
ASSURANCE OF LEARNING REPORT

2024-2025



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.

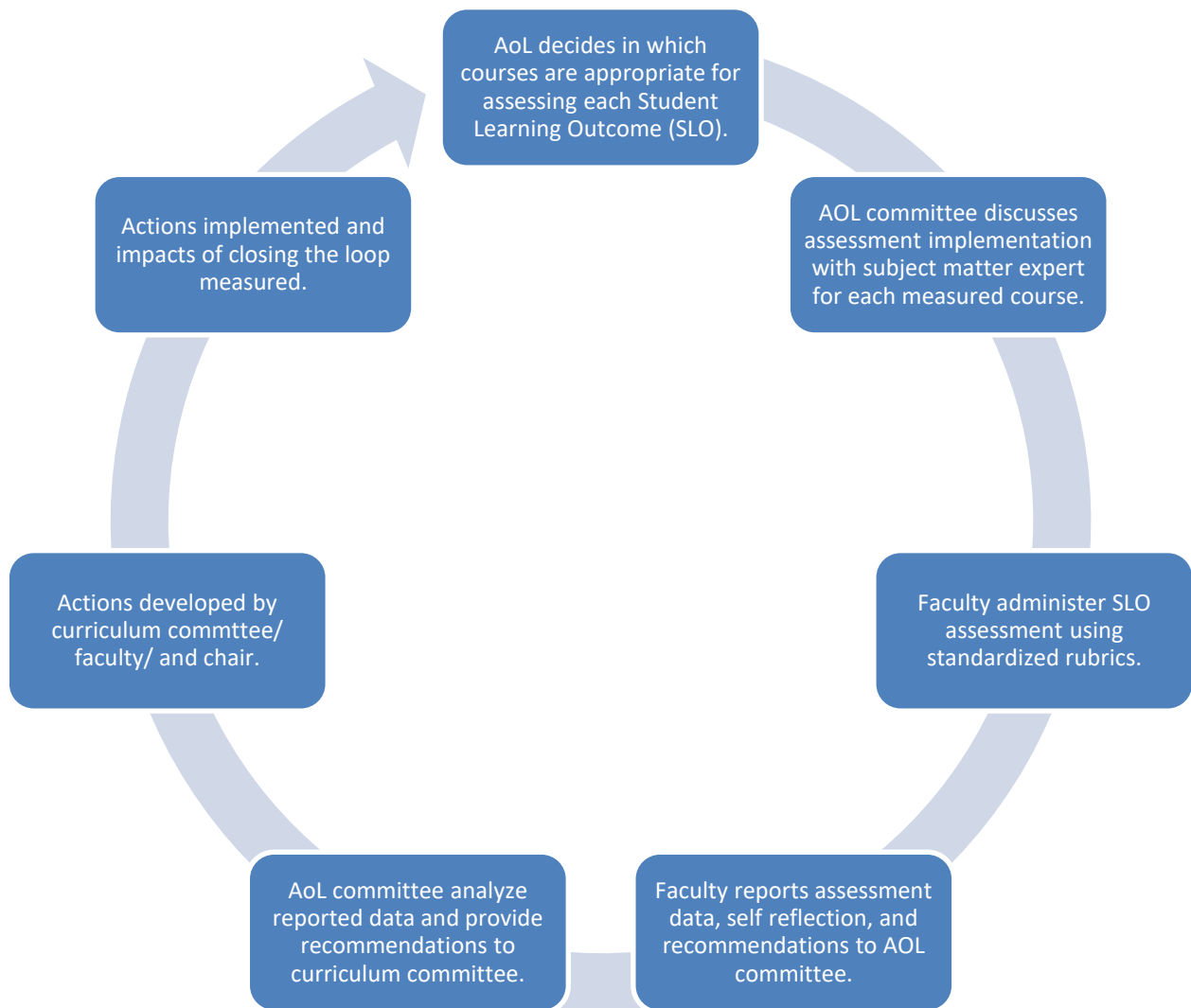


Figure 1: Curriculum Management and Assessment Process

3. Changes to the Assurance of Learning Assessment Process

The revised Assurance of Learning assessment process for the undergraduate program was adopted in 2023 Fall semester. In the revised assessment methodology, the number of Student Learning Goals for the undergraduate program was reduced to 3, each with 3 or 4 objectives. The Learning Goals and Courses Map/matrix was also updated. Undergraduate program student assessment data was collected using the revised methodology. The reporting process was streamlined with revising the Excel template. Instructors were provided with clear step-by-step instructions for reporting data.

Assurance of Learning assessment process for each undergraduate program major (Accounting, Management, Marketing, Management – Healthcare, Supply Chain and Logistics Management) was adopted in 2023 Fall semester. Assessment data collection started in Spring 2024. Data collection continued in 2024/2025 academic year. The reporting process was streamlined with revising the Excel template. Instructors were provided with clear step-by-step instructions for reporting data.

Adjunct instructors of the School of Business were requested to report the Assurance of Learning assessment data starting from Spring 2024. The AoL committee provided detailed instructions and assistance to collect the assessment data.

Assurance of Learning process for the MBA program was revised in Fall 2024. The AoL committee presented a Proposal for revising Student Learning Goals and standard rubrics for the MBA program. The MBA graduate faculty approved the changes and adopted the changes from Fall 2024.

In the revised AoL process for the MBA program:

- a. The number of Student Learning Goals was reduced to 3, each with 2 or 3 objectives.
- b. The Learning Goals and Courses Map/matrix was updated.
- c. Standard rubrics for each Objective was developed.
- d. The reporting process was streamlined with the use of an Excel template.
- e. Instructors were provided with clear step-by-step instructions for reporting data.

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.

i. 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

ii. 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

iii. 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: Professional Communication: Students will be effective communicators.

Objective 1.1: Oral Communication: Demonstrate capacity to employ oral presentation channels to effectively communicate with different levels of personnel and meet organizational goals.

Objective 1.2: Written Communication: Demonstrate capacity to employ written presentation channels to effectively communicate with different levels of personnel and meet organizational goals.

Goal 2: Global Business Leadership: Students will be integrated/interdisciplinary leaders.

Objective 2.1: Global Business Environment: Students will demonstrate a comprehensive understanding of global business environments, strategic management principles, and cross-functional decision-making.

Objective 2.2 Ethical Leadership: Students will develop the ability to lead ethically and effectively in teams with cross-cultural values, beliefs, and perceptions to manage diverse employees at corporate workplaces fostering a positive and inclusive work environment.

Goal 3: Goal 3: Strategic Decision Making: Students will be skilled decision makers and strategic planners.

Objective 3.1 Decision Making: Students will examine and interpret business problems or opportunities and identify appropriate quantitative and qualitative techniques to make sound business decisions.

Objective 3.2: Strategic Planning: The student will formulate strategies that are feasible, understandable, and foster long-term sustainability within the context of achieving organizational goals and social responsibilities.

Table 4: Graduate Learning Goals and Courses Map/matrix

Goal/Objective	Entrance Exam	ACCT 6101	ECON 6106	FINC 6101	MGMT 6108	MGMT 6110	MKTG 6170	MGMT 6199	Exit Exam
Communication- 1 Oral						A	A		
Communication- 2 Written			A					A	
Global Leadership – 1 Managerial Knowledge	A								A
Global Leadership – 2 Global Business				A			A		A
Global Leadership – 1 Leadership				A		A			A
Strategic Decision Making – 1 Decision Making		A			A				A
Strategic Decision Making – 2 Strategic Planning					A			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

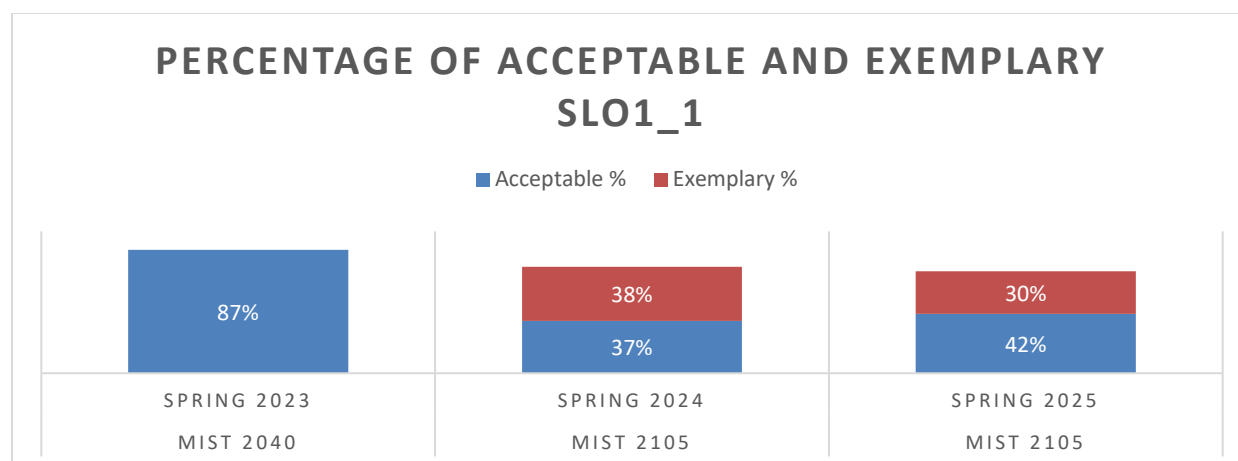
5. Student Learning Outcome Assessment Results

A. Undergraduate Assessment Results 2024-2025

Goal 1: Outcome 1: Oral Communication

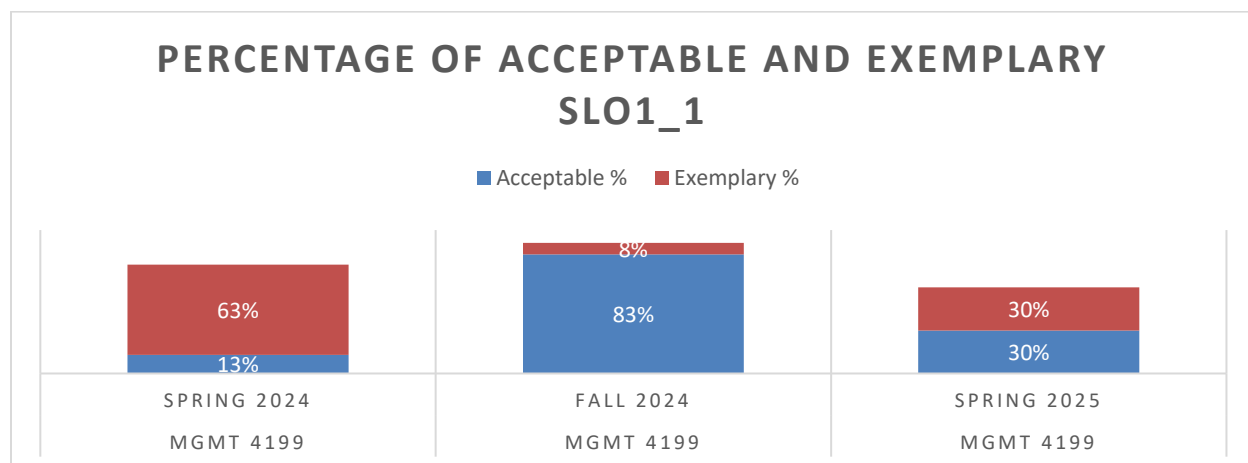
Oral Communication Student Learning Outcome (SLO) is measured in MIST 2105 as the first measurement. This is a direct, formative, internal assessment. Students were requested to create a presentation and present about the cultural and business norms (customs, behaviors, etc.) of a country of their choosing. 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 acceptable percentage has improved to 42% (N=99) in spring 2025 compared to 37% (N=90) in spring 2024. However, the exemplary percentage dropped to 30% from 38% during the same period. Overall, the acceptable or better percentage dropped to 72% in 2025 compared to 75% in 2024. Slight drop in total acceptable percentage may not require immediate intervention. The instructor observed that students were quite capable at creating academically appropriate presentation materials. The instructor noted that “However students continue to have issues with understanding dress and demeanor requirements for a professional presentation, this continues to be where those who complete the assignment (is) losing points. I am planning to integrate more smaller presentations into the course, some ideas are recorded discussion posts or requiring new assignments that involve recorded messages.”

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 learning goal is assessed by using a weekly discussion assignment. The discussion assignment required the students to understand why the standards of effective communication in business are extremely important in achieving success in business. The expectation for this learning goal is 10% 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.

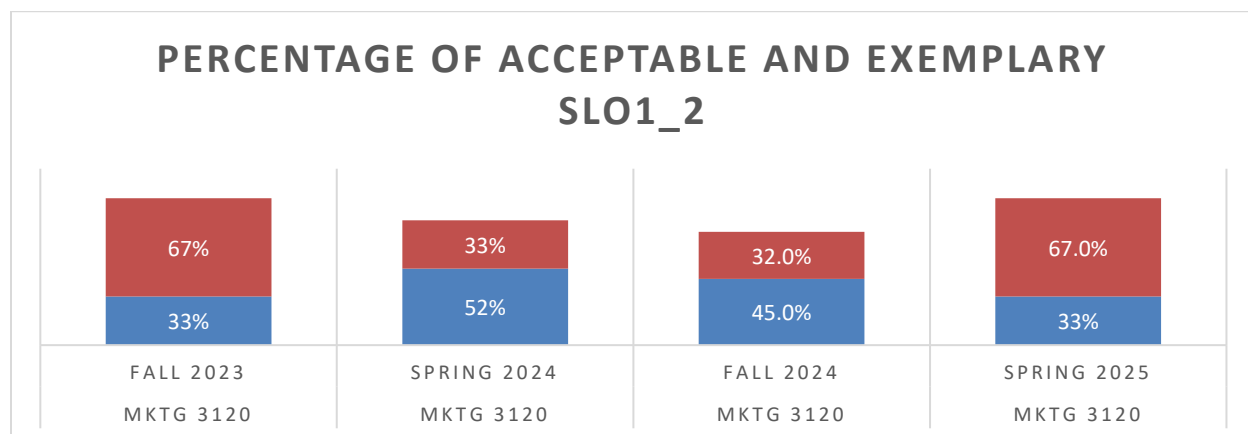


In Fall 2024, 83% (N=13) of students earned acceptable and 8% students earned exemplary grade for the oral communication SLO. In Spring 2025, 30% (N=10) of students earned acceptable and 30% students earned exemplary grade. Compared to spring 2024, where 62.5% of the students earned exemplary and 12.5% of the students earned acceptable 25% of the students earned unacceptable grades for the oral communication SLO. The initial expectation is met and thus, the SLO goal is achieved.

The instructor noted that “focusing on concepts that didn't interest the majority of the students worked. Focusing on business concepts that address current and future business leaders and business owners did not work”. The instructor would like to include an informal poll on the first day of class that include questions and add “your experience in this field if any” to the Introduction Discussion.

