
ASSURANCE OF LEARNING REPORT

2023-2024



SCHOOL OF BUSINESS

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1. Introduction

The School of Business (SofB) uses Assurance of Learning (AOL) as part of its continuous improvement processes. The SofB AOL Committee is responsible for directing and overseeing SofB's assessment process and serves as the quality control component of curriculum management. The faculty-chaired committee consists of representatives from each program and works with all other components of the College to ensure that graduates meet the standards agreed upon by the SofB faculty.

The AOL committee is appointed by the School of Business chair, who is responsible for ensuring that an effective assurance of learning process is taking place and for fostering continuous improvement. AOL committee is comprised of an AOL Coordinator who serves as chair, representatives from each program, and others with expertise in curriculum management and assessment who may be asked to serve. The AOL Coordinator also serves as the quality control conduit. The chairperson is ex-officio of the committee.

Assurance of Learning Committee 2023-2024

	Role	Program
Nadeepa Wickramage	Chair	Supply Chain Management
Devi Akella	Ex-officio, School of Business Chair	Management
Corrine Sweet		Management
Eugene Behal		Management Information Sys.
Egar Patani		Accounting
Edwyn Nyamwala		Marketing

2. Assurance of Learning Process

The School of Business employs various methods to implement a continuous improvement process for its academic programs. This section outlines the activities and responsibilities of all participants in the assurance of learning process, including faculty members, students, and staff.

A. AOL Committee Mission and Objectives

Mission

The AOL Committee's mission is to ensure that the SofB has appropriate learning goals and objectives, periodically measure and analyze those goals and objectives, and make recommendations for continuous curricular improvement to advance desired student outcomes.

Objective

- Contribute to a robust curriculum management process.
- Assess each goal using direct and indirect measures.
- Report results and recommendations to the appropriate departments and curricula committees.
- Improve communication of results and recommendations.
- Review learning goals and objectives.
- Evaluate core curriculum content to ensure learning objectives are being covered.
- Produce an annual AOL report.

B. Responsibilities and Communication

The AOL committee is responsible for reviewing the assurance of learning process and outcomes for both undergraduate and MBA degree programs. The learning objectives are assessed using direct and indirect measures, which include case studies, senior exit exams, embedded test questions, student presentations, and oral presentations.

The AOL committee collaborates with course faculty to identify assignments that are appropriate for conducting embedded assessments. The course instructor faculty members report student learning outcome data using previously established rubrics. The AOL committee analyzes the reported results. The results of the assessment are delivered to the rest of the committee, the department chair, and the appropriate curriculum committee (undergraduate or MBA). If areas of weakness are found, the AOL Committee works to suggest curricular recommendations to the curriculum committee. Improvement recommendations may also come from outside the committee.

The School of Business Curriculum and New Programs (CNP) committee is responsible for implementing curriculum changes for continuous improvement and assurance of learning. AOL committee (and individual faculty) make recommendations to the CNP Committee on how to close the loop and are responsible for completing the continuous improvement process initiated by the AOL Committee. This includes implementing changes to courses and the curriculum.

The following figure provides a general overview of the curriculum management and assessment process.

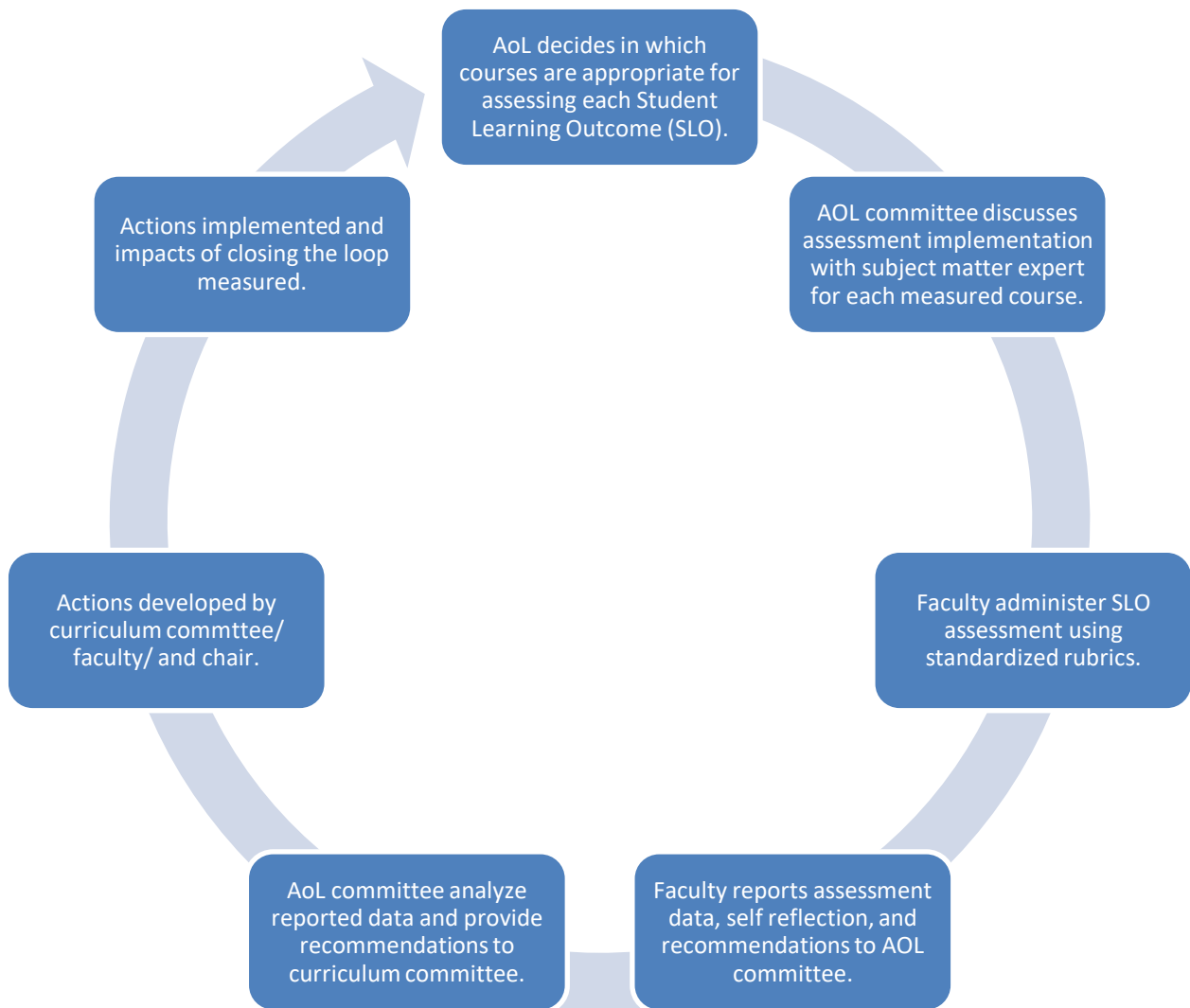


Figure 1: Curriculum Management and Assessment Process

3. Changes to the Assurance of Learning Assessment Process

The SofB AoL Committee developed an improved Program Assessment Process in the Summer of 2023. The modifications are primarily designed to add feedback loops, that are designed to increase faculty participation in the overall program evaluation process, and to create objective goals/targets that faculty will then be required to address in the next Program Assessment Report. The SofB AoL Committee presented the improved program assessment proposal to the SofB Faculty in 2023 August, which was approved unanimously to be adopted as the assessment methodology for 2023 Fall semester.

It was observed that the level of participation in the Program Assessment Process from Adjunct Instructors is lower than that of the full-time faculty. The improved program assessment process includes detailed instructions that will help the adjunct instructors to report the assessment data.

Furthermore, the SofB AoL committee, in consultation with the subject matter experts in each undergraduate program major (Accounting, Management, Marketing, Management – Healthcare, Supply Chain and Logistics Management) revised the Student Learning Objectives for each major.

The changes include:

1. The number of student learning objectives for the undergraduate program is reduced to 3, each with 3 or 4 goals. The Learning Goals and Courses Map/matrix was also updated.
2. Each undergraduate program major (Accounting, Management, Marketing, Management – Healthcare, Supply Chain and Logistics Management) student learning objectives were revised. Assessment data will be collected in 2024 Spring.
3. Adjunct instructors are required to report the assessment data. The AoL committee will provide detailed instructions and assistance to collect the assessment data (implement in 2024 Spring).

4. Student Learning Goals

A. Undergraduate Student Learning Goals

The School of Business undergraduate student can earn a Bachelor of Science degree with an emphasis in Accounting, Management, Management – Healthcare, Marketing, or Supply Chain and Logistics Management. The major program areas share a common set of core courses; therefore, graduates of the program should demonstrate the SofB's goals and objectives. The AOL Committee works with all other parties to ensure that the learning goals are consistent with the mission and strategic plan for the SofB. The following goals and objectives have been approved by SofB faculty.

Goal 1: Effective Tech-Savvy Communicators

Outcome 1: Oral Communication. Our students will *prepare* and *deliver* professional and effective quality presentations, incorporating appropriate technologies, on business topics.

Outcome 2: Written Communication. Our students will *prepare* professional quality business documents and/or memos summarizing their analysis of a business issue.

Outcome 3: Technology Skills. Our students will be *proficient* with word processing, spreadsheet, database, data communication, internet, financial calculations, and presentation software.

Goal 2: Analytical Business Professionals

Outcome 1: Team Behavior. Our students will be *knowledgeable* of team processes and *demonstrate* effective teamworking skills.

Outcome 2: Professional Behavior. Our students will *exhibit* appropriate professional behaviors in an actual work environment, including appropriate dress, punctuality, and demeanor.

Outcome 3: Business Knowledge. Our students will *apply key concepts* in the major business subjects, including accounting, economics, finance, information systems, international business, marketing, and management.

Outcome 4: Analytical Problem Solving. Our students will systematically *apply* decision making models to identify business problems, generate and evaluate solutions, and propose a feasible solution.

Goal 3: Globally & Environmentally Conscious Ethical Leaders

Outcome 1: Ethical Leadership. Our students will *apply* relevant principles of ethical behaviors to identify ethical problems and propose appropriate solutions.

Outcome 2: Globally Conscious. Our students will *analyze* global potential through country analyses, including political, cultural, economic, legal, and strategic approaches.

Outcome 3: Environmentally Conscious. Our students will *practice* environmental conservation and awareness.

Measurement Points

The AoL Committee developed course maps to identify where each Student Learning Outcome is measured in the program and provide a roadmap for the assessment process that clearly indicates where skills are introduced, developed, mastered, and assessed.

Table 1: Undergraduate Learning Goals and Courses Map/matrix

Course	G1O1	G1O2	G1O3	G2O1	G2O2	G2O3	G2O4	G3O1	G3O2	G3O3
Inbound exam						A				
BUSA 1105				I,A						
ACCT 2101			I				I,A	I,A		
ACCT 2102			D				D	D		
MIST 2010			D,A							
ECON 2105									I,A	
ECON 2106			D				D			I,A
BUSA 2105	I,A	I	D	D	I	I				
BUSA 3100	D	D			D,A	D		D		
MKTG 3120	D	D,A	D			D			D	
BUSA 4105			D			D	D		M,A	
ECON 3205			D		D	D	D			
FINC 3105					D		D,A	D		M
MGMT 3105	D	D,A			D	D		D	D	
MGMT 3106			D			D	M		D	D,A
MGMT 4110				M,A				M,A		
MIST 4205			M,A							
MGMT 4199	M,A	M			M,A	M				
Outbound Exam						A				

I = Introduction, D = Develop, M = Master, A= Assess the learning goal

Undergraduate Core Courses

BUSA 1105 – Introduction to Business
 ACCT 2101 – Accounting Principles I
 ACCT 2102 – Accounting Principles II
 MIST 2010 – Fundamentals of Computer Applications
 ECON 2105 – Principles of Macroeconomics
 ECON 2106 – Principles of Microeconomics
 BUSA 2105 – Communicating in Business Environment
 BUSA 3100 – Business Internship
 MKTG 3120 – Principles of Marketing
 BUSA 4105 – International Business
 ECON 3205 – Economic and Business Statistics
 FINC 3105 – Foundations of Financial Management
 MGMT 3105 – Legal Environment of Business
 MGMT 3106 – Management Science and Operations Management
 MGMT 4110 – Organizational Behavior
 MIST 4205 – Management Information Systems
 MGMT 4199 – Business Policy

Table 2: BSc Management (Healthcare) Learning Goals and Courses Map/matrix

Course	G1O1	G1O2	G1O3	G2O1	G2O2	G2O3	G2O4	G3O1	G3O2	G3O3
Inbound exam						A				
BUSA 1105				I,A						
ACCT 2101			I				I,A	I,A		
ACCT 2102			D				D	D		
MIST 2010			D,A							
ECON 2105									I,A	
ECON 2106			D				D			I,A
BUSA 2105	I,A	I	D		I	I				
MKTG 3120	D	D,A	D			D			D	
MGHC 3110		D,A						D		
MGHC 3120							D	D,A		
MGHC 3220	D	D								
MGHC 3310										M,A
MGHC 3411			D						M,A	
MGHC 4211	D	D		M,A	D,A	D		M		
MGHC 4410			D				M,A			
ECON 3205							D			
MGMT 4205			M,A							
MGMT 4199	M,A	M			M,A	M				
Outbound Exam						A				

I = Introduction, D = Develop, M = Master, A= Assess the learning goal

Management - Healthcare Core Courses

- MGHC 2220 Medical Terminology
- MGHC 3110 Introduction to Health Care Organizations
- MGHC 3120 Ethical/Legal Issues in Health Care
- MGHC 3220 Research in Health/Biostatistics
- MGHC 3310 Chronic Diseases
- MGHC 3411 Quality Management in Health Care Organizations
- MGHC 3420 Economics of Health Care
- MGHC 4211 Health Care Administration Practicum I
- MGHC 4410 Financial Management
- MGHC 4421 Insurance for Health Care Professionals

Table 3: Assurance of learning 5-year Assessment Timeline

	<i>Year 1</i>		<i>Year 2</i>		<i>Year 3</i>		<i>Year 4</i>		<i>Year 5</i>	
	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>
<i>Data Collection</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>
<i>Data Analysis</i>			<i>x</i>		<i>x</i>		<i>x</i>		<i>x</i>	
<i>Discuss course/ curriculum adjustment</i>				<i>x</i>		<i>x</i>		<i>x</i>		<i>x</i>
<i>Implement course/ curriculum adjustments</i>					<i>x</i>		<i>x</i>		<i>x</i>	

B. Program Major Student Learning Goals

Accounting Major – Program Student Learning Goals

Goal 1: Accounting students will apply key concepts in Content Specifications and Skills required in following areas:

1. Financial (Standards and presentation of financial statements);
2. Regulation (ethics, professional, Legal responsibilities), Managerial/Cost.

