

Table 4.1 - Standard 4 Student Learning Assessment

Use this table to supply data for Criterion 4.1.

Performance Indicator	You must provide assessments results for each program, concentration, specialization, etc. accredited or to be accredited. You must have direct, summative, formative and comparative results.														
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination). Add these to the description of the measurement instrument in column two:														
	<p>Direct - Assessing student performance by examining samples of student work</p> <p>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative - An assessment conducted during the student's education.</p> <p>Summative - An assessment conducted at the end of the student's education.</p> <p>Internal - An assessment instrument that was developed within the business unit.</p> <p>External - An assessment instrument that was developed outside the business unit.</p> <p>Comparative - Compare results to external students using data from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data. Internal comparative data may be between classes, online and on ground classes, professors, programs, campuses, etc.</p>														
Identified in Criterion 4.2		Identified in Criterion 4.1		Analysis of Results											
Program Learning objectives SLO1, SLO2, etc. Measurable Goals The percent of artifacts that score 3 or above.	What is your measurement instrument or process?	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	Identified in Criterion 4.3										
BS ACCOUNTING															
Accounting - 75%	Final Exam - direct, Summative, Internal	Term 6 1920 75% 16 students, Term 3 2021 75% 14 students, Term 6 2021 66.67% 21 students, Term 3 2021 81%, 13 students	Students are having difficulty with the following components: -Acid Test ratio -Consignments -Completed Contract Accounting -Future Value of an Annuity Due -Cash Discount Accounting -FIFO Inventory Accounting	Based on our analysis, we added content checks (audio powerpoints) in the course directly related to these issues: -Acid Test ratio -Consignments -Completed Contract Accounting -Future Value of an Annuity Due -Cash Discount Accounting -FIFO Inventory Accounting We'll be reassessing this PLO in AY2223 to determine the effectiveness of our intervention	<p style="text-align: center;">Accounting</p> <table border="1"> <caption>Accounting Data</caption> <thead> <tr> <th>Term</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>T6-1920</td> <td>75</td> </tr> <tr> <td>T3-2021</td> <td>75</td> </tr> <tr> <td>T6-2021</td> <td>66.67</td> </tr> <tr> <td>T3-2122</td> <td>81</td> </tr> </tbody> </table>	Term	Score (%)	T6-1920	75	T3-2021	75	T6-2021	66.67	T3-2122	81
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T6-1920	75														
T3-2021	75														
T6-2021	66.67														
T3-2122	81														
Audit - 75%	Final Exam - direct, Summative, Internal	Term 6 1920 100%, 5 students, Term 3 2021 90%, 28 students, Term 6 2021 100%, 19 students Term 3 2021 91%, 17 students	We learned that students were having difficulty with the concept of Standard Deviation	Based on our analysis, we inserted an audio powerpoint into ACC440 that covers Standard Deviation. We'll reassess in AY2223 to determine if this intervention worked. We may still need to collaborate with the Mathematics department to help students with the concept.	<p style="text-align: center;">Audit</p> <table border="1"> <caption>Audit Data</caption> <thead> <tr> <th>Term</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>T6-1920</td> <td>100</td> </tr> <tr> <td>T3-2021</td> <td>90</td> </tr> <tr> <td>T6-2021</td> <td>100</td> </tr> <tr> <td>T3-2122</td> <td>91</td> </tr> </tbody> </table>	Term	Score (%)	T6-1920	100	T3-2021	90	T6-2021	100	T3-2122	91
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T6-1920	100														
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T3-2122	91														
Accounting Information Systems - 75%	Final Exam - direct, Summative, Internal	Term 2 2021 100%, 24 students, Term 6 2021 100%, 21 students, Term 2 2122 100%, 5 students Term 6 2021 86%, 5 students	Accounting information systems appears to be a subject students are picking up well.	We will continue to watch this area and reexamine the test to determine if we need to change anything. In all probability we will increase the rigor or modify the assessment in this PLO area.	<p style="text-align: center;">Accounting Information Systems</p> <table border="1"> <caption>Accounting Information Systems Data</caption> <thead> <tr> <th>Term</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>T2-2021</td> <td>100</td> </tr> <tr> <td>T6-2021</td> <td>100</td> </tr> <tr> <td>T2-2122</td> <td>100</td> </tr> <tr> <td>T6-2122</td> <td>86</td> </tr> </tbody> </table>	Term	Score (%)	T2-2021	100	T6-2021	100	T2-2122	100	T6-2122	86
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T6-2122	86														
Tax - 75%	Final Exam - direct, Summative, Internal	Term 1 2021 67%, 9 students, Term 4 2021 80%, 15 students, Term 3 2122 50%, 10 students Term 4 2122 67%, 12 students	We learned during our analysis that the course needs to be redeveloped because the course was overly and unnecessarily complex.	We've redeveloped this course in Q2 of 2022 and we'll reassess in the upcoming academic year.	<p style="text-align: center;">Tax</p> <table border="1"> <caption>Tax Data</caption> <thead> <tr> <th>Term</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>T1-2021</td> <td>67</td> </tr> <tr> <td>T4-2021</td> <td>80</td> </tr> <tr> <td>T3-2122</td> <td>50</td> </tr> <tr> <td>T4-2122</td> <td>67</td> </tr> </tbody> </table>	Term	Score (%)	T1-2021	67	T4-2021	80	T3-2122	50	T4-2122	67
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Managerial and Cost Accounting - 75%	Final Exam - direct, Summative, Internal	Term 1 2021 41%, 17 students, Term 4 2021 50%, 20 students, Term 1 2122 59%, 12 students, Term 3 2021 85%, 15 students	Students were having difficulty with Cost of Goods Sold, Equivalent Units, Activity Based Costing, Allocating Indirect Costs, Overhead Allocation Based on Number of Units	9 new questions, 6 revised questions - term 1 2021 to cover Cost of Goods Sold, Equivalent Units, Activity Based Costing, Allocating Indirect Costs, Overhead Allocation Based on Number of Units	
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BS BUSINESS ADMINISTRATION

Business Policy and Practice - 75%	Rubric, direct, summative, internal	T5-2021 - 86% - 86 students, T1-2122 - 93%, T3-2122-20 students - 100% - 20 students	Our analysis showed that overall our students are understanding the concepts of business policy and process. However, we did learn that there tends to be evaluator bias in our process of assessing this outcome. Additionally, we found students struggled most with interpreting findings and solving the problem.	We intend to hold a training with our evaluators to demonstrate how the assessment of a PLO differs from the grading of an assignment. Holding this training session will help us in norming the overall assessment in the BSBA program. We intend to work with the SMEs to modify the assignment to assist students in interpreting findings and solving the problem. We expect to have these trainings completed by the end of fall 2023.	
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Business Analytics and Problem Solving - 75%	Rubric, direct, summative, internal	T52021 - 94% - 85 students, T1-2122 - 94% - 32 students, T6-2122 - 85% - 66 students	While our student, overall, grasp business analytics and problem solving, our findings showed two areas of concern. First is that students struggled most with "interpreting the findings" of the analysis. Second, our students struggle with solving the business problem presented to them in the capstone class.	We intend to add additional resources to the class that covers how to solve business problems. We also intend to modify our assignments to include more analytical work so students have a deeper grasp prior to taking the assessment. We're also looking at the dataset in BUS330 - Business Analytics to make sure it is appropriate for students at an undergraduate level. We expect to have this completed by fall 2023.	
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Business Decision Making - 75%	Rubric, direct, summative, internal	T52021 - 89% - 82 students, T1-2122 - 78% - 32 students, T6-2122 - 41% - 101 students	Our analysis showed a continuous decline in student performance in this PLO with our last assessment point significantly below the expectations. During our reviewed it was discovered that students struggled most with a single aspect of the assessment rubric, specifically "Identifies and evaluates conclusions, implications, and consequences".	We intend to work with our Associate Faculty and SMEs to modify assignments in the course in an effort to reinforce how business leaders reach conclusions, their implications, and their consequences. We're also going to look at the rubric and the assignment to understand if they are appropriately designed for assessing this PLO. We expect to have a determination by Spring 2023.	
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BS FINANCE

Financial Management - 75%	Final Exam - direct, Summative, Internal	T62021 - 82% - students, T10221 92% students, T42022 - 89% - students	Based on our analysis we found that we meet this goal regularly, but there are room for improvement. The students understand the concepts and the ability to use the analytical and quantitative skills of Finance.	Moving forward we intend to create a practical learning environment for students. This will help not only in reinforcement of the theoretical concept, also will give the students the opportunity to practice in real life situations. By practical learning environment we mean adding more simulations into the curriculum.	
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Financial Policy Making - 75%	Final Exam - direct, Summative, Internal	T62021 - 82% - students, T10221 87% - students, T42022 - 89% - students	Based on our analysis we found that we meet this goal regularly, but there are room for improvement. One area we discovered in need of improvement was the aspect implementing corporate governance and policy making.	We intend to add additional assignments in the curriculum related to corporate governance and policy making. The thought is that covering these topics prior to FIN302 (where this is assessed), students will have a stronger familiarity with the material upon being assessed.	<p>Financial Policy Making</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>T1-2021</td> <td>85</td> </tr> <tr> <td>T6-2021</td> <td>80</td> </tr> <tr> <td>T4-2022</td> <td>88</td> </tr> </tbody> </table>	Term	Score (%)	T1-2021	85	T6-2021	80	T4-2022	88
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Strategic Financial Planning - 75%	Final Exam - direct, Summative, Internal	T62021 - 92% - students, T10221 81% - students, T42022 - 84% - students	We learned that the students have the ability to integrate the information into strategical solutions. The area that we need to explore is the new environment challenges.	We will modify the courses to meet the new business environment challenges. This can be accomplished by implementing practical projects that will give the students appropriate skills level.	<p>Strategic Financial Planning</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>T1-2021</td> <td>80</td> </tr> <tr> <td>T6-2021</td> <td>90</td> </tr> <tr> <td>T4-2022</td> <td>85</td> </tr> </tbody> </table>	Term	Score (%)	T1-2021	80	T6-2021	90	T4-2022	85
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T1-2021	80												
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T4-2022	85												

BS MANAGEMENT

Leadership - 75%	Rubric, direct, summative, internal	20-21 Term 6: 75% 21-22 Term 2: 61% 21-22 Term 2: 33%	In our analysis we noticed that the students grasp of this PLO is trending down. There is also a disconnect between the assignment and the rubric that may be contributing.	We intend to work with Associate Faculty to amend the assignment and augment the supporting materials for the assignment used in this assessment. We also intend to work with the Director of Assessment to modify the rubric used in the assessment of this PLO.	<p>Leadership</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>T6-2021</td> <td>75</td> </tr> <tr> <td>T2-2122</td> <td>60</td> </tr> <tr> <td>T2-2122</td> <td>35</td> </tr> </tbody> </table>	Term	Score (%)	T6-2021	75	T2-2122	60	T2-2122	35
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Entrepreneurship and Innovation - 75%	Rubric, direct, summative, internal	20-21 Term 5: 59% 20-21 Term 6: 77% 21-22 Term 1: 77%	During our analysis we determined that the rubric may need to be revised. Additionally we learned that students could benefit from the materials being augmented better.	Based on our analysis we plan to speak with the Director of Assessment in Spring 2023 to discuss modifying the rubric for this PLO. We also intend to work with SMEs to understand how to better align course materials for this PLO.	<p>Entrepreneurship and Innovation</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>T5-2021</td> <td>60</td> </tr> <tr> <td>T6-2021</td> <td>75</td> </tr> <tr> <td>T1-2022</td> <td>75</td> </tr> </tbody> </table>	Term	Score (%)	T5-2021	60	T6-2021	75	T1-2022	75
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Strategic Planning and Decision Making - 75%	Rubric, direct, summative, internal	20-21 Term 6: 96% 21-22 Term 3: 56% 21-22 Term 4: 31%	Based on our analysis we found that student grasp of the strategic planning and decision making was trending down. There is also a disconnect between the assignment and the rubric that may be contributing.	We plan to work with our advisory board and the Director of Assessment to determine whether this PLO can be folded into the Entrepreneurship PLO as these two PLOs align very well. We'll know the outcome of this conversation by Fall of 2023.	<p>Strategic Planning and Decision Making</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>T6-2021</td> <td>95</td> </tr> <tr> <td>T3-2021</td> <td>55</td> </tr> <tr> <td>T4-2022</td> <td>30</td> </tr> </tbody> </table>	Term	Score (%)	T6-2021	95	T3-2021	55	T4-2022	30
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BS SPORT MANAGEMENT

Adaption to Change in Sport Management - 75%	Rubric, direct, summative,internal	T32021 - 83% - 6 students, T6 2021 100% - 6 students, T3 2122 - 73% -15 students	While most of the scores are above the 75% expectation we do see a reduction in the later scores with T3-22 dropping below expectations. When we drill down on this we notice that the weakest areas are in evaluating potential solutions. With the ever changing landscape of sporting during the pandemic we believe we need to see how this trends as we move forward.	We are in the process of reviewing our courses and in collaboration with our Associate Faculty and Advisory Board, we are working on projects and reinforcements for the evaluation of potential solutions.	<p>Adaption to Change in Sport Management</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>T3-2021</td> <td>83%</td> </tr> <tr> <td>T6-2021</td> <td>100%</td> </tr> <tr> <td>T3-2122</td> <td>73%</td> </tr> </tbody> </table>	Term	Score	T3-2021	83%	T6-2021	100%	T3-2122	73%
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Integration of Business Concepts in Sport Management - 75%	Rubric, direct, summative,internal	T52021 - 100% - 17 students, Term 1 2122 75% - 8 students, T52022 - 56% -9 students	After evaluating results and in speaking with AF's we may need to revisit the material that is assessed. Our AF's were evaluating these outcomes and we saw a potential for varied viewpoints in assesment. We have changed our assessment process.	We will alter our assessment process to have one dedicated assessor to decrease variability in assessment process.	<p>Integration of Business Concepts in Sport Management</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>T5-2021</td> <td>100%</td> </tr> <tr> <td>T1-2122</td> <td>75%</td> </tr> <tr> <td>T5-2022</td> <td>56%</td> </tr> </tbody> </table>	Term	Score	T5-2021	100%	T1-2122	75%	T5-2022	56%
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Global Perspective in Sport Management - 75%	Rubric, direct, summative,internal	T52021 - 17% - 8 students, T12022 - 40% - 5 students, T1 2223 - 5 40% students	The focus of the SMG program is almost entirely driven by North American markets. This creates a gap in the CPC for Global Perspectives.	We will work with our Associate Faculty, Advisory Board and Director of Assessment on how we can increase the global awareness that allows for identification of issues, analysis of global impacts, comparisons to domestic issues, and strategic planning. We will look at this again in 2025 to evaluate for any improvements.	<p>Global Perspective in Sport Management</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>T5-2021</td> <td>17%</td> </tr> <tr> <td>T5-2122</td> <td>40%</td> </tr> <tr> <td>T1-2223</td> <td>40%</td> </tr> </tbody> </table>	Term	Score	T5-2021	17%	T5-2122	40%	T1-2223	40%
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BS MARKETING													
Strategic Marketing - 75%	Rubric, direct, summative,internal	T12019 - 80% -5 students, T52021 - 69% - 38 students, T32021 - 83% -24 students	While two of the three assessment periods were above the goal, a deeper analysis shows that students seem to struggle the most with the SWOT analysis.	Working collaboratively with our Associate Faculty we are examining how we introduce the SWOT analysis and to ensure it is being used in multiple assessments to reinforce its value - we expect to be done by the end of 2023 and will reevaluate at the end of AY23/24	<p>Strategic Marketing</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>T1-2019</td> <td>80%</td> </tr> <tr> <td>T5-2021</td> <td>69%</td> </tr> <tr> <td>T3-2122</td> <td>83%</td> </tr> </tbody> </table>	Term	Score	T1-2019	80%	T5-2021	69%	T3-2122	83%
Term	Score												
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Key Target Markets - 75%	Rubric, direct, summative,internal	T12021 - 95% - 19 students, T42022 - 60% 10 students, T12022 - 60% -10 students	During our analysis we noticed that an understanding of marketing segmentation and the classic marketing mix are areas with the most challenges for our students.	We are working with our Associate Faculty and the subject matter expert on ways to better integrate market segmentation and the classic marketing mix into our courses. This includes working with all of our Associate Faculty on how to create learnings that will assist with these areas. We intend to be complete with this by fall of 2023, at which point we will reassess to determine the success of our interventions. A course redesign is a probability in AY23/24	<p>Key Target Markets</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>T1-2021</td> <td>95%</td> </tr> <tr> <td>T1-2022</td> <td>60%</td> </tr> <tr> <td>T4-2022</td> <td>60%</td> </tr> </tbody> </table>	Term	Score	T1-2021	95%	T1-2022	60%	T4-2022	60%
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Marketing Research - 75%	Rubric, direct, summative,internal	T1 2021 - 25% - 4 students, T3 2021 - 62% 4 students, T6 2122 - 59% - 27 students,	Marketing research appears to be problematic for our students. The students do well with identifying the primary and secondary research and the qualitative data. Where they struggle the most is with quantitative data analysis and then communicating the results.	We are working with our Associate Faculty to develop resources and support to help students with the quantitative analysis and the communication of the results. We will be building in more places where students need to analyze the data and communicate the results so students can better develop these skills. We expect this to be complete by Spring/Summer 2023 and will reevaluate at the end of AY23/24.	<p>Marketing Research</p> <table border="1"> <thead> <tr> <th>Time Period</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>T1-2021</td> <td>25%</td> </tr> <tr> <td>T3-2022</td> <td>62%</td> </tr> <tr> <td>T6-2022</td> <td>59%</td> </tr> </tbody> </table>	Time Period	Percentage	T1-2021	25%	T3-2022	62%	T6-2022	59%
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BS HUMAN RESOURCE MANAGEMENT