Goal 1: Objective 2: Written Communication

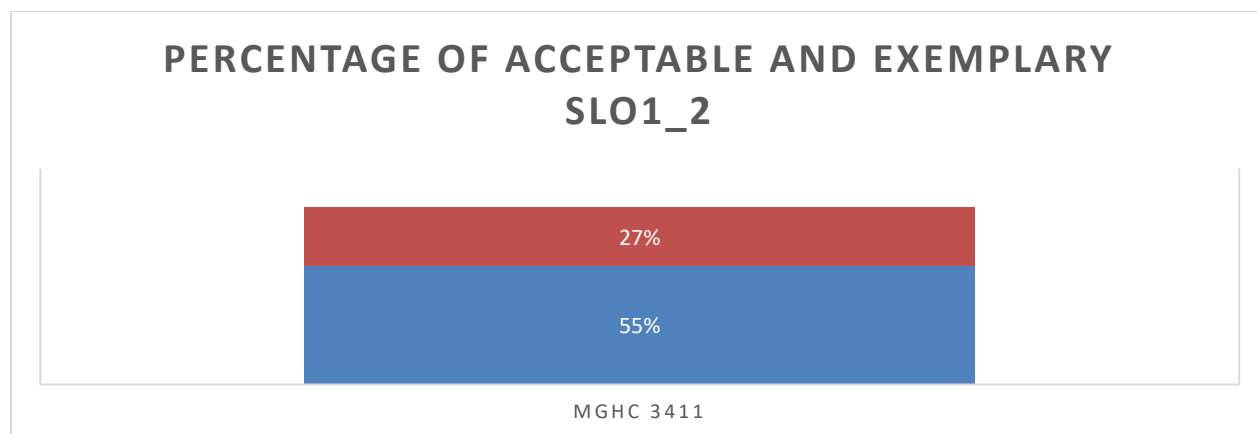
Written Communication is measured in MKTG 3120. This is a direct, formative, internal assessment. The assessment is a discussion that discusses components of strategic marketing. The instructor expects that 70% of students will perform at the Acceptable Level or Higher. The following chart shows the percentage of students who received acceptable and exemplary grades for the written communication SLO.



In fall 2024 semester, 77% (N=22) of students achieved acceptable or better for the written communication SLO. In addition, 32% of students received exemplary grades. In spring 2025, 100% (N=24) of students received acceptable or better, while 67% of students received exemplary grade. The written communication SLO goal is met in 2024-25. The overall achievement level declined in fall 2024 but recovered in spring 2025.

The instructor noted that “To improve writing skills students will be provided incentive to go the online writing center. Also, students will be provided feedback and allowed to rewrite assignments.”

For the Management – Healthcare concentration, written communication SLO is measured in MGHC 3411 course. The data collection started in spring 2025. In this written assignment, students will explore various conflict resolution strategies used by leaders in organizational settings. They will identify and discuss multiple approaches to resolving conflict and reflect on which method they believe to be most effective, supporting their analysis with examples or reasoning. The following chart shows the percentage of students who received acceptable and exemplary grades for the written communication SLO.



82% (N=11) of students scored acceptable or better for the SLO. 27% of students among them achieved exemplary grade. Instructor notes “A handful of students (scores of 50 and 60) struggled to articulate their analyses fully, indicating variability in depth of comprehension. This suggests that while the majority met expectations, targeted support may be needed for lower-performing students”. The instructor suggests that “For future iterations, providing concrete examples or a brief model response could help students grasp expectations more quickly. Introducing a short, in-class workshop on structuring analytical memos may also improve lower-performing students’ confidence and clarity. Finally, a more detailed rubric with explicit criteria could further guide students and reduce ambiguity”.

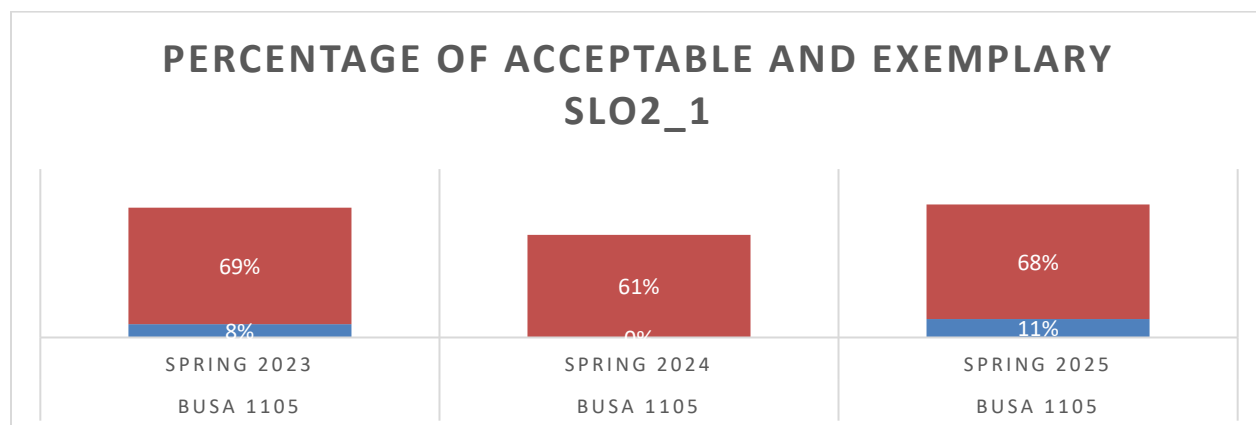
Goal 1: Objective 2: Technology Skills

This objective is measured in MIST 2010. The course was redesigned in 2023 Fall. However, no SLO assessment data was reported for 2024/2025 academic year. Therefore, the progress made after the course redesign cannot be observed. The AoL committee will communicate with the instructor(s) regarding reporting SLO data.

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. However, no SLO assessment data was reported for 2024/2025 academic year. Therefore, the progress made after the course redesign cannot be observed. The AoL committee will communicate with the instructor(s) regarding reporting SLO data.

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 learn about a variety of business topics and segments of business operations, and they will gather information about a company and present that information to the classmates. The following chart shows the percentage of students who received acceptable and exemplary grades for the team behavior SLO.

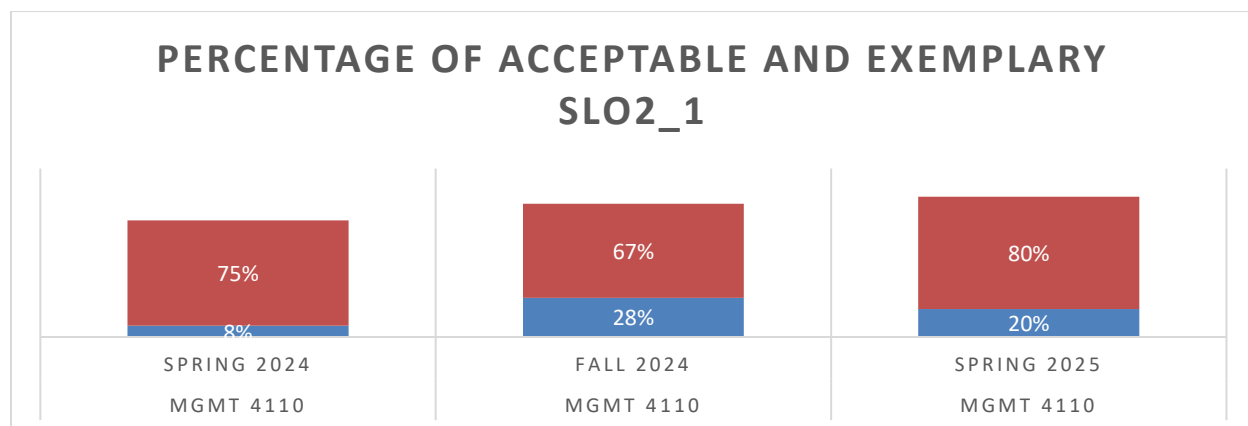


In spring 2025, 11% (N=90) of students earned acceptable and 68% of students earned exemplary grade. Overall, 79% of students earned acceptable or better grade for the SLO. The SLO goal is met. Compared to the previous two years, the overall acceptable or better grade has increased.

The instructor observed that “group text chats for the teams seems to have enhanced their communication with each other.” However, the instructor noted that some students do not consider the assessment important. The instructor identified a potential change to the course as follows: “I think the format of collecting the information could use a change. I've tried paper and email surveys and neither seem to get real consideration and serious attention. For the future I think I may include more than one team activity so that I have more data points to work from and students have more opportunities to rate their classmates. I think this might give a more realistic view than the current method”.

The Team behavior SLO is measured as the second measurement in an upper-level course MGMT 4110. This is a direct, formative, internal assessment. In this assessment, students were divided into teams and had to work on a group project where they collectively identified an organization and assessed its overall effectiveness in terms of different dimensions of organizational behavior such as structure, culture, motivation, communication, conflict management, workplace stress, teamwork, and diversity. The expectation is that 70% of the students will demonstrate at least acceptable (i.e., 70% or more) teamworking skills.

The data collection started in spring 2024. The following chart shows the percentage of students who received acceptable and exemplary grades for the team behavior SLO.



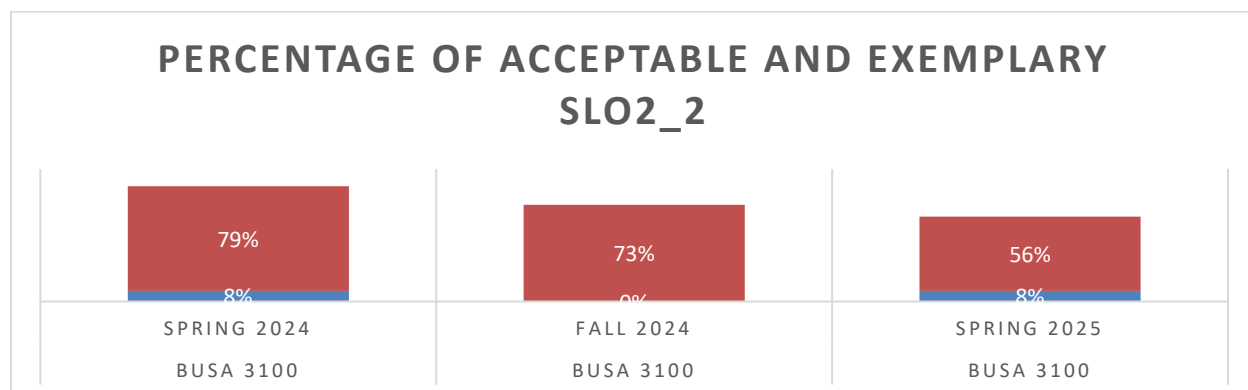
67% (N=19) of students achieved exemplary and 28% of the students achieved acceptable level in fall 2024 and 80% (N=10) of the students were able to achieve exemplary and 20% of the students achieved acceptable level for the SLO in spring 2025. The instructor noted that “dividing students into teams and then discussing about the project on a regular basis after the mid-term exam is not enough” in fall 2024. The instructor planned to discuss expectations over a lecture session as well. In spring 2025, the instructor discussed the project presentations early in the semester, which resulted in the improvement of the SLO outcomes. The instructor’s communication of the expectations in terms of presentations and project reports and allocating class time at the end of the class for students to connect with their team members and discuss their research projects resulted in the 13% increase in students' exemplary teamwork skills.

Overall, 95% (N=19) and 100% (N=10) of the students achieved acceptable or better for the team behavior SLO in fall 2024 and spring 2025 semesters, respectively. The initial expectation of 70% of the students achieving acceptable team working skills goal is met.

For the Management- Healthcare track, Team behavior SLO is measured in MGHC 4211 course. This is a direct, formative, internal assessment. Data collection started in spring 2024. However, no SLO assessment data was reported for 2024/2025 academic year. Therefore, the progress made after the course redesign cannot be observed. The AoL committee will communicate with the instructor(s) regarding reporting SLO data.

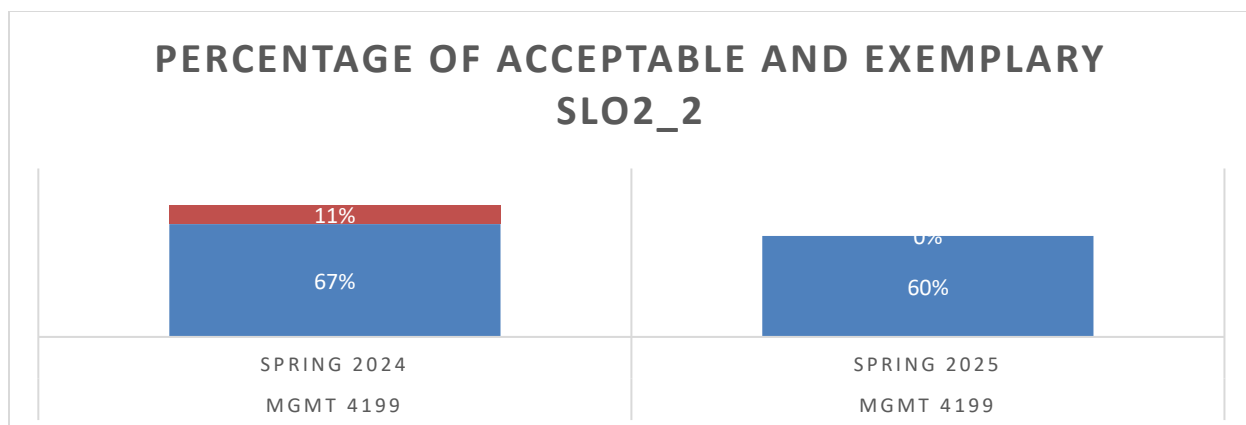
Goal 2: Objective 2: Professional Behavior

This objective is measured in BUSA 3100 for the first measurement. This is a direct, formative, internal assessment. The SLO data reflects three components (Final exam; final course presentation; reflective paper focused on Cultural Awareness and Respect for Diverse Cultures through a Globalized Lens in Business that were averaged using Professional Behavior Rubric. The data collection in BUSA 3100 started in spring 2024. The following chart shows the percentage of students who received acceptable and exemplary grades for the team behavior SLO.



In fall 2024, 73% (N=30) of students earned exemplary grades. In spring 2025, 56% (N=36) of students earned exemplary grades and 8% earned acceptable grades. The students who did not achieve an acceptable or better grade did not complete Internship Hours as required to pass this course and did not submit any other associated final assignments. The instructor noted that providing feedback on the final presentation and giving an opportunity to update the assignment based on the feedback was well received by the students. The instructor identified emphasizing the importance of the three final assessment components in the first-class meeting as a potential change for the future. Also, the instructor plans to implement an additional quiz during the midpoint of the Internship period to ensure students.

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 10% 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.