Goal 2: Accounting students will apply key concepts in Content Specifications and Skills required in following areas:

1. Auditing & Attestation (Engagement, Environment, procedures, evaluation and reporting);
2. Business environment (Governance, economics, financial management, information systems and communications).

Measured in:

ACCT 3102 – Intermediate Accounting II (Goal 1),
ACCT 4111 – Auditing I (Goal 2)

Management Major – Program Student Learning Goals

Goal 1: Financial management: Management students will be proficient in strategically managing financial systems, people, and information processes of a business, by integrating and applying key concepts from major business courses to critically appraise external financial and banking systems and credit availability to efficiently manage an organization's money and financial resources including its budget.

Goal 2. Human capital management: Management students will be proficient in strategically managing financial systems, people, and information processes of a business, by integrating and applying key concepts from major business courses to build and manage an organization's workforce based on the organization's goals and to address constraints and staffing needs.

Goal 3. Technology management: Management students will be proficient in strategically managing financial systems, people, and information processes of a business, by integrating and applying key concepts from major business courses to use technology efficiently to increase organization productivity.

Measured in:

ECON 3145 – Money, Banking, and Foreign Exchange (Goal 1)
MGMT 4125 – Human Resource Management (Goal 2)
MIST 4206 – Database Management Systems (Goal 3)

Management - Healthcare Major – Program Student Learning Goals

Goal 1: Healthcare management students will apply critical thinking and decision-making skills to evaluate a healthcare management case study. The case study will integrate principles and concepts learned in multiple healthcare management courses.

Measured in:
MGHC 3220 - Research and Biostatistics

Marketing Major – Program Student Learning Goals

Goal 1: Marketing students will understand key concepts, theories, and best practices to analyze marketing problems, explore opportunities and issues, and solve marketing problems to add value to businesses and institutions.

Goal 2: Marketing students will apply key concepts, theories, and best practices to analyze marketing problems, explore opportunities and issues, and solve marketing problems to add value to businesses and institutions.

Measured in:
MKTG 3120 – Principles of Marketing (Goal 1)
MKTG 4170 – Marketing Management (Goal 2)

Supply Chain and Logistics Management Major – Program Student Learning Goals

Goal 1: SCLM Students will understand key concepts, theories, and models in supply chain and logistics management such as distribution, inventory management, and procurement.

Goal 2: SCLM students will apply supply chain and logistics management principles to solve real-world problems by evaluating and analyzing supply chains, exploring opportunities and issues, recommending effective and efficient processes that add value to organizational objectives.

Measured in:
LOGM 4220 – Introduction to Global Logistics (Goal 1)
LOGM 4230 – Logistics Information Systems (Goal 2)

C. Graduate Student Learning Goals

The School of Business graduate student can earn a Master of Business Administration degree with a concentration in Accounting, Healthcare Management, or Supply Chain and Logistics Management. All concentrations share a common set of core courses; therefore, graduates of the program should demonstrate the SofB's goals and objectives. The AOL Committee works with all other parties to ensure that the learning goals are consistent with the mission and strategic plan for the SofB. The following goals and objectives have been approved by SofB faculty.

Goal 1: Communication:

Students will be able to compare and contrast business issues and solutions effectively in a professional manner both orally and in writing using appropriate word choice, tone, and grammar.

Objective 1: Students will be able to develop oral presentations using appropriate technology in a professional businesslike manner.

Objective 2: Students will produce written business reports.

Goal 2: Leadership:

Students will develop leadership and team building skills to support career growth and preparation for management (executive) responsibilities/challenges.

Objective 1: Students will develop collaborative and interpersonal skills to work effectively in teams (manage and organize) to solve business problems.

Objective 2: Students will examine awareness of cross-cultural values, beliefs and perceptions needed to manage diverse employees at corporate workplaces.

Goal 3: Managerial Knowledge:

Students will evaluate broad knowledge across core business disciplines to interpret and explain problems in the business environment.

Objective 1: Students will evaluate strategic knowledge across business disciplines and apply this knowledge to decision making by evaluating evidence and selecting among alternatives that reflect the cross-functional nature of management processes.

Objective 2: Students will demonstrate understanding of important global business (or organization) concepts, issues and problems and be capable of providing solutions and alternative courses of action consistent with global best practices.

Goal 4: Business Analytics:

Students will be able to appraise business problems, defend potential solutions, and select an appropriate course(s) of action, using applicable tools and techniques.

Objective 1: Students will examine and interpret appropriate analytical/statistical estimates to make sound business decisions across disciplines.

Objective 2: The student will demonstrate sound business judgment and rationality when synthesizing data to arrive at appropriate conclusions.

Objective 3: Students will apply a high level of skills in problem solving/decision making in unfamiliar circumstances through understanding of relevant disciplines and application of appropriate techniques to generate sound business decisions.

Goal 5: Ethical Practices:

Students will use their understanding of ethical theories and models to appraise ethical decisions from both domestic and global perspectives that values and affirm the dignity of all people.

Objective 1: Students will be able to examine ethical issues and respond with honesty and integrity to ethical problems within a business context.

Objective 2: Students will be able to evaluate how legal/ethical/regulatory issues impact their careers/professions both at individual and corporate levels.

Table 4: Graduate Learning Goals and Courses Map/matrix

Goal - Objective	ACCT 6101	ECON 6106	FINC 6101	MGMT 6108	MGMT 6110	MGMT 6199	MKTG 6170
Communication 1 - Oral presentation					A		
Communication 2 - Business report		A				A	
Leadership 1 - Collaborative/ interpersonal					A		
Leadership 2 - Diversity							A
Managerial knowledge 1 - Business disciplines	A					A	
Managerial knowledge 2 - Global business			A				A
Business Analytics 1 - Analytical/ statistical estimates		A					
Business Analytics 2 - Synthesizing data				A			
Business Analytics 3 - Unfamiliar circumstances				A			
Ethical practices 1 - Ethical issues			A				
Ethical practices 2 - Legal regulatory issues	A						

A= Assess the learning goal

Graduate Core Courses

ACCT 6101 Accounting for Managers

ECON 6106 Managerial Economics

FINC 6101 Financial Management

MGMT 6108 Quantitative Methods for Decision Making

MGMT 6110 Organization Change and Development

MGMT 6199 Strategic Management: An Integrated Capstone Approach

MKTG 6170 Marketing Management

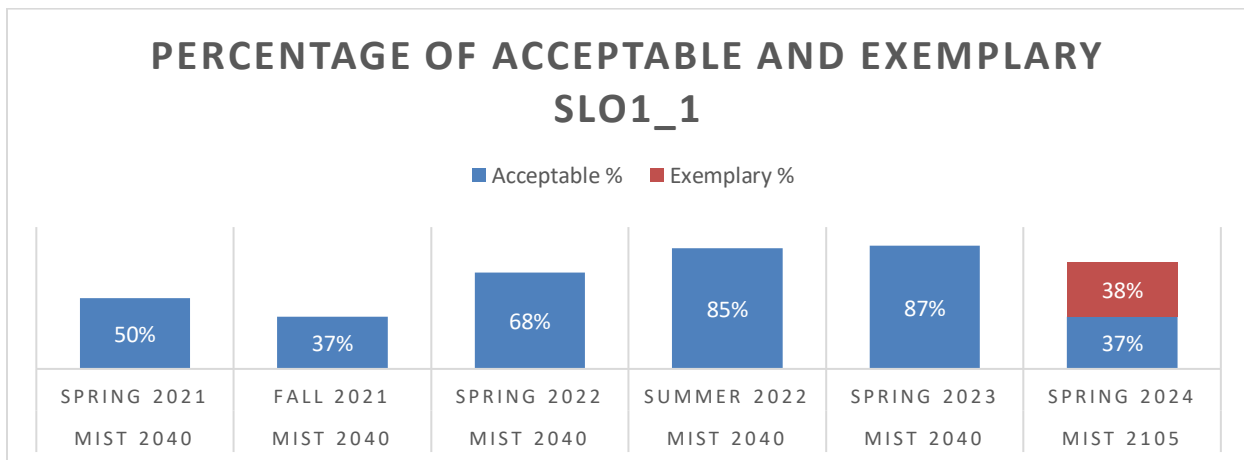
5. Student Learning Outcome Assessment Results

A. Undergraduate Assessment Results 2023-2024

Goal 1: Outcome 1: Oral Communication

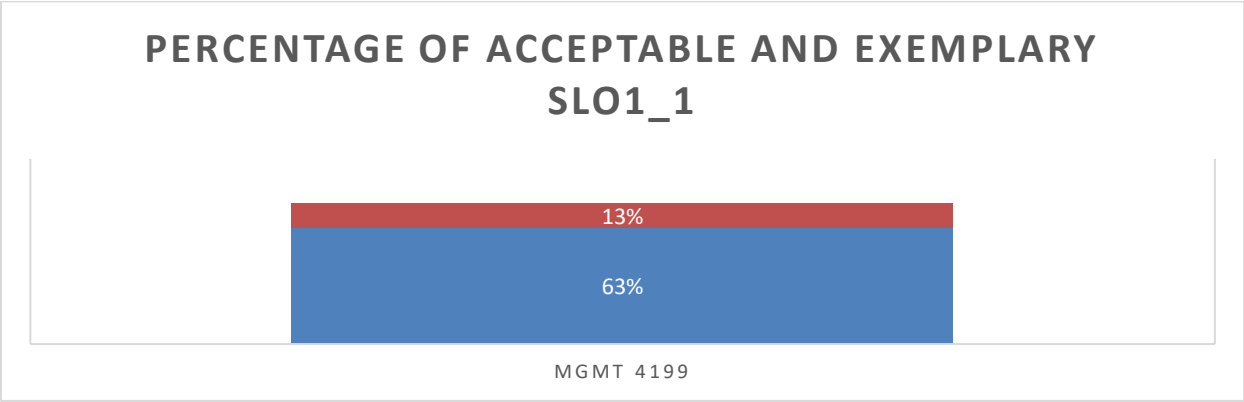
Oral Communication Student Learning Outcome (SLO) is measured in MIST 2105 as the first measurement. This is a direct, formative, internal assessment. Students were requested to create a presentation and present about the cultural and business norms (customs, behaviors, etc.) of a country of their choosing. Students may use the presentation software (PowerPoint, Google Slides, Canva, etc.) of your choice. Students presented this presentation in the classroom on one of the presentation days.

Prior to the 2023 Fall, the goal was measured in MIST 2040. The AoL committee, in consultation with the instructor, identified that MIST 2105 is a better course to measure this learning outcome. The following chart shows the percentage of students who received acceptable and exemplary grades for the oral communication SLO.



It can be observed that the Oral communication SLO has improved to an acceptable level in 2022 and 2023. However, the acceptable percentage has dropped to 75% in 2024. Since the measurement course was changed in 2024, direct comparison with the previous outcomes is not possible. The instructor noted that “Many of the students who scored unacceptable did not complete the assessment. Overall students were quite capable at creating academically appropriate presentation materials.”

Oral communication SLO is measured as the second measurement in an upper-level course MGMT 4199. Data collection started in 2024 spring. This is a direct, formative, internal assessment. The discussion assignment required the student to be able to describe the new, less adversarial approach to labor-management relations. The expectation for this learning goal is 50% of students earn 80 points or above, and 80% of students earn 70 points or above. The following chart shows the percentage of students who received acceptable and exemplary grades for the oral communication SLO.

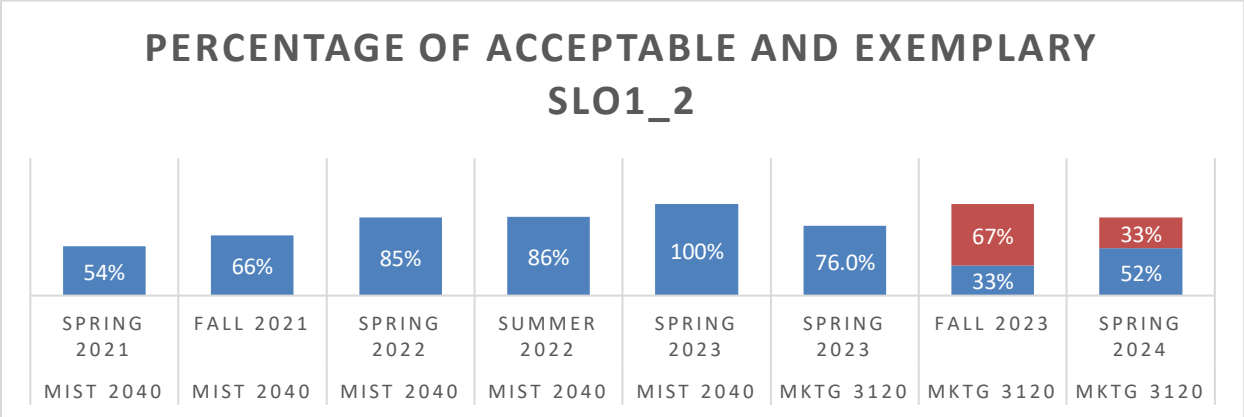


In 2024 spring, 62.5% of the students earned exemplary and 12.5% of the students earned acceptable for the oral communication SLO. 25% of the students earned unacceptable grades for the oral communication SLO. The initial expectation is met and thus, the SLO goal is achieved.

