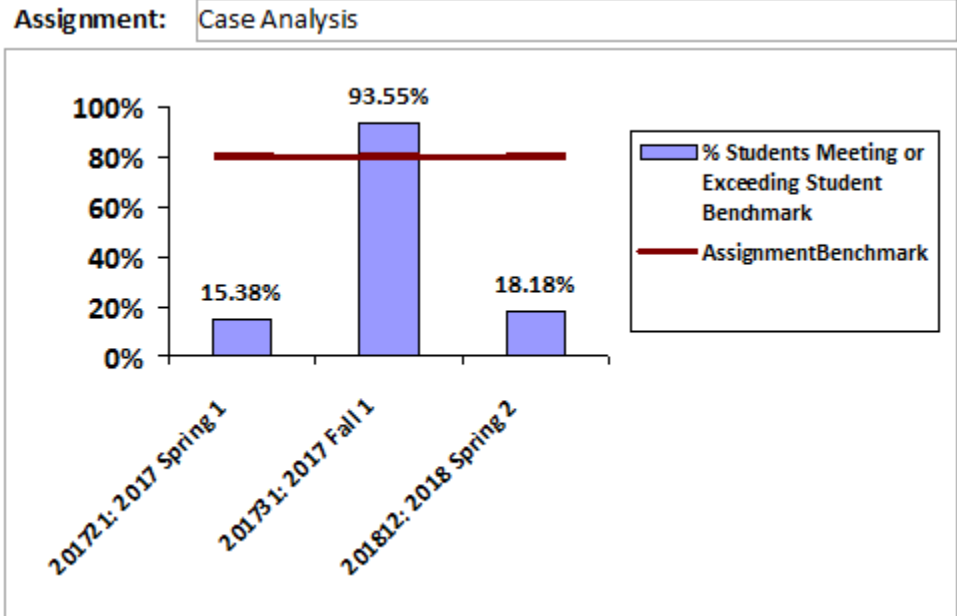


2018 Spring 2

Assignment: Case Analysis



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 Plan¹

