

Assessment Action Plan¹

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

Performance Indicator	Definition
Program: BSB, BSM	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination</i>. Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work</p> <p><i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><i>Formative</i> – An assessment conducted during the student’s education.</p> <p><i>Summative</i> – An assessment conducted at the end of the student’s education.</p> <p><i>Internal</i> – An assessment instrument that was developed within the business unit.</p> <p><i>External</i> – An assessment instrument that was developed outside the business unit.</p> <p><i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>
<p>PLO 1 BSB: Demonstrate knowledge of core business disciplines to effectively address organizational challenges and opportunities</p> <p>PLO 4 BSB: Apply analytical skills and quantitative methods to enhance business performance.</p>	
<p>Course: BUSB-230 Economics for Business</p>	
<p>CLO 1: identify and analyze the concepts of scarcity, opportunity, opportunity cost, and elasticity</p> <p>CLO2: build and apply the basic tools of economic analysis to a firm’s profit maximization decision making</p> <p>CLO 3: understand the fundamental macroeconomic issues</p>	

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

including national income accounting, unemployment, and inflation
CLO 4: explain the distinction between monetary and fiscal policies and identify how policy changes impact our lives
CLO 5: develop an informed perspective on historical change in economic institutions and social relations

Analysis of Results

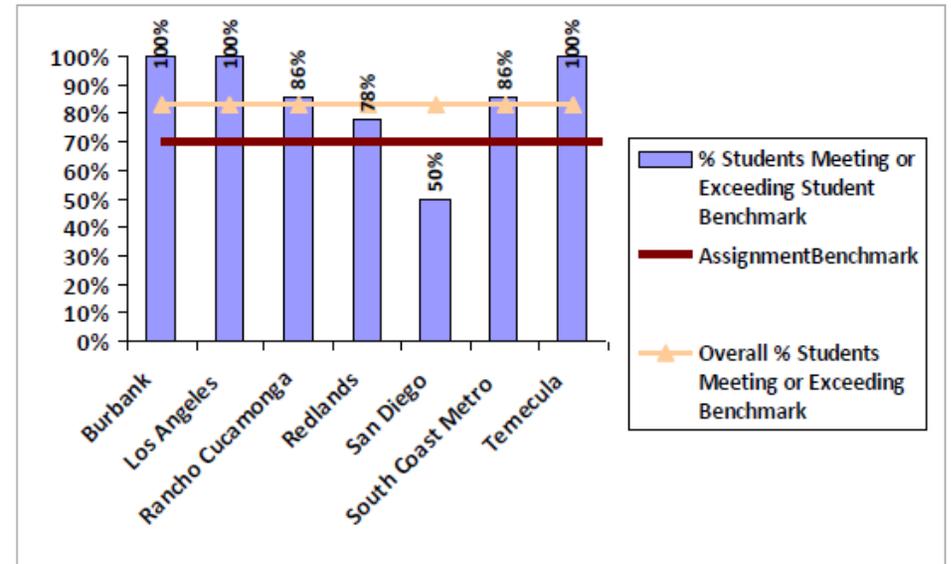
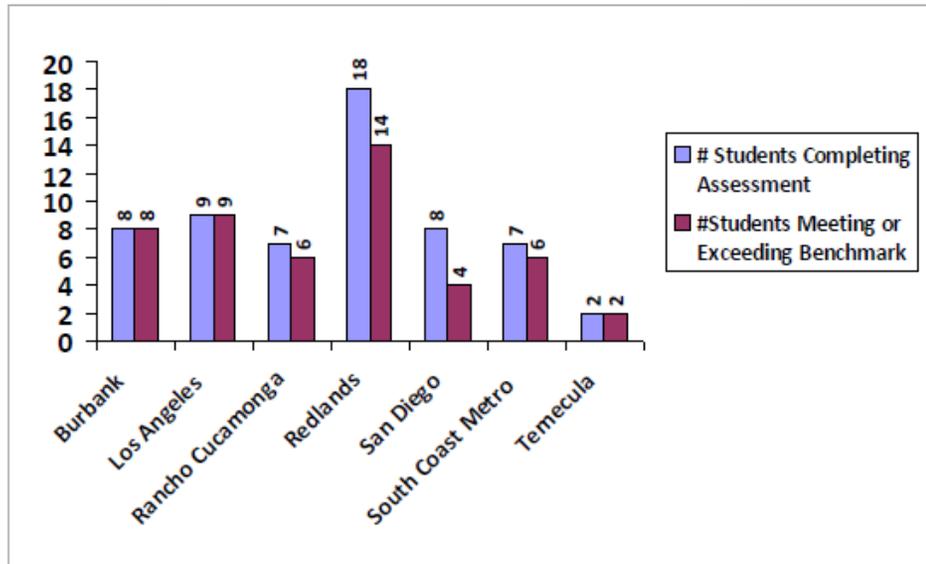
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)
<p>70% of the students completing the Economic Analysis Paper will meet or exceed the benchmark of 70%.</p> <p>70% of the students doing homework and taking quizzes based on AACSB categories and Bloom’s Taxonomy will meet or exceed the benchmark of 70%.</p>	<p>Economic Analysis Paper, internally administered in an 8 week course for 2015</p> <p>AACSB categories and Bloom’s Taxonomy applied to homework and quizzes, externally administered in an 8 week course.</p>	<p>The benchmark for the economic analysis paper has clearly been met. Similarly, most of the AACSB categories and Bloom’s taxonomy benchmark goals have been met (all in 2016 Spring 2 and most in 2016 Fall 2) In 2016 Fall 2, only three campuses submitted comparable results. There are</p>	<p>The differentiated results based on AACSB categories and Bloom’s Taxonomy indicated that the benchmark is generally met and students successfully complete the course. As some of the results for 2016 Fall 2 are missing because, it is difficult to give a clear picture for 2016 Fall.</p>	<p>The Economic Analysis Paper, though showing successful results, has been replaced by a more differentiated and thorough tool using all of the online assignments on the Connect platform. Given the missing results in 2016 Fall 2, the use of this online platform for assessment needs to be more rigorously presented and enforced among the instructors teaching the class to have a comprehensive and comparable picture of students’ learning</p>	<p>2015 Fall 2 See p. 2</p> <p>2016 Spring 2 See p. 3</p> <p>2016 Fall 2 See p. 4</p>