Organizational Effects - 75%	Rubric, direct, summative,internal	T1 2122 14% - 14 students, T3 2122 22% - 20 students, T6 2122 53% - 15 students	Our analysis showed a positive trend in the data over the last three assessment periods. However, we have room to make up to get to our expected goal of 75%. We are encouraged by the positive trend, but all three data points fall well below our goal. Our analysis indicated three potential areas that need to be further explored: (1) missing curriculum elements about this PLO, (2) the rubric doesn't accurately capture the intent of the PLO, or (3) the assignment doesn't accurately address the PLO.	We intend to work with our Associate Faculty to better understand why HR students are struggling with this learning outcome. This includes a review of the curriculum to ensure aspects of this PLO are covered across the program, an evaluation of the rubric relative to this PLO, and a review of the assignment where this PLO is assessed. We fully expect this evaluation process to be finished by Fall 2023 and corrections made by Spring 2024.	<p>Organizational Effects</p> <table border="1"> <thead> <tr> <th>Time Period</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>T2 2122</td> <td>14%</td> </tr> <tr> <td>T3 2122</td> <td>22%</td> </tr> <tr> <td>T6 2122</td> <td>53%</td> </tr> </tbody> </table>	Time Period	Percentage	T2 2122	14%	T3 2122	22%	T6 2122	53%
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Analyze Practices - 75%	Rubric, direct, summative,internal	T3 2122 15% - 20 students, T4 2122 25% - 12 students, T5 2122 20% - 15 students	Our analysis showed a flat trend in the data over the last three assessment periods. The assessment results show we have room to meet our expected goal of 75%. The three data points are well below our goal. Our analysis indicated three potential areas that need to be further explored: (1) missing curriculum elements about this PLO, (2) the rubric doesn't accurately capture the intent of the PLO, and/or (3) the assignment doesn't accurately address the PLO.	We intend to work with our Associate Faculty to better understand why HR students are struggling with this learning outcome. This includes a review of the curriculum to ensure aspects of this PLO are covered across the program, an evaluation of the rubric relative to this PLO, and a review of the assignment where this PLO is assessed. We fully expect this evaluation process to be finished by Fall 2023 and corrections made by Spring 2024.	<p>Analyze Practices</p> <table border="1"> <thead> <tr> <th>Time Period</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>T3 2122</td> <td>15%</td> </tr> <tr> <td>T4 2122</td> <td>25%</td> </tr> <tr> <td>T5 2122</td> <td>20%</td> </tr> </tbody> </table>	Time Period	Percentage	T3 2122	15%	T4 2122	25%	T5 2122	20%
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MASTER OF SCIENCE PROJECT MANAGEMENT

Planning- 75%	Rubric, direct, summative,internal	T52022 - 2 students, T12022 - 8 students, T32022 - 3 students all at 100%	The students are doing well in this area	The program is continuously updated to be in alignment with the Project Management Institute(PMI) requirements. Each year the program is evaluated by PMI to determine if it is meeting the requirements. We will continue to improve and adjust as PMI does.	<p>Planning</p> <table border="1"> <thead> <tr> <th>Time Period</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>T1-2022</td> <td>100%</td> </tr> <tr> <td>T3-2022</td> <td>100%</td> </tr> <tr> <td>T5-2022</td> <td>100%</td> </tr> </tbody> </table>	Time Period	Percentage	T1-2022	100%	T3-2022	100%	T5-2022	100%
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T5-2022	100%												

Communication- 75%	Rubric, direct, summative,internal	T52022 - 2 students, T12022 - 8 students, T3-2022 - 20 students all at 100%	The students are doing well in this area	The program is continuously updated to be in alignment with the Project Management Institute(PMI) requirements. Each year the program is evaluated by PMI to determine if it is meeting the requirements. We will continue to improve and adjust as PMI does.	<p>Communication</p> <table border="1"> <thead> <tr> <th>Time Period</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>T1-2022</td> <td>100%</td> </tr> <tr> <td>T3-2022</td> <td>100%</td> </tr> <tr> <td>T5-2022</td> <td>100%</td> </tr> </tbody> </table>	Time Period	Percentage	T1-2022	100%	T3-2022	100%	T5-2022	100%
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T3-2022	100%												
T5-2022	100%												

Project Portfolio Management- 75%	Rubric, direct, summative,internal	T12021 - 7 students, T42022 - 12 students, T1-2022 - 8 students all at 100%	The students are doing well in this area	The program is continuously updated to be in alignment with the Project Management Institute(PMI) requirements. Each year the program is evaluated by PMI to determine if it is meeting the requirements. We will continue to improve and adjust as PMI does.	<p>Project Portfolio Management</p> <table border="1"> <caption>Project Portfolio Management Data</caption> <thead> <tr> <th>Term</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>T1-2021</td> <td>100%</td> </tr> <tr> <td>T1-2022</td> <td>100%</td> </tr> <tr> <td>T4-2022</td> <td>100%</td> </tr> </tbody> </table>	Term	Performance (%)	T1-2021	100%	T1-2022	100%	T4-2022	100%
Term	Performance (%)												
T1-2021	100%												
T1-2022	100%												
T4-2022	100%												
Project Quality Plan- 75%	Rubric, direct, summative,internal	T62020 - 13 students, T62021 - 4 students, T3-2021 - 16 students all at 100%	The students are doing well in this area	The program is continuously updated to be in alignment with the Project Management Institute(PMI) requirements. Each year the program is evaluated by PMI to determine if it is meeting the requirements. We will continue to improve and adjust as PMI does.	<p>Project Quality Plan</p> <table border="1"> <caption>Project Quality Plan Data</caption> <thead> <tr> <th>Term</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>T6-2020</td> <td>100%</td> </tr> <tr> <td>T3-2021</td> <td>100%</td> </tr> <tr> <td>T6-2021</td> <td>100%</td> </tr> </tbody> </table>	Term	Performance (%)	T6-2020	100%	T3-2021	100%	T6-2021	100%
Term	Performance (%)												
T6-2020	100%												
T3-2021	100%												
T6-2021	100%												

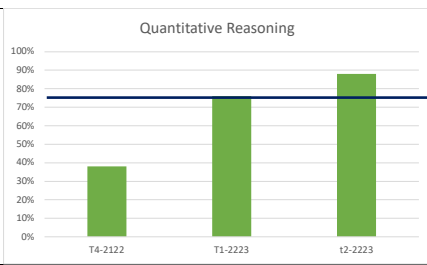
MASTER OF SCIENCE IN ACCOUNTING

Accounting Proficiency - 75%	Rubric, direct, formative, internal	T62020 - 15 students, T32021 - 18 students, T6-2022 - 16 students all at 100%	While the students are doing well overall, interpretation and communication of accounting information is an area that shows room for improvement. We have also found that the rubric for this PLO needs to be more rigorous and that we need to find a more appropriate assignment to conduct the assessment.	We intend to rework the current rubric for additional rigor. We will review to find the appropriate assignment for the assessment. Working with our associate faculty we intend to find areas where we can add resources or assignments to reinforce the interpretation and communication of accounting information.	<p>Accounting Proficiency</p> <table border="1"> <caption>Accounting Proficiency Data</caption> <thead> <tr> <th>Term</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>T6-2020</td> <td>100%</td> </tr> <tr> <td>T3-2021</td> <td>100%</td> </tr> <tr> <td>T6-2022</td> <td>100%</td> </tr> </tbody> </table>	Term	Performance (%)	T6-2020	100%	T3-2021	100%	T6-2022	100%
Term	Performance (%)												
T6-2020	100%												
T3-2021	100%												
T6-2022	100%												
Global Leadership - 75%	Rubric, direct, summative,internal	T62020 - 6 students, T32021 - 17 students, T4-2022 - 8 students all at 100%	Aggregate scores are higher than established benchmarks overall, however when we dig into the specific skills we find that the scores in recognizing contexts, evaluating assumptions, and providing innovative solutions demonstrated a weakness. With the high scores we find the rubric to need adjustment for higher rigor	We intend to work with our associate faculty to determine ways to support and reinforce student learning in recognizing contexts, evaluating assumptions, and providing innovative solutions. We intend to rework the current rubric for additional rigor.	<p>Global Leadership</p> <table border="1"> <caption>Global Leadership Data</caption> <thead> <tr> <th>Term</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>T6-2020</td> <td>100%</td> </tr> <tr> <td>T3-2021</td> <td>100%</td> </tr> <tr> <td>T4-2022</td> <td>100%</td> </tr> </tbody> </table>	Term	Performance (%)	T6-2020	100%	T3-2021	100%	T4-2022	100%
Term	Performance (%)												
T6-2020	100%												
T3-2021	100%												
T4-2022	100%												
Ethics - 75%	Rubric, direct, summative,internal	T62020 - 15 students, T32021 - 18 students, T6-2022 - 16 students all at 100%	Aggregate scores are higher than established benchmark and indicates a need for a more rigorous rubric. In addition, analyzing alternatives and consequences is an area that shows weakness.	We intend to rework the rubric for rigor. We intend to work with our associate faculty to determine where and how we can add materials, supports, and enforcements for analyzing alternatives and consequences.	<p>Ethics</p> <table border="1"> <caption>Ethics Data</caption> <thead> <tr> <th>Term</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>T6-2020</td> <td>100%</td> </tr> <tr> <td>T3-2021</td> <td>100%</td> </tr> <tr> <td>T6-2022</td> <td>100%</td> </tr> </tbody> </table>	Term	Performance (%)	T6-2020	100%	T3-2021	100%	T6-2022	100%
Term	Performance (%)												
T6-2020	100%												
T3-2021	100%												
T6-2022	100%												

Business Process Management - 75%	Rubric, direct, summative,internal	T52020 - 20 students, T62021 - 8 students, T3-2021 - 8 students all at 100%	Aggregate scores are higher than the established benchmark. The rubric appears to have appropriate rigor. The assignment being used for the assessment is not rigorous enough for this assessment. Analyzing and evaluating their own ideas to maximize creative efforts is a skill that shows a need for improvement	In collaboration with a subject matter expert, we intend to rework ACC532 where this PLO is assessed to reinforce the student learning to analyze and evaluate their ideas to maximize creative efforts. As part of the rework we will establish a more appropriate assignment for this assessment.	<p style="text-align: center;">Business Process Management</p> <table border="1"> <caption>Business Process Management Data</caption> <thead> <tr> <th>Term</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>T5-2020</td> <td>100%</td> </tr> <tr> <td>T3-2021</td> <td>100%</td> </tr> <tr> <td>T6-2022</td> <td>100%</td> </tr> </tbody> </table>	Term	Score (%)	T5-2020	100%	T3-2021	100%	T6-2022	100%		
Term	Score (%)														
T5-2020	100%														
T3-2021	100%														
T6-2022	100%														
Collaboration - 75%	Rubric, direct, summative,internal	T52020 - 20 students, T62021 - 8 students, T3-2021 - 8 students all at 100%	Current scores exceed benchmark though students' contributions to team projects is an area that needs improvement. It was also determined that we need a better rubric that allows us to better assess collaboration.	We intend to add reinforcements throughout the program encouraging students to contribute more to team projects. We intend to work with the director of assessment to find a better rubric for assessing collaboration.	<p style="text-align: center;">Collaboration</p> <table border="1"> <caption>Collaboration Data</caption> <thead> <tr> <th>Term</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>T5-2020</td> <td>100%</td> </tr> <tr> <td>T3-2021</td> <td>100%</td> </tr> <tr> <td>T6-2026</td> <td>100%</td> </tr> </tbody> </table>	Term	Score (%)	T5-2020	100%	T3-2021	100%	T6-2026	100%		
Term	Score (%)														
T5-2020	100%														
T3-2021	100%														
T6-2026	100%														
Communication - 75%	Rubric, direct, summative,internal	T12021 - 8 students, T32021 - 2 students, T5-2022 - 5 students all at 100%	Current scores exceed the benchmark although the contribution to the structure of communication is an area of weakness. In addition, we need to find a more rigorous assignment for this assessment.	We intend to work with our associate faculty to determine the best place/assignment to assess this PLO. We also intend to place some emphasis on the structure of communication in ACC501 and reinforce this throughout the program.	<p style="text-align: center;">Communication</p> <table border="1"> <caption>Communication Data</caption> <thead> <tr> <th>Term</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>T1-2021</td> <td>100%</td> </tr> <tr> <td>T3-2021</td> <td>100%</td> </tr> <tr> <td>T5-2021</td> <td>100%</td> </tr> </tbody> </table>	Term	Score (%)	T1-2021	100%	T3-2021	100%	T5-2021	100%		
Term	Score (%)														
T1-2021	100%														
T3-2021	100%														
T5-2021	100%														
Strategic Decision Making Formative - 65% Summative - 75%	Rubric, direct, formative, internal Rubric, direct, summative,internal	T5-2021 - 10 students all at 100% T12021 - 8 students, T32021 - 2 students, T5-2022 - 5 students all at 100%	Current scores exceed the benchmark even though evaluating implications in decision-making is an area students struggle with. We found that the rubric for this PLO needs additional rigor.	We intend to work with the director of assessment to add rigor to the rubric for this PLO. We also intend to emphasize the implications in decision-making so students can improve their skills in evaluating these implications throughout the program.	<p style="text-align: center;">Strategic Decision Making</p> <table border="1"> <caption>Strategic Decision Making Data</caption> <thead> <tr> <th>Term</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>T1-2021</td> <td>100%</td> </tr> <tr> <td>T3-2021</td> <td>100%</td> </tr> <tr> <td>T5-2021</td> <td>100%</td> </tr> <tr> <td>T5-2022</td> <td>100%</td> </tr> </tbody> </table>	Term	Score (%)	T1-2021	100%	T3-2021	100%	T5-2021	100%	T5-2022	100%
Term	Score (%)														
T1-2021	100%														
T3-2021	100%														
T5-2021	100%														
T5-2022	100%														
MBA - Original															
Creativity and Innovation- 75%	Rubric, direct, summative,internal	T42022 -38% - 8 students, T12022 -100% - 33 students, T22022 - 79% - 16 students	Based on our analysis we found a that different evaluators had different views on the evaluations of the artifacts. We also learned that the rubric wasn't as clear as it could be.	We have made adjustments to the rubrics to eliminate subjectivity. We also intend to schedule a training with the evaluators on how to assess the artifacts as these are not the same as graded assignments. We expect to reevaluate on a continuous basis.	<p style="text-align: center;">Creativity and Innovation</p> <table border="1"> <caption>Creativity and Innovation Data</caption> <thead> <tr> <th>Term</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>T4-2022</td> <td>38%</td> </tr> <tr> <td>T1-2022</td> <td>100%</td> </tr> <tr> <td>T2-2022</td> <td>79%</td> </tr> </tbody> </table>	Term	Score (%)	T4-2022	38%	T1-2022	100%	T2-2022	79%		
Term	Score (%)														
T4-2022	38%														
T1-2022	100%														
T2-2022	79%														

