
ASSURANCE OF LEARNING REPORT

2025-2026



SCHOOL OF BUSINESS

Table of Contents

1.	Introduction	4
2.	Assurance of Learning Process	5
2.1	AOL Committee Mission and Objectives	5
2.2	Responsibilities and Communication	5
3.	Closing the Loop Activities.....	8
4.	Student Learning Goals.....	9
4.1	Undergraduate Student Learning Goals	10
4.1.1	Goal 1: Effective Tech-Savvy Communicators	10
4.1.2	Goal 2: Analytical Business Professionals	10
4.1.3	Goal 3: Globally & Environmentally Conscious Ethical Leaders	10
4.1.4	Measurement Points	11
4.1.5	Undergraduate Core Courses	11
4.1.6	Management - Healthcare Core Courses	12
4.2	Program Major Student Learning Goals	13
4.2.1	Accounting Major – Program Student Learning Goals	13
4.2.2	Management Major – Program Student Learning Goals	13
4.2.3	Management - Healthcare Major – Program Student Learning Goals.....	14
4.2.4	Marketing Major – Program Student Learning Goals.....	14
4.2.5	Supply Chain and Logistics Management Major – Program Student Learning Goals	14
4.3	Graduate Student Learning Goals.....	15
4.3.1	Goal 1: Professional Communication: Students will be effective communicators.	15
4.3.2	Goal 2: Global Business Leadership:	15
4.3.3	Goal 3: Goal 3: Strategic Decision Making:.....	15
4.3.4	Graduate Core Courses	16
5.	Student Learning Outcome Assessment Results	16
5.1	Undergraduate Assessment Results	16
5.1.1	Goal 1: Outcome 1: Oral Communication	17
5.1.2	Goal 1: Objective 2: Written Communication	18
5.1.3	Goal 1: Objective 2: Technology Skills	20
5.1.4	Goal 2: Objective 1: Team Behavior	21
5.1.5	Goal 2: Objective 2: Professional Behavior	24

5.1.6 Goal 2: Objective 3: Business Knowledge	26
5.1.7 Goal 2: Objective 4: Analytical Problem Solving.....	27
5.1.8 Goal 3: Objective 1: Ethical Leadership	30
5.1.9 Goal 3: Objective 2: Globally Conscious	33
5.1.10 Goal 3: Objective 3: Environmentally Conscious	36
5.2 Program Major Assessment Results	39
5.2.1 Accounting Major – Program Student Learning Outcomes.....	39
5.2.2 Management Major – Program Student Learning Outcomes	40
5.2.3 Management - Healthcare Major – Program Student Learning Outcomes	41
5.2.4 Marketing Major – Program Student Learning Outcomes	42
5.2.5 Supply Chain and Logistics Management Major – Program Student Learning Outcomes	43
5.3 Graduate Assessment Results	45
5.3.1 Goal 1: Objective 1: Oral Communication	45
5.3.2 Goal 1: Objective 2: Written Communication	46
5.3.3 Goal 2: Objective 1: Global Business Environment	48
5.3.4 Goal 2: Objective 2: Ethical Leadership	51
5.3.4 Goal 3: Objective 1: Decision Making	53
5.3.5 Goal 3: Objective 2: Strategic Planning	56
6. Recommendations.....	61

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.

Table 1: Assurance of Learning Committee 2025-2026

	Role	Program
Nadeepa Wickramage	Chair	Supply Chain Management
Devi Akella	Ex-officio, School of Business Chair	Management
Tomeika Williams		Accounting
Corrine Sweet		Management
Victor Williams		Management Information Sys.
Aaron Johnson		Management Information Sys.
Edwyn Nyamwala		Marketing
Ginger Stewart		Management

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.

2.1 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

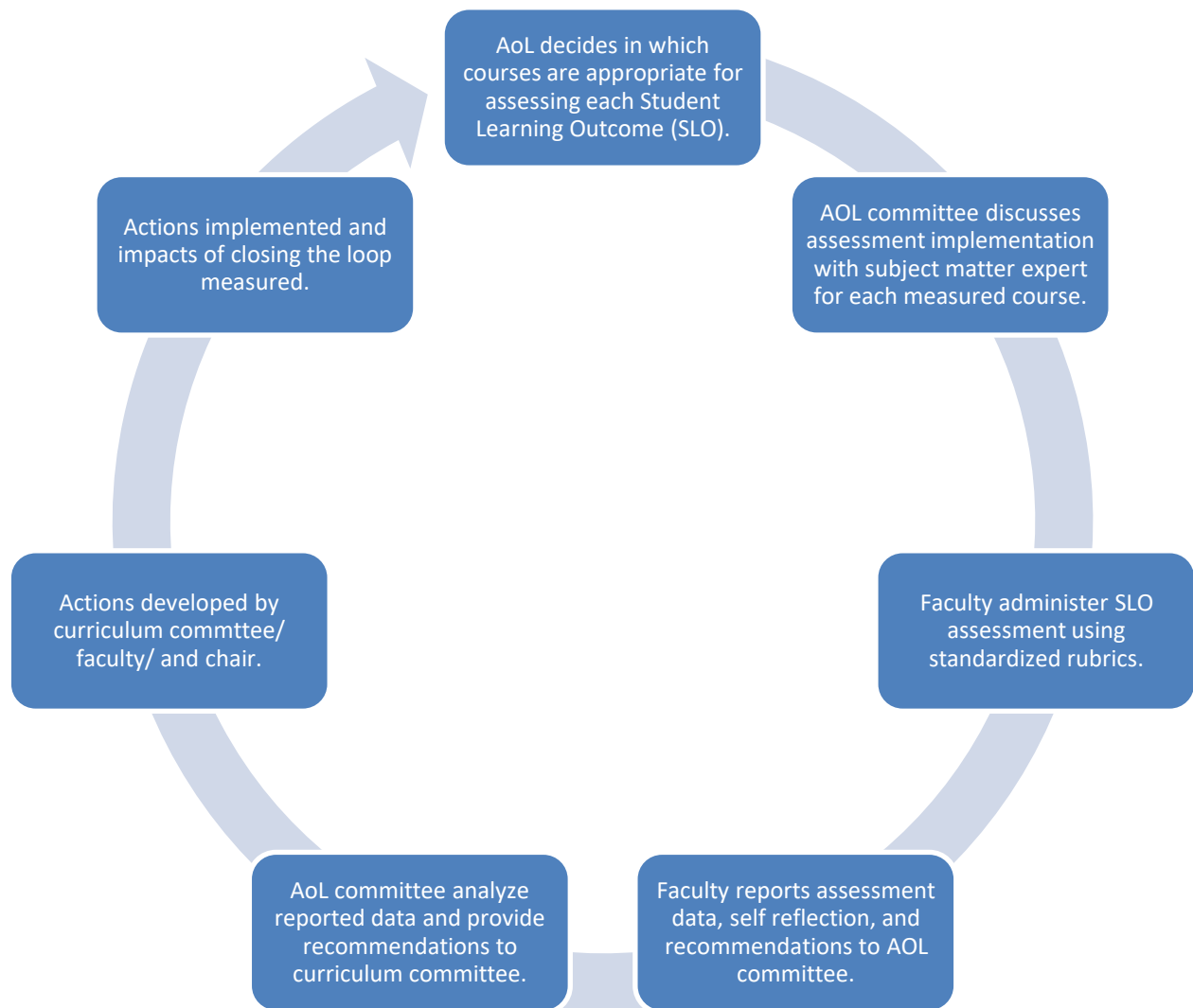
1. Contribute to a robust curriculum management process.
2. Assess each goal using direct and indirect measures.
3. Report results and recommendations to the appropriate departments and curricula committees.
4. Improve communication of results and recommendations.
5. Review learning goals and objectives.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

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

Figure 1: Curriculum Management and Assessment Process



Assurance of Learning committee determines and revises student learning outcomes for each program. Identified student learning outcomes are measured in various courses according to the curriculum maps shown in Tables 2,3, and 4. The AoL committee collaborates with course instructor to identify assessment(s) that are appropriate for collecting student learning outcome data. Instructors collect the student learning outcome data using the identified assessments and established rubrics. The instructors report the collected data using a common reporting template

Table 2: Assurance of learning 5-year Assessment Timeline

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

Table 1 shows the Assurance of Learning 5-year assessment timeline. Student Learning Outcomes are measured at least once in each academic year. In every other fall semester, the AoL committee processes and analyzes reports submitted during the last academic year. 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 and New Programs 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 proposed action plans are implemented during the subsequent fall semester. Data analysis in every other semester allows time for analysis and implementation of action plans before the outcome is re-measured for the “Closing the Loop” step.

3. Closing the Loop Activities

During the 2025–2026 academic year, the Assurance of Learning (AoL) Committee continued its efforts to strengthen assessment processes and support continuous improvement across undergraduate and graduate programs.

As part of the “Closing the Loop” process, the AoL Committee analyzed student learning assessment data collected during the 2024–2025 academic year and reviewed trends across multiple assessment cycles. Based on this analysis, the committee identified key observations, areas of strength, and opportunities for improvement. These findings and recommendations were communicated directly to faculty members to support evidence-based decision making and continuous improvement efforts. Faculty members were encouraged to review the results and discuss potential course-level and curriculum-level changes through collaboration with the Curriculum and New Programs (CNP) Committee. This process strengthened the connection between assessment findings and program enhancement activities.

For the MBA program, the AoL Committee addressed a limitation associated with the use of the Peregrine MBA Exit Examination. Previously, the exam contained questions representing multiple topic areas, and the questions relevant to specific Student Learning Outcomes (SLOs) had not been clearly identified. During the academic year, appropriate topic areas within the Peregrine examination were identified and mapped to the MBA program learning outcomes. This revision improved alignment between the external assessment instrument and the MBA program’s learning objectives and provided a more systematic approach to collecting and interpreting assessment data for these outcomes.

The committee also evaluated the effectiveness of existing data collection processes. While data collection and reporting have improved significantly in recent years, gaps and reporting challenges remain. To address these issues and reduce the administrative burden associated with assessment reporting, the AoL Committee developed a new web-based assessment reporting tool. The tool is designed to streamline data submission, improve consistency in reporting, and enhance accessibility of assessment information. Implementation of the new system is planned for the 2026–2027 assessment cycle.

Minor revisions were made to several Student Learning Outcome (SLO) definitions during the 2025–2026 academic year to improve clarity, consistency, and alignment with program expectations. Updated language was incorporated into relevant AoL documentation and assessment materials.

The scope of assessment data collection was expanded to include undergraduate majors. Assessment data was systematically collected and reviewed at the major level to provide additional information regarding student achievement of learning outcomes within individual academic disciplines. This expansion enhanced the department’s ability to evaluate learning outcomes across programs and identify discipline-specific areas for improvement.

In addition, undergraduate major goals were revised to establish a common naming convention across all majors. Standardized terminology was adopted to improve

consistency in assessment reporting and program documentation. The revised naming convention enhanced clarity, facilitated comparison of assessment results across programs, and improved the overall organization of the Assurance of Learning process.

Finally, the AoL Committee revised the Assurance of Learning website to improve organization, accessibility, and communication of assessment-related information. The updated website provides faculty members with easier access to assessment resources, learning goals, reporting guidelines, and supporting documentation, further supporting a culture of continuous improvement and assessment-driven decision making.

4. Student Learning Goals

1. 4.1 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.

4.1.1 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.

4.1.2 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.

4.1.3 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* political, cultural, economic, and legal issues in diverse international contexts across major business disciplines to make strategic decisions.

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

4.1.4 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 3: 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

4.1.5 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 4: 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

4.1.6 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

1. 4.2 Program Major Student Learning Goals

1. 4.2.1 Accounting Major – Program Student Learning Goals

Objective 1: Financial Accounting - 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.

Objective 2: Regulation - 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)

2. 4.2.2 Management Major – Program Student Learning Goals

Objective 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.

Objective 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.

Objective 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)

3. 4.2.3 Management - Healthcare Major – Program Student Learning Goals

Objective 1: Critical thinking and decision making - 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

4. 4.2.4 Marketing Major – Program Student Learning Goals

Objective 1: Marketing concepts - 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.

Objective 2: Marketing strategy - 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)

5. 4.2.5 Supply Chain and Logistics Management Major – Program Student Learning Goals

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

Objective 2: Supply chain strategy - 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)

2. 4.3 Graduate Student Learning Goals

The School of Business graduate students 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.

- 1. 4.3.1 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.

- 2. 4.3.2 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.

- 3. 4.3.3 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 5: 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 Global Business	A			A					A
Global Leadership – 2 Ethical Leadership	A					A			A
Strategic Decision Making – 1 Decision Making	A				A				A
Strategic Decision Making – 2 Strategic Planning	A				A			A	A

A= Assess the learning goal

4. 4.3.4 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

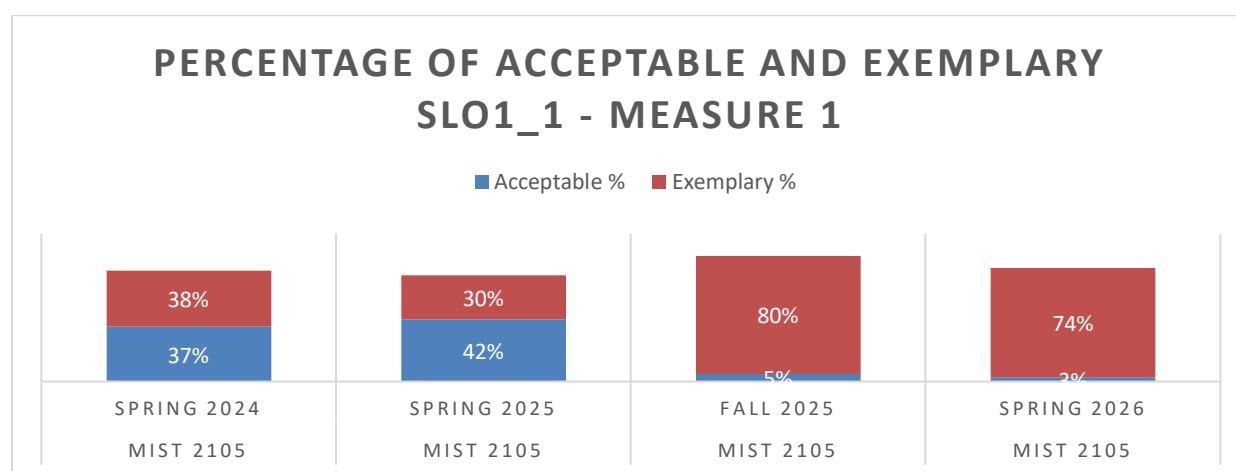
5.1 Undergraduate Assessment Results

5.1.1 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.

The following chart shows the percentage of students who received acceptable and exemplary grades for the oral communication SLO in the last 3 years.

Figure 2: Percentage of Acceptable and Exemplary SLO1_1 – Measure 1



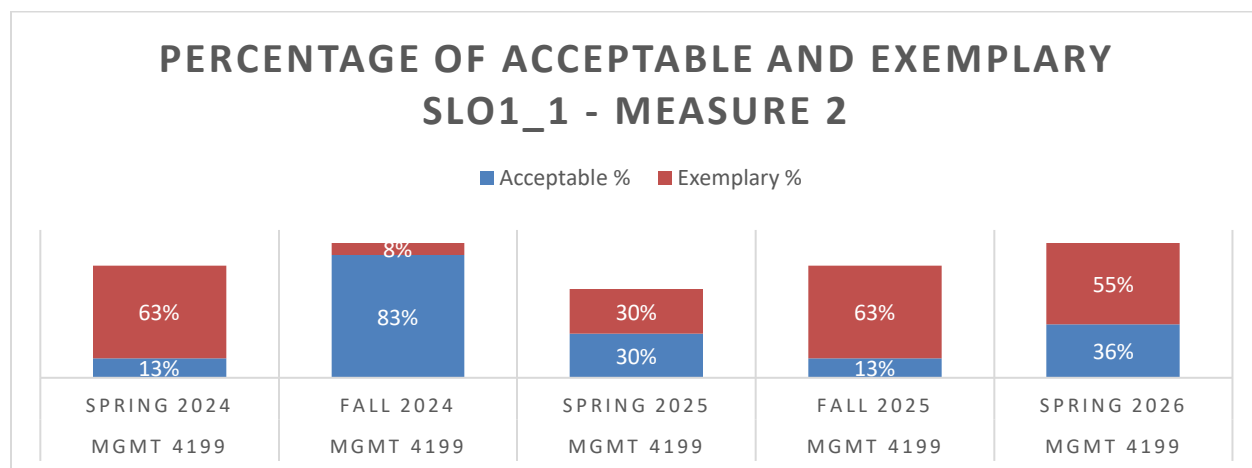
It can be observed that the Oral communication SLO exemplary percentage has improved from 30% (N=99) in spring 2025 to 80% (N=85) and 74% (N=135) in Fall 2025 and Spring 2026, respectively. However, the acceptable percentage dropped to 5% and 3% from 42% during the same period. Overall, the acceptable or better percentage increased to 85% in Fall 2025 and 77% in Spring 2026 compared to 72% in Spring 2025.

The instructor observed that students were quite capable at creating academically appropriate presentation materials. The instructor has redesigned the instructions file to include answers to many of the frequently asked questions. Furthermore, instructor requested students complete a data- collecting worksheet a few weeks prior to creating the presentation. The instructor noted that “separating of the overall assessment into multiple parts reduced stress and confusion for the students.” For the potential changes, the instructor notes: “I am considering adding an additional presentation to the course that requires each student to record a 3-minute micro lesson about a topic from the course.”

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 PPT presentation with Voice Over recording. This assignment requires students to create a professional PowerPoint

presentation from the final portfolio submission. Students must add their own audio narration to each slide. It is expected that 80% of the students will earn an acceptable or above grade and 20% will earn an exemplary grade. The following chart shows the percentage of students who received acceptable and exemplary grades for the oral communication SLO in the last 3 years.

Figure 3: Percentage of Acceptable and Exemplary SLO1_1 – Measure 2



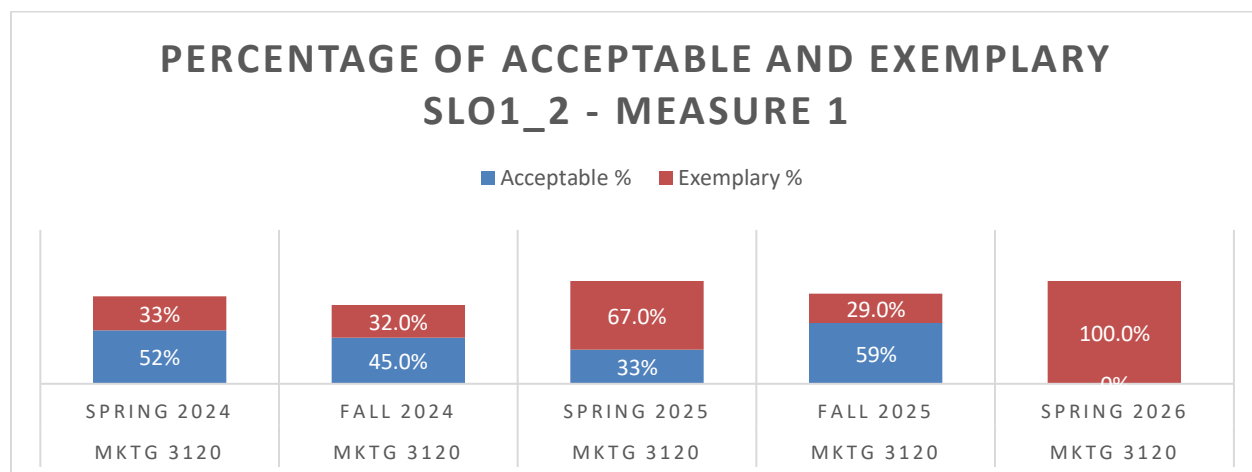
In Fall 2025, 13% (N=7) of students earned acceptable and 63% students earned exemplary grade for the oral communication SLO. In Spring 2026, 36% (N=44) of students earned acceptable and 55% students earned exemplary grade. Compared to previous years, this is an improvement. The initial expectation is met and thus, the SLO goal is achieved.