mainly higher level skills among the categories not met in 2016 Fall 2, such as analytics and reflective thinking. However, these vary across the different courses, hence, a definite conclusion cannot be drawn.

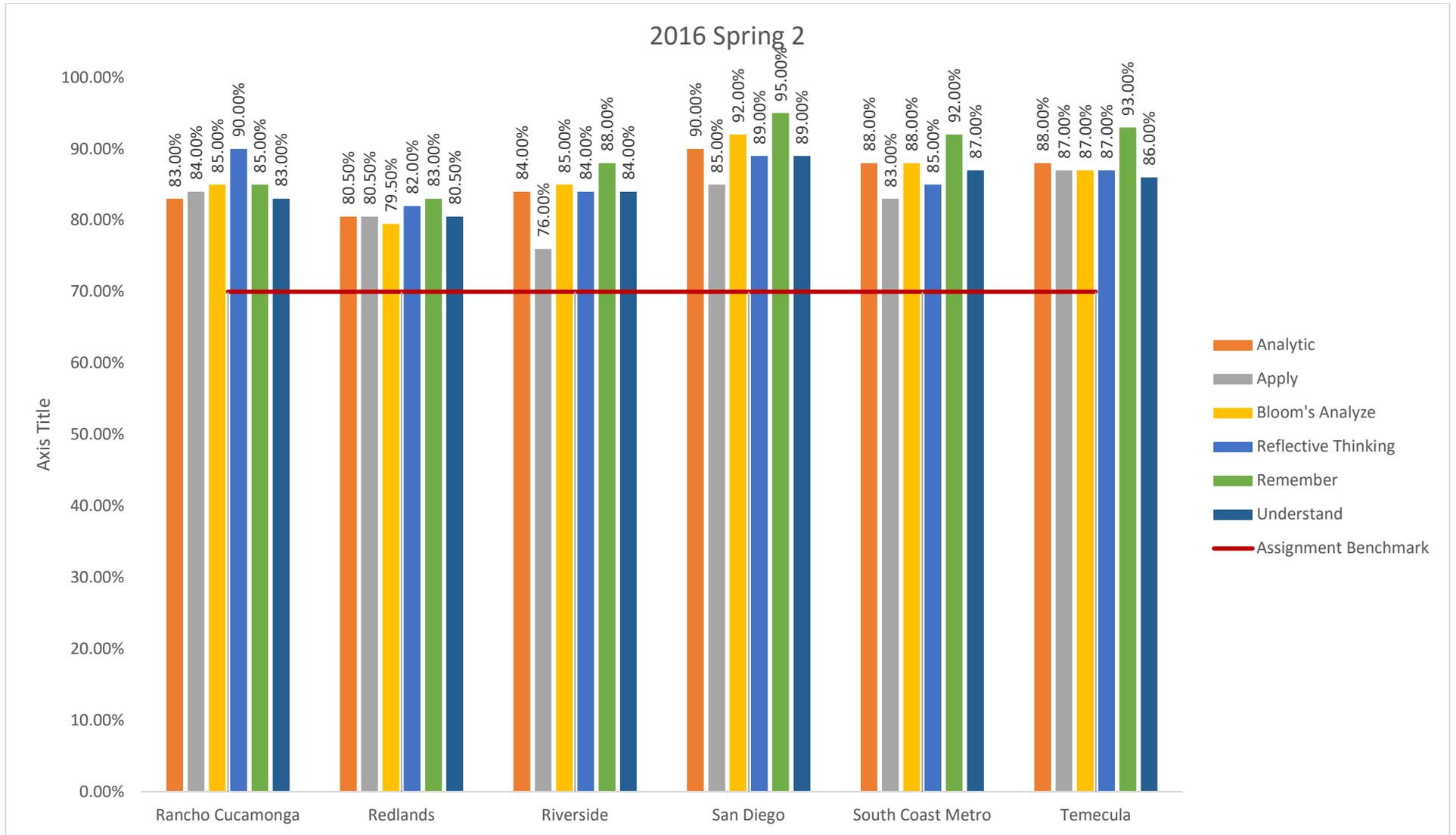
achievements.