Communication - 75%	Rubric, direct, summative,internal	T32020 -80% - 10 students, T12021 -67% - 9 students, T22021 - 64% - 11 students	Based on our analysis we learned that the communication PLO has been decreasing over time. Further evaluation showed this decline to be in the area of written communication.	Working with the Associate Faculty we are focusing more on the written communication, without taking away from the verbal communication and continuing to watch this as we teach out this version of the program	<p style="text-align: center;">Communication</p> <table border="1"> <caption>Communication Data</caption> <thead> <tr> <th>Term</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>T3-2020</td> <td>80%</td> </tr> <tr> <td>T1-2021</td> <td>68%</td> </tr> <tr> <td>T2-2021</td> <td>65%</td> </tr> </tbody> </table>	Term	Score (%)	T3-2020	80%	T1-2021	68%	T2-2021	65%
Term	Score (%)												
T3-2020	80%												
T1-2021	68%												
T2-2021	65%												
Leadership- 75%	Rubric, direct, summative,internal	T42021 -78% - 9 students, T62021 -60% - 15 students, T32021 - 54% - 13 students	Over the last three review periods there has been a continuous decline in the Leadership PLO. Based on our analysis we noticed that the concept of leadership has been too abstract for both our students and our evaluators. We also noticed that the assignment didn't appropriately afford students the opportunity to demonstrate mastery of this PLO.	We intend to work with Associate Faculty and SMEs on this area it appears we do not have clear expectations on what we mean by leadership. We are working to map out a clear path, redesign our assignment, and rework our rubric to be in alignment with our expectations. We will begin to reevaluate this PLO in the Fall of 2023.	<p style="text-align: center;">Leadership</p> <table border="1"> <caption>Leadership Data</caption> <thead> <tr> <th>Term</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>T4-2021</td> <td>78%</td> </tr> <tr> <td>T6-2021</td> <td>60%</td> </tr> <tr> <td>T3-2122</td> <td>54%</td> </tr> </tbody> </table>	Term	Score (%)	T4-2021	78%	T6-2021	60%	T3-2122	54%
Term	Score (%)												
T4-2021	78%												
T6-2021	60%												
T3-2122	54%												
Transformation of Organizations - 75%	Rubric, direct, summative,internal	T42021 -58% - 12 students, T62021 -50% - 18 students, T32021 - 28% - 13 students	Over the last three review periods there has been a continuous decline in the Transformation of Organizations PLO. Based on our analysis this entire PLO needs an overhaul in the areas of curriculum, instruction, and assessment. We are also discussing internally the necessity of this outcome in the MBA program.	Based on internal conversations we may conclude to eliminate this PLO from the overall learning outcomes as it doesn't align with the modern business landscape. If we decide to keep this outcome we intend to work with our advisory boards and SMEs to develop a more accurate assignment and assessment rubric. We expect to have this determination by October 2023.	<p style="text-align: center;">Transformation of Organization</p> <table border="1"> <caption>Transformation of Organization Data</caption> <thead> <tr> <th>Term</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>T42021</td> <td>58%</td> </tr> <tr> <td>T6-2021</td> <td>50%</td> </tr> <tr> <td>T3-2122</td> <td>28%</td> </tr> </tbody> </table>	Term	Score (%)	T42021	58%	T6-2021	50%	T3-2122	28%
Term	Score (%)												
T42021	58%												
T6-2021	50%												
T3-2122	28%												
Strategic Business Planning - 75%	Rubric, direct, summative,internal	T42021 -100% - 17 students, T62021 - 100% - 9 students, T32021 - 100% - 7 students	Based on our analysis we noticed students scoring well in this PLO. For continuous improvement purposes we need to reevaluate the rigor, the assignment, or the rubric associated with this PLO. Another side of this analysis showed that the outcome itself could have been poorly written.	We intend to work with our advisory board and our SMEs to make a determination on whether to rewrite the PLO or modify the assignment and rubric. We fully expect to have this determination by the spring of 2023.	<p style="text-align: center;">Strategic Business Planning</p> <table border="1"> <caption>Strategic Business Planning Data</caption> <thead> <tr> <th>Term</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>T4-2021</td> <td>100%</td> </tr> <tr> <td>T6-2021</td> <td>100%</td> </tr> <tr> <td>T3-2122</td> <td>100%</td> </tr> </tbody> </table>	Term	Score (%)	T4-2021	100%	T6-2021	100%	T3-2122	100%
Term	Score (%)												
T4-2021	100%												
T6-2021	100%												
T3-2122	100%												
Creation of New Ventures, Products, and Services- 75%	Rubric, direct, summative,internal	T2-2019 -100% - 2 students, T3-2022 -8% - 18 students	A drastic difference here between one term and another.	When evaluating this outcome we realized it is being assessed in a concentration course rather than a course all students take. Because it does not cover a sampling of all students in the program we are working to see if we have a 500 level course that can assess this outcome more appropriately. We expect to have this changed by Fall of 2023.	<p style="text-align: center;">Creation of New Ventures, Products, and Service</p> <table border="1"> <caption>Creation of New Ventures, Products, and Service Data</caption> <thead> <tr> <th>Term</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>T2-1920</td> <td>100%</td> </tr> <tr> <td>T3-2122</td> <td>8%</td> </tr> </tbody> </table>	Term	Score (%)	T2-1920	100%	T3-2122	8%		
Term	Score (%)												
T2-1920	100%												
T3-2122	8%												

Quantitative Reasoning - 75%	Rubric, direct, summative,internal	T42022 -38% - 8 students, T12022 -76% - 33 students, T22022 - 88% - 16 students	Based on our analysis we've seen a continuous increase in students understanding of quantitative reasoning. It was determined that the continued improvement has come about as a result of the redesign of two courses (BUS523 and BUS521).	We will continue to evaluate and monitor this area.
Ethics - 75%	Rubric, direct, summative,internal	T42021 -92% - 12 students, T62021 -78% - 18 students, T32021 - 94% - 18 students	Our analysis showed that MBA students are understanding the concepts of business ethics. This was further supported by our Peregrine benchmarking (see below under Peregrine) as the only CPC that we exceeded the benchmark comparisons.	We will continue to evaluate and monitor this area.



PEREGRINE Assessment

BS ACCOUNTING

Undergraduate Accounting students will consistently exceed the average benchmark across the ALL CPCs.

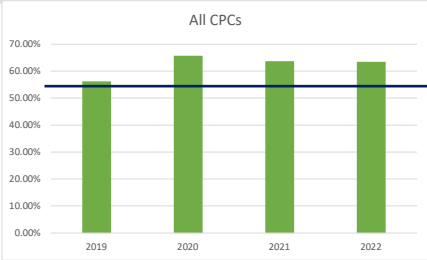
Direct, Summative, and Comparative assessment using Peregrine as the instrument

Undergraduate Accounting students consistently exceed the average benchmark.

Undergraduate Accounting students consistently exceed the average benchmark.

A program of continuous improvement is in place for all facets of the accounting program.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 54.70% for this metric



Undergraduate Accounting students will consistently exceed the average benchmark across the Accounting CPC.

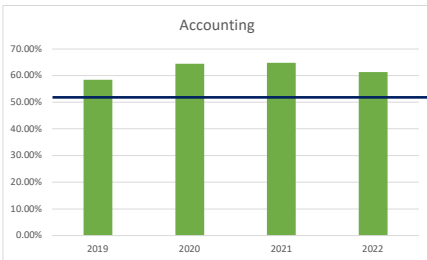
Direct, Summative, and Comparative assessment using Peregrine as the instrument

Undergraduate Accounting students consistently exceed the average benchmark.

Undergraduate Accounting students consistently exceed the average benchmark.

A program of continuous improvement is in place for all facets of the accounting program.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 51.89% for this metric



Undergraduate Accounting students will consistently exceed the average benchmark across the Business Ethics CPC.

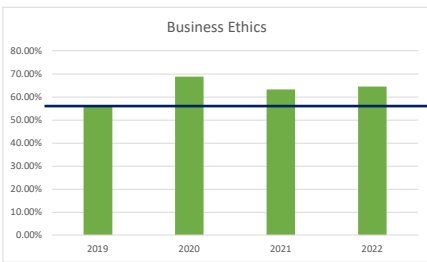
Direct, Summative, and Comparative assessment using Peregrine as the instrument

Undergraduate Accounting students consistently exceed the average benchmark.

Undergraduate Accounting students consistently exceed the average benchmark.

A program of continuous improvement is in place for all facets of the accounting program.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 55.15% for this metric



Undergraduate Accounting students will consistently exceed the average benchmark across the Business Finance CPC.

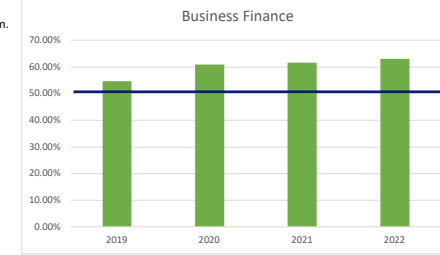
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council); Average score is 50.19% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Undergraduate Accounting students consistently exceed the average benchmark.

Undergraduate Accounting students consistently exceed the average benchmark.

A program of continuous improvement is in place for all facets of the accounting program.



Undergraduate Accounting students will consistently exceed the average benchmark across the Economics CPC.

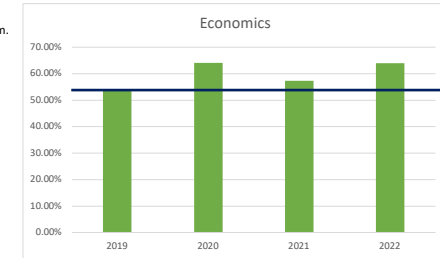
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council); Average score is 53.04% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Undergraduate Accounting students consistently exceed the average benchmark.

Undergraduate Accounting students consistently exceed the average benchmark.

A program of continuous improvement is in place for all facets of the accounting program.



Undergraduate Accounting students will consistently exceed the average benchmark across the Macroeconomics CPC.

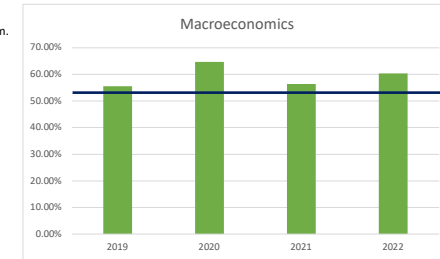
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council); Average score is 51.94% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Undergraduate Accounting students consistently exceed the average benchmark.

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A program of continuous improvement is in place for all facets of the accounting program.



Undergraduate Accounting students will consistently exceed the average benchmark across the Microeconomics CPC.

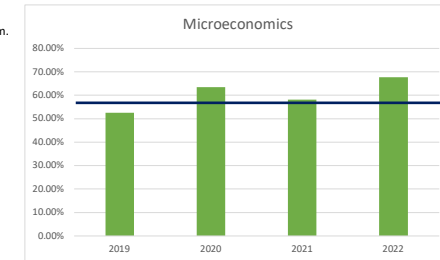
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council); Average score is 54.13% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Undergraduate Accounting students consistently exceed the average benchmark.

Undergraduate Accounting students consistently exceed the average benchmark.

A program of continuous improvement is in place for all facets of the accounting program.



Undergraduate Accounting students will consistently exceed the average benchmark across the Global Dimensions of Business CPC.

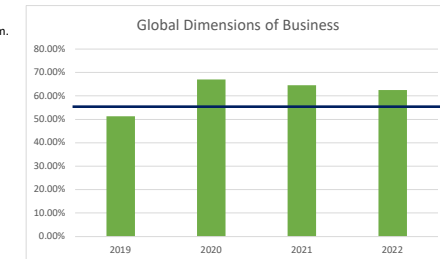
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council); Average score is 53.24% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Undergraduate Accounting students consistently exceed the average benchmark.

Undergraduate Accounting students consistently exceed the average benchmark.

A program of continuous improvement is in place for all facets of the accounting program.



Undergraduate Accounting students will consistently exceed the average benchmark across the Legal Environment of Business CPC.

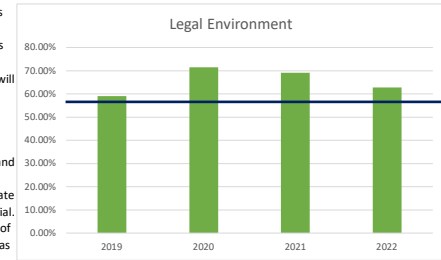
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 56.79% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Undergraduate Accounting students consistently exceed the average benchmark. However, a downward trend was noted.

Undergraduate Accounting students consistently exceed the average benchmark. Downward trend warrants further investigation.

In order to reverse negative trendlines for this CPC we have requested from our external assessor (Peregrine Academic Services) details relating to the subjects under each CPC along with detailed topics under each subject. We will discuss these with our individual advisory boards and other professionals in the various fields to determine the importance of each topic. We also we review each program's curriculum to determine the extent subjects and topics are covered in that program, and We have requested. We then will make appropriate adjustments to curriculums and course material. This process should be completed by the end of 2024. In addition, LAW 206 Business Law II was



Undergraduate Accounting students will consistently exceed the average benchmark across the Management CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 56.14% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Undergraduate Accounting students consistently exceed the average benchmark.

Undergraduate Accounting students consistently exceed the average benchmark.

A program of continuous improvement is in place for all facets of the accounting program.



Undergraduate Accounting students will consistently exceed the average benchmark across the Human Resource Management CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 59.98% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Undergraduate Accounting students consistently exceed the average benchmark. However, a downward trend was noted.

Undergraduate Accounting students consistently exceed the average benchmark. Downward trend warrants further investigation.

In order to reverse negative trendlines for this CPC we have requested from our external assessor (Peregrine Academic Services) details relating to the subjects under each CPC along with detailed topics under each subject. We will discuss these with our individual advisory boards and other professionals in the various fields to determine the importance of each topic. We also intend to review each program's curriculum to determine the extent subjects and topics are covered in that program, and We have requested. We then will make appropriate adjustments to curriculums and course material. This process should be completed by the end of 2024. In addition, we added HRM 305 Managing



Undergraduate Accounting students will consistently exceed the average benchmark across the Operations/Production Management CPC.

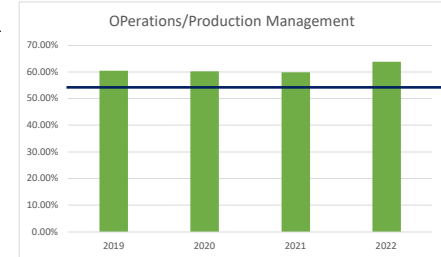
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 53.67% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Undergraduate Accounting students consistently exceed the average benchmark.

Undergraduate Accounting students consistently exceed the average benchmark.

A program of continuous improvement is in place for all facets of the accounting program.



Undergraduate Accounting students will consistently exceed the average benchmark across the Organizational Behavior CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 54.71% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Undergraduate Accounting students consistently exceed the average benchmark.

Undergraduate Accounting students consistently exceed the average benchmark.

A program of continuous improvement is in place for all facets of the accounting program.

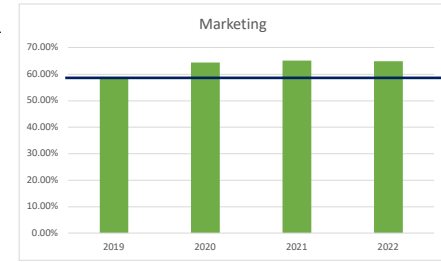


Undergraduate Accounting students will consistently exceed the average benchmark across the Marketing CPC.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Undergraduate Accounting students consistently exceed the average benchmark.

A program of continuous improvement is in place for all facets of the accounting program.



BS BUSINESS ADMINISTRATION

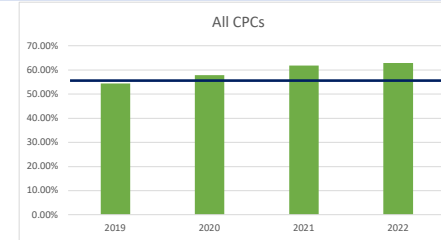
Undergraduate Business Administration students will consistently exceed the average benchmark across the ALL CPCs.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Our current results show continuous improvement across all CPCs across the 4 assessment periods.

Across the board we are doing well in CPC's measured. Generally speaking, we have improved from 54.42% in 2019 to 62.86% in 22. This trend shows that our focus appears to be working.

We will continue to review our courses and ensure they continue to cover subject matter relevant to the CPCs. We will speak with our advisory boards to determine if we should choose a different benchmark to compare ourselves against in the future.



Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 54.70% for this metric

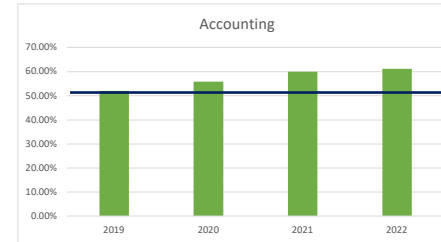
Undergraduate Business Administration students will consistently exceed the average benchmark across the Accounting CPC.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for BSBA for all Accounting measured by Peregrine are 61.26 for BSBA courses for 2022. This is 11.26% above the Region 1 average.

Continual improvements made in the BSBA courses are showing positive results and outcomes.

All courses, regardless of if they are trending upwards in regards to score will be analyzed over the next few years to continue to build upon this score.



Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 51.89% for this metric

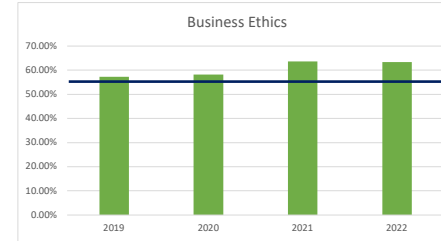
Undergraduate Business Administration students will consistently exceed the average benchmark across the Business Ethics CPC.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for BSBA for all Business Ethics measured by Peregrine are 63.34% for BSBA for 2022. This is 8.34% above the Region 1 Average.

Continual improvements made in the BSBA courses are showing positive results and outcomes.

All courses, regardless of if they are trending upwards in regards to score will be analyzed over the next few years to continue to build upon this score.



Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 55.15% for this metric

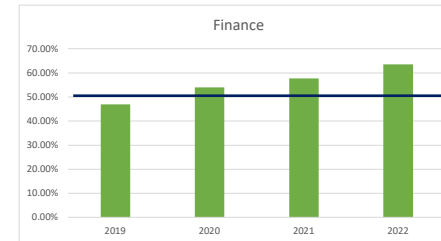
Undergraduate Business Administration students will consistently exceed the average benchmark across the Business Finance CPC.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for BSBA for all Business Finance measured by Peregrine are 63.51% for BSBA for 2022. This is 13.51% above the Region 1 Average.

Continual improvements made in the BSBA courses are showing positive results and outcomes.

All courses, regardless of if they are trending upwards in regards to score will be analyzed over the next few years to continue to build upon this score.



Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 50.19% for this metric

Undergraduate Business Administration students will consistently exceed the average benchmark across the Business Integration and Strategic Management CPC.

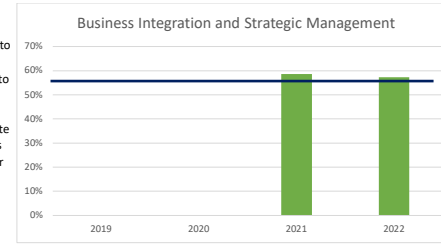
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 55.61% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for BSBA for all Business Integration and Strategic Management measured by Peregrine are 57.37% for BSBA for 2022. Though data/assessments were not tracked in Peregrine in 2019, 2020, the outcome results for 2021 and 2022 is 2.37% above the Region 1 Average.