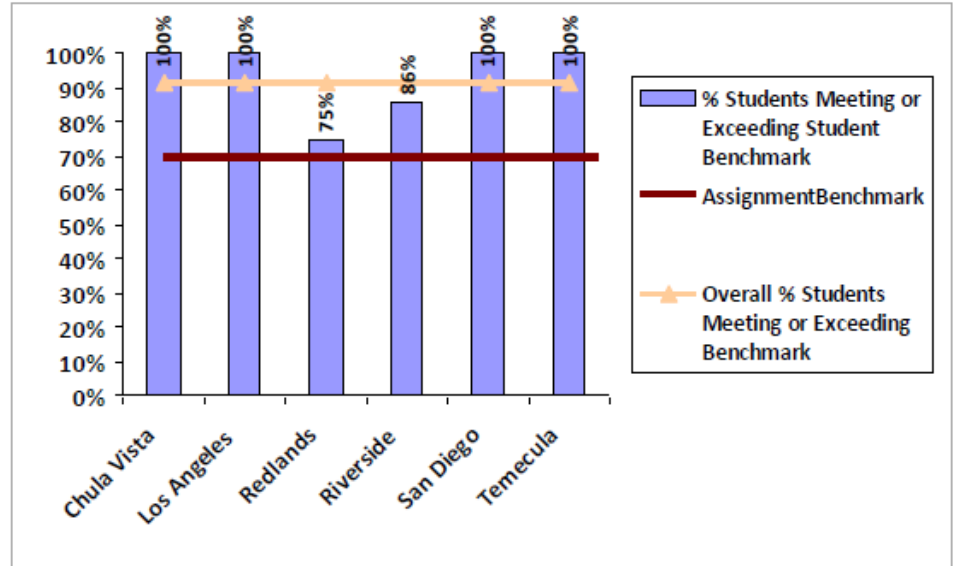
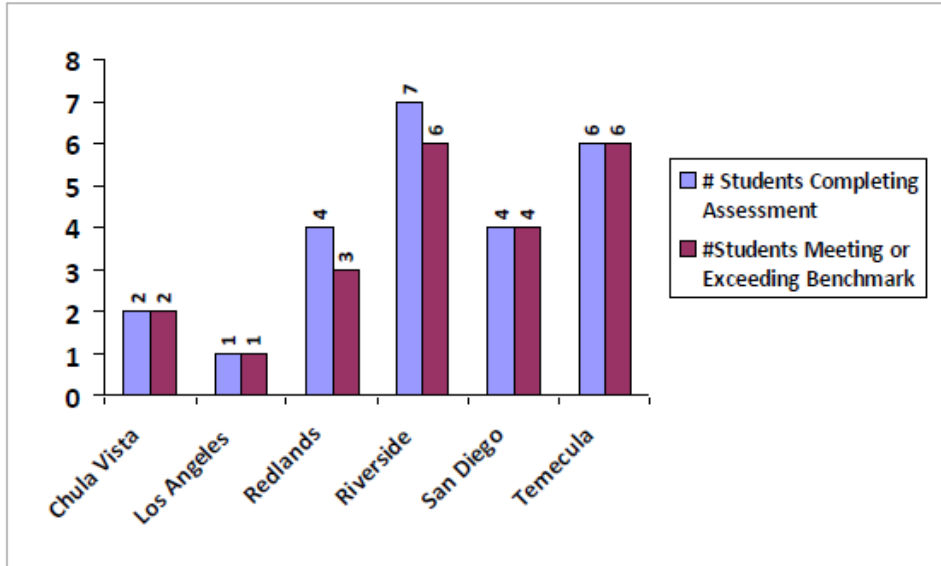
This table will be used to supply data for ACBSP Criterion 4.2 Reporting Results and Trends