2015 Fall 2

Assignment: Economic Analysis Paper

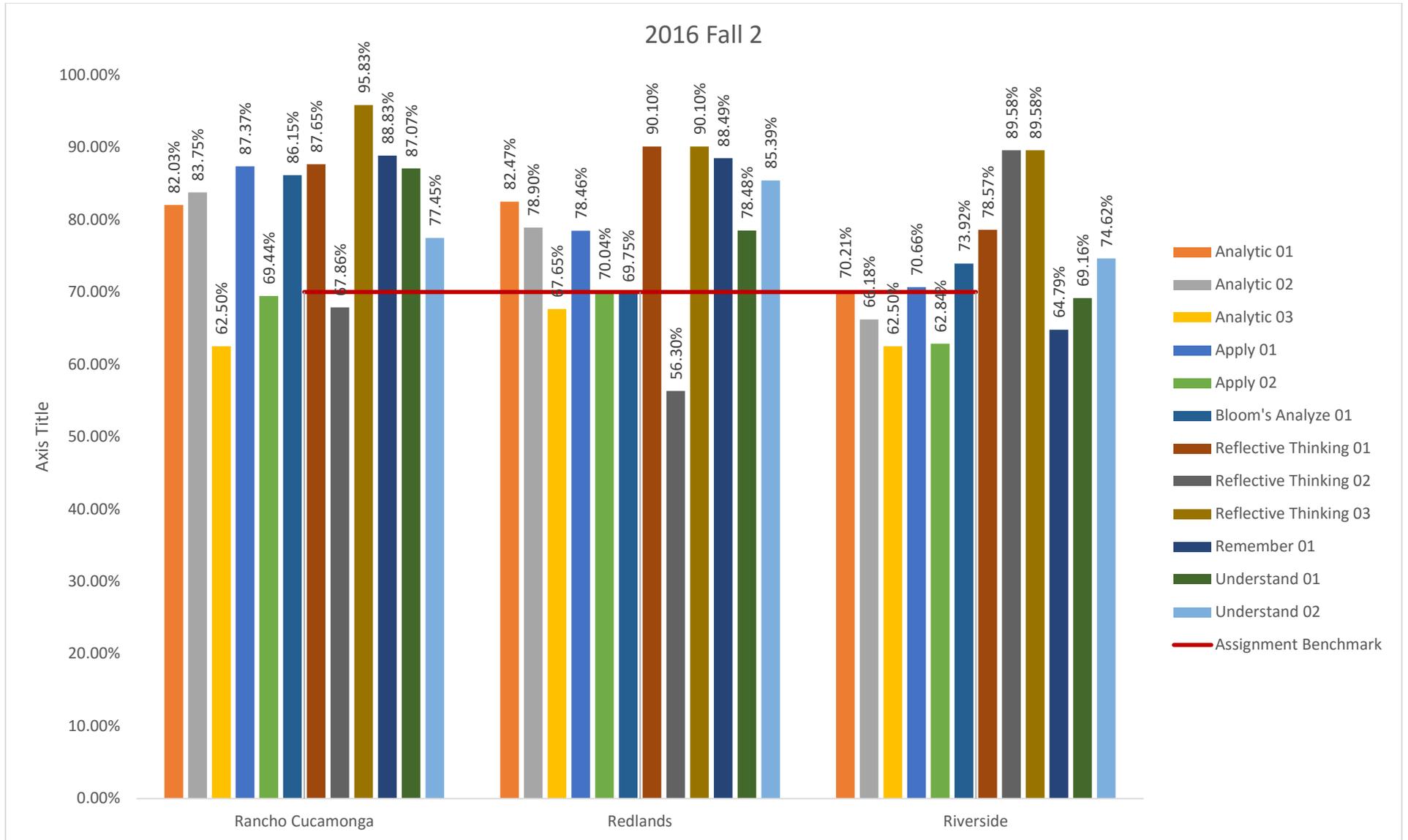


2016 Spring 2



2016 Fall 2

2016 Fall 2



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 - i. If assignment is being assessed using a rubric: 80% of the students will meet or exceed the benchmark score of 80% using a standardized rubric.
 - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
 - b. **Undergraduate**
 - i. *If assignment is being assessed using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized rubric. (Different from Graduate benchmark)*
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 - c. Other: Consult Program Director.
3. **What is your measurement instrument or process:** It is important that the assessment instrument (embedded assignment in course, assessment quiz/exam) is explicitly identified. If using an embedded assignment in course, identify the assignment clearly so that it matches the course Master Syllabus word-for-word. Indicate type of assessment conducted by this assignment. Refer to different assessment types indicated in the first page of this template.
4. **Current Results:** Be brief and to the point, and tie it back to the Measurable Goal. Indicate clearly if the Measurable Goal/Benchmark was achieved or not in the time period covered in this action plan.
5. **Action Taken or Improvement made:** Be detailed and explicit; recommended actions should be as tangible as possible. Avoid recommending generic actions such as "Assessment rubric has to be changed." State clearly what changes are required based on the data, when changes will be made, and implemented.
6. **Graphs or Tables of Resulting Trends:** Should you need the raw assessment data, contact Brian Hamilton.
7. Consult Program Director if you have any questions.