The instructor noted that “Some groups didn't have the voice over as they had technical difficulties and some didn't have high level PPTs”. The instructor plans to “add more specific details about graphics and PPT presentation expectations including having Voice Over and adding a recording component using zoom, teams, webex, etc.” as potential changes for the future.

5.1.2 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 the past 3 years.

Figure 4: Percentage of Acceptable and Exemplary SLO1_2 – Measure 1

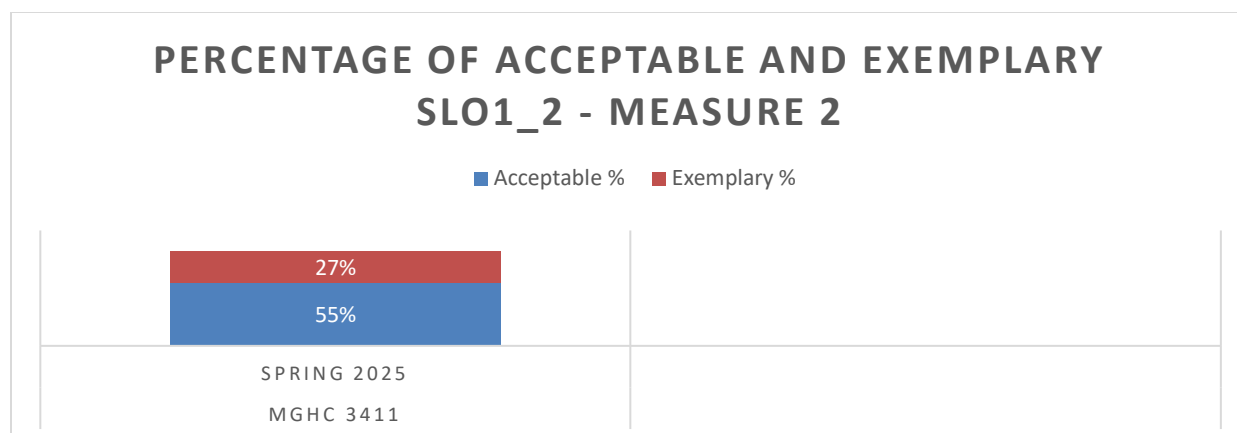


In fall 2025 semester, 59% (N=59) of students achieved acceptable results and 29% of students received exemplary results for the written communication SLO. In spring 2026, 100% (N=30) of students received exemplary grades. The written communication SLO is goal is met in 2025-26. The overall achievement level improved compared to 2024-25 academic year.

Student writing performance improved over the semester, which can be attributed in part to students' use of AI and other resources to revise and edit their assignments. In addition, students received numerical scores and detailed feedback on the quality of their writing, helping them identify areas for improvement. What worked well was providing students with frequent opportunities to read and write, while making writing quality a component of assignment grades. Regular feedback on assignments also guided students in improving their writing on subsequent submissions. To further strengthen writing skills in future semesters, students will be encouraged to submit assignments at least 48 hours before the due date to allow the instructor time to review their work and provide feedback on writing quality. Students will also be encouraged to take advantage of the resources and support offered by the University Writing Center.

For the Management – Healthcare concentration, written communication SLO is measured in MGHC 3411 course. The data collection started in spring 2025. No new data is available for 2025-26 academic year.

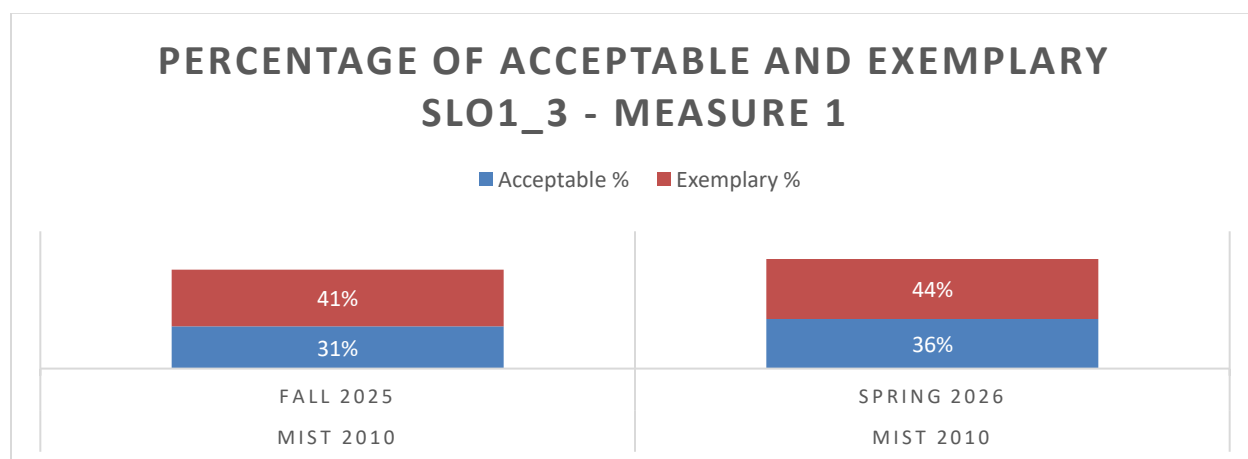
Figure 5: Percentage of Acceptable and Exemplary SLO1_2 – Measure 2



5.1.3 Goal 1: Objective 2: Technology Skills

This first measurement of this objective is in MIST 2010. This is a direct, formative, internal assessment. The methodology employed to provide a comprehensive assessment and enhancement of student learning in MIST 2010 consisted of two components: class discussions and assignments involving hands-on homework. It is expected that 60% of students will earn an acceptable or above and 40% of students will earn exemplary grade. The following chart shows the percentage of students who received acceptable and exemplary grades for the Technology Skills SLO in the past 2 years.

Figure 6: Percentage of Acceptable and Exemplary SLO1_3 – Measure 1



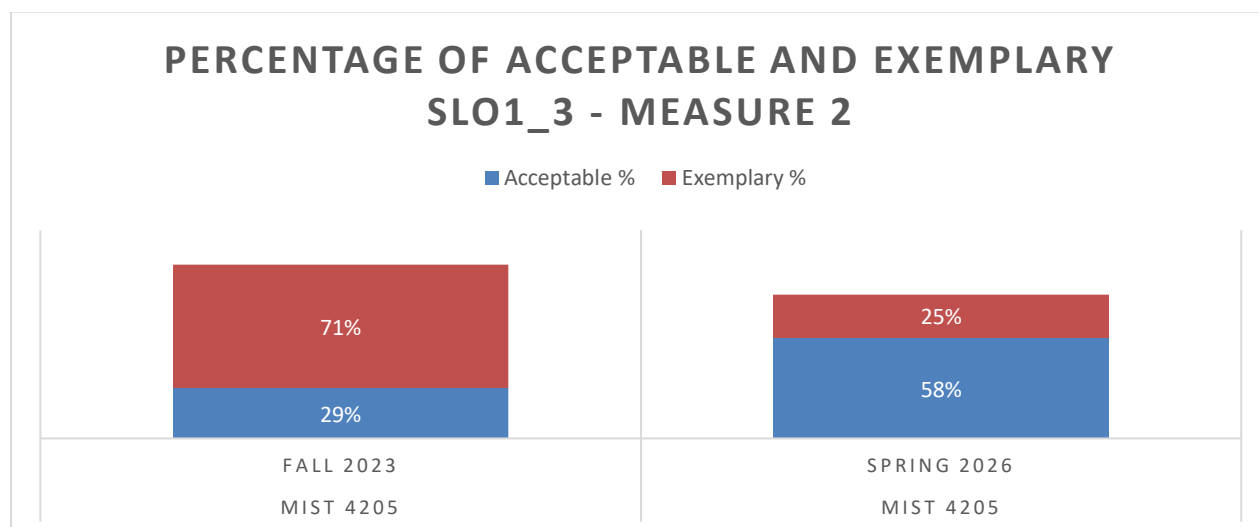
In fall 2025 semester, 31% (N=75) of students achieved acceptable results and 41% of students received exemplary results for the written communication SLO. In spring 2026, 36% (N=55) of students achieved acceptable results and 44% of students received exemplary results. The Technology Skills SLO is goal is met in 2025-26. The overall achievement level improved from fall to spring semester.

The instructor noted that “in-person classes appear to be more effective than online formats, as most students attending in person completed their assignments, whereas

many online students did not.” The instructor believes that face-to-face engagement contributed positively to student participation and success. Looking ahead, the instructor stated, “I plan to replace certain assignments with alternatives that achieve the same learning objectives,” and “I intend to incorporate a lab period into one of the two weekly sessions” to provide additional hands-on learning opportunities and enhance student achievement.

The objective is measured in MIST 4205 course as a second measurement to see the improvement of the SLO. This is a direct, formative, internal assessment. The methodology employed to provide a comprehensive assessment and enhancement of student learning in MIST 4205 consisted of three components: class discussions, assignments, and Test involving hands-on homework. It is expected that 60% of students will earn an acceptable or above and grade 40% of students would earn exemplary grade. The following chart shows the percentage of students who received acceptable and exemplary grades for the Technology Skills SLO.

Figure 7: Percentage of Acceptable and Exemplary SLO1_3 – Measure 2

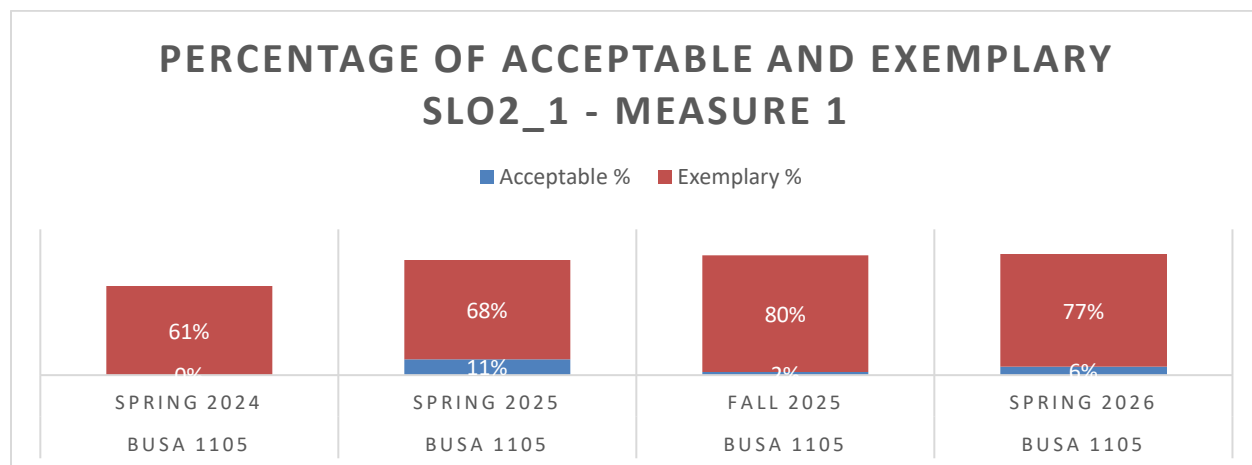


In spring 2026, 58% (N=24) of students achieved acceptable results and 25% of students received exemplary results. Although the exemplary percentage has dropped from compared to the previous data point in 2023, the Technology Skills SLO is goal is partially met in 2025-26.

5.1.4 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. Multiple instructors use different assessments to measure the SLO, however they use the standard Team Behavior Skills Rubric. The initial expectation is that 80% of students will earn a score at the acceptable level or higher, with a minimum of 20% of students achieving exemplary performance. The following chart shows the percentage of students who received acceptable and exemplary grades for the team behavior SLO in the last 3 years.

Figure 8: Percentage of Acceptable and Exemplary SLO2_1 – Measure 1



In fall 2025, 2% (N= 60) of students earned acceptable and 80% of students earned exemplary grade. In spring 2026, 6% (N=47) of students earned acceptable and 77% of students earned exemplary grade. Overall, 79% of students earned acceptable or better grade for the SLO. The initial SLO goal is met. Compared to the previous two years, the overall acceptable or better grade has increased.

The instructor noted that “the combination of the DiSC Leadership Assessment, reflective writing, and the in-class team-based application proved to be effective in helping students understand and demonstrate team behavior.” Students were generally well prepared for the in-person activities, and the instructor observed that the exercises “encouraged participation, accountability, and respectful interaction among peers.” Another instructor found that “creating group text messaging chats for each group did seem to help get the teams started communicating,” and plans to continue this practice. However, some aspects were less successful. The instructor stated that “allowing students to work at their own pace and check in for group discussion did not work,” because some students waited until close to the deadline to participate. The instructor also felt that “having this assignment at the end of the semester” limited its effectiveness, and noted that students absent from the in-class activity were unable to demonstrate team behaviors in the same way as their peers.

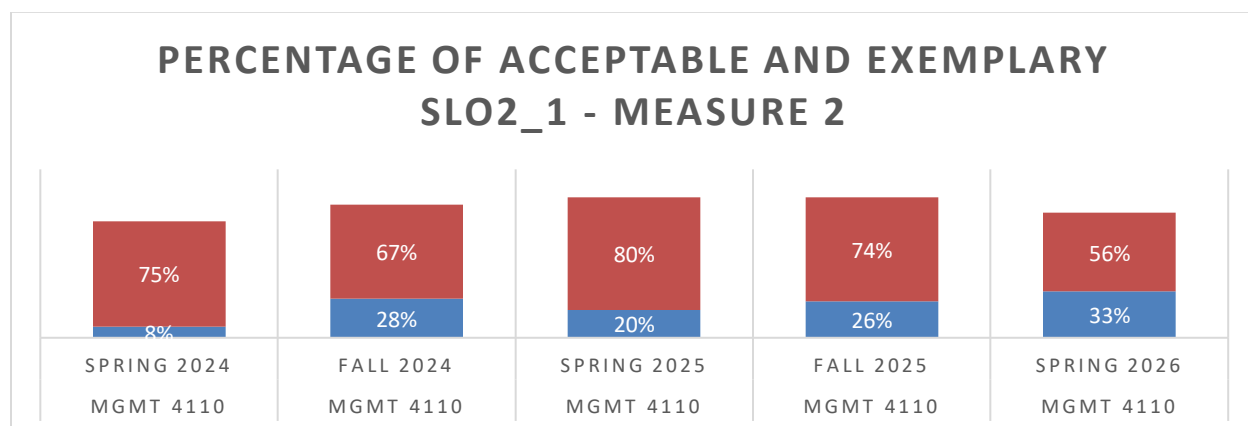
The instructors identified several potential changes to strengthen the assessment of team behavior in future semesters. Planned improvements include providing an alternative applied activity for students who are unable to attend in-person sessions, incorporating additional scaffolding such as practice activities and guided discussion prompts, and

refining observation methods to align more closely with the Team Behavior Skills Rubric. In addition, instructors are considering replacing the single end-of-semester team project with multiple smaller team activities throughout the semester. This approach would allow students to develop teamwork skills progressively, build stronger working relationships, and provide more opportunities to demonstrate growth in team behavior. Weekly team-based assignments that build toward a larger project may also increase accountability and encourage consistent engagement rather than allowing students to delay participation until the end of the term.

The Team behavior SLO is measured as the second measurement in an upper-level course MGMT 4110. The assessment methodology was a direct, internal, formative assessment that measured students' team behavior through a team project completed in groups of three and evaluated using the Team Behavior Skills Rubric. In addition, students reflected on their group experiences through class discussions and a written feedback survey, drawing on course concepts related to teamwork, conflict management, power, influence, and ethical leadership. It is expected that 80% of students will earn an acceptable or above and 20% of students would earn exemplary grade.

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.

Figure 9: Percentage of Acceptable and Exemplary SLO2_1 – Measure 2



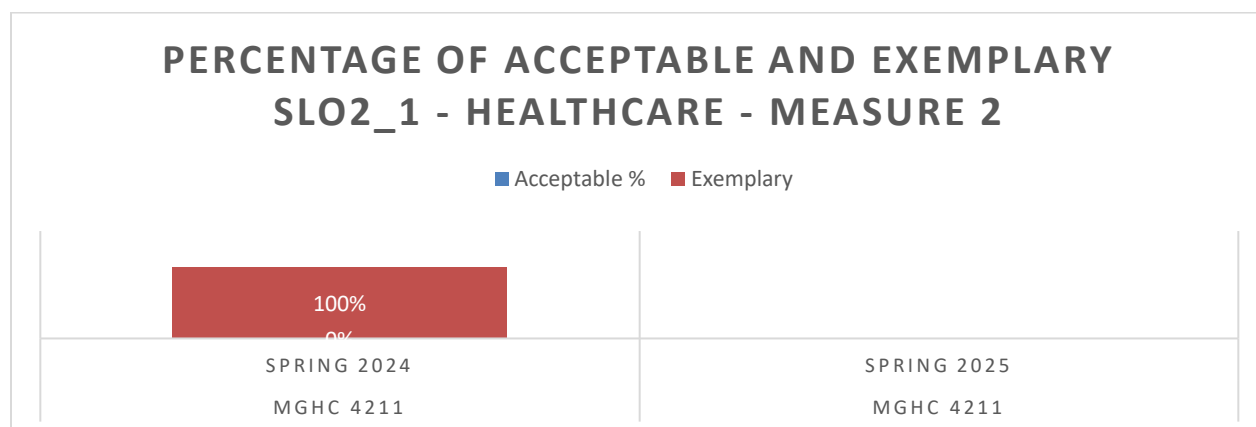
In fall 2025 semester, 74% (N=27) of students achieved exemplary and 26% of the students achieved acceptable level. In spring 2026 semester, 56% (N=9) of the students were able to achieve exemplary and 33% of the students achieved acceptable level for the SLO. The exemplary performance dropped in the spring 2026 semester compared to the previous semesters. However, the initial SLO goal is met.

The instructor reported that “students expressed great appreciation for the ethical reflection assignment” and valued the opportunity to engage in “an honest and frank conversation about teamwork, conflict, ethical leadership, communication practices, and team dynamics.” However, the instructor noted that “students did not feel the one-minute

format was sufficient time to express themselves,” and that some students referenced peers by name despite instructions not to do so, requiring instructor intervention.

For the Management- Healthcare track, Team behavior SLO is measured in MGHC 4211 course as the second measurement. This is a direct, formative, internal assessment. Data collection started in spring 2024. However, no SLO assessment data was reported for 2025/2026 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.

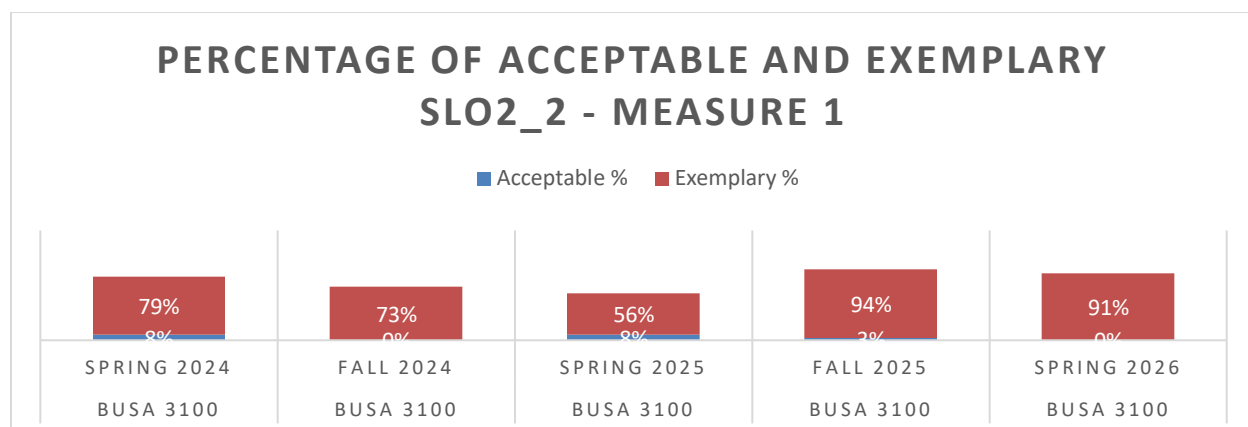
Figure 10: Percentage of Acceptable and Exemplary SLO2_1 - Healthcare – Measure 2



5.1.5 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. 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 team behavior SLO for the past 3 years.