Continual improvements in the BSBA courses show positive results above the Region 1 Average and Benchmark but did indicate a slight dip in 2022 from 2021.

All courses, regardless of whether they are trending upwards regarding score, will be analyzed over the next few years to continue to build upon this score. Monitoring of the downward trend indicated in 2022 will occur to determine potential variables causing the decrease closer to the Region 1 average. We fully intend to speak to Peregrine to investigate further by the end of Summer 2023. Revisions and implementations will be put into place for Spring 2024.



Undergraduate Business Administration students will consistently exceed the average benchmark across the Business Leadership CPC.

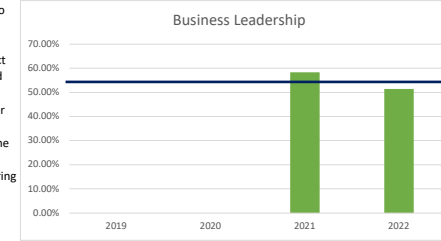
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 52.14% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for BSBA for all Business Leadership measured by Peregrine are 51.34% for BSBA for 2022. This is 3.66% below the Region 1 Average.

Continual improvements made in the BSBA courses showed positive results and outcomes for 2021 where it was at 58.33%; 3.33% above the Region 1 average. In 2022, there was a decline in the results and outcomes cause the Peregrine results to fall below the Region 1 average.

This is a new CPC within Peregrone. We will go back into our curriculum to determine where this CPC is addressed and review the material and assessment to determine its future impact on results. Monitoring of the downward trend indicated in 2022 will occur to determine potential variables causing the decrease closer to the Region 1 average. We fully intend to speak to Peregrine to investigate further by the end of Summer 2023. Revisions and implementations will be put into place for Spring 2024.



Undergraduate Business Administration students will consistently exceed the average benchmark across the Economics CPC.

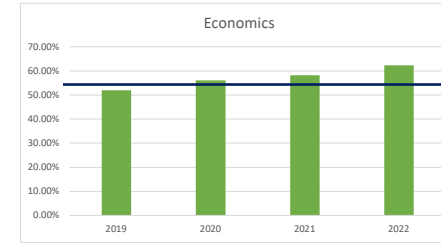
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 53.04% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for BSBA for all Economics measured by Peregrine are 62.27% for BSBA for 2022. This is 7.27% above the Region 1 Average.

Continual improvements made in the BSBA courses are showing positive results and outcomes.

All courses, regardless of if they are trending upwards in regards to score will be analyzed over the next few years to continue to build upon this score.



Undergraduate Business Administration students will consistently exceed the average benchmark across the Macroeconomics CPC.

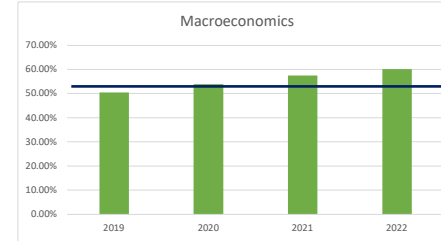
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 51.94% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for BSBA for all Economics measured by Peregrine are 60.14% for BSBA for 2022. This is 5.14% above the Region 1 Average.

Continual improvements made in the BSBA courses are showing positive results and outcomes.

All courses, regardless of if they are trending upwards in regards to score will be analyzed over the next few years to continue to build upon this score.



Undergraduate Business Administration students will consistently exceed the average benchmark across the Microeconomics CPC.

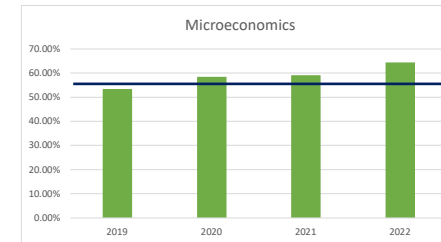
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 54.13% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for BSBA for all Microeconomics measured by Peregrine are 64.41% for BSBA for 2022. This is 9.41% above the Region 1 Average.

Continual improvements made in the BSBA courses are showing positive results and outcomes.

All courses, regardless of if they are trending upwards in regards to score will be analyzed over the next few years to continue to build upon this score.



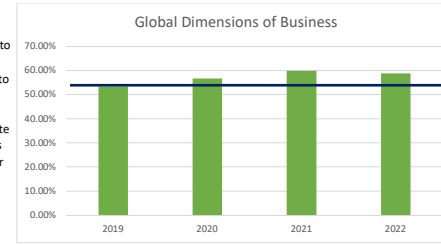
Undergraduate Business Administration students will consistently exceed the average benchmark across the Global Dimensions of Business CPC.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for BSBA for all Dimensions of Business measured by Peregrine are 58.73% for BSBA for 2022. This is 3.73% above the Region 1 Average.

Continual improvements in the BSBA courses show positive results above the Region 1 Average and Benchmark but did indicate a slight dip in 2022 from 2021.

All courses, regardless of whether they are trending upwards regarding score, will be analyzed over the next few years to continue to build upon this score. Monitoring of the downward trend indicated in 2022 will occur to determine potential variables causing the decrease closer to the Region 1 average. We fully intend to speak to Peregrine to investigate further by the end of Summer 2023. Revisions and implementations will be put into place for Spring 2024.



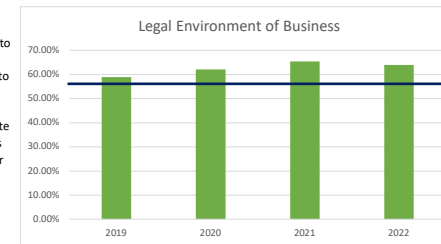
Undergraduate Business Administration students will consistently exceed the average benchmark across the Legal Environment of Business CPC.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for BSBA for all Dimensions of Business measured by Peregrine are 63.96% for BSBA for 2022. This is 8.96% above the Region 1 Average.

Continual improvements in the BSBA courses show positive results above the Region 1 Average and Benchmark but did indicate a slight dip in 2022 from 2021.

All courses, regardless of whether they are trending upwards regarding score, will be analyzed over the next few years to continue to build upon this score. Monitoring of the downward trend indicated in 2022 will occur to determine potential variables causing the decrease closer to the Region 1 average. We fully intend to speak to Peregrine to investigate further by the end of Summer 2023. Revisions and implementations will be put into place for Spring 2024.



Undergraduate Business Administration students will consistently exceed the average benchmark across the Management CPC.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for BSBA for all Microeconomics measured by Peregrine are 65.93% for BSBA for 2022. This is 5.93% above the Region 1 Average.

Continual improvements made in the BSBA courses are showing positive results and outcomes.

All courses, regardless of if they are trending upwards in regards to score will be analyzed over the next few years to continue to build upon this score.



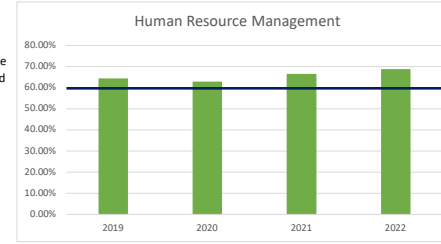
Undergraduate Business Administration students will consistently exceed the average benchmark across the Human Resource Management CPC.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for BSBA for all Human Resource Management measured by Peregrine are 68.74% for BSBA for 2022. This is 8.74% above the Region 1 Average.

Continual improvements made in the BSBA courses are showing positive results and outcomes. Results did indicate a slight dip in 2019 from 2020.

All courses, regardless of if they are trending upwards in regards to score will be analyzed over the next few years to continue to build upon this score. The decrease in 2020 could be related to the global pandemic at the time and students' transitions during lockdown.



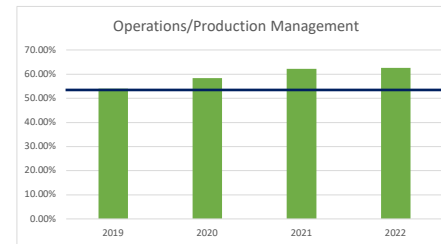
Undergraduate Business Administration students will consistently exceed the average benchmark across the Operations/Production Management CPC.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for BSBA for all Microeconomics measured by Peregrine are 62.60% for BSBA for 2022. This is 7.60% above the Region 1 Average.

Continual improvements made in the BSBA courses are showing positive results and outcomes.

All courses, regardless of if they are trending upwards in regards to score will be analyzed over the next few years to continue to build upon this score.



Undergraduate Business Administration students will consistently exceed the average benchmark across the Organizational Behavior CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 54.71% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for BSBA for all Organizational Behavior measured by Peregrine are 66.49% for BSBA for 2022. This is 11.49% above the Region 1 Average.

Results for 2019 and 2020 fell below the Region 1 average. Continual improvements in the BSBA courses show positive results and outcomes for the following 2021 and 2022 years. Results for 2022 did show a .03% decrease closer to the Region 1 average from 2021 but maintained well above the Region 1 average.

All courses, regardless of if they are trending upwards in regards to score will be analyzed over the next few years to continue to build upon this score. Monitoring of the downward trend indicated in 2022 will occur to determine potential variables causing the decrease closer to the Region 1 average. We fully intend to speak to Peregrine to investigate further by the end of Summer 2023. Revisions and implementations will be put into place for Spring 2024.



Undergraduate Business Administration students will consistently exceed the average benchmark across the Marketing CPC.

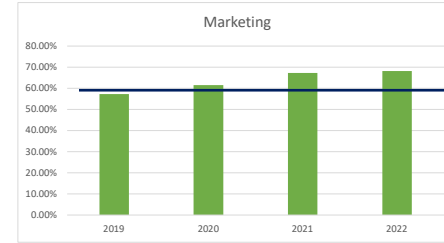
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 58.31% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for BSBA for all Microeconomics measured by Peregrine are 68.19% for BSBA for 2022. This is 8.19% above the Region 1 Average.

Continual improvements made in the BSBA courses are showing positive results and outcomes.

All courses, regardless of if they are trending upwards in regards to score will be analyzed over the next few years to continue to build upon this score.



BS FINANCE

Undergraduate Finance students will consistently exceed the average benchmark across the ALL CPCs.

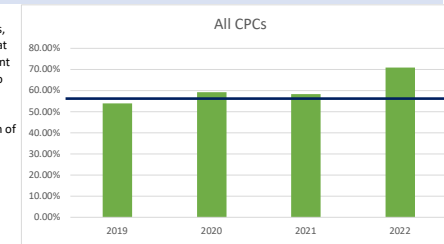
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 54.70% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

The current results show a significant improvement in the understanding of all Common Professional Components (CPCs) among finance students, as measured by the Peregrine study. The increase from 2019 to 2022 indicates a substantial growth over the course of three years.

From the analysis of these results, it can be inferred that efforts to enhance teaching methodologies, curriculum design, and student support have had a positive impact on the students' learning outcomes across all CPCs.

Our intention is to increase active learning strategies such as case studies, group projects, discussions, and problem-solving activities that encourage students to engage with the content actively. These approaches enable students to apply their knowledge and skills in real-world scenarios, enhancing comprehension and retention. Ongoing monitoring and evaluation of student performance, along with iterative improvements in teaching and learning approaches, will contribute to sustained progress and continued growth in their knowledge and skills by December 2024.



Undergraduate Finance students will consistently exceed the average benchmark across the Accounting CPC.

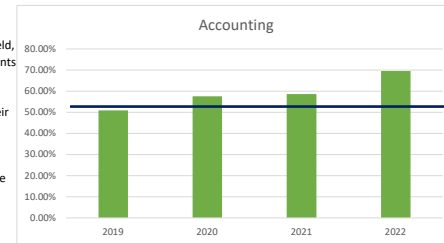
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 51.89% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

The current results show a significant improvement in the understanding of accounting subject among finance students. The increase from 2019 to 2022 demonstrates improvement over the course of three years.

From the analysis of these results, it can be inferred that the efforts made in enhancing the teaching methods, curriculum, and student support have had a positive impact on the students' learning outcomes. The increased understanding in accounting signifies progress in their knowledge and skills related to financial principles and practices.

Our intention is to increasing the number of guest speaker events, collaborating with industry professionals from the accounting field, and arranging company visits to expose students to real-world applications of accounting principles will further enhance students' understanding of the subject and improve their learning outcomes. Regular monitoring and evaluation of student performance should be carried out to identify areas for further improvement and guide future steps to ensure ongoing progress by December 2024



Undergraduate Finance students will consistently exceed the average benchmark across the Business Ethics CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 55.15% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

The current results show a notable improvement in the understanding of the Business Ethics subject among finance students. The increase from 2019 to 2022 indicates a positive growth over the course of three years.

From the analysis of these results, it can be inferred that efforts to enhance teaching methodologies, curriculum design, and student engagement have contributed to the improved understanding of Business Ethics. The increase in scores suggests that students have developed a better grasp of ethical principles, values, and decision-making processes in the business context.

Our intention is to continue integrating a variety of case studies and real-world examples that highlight ethical challenges faced by organizations across different industries. This enables students to analyze ethical dilemmas, consider different perspectives, and develop ethical decision-making skills. The aim is to further enhance students' understanding of Business Ethics and promote ethical awareness and decision-making in the finance field by December 2024



Undergraduate Finance students will consistently exceed the average benchmark across the Business Finance CPC.

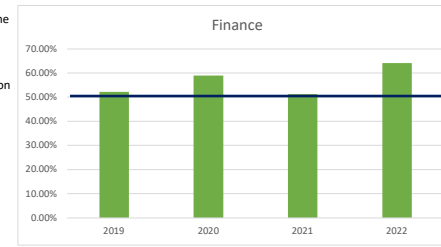
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council); Average score is 50.19% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

The current results show a notable improvement in the understanding of the Finance subject among finance students. The increase from 2019 to 2022 indicates a positive growth over the course of three years.

From the analysis of these results, it can be inferred that efforts to enhance teaching methodologies, curriculum design, and student support have had a positive impact on the students' learning outcomes in finance. The increase in scores suggests that students have developed a better grasp of finance principles, concepts, and applications.

Our intention is to increase leveraging of technology tools, financial software, and online resources to enhance students' learning experience. Providing access to new financial modeling software, data analytics tools, or virtual trading platforms can facilitate hands-on learning and practical application of finance concepts by December 2024



Undergraduate Finance students will consistently exceed the average benchmark across the Economics CPC.

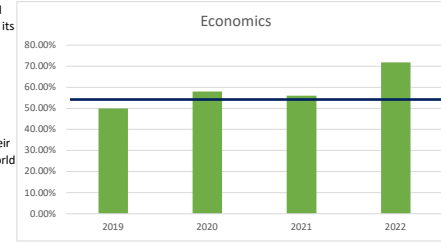
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council); Average score is 53.04% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

The current results show a notable improvement in the understanding of the Economics subject among finance students. The increase from 2019 to 2022 indicates a positive growth over the course of three years.

From the analysis of these results, it can be inferred that efforts to enhance teaching methodologies, curriculum design, and student support have had a positive impact on the students' learning outcomes in economics. The substantial increase in scores studies, and relevant research can enhance indicates that students have developed a students' understanding of economics and its deeper understanding of economic principles, applications, the aim is to further enhance students' understanding in economics and their ability to apply economic principles in real-world contexts by December 2024

Our intention is to continuously reviewing and updating the economics curriculum to ensure its methodologies, curriculum design, and alignment with current economic theories, incorporating contemporary examples, case studies, and relevant research can enhance students' understanding of economics and its applications. The aim is to further enhance students' understanding in economics and their ability to apply economic principles in real-world contexts by December 2024



Undergraduate Finance students will consistently exceed the average benchmark across the Macroeconomics CPC.

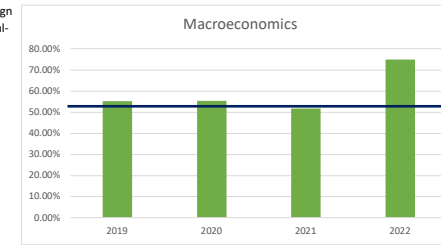
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council); Average score is 51.94% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

The current results show a notable improvement in the understanding of the Macroeconomics subject among finance students. The increase from 2019 to 2022 indicates a positive growth over the course of three years.

The results represents a significant growth over three years. The positive trend indicates that efforts to enhance teaching methodologies, curriculum design, and student support have had a notable impact on learning outcomes in Macroeconomics.

Our Intention is to refine the curriculum to align with current macroeconomic theories and real-world economic trends by December 2024.



Undergraduate Finance students will consistently exceed the average benchmark across the Microeconomics CPC.

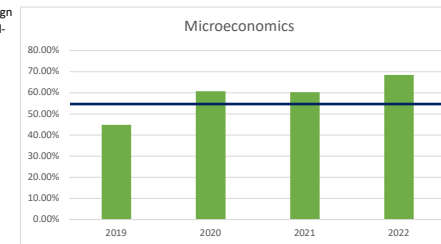
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council); Average score is 54.13% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

The current results show a notable improvement in the understanding of the Microeconomics subject among finance students. The increase from below threshold in 2019 to about 15 points above the threshold in 2022 indicates a remarkable growth over the course of three years.