Goal 1: Objective 2: Written Communication

Written Communication is measured in MKTG 3120. This is a direct, formative, internal assessment. In 2023 fall, the students were requested to write a report on a marketing case study. Report should be 3-4 pages in length (not including APA cover page and reference page). A minimum of 3 references should be used. The report work should be very thorough and representative of a graduate student. In 2024 spring, the students wrote an essay on strategic marketing.

Previously, MIST 2040 was used to collect data for the Written communication student learning outcome. The following chart shows the percentage of students who received acceptable and exemplary grades for the written communication Student Learning Outcome (SLO).



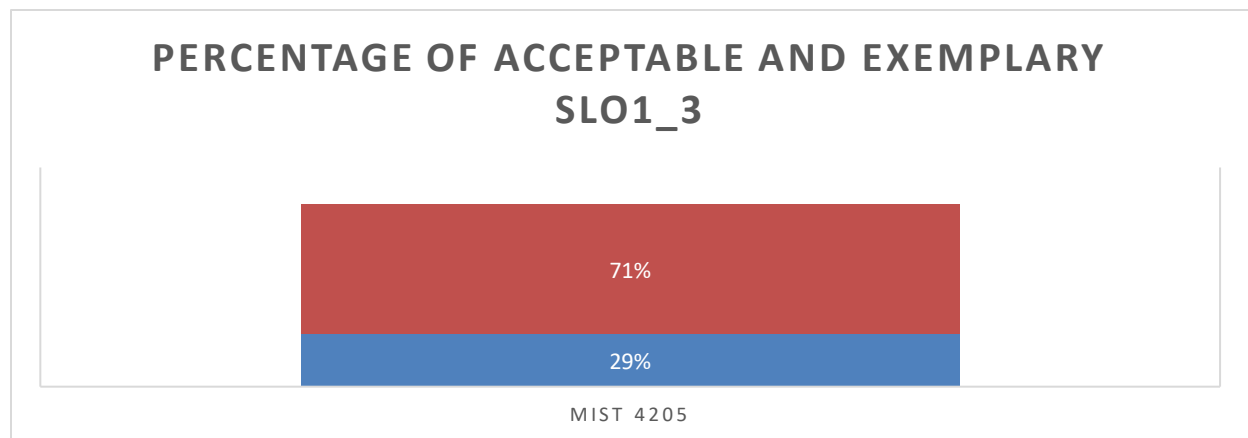
In 2023 fall semester, all students achieved acceptable or better for the written communication SLO. In addition, 67% of students received exemplary grades. In 2024 spring, 85% of students received acceptable or better while 33% of students received exemplary grade. The written communication SLO goal is met in 2023-24.

It should be noted that the SLO assessment data has been collected in two different assessments in fall and spring semesters. The instructor noted that “Some of the improvement is attributable to feedback provided to students on assignments given earlier in the semester. Consequently, students used the feedback to improve their writing. Also, students were provided with more writing assignments.”

Goal 1: Objective 2: Technology Skills

This objective is measured in MIST 2010. The course was redesigned in 2023 Fall. However, no SLO assessment data was reported for 2023 fall. Since the SLO assessment data for the MIST 2010 for 2023-24 is not available, the progress made after the course redesign cannot be observed.

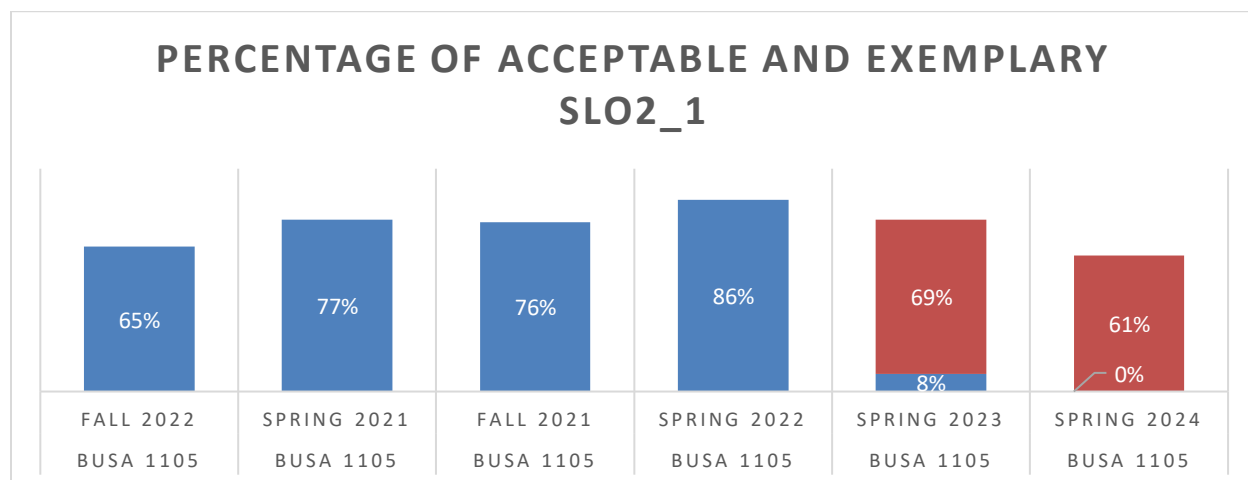
The objective is measured in MIST 4205 course as a second measurement to see the improvement of the SLO. The data collection started in 2023 fall semester. This is a direct, formative, internal assessment. Students were asked to use spreadsheets to evaluate financial statements of a company, create pivot tables to analyze the data, and present the findings. The following chart shows the percentage of students who received acceptable and exemplary grades for the technology skills SLO.



In the upper-level MIST 4205 course, 100% of students earned acceptable or better for the technology skills SLO. 71% of students earned exemplary grades. The instructor plans to give more examples in the future to meet the SLO.

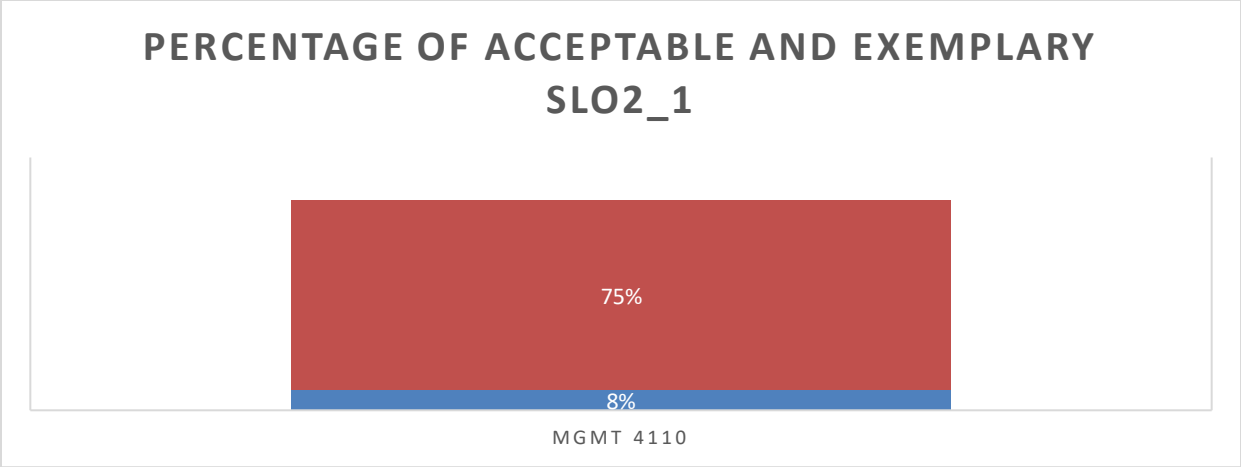
Goal 2: Objective 1: Team Behavior

The Team behavior objective is measured in BUSA 1105 as the first measurement. This is a direct, formative, internal assessment. Students participate in a team presentation in which they select their own team members, run their team, organize research and presentation roles, and then rate each other in terms of teamwork skills. The following chart shows the percentage of students who received acceptable and exemplary grades for the team behavior SLO.



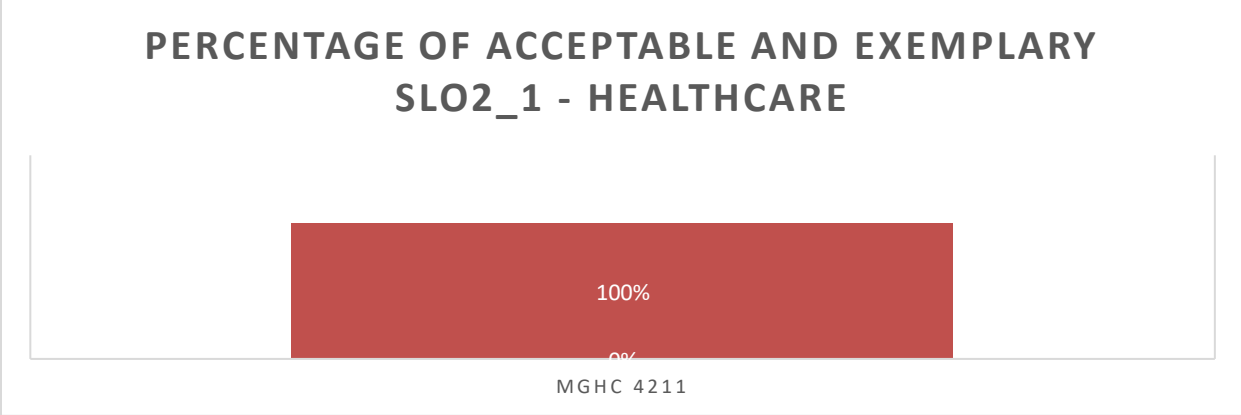
In 2023 Spring, 23% of students were unacceptable; 8% were acceptable; and 69% were exemplary. 77% of students were acceptable or better. In 2024 Spring, 39% of students were unacceptable and 61% were exemplary. The SLO goal is not met. The instructor commented that “teammate reviews are not particularly nuanced, with approx. 2/3 of students giving teammates perfect scores and the other 1/3 either being ranked very low by their teammates, or not participating in the assignment. As with previous years, students continue to give each other perfect scores with the explanation of "I don't want to hurt his/her grade". Students do not seem to take the activity of reviewing each other seriously.” The instructor identified a potential change to the course as follows: One potential change is to integrate more team activities and require students to be teamed with different groups for each one.

The Team behavior SLO is measured as the second measurement in an upper-level course MGMT 4110. This is a direct, formative, internal assessment. Students work in teams to complete a research project and each team had to present their research findings in class and provide a written report. It is expected that 90% of the students will possess acceptable team working skills. The data collection started in 2024 spring. The following chart shows the percentage of students who received acceptable and exemplary grades for the team behavior SLO.



75% of the students were able to achieve exemplary and 8% of the students achieved acceptable level for the SLO. 83% of the students achieved acceptable or better for the team behavior SLO. The initial expectation of 90% of the students achieving acceptable team working skills goal is not met. The instructor noted that some students not attending the classes may have resulted in 17% of the students being classified as unacceptable for team behavior. The instructor plans to make team behavior grading rubric a part of the overall grade as a potential change for the future.

For the Management- Healthcare track, Team behavior SLO is measured in MGHC 4211 course. This is a direct, formative, internal assessment. Each student's practicum performance at a health agency was evaluated by a preceptor using a five-point Likert type evaluation form/rubric. Scores on the responsibility for role on a team and contributions to the team process were selected for team behaviors and averaged with the student's score on the managerial project. It was expected that 80% of the students would score 70% or higher on team behaviors and related practicum activities. The following chart shows the percentage of students who received acceptable and exemplary grades for the team behavior SLO of the Management - Healthcare track.

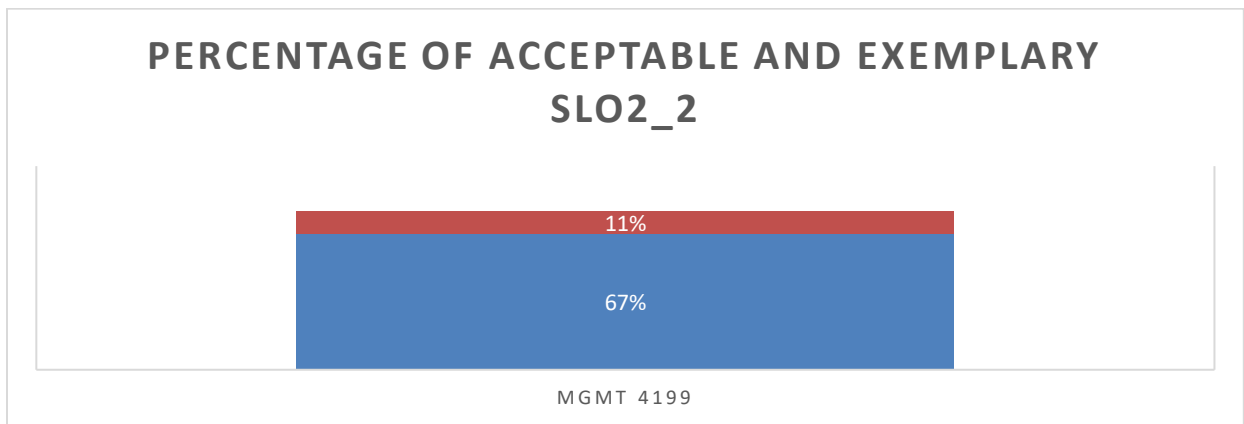


It can be observed that 100% (n=3) of the students scored in the exemplary range on team behaviors. All of the students scored higher than 70% on the team behaviors objective for business professionalism, this meeting the initial goal.