Performance Indicator	Definition				
Program: MAM PLO: <e.g. 1>	<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>				
Course: MGMT 690 Strategy					
CLO: <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 taking the Final Exam will meet or exceed the benchmark of 70%.	Final Exam, internally administered in an 8 week course using a standardized assessment scoring sheet.	Performance did not meet the benchmark in several locations over the three terms we collected data.	Delivery of the course appears to be inconsistent.	No action taken. This course is no longer offered. It was replaced by a new course in the MS-OL.	2016 Spring 1 See p. 2 2016 Fall 2 See p. 3 2017 Fall 2 See p. 4 Overall Results See p. 5

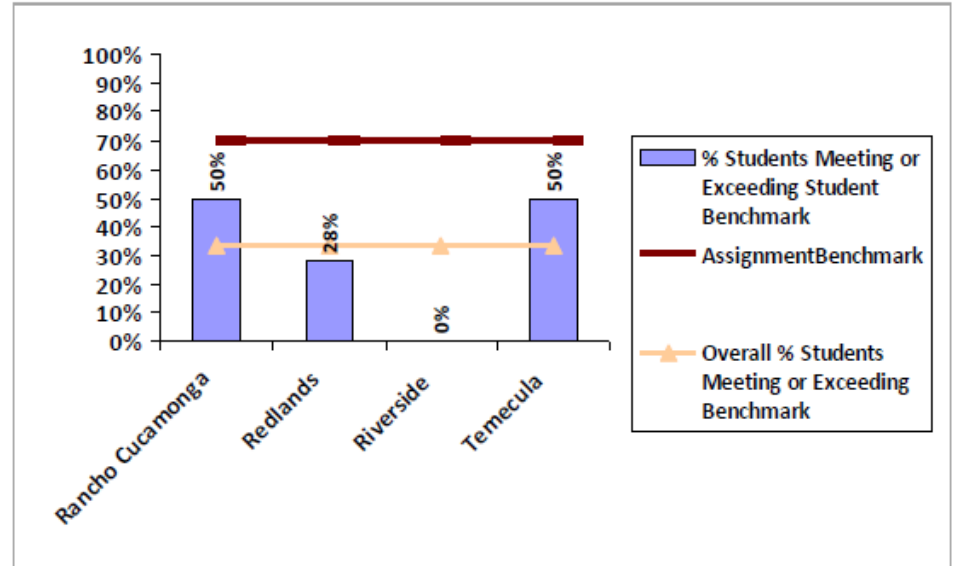
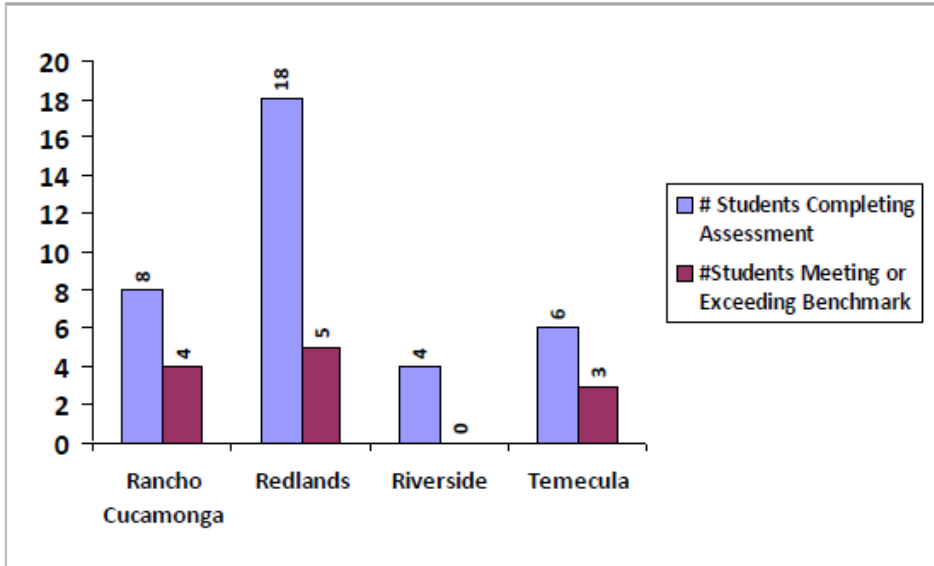
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2016 Spring 1