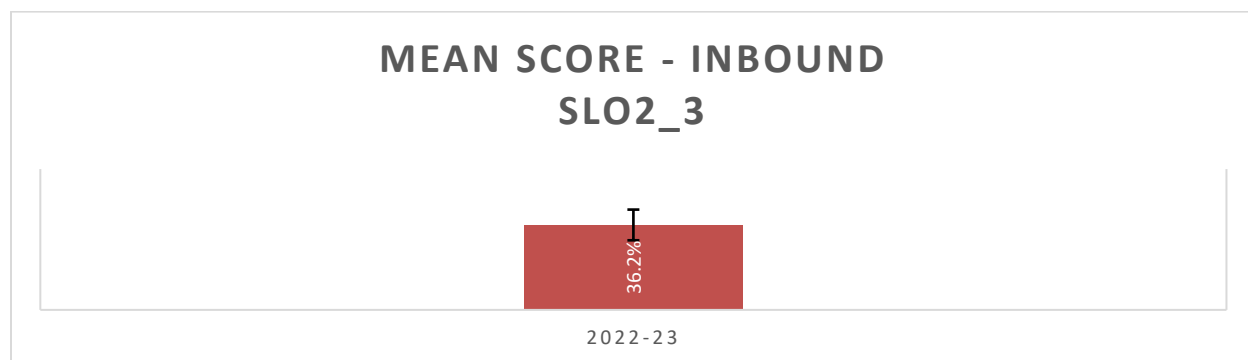


In Spring 2025, 60% (N=10) of the students met the acceptable level. The initial expectation goal is not met. This is a decline compared to spring 2024 where 67% of the students were able to achieve exemplary and 11% of the students achieved acceptable level for the SLO. The instructor identifies that focusing on business concepts that address current and future business leaders and business owners worked. However, focusing on concepts that didn't interest the majority of the students was unsuccessful.

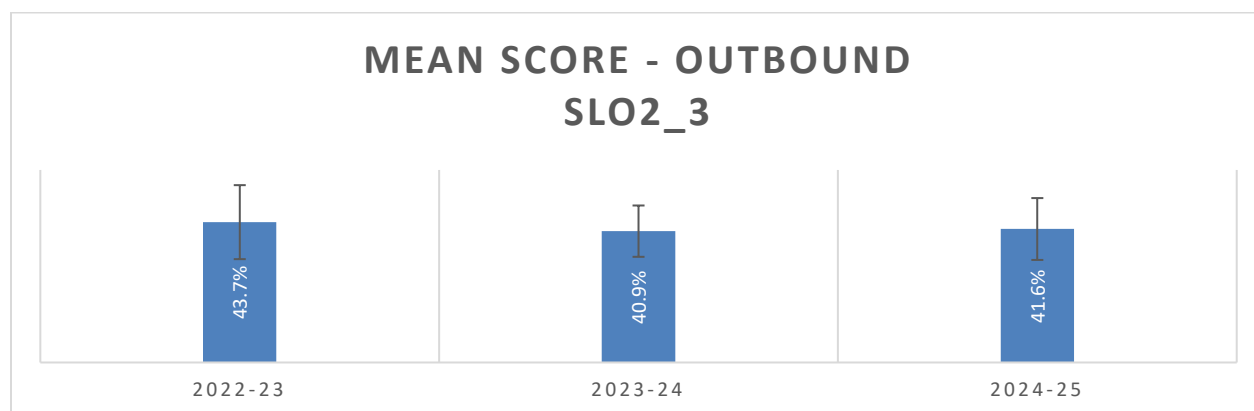
For the Management- Healthcare track, Professional behavior SLO is measured in MGHC 4211 course. However, no SLO assessment data was reported for 2024/2025 academic year. Therefore, the progress made after the course redesign cannot be observed. The AoL committee will communicate with the instructor(s) regarding reporting SLO data.

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 for 2022-23 academic year. No data is available for the 2024-25 academic year.



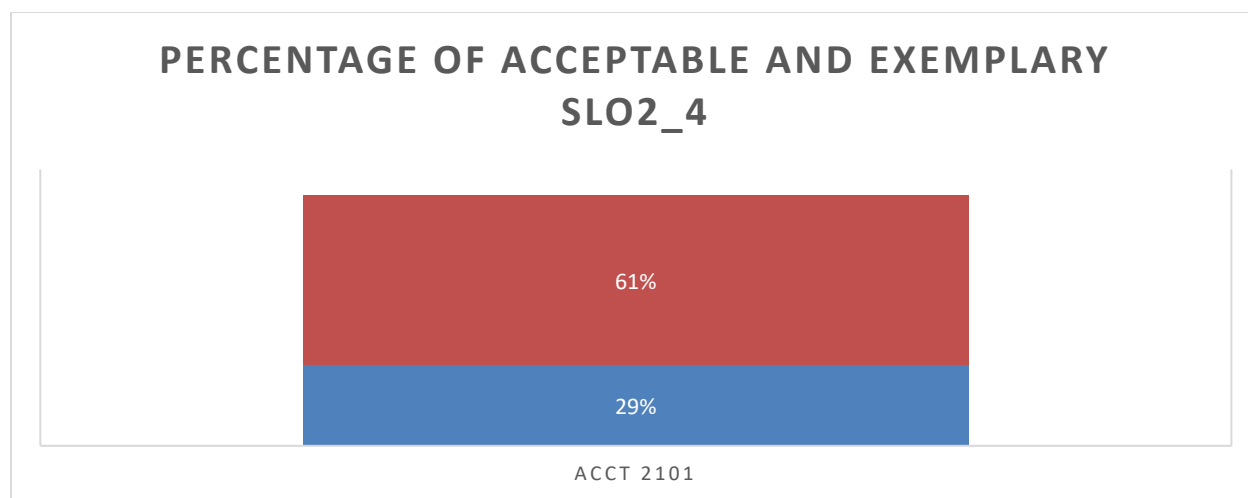
Senior level students take comprehensive outbound exam every semester as a part of MGMT 4199 capstone class. This exam is derived from material covered in core courses that students are expected to know upon graduation. The outbound exam is administered during a senior's final semester. The following chart shows the mean score of the external outbound exam for the bachelor's degree program for the past 3 academic years.



In 2024-25 academic year, the mean score was 41.6% (N=94) with a standard deviation of 9.6%. For the same period, the mean score of similar institutes (ACBSP Region 3) was 65.26% with a standard deviation of 8.42%. Compared to the previous year, the mean score has decreased slightly by 0.7%. 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.

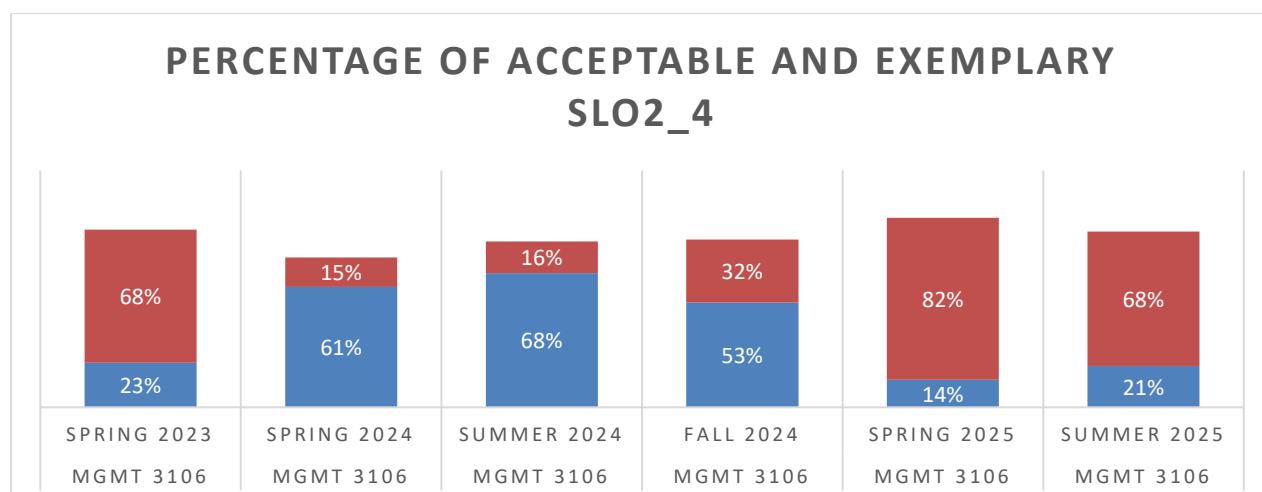
Goal 2: Objective 4: Analytical Problem Solving

This SLO is measured in ACCT 2101 as the first measurement. This is a direct, formative, internal assessment. This learning goal is assessed through the completion of McGraw-Hill Connect Chapter Homework assignments, which are designed to develop and measure students' critical thinking and problem-solving abilities within real-world accounting contexts. The instructor expects that at least 70% of students to score 80% or higher on each chapter assignment. The data collection in ACCT 2101 started in spring 2025. The following chart shows the percentage of students who received acceptable and exemplary grades for the analytical problem solving SLO.



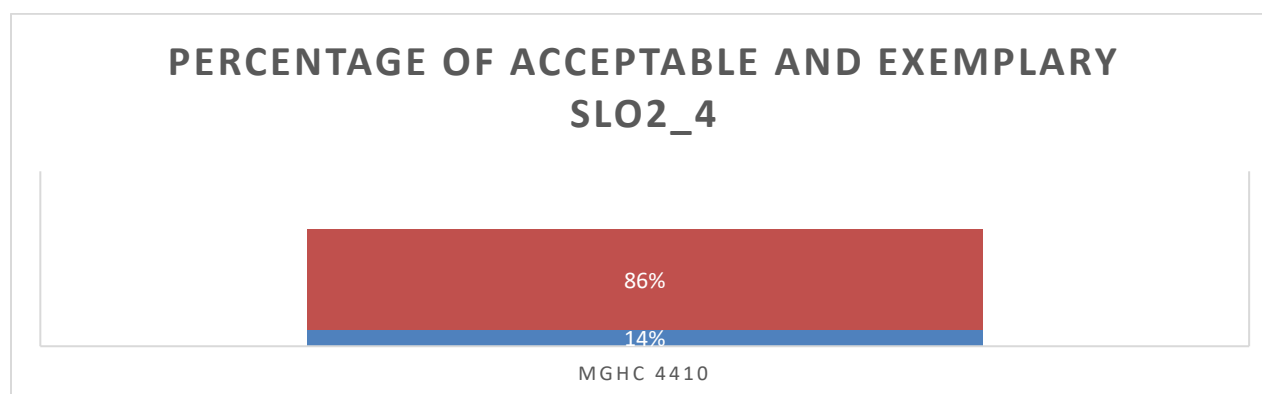
In Spring 2025, 29% (N=65) of the students met the acceptable level and 61% of the students met the exemplary level. Overall, 91% scored acceptable or better proficiency. Therefore, the initial expectation goal is met. The instructor identifies that additional instructional support or scaffolding may be needed to ensure all students meet learning objectives. The instructor notes “future improvements could include targeted interventions for struggling students and enhanced feedback mechanisms to support continued mastery.” Furthermore, the instructor stated that “future course iterations may incorporate a comprehensive project designed to enhance critical thinking, analytical reasoning, and problem-solving skills”.

This objective is measured as the second measurement in an upper-level course 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 2024/25 academic year, 53% (N=38), 14% (N=22), and 24% (N=19) of students earned acceptable grades in fall 2024, spring 2025, and summer 2025 semesters, respectively. In fall 2024, spring 2025, and summer 2025 semesters 32%, 82%, and 68% earned exemplary grades for this SLO, respectively. Thus, the initial goals for the SLO are met. Overall, the acceptable or better level has fluctuated slightly. 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.

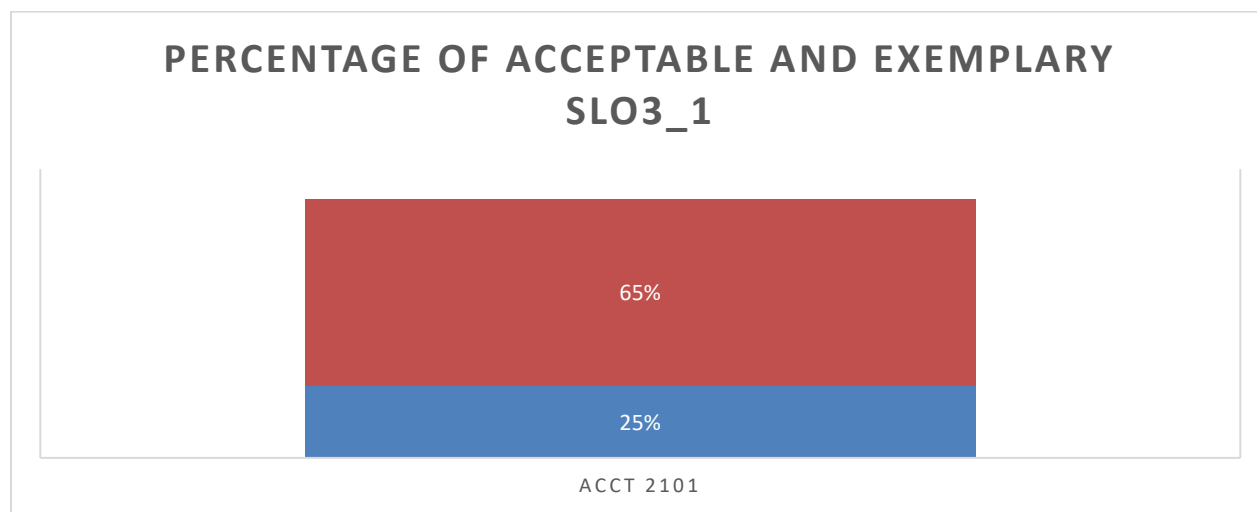
For the Management – Healthcare concentration, second Analytical Problem Solving SLO is measured in MGHC 4410 course. The data collection started in spring 2025. In this assessment, the students were assigned to identify a financial problem, develop a plan to solve the problem, identify criteria to evaluate alternatives, collect and analyze information and interpret findings and solve the problem. It was expected that at least 70% of the students would score 80% or higher on the project. The following chart shows the percentage of students who received acceptable and exemplary grades for the analytical problem solving SLO.



100% (N=7) of students scored acceptable or better for the SLO. 86% of students achieved exemplary grade. Instructor notes “the course goal was met with 75% of the students achieving 80% or higher on all of the elements assessed”.

Goal 3: Objective 1: Ethical Leadership

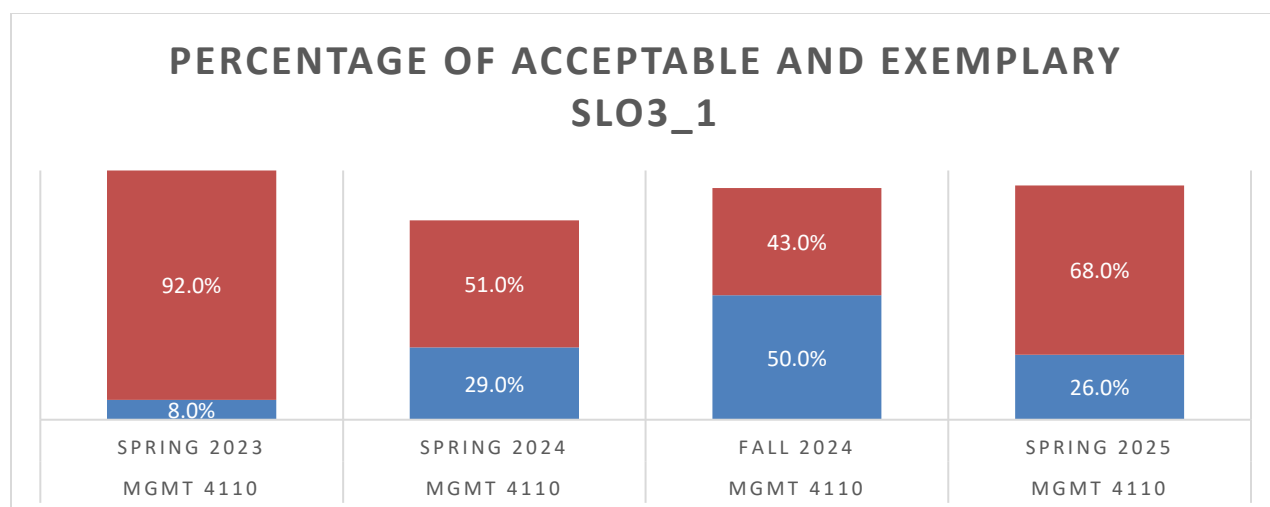
This SLO is measured in ACCT 2101 as the first measurement. This is a direct, formative, internal assessment. This learning goal is assessed through the discussion boards assignments where students are asked to assess and explain questions related to chapter content and the ethical reasoning of the same content. Initial learning goal expectation is for 70% of students to earn a 90% on the discussion board or above. The following chart shows the percentage of students who received acceptable and exemplary grades for the Ethical Leadership SLO.