Goal 2: Objective 2: Professional Behavior

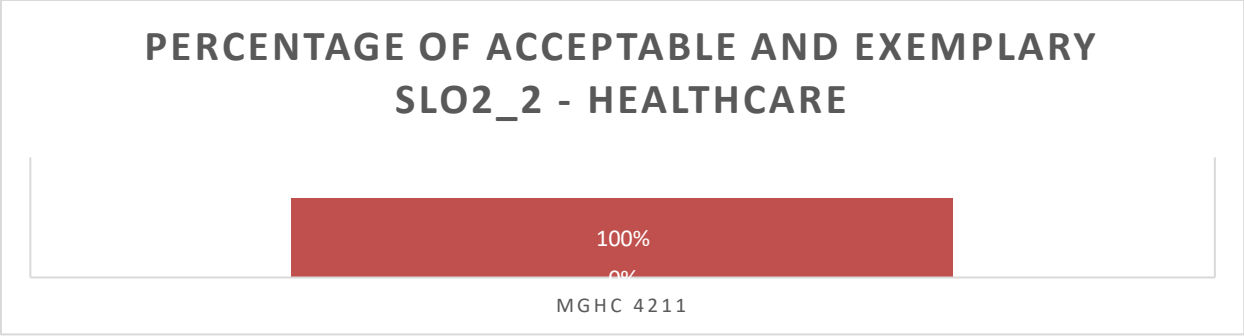
This objective is measured in BUSA 3100 for the first measurement. In 2023-24, no SLO assessment data was reported.

The Professional Behavior SLO is measured as the second measurement in an upper-level course MGMT 4199. This is a direct, formative, internal assessment. The students were required to participate in a discussion assignment. The expectation for this learning goal is 50% of students earn 80 points or above, and 80% of students earn 70 points or above. The following chart shows the percentage of students who received acceptable and exemplary grades for the professional behavior SLO.



In Spring 2023, 78% of the students met the performance goal. 67% of the students were able to achieve exemplary and 11% of the students achieved acceptable level for the SLO. The initial expectation goal is met. The instructor identifies that incorporating his work experiences in teaching helped students to understand the concepts.

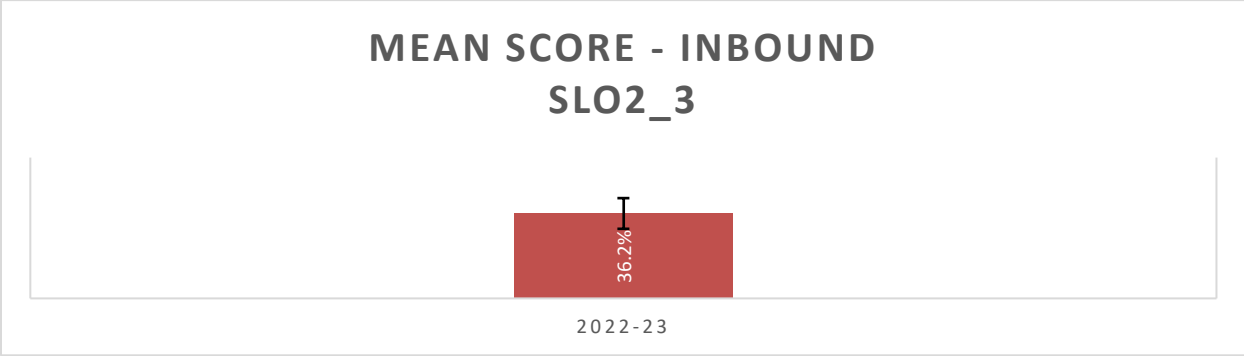
For the Management- Healthcare track, Professional behavior SLO is measured in MGHC 4211 course. This is a direct, formative, internal assessment. Each student's practicum performance at a health agency was evaluated by a preceptor using a five-point Likert type evaluation form/rubric. Scores on the responsibility for role on a team and contributions to the team process were selected for team behaviors and averaged with the student's score on the managerial project. It was expected that 80% of the students would score 70% or higher on team behaviors and related practicum activities. The following chart shows the percentage of students who received acceptable and exemplary grades for the team behavior SLO of the Management - Healthcare track.



The data shows that 100% (n=3) of the students scored in the exemplary range on team behaviors. All of the students scored higher than 70% on the team behaviors objective for business professionalism, this meeting the initial goal. The instructor noted that all students (3) received an individual score of excellent on their Ability to Work with Others/Demeanor.

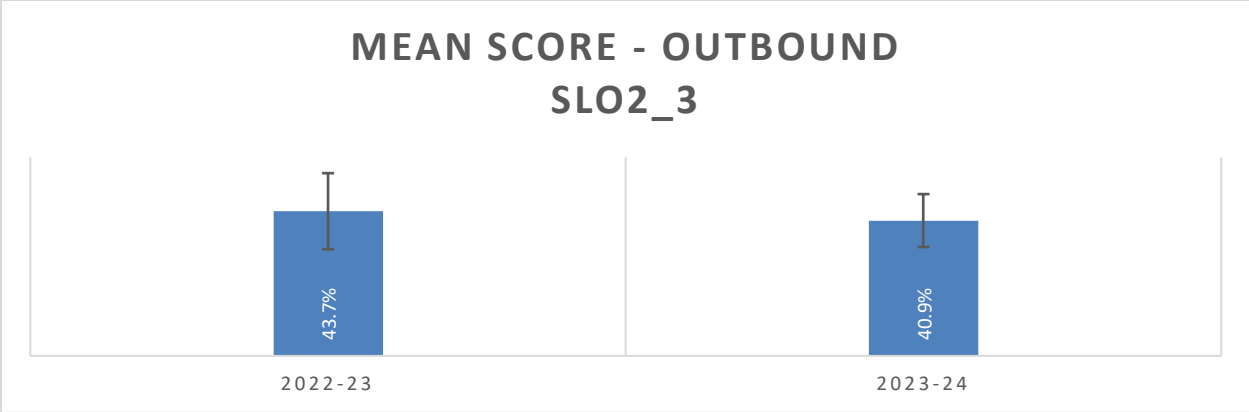
Goal 2: Objective 3: Business Knowledge

This data is collected using the external inbound and outbound exams administered by Peregrine. The exams consist of questions on topics such as accounting, economics, finance, information systems, international business, marketing, and management. The inbound external exam is optional and taken by freshman students admitted to the School of Business. The following chart shows the mean score of the external inbound exam for the bachelor’s degree program. No data is available for the 2023-24 academic year.



In 2022-23, the mean score was 36.19% (N=14) with a standard deviation of 6.54. The mean score of similar institutes (ACBSP Region 3) was 42.82% with a standard deviation of 5.27.

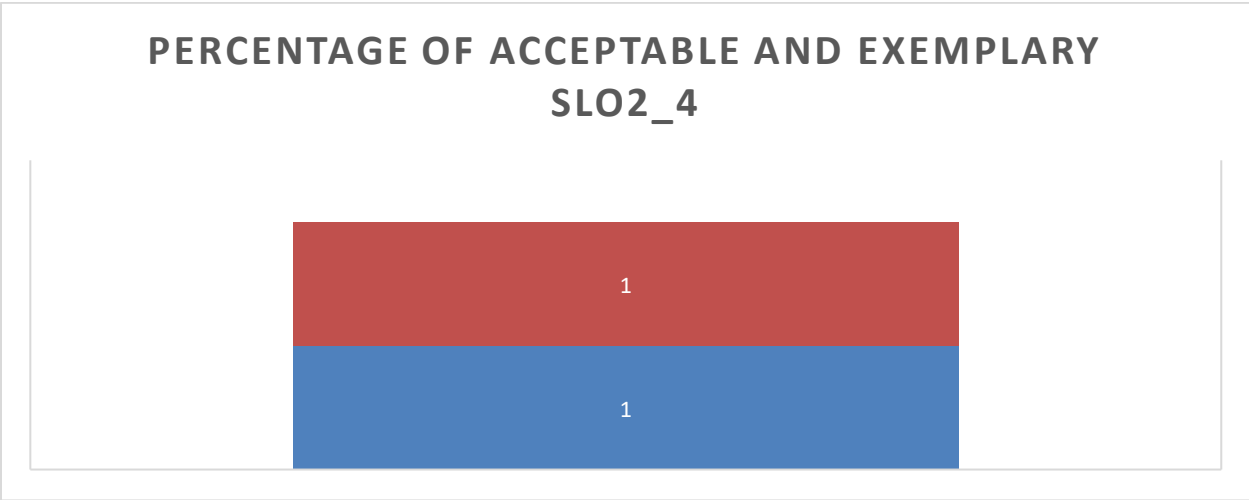
Senior level students take comprehensive outbound exam every semester as a part of MGMT 4199 capstone class. This exam is derived from material covered in core courses that students are expected to know upon graduation. The outbound exam is administered during a senior’s final semester. The following chart shows the mean score of the external outbound exam for the bachelor’s degree program.



In 2023-24 academic year, the mean score was 40.93% (N=92) with a standard deviation of 8. The mean score of similar institutes (ACBSP Region 3) was 64.8% with a standard deviation of 7.79. Compared to the previous year, the mean score has decreased from 43.7 to 40.9. The graduating students are performing below the expected level. Potential changes include Prepare students to take the external exam, identify weak subject areas, and strengthen instruction.

Goal 2: Objective 4: Analytical Problem Solving

This objective is measured in MGMT 3106. This is a direct, formative, internal assessment. In the module 2 exam, several business problems were given to students systematically apply decision making tools such as forecasting, inventory management, and resource planning. The responses were graded using the identified rubric for Analytical Business Professionals (G2.4). It is expected that 80% of the students would earn acceptable or better grades and 20% of students would earn exemplary grades. The following chart shows the percentage of students who received acceptable and exemplary grades for the analytical problem solving SLO.



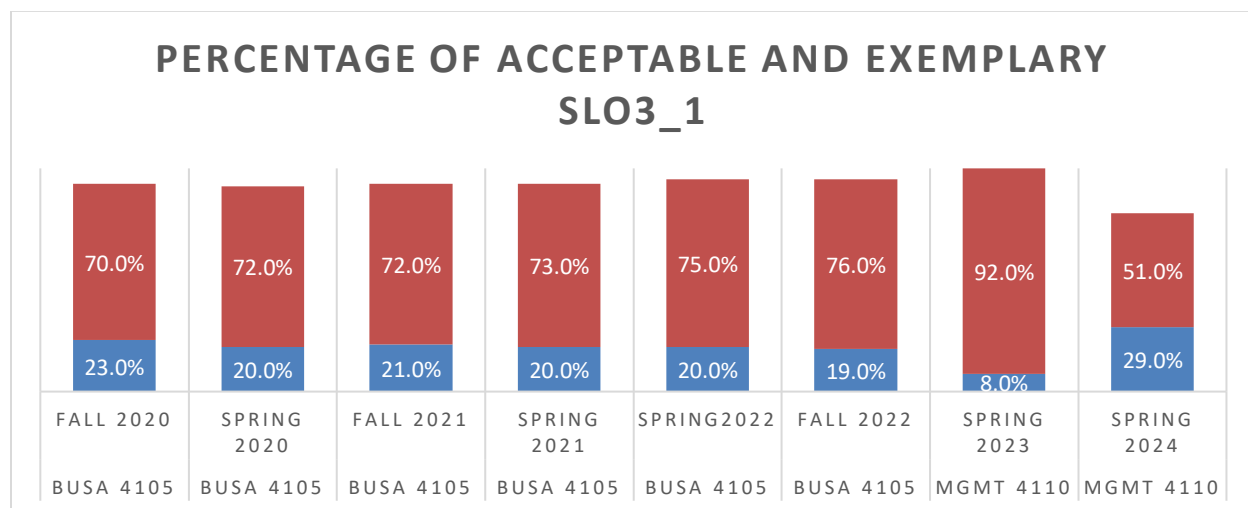
In Spring 2024, 76% of students (n=41) earned acceptable or better grades and in Summer 2024, 84% of students (n=25) earned acceptable or better grades.

Furthermore, 15% of students and 16% of students earned exemplary grades for the analytical problem solving SLO in 2024 Spring and Summer, respectively. Thus, the initial goals for the SLO are met. It should be noted that the ‘Acceptable’ and ‘Exemplary’ grade limits were changed in 2023 Fall along with the SLO expectations.

The instructor noted that the practice tests and class problems were helpful for the students in achieving the SLO. The instructor plans to discuss how to interpret analytical results with practical applications in the future to improve the SLO.

Goal 3: Objective 1: Ethical Leadership

This objective was measured MGMT 4110. This is a direct, formative, internal assessment. Students enrolled in the face-to-face section of MGMT 4110-01 Organizational Behavior had to analyze a case study titled “The Difficult Boss” to understand workplace bullying and how it occurs in real-life situations. The case study was discussed in class, with a comprehensive analysis undertaken at the individual level and then as a group. The students were required to provide a case study analysis report. The report was graded using the identified rubric for Ethical Leadership (G3.1). It is expected that 90% of the students will score 90 or higher on their case study analysis. The following chart shows the percentage of students who received acceptable and exemplary grades for the ethical leadership SLO.