From the analysis of these results, it can be inferred that efforts to enhance teaching methodologies, curriculum design, and student support have had a positive impact on the students' learning outcomes in Microeconomics. The substantial increase in scores indicates that students have made substantial progress in their comprehension of microeconomic principles, theories, and their applications.

Our intention is to refine the curriculum to align with current microeconomic theories and real-world economic trends by December 2024.



Undergraduate Finance students will consistently exceed the average benchmark across the Global Dimensions of Business CPC.

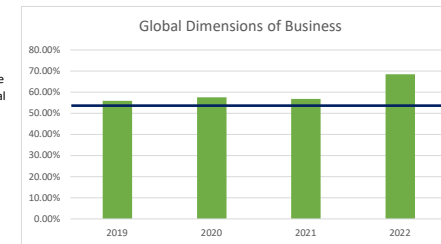
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council); Average score is 53.24% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

The current results show a notable improvement in the understanding of the Global Dimensions of Business subject among finance students. The increase from 2019 to 2022 indicates a positive growth over the course of three years.

From the analysis of these results, it can be inferred that efforts to enhance teaching methodologies, curriculum design, and student support have had a positive impact on the students' learning outcomes in the global dimensions of business. The substantial increase in scores indicates that students have made significant progress in their understanding of how global factors influence business operations.

Our intention is to integrate more real-world examples and case studies that illustrate the impact of globalization, cross-cultural communication, and international trade on business operations by December 2024. These examples can help students grasp the practical implications of global factors and develop a deeper understanding.



Undergraduate Finance students will consistently exceed the average benchmark across the Legal Environment of Business CPC.

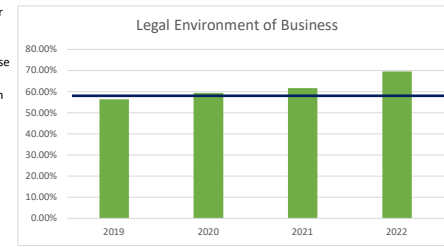
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 56.79% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

The current results show a notable improvement in the understanding of the Legal Environment of Business subject among finance students. The increase from 2019 to 2022 indicates a positive growth over the course of three years.

From the analysis of these results, it can be inferred that efforts to enhance teaching methodologies, curriculum design, and student support have had a positive impact on the students' learning outcomes in the legal environment of business. The substantial increase in scores indicates that students have made significant progress in their understanding of legal principles and their application in a business context.

Our intention is to invite legal professionals or guest speakers with expertise in the business field to share their practical insights and experiences by December 2024. Their expertise can provide students with real-world perspectives and help bridge the gap between theory and practice.



Undergraduate Finance students will consistently exceed the average benchmark across the Management CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 56.14% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

The current results show a notable improvement in the understanding of the Management subject among finance students. The increase from 2019 to 2022 indicates a positive growth over the course of three years.

From the analysis of these results, it can be inferred that efforts to enhance teaching methodologies, curriculum design, and student support have had a positive impact on the students' learning outcomes in management. The substantial increase in scores indicates that students have made significant progress in their understanding of management principles, theories, and their application in real-world contexts.

Our next steps include incorporating more practical application opportunities, engaging industry professionals for insights, and fostering collaboration among students by December 2024. Continuous assessment and feedback will guide their progress.



Undergraduate Finance students will consistently exceed the average benchmark across the Human Resource Management CPC.

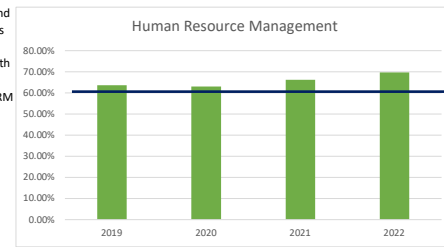
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 59.98% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

The current results show a notable improvement in the understanding of the Human Resource Management subject among finance students. The increase from 2019 to 2022 indicates a positive growth over the course of three years.

From the analysis of these results, it can be inferred that efforts to enhance teaching methodologies, curriculum design, and student support have had a modest impact on the students' learning outcomes in Human Resource Management. While the improvement is not substantial, it signifies progress in the students' understanding of HRM principles and practices.

Our intention is to engage HR professionals and inviting guest speakers from diverse industries to share their insights and experiences by December 2024. This can provide students with valuable perspectives, industry-specific knowledge, and practical understanding of HRM practices in different organizational contexts.



Undergraduate Finance students will consistently exceed the average benchmark across the Operations/Production Management CPC.

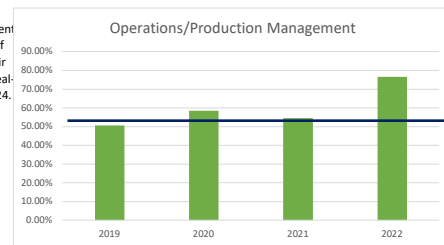
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 53.67% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

The current results show a notable improvement in the understanding of the Operations/Production Management subject among finance students. The increase from 2019 to 2022 indicates a positive growth over the course of three years.

The increase from 50% in 2019 to 76% in 2022 reflects a remarkable growth over the course of three years. From the analysis of these results, it can be inferred that efforts to enhance teaching methodologies, curriculum design, and student support have had a positive impact on the students' learning outcomes in Operations/Production Management.

Our intention is to invite guest speakers from the field of Operations/Production Management to further enhance students' understanding of Operations/Production Management and their ability to apply principles and techniques in real-world operational scenarios by December 2024.



Undergraduate Finance students will consistently exceed the average benchmark across the Organizational Behavior CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 54.71% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

The current results show a notable improvement in the understanding of the Organizational Behavior subject among finance students. The increase from 2019 to 2022 indicates a positive growth over the course of three years.

The results indicate the increase from below the threshold in 2019 to 81% in 2022 reflects a remarkable growth over the course of three years. The analysis of these results, it can also be inferred that efforts to enhance teaching methodologies, curriculum design, and student support have had a profound impact on the students' learning outcomes in Organizational Behavior. The substantial increase in scores indicates that students have made substantial progress in their understanding of key concepts and theories in this field.

Our intentions is to invite guest speakers from various industries to share their experiences and insights on Organizational Behavior. Their real-world perspectives can provide students with valuable practical knowledge and help bridge the gap between theory and practice. The aim is to further enhance students' understanding of Organizational Behavior and their ability to apply theories and concepts in real-world organizational contexts by December 2024.



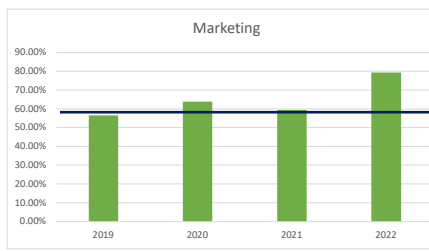
Undergraduate Finance students will consistently exceed the average benchmark across the Marketing CPC.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

The current results show a notable improvement in the understanding of the Marketing subject among finance students. The increase from 2019 to 2022 indicates a positive growth over the course of three years.

From the analysis of these results, it can be inferred that efforts to enhance teaching methodologies, curriculum design, and student support have had a substantial impact on the students' learning outcomes in marketing. The substantial increase in scores indicates that students have made significant progress in their understanding of key marketing concepts, strategies, and their application in real-world scenarios.

Our intention is to invite guest speakers from diverse industries to share their insights and experiences. Their expertise can provide students with valuable perspectives, real-world case studies, and practical understanding of marketing strategies in different organizational contexts. The aim is to further enhance students' understanding of marketing and their ability to develop effective marketing strategies in real-world settings by December 2024.



BS MANAGEMENT

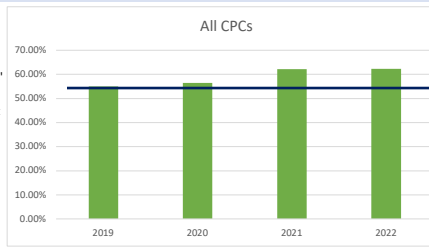
Undergraduate Management students will consistently exceed the average benchmark across the ALL CPCs.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results show continuous improvement across all CPCs. Results also show that MGT exceeds average benchmark metrics from NECHE (53.09%) and ACBSP (54.70%) institutions.

Across all measured CPCs we are doing well but there is room for improvement in key areas such as finance, leadership, and management; please refer to those sections for further detail.

We have improved in the areas of accounting, business ethics, marketing, economics, global dimensions, legal, and human resources. Despite the upward trend in these areas, our goal is to continuously improve for our students' betterment. Our next step is to continue reviewing courses to ensure they cover relevant concepts to minimize concept gaps related to the CPCs. Information and data from Peregrine, faculty, advisory boards market research, associate faculty, and the office of assessment will be leveraged to aid in the next steps.



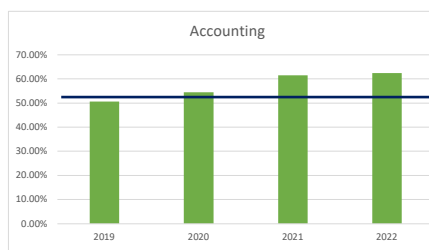
Undergraduate Management students will consistently exceed the average benchmark across the Accounting CPC.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for MGT are 62.37% for 2022. This is 10.48% higher than our ACBSP benchmark.

MGT students take accounting for non-accounting majors. This demonstrates that students retain basic accounting concepts and principles taught in that course. Additionally, the continuous improvements in that particular course are working.

We will continue to monitor trends to build on the upward trend continuously.



Undergraduate Management students will consistently exceed the average benchmark across the Business Ethics CPC.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for MGT are 69.49% for 2022. This is 14.34% higher than our ACBSP benchmark.

Continuous improvements made courses are working.

We will continue to monitor trends to build on the upward trend continuously.



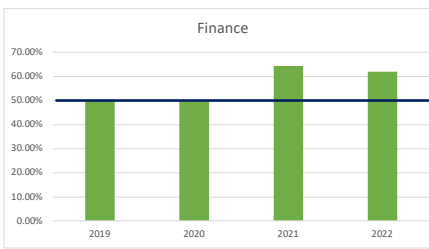
Undergraduate Management students will consistently exceed the average benchmark across the Business Finance CPC.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for MGT are 61.96% for 2022. This is 11.77% higher than our ACBSP benchmark.

Although the score for this CPC is above the ACBSP benchmark, we have fluctuated throughout the years in the MGT. Further investigation is needed to determine the exact cause for the fluctuations.

We will review course content to identify appropriate areas to bolster this CPC as we progress with course development. We also have plans to introduce a finance assessment earlier in the student's degree plan, which will allow us to monitor student progress from that assessment to the Peregrine assessment.



Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 58.31% for this metric

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 54.70% for this metric

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 51.89% for this metric

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 55.15% for this metric

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 50.19% for this metric

Undergraduate Management students will consistently exceed the average benchmark across the Business Integration and Strategic Management CPC.

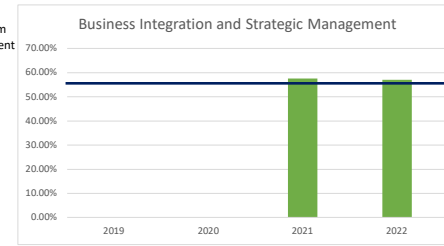
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 55.61% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for MGT are 57.11% for 2022. This is 1.5% higher than our ACBSP benchmark.

We are above the ACBSP benchmark but our results decreased by 0.57%. While we only have two years' worth of data which is not enough to identify a trend.

We plan to reinforce this CPC by adjusting course content and possibly revisiting program learning outcomes to support the reinforcement of this CPC.



Undergraduate Management students will consistently exceed the average benchmark across the Business Leadership CPC.

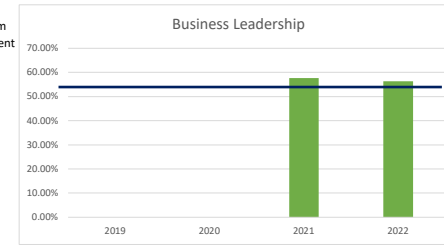
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 52.14% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for MGT are 57.11% for 2022. This is 1.5% higher than our ACBSP benchmark.

We are above the ACBSP benchmark but our results decreased by 1.41%.

We plan to reinforce this CPC by adjusting course content and possibly revisiting program learning outcomes to support the reinforcement of this CPC.



Undergraduate Management students will consistently exceed the average benchmark across the Economics CPC.

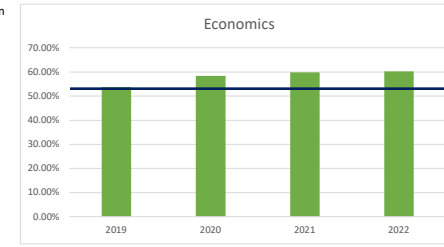
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 53.04% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for MGT are 60.22% for 2022. This is 7.18% higher than our ACBSP benchmark.

Year over year, we have incrementally improved in this CPC.

We will continue to monitor trends to build on the upward trend continuously.



Undergraduate Management students will consistently exceed the average benchmark across the Macroeconomics CPC.

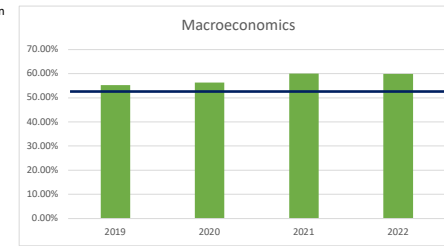
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 51.94% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for MGT are 59.95% for 2022. This is 8.01% higher than our ACBSP benchmark.

We are above the ACBSP benchmark, but our results decreased by 0.13%.

We will continue to monitor trends to build on the upward trend continuously.



Undergraduate Management students will consistently exceed the average benchmark across the Microeconomics CPC.

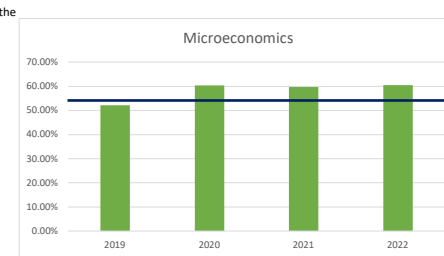
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 54.13% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for MGT are 60.48% for 2022. This is 6.35% higher than our ACBSP benchmark.

Although the score for this CPC is above the ACBSP benchmark, we have fluctuated throughout the years in MGT.

Further investigation is needed to determine the exact cause of the fluctuations, but we will continue to monitor trends to build on the upward trend continuously.



Undergraduate Management students will consistently exceed the average benchmark across the Global Dimensions of Business CPC.

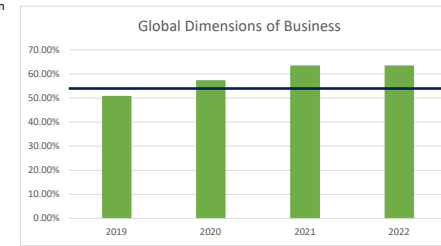
Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for MGT are 63.58% for 2022. This is 10.34% higher than our ACBSP benchmark.

Continuous improvements made in courses are working.

We will continue to monitor trends to build on the upward trend continuously.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 53.24% for this metric



Undergraduate Management students will consistently exceed the average benchmark across the Legal Environment of Business CPC.

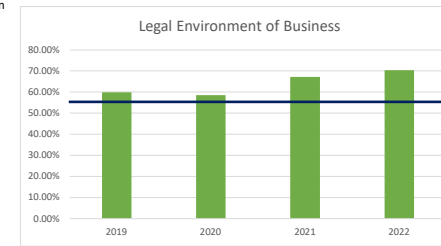
Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for MGT are 70.30% for 2022. This is 13.51% higher than our ACBSP benchmark.

Continuous improvements made courses are working.

We will continue to monitor trends to build on the upward trend continuously.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 56.79% for this metric



Undergraduate Management students will consistently exceed the average benchmark across the Management CPC.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for MGT are 65.99% for 2022. This is 9.85% higher than our ACBSP benchmark.

Improvements in the program were effective between 2020 and 2021. We trended down SLIGHTLY (0.84%) between 65.99%.

We will review course content to identify appropriate areas to bolster this CPC as we progress with course development. We also have plans to introduce a MGT assessment earlier in the student's degree plan, which will allow us to monitor student progress from that assessment to the Peregrine assessment.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 56.14% for this metric



Undergraduate Management students will consistently exceed the average benchmark across the Human Resource Management CPC.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for MGT are 74.80% for 2022. This is 14.82% higher than our ACBSP benchmark.

Continuous improvements made courses are working.

We will continue to monitor trends to build on the upward trend continuously.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 59.98% for this metric



Undergraduate Management students will consistently exceed the average benchmark across the Operations/Production Management CPC.

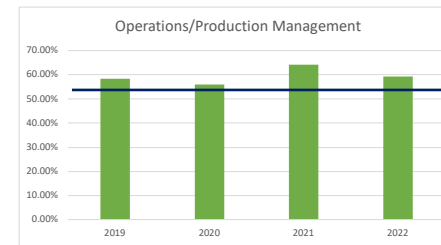
Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for MGT are 59.29% for 2022. This is 5.62% higher than our ACBSP benchmark.

Although the score for this CPC is above the ACBSP benchmark, we have fluctuated throughout the years in MGT.

We will review course content to identify appropriate areas to bolster this CPC as we progress with course development.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 53.67% for this metric



Undergraduate Management students will consistently exceed the average benchmark across the Organizational Behavior CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 54.71% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for MGT are 64.08% for 2022. This is 9.37% higher than our ACBSP benchmark.

Although the score for this CPC is above the ACBSP benchmark, we have fluctuated throughout the years in MGT.