In Spring 2025, 25% (N=68) of the students met the acceptable level and 65% of the students met the exemplary level. Overall, 90% scored acceptable or better proficiency. Therefore, the initial expectation goal is met. The instructor notes that “These results suggest that a strong majority of students effectively engaged with the material, demonstrated critical thinking, and applied ethical reasoning in their responses.”

The instructor identifies that full participation in discussions, particularly responding to peers in discussions, is a challenge. additional instructional support or scaffolding may be needed to ensure all students meet learning objectives. Furthermore, the instructor stated that “the depth of peer-to-peer dialogue and open discussion around ethical decision-making varied, suggesting a need for strategies to strengthen collaborative interaction and encourage more meaningful conversations in future iterations.” The instructor plans to develop more structured peer response prompts for discussions.

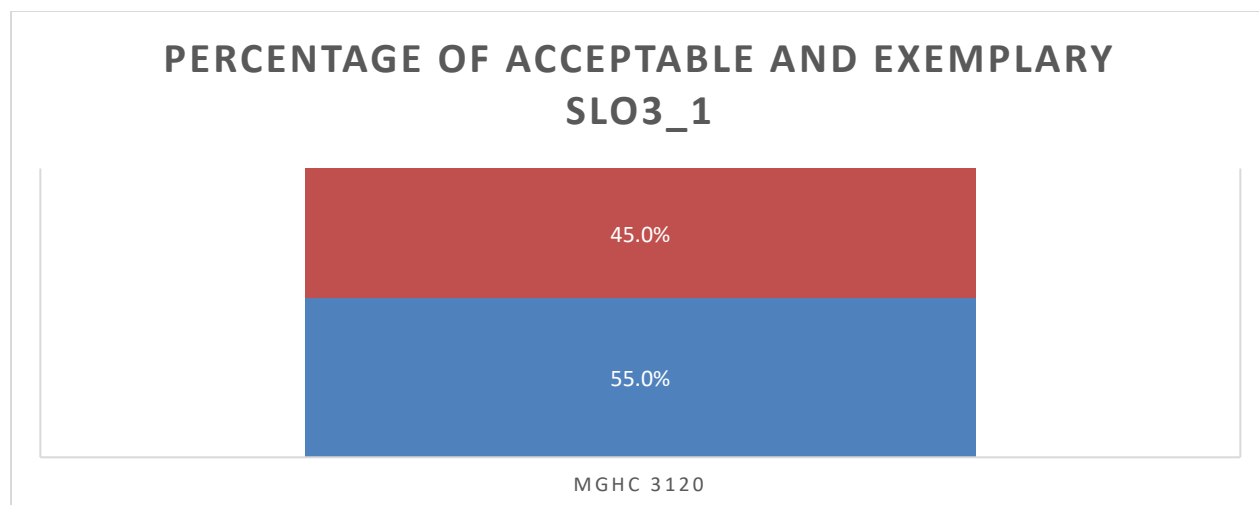
This objective was measured as the second measurement in an upper-level course in MGMT 4110. This is a direct, formative, internal assessment. Students enrolled in the MGMT 4110-01 course participated in a class activity on ethical dilemma and then answered questions to determine their levels of ethicalities as future leaders. Instructor expected that 70% of the students will score 70% and above in this activity. The report was graded using the identified rubric for Ethical Leadership (G3.1). The following chart shows the percentage of students who received acceptable and exemplary grades for the ethical leadership SLO.



In fall 2024 43% (N=15) of students earned exemplary and 50% earned acceptable grade. Overall, 93% of students earned acceptable or better grade. In spring 2025, 68% (N=34) of the students were categorized as exemplary and 26% students were categorized as acceptable. Overall, 94% of students were categorized as acceptable or better in the ethical leadership SLO. The initial objective of 70% of students scoring 70% or above for the learning assessment is exceeded.

The instructor noted that providing more detailed instructions using the TILT framework on how to attempt the ethical dilemmas, the instructor's expectations, and the grading scheme resulted in improving ethical leadership skills.

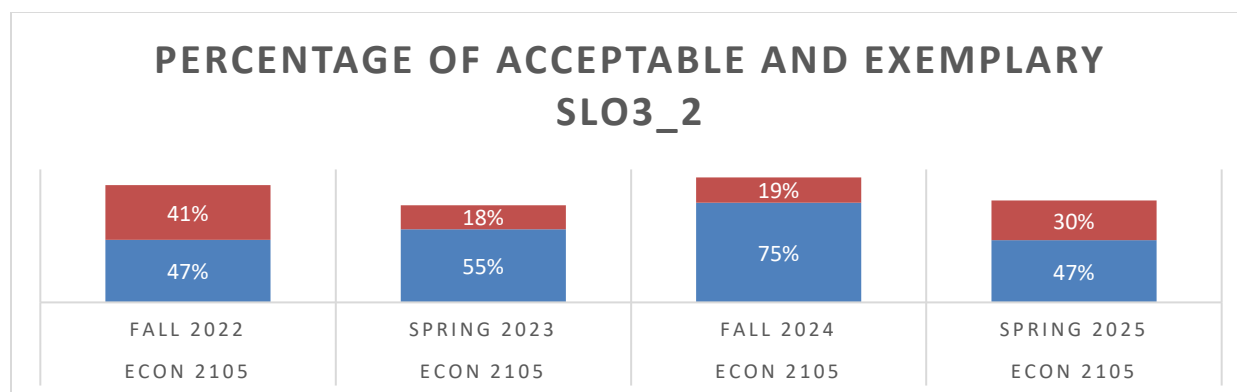
For the Management – Healthcare concentration, second Analytical Problem Solving SLO is measured in MGHC 3120 course. The data collection started in spring 2025. In this Ethical Legal Issues Project students were assigned to identify ethical issues, develop a plan, to solve the issue, identify criteria to evaluate alternatives, collect and analyze information and interpret findings and solve the problem. The expectation was that at least 70% of the students would score 80% or higher on the project. The following chart shows the percentage of students who received acceptable and exemplary grades for ethical leadership SLO.



100% (N=20) of students scored acceptable or better for the SLO. 45% of students achieved exemplary grades. The course goal was met with 75% of the students achieving 80% or higher on all the elements assessed. For future changes, instructor notes that “Instructors should continue providing education in a structured environment with defined measurable goals and objectives”.

Goal 3: Objective 2: Globally Conscious

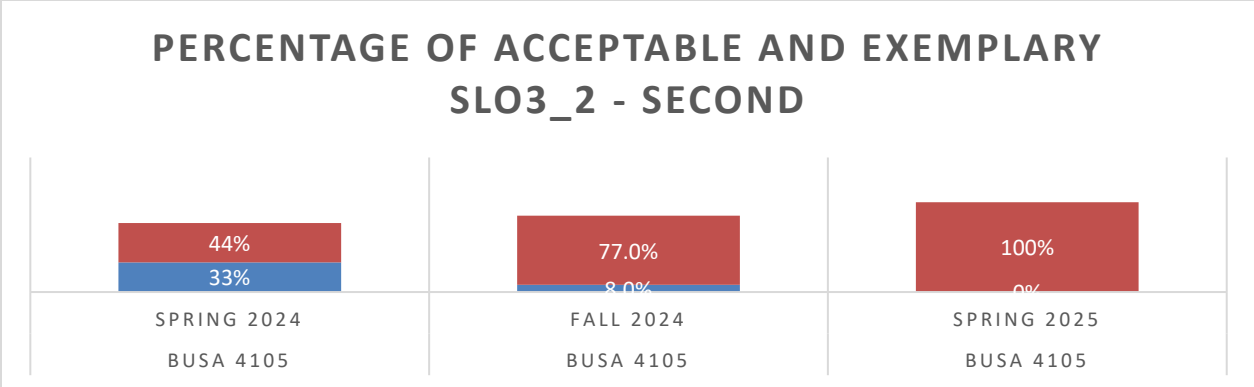
This SLO is measured in ECON 2105 as the first measurement. This is a direct, formative, internal assessment. To assess the SLO, students were tasked with selecting a foreign country and evaluating factors that influence living standards and economic growth. The student performance as assessed with a rubric with five categories that emphasizes the importance of critical analysis and providing actionable insights. The expectation was that at least 70% of the students would score 80% or higher on the project. The following chart shows the percentage of students who received acceptable and exemplary grades for the globally conscious SLO.



In fall 2024, 19% (N=16) of students met the exemplary level and 75% of students achieved acceptable level. Overall, 94% of students achieved acceptable level or better level. In spring 2025, 30% (N=75) of the students met the exemplary level and 47% of the students met the acceptable level. Overall, 77% scored acceptable or better proficiency. This indicates that SLO goal is met. One instructor notes that “Overall, the students' performance was good, and it was commendable that about one-fifth of the participants performed exceptionally.”

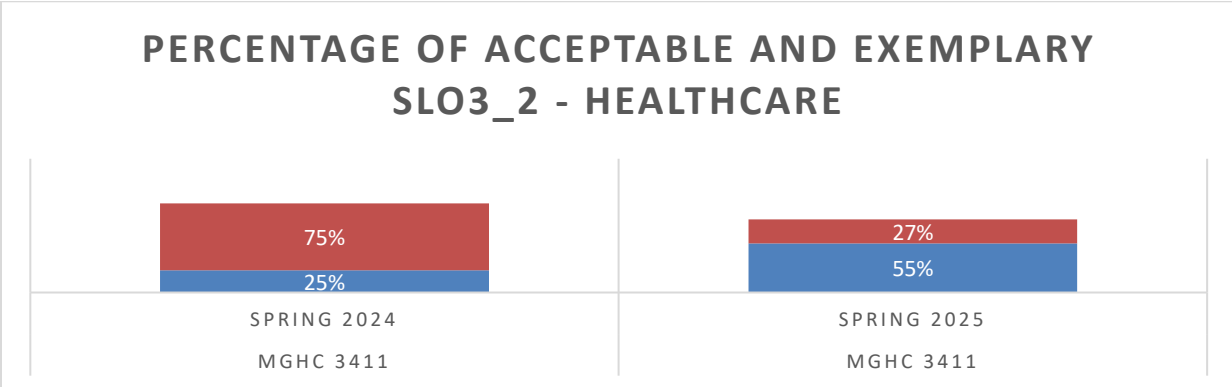
In spring 2025, the instructor noted that additional instructional videos explaining country evaluation criteria helped online students grasp key concepts. The instructor plans to develop more targeted instruction on Excel computations and graphing techniques and to clarify assignment directions, particularly emphasizing the calculation and visualization components, to ensure students understand these critical requirements.

Globally conscious SLO is measured as the second measurement in an upper-level course BUSA 4105. This is a direct, formative, internal assessment. The learning goal is assessed with 1. Case Studies: analyzing international business case involving multinational corporations, trade disputes, market entry success/failures, 2. Group projects--international Market Entry plan, Country comparative analysis. 3. Research papers on countries' business environment 5. Class Participation in different topics like trade wars, cultural differences and the role of IMF, WTO, and WORLD BANK. The following chart shows the percentage of students who received acceptable and exemplary grades for the SLO.



In fall 2024, 77% of students (N=14) earned exemplary and 8% of students earned acceptable for the globally conscious SLO. 15% of the students earned unacceptable grades for the SLO. In spring 2025, 100% of the students (n= 20) earned exemplary for the globally conscious SLO. Since more than 85% of students earned acceptable or better grades in both semesters, the SLO is met. The instructor noted that “The project was for them to find a mode of entry in a particular region of the work and come up with information about the region and what strategies to employ. Majority of them were able to execute and present well this project.” The instructor observed that working in small groups worked really well, especially when students were allowed to form their own groups. The instructor plans to find a way to ensure that athletes who travel can be active and participate in the things they missed while away as future changes.

For the Management- Healthcare track, Global conscious SLO is measured in MGHC 3411 course. This is a direct, formative, internal assessment. In this written assignment, students explored various conflict resolution strategies used by leaders in organizational settings. They will identify and discuss multiple approaches to resolving conflict and reflect on which method they believe to be most effective, supporting their analysis with examples or reasoning. Student work was assessed with a rubric including criteria such as content development, organization, analytical insight, grammar/mechanics, and alignment with business writing standards. The following chart shows the percentage of students who received acceptable and exemplary grades for the SLO.

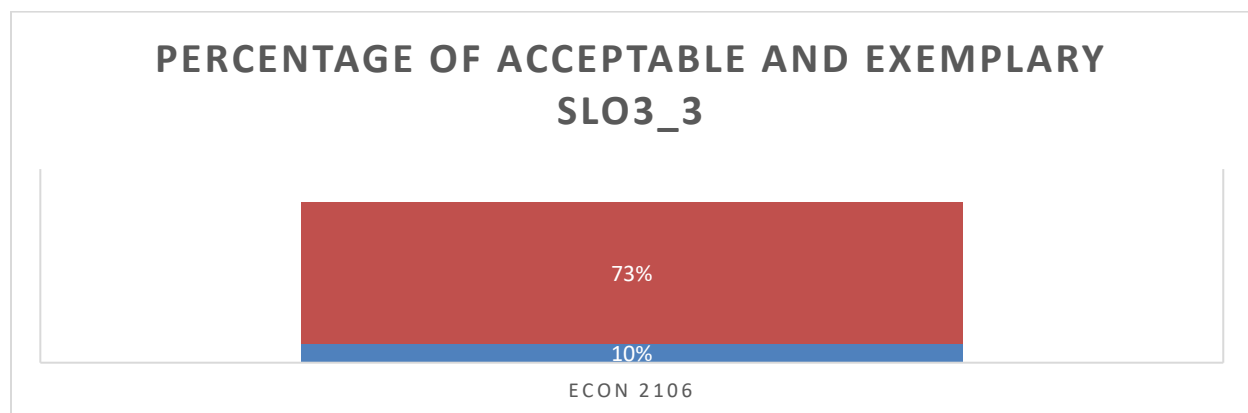


In Spring 2025, 27% of the students (N=11) scored in the exemplary range. 55% of the students scored in the acceptable range. 82% of the students scored acceptable or better grades. This suggests that while the majority met expectations, targeted support may be needed for lower-performing students. Therefore, the initial goal for the SLO is met. Compared to the previous year, the student performance has declined slightly.