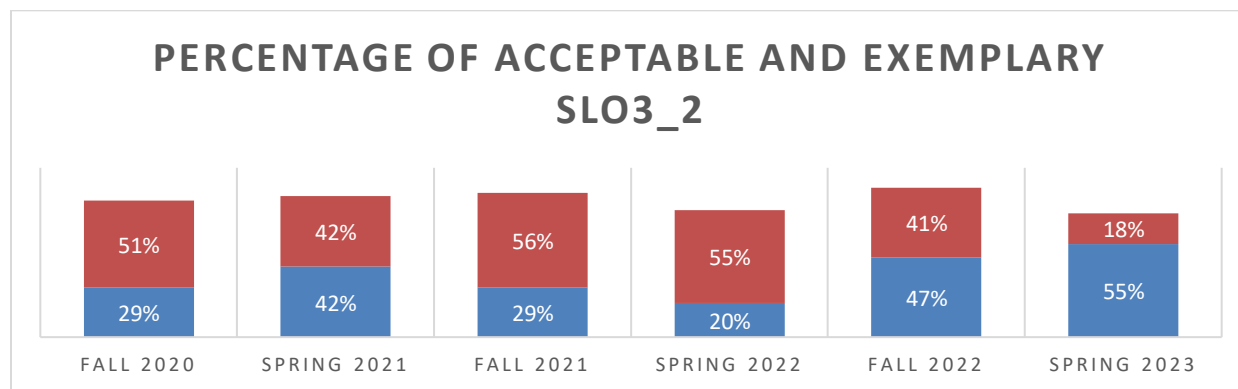
In Spring 2024, 51% of the students were categorized as exemplary and 29% students were categorized as acceptable. 20% of students were categorized as unacceptable in the ethical leadership SLO. The initial objective of 90% did not meet the learning assessment desired by the instructor. It should be noted that the ‘Acceptable’ and ‘Exemplary’ grade limits were changed in Spring 2024 along with the SLO expectations.

The instructor identified the high percentage of unacceptable grades are due to low levels of assignment completion. The students who submitted the case study analysis report received good grades. However, some students did not submit the case study report and some students provided brief answers. The instructor plans to collect case

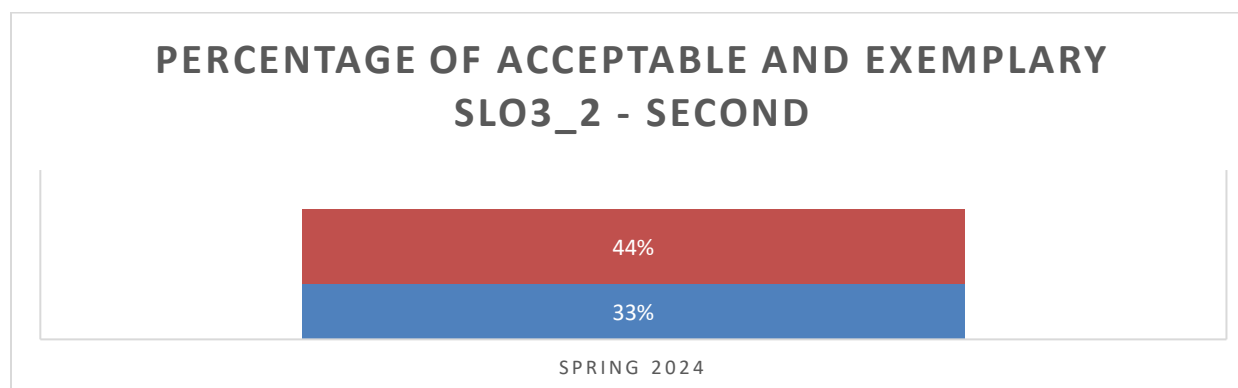
study answers at the end of the class session to improve the SLO goal. For the online section of the class, the instructor plans to add videos as supplemental resources which would clear students' doubts about the assignment.

Goal 3: Objective 2: Globally Conscious

This objective is measured in ECON 2105. This is a direct, formative, internal assessment. A country report was assigned where students had to evaluate living standards and economic growth in the ECON 2105 course. No new data is available for 2023-24. The following chart shows the percentage of students who received acceptable and exemplary grades for the globally conscious SLO.



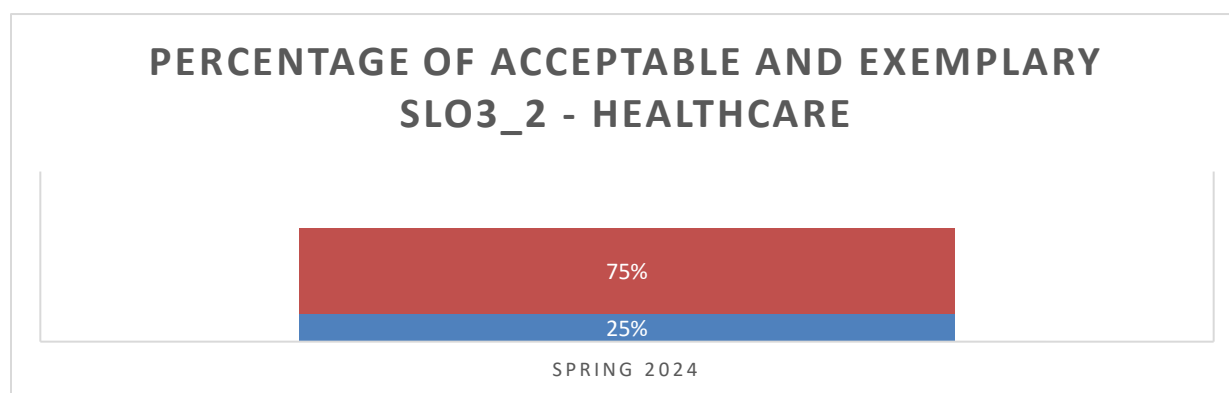
Globally conscious SLO is measured as the second measurement in an upper-level course BUSA 4105. Data collection started in 2024 spring. This is a direct, formative, internal assessment. A case Study analysis was given to students to apply their theoretical knowledge to real-world international scenarios and challenges. Students were required to analyze and identify key issues, propose solutions, and justify their recommendations. The following chart shows the percentage of students who received acceptable and exemplary grades for the SLO.



In 2024 spring, 44% of the students (n= 10) earned exemplary and 33% of the students earned acceptable for the globally conscious SLO. 22% of the students earned unacceptable grades for the SLO.

The instructor noted that “The 22% of students who scored unacceptable may require additional support and intervention to address their performance gaps. It's essential to identify the specific areas where these students are struggling and offer targeted resources, such as extra tutoring, remedial coursework, or personalized feedback, to help them improve”.

For the Management- Healthcare track, Global conscious SLO is measured in MGHC 3411 course. This is a direct, formative, internal assessment. Students were instructed to participate in a discussion forum using at least 250 words to discuss globalization’s advantages and disadvantages - using a selected firm. Various aspects of global business were examined using the Globally Conscious Rubric highlighting economic trends, cultural influences on business and international market dynamics. It was expected that at least 80% of the students would score 70% or higher on the discussion post.

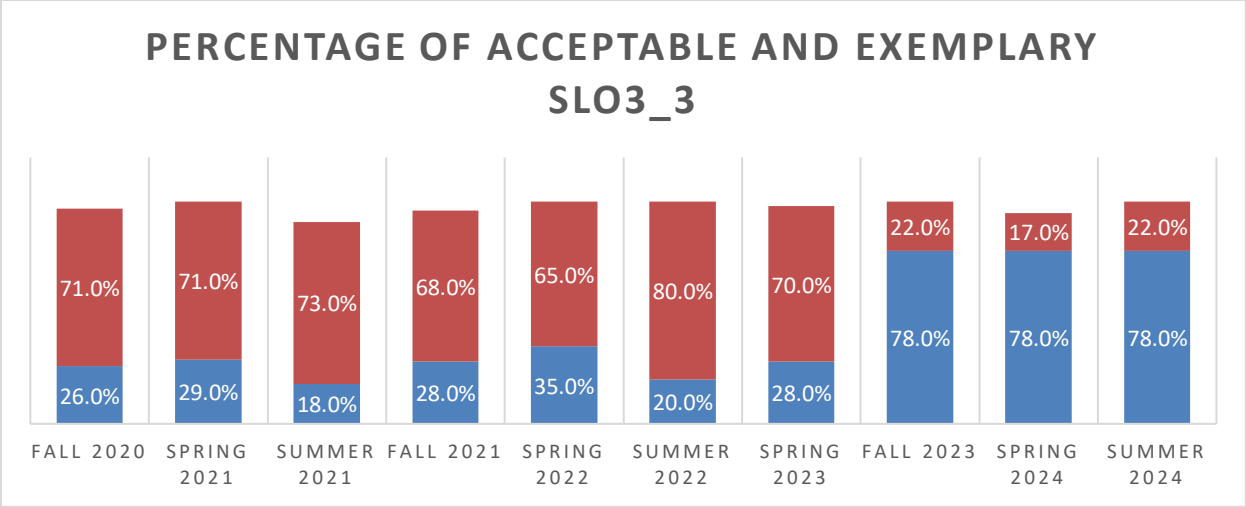


In 2024 Spring, 75% of the students scored in the exemplary range. Twenty-five percent (25%) of the students scored in the acceptable range. All (100%) of the students scored acceptable or better grades. Therefore, the initial goal for the SLO is met.

The instructor identified that students discussed economic growth, trends and factors for business strategies. Cultural exchanges in globalization were also discussed with an emphasis understanding, cooperation and awareness. Most students discussed international market dynamics using global advantages and disadvantages for firms.

Goal 5: Objective 3: Environmentally Conscious

This objective was measured in MGMT 3106. This is a direct, formative, internal assessment. A written assignment was given to students to research the COP-28 summit and discuss how it affects consumers and small businesses. The responses were graded using the identified rubric for Globally, Ethically, and Environmentally Conscious Leaders (G3). It is expected that 80% of the students would earn acceptable or better grades and 20% of students would earn exemplary grades.



In 2023-24 academic year, 78% of the students earned acceptable grade for the Environmentally conscious SLO in Fall (n=45), spring (n=41), and summer (n=23) semesters. Moreover, 22%, 17%, and 22% of the students performed exemplary in the SLO in fall, spring, and summer semesters respectively. Therefore, the initial expectation of 90% students earning acceptable performance is met and 20% students earning exemplary performance is also met. It should be noted that the ‘Acceptable’ and ‘Exemplary’ grade limits were changed in 2023 Fall along with the SLO expectations.

The instructor noted that some students did not use scholarly articles to learn information about the topic. The majority of the students cited the references using the requested citation format, which may have been the result of example citations provided in the course content. Providing clear guidelines on formatting the assignment in a research paper format is a potential change for the assessment, the instructor notes.

B. Program Major Assessment Results 2023-2024

Program major SLO goals were revised, and data collection was initiated in 2024 Spring. Previously, the SLO assessment data collection and reporting by program major was not managed by the SofB AoL committee. The SLO data by program major at this point is limited.

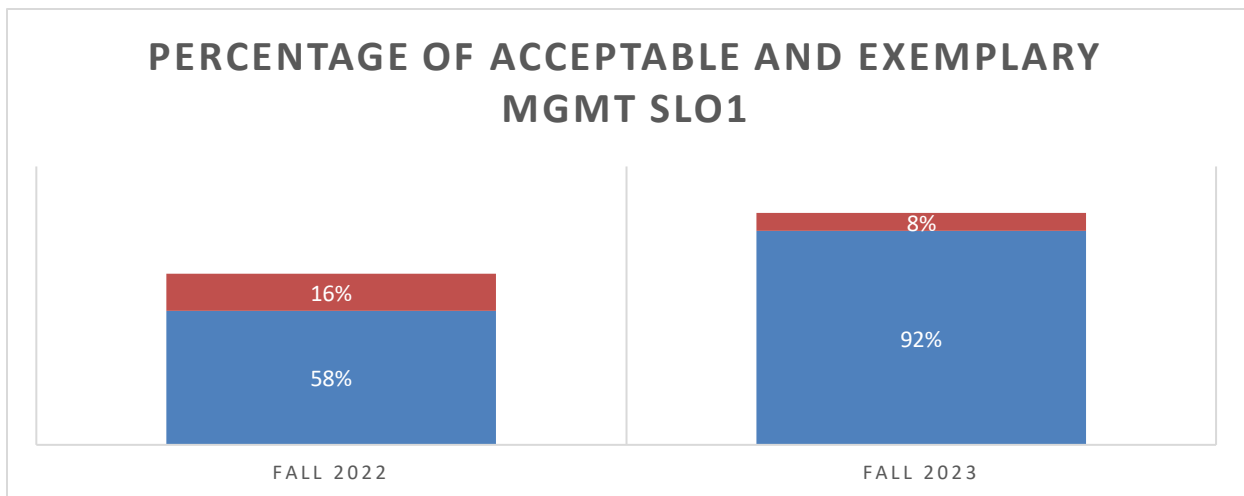
Accounting Major – Program Student Learning Outcomes

No SLO data is available.

Management Major – Program Student Learning Outcomes

Goal 1: Financial management:

This objective is measured in ECON 3145. This is a direct, formative, internal assessment. An assessment "Student Financial Assessment" was given to critically appraise external financial and banking systems and credit availability to efficiently manage an organization's money and financial resources including its budget. The following chart shows the percentage of students who received acceptable and exemplary grades for the financial management SLO.