Figure 11: Percentage of Acceptable and Exemplary SLO2_2 – Measure 1

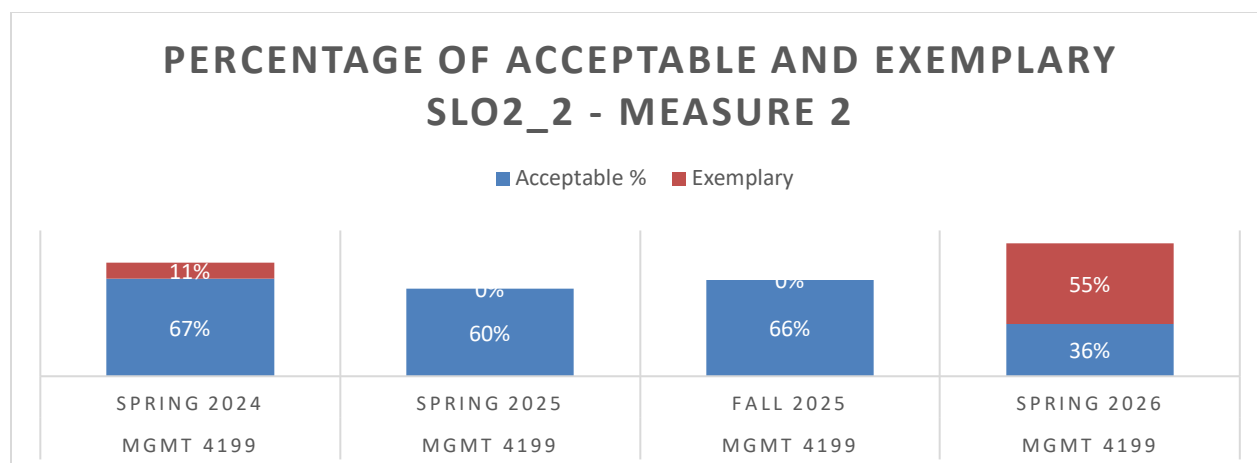


In fall 2025, 91% (N=35) of students earned exemplary grades while 3% received an acceptable grade. In spring 2026, 91% (N=33) of students earned exemplary grades. Therefore, the initial goal is met.

The instructors noted several strengths and challenges related to the assignments. Instructor 1 stated that “the assignment clearly outlines its purpose, expectations, and required format,” and observed that “most students followed the citation guidelines correctly.” However, some students “did not adhere to the assignment instructions,” particularly by failing to include scholarly sources, proper references, and required formatting. Instructor 2 reported that “the assignments were well received from the students that chose to submit” and highlighted the opportunity for students to revise their Final Presentation based on instructor feedback. However, “not all students elected to resubmit an updated version,” despite multiple reminders. The instructor also noted that students received numerous reminders to complete course requirements and assignments, yet some still did not submit their work in a timely manner. Students stated that number of class meetings were satisfactory during the course, but would have preferred to present their final presentations during a class call instead of a final discussion post. While is recommendation will be considered, students will continue to participate in a final discussion for this course. Presentations delivered during a final class meeting ahead of finals will be added to the course.

Professional Behavior SLO is measured as the second measurement in an upper-level course MGMT 4199. Multiple instructors used different assessment methods, but they used standard Professional Behavior rubric to grade student performance. The expectation for this learning goal is that 80% of the students will earn an acceptable of above average grade 20% will earn an exemplary grade. The following chart shows the percentage of students who received acceptable and exemplary grades for the professional behavior SLO for the past 3 years.

Figure 12: Percentage of Acceptable and Exemplary SLO2_2 – Measure 2



In fall 2025, 66% (N=29) of the students met the acceptable level. The initial expectation goal is not met. In spring 2026, 36% (N = 44) of students earned acceptable grades while 55% received an exemplary grade. This exceeds the initial expectations. Compared to previous years, the percentage of students who earned acceptable or better grade has increased. Also, the percentage of students who earned exemplary grade has increased.

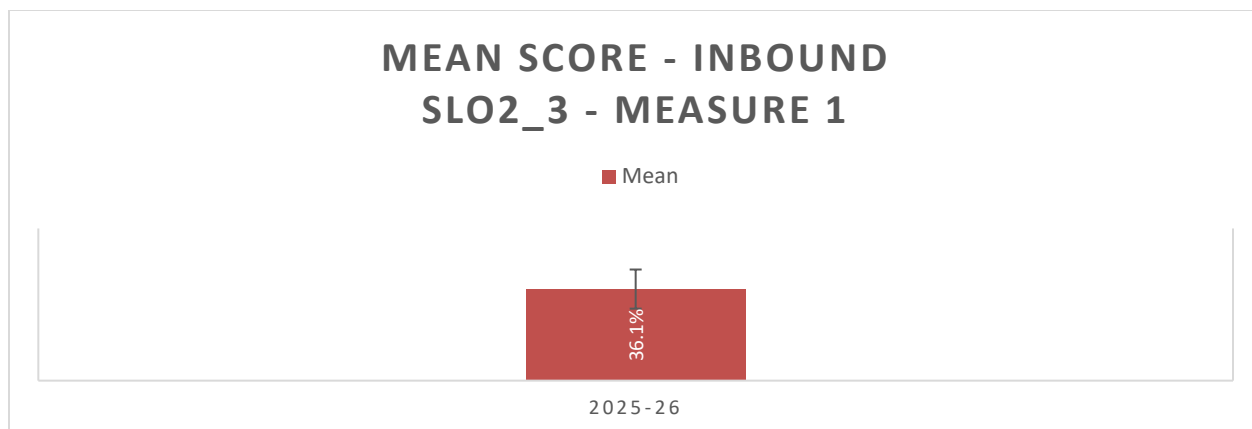
The instructor reported that “focusing on the concepts that addressed current and future business leaders and owners” and on topics that “best supported their strengths” was most effective in engaging students and supporting learning. However, the instructor noted that “focusing on concepts that didn't interest the majority of the students” was less successful. As a potential improvement, the instructor suggested implementing “a quiz during the first week of class” to identify “what students expect to learn” and which concepts they believe they can apply in their own businesses or leadership roles, allowing course content to better align with student interests and goals.

For the Management- Healthcare track, Professional behavior SLO is measured in MGHC 4211 course. However, no SLO assessment data was reported for 2025/2026 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.

5.1.6 Goal 2: Objective 3: Business Knowledge

This Business Knowledge objective is measured 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 2025-26 academic year.

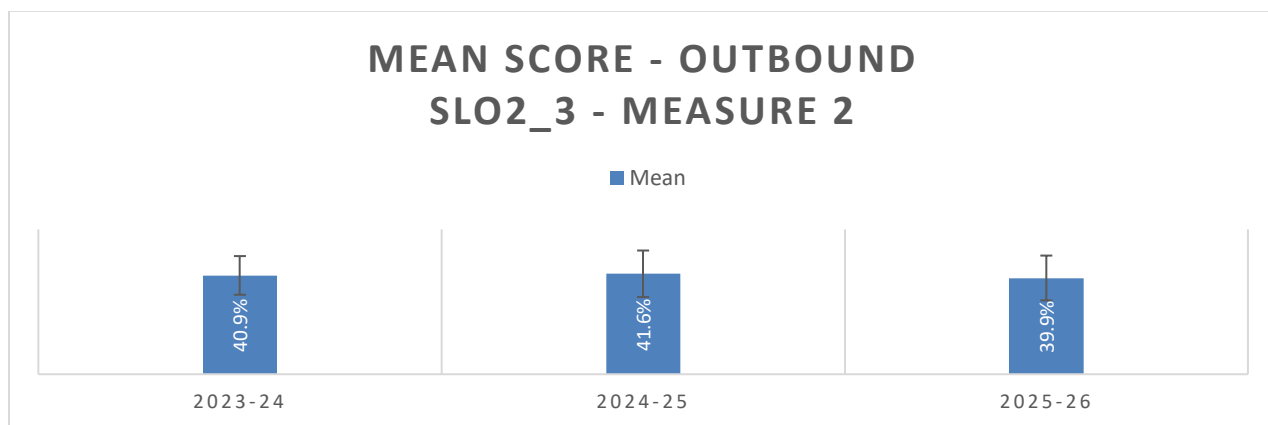
Figure 13: Mean score - Inbound SLO2_3 – Measure 1



In 2025-26 academic year, the mean score across all the topics was 36.09% (N=36) with a standard deviation of 7.71%. For the same period, the mean score of similar institutes (ACBSP Region 3) was 51.36% with a standard deviation of 8.95%.

The second measurement for Business Knowledge SLO is made using the outbound exit exam. Senior level students take comprehensive outbound exam 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.

Figure 14: Mean score - Outbound SLO2_3 – Measure 2

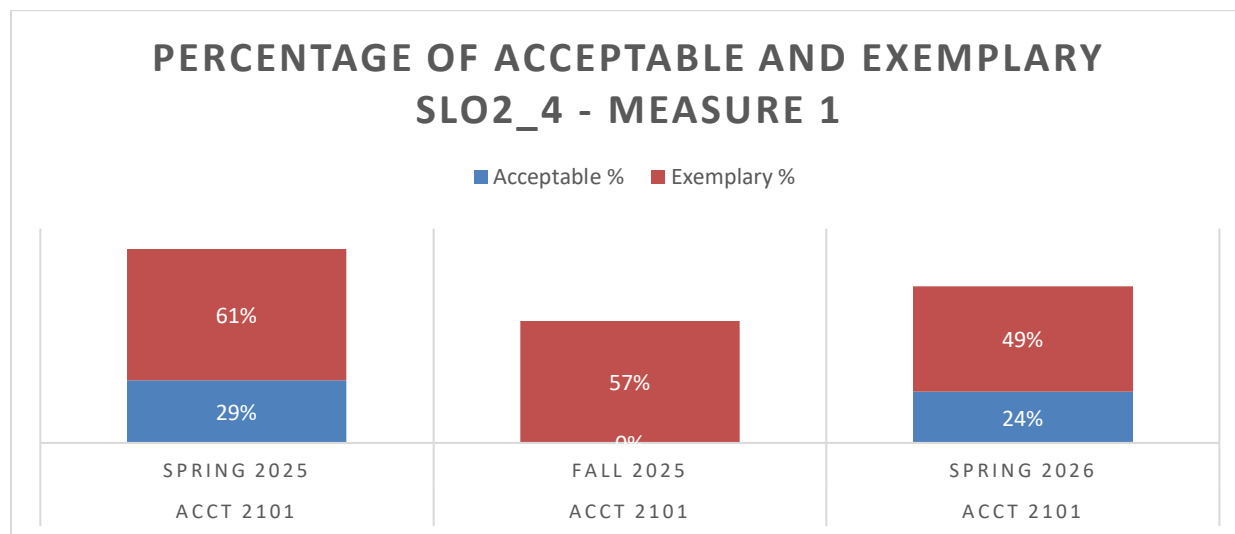


In 2025-26 academic year, the mean score was 39.85% (N=86) with a standard deviation of 9.3%. For the same period, the mean score of similar institutes (ACBSP Region 3) was 65.99% with a standard deviation of 9.21%. Compared to the previous year, the mean score has decreased slightly by 0.7%. The graduating students are performing below the expected level. Potential changes include Prepare students to take the external exam, identify weak subject areas, and strengthen instruction.

5.1.7 Goal 2: Objective 4: Analytical Problem Solving

Analytical Problem Solving SLO is measured in ACCT 2101 as the first measurement. This is a direct, formative, internal assessment. Multiple instructors assess this SLO using different methods, including McGraw-Hill Connect Chapter Homework assignments and exam questions. The instructor expects that at least 70% of students to score 80% or higher on each chapter assignment. The initial learning goal expectation is for at least 70% of students to earn a score exemplary grade. The following chart shows the percentage of students who received acceptable and exemplary grades for the analytical problem solving SLO for the past three semesters.

Figure 15: Percentage of Acceptable and Exemplary SLO2_4 – Measure 1



In fall 2025, 57% (N=60) of the students met the exemplary level. In spring 2026, 24% (N = 79) of students earned acceptable grades while 49% received an exemplary grade. The overall percentage of students earning acceptable or better proficiency has decreased from 91% to 73% from spring 2025 to spring 2026. Therefore, the initial expectation goal is met.

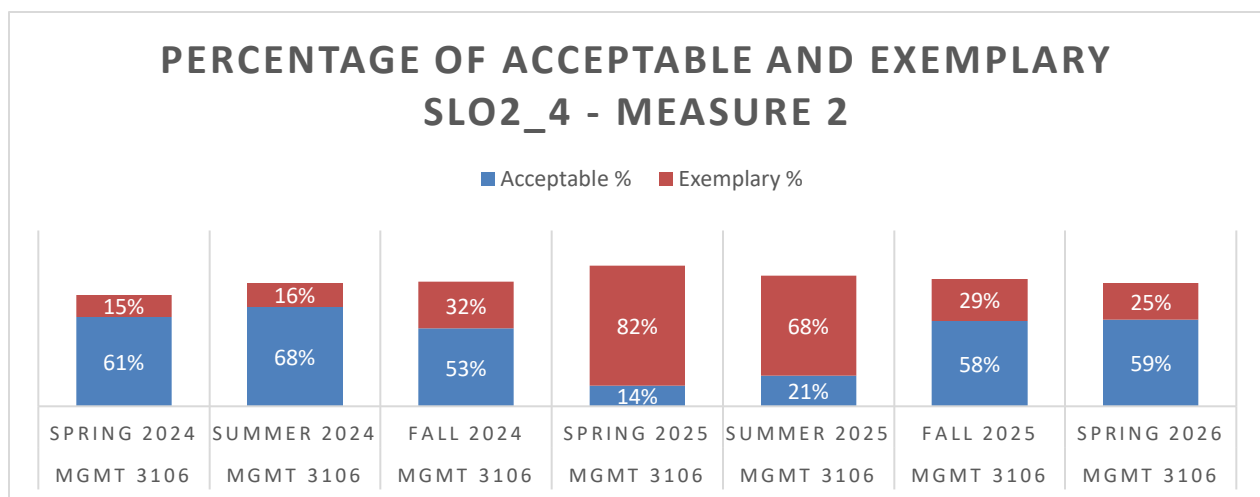
The instructor noted that the assignment was effective in promoting “analytical problem solving and professional judgment,” with higher-performing students demonstrating “strong technical accuracy” and the ability to “critically evaluate AI-generated solutions.” The instructor also found that the assignment encouraged “professional skepticism, ethical reasoning, and thoughtful reflection” through the comparison of student-generated and AI-generated work. However, the instructor observed that many students experienced “difficulties with foundational analytical and problem-solving skills” and “appeared to rely too heavily on AI-generated responses without adequately verifying the underlying reasoning.” Overall, the assignment successfully challenged stronger students but highlighted the need for additional support to help all students develop analytical reasoning skills in an AI-integrated environment.

Future improvements will focus on providing additional instructional scaffolding, guided analytical activities, and formative feedback to strengthen students’ reconciliation and problem-solving skills. The instructor also plans to incorporate more structured guidance

for evaluating AI-generated solutions and reduce the use of McGraw-Hill Connect SmartBook in favor of activities that better support critical thinking, professional judgment, and student success.

Analytical Problem Solving SLO 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.

Figure 16: Percentage of Acceptable and Exemplary SLO2_4 – Measure 2



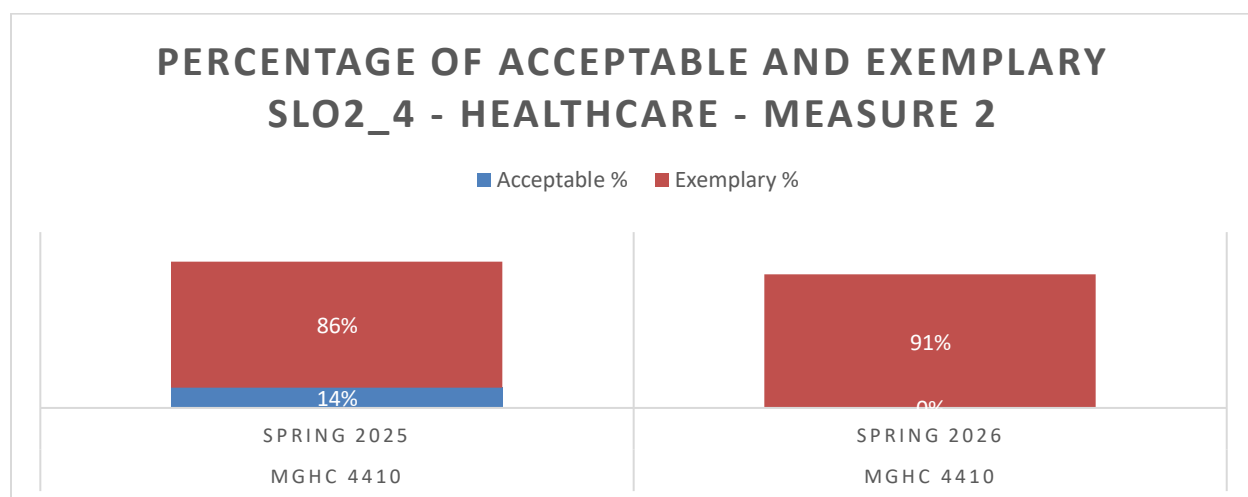
In 2025/26 academic year, 58% (N=38) and 59% (N=32) of students earned acceptable grades in fall 2025 and spring 2026 semesters, respectively. In fall 2025 and spring 2026 semesters 29% and 25% earned exemplary grades for this SLO, respectively. Thus, the initial goals for the SLO are met. Overall, the acceptable or better level has decreased compared to the previous year.

The instructor noted that “the class examples and step-by-step video demonstrations were helpful for the students to practice analytical problem-solving skills,” and that “the majority of the students were successful in defining the problem, analyzing the data, and developing solutions.” The instructor also found that “using Generative Artificial Intelligence tools to generate scenarios and critique the results was successful.” However, “some students did not use the in-class examples and relied on AI tools to find solutions,” and some students “arrived at incorrect conclusions” despite using the correct analytical tools. Future improvements will include providing more instruction on the ethical use of AI tools and helping students better understand how to interpret analytical results and arrive at appropriate conclusions. The instructor also plans to incorporate additional in-

class practice and practice problems to strengthen students' analytical reasoning and decision-making skills.

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 financial problems, develop a plan to solve the problem, identify criteria to evaluate alternatives, collect and analyze information and interpret findings and solve the problem. It is expected that 80% of students will earn an acceptable or above and 20% of students would earn exemplary grade. The following chart shows the percentage of students who received acceptable and exemplary grades for the analytical problem solving SLO.

Figure 17: Percentage of Acceptable and Exemplary SLO2_4 - Healthcare – Measure 2



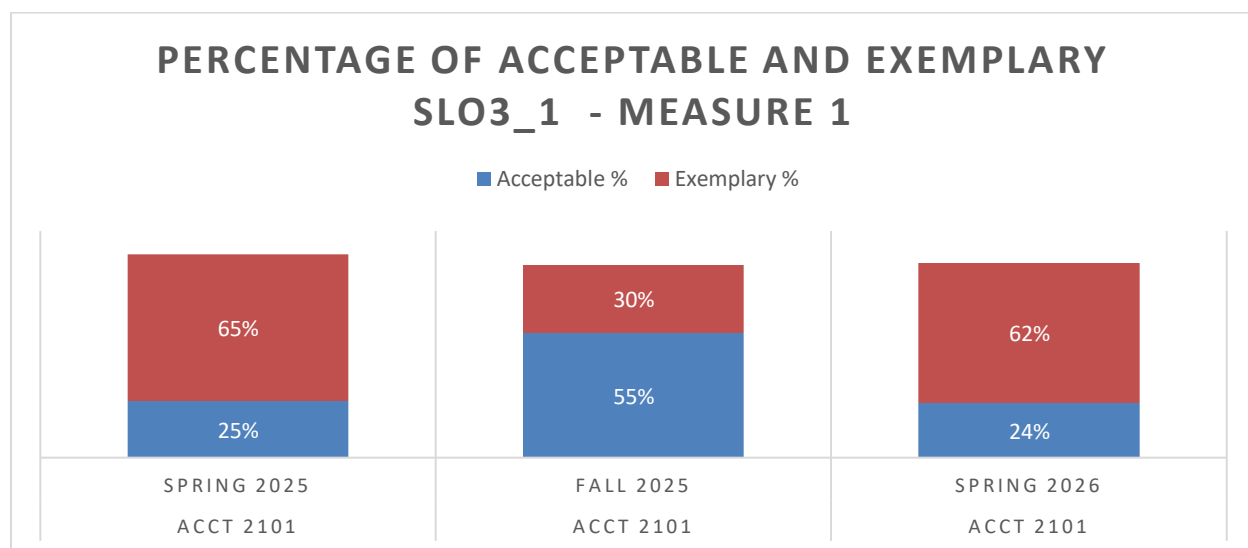
In fall 2026, 91% (N=22) of the students met the exemplary level. This is an improvement compared to the previous year where 86% (N=7) students earned the exemplary level. Instructor notes “This exceeds the initial expectations. Therefore, the student learning goal is met.”