The instructor notes: “The open-ended discussion prompt successfully encouraged critical thinking and real-world application, as evidenced by higher scores and thoughtful responses. However, a few students appeared uncertain about the assignment’s scope, leading to inconsistent depth in lower-scoring submissions. This indicates that clarity in instructions was generally effective but could be strengthened to ensure uniform understanding. For future iterations, providing concrete examples or a brief model response could help students grasp expectations more quickly. Introducing a short, in-class workshop on structuring analytical memos may also improve lower-performing students’ confidence and clarity. Finally, a more detailed rubric with explicit criteria could further guide students and reduce ambiguity.”

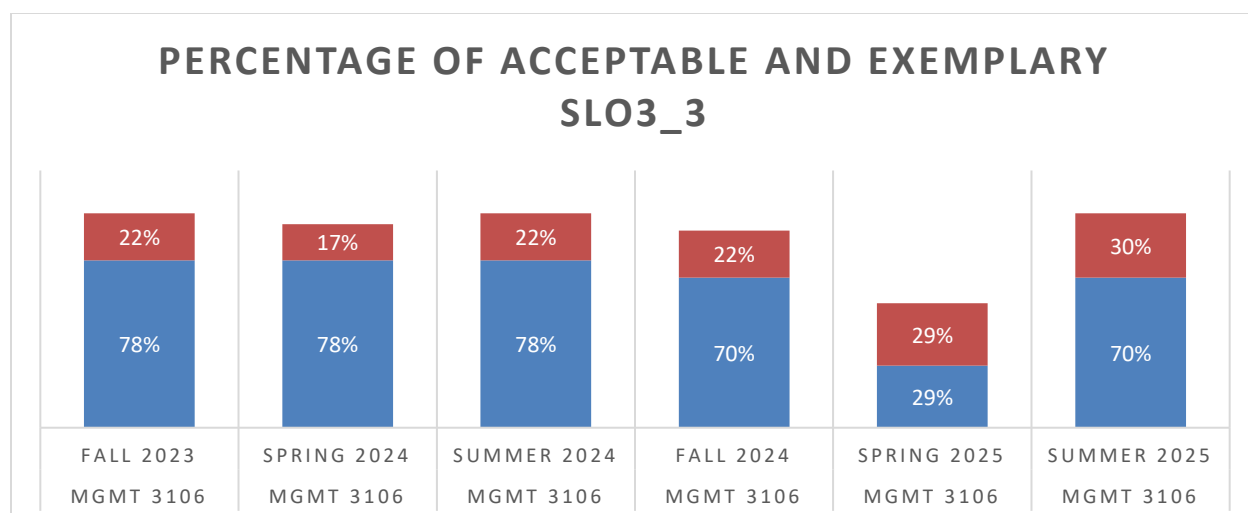
Goal 3: Objective 3: Environmentally Conscious

This SLO is measured in ECON 2106 as the first measurement. The data collection started in spring 2025. This is a direct, formative, internal assessment. To assess the SLO, students were tasked with conducting thorough research and presenting a well-supported solution, incorporating at least one credible, outside source. The assessment was evaluated using comprehensive rubric. The following chart shows the percentage of students who received acceptable and exemplary grades for the environmentally conscious SLO.



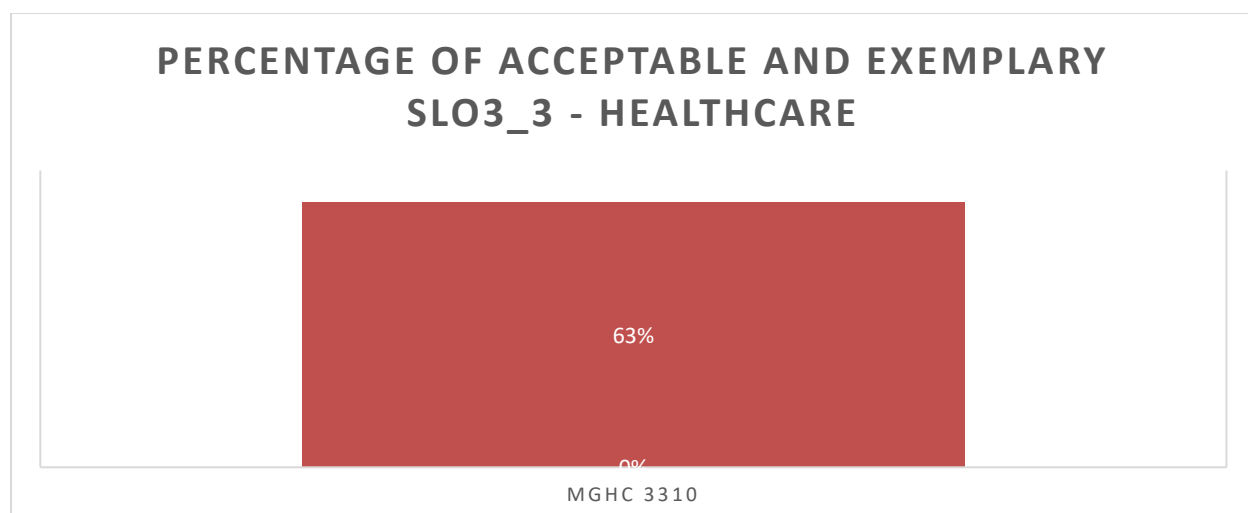
In spring 2025, 73% (N=41) of students met the exemplary level and 10% of students achieved acceptable level. Overall, 83% of students achieved acceptable level or better level. This indicates that SLO goal is met. One instructor notes that “(the students) understand that pollution as a negative externality is an outcome of the production of the goods and services. The students are able to explain both the pollution-associated ratios and marginal analysis concepts to arrive at the optimal quantity of pollution.” Another instructor noted that “I plan to implement targeted modifications to the climate change assessment that address identified challenges while enhancing critical thinking outcomes”.

This objective was measured as the second measurement in an upper-level course MGMT 3106. This is a direct, formative, internal assessment. In fall 2024, a written assignment was given to students to research the COP-28 summit and discuss how it affects consumers and small businesses. In spring 2025, a written assignment was given to students to research about how climate change affects agricultural businesses and explore solutions. 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. The following chart shows the percentage of students who received acceptable and exemplary grades for the environmentally conscious SLO.



In 2024-25 academic year, 22% (N=23), 29% (N=17), 30% (N=10) of the students earned exemplary grade for the Environmentally conscious SLO in fall, spring, and summer semesters. Moreover, 70%, 29%, and 70% of the students performed acceptable in the SLO in fall, spring, and summer semesters respectively. The initial expectation of 80% students earning acceptable performance is met in fall and summer semesters. 20% students earning exemplary performance is also met. Spring 2025 shows a decline in overall SLO achievement. The instructor notes that “Few students struggled with discussing how the climate change related decisions is applicable to consumer and small business level. However, some students did not complete the advocacy video part of the assignment, which resulted in lower grade. Also, some students did not use scholarly articles to learn information about the topic.” Since the student performance in the subsequent semester, no immediate action is required. Providing clear guidelines on formatting the assignment in a research paper format is a potential change for the assessment, the instructor notes.

For the Management- Healthcare track, Global conscious SLO is measured as the second measurement in MGHC 3310 course. The data collection started in fall 2024. This is a direct, formative, internal assessment. This goal was assessed using a video on a strawless environmental initiative. Students were asked to post comprehensive comments (related to their agreement with the initiative and related issues such as sustainability, business practices and the effect on stakeholders). A Discussion Rubric was used - requiring comprehensive development with at least 250 words and two supporting references. The initial student learning goal expectation (in numerical terms) was that 80% students would earn 70 points or above. The following chart shows the percentage of students who received acceptable and exemplary grades for the SLO.



In fall 2024, 63% of the students (N=16) scored in the exemplary range. 44% of the students received an unacceptable grade. Therefore, the initial goal for the SLO is not met. The instructor noted “This learning goal was not met since only 10 or 62.5% of the 16 students scored in the exemplary range. No students scored in the acceptable range.” The instructor identified that “the quality of the assignment was not the issue - lack of compliance lead to the learning goal not being met.” This suggests that while the majority met expectations, targeted support may be needed for lower-performing students.

B. Program Major Assessment Results 2024-2025

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. More instructors reported the SLO data compared to the previous academic year.

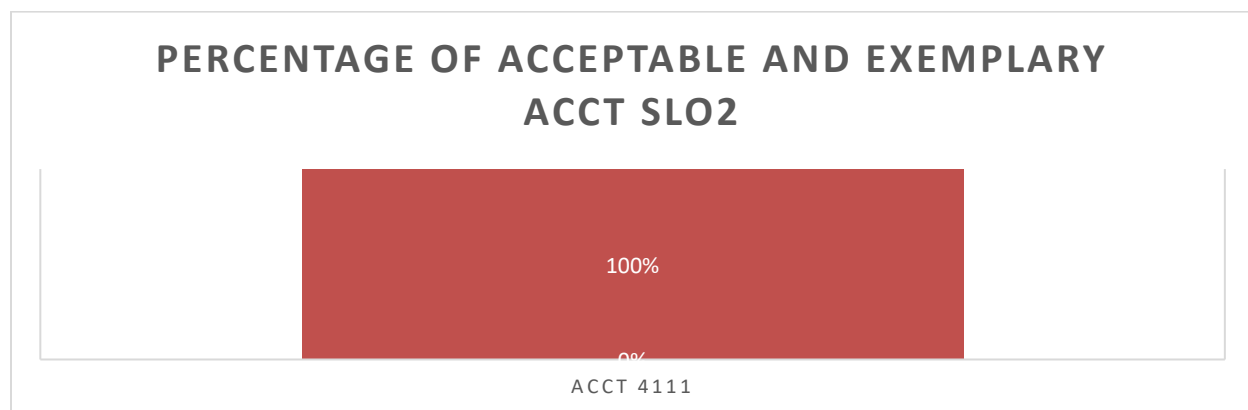
Accounting Major – Program Student Learning Outcomes

Goal 1: Financial accounting and Regulation

No SLO data is available.

Goal 2: Auditing

This objective is measured in ACCT 4111. The data collection started in spring 2025. This is a direct, formative, internal assessment. The scores on questions from exams and quizzes on the seven assessment areas for the Auditing attribute were averaged to assess the SLO. The following chart shows the percentage of students who received acceptable and exemplary grades for the auditing SLO.

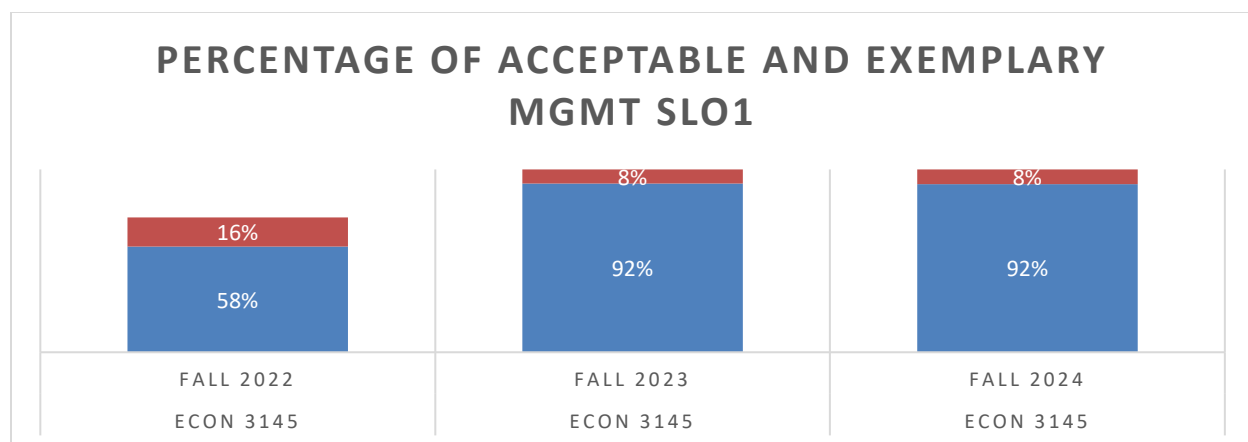


In spring 2025, 100% of the students (N=7) scored in the exemplary range. Therefore, the SLO is met. The instructor noted “The performance on all assessment areas for Attribute 3 exceeded the minimum for exemplary of 90 percent. It is evident from the results that students had the knowledge required to evaluate, analyze, find solutions and make recommendation related to audit engagements.” The instructor identified that “Students were able to analyze, evaluate and solve problems related to audit engagements.” For future iterations, the instructor plans to include more diverse assessments.

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 2024 semester, 26 students applied to the assessment test. 92% (N=26) of the students performed acceptably. 8% of the students performed exemplary. Overall, 100% of the students performed acceptably or better. Compared to the previous year, student performance has remained the same. The instructor commented on the student performance as follows: “Particularly, (the students) understand that efficiency calls for the optimal use of resources to achieve an acceptable financial outcome. They understand that the optimal employment of financial resources will enable a business organization to maximize profit by the process of marginal analysis that relates the marginal benefit to the marginal cost. Therefore, the students as managers understand that financial resources are limited and are paid for by the prevailing interest rates in the financial market to have access to them.”

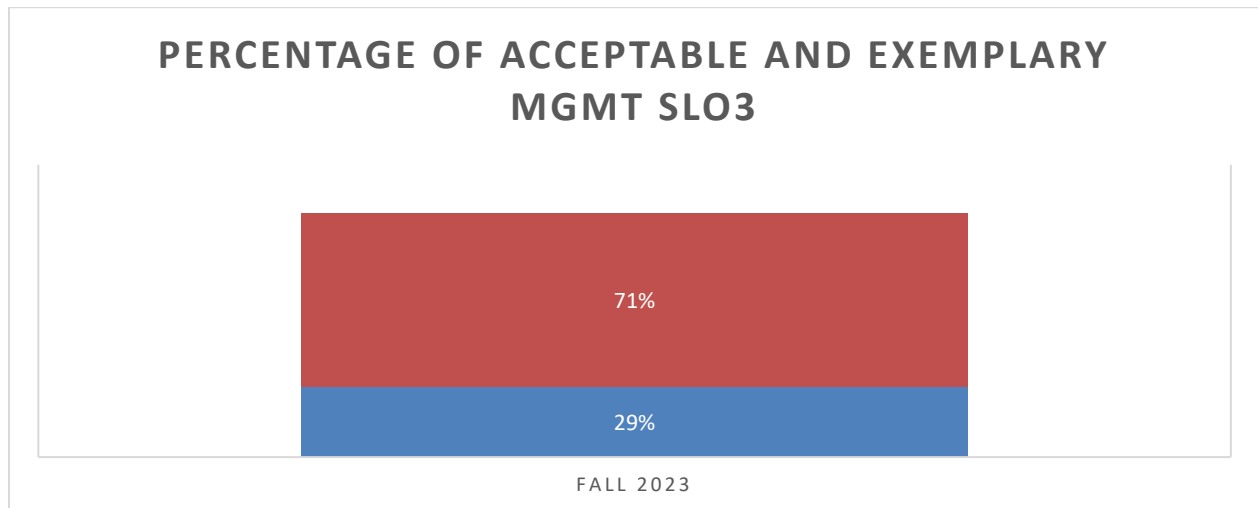
The instructor noted that “More emphasis will be placed on the interpretation of the key concepts before the next session of this assessment. Also, students will have more empirical assignments that will require the application of critical marginal analysis to relate benefit to cost for arriving at the 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 2: Human capital management:

No SLO data is available.