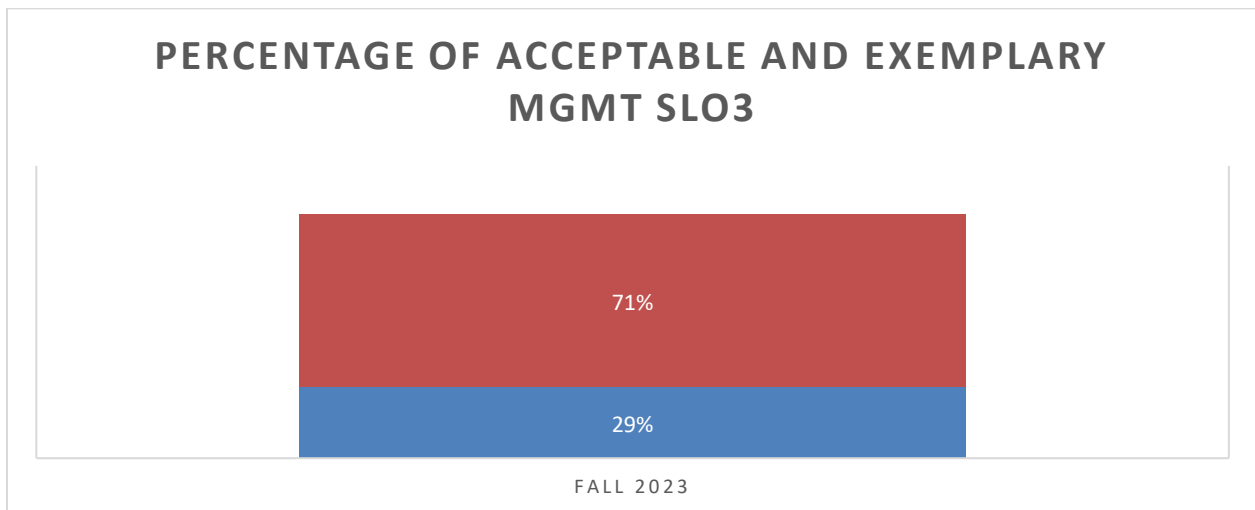
In the Fall 2022 semester, 19 students applied to the assessment test. 74% of the students performed acceptably or better. 16% of the students performed exemplarily. In Fall 2023 semester, 13 students participated in the data collection. 69% of the students performed acceptably or better and 8% of the students performed exemplarily.

The instructor noted that "More emphasis will be placed on the interpretation of the key concepts before the next session of this assessment. Also, students will have more empirical assignments that will require the application of critical marginal analysis to relate benefit to cost for arriving at the optimal quantity of financial resources.

Students will increasingly be exposed to using the leading words to identify the expected problems or significant issues before arriving at the efficient financial resources” regarding the performance and continuous improvement.

Goal 3: Technology management:

This objective is measured in MGMT 4206. This is a direct, formative, internal assessment. An assessment "Business Software Assignment#1" was given to assess student's ability to use technology efficiently to increase organization productivity. The following chart shows the percentage of students who received acceptable and exemplary grades for the technology management SLO.



In the Fall 2023 semester, 14 students completed the assignment. 100% of the students performed acceptably or better. 71% of the students performed exemplarily. The assessment shows that that all students have a general understanding of using technology to support organizational effectiveness and efficiency. 71% of the students have exemplary understanding. The instructor noted: "I will give more examples of what is needed for this assignment."

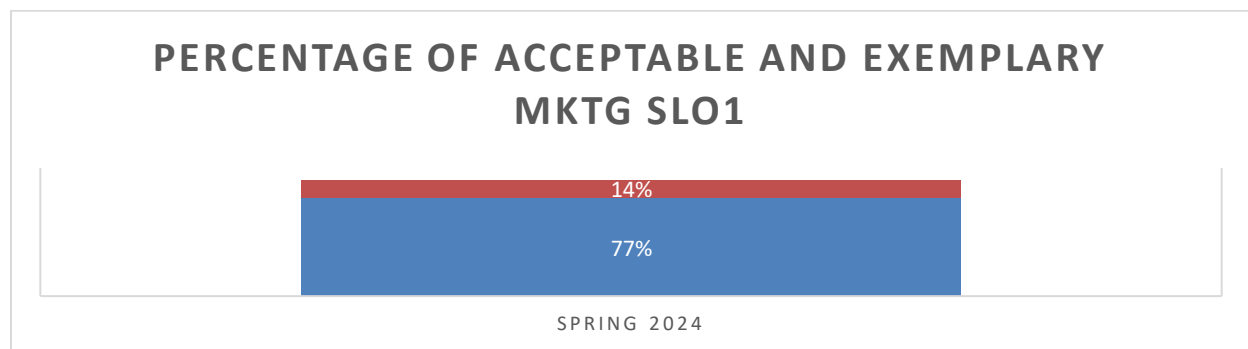
Management - Healthcare Major – Program Student Learning Outcomes

No SLO data is available.

Marketing Major – Program Student Learning Outcomes

Goal 1: Marketing Concepts:

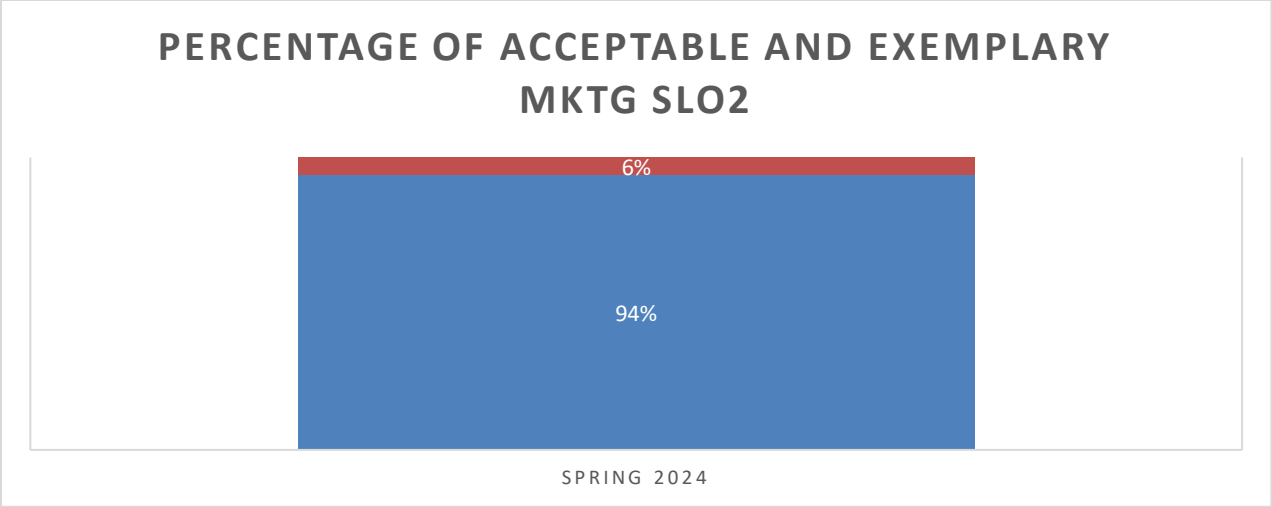
This objective is measured in MKTG 3120. This is a direct, formative, internal assessment. The students were given an individual project. Students were evaluated on their understanding and application of marketing principles through individual projects that they had chosen at the beginning of the semester. Their proposal included objectives, target audience, chosen marketing strategies, and expected outcomes. The project was a marketing plan for their business that they were to start. The following chart shows the percentage of students who received acceptable and exemplary grades for the SLO.



In the Spring 2024 semester, 91% of the students performed acceptably or better. 14% of the students performed exemplarily while 77% of the students performed acceptably. This indicates their understanding of the course concepts and materials. The SLO goal is met.

Goal 2: Marketing Applications:

This objective is measured in MKTG 4170. This is a direct, formative, internal assessment. The students were requested to develop a strategic marketing plan for a fictional or real-world product or service. The assessment requires them to conduct market analysis, define marketing objectives, devise marketing strategies, allocate resources, and outline implementation and evaluation plans. The instructor assigned case studies or problem-solving exercises representing real-world marketing scenarios and dilemmas. The assessment requires students to analyze the cases, identify key issues, propose strategic solutions, and justify their recommendations. The following chart shows the percentage of students who received acceptable and exemplary grades for the SLO.

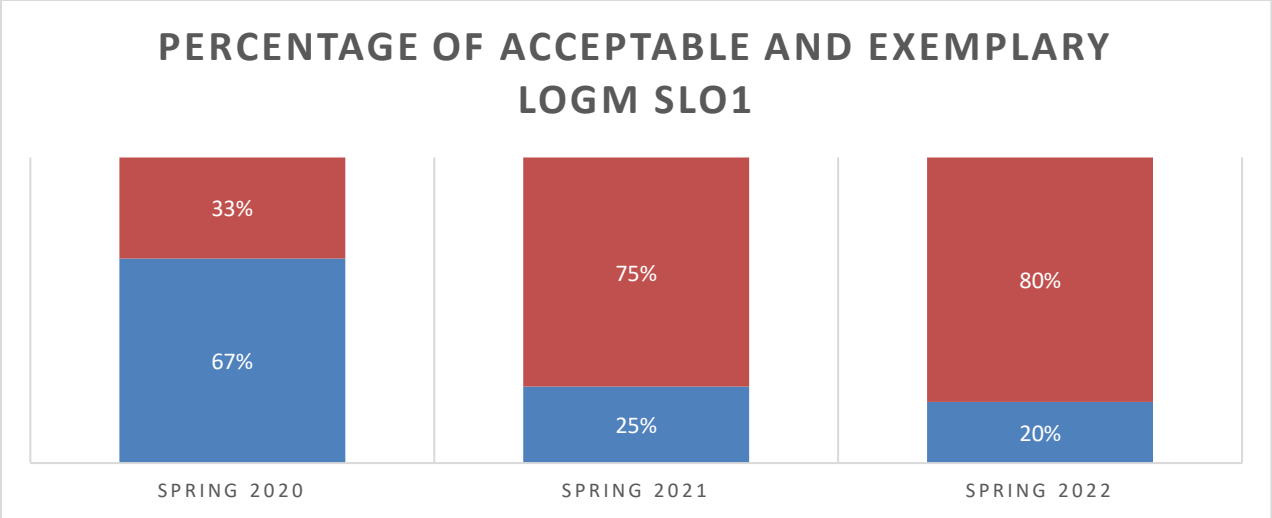


In the Spring 2024 semester, 100% of the students performed acceptably or better. 6% of the students performed exemplarily while 94% of the students performed acceptably. This distribution highlights a strong grasp of fundamental marketing concepts among the majority of students, while also recognizing the exceptional achievement of a subset who demonstrated deeper understanding and critical thinking skills. The distribution reflects effective instructional methods and provides opportunities for both recognition of excellence and encouragement for continuous growth and improvement among students. Overall, the performance distribution underscores a successful learning environment conducive to student success in mastering marketing management principles. The SLO goal is met.

Supply Chain and Logistics Management Major – Program Student Learning Outcomes

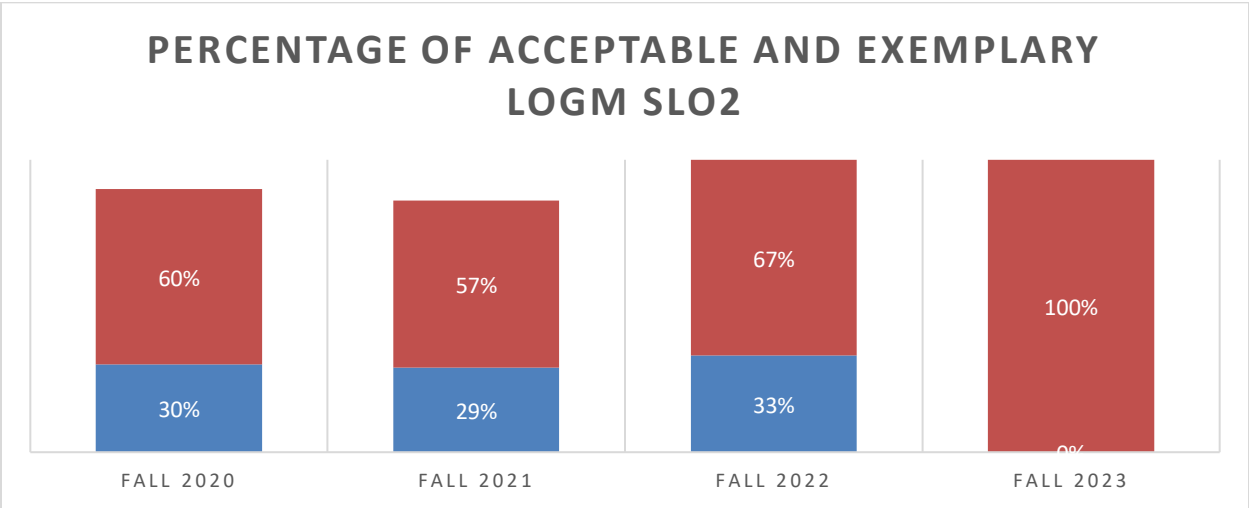
Goal 1: Logistics Concepts:

This objective is measured in LOGM 4220. This is a direct, formative, internal assessment. In the mid-term exam of LOGM 4220, three questions were given to the students to test the ability to understand key concepts, theories, and models in supply chain and logistics management. It is expected that 80% of the students would earn an acceptable performance and 20% of students would earn exemplary performance. The following chart shows the percentage of students who received acceptable and exemplary grades for the SLO. No data is available for 2023-24.



Goal 2: Logistics Applications:

This objective is measured in LOGM 4230. This is a direct, formative, internal assessment. In the mid-term or final exam of LOGM 4230, three or four questions were given to the students to test the ability to evaluate and analyze supply chains problems and recommend effective solutions. It is expected that 80% of the students would earn an acceptable performance and 20% of students would earn exemplary performance. The following chart shows the percentage of students who received acceptable and exemplary grades for the SLO.

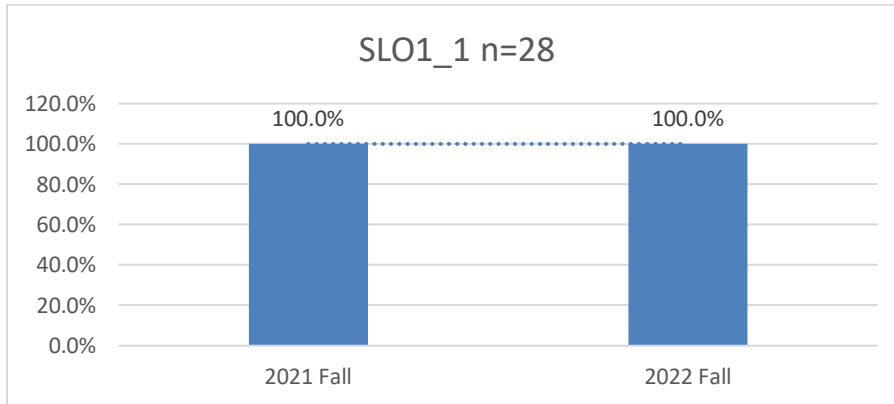


In the Fall 2023 semester, 100% of the students performed exemplarily. In the fall semesters of 2020-2022 90%, 86%, and 100% of the students earned acceptable or above performance, consecutively. During the same period, 60%, 57%, and 67% of the students performed exemplarily. Overall, the expectations for SLO is met.