The assessment results showed that student performance fell primarily within the “exemplary and unacceptable range,” which provided a clear distinction in levels of achievement and helped validate student attainment of the course goal. To further support student success, instructors plan to continue delivering instruction in a structured learning environment with clearly defined goals and objectives, helping students better understand performance expectations and learning outcomes.

5.1.8 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 an interactive, scenario-based simulation tool designed to evaluate students' ability to identify fraud, apply ethical reasoning, and demonstrate ethical leadership in realistic business contexts and a comprehensive final exam over the simulation that requires them to clearly outline the fraud that occurred, explain the ethical failures involved, and justify appropriate ethical and managerial responses. Initial learning goal expectation is for 60% of students to earn an exemplary grade. The following chart shows the percentage of students who received acceptable and exemplary grades for the Ethical Leadership SLO.

Figure 18: Percentage of Acceptable and Exemplary SLO3_1 - Measure 1



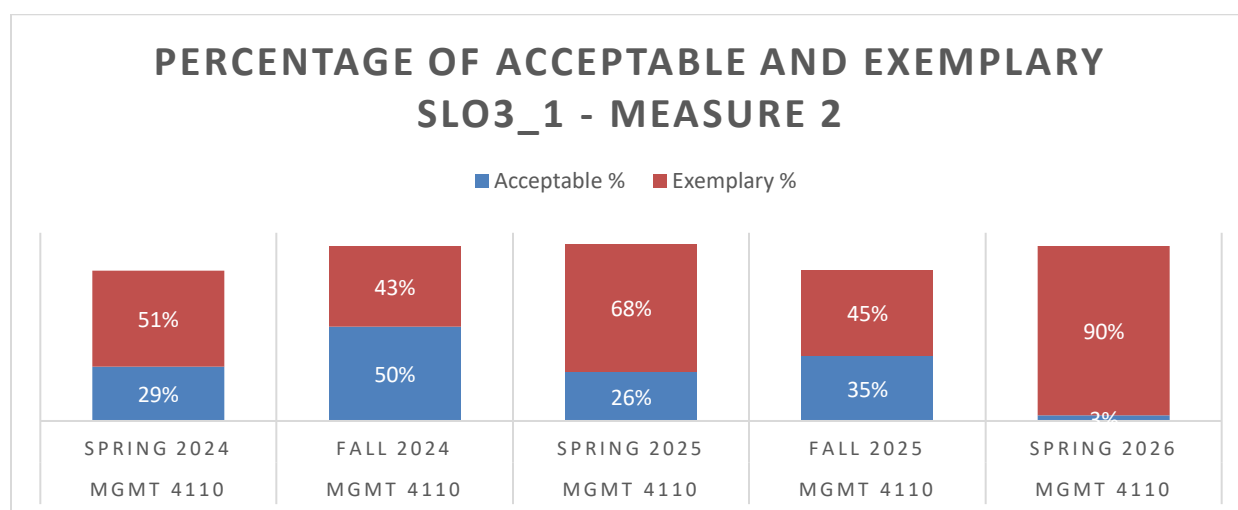
In fall 2025, 30% (N = 60) of the students met the exemplary level and 55% of the students met the acceptable level. In spring 2026, 62% (N=79) of the students met the exemplary level and 24% of the students met the acceptable level. Overall, over 85% scored acceptable or better proficiency. Therefore, the initial expectation goal is met. The instructor notes that “In total, 85% of students met or exceeded the acceptable performance threshold, indicating that the majority demonstrated satisfactory mastery of the learning objectives. However, 15% of students scored in the Unacceptable range, suggesting gaps in understanding for a subset of the class.”

As one instructor noted, “The simulation was highly effective in supporting student learning and engagement.” Students became more confident as they progressed, demonstrating stronger critical thinking and an improved ability to identify unethical and fraudulent behavior. Strong performance outcomes suggest the simulation effectively supported mastery of the learning objectives. However, instructors also observed that “some students focused more on completing the simulation steps than critically analyzing the ethical issues.” To address this, future iterations should include additional reflection prompts and ethical-analysis checkpoints to help students better connect their decisions to key ethical concepts. Future iterations of the course will incorporate structured reflection checkpoints, guided prompts, and brief debrief activities throughout the simulation to help students more explicitly connect their decisions to ethical principles.

These enhancements are intended to strengthen critical thinking, ethical reasoning, and fraud recognition while supporting more students in achieving exemplary performance.

This objective was measured as the second measurement in an upper-level course in MGMT 4110. This is a direct, formative, internal assessment. Different instructors used different methods to assess the learning goal including case study, class activity on ethical dilemmas, and group assignment followed with in-class discussions. Instructors expected that 70% of the students will score acceptable or above in the fall 2025 and 80% of the students will score exemplary in spring 2026 semester. The following chart shows the percentage of students who received acceptable and exemplary grades for the ethical leadership SLO.

Figure 19: Percentage of Acceptable and Exemplary SLO3_1 – Measure 2

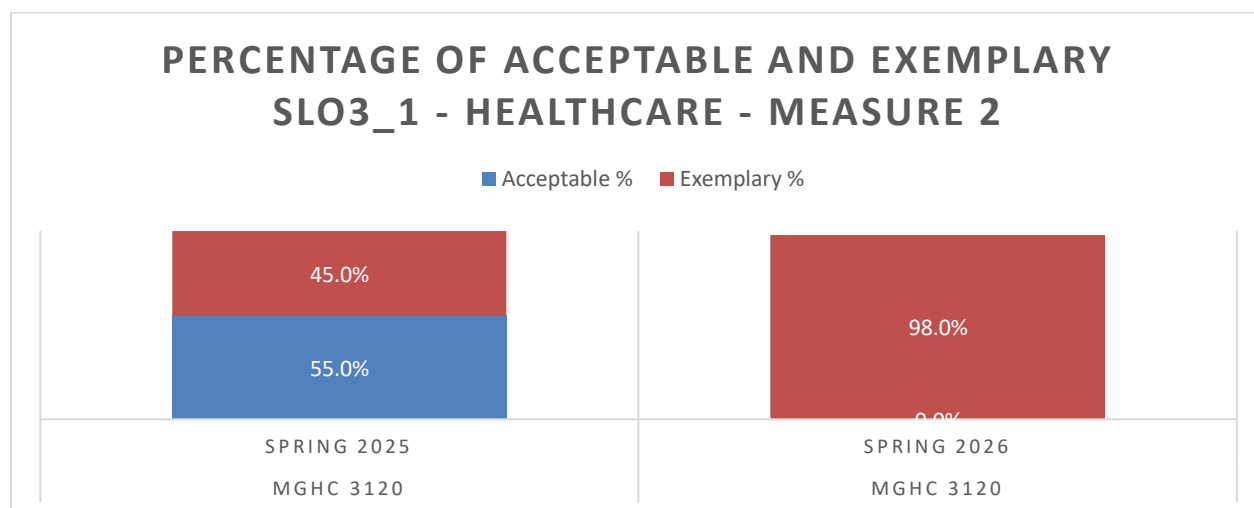


In fall 2025 45% (N=44) of students earned exemplary and 35% earned acceptable grade. Overall, 80% of students earned acceptable or better grades. In spring 2026, 90% (N=30) of the students earned exemplary grade and 3% of students earned acceptable grade. Overall, 93% of students were categorized as acceptable or better in the ethical leadership SLO. The initial objectives of each semester for the learning assessment is exceeded.

As one instructor observed, “Students expressed great appreciation for the ethical reflection assignment.” The end-of-course reflection discussion fostered honest conversations about teamwork, conflict, ethical leadership, communication, and group dynamics, allowing students to share meaningful insights from both their individual and team experiences. Additionally, student performance showed substantial improvement, with “90% of students in the online section achieving exemplary status compared to 43% in the face-to-face section,” suggesting strong development of ethical competencies and application of ethical principles in organizational contexts. Future course offerings will introduce instruction on ethical leadership concepts before the group project, including a written assignment that will better prepare students for ethical analysis and teamwork. Additional case-based participation activities and more systematic comparisons across course modalities and semesters will be used to strengthen student engagement and better evaluate learning outcomes.

For the Management – Healthcare concentration, second Analytical Problem Solving SLO is measured in MGHC 3120 course. This goal is measured with a class project on topic Ethical Legal Issues Project. The project was assessed with the standard Ethical Leadership rubric. It is expected that 80% of students will earn an acceptable or above grade 20% of students will earn exemplary grade. The following chart shows the percentage of students who received acceptable and exemplary grades for ethical leadership SLO.

Figure 20: Percentage of Acceptable and Exemplary SLO3_1 - Healthcare – Measure 2

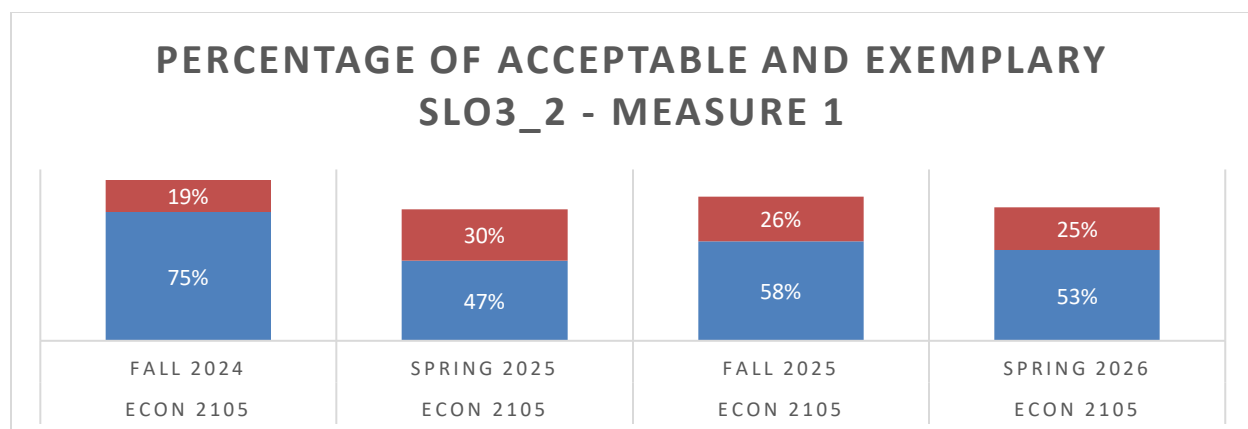


In spring 2026 semester, 98% (N=42) of students scored exemplary grade for the SLO while 2% of students score unacceptable grade. The initial goal was exceeded. For future changes, instructor notes that “Instructors should continue providing education in a structured environment with defined measurable goals and objectives”.

5.1.9 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, different instructors used different methods focused on analyzing economic data of different countries. 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 80% of the students would score acceptable or higher. The following chart shows the percentage of students who received acceptable and exemplary grades for the globally conscious SLO.

Figure 21: Percentage of Acceptable and Exemplary SLO3_2 - Measure 1



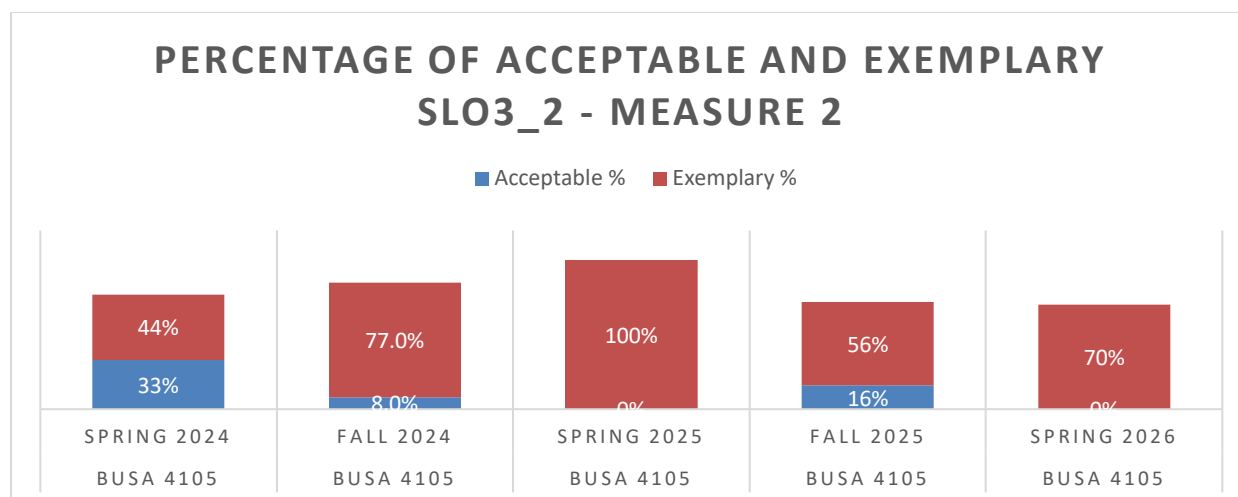
In fall 2025, 26% (N=62) of students met the exemplary level and 58% of students achieved acceptable level. Overall, 84% of students achieved acceptable level or better level, thus exceeding the initial expectation. In spring 2026, 25% (N=84) of the students met the exemplary level and 53% of the students met the acceptable level. Overall, 78% scored acceptable or better proficiency. This indicates that SLO goal is not met.

As one instructor noted, “The course syllabus was revised, and the homework was redesigned to promote students’ independent study of International Economics,” which increased student participation and aligned assignments more closely with learning goals. Another instructor highlighted that “the Country Selection assignment served as an early scaffold for the more complex Country Analysis project,” helping students develop foundational knowledge, technical skills, and digital literacy before completing the final analysis. Increased hands-on practice and early exposure to country-specific data appeared to improve student performance and the overall quality of final submissions.

Future course offerings will require the homework assignment to increase student participation and accountability while continuing to use and expand the Country Selection assignment as an effective scaffold for student learning. Additional instructional supports, including dedicated Excel chart-building exercises, annotated examples of strong analytical writing, clearer guidance on standardized data sources, and enhanced online scaffolding, will be implemented to strengthen data analysis, consistency, and overall student performance.

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 real-world international business case study involving multinational corporations that will reflect on emerging global issues such as geopolitical conflicts, trade issues, as well as global supply chains where students work on a team. It is expected that 90% of students will earn an acceptable or above, and 10% of students would earn an exemplary grade. The following chart shows the percentage of students who received acceptable and exemplary grades for the SLO in the last 3 years.

Figure 22: Percentage of Acceptable and Exemplary SLO3_2 – Measure 2

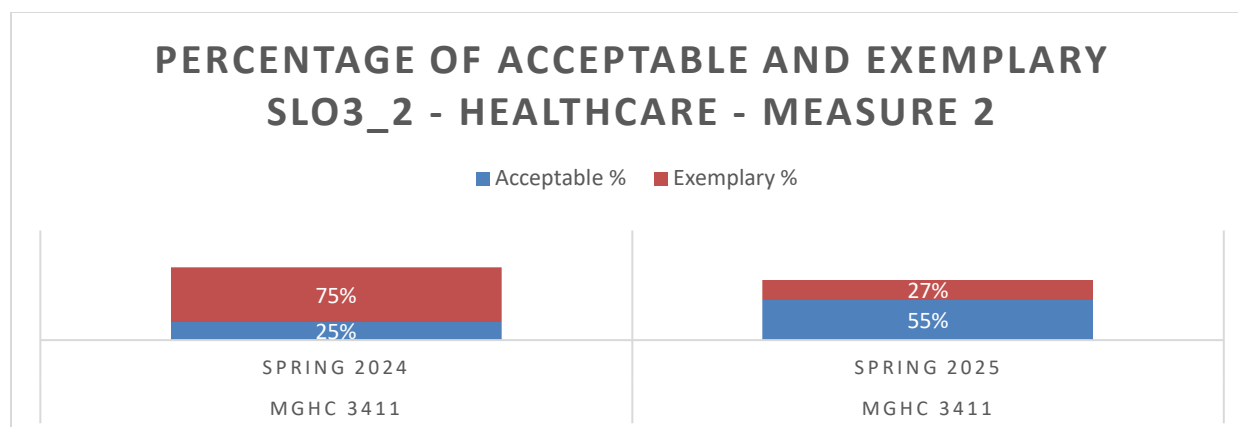


In fall 2025, 56% of students (N=25) earned exemplary and 16% of students earned acceptable for the globally conscious SLO. In spring 2026, 70% of the students (n= 30) earned exemplary for the globally conscious SLO. Since more than 90% of students did not earn acceptable or better grades in both semesters, the SLO is not met.

The instructor noted, “Students were able to complete the assignments and provide solutions, especially those who attended the lecture sessions.” The instructor also observed that “real-world international business case studies, class discussion on current global events, and collaborative projects helped students,” suggesting that applied and interactive learning experiences were effective in supporting student engagement and understanding of course concepts. Instructors recommended “more structured guidance, formative assessments, and scaffold assignments” along with additional “interactive learning activities” to improve student comprehension and achievement. Future course enhancements will also include “additional practice exercises, smaller milestone assignments, an enhanced feedback mechanism, and more applied global simulations” to strengthen learning outcomes. To support student success, instructors emphasized the need to “find a way to make sure students attend face-to-face class lectures and sessions” and to “encourage students who missed face-to-face sessions to find some time and see the professor before the next class session.”

For the Management- Healthcare track, Global conscious SLO is measured in MGHC 3411 course. This is a direct, formative, internal assessment. The following chart shows the percentage of students who received acceptable and exemplary grades for the SLO, but no new data was reported in 2025-26 academic year.

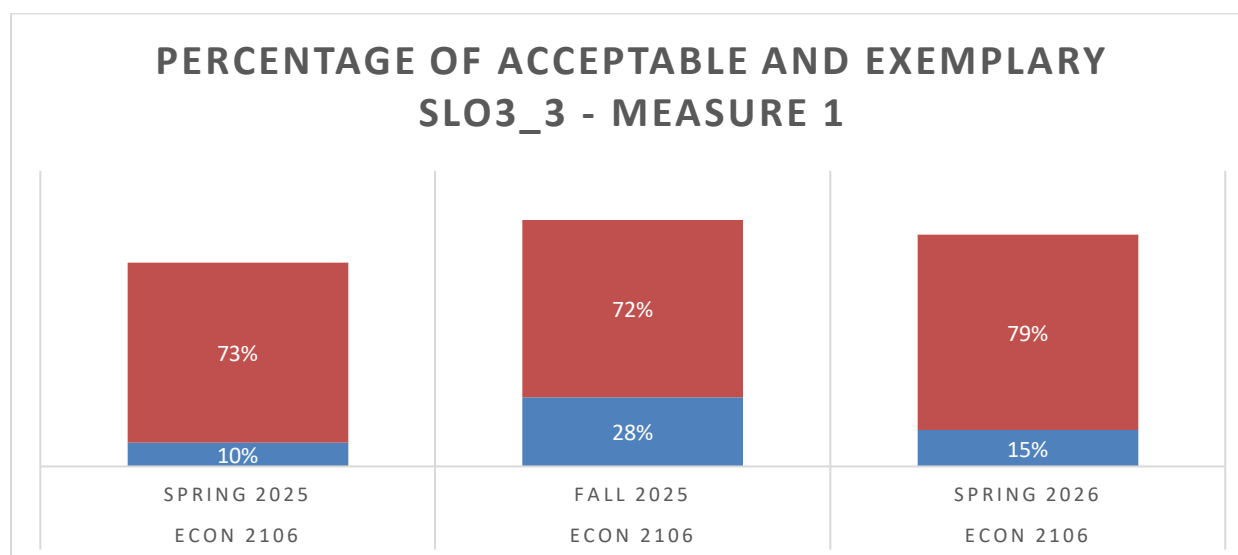
Figure 23: Percentage of Acceptable and Exemplary SLO3_2 - Healthcare – Measure 2



5.1.10 Goal 3: Objective 3: Environmentally Conscious

The Environmentally Conscious SLO is measured in ECON 2106 as the first measurement. This is a direct, formative, internal assessment. To assess the SLO, different instructors used different methods, including a policy brief requiring scholarly research and evidence-based recommendations for addressing climate change and an externality assessment. Initial goal is that at least 80% of students will score acceptable or higher grade and at least 40% of students will score exemplary grades. The following chart shows the percentage of students who received acceptable and exemplary grades for the environmentally conscious SLO.