Goal 3: Technology management:

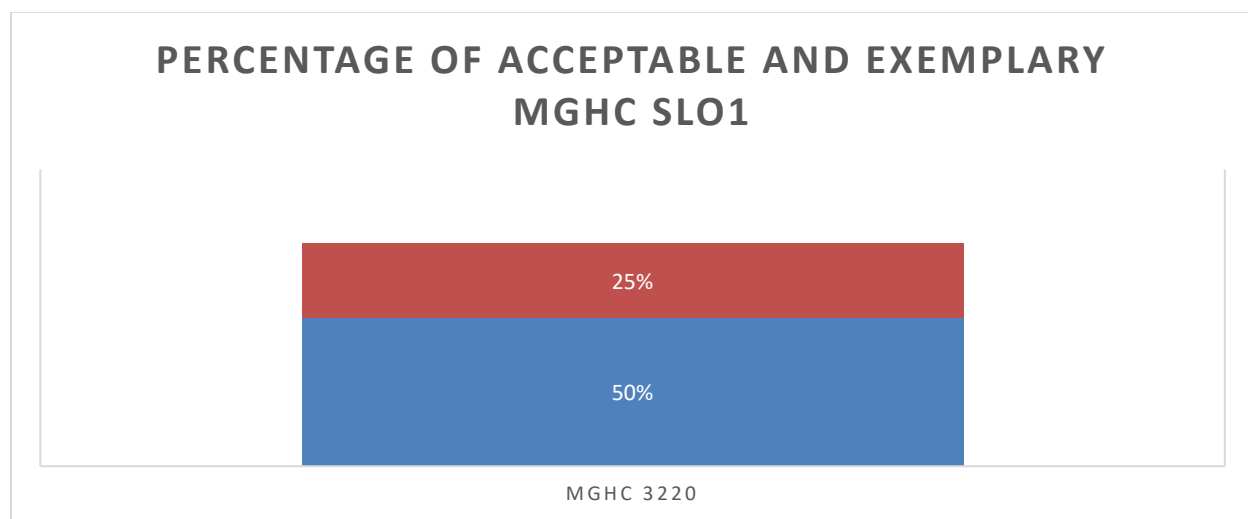
This objective is measured in MGMT 4206. This is a direct, formative, internal assessment. An assessment "Business Software Assignment#1" was given to assess student's ability to use technology efficiently to increase organization productivity. The following chart shows the percentage of students who received acceptable and exemplary grades for the technology management SLO. No new data for 2024/25 is available.



Management - Healthcare Major – Program Student Learning Outcomes

Goal 1: Healthcare management:

This objective is measured in MGHC 3220. The data collection started in fall 2024. This is a direct, formative, internal assessment. Healthcare management students were tasked to use a research proposal to integrate concepts learned in multiple healthcare management courses. It is expected that 80% of the students will score 70% or higher. The following chart shows the percentage of students who received acceptable and exemplary grades for the healthcare management SLO.



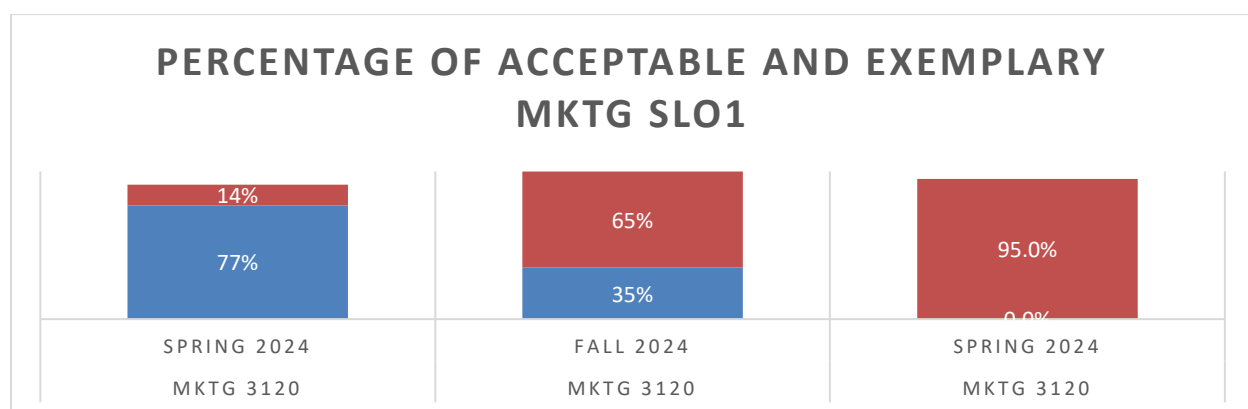
In the Fall 2024 semester, 25% (N=5) of the students performed exemplary. 50% of the students performed acceptable. Overall, 75% of the students performed acceptably or better. 25% of the students scored in the unacceptable range. The course goal was not met since only 75% (vs. 80%) scored in the acceptable or exemplary ranges. The instructor commented that “While most of the students were able to apply critical thinking skills and decision-making skills to interpret a case / problem using research proposal, one student (25%) was not - reducing the overall class percentage below the range needed to meet the goal of (80%). The goal was likely not met due to the small sample size of the class under study (n=5).”

The instructor suggested the following for potential changes: “Since the last review of this goal in 2023, the case (journal article study review) was expanded to include a case / problem review using a research proposal. The case or problem addressed in the research proposal allowed students to use critical thinking and decision-making skills.”

Marketing Major – Program Student Learning Outcomes

Goal 1: Marketing Concepts:

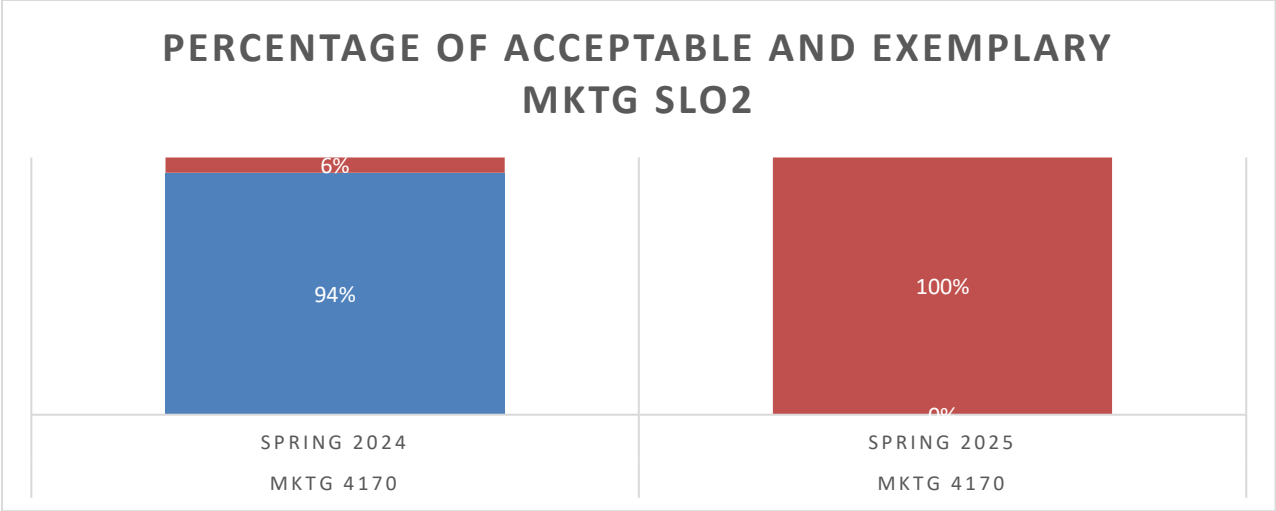
This objective is measured in MKTG 3120. This is a direct, formative, internal assessment. The SLO is assessed with 1. Marketing Case Analysis: Students analyze a marketing problem and present findings in a professional memo format. 2. Marketing Plan Project: Require students to write a professional-quality marketing plan or sections of a plan, such as executive summary, situational analysis, objectives and strategies, implementation timeline 3. The document should follow a clear structure, use formal business language, and include visuals like charts or tables for clarity. The following chart shows the percentage of students who received acceptable and exemplary grades for the SLO.



In the fall 2024, 65% of students performed exemplary and 35% of students performed acceptable. Overall, 100% of students performed acceptable or better. In spring 2025 semester, 95% of the students performed exemplary. 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 2025 semester, 100% of the students performed exemplary. 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. The SLO goal is met.

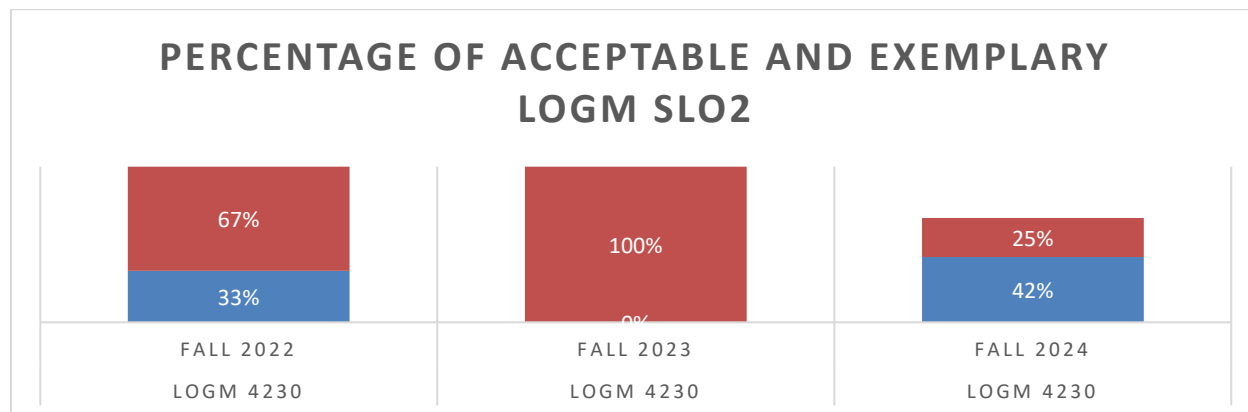
Supply Chain and Logistics Management Major – Program Student Learning Outcomes

Goal 1: Logistics Concepts:

This objective is measured in LOGM 4220. This is a direct, formative, internal assessment. No data is available for 2024-25.

Goal 2: Logistics Applications:

This objective is measured in LOGM 4230. This is a direct, formative, internal assessment. In the final exam, several (scaled down) supply chain problems such as location decisions, demand planning, production planning, transportation planning, and logistics planning were given to students to analyze with appropriate tools and provide recommendations based on the analytical results. The responses were graded using the suggested SCLM major rubric attribute 4. It is expected that 80% of the students would earn acceptable or better grades and 20% of students would earn exemplary grade. The following chart shows the percentage of students who received acceptable and exemplary grades for the SLO.



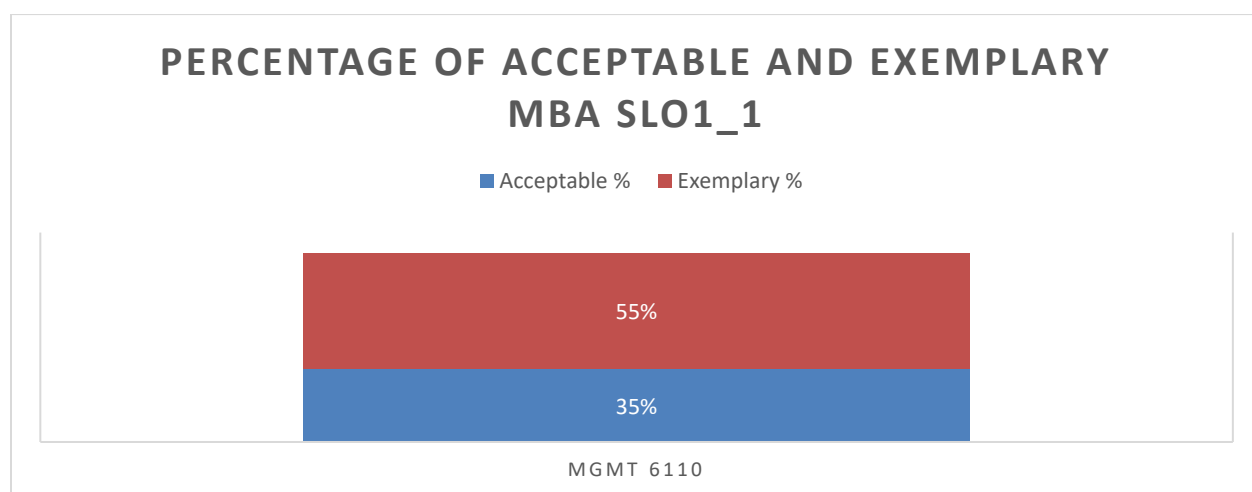
In the fall 2024 semester, 25% of the students performed exemplary and 42% of the students performed acceptable. One expectation of 20% of students earning exemplary grade is exceeded. Only 67% of students achieved acceptable or better grade, which is below the expected 80%. Therefore, the expectations for SLO are partially met.

The instructor noted that “most students were able to identify which tool/ technology to use for majority of the problems. They demonstrated a satisfactory understanding of the methodology to analyze the problem. 25% of the students demonstrated a comprehensive understanding of the technology's role and how to apply the tools and use them to make decisions within a time constrained environment. During the time-restricted exam, some students were not able to apply the technology tools and interpret results. Limited time during the exam may be the contributing factor. For future changes, the instructor plans to provide more practice problems and give mock exams. Also, the instructor plans to discuss how to interpret analytical results with practical applications.

C. Graduate Assessment Results 2023-2024

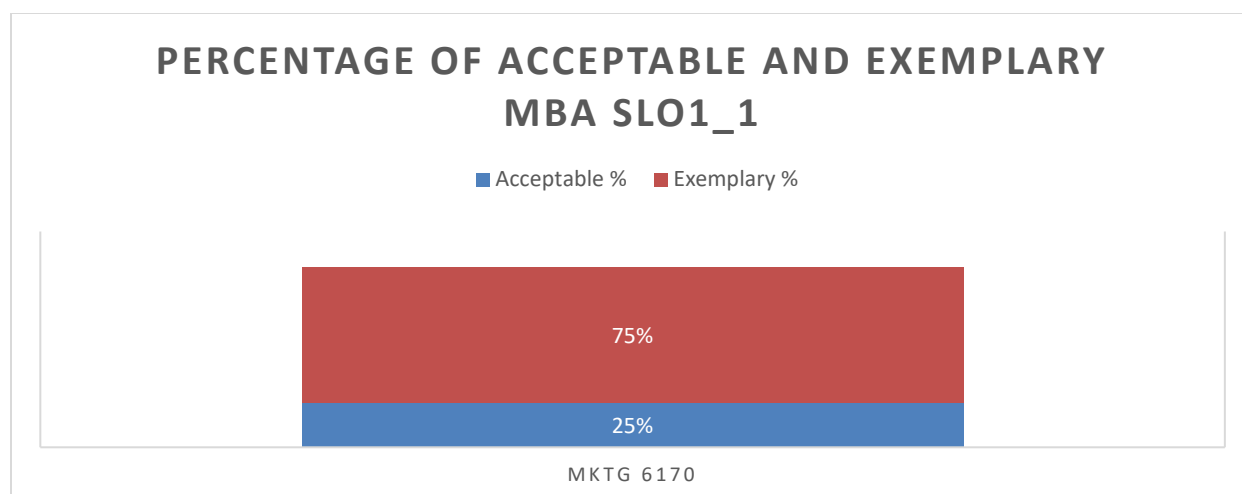
Goal 1: Objective 1: Oral Communication

Oral Communication SLO is measured twice in the MBA program. The first measurement is taken in MGMT 6110. Data collection under new MBA Student Learning goals started in Fall 2024. All students in this class were placed into a team, had to collaboratively work on a research project, submit a written report and present their findings before their instructor. The students assessed each other on their team working skills. The learning goal for this assessment is that 70% of the students will possess exemplary team working skills. The following chart shows the percentage of students who received acceptable and exemplary grades for the MBA oral communication SLO.