Assessment Action Plan¹

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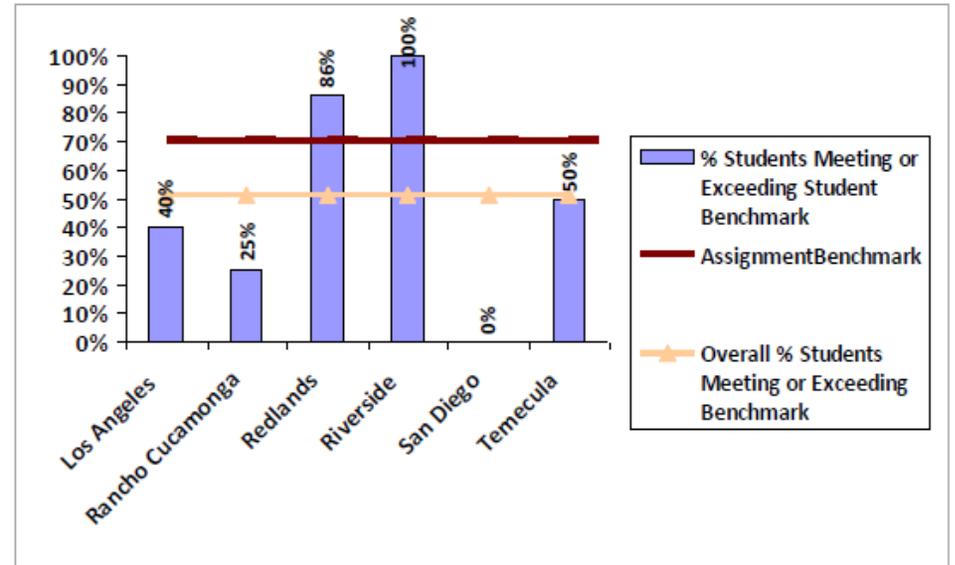
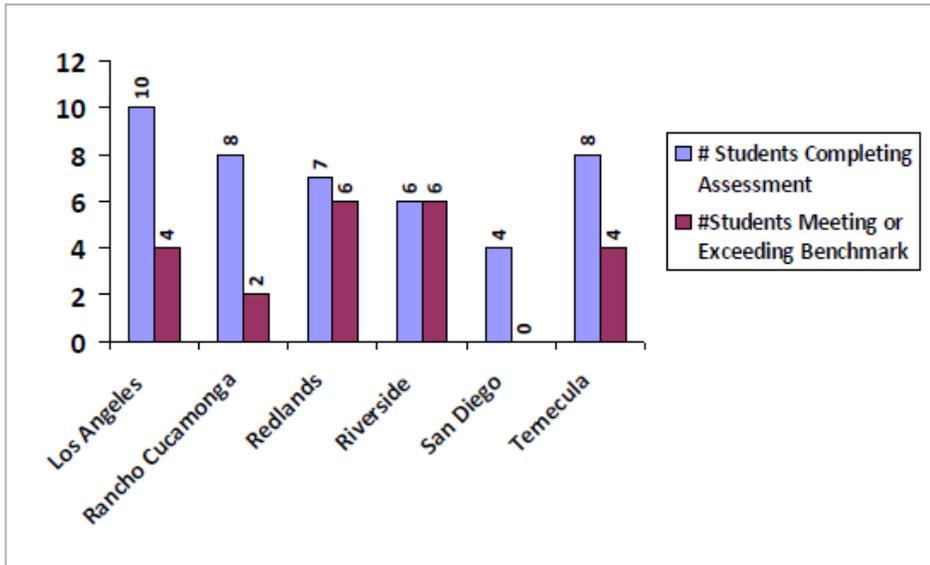
Performance Indicator	Definition				
Program: BSB PLO 3: Employ effective written and oral skills to communicate clearly and persuasively	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination</i>. Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work <i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. <i>Formative</i> – An assessment conducted during the student’s education. <i>Summative</i> – An assessment conducted at the end of the student’s education. <i>Internal</i> – An assessment instrument that was developed within the business unit. <i>External</i> – An assessment instrument that was developed outside the business unit. <i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
Course: BUSB 232 Business Statistics					
CLO:1: prepare and utilize charts, graphs, and statistical measures to help understand and interpret data collected from diverse business environments					
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Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)