Figure 24: Percentage of Acceptable and Exemplary SLO3_3 – Measure 1



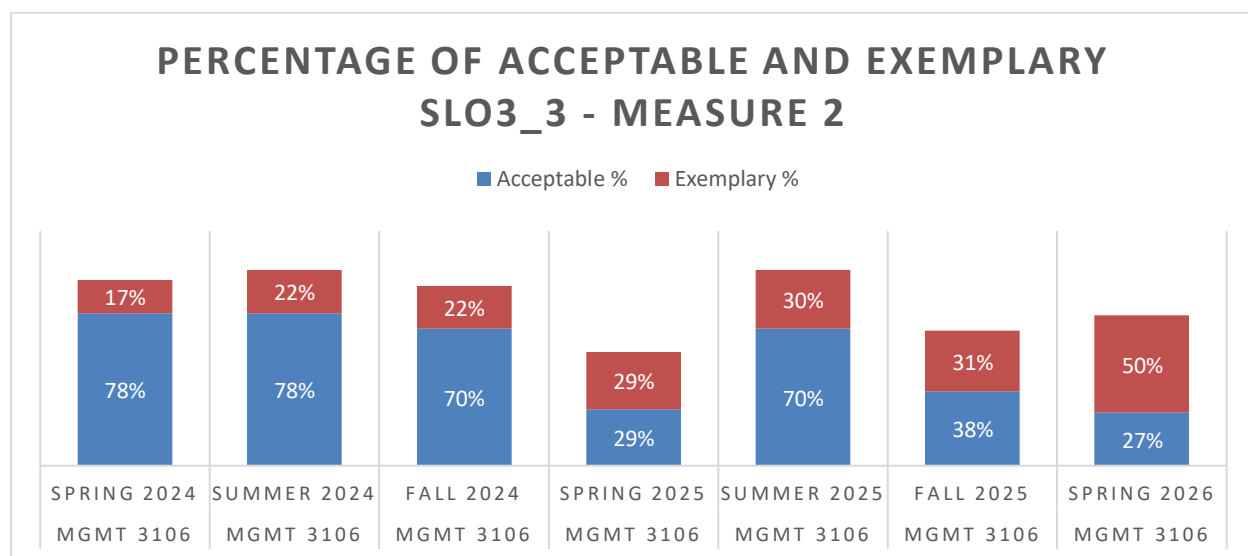
In fall 2025, 72% (N = 25) of students earned exemplary grade and 28% of students earned acceptable grade. Both initial expectations are exceeded. In spring 2026, 79% (N=34) of students met the exemplary level and 15% of students achieved acceptable level.

Overall, 94% of students achieved acceptable level or better level. This indicates that both SLO goals are met.

As one instructor noted, “the structured design of the assignment, particularly its emphasis on scholarly sources and microeconomic reasoning, effectively supported students in developing the analytical skills required by the learning objective.” Instructors also observed that the earlier scaffolded assignment “reduced cognitive load and improved the quality of students’ environmental policy analyses,” while students were generally able to “explain both the pollution-associated ratios and marginal analysis concepts.” To further strengthen outcomes, instructors plan to maintain the scaffolded assignment sequence while adding “targeted support in source evaluation and economic reasoning,” more empirical assignments, and increased practice identifying key concepts and issues in environmental and pollution-related assessments.

This objective was measured as the second measurement in an upper-level course MGMT 3106. This is a direct, formative, internal assessment. Students were given a written and oral presentation assignment to research about how the climate change affects agricultural businesses in a global setting 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 will earn acceptable or better grades and 20% of students will earn exemplary grades. The following chart shows the percentage of students who received acceptable and exemplary grades for the environmentally conscious SLO for the past 3 years.

Figure 25: Percentage of Acceptable and Exemplary SLO3_3 – Measure 2



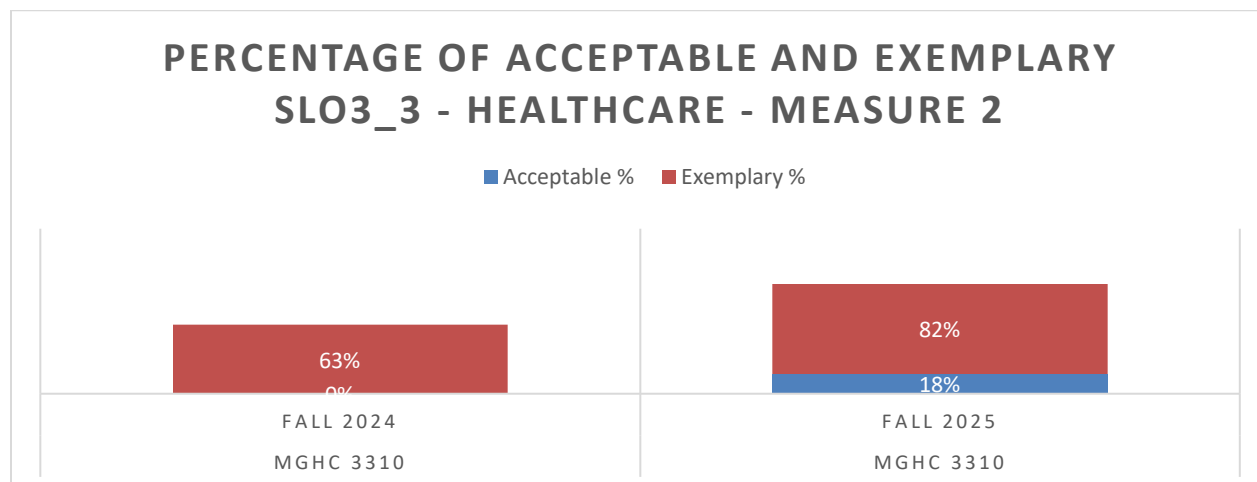
In fall 2025, 31% (N = 26) of students earned exemplary grade and 38% of students earned acceptable grade. The secondary objective is met while the primary objective of 80% students earning acceptable or better grade is not met. In spring 2026, 50% (N=22) of students met the exemplary level and 27% of students achieved acceptable level. Overall, 77% of students achieved acceptable level or better level. This indicates that while the

secondary goal is met, the primary goal is not met. Overall, the acceptable percentage had dropped consecutively in the last 3 semesters.

As the instructor observed, the assignment successfully engaged students in researching “environmental problems affecting agricultural businesses in a global setting” and communicating potential solutions through both a literature review and an advocacy video. Most students were able to effectively use GenAI tools to investigate unfamiliar global environmental issues, and some demonstrated strong understanding by documenting the “ethical use of GenAI tools” and supporting their work with appropriate research. However, some students relied too heavily on GenAI-generated content and did not provide adequate research notes or scholarly references. To improve future outcomes, the instructor plans to provide clearer guidelines for the ethical use of GenAI, require draft submissions for formative feedback, and place greater emphasis on the use of scholarly sources throughout the research process.

For the Management- Healthcare track, Global conscious SLO is measured as the second measurement in MGHC 3310 course. This is a direct, formative, internal assessment. The students were assigned to identify a Chronic Health Issue, develop a plan, to solve the issue, identify criteria to evaluate alternatives, collect and analyze information and interpret findings and solve the problem. The initial student learning goal expectation was that at least 70% of the students would score acceptable or higher on the assessment. The following chart shows the percentage of students who received acceptable and exemplary grades for the SLO.

Figure 26: Percentage of Acceptable and Exemplary SLO3_3 - Healthcare – Measure 2



In fall 2025, 82% of the students (N=28) scored in the exemplary range while 18% of the students scored acceptable grades. Therefore, the initial goal for the SLO is not met. The instructor noted “This learning goal was met. The instructor identified that “the students rating was in the acceptable and exemplary category. This validates the quality of the students’ performance in meeting course goals.” For potential future changes, instructor plans to “continue providing education in a structured environment with defined measurable goals and objectives.”

5.2 Program Major Assessment Results

Program major SLO goals were revised, and systematic data collection was initiated in Spring 2024. Since implementation, data collection efforts have continued to expand, and most full-time faculty members now regularly participate in SLO assessment reporting. As a result, more instructors submitted assessment data compared to previous academic years. While compliance has improved significantly, some gaps in data collection and reporting remain. The AoL Committee will continue working with faculty to strengthen participation, improve reporting consistency, and ensure comprehensive assessment coverage across all programs.

5.2.1 Accounting Major – Program Student Learning Outcomes

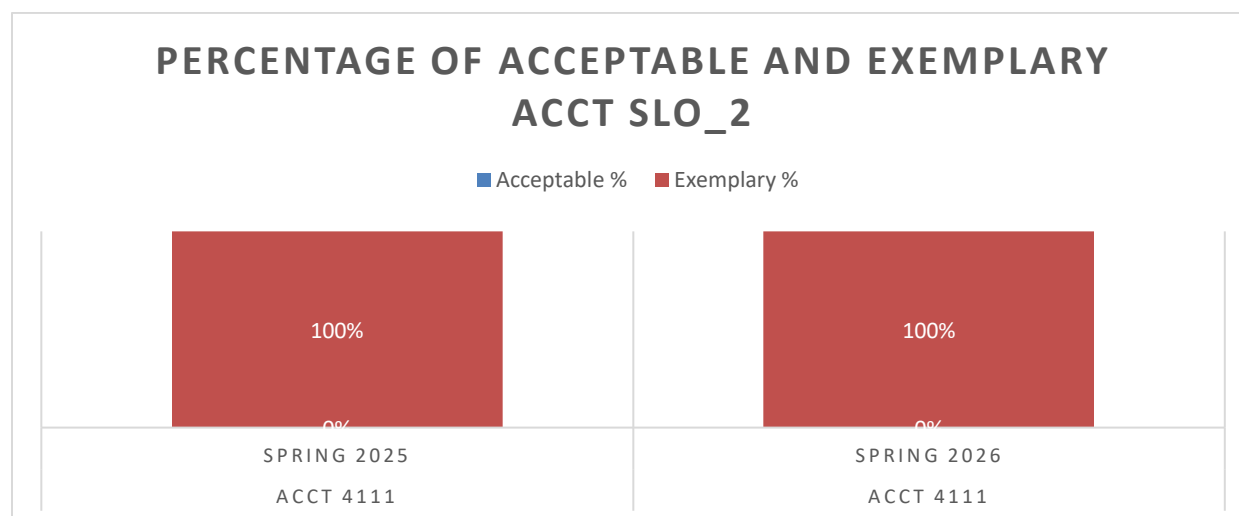
Goal 1: Financial accounting and Regulation

No SLO data was reported in the 2025-26 academic year.

Goal 2: Auditing

This objective is measured in ACCT 4111. 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.

Figure 27: Percentage of Acceptable and Exemplary ACCT SLO_2



In spring 2026, 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

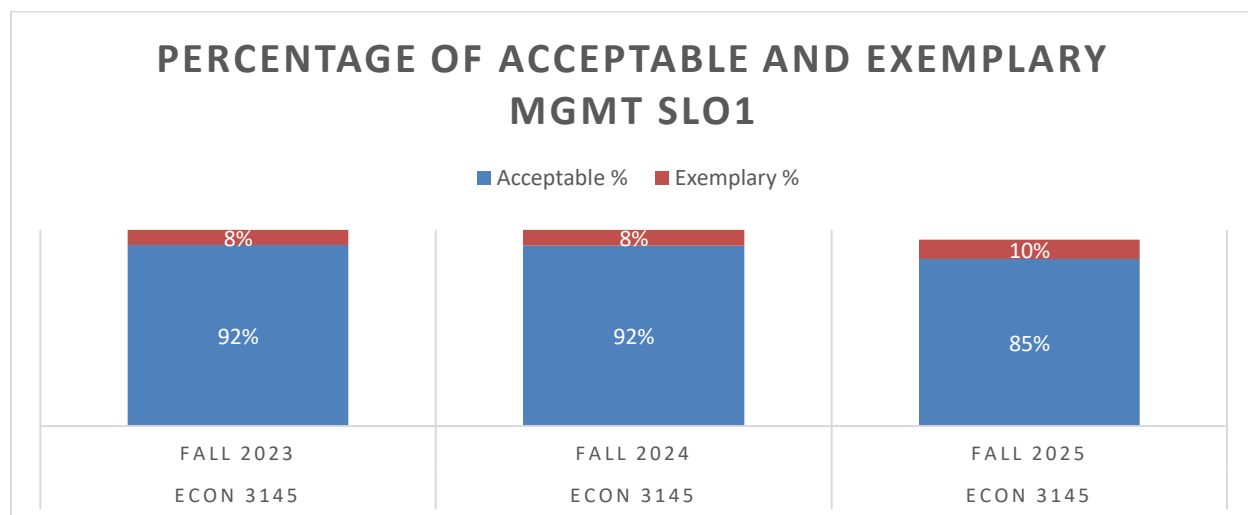
were able to analyze, evaluate and solve problems related to audit engagements.” For future iterations, the instructor plans to include more direct assessments. The average for the audit risk and findings categories was a little lower than the other assessment areas. More focus may be placed in these areas on course material and assignments for improvement.

5.2.2 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.

Figure 28: Percentage of Acceptable and Exemplary MGMT SLO_1



In the Fall 2025 semester, 85% (N=26) of the students performed acceptably. 10% of the students performed exemplary. Overall, 95% of the students performed acceptably or better. Compared to the previous year, exemplary student performance has slightly improved.

As the instructor observed, “most of the students’ performances on the understanding of the use of external financial and banking resources to efficiently manage an organization’s money and financial resources, including its budget, is acceptable.” Students demonstrated an understanding of key concepts such as “resource scarcity, efficiency, comparative advantage, financial speculation, financial ratios, and marginal analysis concepts,” and were generally able to explain how organizations use limited financial resources to maximize outcomes.

To further strengthen student learning, the instructor noted that “more emphasis will be placed on the interpretation of financial concepts before the next session of this assessment.” Future course enhancements will also include additional empirical assignments requiring students to apply “critical marginal analysis to relate marginal benefit to marginal cost” and increased practice using key terms and concepts to identify financial problems and determine efficient resource allocation.

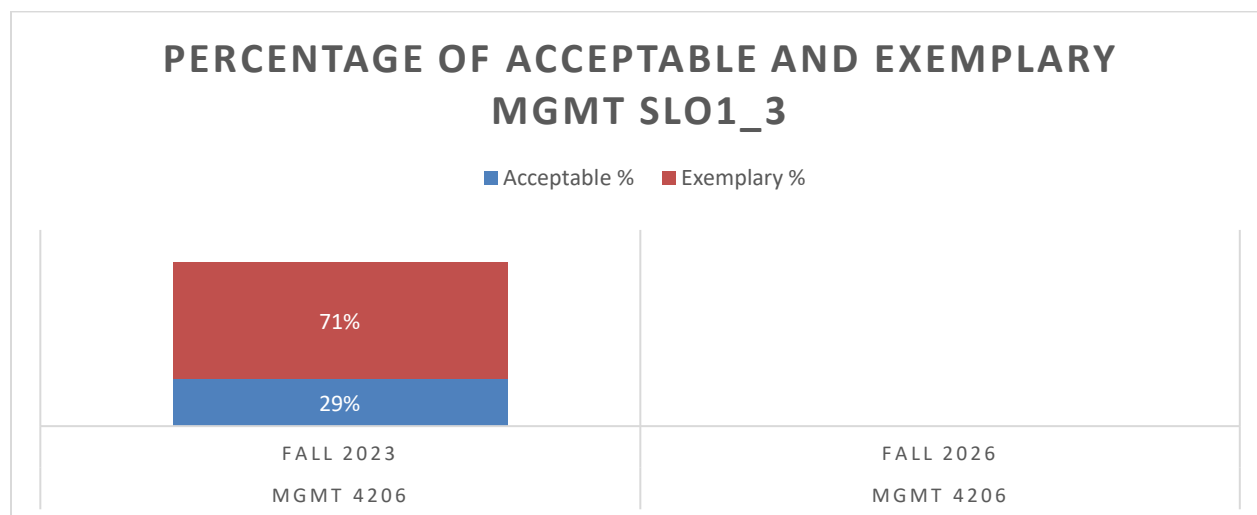
Goal 2: Human capital management:

No SLO data was reported in the 2025-26 academic year.

Goal 3: Technology management:

This objective is measured in MGMT 4206. The following chart shows the percentage of students who received acceptable and exemplary grades for the technology management SLO. No new data for 2025-26 is available.

Figure 29: Percentage of Acceptable and Exemplary MGMT SLO1_3

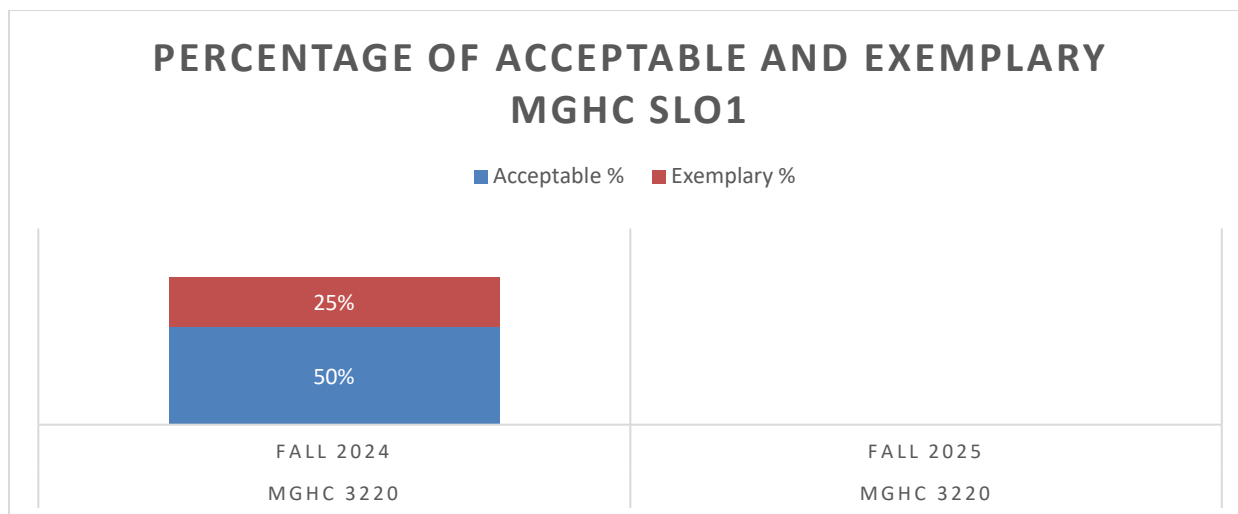


5.2.3 Management - Healthcare Major – Program Student Learning Outcomes

Goal 1: Healthcare management:

This objective is measured in MGHC 3220. The following chart shows the percentage of students who received acceptable and exemplary grades for the healthcare management SLO. No new data for 2025-26 is available.