In fall 2024, across three course sections, 55% of the students (N=43) were able to achieve exemplary grades and 35% of the students achieved acceptable grades. In the face-to-face section, the instructor noted that all students earned exemplary grades. All students in the face-to-face section were clear about the project requirements and the expectations of the instructor. Instructor notes that “It is always difficult for students to establish connections with other students on a virtual medium.”. The number of students achieving exemplary grades is lower than that of the face-to-face class. The instructor plans to revert back to the policy where students were given course credit for the number of meetings held and for uploading meeting minutes and agendas.

The second measurement for Oral Communication is taken in MGMT 6170. Data collection under new MBA Student Learning goals started in Fall 2024. The SLO is assessed with four criteria: 1. Individual Presentations: Our students will present business ideas or strategies where their professionalism, audience engagement and clarity. 2. Group Presentation: team-based projects and business cases studies. 3. Impromptu speaking exercises and power point presentation/technology-enhanced communication via zoom or Webex. The following chart shows the percentage of students who received acceptable and exemplary grades for the MBA oral communication SLO.

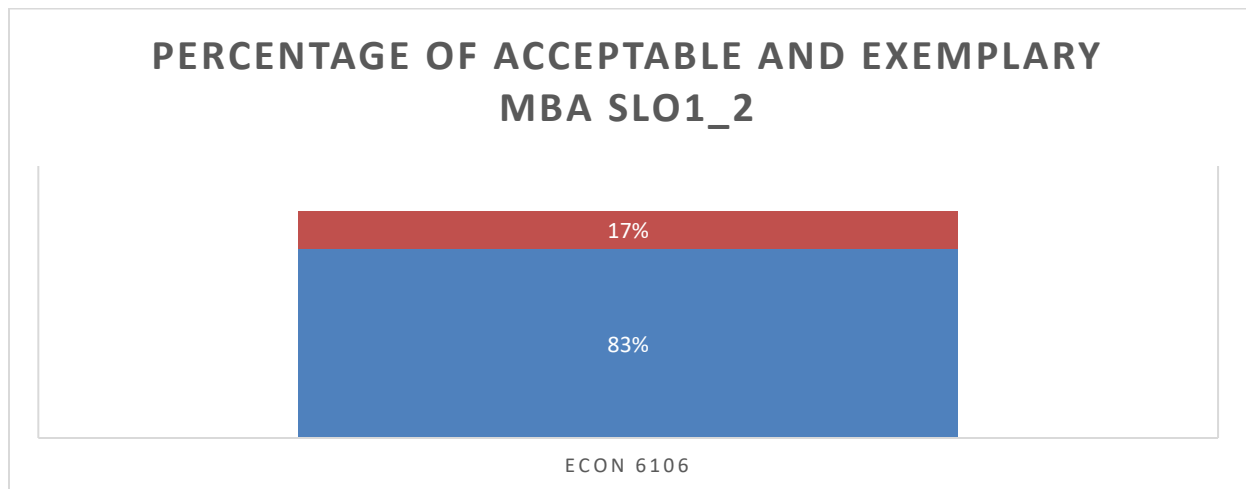


In fall 2024, all students scored acceptable or better levels in the SLO. 75% of students (N=32) scored exemplary and 25% of students scored acceptable. The SLO goal is met.

The instructor noted “Students using technology and working in small groups worked very well. Even though not all students were on board with the presentation of the power point, with time”. The instructor plans to “make sure that all students have the latest version of the Microsoft PowerPoint. This will ensure smooth integration of oral presentation assignments for online students.

Goal 1: Objective 2: Written Communication

Written Communication SLO is measured twice in the MBA program. The first measurement is taken in ECON 6106. Data collection under new MBA Student Learning goals started in Fall 2024. The following chart shows the percentage of students who received acceptable and exemplary grades for the MBA written communication SLO.



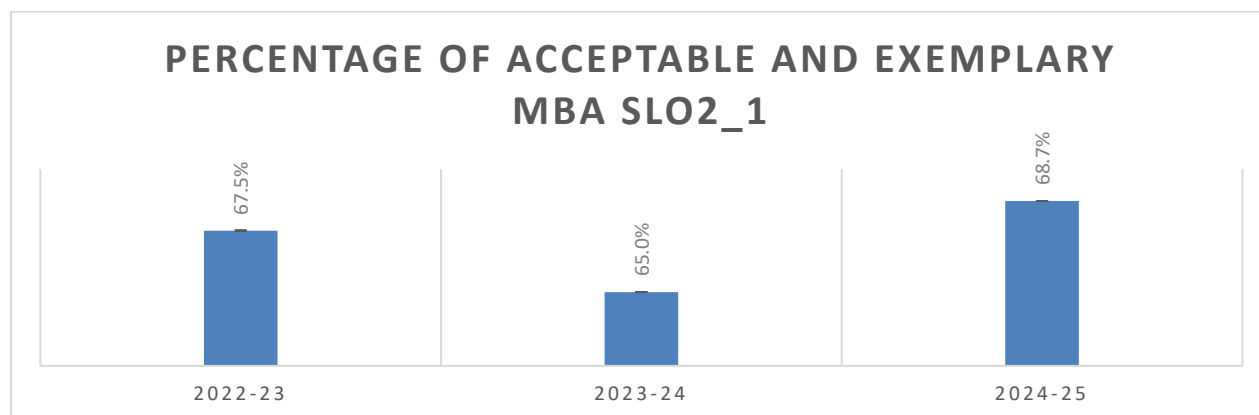
In Spring 2025, 17% of the students (N=24) achieved exemplary grades and 83% of students achieved acceptable grades. The instructor noted that “(these results) clearly show consistent students’ performance as in the previous year’s performance. The students are achieving an elevated explanation of: ratio and marginal analysis, specialization & comparative advantage, firm competition and concentration, cost minimization, utility maximization, trade and markets.”

The instructor notes the following regarding continuous improvement: “In the next assessment period, 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.”

The second measurement for Oral Communication is taken in MGMT 6199. No data is available for 2024-25.

Goal 2: Objective 1: Global Business Environment

Global Business Environment SLO is measured twice in the MBA program. The first measurement is taken in using the external inbound exam administered by Peregrine. The exam consists of questions on topics such as accounting, economics, finance, information systems, international business, marketing, and management. The 'Economics' topic in the external exam represents the Global Business Environment SLO. The following chart shows the Economics mean score of the external inbound exam for the MBA degree program for the past 3 academic years.



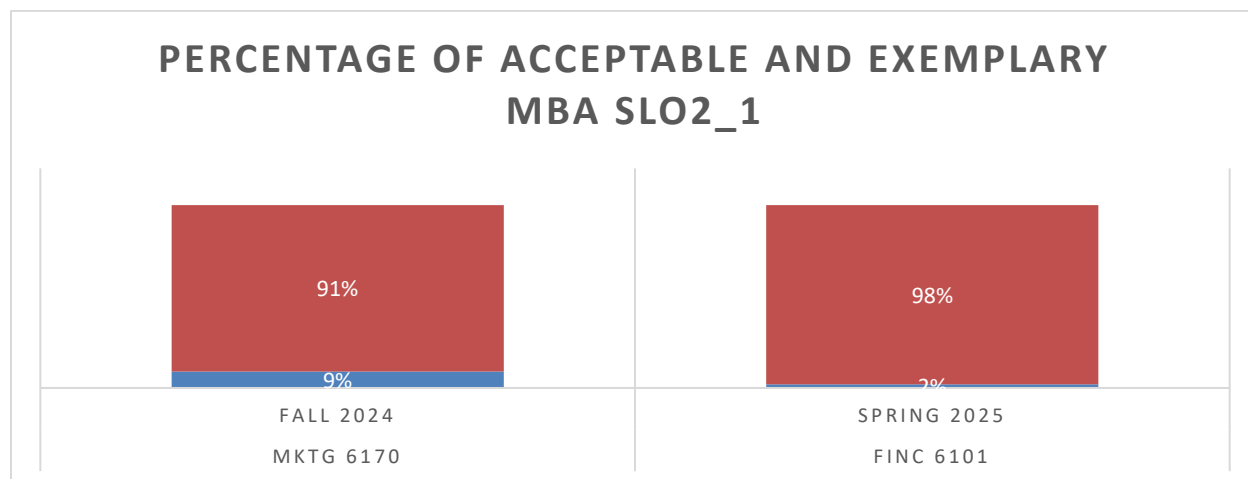
As per Peregrine Internal Analysis Report, in 2024-25 academic year, the mean score was 68.7% (N=23). The average score for the same category on this inbound exam is higher compared to 54.31% in all other ACBSP Southeastern Council business scores using Peregrine assessments at the graduate level. Compared to the previous year where the mean score was 65%, the mean score has increased. Prospective MBA students possess adequate global business environment knowledge before entering the MBA program.

The second measurement for Global Business Environment SLO is taken in FINC 6101 course. Data collection under new MBA Student Learning goals started in Fall 2024. It should be noted that the SLO was measured in MKTG 6170 course in fall 2024 and on request of the instructors, the measured course was changed.

In MKTG 6170 course, the SLO is assessed with five criteria: 1. Case Study Analysis: Evaluate real-world international business challenges to develop solutions. 2. Research Projects: Conduct in-depth studies on global companies or industries 3. Group Projects: Develop strategic plans for entering or expanding in global 4. markets. Written Assignments: Analyze global issues through essays or reports. 4. Presentations: Propose solutions to global business issues in a professional setting 5. Capstone Projects: Integrate learning to solve complex global business challenges.

To evaluate the SLO in FINC 6101 course, the Research Paper assignment was used. The assignment requires the students to perform an organizational financial analysis incorporating global business concepts such as environmental scanning, risk analysis, and strategic comparison of multinational firms. Student work was evaluated with the

AoL Global Business rubric (Goal 2.2), focusing on understanding global business environments, analyzing global challenges, and proposing solutions aligned with global best practices. This direct, summative, internal assessment measured students' mastery of global business leadership. Performance goals were set at 80% achieving acceptable scores (≥ 70) and 20% exemplary scores (≥ 85). The following chart shows the percentage of students who received acceptable and exemplary grades for the MBA Global Business Environment SLO.



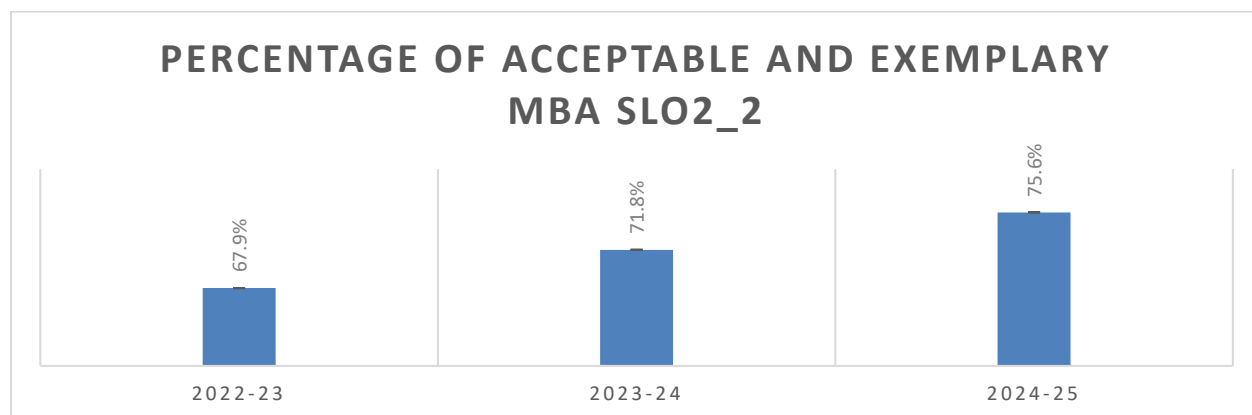
In fall 2024, 91% of the students (N=32) achieved exemplary grades and 9% of students achieved acceptable grades. The instructor noted that “according to the data above, students performance met and exceeded the expectations. Students were very interested and engaged in the topic of global business. It was easy to access global information in the current age of advanced technology.” The instructor identified that assigning groups different region of the world to conduct research and give weekly reports worked well.

In spring 2025, 98% of the students (N=43) achieved exemplary grades and 2% of students achieved acceptable grades. The instructor noted that “The average score was 98.7, with every student meeting the acceptable threshold and nearly all achieving exemplary performance. This reflects the effectiveness of the course and assessment in fostering strong global business leadership skills.” The instructor identified that assigning detailed rubric provided clear expectations, facilitating consistent evaluation across submissions.

The instructor notes the following regarding continuous improvement: “In the next assessment period, 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.” To enhance learning outcomes, the instructor plans to “consider incorporating earlier formative assessments focused on global ethics and cross-cultural leadership. Providing workshops or supplementary materials on ethical dilemmas in global business could deepen understanding. Adjusting the timeline to allow more time for reflection on cultural impacts may improve paper depth.”