C. Graduate Assessment Results 2023-2024

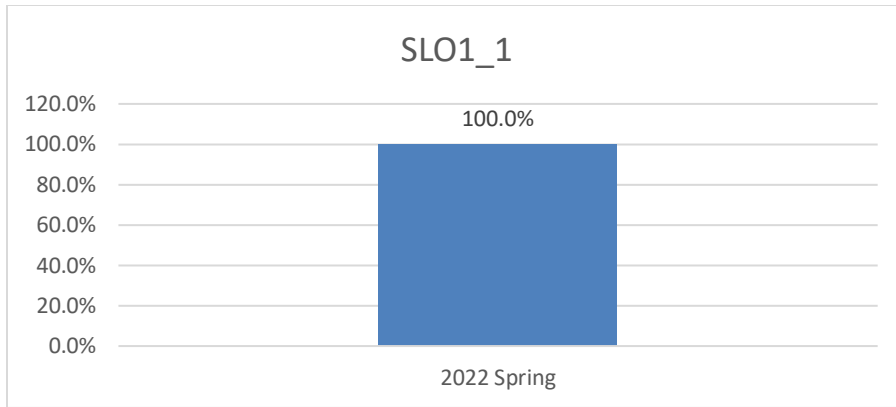
Goal 1: Objective 1: Oral Communication

Oral Communication is measured twice in the MBA program. The first measurement is taken in MGMT 6110. Oral presentation in MGMT 6110 is used to assess students' oral presentation skills in the areas of content and organization. It is expected that 90% of the MBA students will be classified as exemplary in giving effective oral presentations using appropriate technology in a professional businesslike manner.



No assessment data was collected in Fall 2020 due to COVID-19 pandemic. MGMT 6110 is offered once a year in the Fall semester. Assessment data was gathered in the XLS section (which combined online and F2F sections). Post pandemic enrollment in F2F sections had dropped substantially. Students demonstrated understanding of organization development content, selection of appropriate methodology and application of OD interventions in Fall 2021. However, in Fall 2022 the quality of presentations went down. Only 54% of the students were able to score 90% and above in their oral presentations. An effort needs to be made to increase students' participation levels during virtual oral presentations. The instructor plans to pace out the oral presentations over a period of 2-3 days to accommodate students' work commitments and increase students' participation levels.

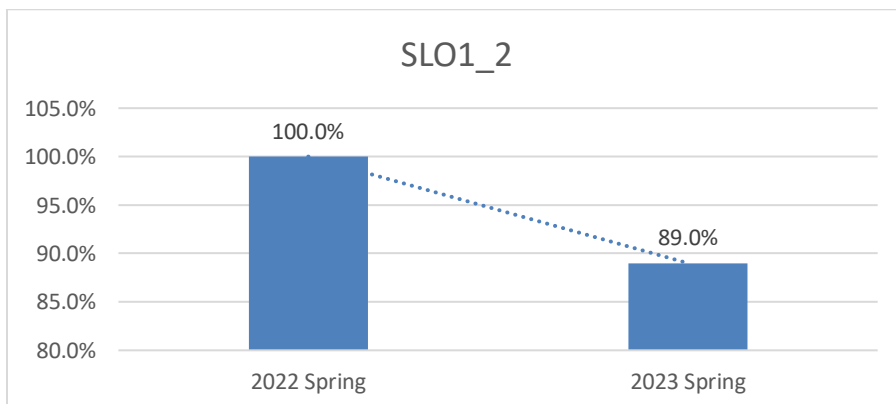
The second measurement for Oral Communication is taken in MGMT 6199. Case Study Analysis undertaken as a group project in MGMT 6199, capstone subject was used to as the measurement on MBA students.



All students scored 90% and above in their oral presentations. Students were able to use appropriate strategic management language and deliver good presentations on WebEx. But it was not possible to assess body language and facial expressions properly. Students demonstrated exemplary oral communication skills. Students were able to use appropriate policy and strategic management language. The power point slides were of good quality and highly informative. However, all presentations took place on WebEx, and it was not possible to assess body language, and facial expressions properly. It is difficult to assess oral communication skills virtually, for some students the camera was not clear and the voice quality poor due to faulty internet connections. Having all cameras switched on during the entire duration of class presentations will be made mandatory and specifically mentioned on the course syllabi. It was also necessary for all students to be dressed professionally regardless of the presentations being on WebEx. This should increase the quality of students' presentations.

Goal 1: Objective 2: Written Communication

Written Communication is measured twice in the MBA program. The first measurement is taken in ECON 6106. Oral presentations in MGMT 6110 were used to assess students' oral presentation skills in the areas of content and organization. It is expected that 90% of the MBA students will be classified as exemplary in giving effective oral presentations using appropriate technology in a professional businesslike manner.

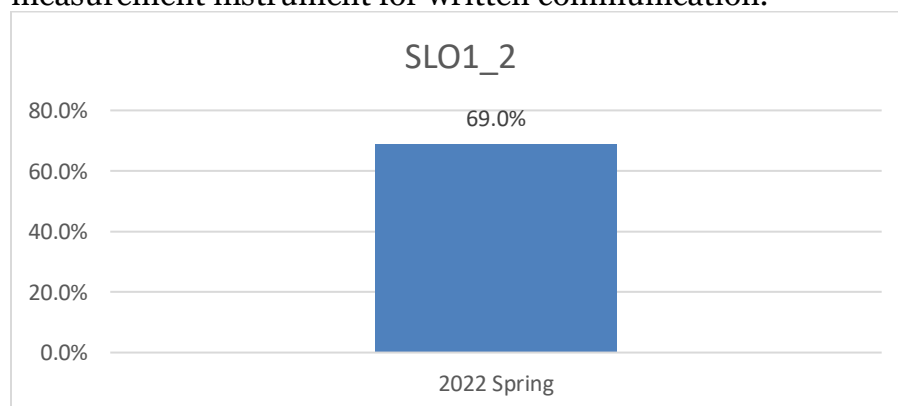


In 2022 Spring, 57% of the students were exemplary in stating and identifying the relevant issues regarding a business topic. While 57% of the students were exemplary in observing proper sentence structure. In 2023 Spring, 89% of the students were acceptable and 11% were unacceptable.

Some students lack appropriate written skills. Students need to consciously develop their writing abilities. The asymptotic (consistent) estimates from the large sample clearly show a consistent students' performance as in the previous year's performance. The students are achieving an elevated explanation of ratio and marginal analysis, specialization & comparative advantage, firm competition and concentration, cost minimization, utility maximization, trade, and markets. In 2023 Spring, an overwhelming majority (89%) of the students' performances were satisfactory or acceptable.

More emphasis will be placed on the interpretation of the driving issues in business economics in the next cycle of assessment. Students will also be given empirical problems which require demonstration written analysis. Students will be encouraged to use writing labs and other resources available on campus. In addition, to improve writing skills of students, inclusion of Turnitin tool in all MBA course was made mandatory starting Fall 2022. In 2023, more structured sentence emphasis will be on marginal analysis and ratio interpretations since they provide the most information for realizing the most profit given firms' competition. Also, students will have more worded, and empirical problems dealing with the issues of benefit and cost. Research writing guidelines were provided in the syllabus and the instructor guided students on three phases of the research - research topic selection, research proposal, and final research paper.

The second measurement for Oral Communication is taken in MGMT 6199. Case Study Analysis undertaken as a group project in MGMT 6199, capstone subject was used as the measurement instrument for written communication.



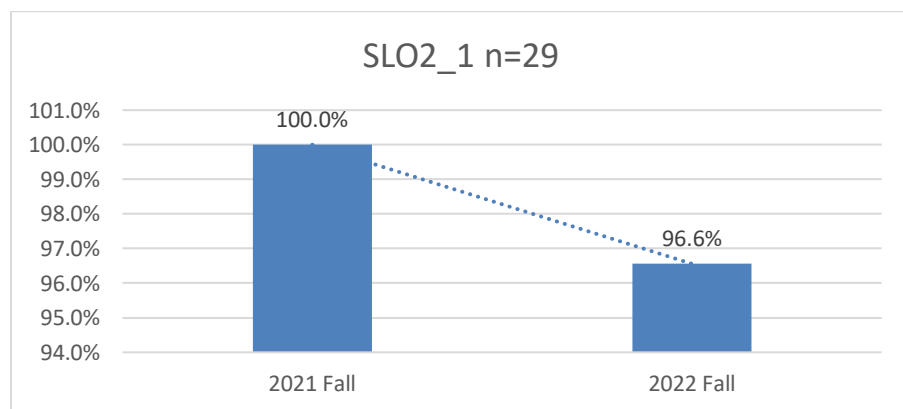
31% of the students had exemplary written language skills. While only 69% of the class possessed acceptable written skills. 62% of the class can be assessed as exemplary in

terms of grammar and spelling. The rest 38% fall into the category of acceptable in terms of grammar and spelling.

MGMT 6199 Business Policy happens to be the capstone subject. All MBA students take this class in the final semester. MBA program therefore needs to implement initiatives to improve the writing skills of students in the earlier stages. Since only 69% of the students possessed exemplary grammar and spelling abilities and only 31% of the class possessed exemplary language abilities. Students need to improve their writing skills. Their main issue is their inability to paraphrase properly. Students will be encouraged to use the writing labs prior to submission of their written reports in the future. In addition, to improve writing skills of students, inclusion of Turnitin tool in all MBA course was made mandatory starting Fall 2022.

Goal 2: Objective 1: Leadership and Team Building

This goal is measured in MGMT 6110 course. Students will develop collaborative and interpersonal skills to work effectively in teams (manage and organize) to solve business problems. It is expected that 90% of the MBA students will develop exemplary collaborative and interpersonal skills to work effectively in teams (manage and organize) to solve business problems. The Collaborative Team Based Research Project from MGMT 6110-XLS offered in Fall 2021 and from MGMT 6110-51 offered in Fall 2022 will be used to assess student teamwork, collaborative and interpersonal skills.



All students possessed 90% and above in teamwork, collaborative and interpersonal skills. 94% of the students were exemplary in situational analysis and problem statement. While all students were exemplary in interpersonal relations and completing tasks assigned to them. This is noteworthy since all team interactions took place online with no face-to-face contact. All students demonstrated exemplary levels of motivation and the ability to set goals for themselves and their entire team. However, this scenario changed in Fall 2022, only 86% of the students possessed exemplary team building, collaborative and interpersonal skills. With 10.3% of the students falling into acceptable category and 3.44% being classified as unacceptable.

No results were collected in Fall 2020 due to COVID-19 pandemic. MGMT 6110 Organizational Behavior is offered once a year in the Fall semester. Assessment data was

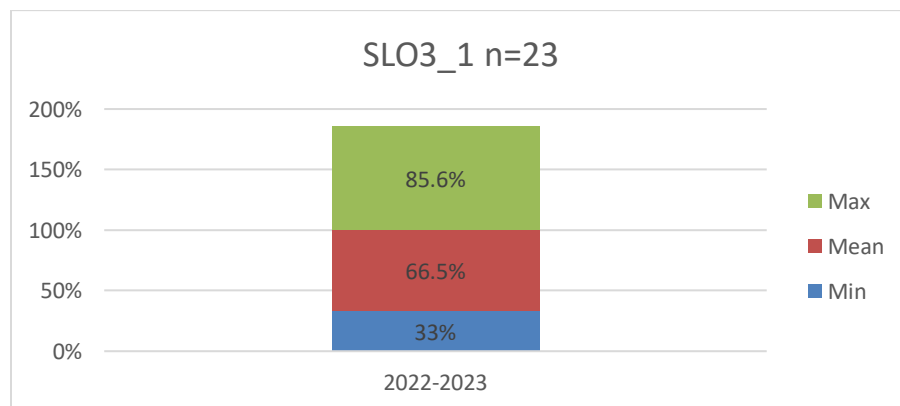
gathered in Fall 2021 in the XLS section (section which combines both F2F and online sections). Post pandemic enrollment in F2F sections had dropped substantially. Students can be classified as good team workers possessing adequate collaboration skills in Fall 2021 from the assessment data. But the quality of team building, collaboration and interpersonal skills went down in Fall 2022 semester. Post pandemic, online course delivery had improved with the integration of latest technological tools and resources. In Fall 2021 all course content had been developed using TILT dimensions. In addition, all lectures were recorded and made available to students. Virtual office hours were provided to students as well. However, students' improvements are still needed in comprehending course content, in terms of situational analysis and problem statement. Further improvements are also needed in communication and interaction abilities. Students' strengths lie in balancing task and interpersonal relations and their motivation abilities. However, in Fall 2022, students had issues working in groups. In fact, a few students completed their projects on an individual basis. The instructor plans to pace out the oral presentations over 2-3 days to accommodate students' work commitments. She also plans to allocate bonus points to those students who work on their projects in teams and receive exemplary scores from their team members.

Goal 2: Objective 2: Diversity

This goal is measured in MKTG 6170 course. Students will examine awareness of cross-cultural values, beliefs and perceptions needed to manage diverse employees at corporate workplaces. No data was reported during the review period. The AoL committee will communicate with the instructor(s) to collect and report data.

Goal 3: Objective 1: Business Disciplines

Managerial Knowledge – Business Disciplines objective is measured twice in the MBA program. The first measurement is taken in the MBA inbound exam. The data collection started in 2023 after approving the MBA entrance exam.