Figure 30: Percentage of Acceptable and Exemplary MGHC SLO_1

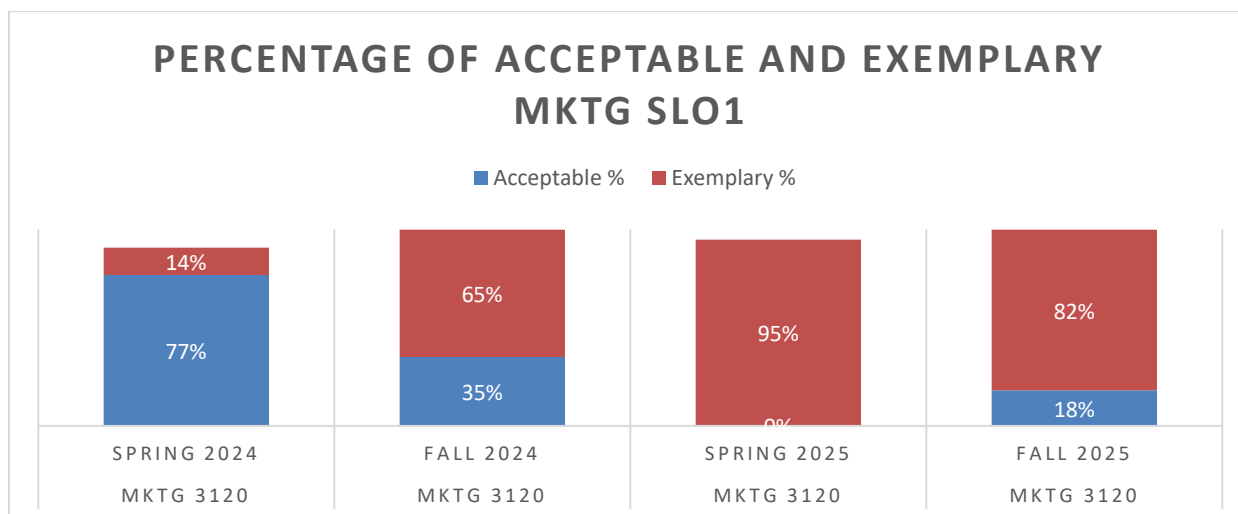


5.2.4 Marketing Major – Program Student Learning Outcomes

Goal 1: Marketing Concepts:

This objective is measured in MKTG 3120. This is a direct, formative, internal assessment. The SLO is assessed with organizing and presenting marketing ideas clearly, professionally, and in proper APA format across various assignments such as weekly case study reports, weekly written analytical assignments, and final marketing plan project (comprehensive written report). The following chart shows the percentage of students who received acceptable and exemplary grades for the SLO.

Figure 31: Percentage of Acceptable and Exemplary MKTG SLO_1



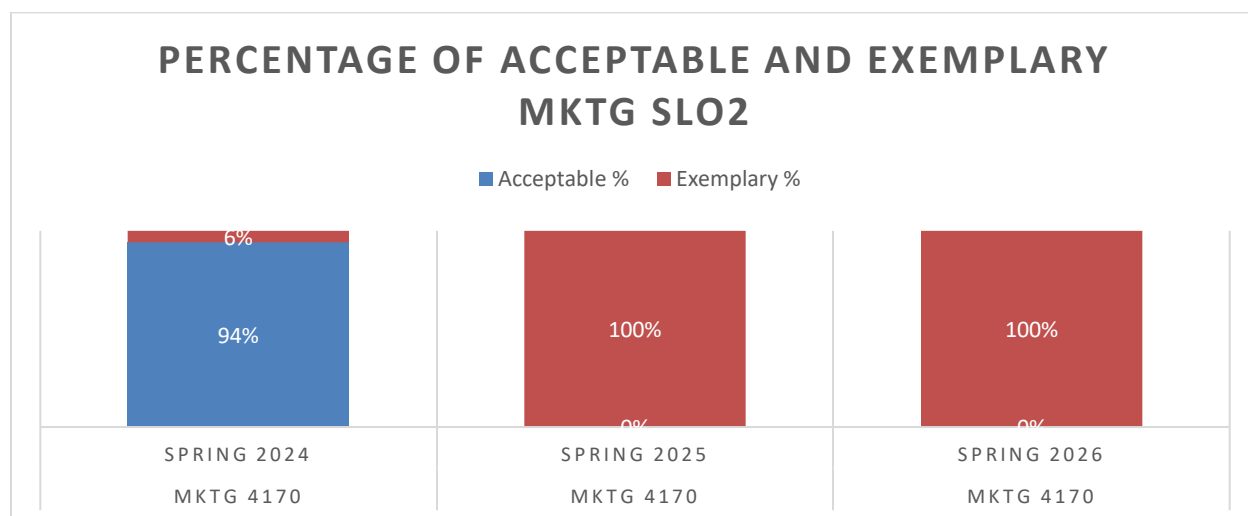
In fall 2025 semester, 82% (N=15) of students performed exemplary and 38% of students performed acceptable. Overall, 100% of students performed acceptable or better. As the instructor noted, “students performed really well and met the expectations and goals that

I had set for them.” The instructor attributed this success to providing individualized support, explaining that “I worked with students individually on an as-needed basis” and “provided sample work and videos to ensure the success of the project.” These instructional supports appear to have helped students successfully complete the project and achieve the desired learning outcomes.

Goal 2: Marketing Applications:

This objective is measured in MKTG 4170. This is a direct, formative, internal assessment. The students were tasked with organizing and presenting marketing ideas clearly, professionally in multiple assessments including weekly case study reports, weekly written analytical assignments, and a final internationalize marketing Presentation project. The following chart shows the percentage of students who received acceptable and exemplary grades for the SLO.

Figure 32: Percentage of Acceptable and Exemplary MKTG SLO_2



In the Spring 2026 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.

5.2.5 Supply Chain and Logistics Management Major – Program Student Learning Outcomes

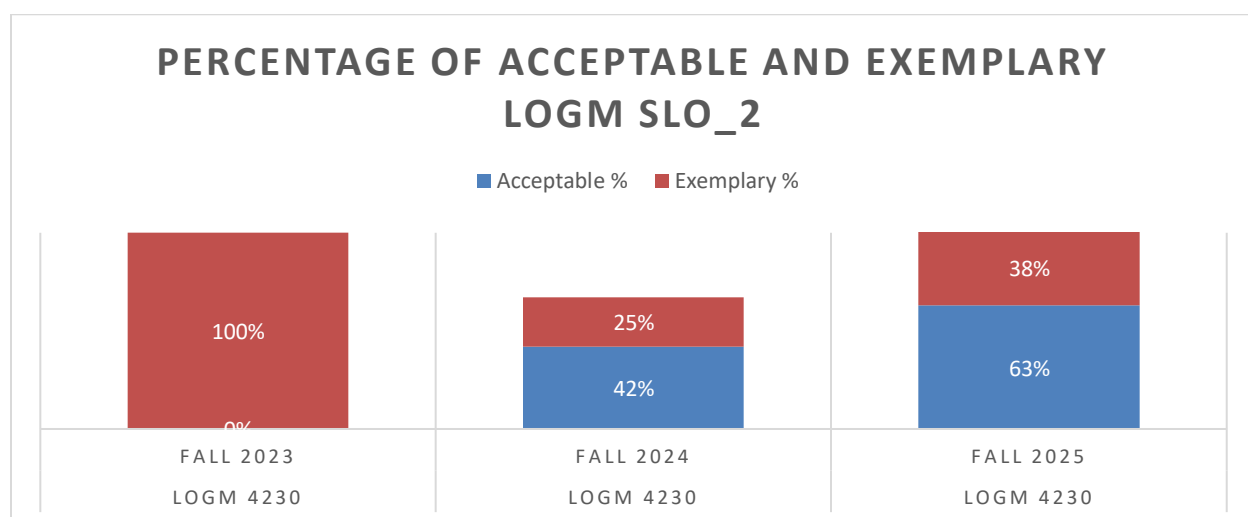
Goal 1: Logistics Concepts:

This objective is measured in LOGM 4220. No data is available for 2025-26.

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.

Figure 33: Percentage of Acceptable and Exemplary LOGM SLO_2



In fall 2025 semester, 38% of the students performed exemplary and 63% of the students performed acceptable. Both initial expectations for SLO are exceeded.

As the instructor observed, “most students were able to identify which tool/technology to use for the majority of the problems” and demonstrated “a satisfactory understanding of the methodology to analyze the problem.” Additionally, “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.”

To address challenges observed during the assessment, the instructor noted that “during the time-restricted exam, some students were not able to apply the technology tools and interpret results,” with limited exam time likely contributing to this difficulty. Future improvements will include “more practice problems and mock exams” as well as additional instruction on “how to interpret analytical results with practical applications” to strengthen students’ ability to apply technology tools effectively under time constraints.

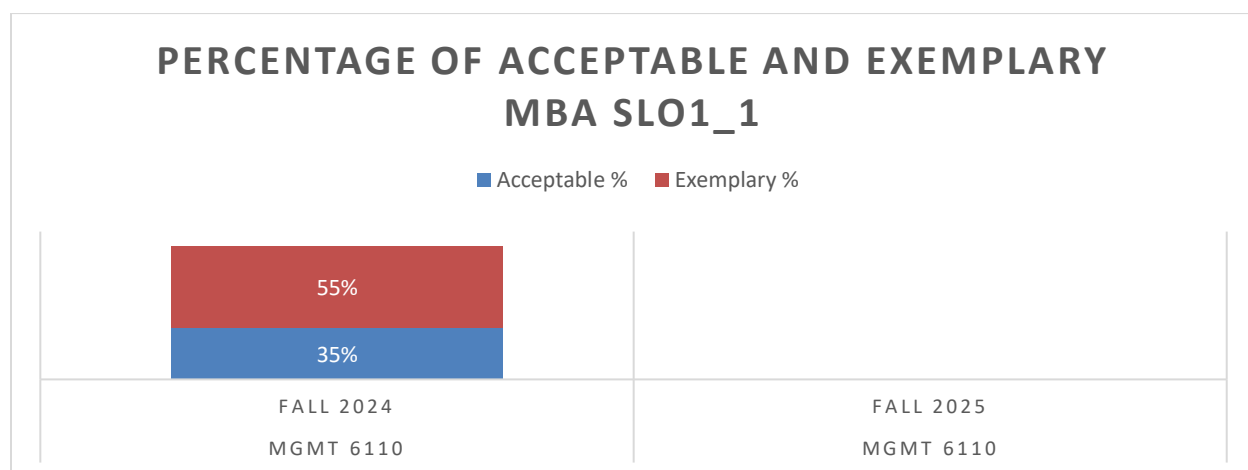
5.3 Graduate Assessment Results

Graduate learning outcome goals and measurement points were revised to include external Inbound and Outbound exams in addition to internal assessments. Systematic assessment data collection was initiated in Fall 2024. Since implementation, data collection efforts have continued to expand, and most full-time graduate faculty members now regularly participate in graduate learning outcome assessment reporting. As a result, more instructors submitted assessment data than in previous academic years. While participation and compliance have improved considerably, some gaps in data collection and reporting remain. The AoL Committee will continue collaborating with faculty to strengthen engagement, improve reporting consistency, and ensure comprehensive assessment coverage across all graduate programs.

5.3.1 Goal 1: Objective 1: Oral Communication

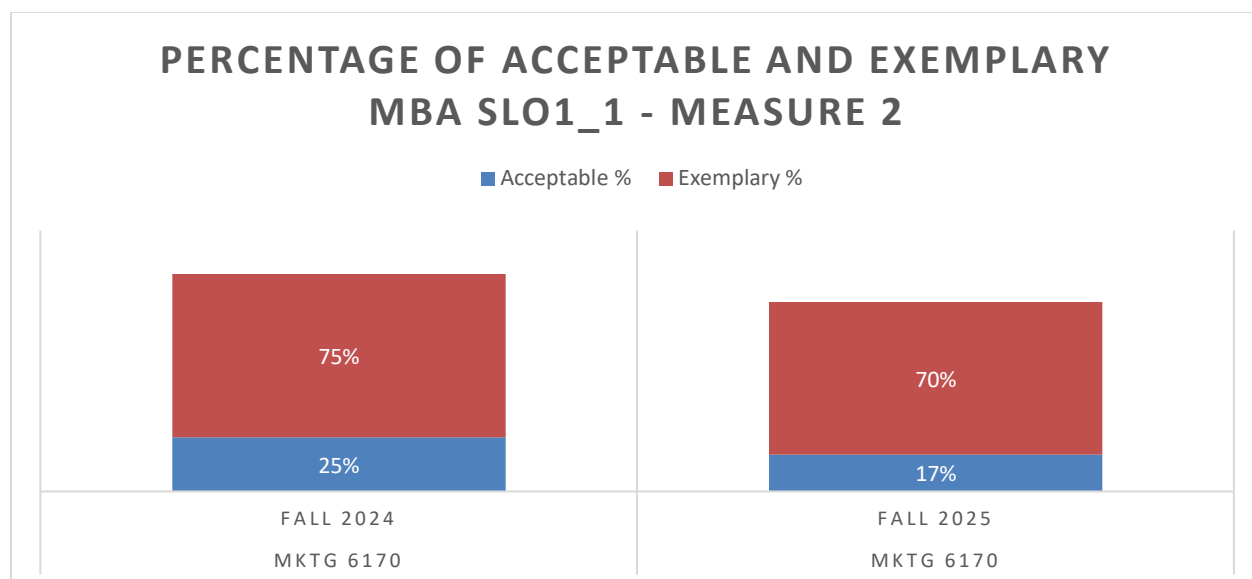
Oral Communication SLO is measured twice in the MBA program. The first measurement is taken in MGMT 6110. The following chart shows the percentage of students who received acceptable and exemplary grades for the MBA oral communication SLO. However, no new data is available for 2025-26

Figure 34: Percentage of Acceptable and Exemplary MBA SLO1_1 – Measure 1



The second measurement for Oral Communication is taken in MGMT 6170. This is a direct, formative, internal assessment. The learning goal is assessed through weekly individual and group oral presentation assignments. Students deliver oral presentations on assigned topics, create PowerPoint presentations, and record themselves presenting the material. Performance is evaluated using a standardized Oral Communication Rubric that measures presentation effectiveness, organization, delivery, and communication skills. The assessment target is for 90% of students to achieve an acceptable or higher rating, with at least 10% earning an exemplary rating. The following chart shows the percentage of students who received acceptable and exemplary grades for the MBA oral communication SLO.

Figure 35: Percentage of Acceptable and Exemplary MBA SLO1_1 – Measure 2



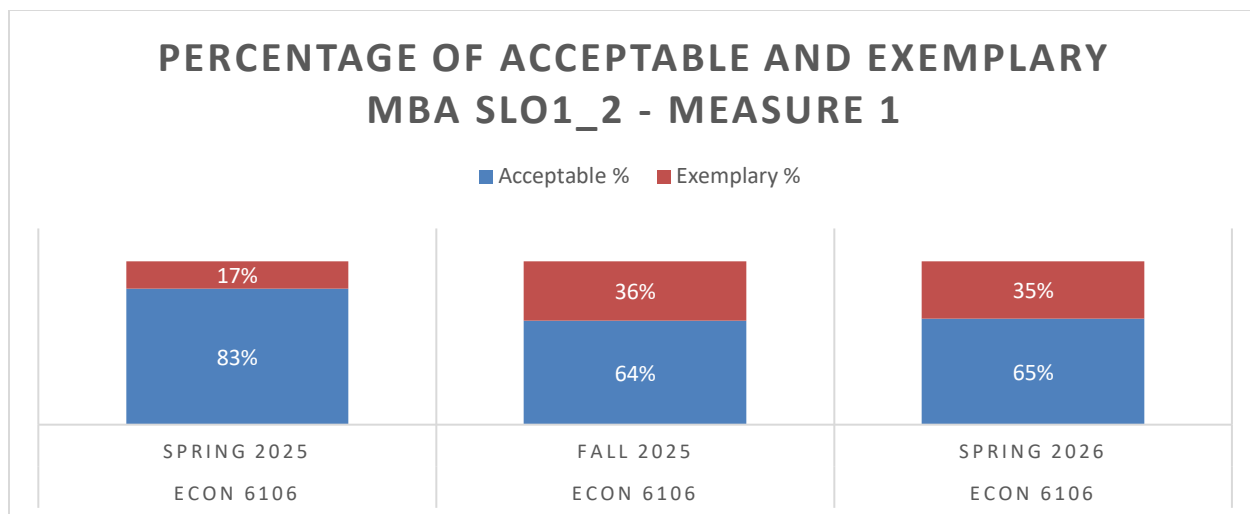
In fall 2025, 70% of students (N=37) scored exemplary and 17% of students scored acceptable. This exceeds the initial expectations. Therefore, the student's learning goal is met.

Students were able to successfully “analyze the questions given, conduct research, and provide recommended solutions.” In addition, the instructor notes that “class sample videos assisted students” in understanding assignment expectations and preparing effective presentations, contributing to stronger overall performance on the oral communication assessment. The instructor plans to “spend more time explaining and showing how the PowerPoint presentation recording works with different applications, depending on the type of laptop one is using.” Providing additional demonstrations and technical guidance for both Windows and Mac users may help reduce recording challenges and improve the quality and consistency of student submissions.

5.3.2 Goal 1: Objective 2: Written Communication

Written Communication SLO is measured twice in the MBA program. The first measurement is taken in ECON 6106. This is a direct, formative, internal assessment. The following chart shows the percentage of students who received acceptable and exemplary grades for the MBA written communication SLO.

Figure 36: Percentage of Acceptable and Exemplary MBA SLO1_2 – Measure 1



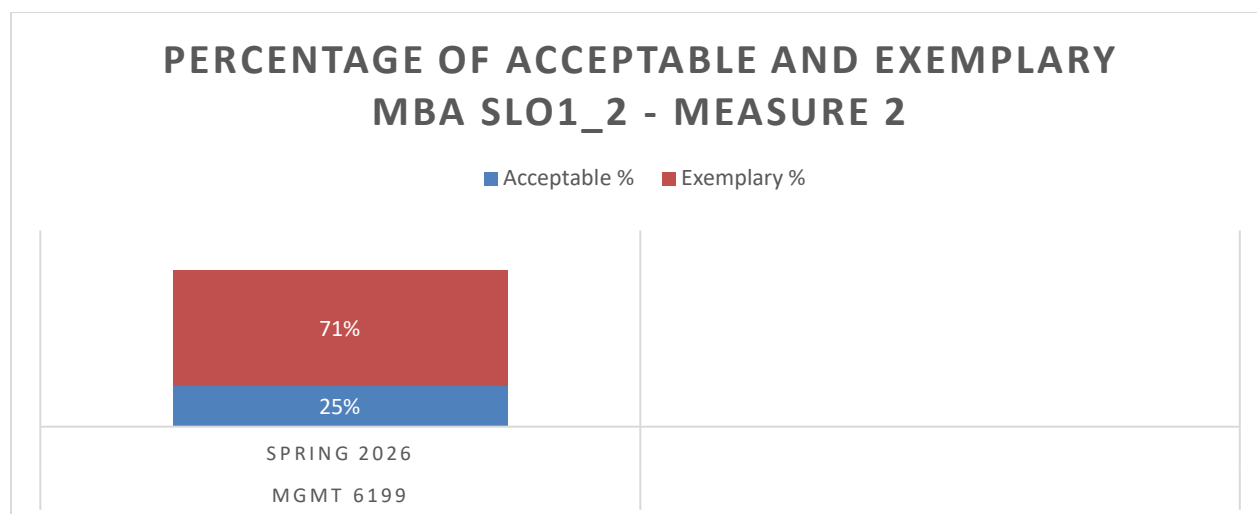
In fall 2025, 36% of the students (N=11) achieved exemplary grades and 64% of students achieved acceptable grades. In spring 2026, 35% of the students (N=20) achieved exemplary grades and 65% of students achieved acceptable grades. Since 100% of students achieved acceptable or better grades, SLO goal is met.

According to the instructor, “most of the students’ performances relative to stating and identifying the relevant issues of a business topic is acceptable.” The instructor also noted that students demonstrated strong understanding of key business and economic concepts and were “achieving an elevated explanation of ratio and marginal analysis, specialization and comparative advantage, firm competition and concentration, cost minimization, utility maximization, and trade and markets.”

The instructor indicated that “more structured emphasis will be on marginal analysis and ratio interpretations” in future assessments. In addition, students will be provided with “more worded and empirical problems dealing with the issues of benefit and cost” to further strengthen analytical and problem-solving skills.

The second measurement for Oral Communication is taken in MGMT 6199. Data reporting started in spring 2026. This is a direct, formative, internal assessment. The goal is measured with a written assignment. The student were tasked with writing a 1500 word internal and external analysis of the case study. The assignment was assessed with the standard written communication rubric. It is expected that 80% of the students will earn an acceptable or above average grade and 20% will earn an exemplary grade.