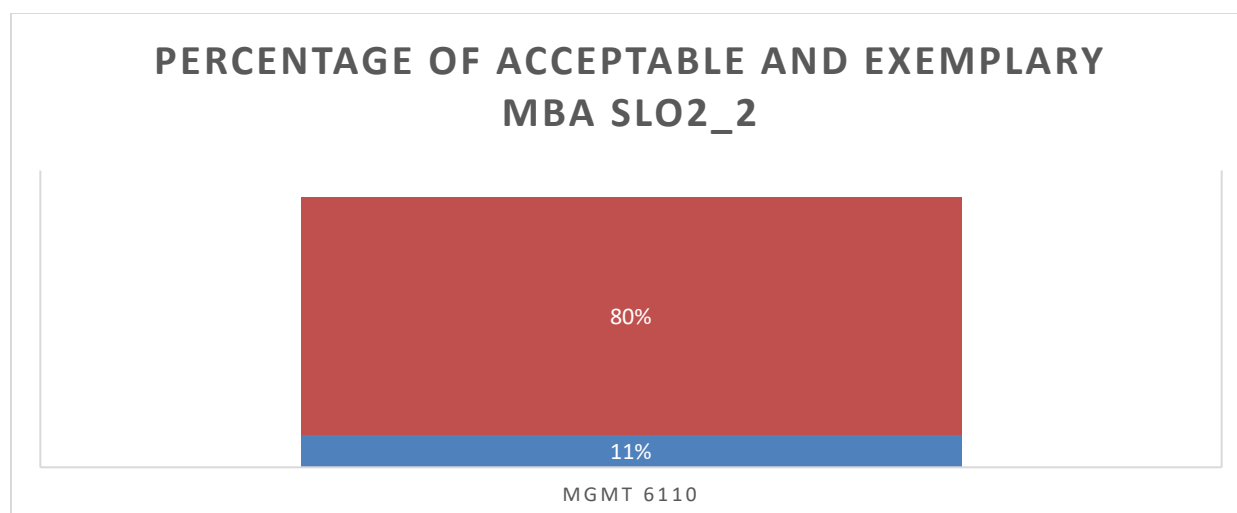
Goal 2: Objective 2: Ethical Leadership

Ethical Leadership SLO is measured twice in the MBA program. The first measurement is taken in using the external inbound exam administered by Peregrine. The exam consists of questions on topics such as accounting, economics, finance, information systems, international business, marketing, and management. The 'Business Ethics' topic in the external exam represents the Ethical Leadership SLO. The following chart shows the Business Ethics mean score of the external inbound exam for the MBA degree program for the past 3 academic years.



As per Peregrine Internal Analysis Report, in 2024-25 academic year, the mean score for the Business Ethics category was 75.65% (N=23). The average score for the same category on this inbound exam is higher compared to 54.7% in all other ACBSP Southeastern Council institutions scores using Peregrine assessments at the graduate level. Compared to the previous year where the mean score was 71.8%, the mean score has increased. Prospective MBA students possess adequate ethical leadership knowledge before entering the MBA program.

The second measurement for Global Business Environment SLO is taken in MGMT 6110 course. Data collection under new MBA Student Learning goals started in Fall 2024. All students in this class were placed into a team, had to collaboratively work on a research project, submit a written report and present their findings before their instructor. The students assessed each other on their team working skills. The learning goal for this assessment is that 70% of the students will possess exemplary team working skills. The following chart shows the percentage of students who received acceptable and exemplary grades for the MBA Ethical Leadership SLO.

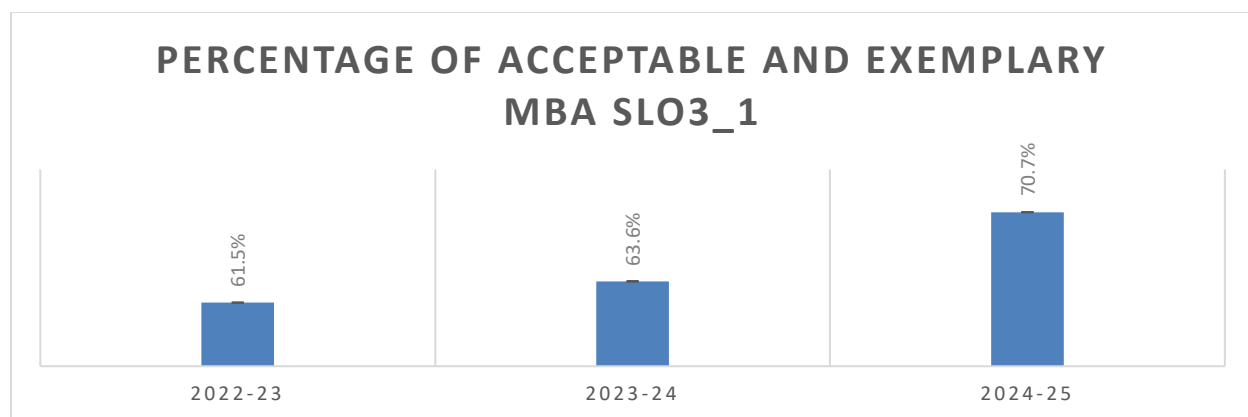


In spring 2025, 80% of the students (N=44) achieved exemplary grades and 11% of students achieved acceptable grades. Overall, 91% of students achieved acceptable or better grades. Thus, the initial expectations are exceeded and the SLO is met.

The instructor plans to continue using team based collaborative projects to measure students' collaboration and interpersonal skills. The instructor commented: "However instead of using it as an extra credit activity, if this activity is integrated as part of the course credit, she believes it would encourage students to take it more seriously".

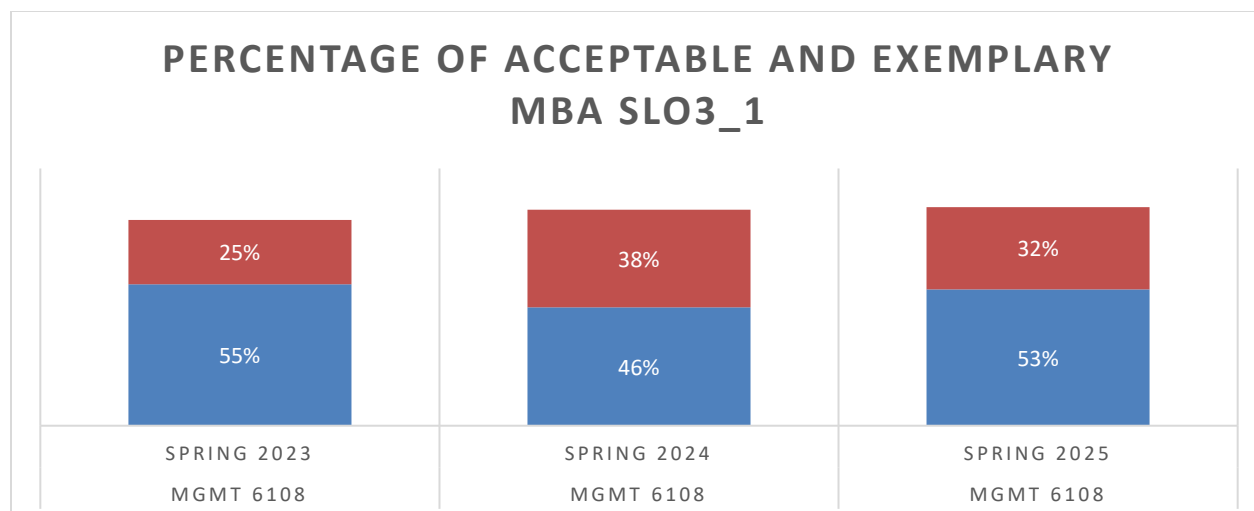
Goal 3: Objective 1: Decision Making

Decision Making SLO is measured twice in the MBA program. The first measurement is taken in using the external inbound exam administered by Peregrine. The exam consists of questions on topics such as accounting, economics, finance, information systems, international business, marketing, and management. The 'Management' topic and 'Quantitative Research Techniques and Statistics' topic in the external exam represents the Decision Making SLO. The following chart shows the Management' topic and 'Quantitative Research Techniques and Statistics' topic mean score of the external inbound exam for the MBA degree program for the past 3 academic years.



As per Peregrine Internal Analysis Report, in 2024-25 academic year, the mean score for the Management category was 68.7% (N=23) and Quantitative Research Techniques and Statistics' category was 72.61% (N=23). The average scores for the same categories for all other ACBSP Southeastern Council institutions are 55.01% and 50.76%, respectively. Therefore, the scores of the prospective MBA students of ASU are higher compared to all other ACBSP Southeastern Council business institutions. Compared to the previous year where the mean score was 63.6%, the mean score has increased. Prospective MBA students possess adequate decision-making knowledge before entering the MBA program.

The second measurement for the SLO is measured in MGMT 6108 course. To assess the SLO, the 5 homework assignments discussing approaches to solve business problems including linear programming, project management, and simulation were considered. Each assignment was designed to measure four attributes: 1. Problem identification, 2. Gathering/ Analyzing data, 3. Using appropriate quantitative technique, 4. Making sound business decisions. It is expected that 80% of students will earn an acceptable or above and grade 20% of students would earn exemplary grade. The following chart shows the percentage of students who received acceptable and exemplary grades for the MBA Decision Making SLO.

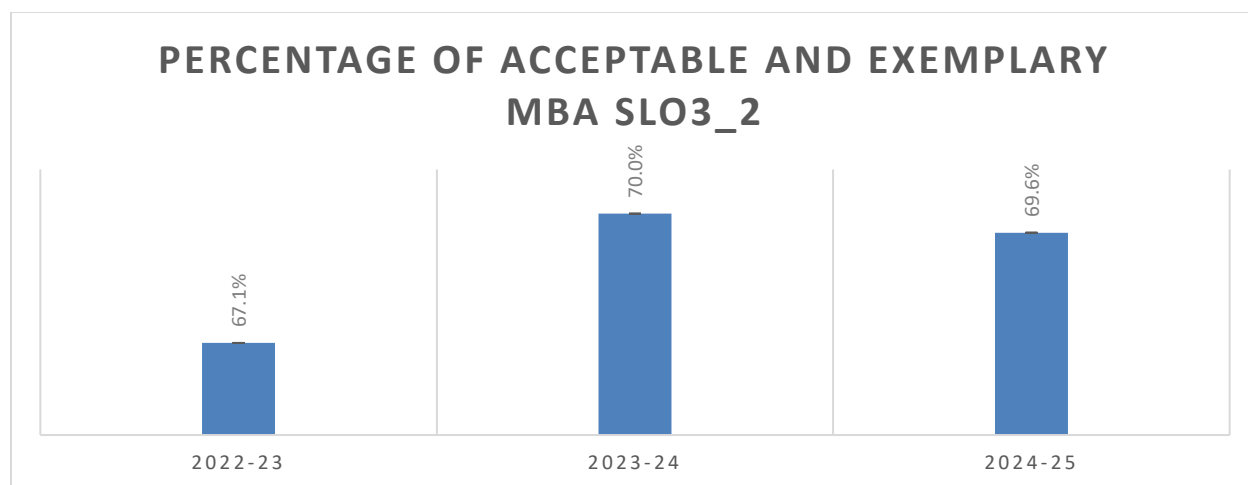


In the review year, 32% of students earned exemplary grades and 53% of students earned an acceptable level. 85% of students earned acceptable or better grades and 32% of students earned exemplary grades, exceeding both the instructor's expectations. Therefore, the SLO is met. Compared to previous years, the student performance has slightly increased, but it is not a significant change.

The instructor noted that “the class examples, example videos, and recorded class sessions helped students to learn and apply the concepts to solve the business problems. Some students struggled with using technology tools that were new to them, such as Excel Solver and LPSolve. Few students had issues with determining the amount of information needed to solve the business problems.” The instructor plans to provide more practice questions with different applications, encourage peer tutoring, and provide external resources to learn technical part of the quantitative analysis in future iterations of the course.

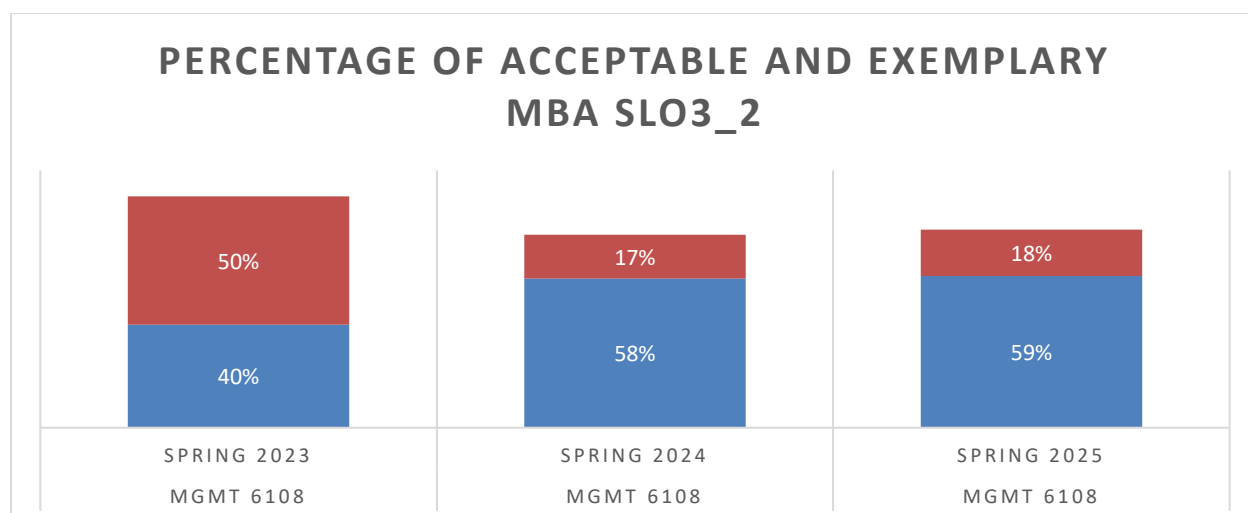
Goal 3: Objective 2: Strategic Planning

Strategic Planning SLO is measured twice in the MBA program. The first measurement is taken in using the external inbound exam administered by Peregrine. The exam consists of questions on topics such as accounting, economics, finance, information systems, international business, marketing, and management. The 'Business Integration and Strategic Management' topic in the external exam represents the Strategic Planning SLO. The following chart shows the 'Business Integration and Strategic Management' topic mean score of the external inbound exam for the MBA degree program for the past 3 academic years.



As per Peregrine Internal Analysis Report, in 2024-25 academic year, the mean score for the Business Integration and Strategic Management category was 69.6% (N=23). The average score for the same category for all other ACBSP Southeastern Council institutions is 56.3%. Therefore, the scores of the prospective MBA students of ASU are higher compared to all other ACBSP Southeastern Council. Compared to the previous year where the mean score was 70%, the mean score has slightly decreased. Prospective MBA students possess adequate strategic planning knowledge before entering the MBA program.

The second measurement for the SLO is measured in MGMT 6108 course. To assess the SLO, a writing assignment was given to the students to analyze a scenario where a manufacturing organization is entering a new market and suggest strategies to overcome sustainability and cultural challenges. The responses were graded using the identified rubric for Strategic Planning (3.2). It is expected that 80% of the students would earn acceptable or better grades and 20% of students would earn exemplary grade. It is expected that 80% of students will earn an acceptable or above and 20% of students will earn exemplary grade. The following chart shows the percentage of students who received acceptable and exemplary grades for the MBA Strategic Planning SLO.



In the review year, 18% of students earned exemplary grades and 59% of students earned an acceptable level. 77% of students earned acceptable or better grades and 18% of students earned exemplary grades. Both the instructor's expectations are not met, but not by a large margin. Therefore, the SLO is met. Compared to previous years, the student performance has slightly increased, but it is not a significant change. Since both targets are not met, the expectations of this student learning goal is not met.

The instructor noted that "Students identified the sustainable and cultural challenges. Some students did not communicate the strategies as requested in the assignment." The instructor plans to provide clear guidelines on formatting the assignment in a research paper format and provide a sample completed assignment in future iterations of the course.

6. Closing the Loop Process

It is observed that SLO assessment data for some objectives, some program majors were not reported during the 2024-25 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 2024-25 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.