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<p>Performance Indicator:</p> <p>Students will take a final exam in BUSB 232 which will determine if students have an introductory understanding of how to examine and apply the statistical techniques as well as how to use them to solve managerial problems.</p> <p>Measureable Goal:</p> <p>To satisfy the CLO introductory requirements, our goal is that 70% of the students taking the multiple choice portion of the final exam will meet or exceed the benchmark of 70% using a standardized assessment scoring sheet</p>	<p>Multiple choice section of final exam</p> <p>BUSB 232 is offered over 8- week's term. Final exam internally and directly were administered using a standardized assessment-scoring sheet. In the assessment analysis, the formative and comparative approach was incorporated.</p>	<p>Results:</p> <p>The weighted average percentage (WAP) of students who met and exceeded the benchmark of 70% for assessment test was approximately 65% for 7 campus locations in 2015 Fall 3, 2016 Fall 3 and 2017 Spring 3 terms.</p> <p>18 sections were offered across 7 campus locations with total of 129 students taking this course (Students who attempted the assessment test), 9 out of 18 sections met or exceeded the benchmark. The other 9 sections did not meet the benchmark and fluctuate between 25%-69% with deficit of 1%-45% to reach the CLO benchmark.</p> <p>2015 Fall3 term with 43 students offered at 5 locations, 51% of students met or exceeded the benchmark. 2 (Redlands and Riverside) of the 5 locations with range of 86% to 100% of students met or exceeded the benchmark. However the other 3 locations (Rancho Cuc., Los Angeles, Temecula) did not meet the benchmark. The</p>	<p>The overall results as WAP reveals that the students' performance for assessment test was not met or exceeded the benchmark.</p> <p>18 sections were offered across 7 campus locations with total of 129 students taking this course, 9 out of 18 sections met or exceeded the benchmark. The other 9 sections did not meet the benchmark with deficit of 1%-45% to reach the CLO benchmark.</p> <p>The results appear to be satisfactory for terms 2016 Fall 3 and 2017 Spring 3 terms as the performance exceeded the 70% benchmark.</p> <p>The average for</p>	<p>Action :</p> <p>As the data reveals, it is clear that not all the students in this course took the assessment test.</p> <ol style="list-style-type: none"> 1. Instructors to be sure to conduct the assessments test and report the results. The assessment test will be part of the final exam and required to be taken and graded. One of the clusters during 2015- did not administer the test. 2. To provide a grid for the topics of questions asked. This allows us to know which area students are struggling and make necessary changes in the syllabus. 