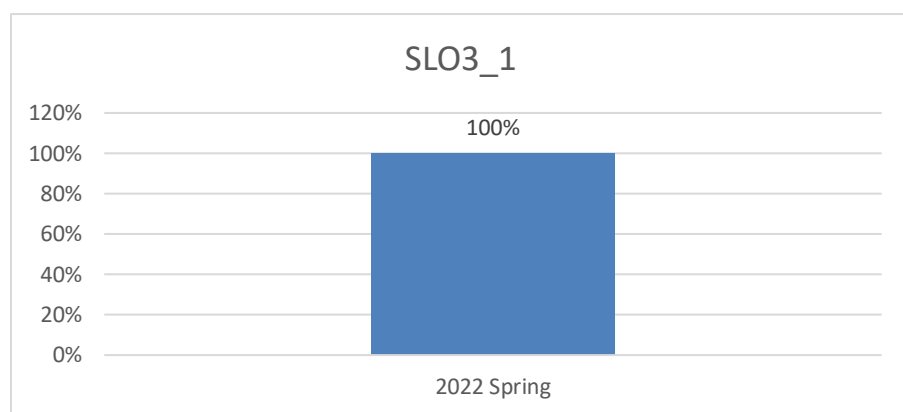


As per Peregrine Internal Analysis Report for 2022-2023, the average score is 66.43% while the maximum score is 85.6% and the minimum score is 33%. The average score on this inbound exam is higher compared to 53.10% in all other ACBSP Southeastern

Council business scores using Peregrine assessments at the graduate level. Prospective MBA students possess adequate business knowledge before entering the MBA program.

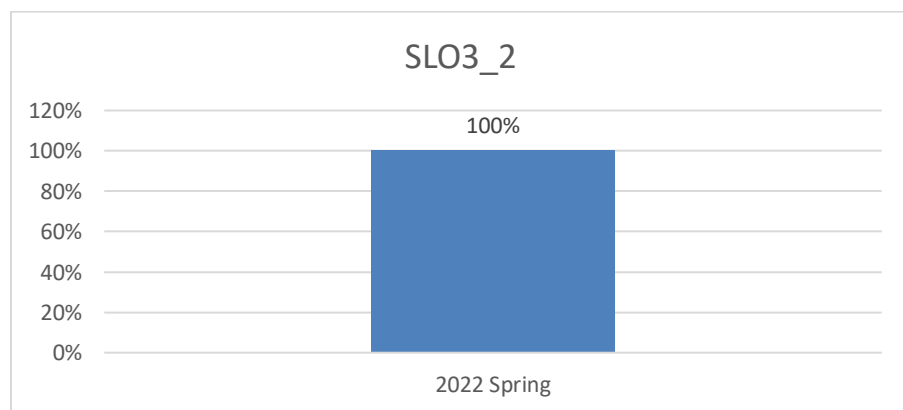
The second measurement is taken in MGMT 6199. Case Study Analysis undertaken as a group project in MGMT 6199, capstone subject was used to as the measurement on MBA students. It is expected that 90% of the students will possess exemplary abilities enabling them to evaluate broad knowledge across core business disciplines to interpret and explain problems in the business environment.

All students performed in an exemplary manner in their case analysis projects at the end of the semester. They were able to reach conclusions and suggest an appropriate course of action. The instructor noted that “Students are good at strategic analysis. But this assessment does not provide a holistic overview since it was undertaken in groups.”



Goal 3: Objective 2: Global Business

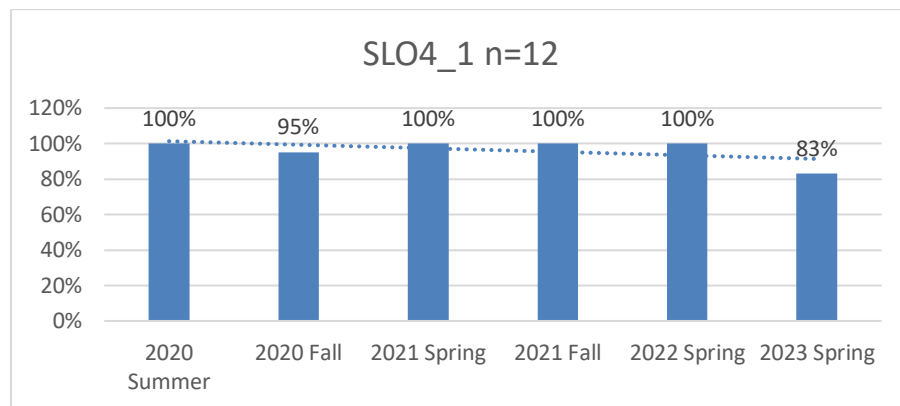
Managerial Knowledge – Global Business objective is measured in MGMT 6199 course. A mini-case study analyzed individually by the students as part of their course activities during the semester was used as the assessment. It is expected that 90% of the students will demonstrate exemplary understanding of important global business (or organization) concepts, issues and problems and be capable of providing solutions and alternative courses of action consistent with global best practices.



Only 58.3% of the students were categorized as exemplary, with the remaining being categorized as acceptable. 100% were acceptable or better. 83% of the class was exemplary in analyzing the global problem. While 58% of the students were exemplary in presenting a solution for the global problem being faced by the corporation in the mini-case study. The instructor noted that “Students need to work on their case analysis abilities. They are good in case analysis as a group but not individually. Students will be given more cases to work in the upcoming semesters to hone their case analysis abilities. The instructor plans to upload videos on how to analyze cases in the upcoming semesters.”

Goal 4: Objective 1: Analytical Estimates

This SLO is measured in ECON 6106 course. Homework assignments on major managerial economics topics requiring data analysis and interpretation, regression analysis and economic functional form estimations, and data-based rational decision-making in business and economics. It is expected that 90% of the students would earn an acceptable performance. (Prior to 2023, Direct, formative, internal. In MGMT 6108 Assignment 1, students were given various business problems and asked to propose analytical methods and strategies for the problems.)

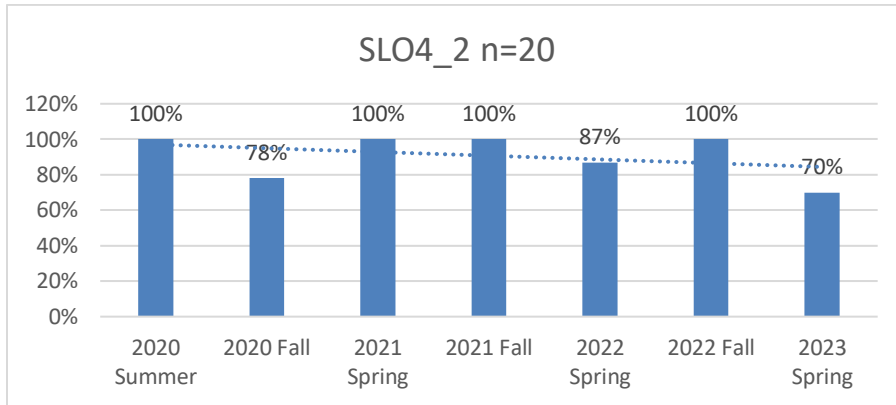


An overwhelming majority (83%) of the students performed satisfactorily while two students out of 12 (17%) performed unsatisfactorily. Instructional materials, such as solution manuals, videos, homework solutions, etc. were posted in GaView and the voluntary tutorial was organized for the class by the instructor. The instructor notes that “Academically mature or focused students should be enrolled in the course. MBA students should have completed at least 12 semester hours of graduate coursework prior to enrolling in Econ 6106, in addition to the completion of the Principles of Microeconomics and Economic and Business Statistics.”

Goal 4: Objective 2: Synthesizing Data

This SLO is measured in MGMT 6108 course. In the mid-term exam, students were given various business problems that needed use of high level of skill in problem solving in a time constrained environment. It is expected that 90% of students will earn an acceptable or above and grade 50% of students will earn exemplary grade.

In the review year, 70% students earned acceptable or better grade. 25% of students earned exemplary grades. 30% of students earned an unacceptable level. The acceptable or better performance had degraded in 2023 spring semester. Previously, the goal of 90% students achieving acceptable or better grades is met in most semesters. The reason for the current semester's lower performance needs to be studied.

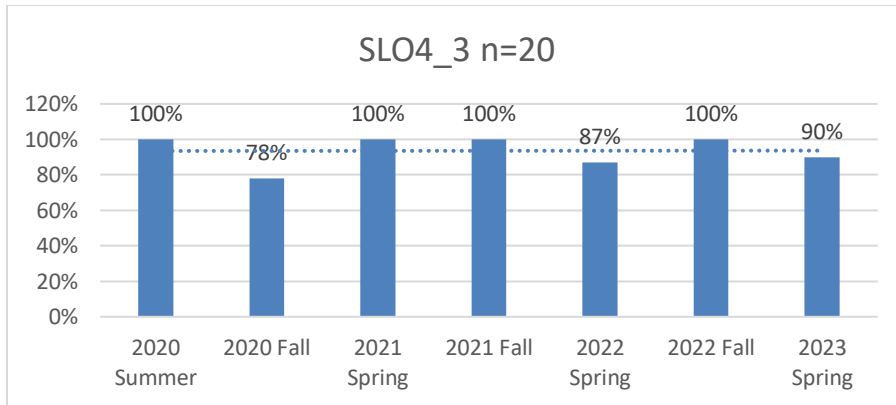


The first expectation of 90% students earning acceptable performance is partially during the review period when the average is considered. However, it should be noted that the threshold was not met in two semesters. The second expectation of 70% of students earning exemplary performance is also partially met. The percentage of students who performed exemplary dropped in two semesters below the 70% desired threshold. It can be concluded that the Goal 4 objective 2 is partially satisfied. The exact reasoning for the less-than-desired performance is difficult to isolate. Hence, overall course improvement should be focused. In 2023 Spring, an overwhelming majority (83%) of the students performed satisfactorily while two students out of 12 (17%) performed unsatisfactorily.

Goal 4: Objective 3: Unfamiliar Circumstances

This SLO is measured in MGMT 6108 course. In the final exam, students were given various business problems that needed application of high level of skill in problem solving in different techniques and tools. It is expected that 90% of students will earn an acceptable or above and grade 50% of students will earn exemplary grade.

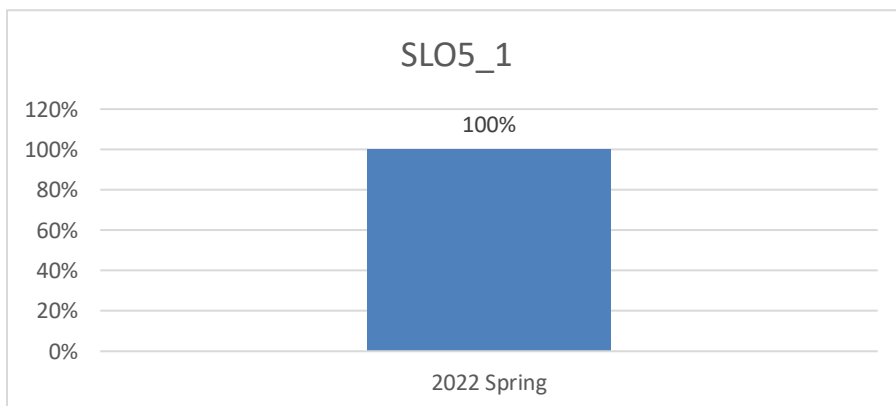
It was observed that 90% of students earned acceptable or better grades. 50% of students earned exemplary grades. 10% of students earned an unacceptable level in the review year.



MGMT 6108 course was redesigned in 2020 summer semester when the instructor changed. The course delivery modality was changed to virtual asynchronous from the previous face-to-face modality. The course assignments were revised using the 'Transparency in Teaching and Learning' (TILT) framework to provide clear outcomes of the assignments, detailed description of the task, and the grading criteria with a rubric for each assignment in 2021 spring semester. To update with the changing global supply chains, the course topics would be changed in the next two iterations. Furthermore, more experiential learning components would be added in the next iteration.

Goal 5: Objective 1: Ethical Issues

The Ethical Issues objective is measured in MGMT 6199 course. An internal assessment in the form of a mini-case analysis titled "Uber Ethically Most Challenged Company" undertaken as a course activity in MGMT 6199 Business Policy course in Spring 2022. It is expected that 90% of the students will be classified as exemplary in their abilities to examine ethical issues and respond with honesty and integrity to ethical problems within a business context.



From the observations, 92% of the students received exemplary grade in the mini-case analysis. With 8% of the students being classified as acceptable in responding to ethical issues, analyzing alternatives, and choosing appropriate actions. This means that the students were able to identify ethical dilemmas, reflect on the views of different

stakeholders, clarify issues and implement action plans. The instructor commented “This case study was undertaken at the end of the class. Students had been working on one mini case study each week the entire semester. They had gained proficiency over the weeks. In addition, the instructor had integrated Transparency in Teaching and Learning concepts into the course, and this may have simplified the task, instructor expectations and grading policies.”

Goal 5: Objective 2: Legal Regulatory Issues

This objective is measured in ACCT 6101 course. No data was reported during the review period. The AoL committee will communicate with the instructor(s) to collect and report data.

6. Closing the Loop Process

It is observed that SLO assessment data for some objectives, some program majors were not reported during the 2023-24 academic year. The following is a list of recommendations/ action items to consider in the 2024-25 academic year.

- A. Request the faculty members to report the assessment data for 2023-24 if the data has already been collected. The AoL committee will provide technical assistance in the reporting process, on request. (AoL committee)
- B. Emphasize SLO assessment data collection and reporting for the program majors. (SofB Chair)
- C. Provide a workshop to the adjunct faculty members on AoL assessment data collection and reporting. (SofB Chair)
- D. Revise the MBA program AoL data collection and reporting process. (AoL committee/ MBA director)
- E. Analyze the external exit exam data to identify the subject areas that need to be focused in instruction.