Figure 37: Percentage of Acceptable and Exemplary MBA SLO1_2 – Measure 2



In spring 2026, 71% of the students (N=24) achieved exemplary grades and 25% of students achieved acceptable grades. 96% earned an acceptable or better grade. 4% earned an unacceptable grade. This exceeds the initial expectations. Therefore, the student learning goal was met.

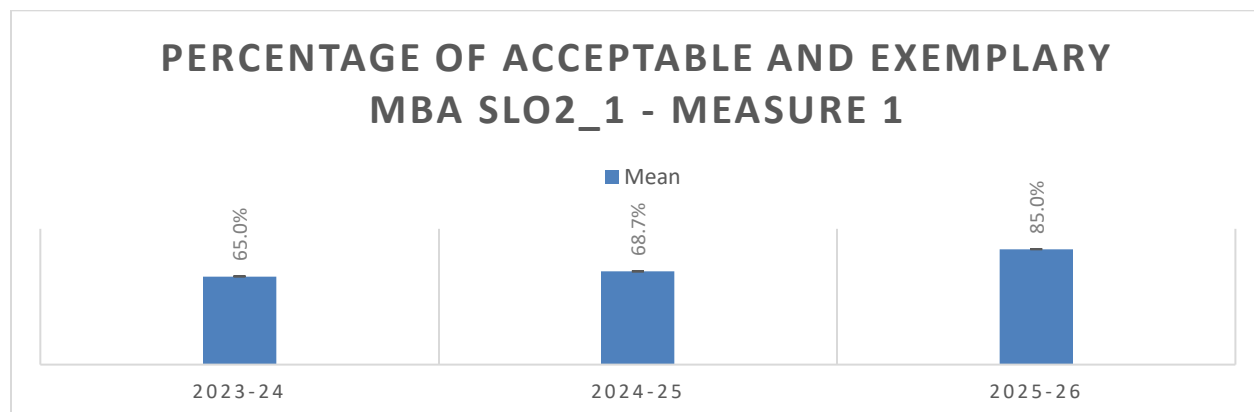
The instructor noted that the assignment “allowed for real-world application as students engaged with a current, highly visible company,” making the analysis “relevant and meaningful.” The instructor also reported that the project “provided a clear connection to course objectives” by requiring students to analyze organizational strengths and weaknesses, evaluate external pressures, and develop strategic insights. Additionally, students were challenged to “compare internal capabilities to external threats, identify patterns, and justify recommendations,” which promoted critical thinking beyond surface-level description.

Although “overall scores for this assignment were exemplary,” the instructor plans to “revamp the course to have more rigor and a true capstone assignment.” Planned changes include a comprehensive group-based Portfolio Project consisting of a written report, recorded presentation, reflection assignment, and peer evaluations to provide a more robust assessment of students’ strategic analysis, communication, and teamwork skills.

5.3.3 Goal 2: Objective 1: Global Business Environment

Global Business Environment SLO is measured in multiple points in the MBA program. The first measurement is taken in using the external inbound exam administered by Peregrine. This is a direct, formative, external, and comparative assessment. 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.

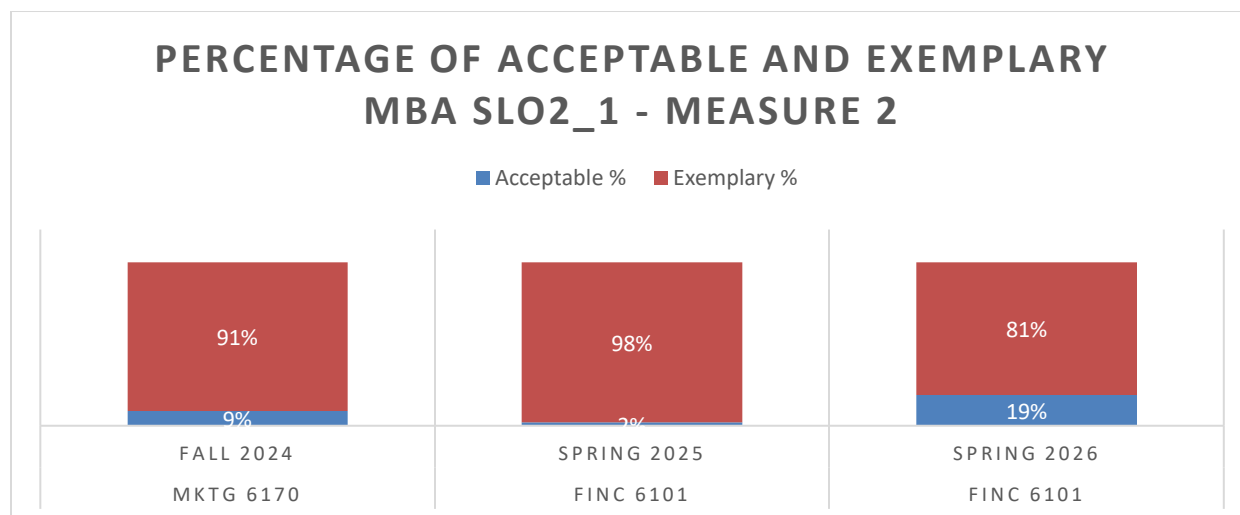
Figure 38: Percentage of Acceptable and Exemplary MBA SLO2_1 – Measure 1



As per Peregrine Internal Analysis Report, in 2025-26 academic year, the mean score was 85% (N=14). The average score, 85%, for the same category on this inbound exam is higher compared to 55.33% (N=2700) average in all other ACBSP Southeastern Council business scores using Peregrine assessments. Compared to the previous years, the mean score of inbound students has increased. This suggests that 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. This is a direct, formative, internal assessment. Student performance was evaluated using quizzes, exams and the class project with the AoL Global Business rubric. Performance goals were set at 80% achieving acceptable or better and 20% exemplary scores. The following chart shows the percentage of students who received acceptable and exemplary grades for the MBA Global Business Environment SLO.

Figure 39: Percentage of Acceptable and Exemplary MBA SLO2_1 – Measure 2



In spring 2026, 81% of the students (N=27) achieved exemplary grades and 19% of students achieved acceptable grades. The results indicate strong student achievement on this learning goal. These results demonstrate a high level of competency in business analysis, strategic thinking, and decision-making across functional areas. Performance exceeded expectations

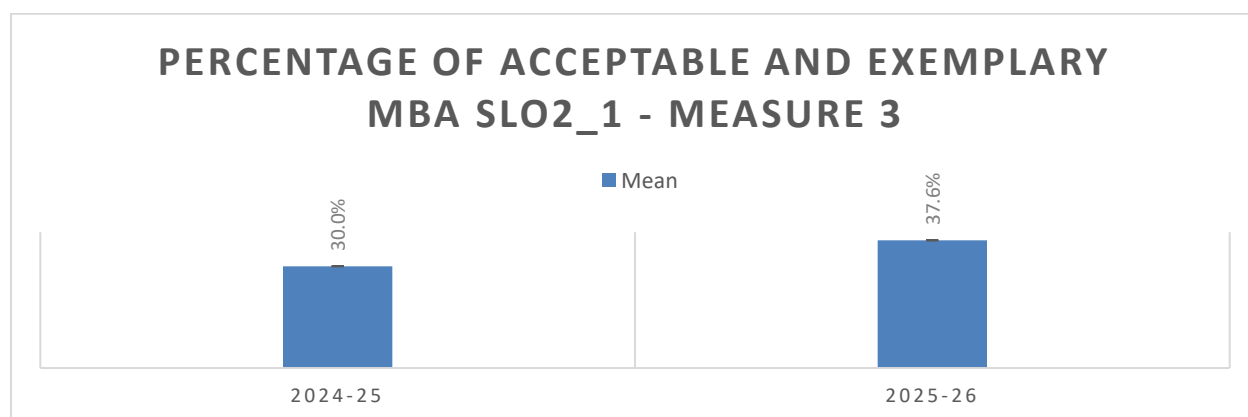
The instructor noted that “according to the data above, students performance met and exceeded the expectations. Students were very interested and engaged in the topic of global business. It was easy to access global information in the current age of advanced technology.” The instructor identified that assigning groups different region of the world to conduct research and give weekly reports worked well.

The instructor reported that “a large majority of students were able to evaluate and solve business problems related to global, strategic management and cross-functional decision-making at an exemplary ability.” These results suggest that students demonstrated strong analytical and decision-making skills when addressing complex business challenges.

The instructor plans to “spend additional time evaluating and solving business problems related to global, strategic management and cross-functional decision-making.” Additional practice and reinforcement in these areas are expected to further strengthen student performance and maintain high levels of achievement.

The third measurement is taken using the external outbound exam administered by Peregrine. This is a direct, summative, external, and comparative assessment. 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 outbound exam for the MBA degree program for the past 2 academic years.

Figure 40: Percentage of Acceptable and Exemplary MBA SLO2_1 – Measure 3



As per Peregrine Internal Analysis Report, in 2025-26 academic year, the mean score of the outbound exam for Economics topic was 37.6% (N=38). The ACBSP Southeastern Council average score for the same category - 66.93% (N=5430) - is higher than the

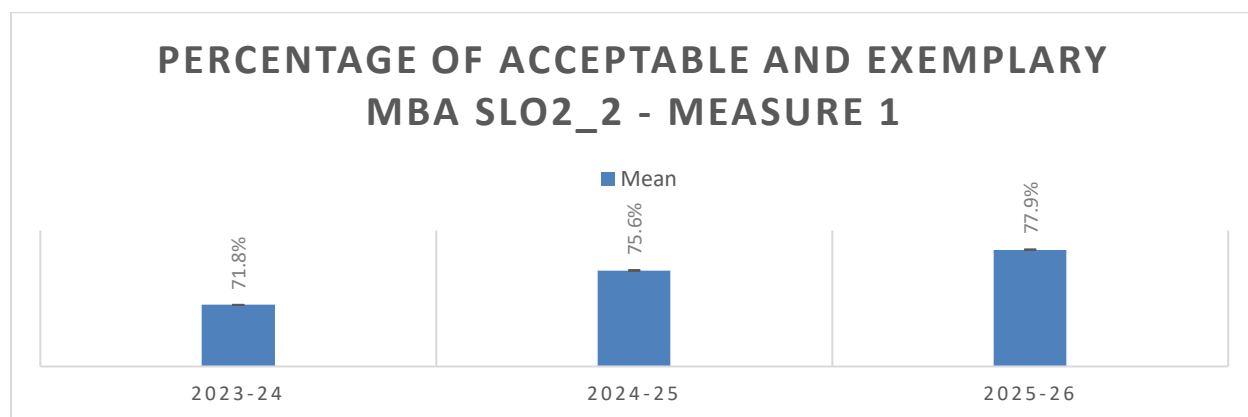
institution average score. Compared to the previous year, the mean score of outbound students has increased.

The assessment results show a notable gap between inbound and outbound student performance. Inbound students scored 85.0% (n = 14), while outbound students scored 37.63% (n = 38). Because students nearing graduation would typically be expected to perform at least as well as entering students, these results suggest a need to examine assessment alignment, student preparation, and knowledge retention. Faculty should review the assessment instrument and related coursework to identify factors contributing to the decline and develop strategies to strengthen student achievement of program learning outcomes.

5.3.4 Goal 2: Objective 2: Ethical Leadership

Ethical Leadership SLO is measured in multiple points in the MBA program. The first measurement is taken in using the external inbound exam administered by Peregrine. This is a direct, formative, external, and comparative assessment. 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.

Figure 41: Percentage of Acceptable and Exemplary MBA SLO2_2 – Measure 1

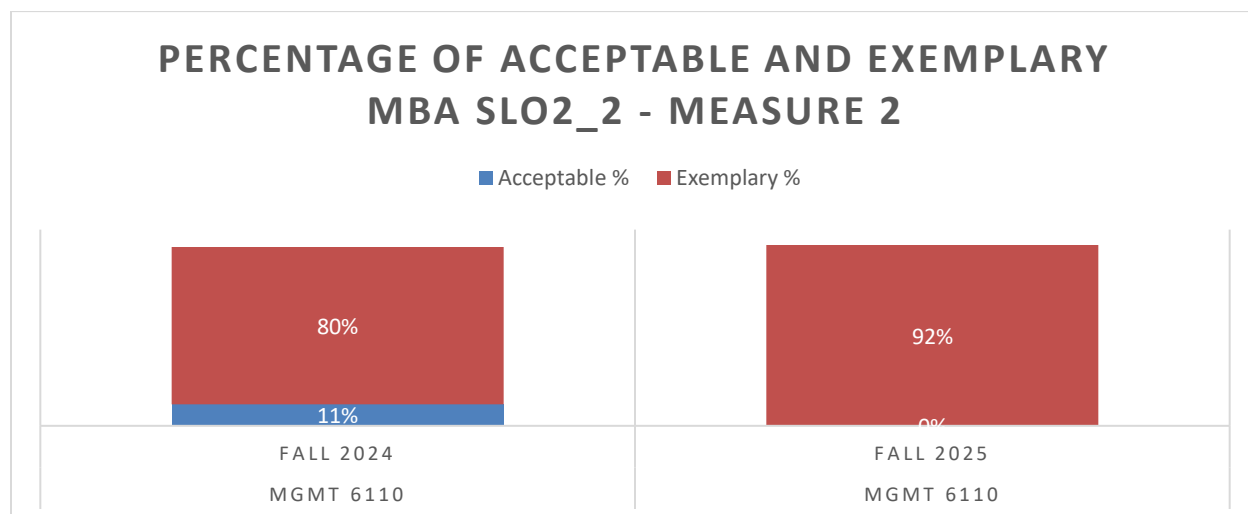


As per Peregrine Internal Analysis Report, in 2025-26 academic year, the mean score for the Business Ethics category was 77.9% (N=14). The average score for this category on the inbound exam was higher than the average score of 60.92% (N=2850) reported by all other ACBSP Southeastern Council institutions participating in the Peregrine graduate-level assessment. Compared to the previous year where the mean score was 75.6%, 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. This is a direct, formative, internal assessment. In this assessment, 11 students

work on a research project in teams, and have to present their research findings to the class and also submit a project report for grading purposes. It is expected that 80% of the students will earn an acceptable or above in this course assessment. The following chart shows the percentage of students who received acceptable and exemplary grades for the MBA Ethical Leadership SLO.

Figure 42: Percentage of Acceptable and Exemplary MBA SLO2_2 – Measure 2

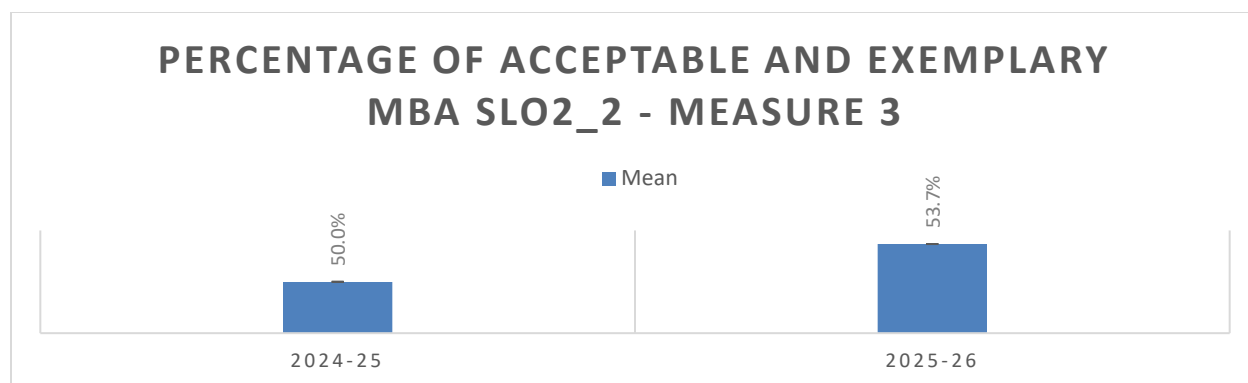


In fall 2025, 92% of the students (N=35) achieved exemplary grades and 8% of students achieved unacceptable grades. Overall, 92% of students achieved acceptable or better grades. Thus, the initial expectations are exceeded and the SLO is met.

The instructor noted that “regular announcements reminding students about their research projects ensured that students started working on their projects on time and finished on time.” These reminders appear to have supported student organization, timeliness, and successful project completion. Given the strong student performance, the instructor indicated that the current approach “will continue as usual since the students are performing well.” No major changes are planned at this time, though the effectiveness of regular reminders will continue to be monitored.

The third measurement is taken using the external outbound exam administered by Peregrine. This is a direct, summative, external, and comparative assessment. 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 outbound exam for the MBA degree program for the past 2 academic years.

Figure 43: Percentage of Acceptable and Exemplary MBA SLO2_2 - Measure 3



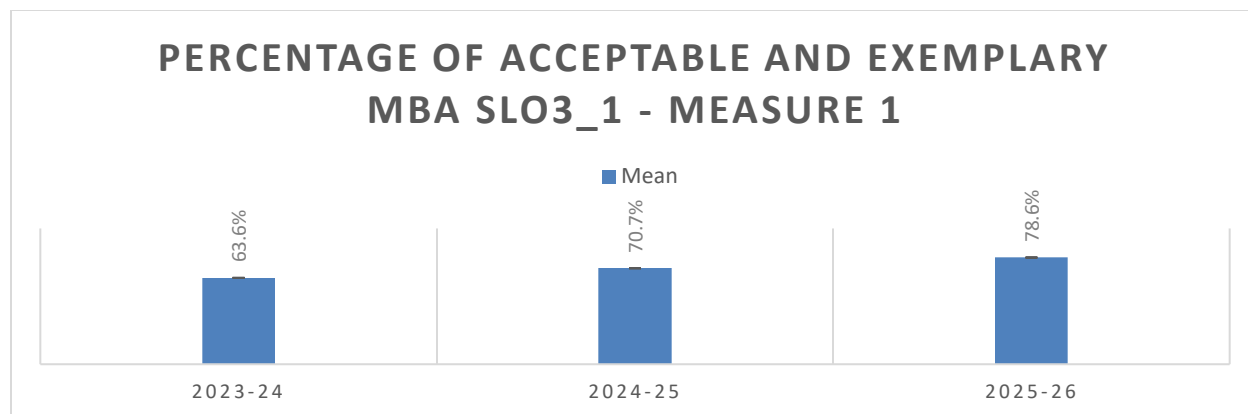
As per Peregrine Internal Analysis Report, in 2025-26 academic year, the mean score of the outbound exam for Business Ethics topic was 53.7% (N=38). The ACBSP Southeastern Council average score for the same category – 69.2% (N=4950) - is higher than the institution average score. Compared to the previous year, the mean score of outbound students has increased.

The assessment results show a notable gap between inbound and outbound student performance. Inbound students scored 77.9% (N=14), while outbound students scored 53.7% (n = 38). Because students nearing graduation would typically be expected to perform at least as well as entering students, these results suggest a need to examine assessment alignment, student preparation, and knowledge retention. Faculty should review the assessment instrument and related coursework to identify factors contributing to the decline and develop strategies to strengthen student achievement of program learning outcomes.

5.3.4 Goal 3: Objective 1: Decision Making

Decision Making SLO is measured in multiple points in the MBA program. The first measurement is taken in using the external inbound exam administered by Peregrine. This is a direct, formative, external, and comparative assessment. 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.