3. Instructors to evaluate the students' work (homework) during the first two session and recommend students who are struggling to seek help of a tutor or other resources available to them.. To know the students' needs and provide struggling students the appropriate educational resources to enhance their performance by tutoring and writing workshops. 4. It might be useful to consider the teaching performance by full-time and adjunct faculty. 5. The intention is to follow up and debrief the Redlands and 	<p>2015 Fall 3</p> <p>2016 Fall 3</p> <p>2017 Spring 3</p>
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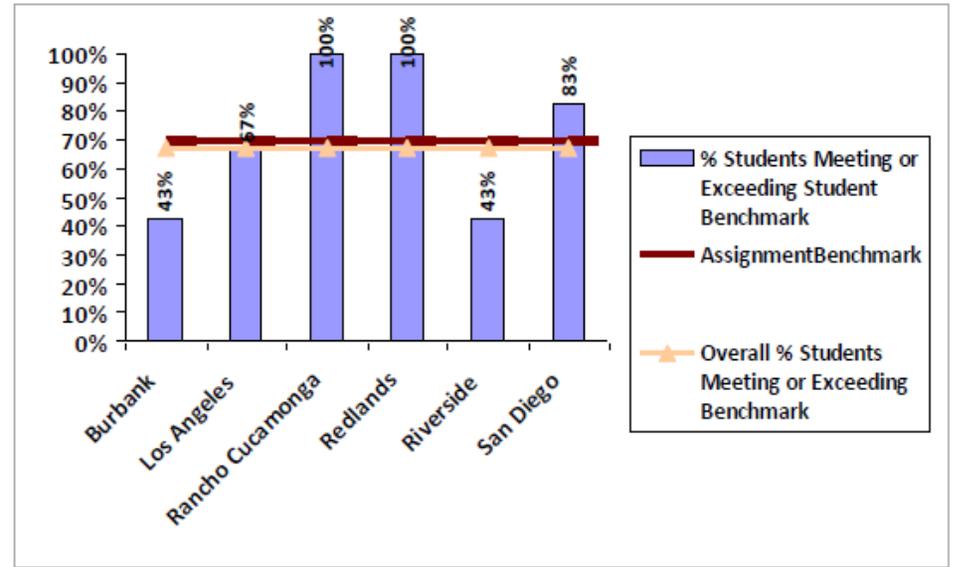
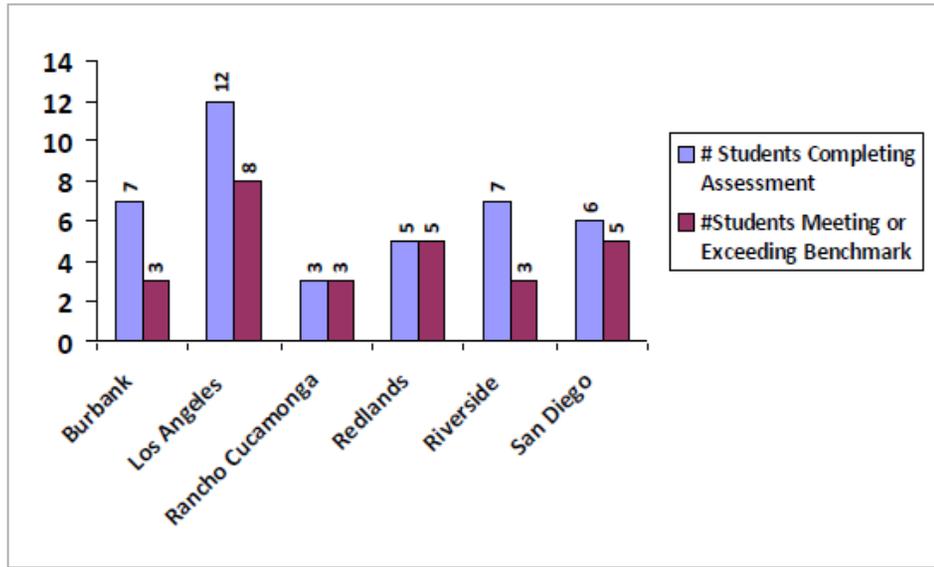
		<p>number of questions were asked in the assessment test were inadequate for this period. However, the number of questions were raised to 10 multiple choice questions for the assessment conducted in 2016 for this course.</p> <p>2016 Fall3 term with 40 students offered at 6 locations, 70% of students met or exceeded the benchmark. 4 (Redlands, LA, Rancho Cuc., and San Diego) of the 6 locations with range of 70% to 100% of students met or exceeded the benchmark. However the other 2 locations (Burbank and Riverside) did not meet the benchmark.</p> <p>2017 Spring 3 term with 46 students offered at 6 locations, 73% of students met or exceeded the benchmark. 4(Redlands, Riverside, Burbank, and San Diego) of the 6 locations with range of 78% to 100% of students met or exceeded the benchmark. However the other 2 locations (Rancho Cuc. And South Coast Plaza) did not met the benchmark.</p>	<p>2015 Fall3 was 51% which is a deficit of19% to reach the required benchmark.</p> <p>Three regional campuses (Los Angeles, Rancho Cuc. And Temecula) fell short during 2015 Fall 3 term. As Los Angeles campus is closed from 2016, the Rancho Cuc and South Coast Plaza fell short during 2017 Spring 3 term.</p>	<p>Riverside, Rancho Cuc., Brbank, Temecula, instructors to get a better understanding of specific areas in which students were deficient.</p> <p>Based on the outcome of debriefs, we could consider modifying the syllabus to focus more on certain topics.</p> <p>The assessment instrument was modified by increasing the number of questions asked from 5 to 10. Also the midterm assessment has been deleted as the midterm assessment tests were not conducted or students did not participate. Therefore, the multiple-choice section of final exam will be the instrument of assessment from 2018.</p>	
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Assignment: Questions