The organizational behavior course was removed as a requirement in the MGT program. While this CPC area is covered in several courses we will review course content to identify appropriate areas to bolster this CPC as we progress with course development.



Undergraduate Management students will consistently exceed the average benchmark across the Marketing CPC.

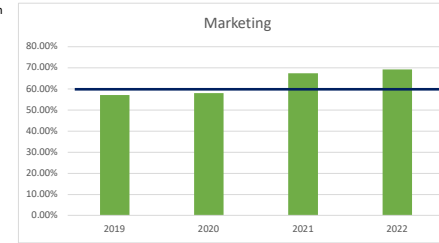
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 58.31% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for MGT are 64.08% for 2022. This is 9.37% higher than our ACBSP benchmark.

Continuous improvements made courses are working.

We will continue to monitor trends to build on the upward trend continuously.



BS SPORT MANAGEMENT

Undergraduate Sport Management students will consistently exceed the average benchmark across the ALL CPCs.

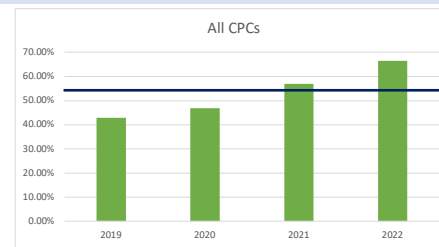
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 54.70% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Our current results show continuous improvement across all CPCs across the 4 assessment periods.

Across the board we are doing well in CPC's measured except for within the domain of Microeconomics, see that section for further discussion. We also will be looking at BI/SM ,the only other CPC area where, although we still beat the benchmark, trended in the wrong direction YOY. Generally speaking, we have improved from 42.97% in 2019 to 66.48% in year 22. This trend shows that our focus appears to be working. This is also due to very decent gains in the CPC domains of Operations/PM, HR, and Organizational Behavior where we have created prescriptive focus.

We will continue to review our courses and ensure they continue to cover subject matter relevant to the CPCs. We will speak with our advisory boards to determine if we should chose a different benchmark to compare ourselves against in the future.



Undergraduate Sport Managemen students will consistently exceed the average benchmark across the Accounting CPC.

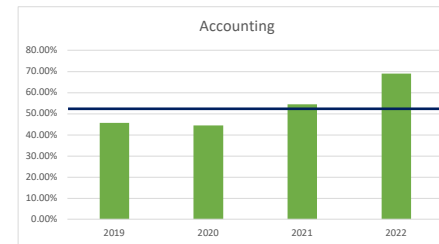
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 51.89% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for SMG for all Accounting measured by Peregrine are 69.08 for SMG for 2022. This is 17.19% above the Region 1 average.

Continual improvements made in the courses are working.

All courses, regardless of if they are trending upwards in regards to score will be analyzed over the next few years to continue to build upon this score.



Undergraduate Sport Managemen students will consistently exceed the average benchmark across the Business Ethics CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 55.15% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for SMG for all Business Ethics measured by Peregrine are 61.84 for SMG for 2022. This is 6.69% above the Region 1 Average.

Continual improvements made in the courses are working.

All courses, regardless of if they are trending upwards in regards to score will be analyzed over the next few years to continue to build upon this score.



Undergraduate Sport Management students will consistently exceed the average benchmark across the Business Finance CPC.

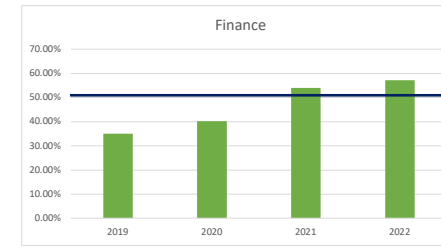
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 50.19% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for SMG for all Finance measured by Peregrine are 57.24% for SMG for 2022. This is 7.05% above the Region 1 Average.

Continual improvements made in the courses are working.

All courses, regardless of if they are trending upwards in regards to score will be analyzed over the next few years to continue to build upon this score.



Undergraduate Sport Management students will consistently exceed the average benchmark across the Business Integration and Strategic Management CPC.

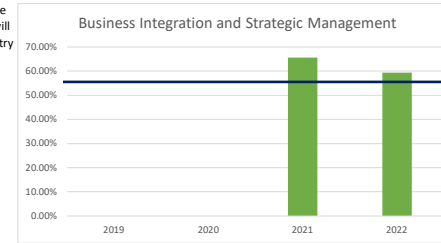
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 55.61% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for SMG for all BI and Strategic MGT measured by Peregrine are 59.38% for SMG for 2022. This is 3.77% above the Region 1 Average.

Although the score for this CPC is above the threshold we decreased in our SMG scoring year over year.

We will ensure specific focus on this CPC as we move forward with course development. We will be reviewing course content for this CPC and try to better understand how to increase focus within this domain and improve.



Undergraduate Sport Management students will consistently exceed the average benchmark across the Business Leadership CPC.

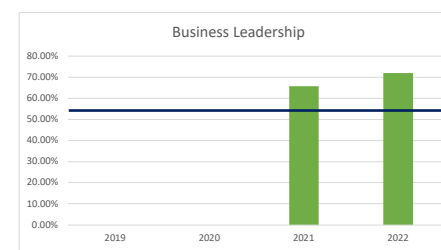
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 52.14% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for SMG for all Business Leadership measured by Peregrine are 71.88% for SMG for 2022. This is 19.74% above the Region 1 Average.

Continual improvements made in the courses are working.

All courses, regardless of if they are trending upwards in regards to score will be analyzed over the next few years to continue to build upon this score.



Undergraduate Sport Management students will consistently exceed the average benchmark across the Economics CPC.

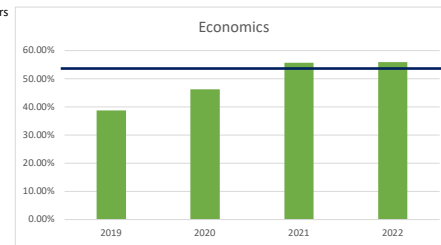
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 53.04% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for SMG for Economics in total measured by Peregrine are 55.92% for SMG for 2022. This is 2.88% above the Region 1 Average.

Although there was a VERY slight increase in this score year over year we would like to see a better score. This score is most likely impacted by our Microeconomics score which we will discuss more in that CPC.

Greater focus will be made on economic factors when conducting course redevelopment for 2023.



Undergraduate Sport Management students will consistently exceed the average benchmark across the Macroeconomics CPC.

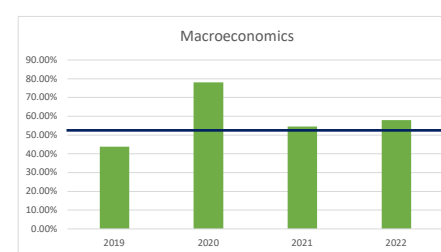
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 51.94% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for SMG for Macroeconomics in total measured by Peregrine are 57.89% for SMG for 2022. This is 5.95% above the Region 1 Average.

Continual improvements made in the courses are working.

All courses, regardless of if they are trending upwards in regards to score will be analyzed over the next few years to continue to build upon this score.



Undergraduate Sport Management students will consistently exceed the average benchmark across the Microeconomics CPC.

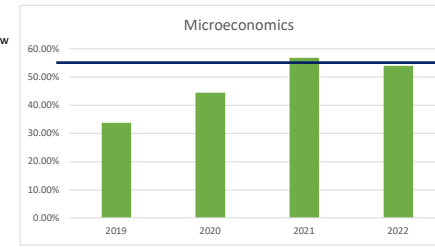
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 54.13% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

We were trending positively for three years in this CPC. The current assessment period of 53.95% fell .18% BELOW the ACBSP Region 1 Average.

In conducting a review of our course design from a total Economic perspective in 2022 it was noted that we are lacking in Microeconomics content. Macroeconomics is a prerequisite course for the SMG program where Micro is not. We have been relying on students opting to take this course as an elective to "close this gap" this is a shortfall in design.

We have found, what we believe, is the root cause of curriculum break and have the appropriate courses on the schedule for review for 2023 to correct this shortfall.



Undergraduate Sport Management students will consistently exceed the average benchmark across the Global Dimensions of Business CPC.

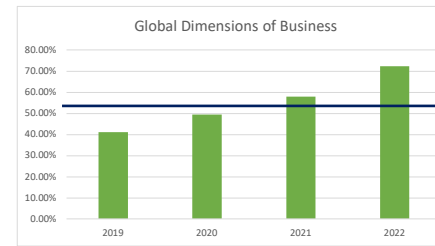
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 53.24% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for SMG for Global Dimensions in total measured by Peregrine are 72.37% for SMG for 2022. This is 19.13% above the Region 1 Average.

Continual improvements made in the courses are working.

All courses, regardless of if they are trending upwards in regards to score will be analyzed over the next few years to continue to build upon this score.



Undergraduate Sport Management students will consistently exceed the average benchmark across the Legal Environment of Business CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 56.79% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for SMG for Legal Environments in total measured by Peregrine are 65.79% for SMG for 2022. This is 9% above the Region 1 Average.

Continual improvements made in the courses are working.

All courses, regardless of if they are trending upwards in regards to score will be analyzed over the next few years to continue to build upon this score.



Undergraduate Sport Management students will consistently exceed the average benchmark across the Management CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 56.14% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for SMG for MGTs in total measured by Peregrine are 74.34% for SMG for 2022. This is 18.2% above the Region 1 Average. We also saw a large year over year jump in this CPC of 15.25%

Continual improvements made in the courses are working. We had taken a greater focus on managerial aspects of SMG and the focus on this domain has appeared to pay off.

All courses, regardless of if they are trending upwards in regards to score will be analyzed over the next few years to continue to build upon this score.



Undergraduate Sport Management students will consistently exceed the average benchmark across the Human Resource Management CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 59.98% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for SMG for HRM in total measured by Peregrine are 74% for SMG for 2022. This is 14.2% above the Region 1 Average. We also saw a large year over year jump in this CPC of 20.46%

Continual improvements made in the courses are working. With new leadership in the HR program we have created better alignment with SMG within this domain through greater communication fo student outcomes and correction of shortfalls in this domain.

All courses, regardless of if they are trending upwards in regards to score will be analyzed over the next few years to continue to build upon this score.



Undergraduate Sport Management students will consistently exceed the average benchmark across the Operations/Production Management CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 53.67% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for SMG for Operations/PM in total measured by Peregrine are 75% for SMG for 2022. This is 21.33% above the Region 1 Average.

Continual improvements made in the courses are working. The domain of Sports Management has been and will continue to be very operationally and project driven. This was a core area of focus for us within the past years, to ensure we are spending care and time within this domain. This has shown payoff as resulted by the scoring.

All courses, regardless of if they are trending upwards in regards to score will be analyzed over the next few years to continue to build upon this score.



Undergraduate Sport Management students will consistently exceed the average benchmark across the Organizational Behavior CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 54.71% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for SMG for OB in total measured by Peregrine are 75% for SMG for 2022. This is 21.33% above the Region 1 Average.

Continual improvements made in the courses are working.

All courses, regardless of if they are trending upwards in regards to score will be analyzed over the next few years to continue to build upon this score.



Undergraduate Sport Management students will consistently exceed the average benchmark across the Marketing CPC.

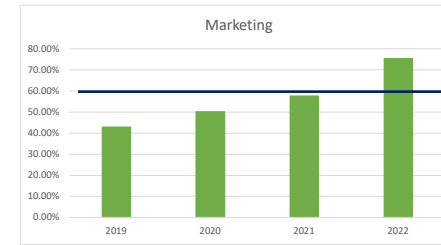
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 58.31% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for SMG for Marketing in total measured by Peregrine are 75% for SMG for 2022. This is 21.33% above the Region 1 Average.

Continual improvements made in the courses are working. Stronger focus on marketing and the role of marketing as a source of Sports revenue was made. This has paid off year over year.

All courses, regardless of if they are trending upwards in regards to score will be analyzed over the next few years to continue to build upon this score.



BS MARKETING

Undergraduate Marketing students will consistently exceed the average benchmark across the ALL CPCs.

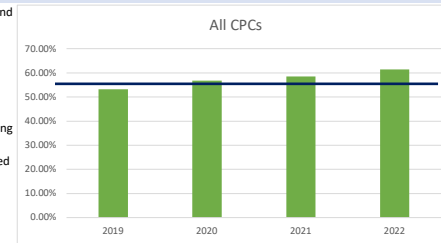
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 54.70% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Our current results show continuous improvement across all CPCs across the 4 assessment periods.

Generally, in all CPC assessments, we are doing well and are exceeding the benchmarks. Exceptions are within the domain of Finance and Macroeconomics, see that section for further discussion. Overall, there is a steady and incremental 13.3% increase from 2019 to 2022.

Our intention is to increase student interest and desire to participate in deeper active learning strategies. This will include current weekly business scenarios, relevant readings/case studies, and real world problem-solving activities. We will continue to monitor and evaluate student performance, along with iterative improvements in teaching and learning approaches. The expectation is that this will contribute to sustained progress and continued growth in their knowledge and skills by December 2024.



Undergraduate Marketing students will consistently exceed the average benchmark across the Accounting CPC.

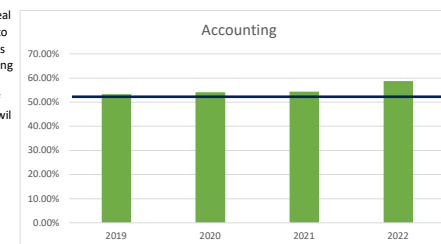
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 51.89% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for all Accounting measurements are exceeding the stated benchmark and are trending upward.

We are enjoying ongoing and positive increases in this CPC. Continual improvements made in the courses seem to effective.

We plan to continue to integrate additional real world applications of accounting problems into our marketing courses. We are exploring cases bases on Excel and online models of accounting problems which business students need to be familiar with in order to need the demands of the current workforce. Actions in this regard will be implemented by December 2024.



Undergraduate Marketing students will consistently exceed the average benchmark across the Business Ethics CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 55.15% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for all Business Ethics CPCs measurements reveal a steady increase over all four measurement periods.

Continual improvements made in the courses are working.

We intend to continue to emphasize the importance and benefit of building ethical business behaviors into our courses. Considering changes in this regard occurring in the workplace, highlight ethical challenges faced by organizations across different industries with the goal of enhancing students' understanding of Business Ethics and promote ethical awareness and decision-making in the marketing field by December 2024



Undergraduate Marketing students will consistently exceed the average benchmark across the Business Finance CPC.

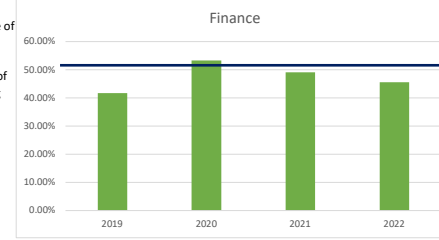
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 50.19% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for all 4 measurement periods of Finance CPCs average 47.39 which is 2.61% below the benchmark.

Despite the positive percentage in 2020, this data indicates an opportunity to enhance the presence of Finance in the marketing courses. There are aspects of Finance built into several of the marketing course and we will continue to make improvements in this regard.

Our intention is to readdress a focus on the financial aspect of marketing through the use of real world models which involve business expansion and the need for factoring, lending, and financing. We plan to incorporate doses of the equity markets and use financial modeling tools by December 2024.



Undergraduate Marketing students will consistently exceed the average benchmark across the Economics CPC.

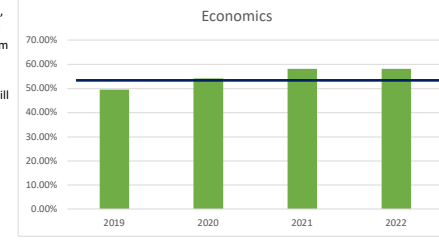
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 53.04% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for all Economics CPCs measurements are reveal an increasing trend ad exceeds the benchmark.

Given the continual upward trend in the Economics CPC, the ongoing improvements being made in the courses are working.

Given the increasing trend of CPCs in this area, our next steps will include incorporating more practical application opportunities, insight from onlce resources and generally fostering collaboration among students by December 2024. Continuous assessment and feedback will guide their progress.



Undergraduate Marketing students will consistently exceed the average benchmark across the Macroeconomics CPC.

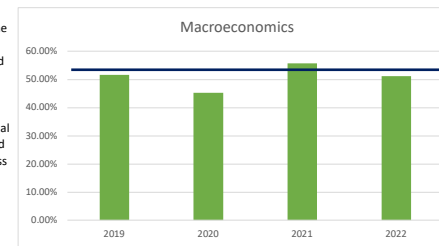
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 51.94% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for all Macroeconomics CPCs measurements average 51.05% and is <1%within the benchmark.

From the analysis of these results, it can be inferred that efforts to enhance Macroeconomics is needed to increase the associated learning outcomes associated.

In order to reverse the current negative trend for the Macroeconomic CPC, we will review the current curriculum and points of assessment with our Associate Faculty and advisory board to determine the appropriateness of the subjects/topicist that are covered in that program. We then will make appropriate adjustments to curriculums and course material which will include contemporary examples and real-world macroeconomic trends. This process should be completed by the end of 2024.



Undergraduate Marketing students will consistently exceed the average benchmark across the Microeconomics CPC.