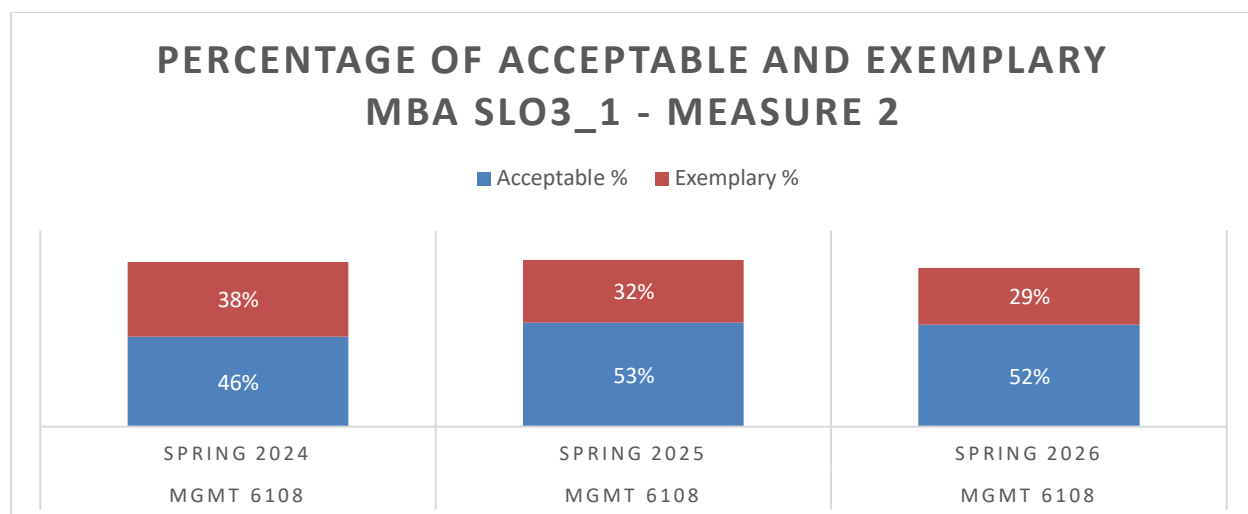
Figure 44: Percentage of Acceptable and Exemplary MBA SLO3_1 – Measure 1



As per Peregrine Internal Analysis Report, in 2025-26 academic year, the mean score for the Management category was 82.86% (N=14) and Quantitative Research Techniques and Statistics' category was 74.29% (N=23). The average scores for the same categories for all other ACBSP Southeastern Council institutions are 56.36% (N = 2820) and 52.14% (N=1560), 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 70.7%, 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. This is a direct, formative, internal assessment. 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 20% of students will earn exemplary grade. The following chart shows the percentage of students who received acceptable and exemplary grades for the MBA Decision Making SLO.

Figure 45: Percentage of Acceptable and Exemplary MBA SLO3_1 – Measure 2



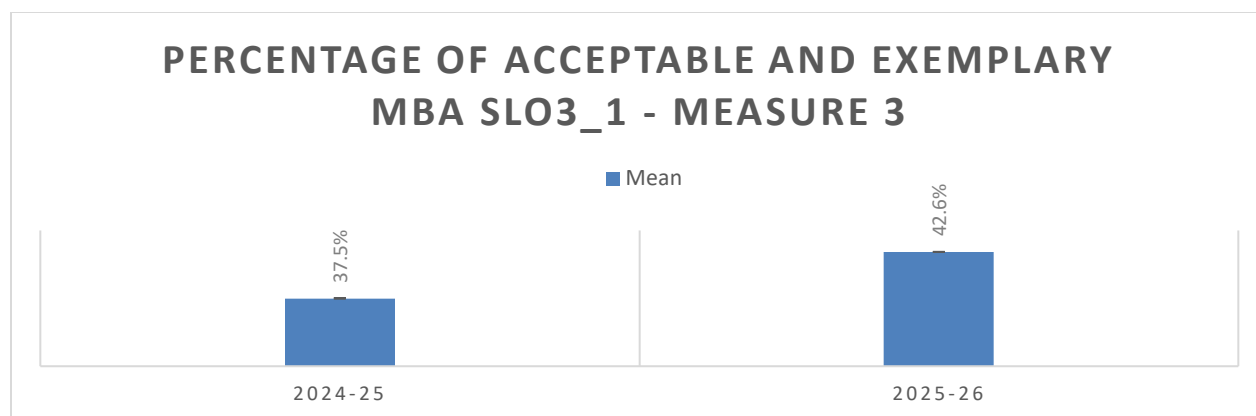
In spring 2026, 29% of students earned exemplary grades and 52% of students earned an acceptable level. Overall, 81% of students earned acceptable or better grades and 29% of students earned exemplary grades, exceeding both the initial expectations. Therefore, the SLO is met. Compared to previous years, the student performance has slightly decreased, but it is not a significant change.

The instructor reported that “class examples, example videos, and recorded class sessions helped students to learn and apply the concepts to solve business problems.” In addition, allowing students to use Generative AI tools supported their ability to apply analytical models and integrate technology into the problem-solving process.

The instructor noted that some students struggled with new technology tools and relied too heavily on Generative AI. Future courses will place greater emphasis on the ethical use of AI and on using AI to support learning and technology skill development rather than replace independent analysis.

The third measurement is taken using the external outbound exam administered by Peregrine. This is a direct, summative, external, and comparative assessment. 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 outbound exam for the MBA degree program for the past 2 academic years.

Figure 46: Percentage of Acceptable and Exemplary MBA SLO3_1 – Measure 3



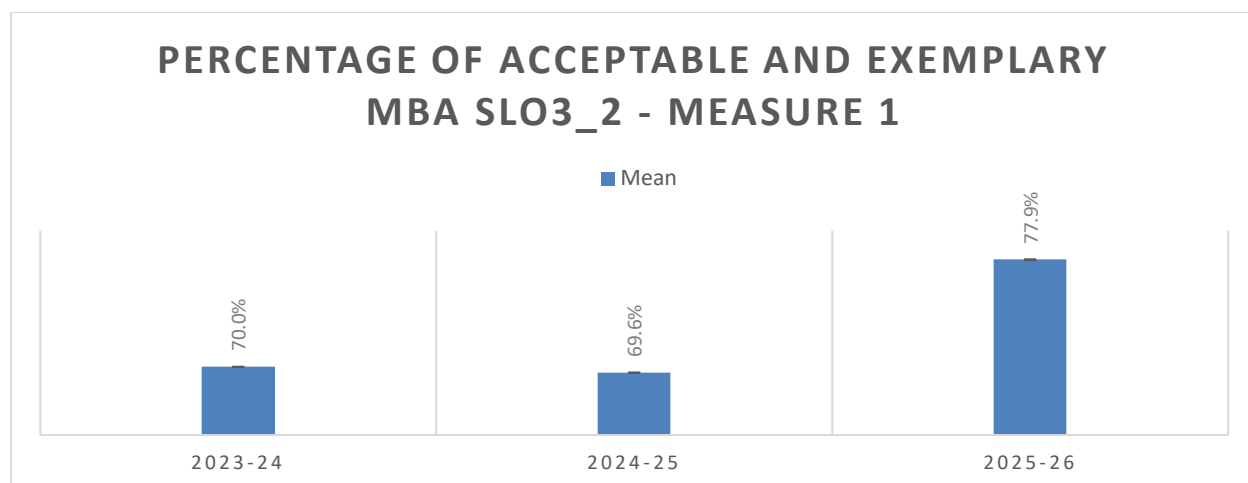
As per Peregrine Internal Analysis Report, in 2025-26 academic year, the mean score for the Management category was 45.00% (N=38) and Quantitative Research Techniques and Statistics' category was 40.26% (N=38). Compared to the previous year, the mean score of outbound students has increased. The average scores for the same categories for all other ACBSP Southeastern Council institutions are 65.92% (N = 6030) and 62.15% (N=3150), respectively.

Furthermore, the assessment results show a notable gap between inbound and outbound student performance. Inbound students scored 78.6% (N=14), while outbound students scored 42.6% (n = 38). Because students nearing graduation would typically be expected to perform at least as well as entering students, these results suggest a need to examine assessment alignment, student preparation, and knowledge retention. Faculty should review the assessment instrument and related coursework to identify factors contributing to the decline and develop strategies to strengthen student achievement of program learning outcomes.

5.3.5 Goal 3: Objective 2: Strategic Planning

Strategic Planning SLO is measured in multiple points in the MBA program. The first measurement is taken in using the external inbound exam administered by Peregrine. This is a direct, formative, external, and comparative assessment. 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.

Figure 47: Percentage of Acceptable and Exemplary MBA SLO3_2 – Measure 1



As per Peregrine Internal Analysis Report, in 2025-26 academic year, the mean score for the Business Integration and Strategic Management category was 77.9% (N=14). The average score for the same category for all other ACBSP Southeastern Council institutions is 57.5% (N=2730). 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 69.9%, the mean score has increased, indicating that the prospective MBA students possess adequate strategic planning knowledge before entering the MBA program.

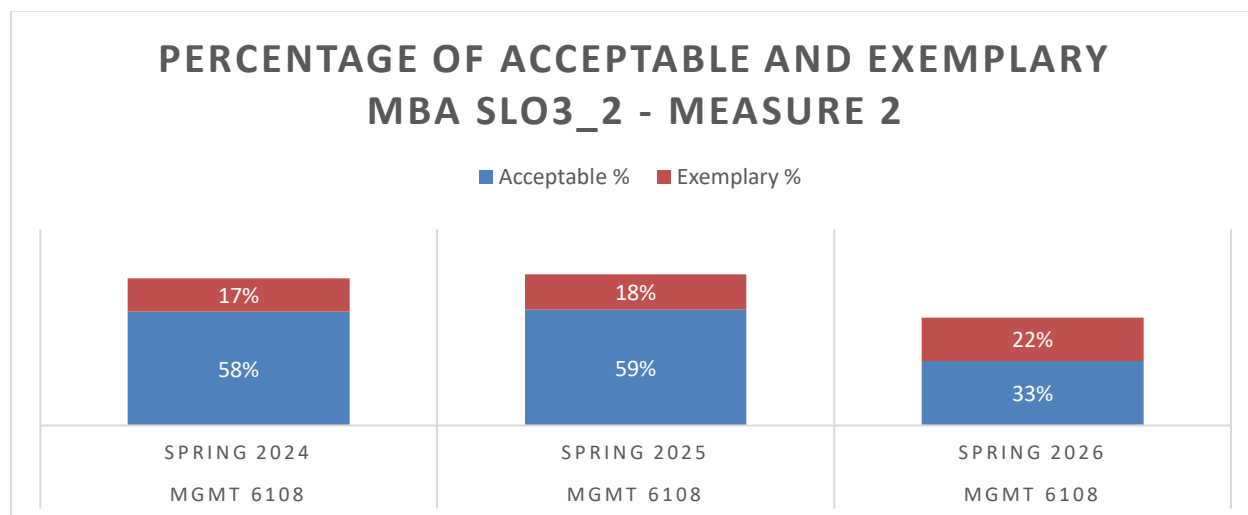
The second measurement for the SLO is measured in MGMT 6108 course. This is a direct, formative, internal assessment. To assess the SLO, a writing assignment was given to the students to analyze a scenario where a manufacturing organization is entering a new market and suggest strategies to overcome 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. Figure 48 shows the percentage of students who received acceptable and exemplary grades for the MBA Strategic Planning SLO.

In spring 2026, 22% (N=9) of students earned exemplary grades and 33% of students earned an acceptable level. Only 55% of students earned acceptable or better grades and 22% of students earned exemplary grades. The first initial goal is not met while the second initial goal is met. Therefore, the SLO is partially met. Compared to previous years, the student performance has decreased.

The instructor noted that the assessment was originally a mandatory assignment but was later changed to an extra-credit assignment due to student workload concerns, resulting in lower participation. Students were generally successful in identifying sustainability and cultural challenges, demonstrating an understanding of key concepts. However, some students did not develop strategies that were well aligned with the assignment objectives, and others relied too heavily on Generative AI tools. To improve future performance, the

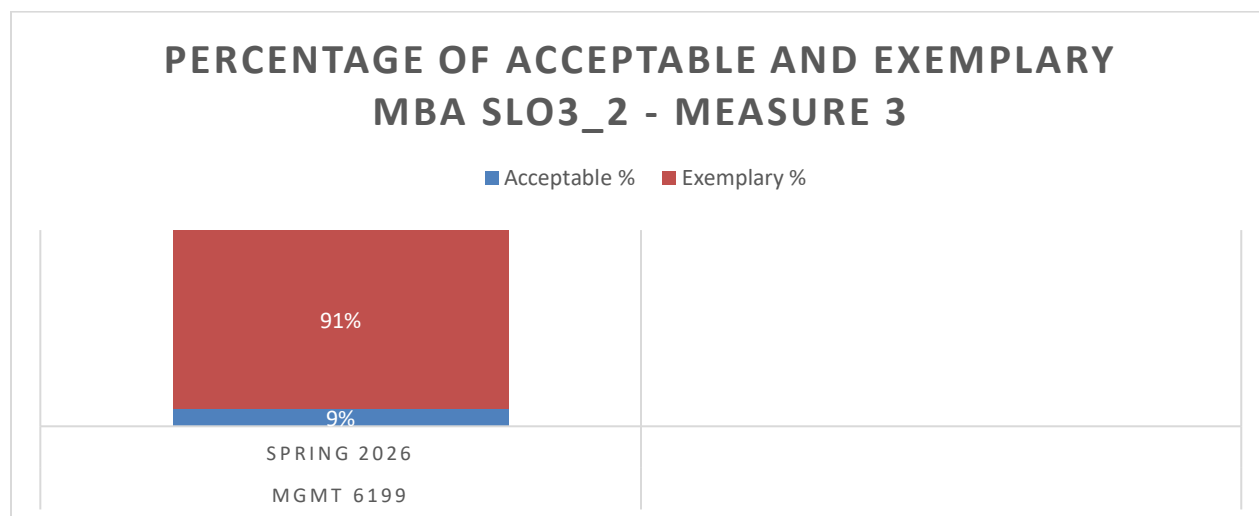
instructor plans to emphasize the ethical use of Generative AI, make the assignment mandatory while reducing overall workload, provide clearer research paper formatting guidelines, and share a sample completed assignment to better communicate expectations.

Figure 48: Percentage of Acceptable and Exemplary MBA SLO3_2 – Measure 2



The third measurement for the SLO is measured in the capstone course, MGMT 6199. This is a direct, formative, internal assessment. The student will review two mini cases. The assignment was assessed with the standard strategic planning rubric. It is expected that 80% of the students will earn an acceptable or above average grade 20% will earn an exemplary grade. Figure 49 shows the percentage of students who received acceptable and exemplary grades for the MBA Strategic Planning SLO.

Figure 49: Percentage of Acceptable and Exemplary MBA SLO3_2 – Measure 3



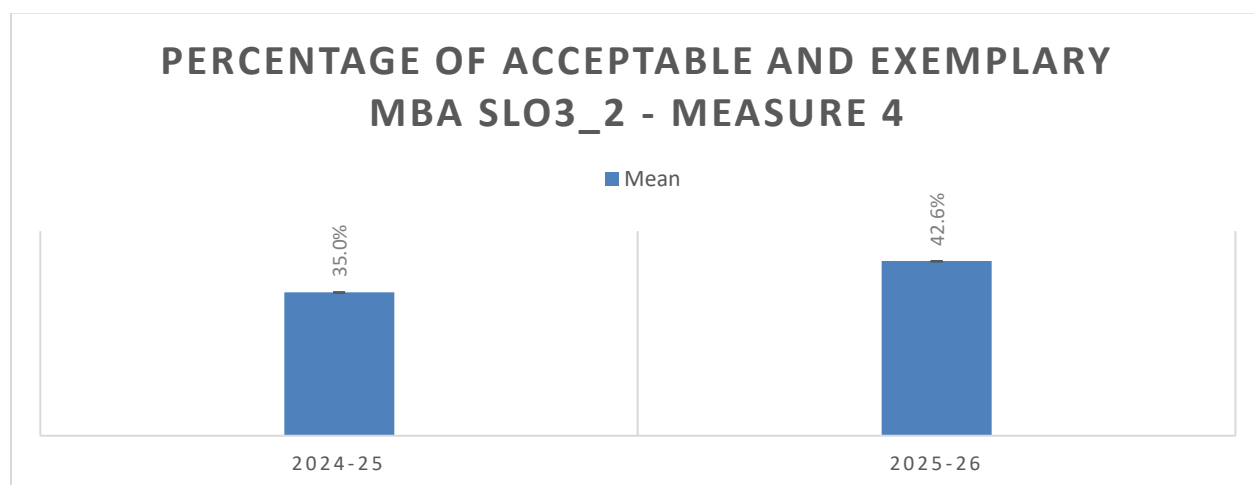
In spring 2026, 91% (N=24) of students earned exemplary grades and 9% of students earned an acceptable level. 100% earned an acceptable or better grade. No one scored an unacceptable grade. This exceeds the initial expectations. Therefore, the student learning goal was met.

The instructor reported that the mini case assignments were effective in helping students identify strategic issues, analyze internal and external factors, and develop actionable recommendations. Because the cases reflected real organizational challenges, students were able to connect strategic management concepts to real-world decision-making, increasing both engagement and understanding of the consequences of strategic choices.

To further enhance learning, the instructor plans to revamp the course to include a Group Portfolio Project with scaffolded assignments that build throughout the semester and culminate in a final case analysis paper, recorded PowerPoint presentation, reflection assignment, and peer evaluations. This change is intended to provide a more comprehensive and integrated assessment of students' strategic planning and communication skills.

The fourth measurement is taken using the external outbound exam administered by Peregrine. This is a direct, summative, external, and comparative assessment. 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 outbound exam for the MBA degree program for the past 2 academic years.

Figure 50: Percentage of Acceptable and Exemplary MBA SLO3_2 – Measure 4



As per Peregrine Internal Analysis Report, in 2025-26 academic year, the mean score for the Management category was 42.6% (N=38). Compared to the previous year, the mean score of outbound students has increased. The average scores for the same category for

all other ACBSP Southeastern Council institutions are 67.66% (N = 5160) shows the out students have scored below the peers.

Furthermore, the assessment results show a notable gap between inbound and outbound student performance. Inbound students scored 77.7% (N=14), while outbound students scored 42.6% (n = 38). Because students nearing graduation would typically be expected to perform at least as well as entering students, these results suggest a need to examine assessment alignment, student preparation, and knowledge retention. Faculty should review the assessment instrument and related coursework to identify factors contributing to the decline and develop strategies to strengthen student achievement of program learning outcomes.

6. Recommendations

Based on the findings from the 2025–2026 assessment cycle and ongoing continuous improvement efforts, the Assurance of Learning Committee recommends the following actions for the next cycle:

1. **Review Individual Assessment Reports for Alignment and Consistency**
Conduct a detailed review of individual assessment reports to identify inconsistencies between the Student Learning Outcomes (SLOs) being measured and the assessment methods reported. When discrepancies are identified, the AoL Committee should communicate directly with instructors to clarify expectations and improve alignment between learning outcomes, assessment measures, and reporting practices.
2. **Provide Training on the New Web-Based Assessment Reporting Tool**
Prior to implementation of the new web-based assessment reporting system in the 2026–2027 cycle, faculty members should receive technical training on its use. Training sessions should focus on data submission procedures, reporting requirements, and system functionality to ensure a smooth transition and maximize adoption.
3. **Offer a Refresher Workshop on Assessment Data Collection and Reporting**
To improve consistency and quality of assessment practices, the AoL Committee should provide a refresher workshop for faculty members on assessment data collection, interpretation, and reporting procedures. The workshop should emphasize best practices, common reporting issues, and expectations for documenting assessment results.
4. **Prepare for Upcoming Program Changes**
As academic programs continue to evolve, assessment processes and learning outcomes should be reviewed to ensure alignment with planned curricular and programmatic changes. The AoL Committee should work with faculty and the Curriculum and New Programs (CNP) Committee to prepare assessment plans that support future program revisions.
5. **Investigate the Gap Between MBA Inbound and Outbound Student Performance**
Assessment results indicate a performance gap between inbound and outbound MBA student measures. The AoL Committee should work with MBA faculty to review assessment instruments, assessment procedures, and related coursework to identify factors contributing to this decline. Based on the findings, strategies should be developed to strengthen student achievement of MBA program learning outcomes and improve learning gains throughout the program.
6. **Require SLO Data Collection and Reporting by Part-Time Faculty**
To ensure comprehensive assessment coverage across all course sections, Student

Learning Outcome data collection and reporting should be incorporated into the expectations for part-time faculty members. Providing clear guidelines, training, and support will help ensure that assessment data are collected consistently across both full-time and part-time instructional personnel.

These recommendations will support continued improvement of the Assurance of Learning process, enhance the quality and reliability of assessment data, and strengthen the use of assessment results for program and curriculum development.