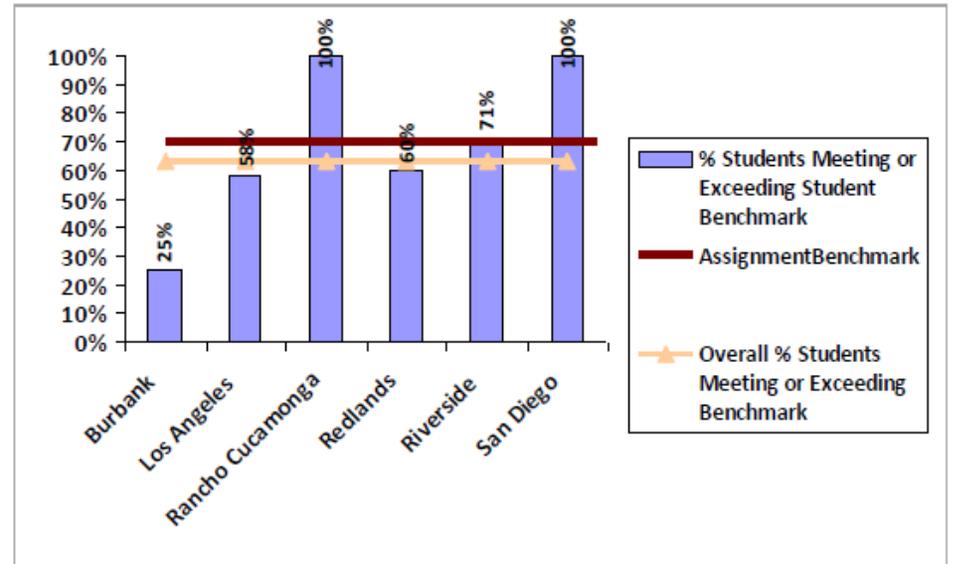
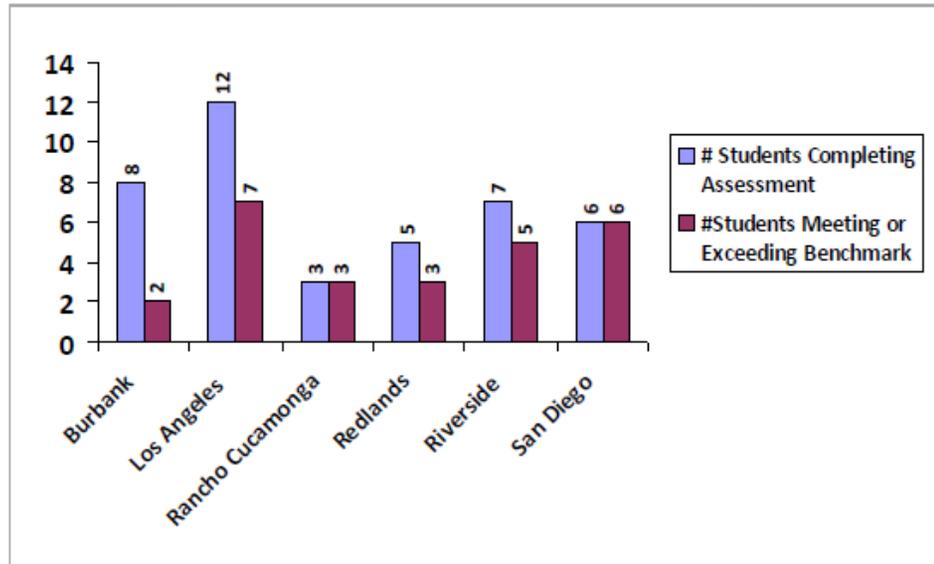