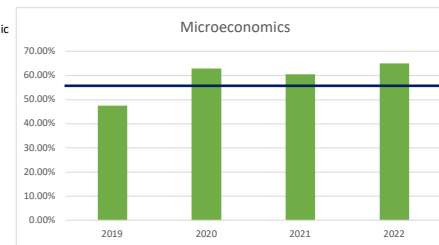
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 54.13% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for all Microeconomics CPCs measurements consistent exceeds the benchmark.

Continual improvements made in the courses are working.

Our intention is to continue to refine the curriculum to align with current microeconomic theories and real-world economic trends by December 2024.



Undergraduate Marketing students will consistently exceed the average benchmark across the Global Dimensions of Business CPC.

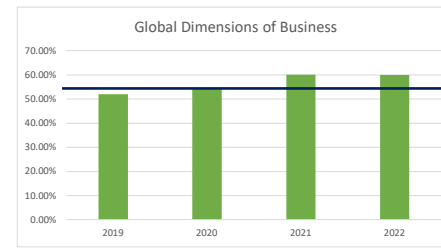
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 53.24% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for all Global Dimensions of Business CPCs measurements reveals a steady increase and exceeds the benchmark approximately 7%.

Continual improvements made in the courses are working.

Our intention is to further refine the global dimensions of business. We will focus on common issues and best practices in a global workforce. We will integrate practical applications of international business environments and assess the challenges involved in establishing and managing international operations. Students will be required to demonstrate effective critical thinking skills through the use of case studies and online modeling of global business operations.



Undergraduate Marketing students will consistently exceed the average benchmark across the Legal Environment of Business CPC.

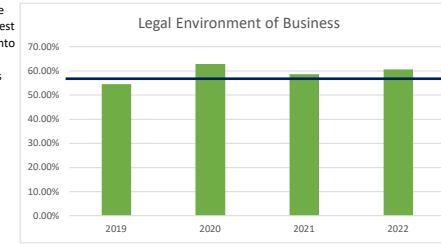
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 56.79% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for all Legal Environment of Business CPCs measurements consistently exceeds the benchmark in 2020, 2021, 2022.

There is a fairly tight gap regarding results of the Legal Environment of Business CPC. Continual improvements are needed to close this gap and exceed the Peregrine benchmark.

Our intention is to embed content from online resources and invite legal professionals as guest speakers with expertise in the business field into the marketing courses. Their expertise can provide students with real-world perspectives and help bridge the gap between theory and practices by December 2024.



Undergraduate Marketing students will consistently exceed the average benchmark across the Management CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 56.14% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for all Management CPCs measurements consistently exceeds the benchmark for all four assessment periods.

Based on the analysis of these results, it can be inferred that efforts to enhance teaching methodologies, curriculum design, and student support have had a positive impact on the students' learning outcomes in management.

Going forward, given the positive trends of CPCs in this area, we will continue to consider the correlation/causation relationship between current content, real-world data/trends, and hands-on teaching of management techniques in management. We plan to enhance these efforts by December 2024.



Undergraduate Marketing students will consistently exceed the average benchmark across the Human Resource Management CPC.

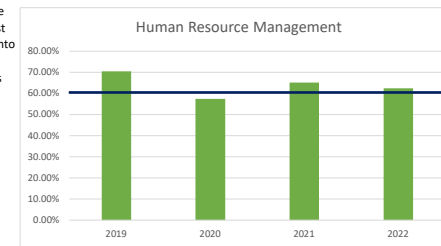
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 59.98% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for all Human Resource Management CPCs measurements reveals a steady increase and exceeds the benchmark 3.97%.

Continual improvements made in the courses are working. We had taken a greater focus on Human Resource Management aspects of and the focus on this domain has appeared to pay off.

Our intention is to embed content from online resources and invite HR professionals as guest speakers with expertise in the business field into the marketing courses. Their expertise can provide students with real-world perspectives and help bridge the gap between theory and practices by December 2024.



Undergraduate Marketing students will consistently exceed the average benchmark across the Operations/Production Management CPC.

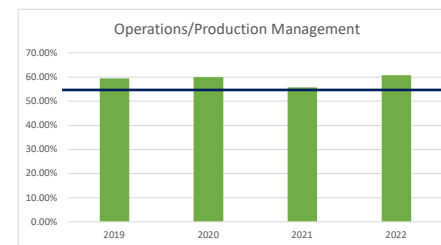
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 53.67% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for all Operations/Production Management CPCs measurements consistently exceeds the benchmark by an average of 3.95%.

Continual improvements made in the courses are working.

Our intention is to further refine the global dimensions of business. We will focus on common issues and best practices in a global workforce. We will integrate practical applications of international business environments and assess the challenges involved in establishing and managing international operations. Students will be required to demonstrate effective critical thinking skills through the use of case studies and online modeling of global business operations.



Undergraduate Marketing students will consistently exceed the average benchmark across the Organizational Behavior CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 54.71% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for all Organizational Behavior CPCs measurements reveal a steady increase over all four assessment periods.

Continual improvements made in the courses are working.

Going forward, given the positive trends of CPCs in this area, we will continue to consider the correlation/causation relationship between current content, real-world data/trends, and hands-on teaching of management techniques in management. We plan to enhance these efforts by December 2024.



Undergraduate Marketing students will consistently exceed the average benchmark across the Marketing CPC.

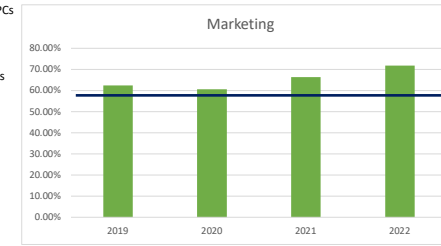
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 58.31% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Current results for all Marketing CPCs measurements consistently exceeds the benchmark in all four assessment periods.

Continual improvements made in the courses are working.

Going forward, given the positive trends of CPCs in this area, we will continue to consider the correlation/causation relationship between current content, real-world data/trends, and hands-on teaching of management techniques in management. We plan to enhance these efforts by December 2024.



MASTER OF SCIENCE IN ACCOUNTING

Master of Science in Accounting students will consistently exceed the average benchmark across the ALL CPCs.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 57.67% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Results over the 4 period assessed varied and lower than ACBSP Region 1's average of 57.67%

Compared to the internal assessment of the MSA PLOs, these scores are lower than expected.

Overall, we will be working to increase the performance across all of the individual comparison CPCs in our M.S. Accounting program.



Master of Science in Accounting students will consistently exceed the average benchmark across the Accounting CPC.

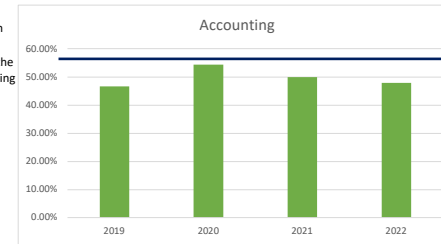
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 55.65% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Results over the 4 period assessed varied and lower than ACBSP Region 1's average of 55.65%

Compared to our internal assessment, these scores are lower than expected. These appear to be due to the low scores in the areas of interpretation and communication in the Accounting Proficiency PLO, the rigor of the rubrics or evaluator bias.

We intend to review the external exam to determine if it is in alignment with this PLO. In addition, we intend to improve our rubric, do training for evaluators, and work to improve the interpretation and communication in accounting proficiency as explained in the internal PLO assessment.



Master of Science in Accounting students will consistently exceed the average benchmark across the Business Communications CPC.

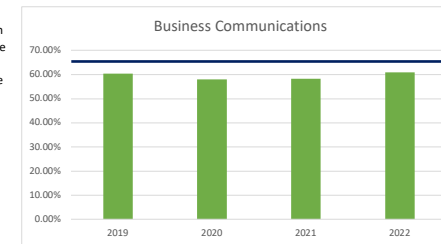
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 64.17% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Results over the 4 period assessed varied and lower than ACBSP Region 1's average of 59.03% except in 2021 where it exceeded by approximately 7%

Compared to our internal assessment, these scores are lower than expected. These appear to be due to the low scores in structure of communications in the Communications PLO, the appropriate assignment being used in our internal assessment, or evaluator bias.

We intend to review the external exam to determine if it is in alignment with this PLO. In addition, we intend to find a more appropriate assignment for this PLO, do training for evaluators, and work to improve the structure of communications as explained in the internal PLO assessment.



Master of Science in Accounting students will consistently exceed the average benchmark across the Business Ethics in Accounting CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 59.03% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Results over the 4 period assessed varied and lower than ACBSP Region 1's average or 59.03% except in 2021 where it exceeded by approximately 7%

Compared to our internal assessment, these scores are lower than expected. This appears to be due to the low area of analysis of alternatives and consequences sections, an alignment with this section of the Peregrine exam with the PLO, and the rigor of the internal rubric, and evaluator bias.

We intend to review the external exam to determine if it is in alignment with this PLO. In addition, we intend to improve our rubric, do training for evaluators, and work to improve the analysis of alternatives and consequences as explained in the internal PLO assessment.



Master of Science in Accounting students will consistently exceed the average benchmark across the Business Finance CPC.

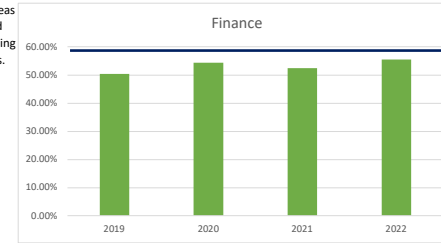
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 59.63% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Results over the 4 period assessed are lower than ACBSP Region 1's average of 59.63%.

This topic aligns with Accounting Proficiency with our PLO. Compared to our internal assessment, these scores are lower due to the external exam and the PLO not being in alignment, and not enough finance emphasis in the accounting program.

We intend to review the external exam for areas where we need to align to our PLO and to find the areas we need to reinforce in the accounting program without diluting the accounting PLOs.



Master of Science in Accounting students will consistently exceed the average benchmark across the Business Policies, Integration, and Strategic Management CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): There was no Average score in ACBSP Region 1 for this metric.

We chose to compare ourselves against the Online delivery mode. The Average score is 59.04% for this metric.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Results over the 4 period assessed are lower than ACBSP Region 1's average of 59.04%.

This CPC is aligned with the Business Process Management and Strategic Decision Making PLOs. Our internal assessments are much higher than these results due to evaluator bias, the rigor of the rubric for the strategic decision making PLO and a more appropriate assignment for the business process management PLO. We also need to review the expectations of the external exam to determine appropriate alignment with our PLOs.

We intend to review the external exam to determine if it is in alignment with both PLOs. In addition, we intend to find a more appropriate assignment for the business process management PLO, add rigor to the strategic decision making PLO, do training for evaluators.



Master of Science in Accounting students will consistently exceed the average benchmark across the Economics CPC.

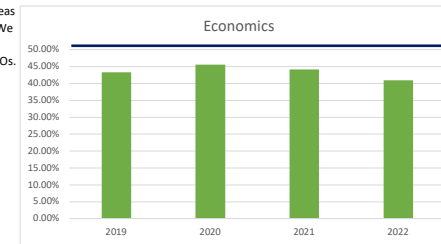
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 50.98% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Results over the 4 period assessed are lower than ACBSP Region 1's average of 50.98%

Economics is not an area that is emphasized in the accounting program.

We intend to review the external exam for areas where we need to add to our MSA program. We intend to reinforce the appropriate areas of economics without diluting the accounting PLOs.



Master of Science in Accounting students will consistently exceed the average benchmark across the Macroeconomics CPC.

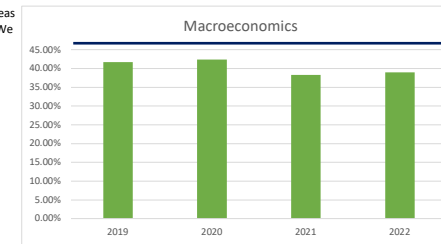
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 45.98% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Results over the 4 period assessed are lower than ACBSP Region 1's average of 45.98%

Macro-Economics is not an area that is emphasized in the accounting program.

We intend to review the external exam for areas where we need to add to our MSA program. We intend to reinforce the appropriate areas of macro economics without diluting the accounting PLOs.



Master of Science in Accounting students will consistently exceed the average benchmark across the Microeconomics CPC.

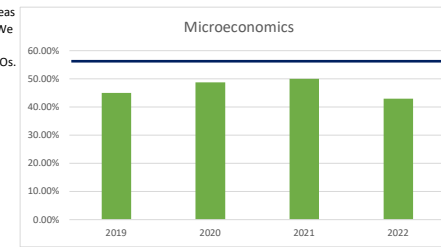
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 55.98% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Results over the 4 period assessed are lower than ACBSP Region 1's average of 55.98%

Micro-Economics is not an area that is emphasized in the accounting program.

We intend to review the external exam for areas where we need to add to our MSA program. We intend to reinforce the appropriate areas of economics without diluting the accounting PLOs.



Master of Science in Accounting students will consistently exceed the average benchmark across the Global Dimensions of Business Accounting CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): There was no Average score in ACBSP Region 1 for this metric.

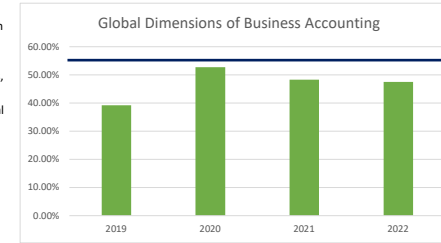
We chose to compare ourselves against the Online delivery mode. The Average score is 54.58% for this metric.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Results over the 4 period assessed are lower than ACBSP Region 1's average of 54.58%

This topic aligns with the MSA's Global Leadership PLO. Compared to our internal assessment, these scores are lower due to internal rubric lack of rigor, evaluator bias, the external exam focus, and students performance in recognizing contexts, evaluating assumptions, and providing innovative solutions.

We intend to review the external exam to determine if it is in alignment with this PLO. In addition, we intend to improve our rubric, do training for evaluators, and work to improve students performance in recognizing contexts, evaluating assumptions, and providing innovative solutions as explained in the interal PLO assessment.



Master of Science in Accounting students will consistently exceed the average benchmark across the Information Management Systems CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): There was no Average score in ACBSP Region 1 for this metric.

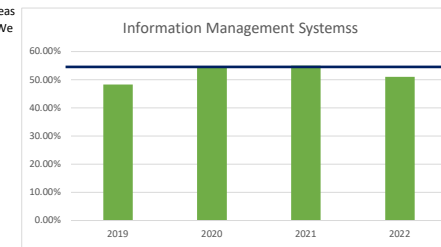
We chose to compare ourselves against the Online delivery mode. The Average score is 54.77% for this metric.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Results in 2 out of the periods assessed are in line with ACBSP Region 1's average score.

Information Management Systems is not an area that is emphasized in the accounting program.

We intend to review the external exam for areas where we need to add to our MSA program. We intend to reinforce the appropriate areas of information management systems without diluting the accounting PLOs.



Master of Science in Accounting students will consistently exceed the average benchmark across the Leadership in Accounting CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): There was no Average score in ACBSP Region 1 for this metric.

We chose to compare ourselves against the Online delivery mode. The Average score is 60.17% for this metric.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Results over the 4 period assessed are lower than ACBSP Region 1's average of 60.17%

Leadership in Accounting is not a PLO in the accounting program, however, leadership is a part of the program in all areas so the lower scores are concerning. It would appear the focus of leadership for the external exam is not in alignment with what is covered in classes

We intend to review the external exam for areas where we can introduce and reinforce areas of leadership we are missing. We intend to work with our associate faculty to implement leadership concepts that are missing.



Master of Science in Accounting students will consistently exceed the average benchmark across the Legal Environment of Business CPC.

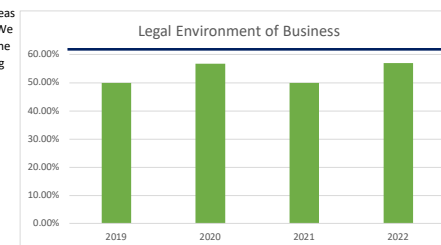
Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 60.91% for this metric

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Results over the 4 period assessed are lower than ACBSP Region 1's average of 60.91%

The legal environment is not an area that is emphasized in the accounting program, other than where it applies to GAAP

We intend to review the external exam for areas where we need to add to our MSA program. We intend to reinforce the appropriate areas of the legal environment of business without diluting the accounting PLOs.



Master of Science in Accounting students will consistently exceed the average benchmark across the Management CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council); There was no Average score in ACBSP Region 1 for this metric.

We chose to compare ourselves against the Online delivery mode. The Average score is 54.54% for this metric.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Results over the 4 period assessed are slightly lower than ACBSP Region 1's average of 54.54%

This CPC is aligned with the Business Process Management PLO. Our internal assessments are much higher than these results due to evaluator bias, a more appropriate assignment needed for the business process management PLO. We also need to review the expectations of the external exam to determine appropriate alignment with our PLOs.

We intend to review the external exam to determine if it is in alignment with our PLO. In addition, we intend to find a more appropriate assignment for the business process management PLO, do training for evaluators.



Master of Science in Accounting students will consistently exceed the average benchmark across the Human Resource Management CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council); There was no Average score in ACBSP Region 1 for this metric.

We chose to compare ourselves against the Online delivery mode. The Average score is 57.37% for this metric.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Results over the 4 period assessed are lower than ACBSP Region 1's average of 57.37%

Human resource management is not an area that is emphasized in the accounting program.

We intend to review the external exam for areas where we need to add to our MSA program. We intend to reinforce the appropriate areas of Human resource management without diluting the accounting PLOs.