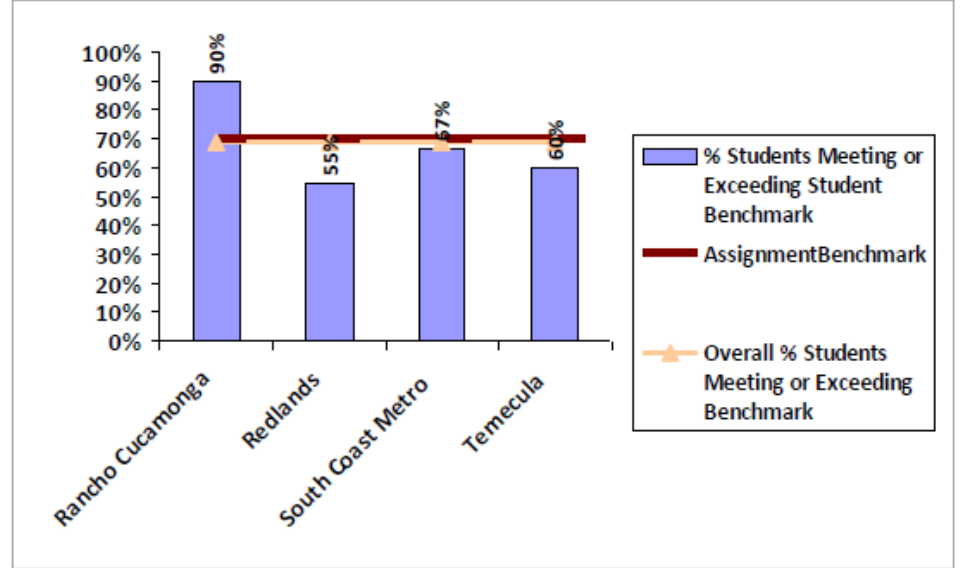
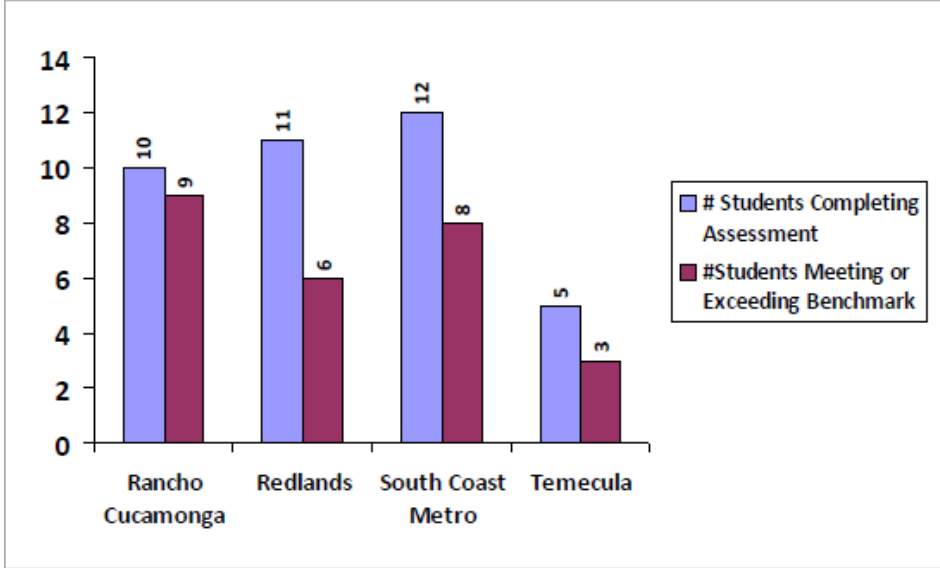
Assignment: Questions



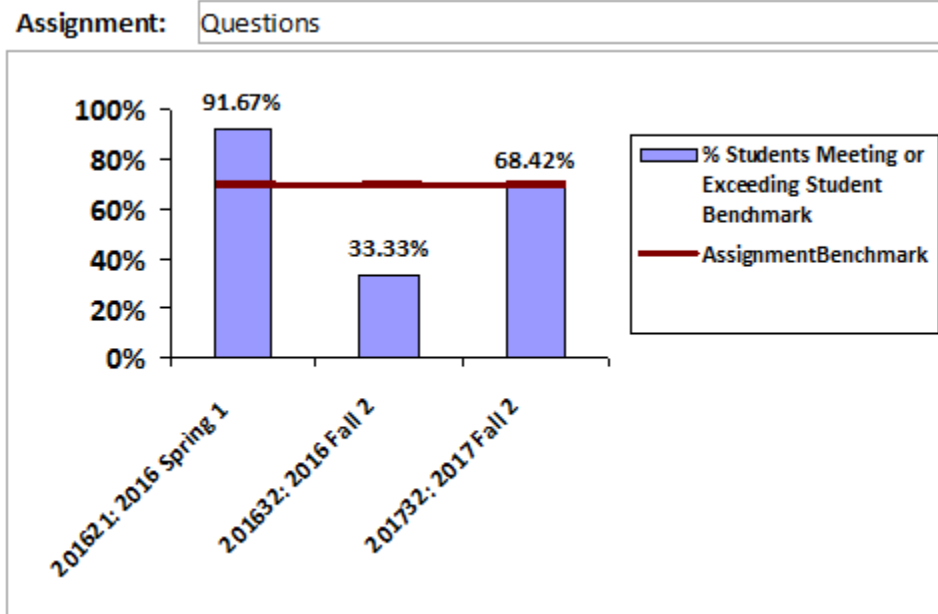
Assignment: Questions



Assignment: Questions



Overall Results



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