Master of Science in Accounting students will consistently exceed the average benchmark across the Operations/Production Management CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council); There was no Average score in ACBSP Region 1 for this metric.

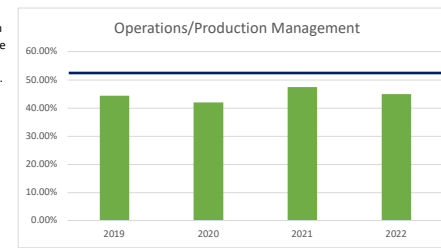
We chose to compare ourselves against the Online delivery mode. The Average score is 51.00% for this metric.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Results over the 4 periods assessed are lower than ACBSP Region 1's average of 51%

This CPC is aligned with the Business Process Management PLO. Our internal assessments are much higher than these results due to evaluator bias, a more appropriate assignment needed for the business process management PLO. We also need to review the expectations of the external exam to determine appropriate alignment with our PLOs.

We intend to review the external exam to determine if it is in alignment with our PLO. In addition, we intend to find a more appropriate assignment for the business process management PLO, do training for evaluators.



Master of Science in Accounting students will consistently exceed the average benchmark across the Organizational Behavior CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council); There was no Average score in ACBSP Region 1 for this metric.

We chose to compare ourselves against the Online delivery mode. The Average score is 55.15% for this metric.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Results in AY 21 exceed the benchmark. The other 3 periods are lower.

Organizational Behavior is not an area that is emphasized in the accounting program.

We intend to review the external exam for areas where we need to add to our MSA program. We intend to reinforce the appropriate areas of Organizational Behavior without diluting the accounting PLOs.



Master of Science in Accounting students will consistently exceed the average benchmark across the Marketing CPC.

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council); There was no Average score in ACBSP Region 1 for this metric.

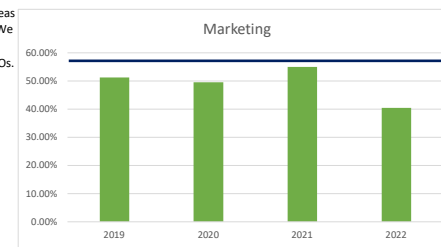
We chose to compare ourselves against the Online delivery mode. The Average score is 56.78% for this metric.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Results over the 4 periods assessed are slightly lower than ACBSP Region 1's average of 56.78%

Marketing is not an area that is emphasized in the accounting program.

We intend to review the external exam for areas where we need to add to our MSA program. We intend to reinforce the appropriate areas of Marketing without diluting the accounting PLOs.



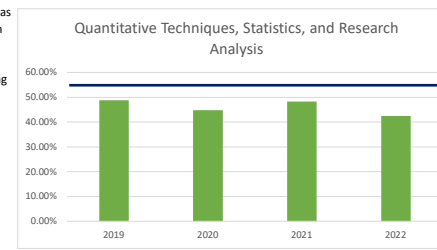
Master of Science in Accounting students will consistently exceed the average benchmark across the Quantitative Techniques, Statistics, and Research Analysis CPC.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Results over the 4 periods assessed are lower than ACBSP Region 1's average of 52.89%

While quantitative techniques, statistics, and research analysis is not an area that is emphasized in the accounting program in the same way it is assessed here, there are areas where some of this is covered. The lower scores are due to the areas being assessed in the external assessment.

We intend to review the external exam for areas where we need to add to or emphasize more in our MSA program. We intend to reinforce the appropriate areas of quantitative techniques, statistics, and research analysis without diluting the accounting PLOs.



MBA

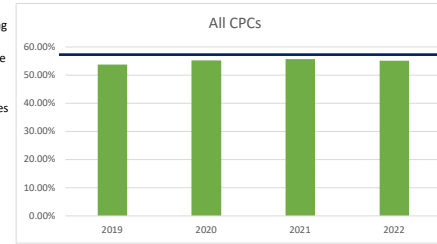
MBA students will consistently exceed the average benchmark across the ALL CPCs.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Our results show a stagnation in improvement in the overall program. Incremental improvement, though minimal, in the past years, stalled.

From the overall results in light of actions implemented before 2022, shows those actions taken have not been did not improve the overall program.

The overall MBA program is being revised and an initiative to introduce project-based learning in MBA core courses have been reversed and courses redesigned to ensure emphasis on core MBA skills. There is an emphasis now on building competencies in staged fashion with opportunities to master concepts at later stages in the core courses.



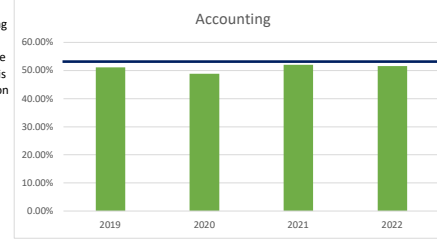
MBA students will consistently exceed the average benchmark across the Accounting CPC.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Our results show a stagnation in improvement in the overall program. Incremental improvement, though minimal, in the past years, stalled.

From the overall results in light of actions implemented before 2022, shows those actions taken have not been did not improve the overall program.

The MBA Core accounting is being revised and an initiative to introduce project-based learning in MBA core courses have been reversed and courses redesigned to ensure emphasis on core MBA CPC like accounting. There is an emphasis now on building competencies in staged fashion with opportunities to master concepts at later stages in the core courses.



MBA students will consistently exceed the average benchmark across the Business Ethics CPC.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

Our results show a stagnation in improvement in the overall program. Incremental improvement, though minimal, in the past years, stalled.

From the overall results in light of actions implemented before 2022, shows those actions taken have not been did not improve the overall program.

The MBA Core now has a much more narrowed set of outcomes with social responsibility explicitly targetted in the redesign. There is an emphasis now on building competencies in staged fashion with opportunities to master concepts at later stages in the core courses.



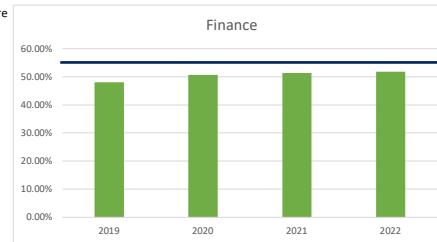
MBA students will consistently exceed the average benchmark across the Business Finance CPC.

Direct, Summative, and Comparative assessment using Peregrine as the instrument

The current results has shown a continuous underperformance against ACBSP benchmark but shown small improvement.

The results show that modifications made to Finance courses have not been effective at addressing this area

We have identified overall weakness in the core finance courses. We have redesigned a new core finance course in 2022 and targeting to restructure other finance courses to focus on core skills.



Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 53.34% for this metric

MBA students will consistently exceed the average benchmark across the Integration and Strategic Management CPC. Direct, Summative, and Comparative assessment using Peregrine as the instrument

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 57.58% for this metric

Our results show a stagnation in improvement in the overall program. Incremental improvement, though minimal, in the past years, stalled.

From the overall results in light of actions implemented before 2022, shows those actions taken have not been did not improve the overall program.

The MBA Core now has a much more narrowed set of outcomes with strategic management explicitly targetted in the redesign. There is an emphasis now on building competencies in staged fashion with opportunities to master concepts at later stages in the core courses.



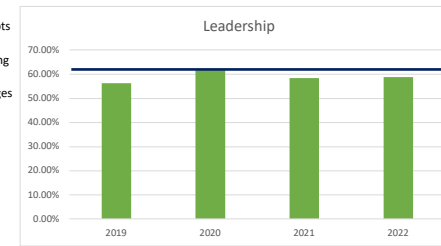
MBA students will consistently exceed the average benchmark across the Business Leadership CPC. Direct, Summative, and Comparative assessment using Peregrine as the instrument

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 60.58% for this metric

Our results show a stagnation in improvement in the overall program. Incremental improvement, though minimal, in the past years, stalled.

From the overall results in light of actions implemented before 2022, shows those actions taken have not been did not improve the overall program. We had changed our core MBA course BUS515 focused on Leadership into a project-based learning course and had not been effective with respect to Leadership CPC.

The MBA Core now has a nee redesigned BUS515 that explicitly focuses on core concepts in organizational leadership instead of just projects. There is an emphasis now on building competencies in staged fashion with opportunities to master concepts at later stages in the core courses.



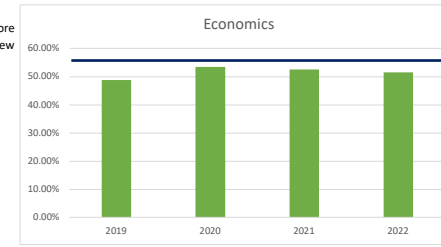
MBA students will consistently exceed the average benchmark across the Economics CPC. Direct, Summative, and Comparative assessment using Peregrine as the instrument

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 54.05% for this metric

Our results show a lack of improvement in the Economics CPC and that has been so in last 2 consecutive periods.

From this results, there is an obvious weakness in the program in not focusing on strengthening this CPC.

The MBA Core now has been redesigned and elements have been introduced to focus on core economic concepts and analysis skills in the new courses and an MBA Graduate Seminar.



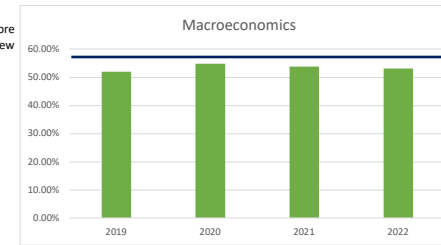
MBA students will consistently exceed the average benchmark across the Macroeconomics CPC. Direct, Summative, and Comparative assessment using Peregrine as the instrument

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 55.16% for this metric

Our results show a lack of improvement in this CPC and that has been so in last 2 consecutive periods.

From this results, there is an obvious weakness in the program in not focusing on strengthening this CPC.

The MBA Core now has been redesigned and elements have been introduced to focus on core economic concepts and analysis skills in the new courses and an MBA Graduate Seminar.



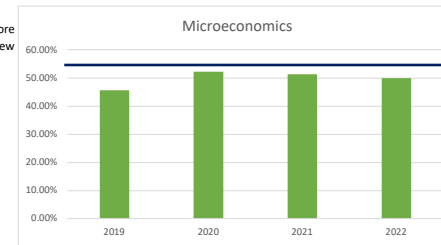
MBA students will consistently exceed the average benchmark across the Microeconomics CPC. Direct, Summative, and Comparative assessment using Peregrine as the instrument

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 52.94% for this metric

Our results show a lack of improvement in this CPC and that has been so in last 2 consecutive periods.

From this results, there is an obvious weakness in the program in not focusing on strengthening this CPC.

The MBA Core now has been redesigned and elements have been introduced to focus on core economic concepts and analysis skills in the new courses and an MBA Graduate Seminar.



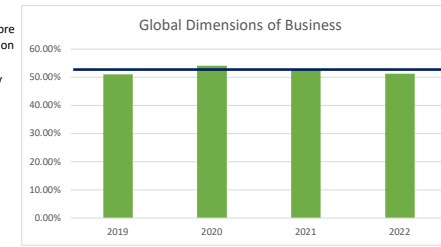
MBA students will consistently exceed the average benchmark across the Global Dimensions of Business CPC. Direct, Summative, and Comparative assessment using Peregrine as the instrument

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 52.45% for this metric

Our results show a lack of improvement in this CPC and that has been so in last 2 consecutive periods.

From these results, there is an obvious weakness in the program in not focusing on strengthening this CPC.

The MBA Core now has been redesigned and elements have been introduced to focus on core global dimensions of business with the addition of faculty with that competency and adding a professor of global business onto our advisory board.



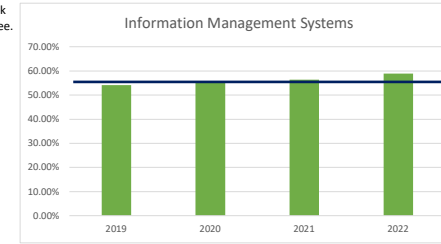
MBA students will consistently exceed the average benchmark across the Information Management Systems CPC. Direct, Summative, and Comparative assessment using Peregrine as the instrument

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 55.76% for this metric

The results show three consecutive periods of improvement across this CPC and surpassing the benchmark average past two periods.

This seems to be a direct result of the programs improvement in both the use of online tools and emphasis on this CPC throughout the core courses.

We will continue to monitor this area and seek to maintain the continuous improvement we see.



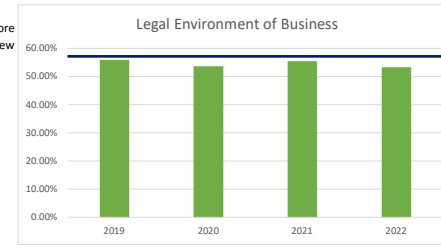
MBA students will consistently exceed the average benchmark across the Legal Environment of Business CPC. Direct, Summative, and Comparative assessment using Peregrine as the instrument

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 55.72% for this metric

Our results show a lack of improvement in this CPC and that has been so in last 2 consecutive periods.

From these results, there is an obvious weakness in the program in not focusing on strengthening this CPC.

The MBA Core now has been redesigned and elements have been introduced to focus on core economic concepts and analysis skills in the new courses and an MBA Graduate Seminar.



MBA students will consistently exceed the average benchmark across the Management CPC. Direct, Summative, and Comparative assessment using Peregrine as the instrument

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 56.46% for this metric

The current results has shown a continuous underperformance against ACBSP benchmark but improvement seems stalled

The results show that modifications made to courses have not been effective at addressing this area. The core course focused in this area needs to be redesigned.

We have identified overall weakness in the core finance courses. We have redesigned a new core quantitative course in 2022 and targeting to get research methods applied across all MBA core courses to focus on core skills.



MBA students will consistently exceed the average benchmark across the Human Resource Management CPC. Direct, Summative, and Comparative assessment using Peregrine as the instrument

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council): Average score is 53.58% for this metric

The current results shows improvement in the most recent underperformance against ACBSP benchmark. The last period improved against the benchmark.

This PLO is one that is changing as a result of modifications made to program PLOs. The number of PLOs has been decreased and focused to better achieve MBA learning outcomes.

There is nothing obvious that was improved but the lack of focus in PLOs has been fixed. We have redesigned a new core quantitative course in 2022 and targeting to get research methods applied across all MBA core courses to focus on core skills.



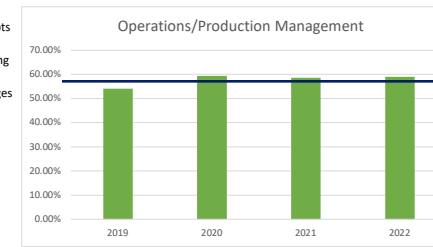
MBA students will consistently exceed the average benchmark across the Operations/Production Management CPC. Direct, Summative, and Comparative assessment using Peregrine as the instrument

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council); Average score is 57.18% for this metric

Our results show a stagnation in improvement in this CPC. Incremental improvement, though minimal, in the past years, stalled, but above benchmark

From the overall results in light of actions implemented before 2022, shows those actions taken have not been did not improve the overall program. We had changed our core MBA course BUS515 focused on Leadership into a project-based learning course and had not been effective with respect to Leadership CPC.

The MBA Core now has a new redesigned BUS515 that explicitly focuses on core concepts in organizational leadership instead of just projects. There is an emphasis now on building competencies in staged fashion with opportunities to master concepts at later stages in the core courses.



MBA students will consistently exceed the average benchmark across the Organizational Behavior CPC. Direct, Summative, and Comparative assessment using Peregrine as the instrument

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council); Average score is 58.68% for this metric

The current results has shown a continuous underperformance against ACBSP benchmark but improvement seems stalled

The results show that modifications made to courses have not been effective at addressing this area. The core course focused in this area needs to be redesigned.

We have identified overall weakness in the core finance courses. We have redesigned a new core quantitative course in 2022 and targeting to get research methods applied across all MBA core courses to focus on core skills.



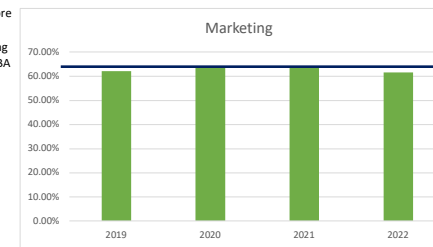
MBA students will consistently exceed the average benchmark across the Marketing CPC. Direct, Summative, and Comparative assessment using Peregrine as the instrument

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council); Average score is 63.57% for this metric

The current results has shown a continuous underperformance against ACBSP benchmark but improvement seems stalled

The results show that modifications made to courses have not been effective at addressing this area. The core course focused in this area needs to be redesigned.

We have identified overall weakness in the core finance courses. We have redesigned a new core quantitative course in 2022 and targeting to get research methods applied across all MBA core courses to focus on core skills.



MBA students will consistently exceed the average benchmark across the Quantitative Research Techniques and Statistics CPC. Direct, Summative, and Comparative assessment using Peregrine as the instrument

Benchmark comparison is classified as ACBSP Region 1 (Northeast Council); The Average score was 51.15% in ACBSP Region 1 for this metric.

The current results has shown a continuous underperformance against ACBSP benchmark and improvement seems stalled

The results show that modifications made to courses have not been effective at addressing this area. The core course focused in this area needs to be redesigned and has been redesigned with stronger emphasis on this CPC.

We have identified overall weakness in the core quantitative courses. We have redesigned a new core quantitative course in 2022 and targeting to get research methods applied across all MBA core courses to focus on core skills.