2016 Fall 3

Assignment: Final

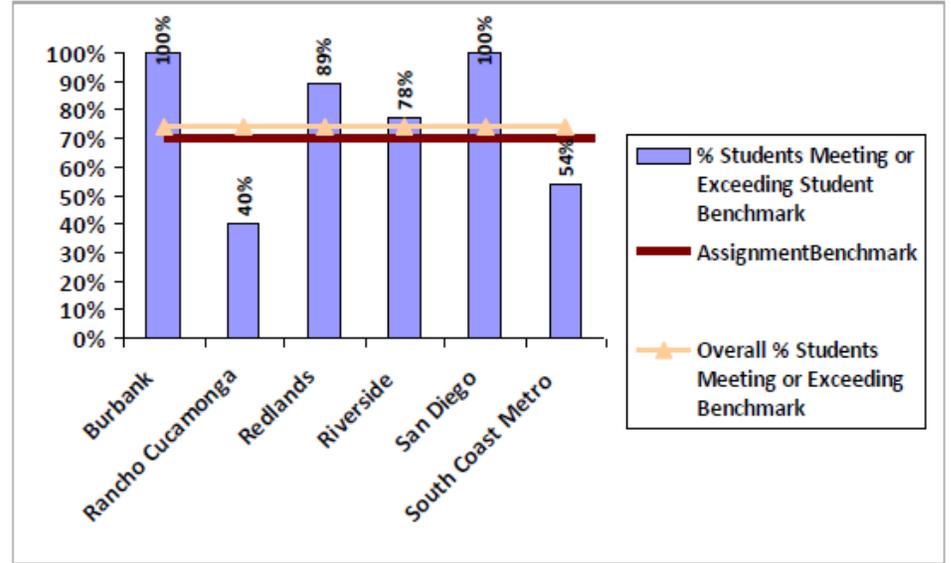
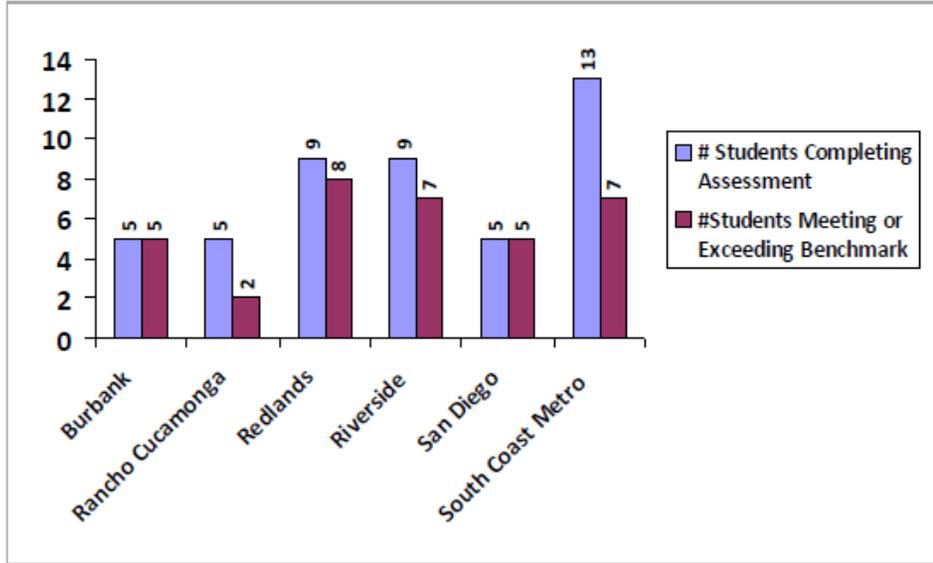


Assignment: Midterm

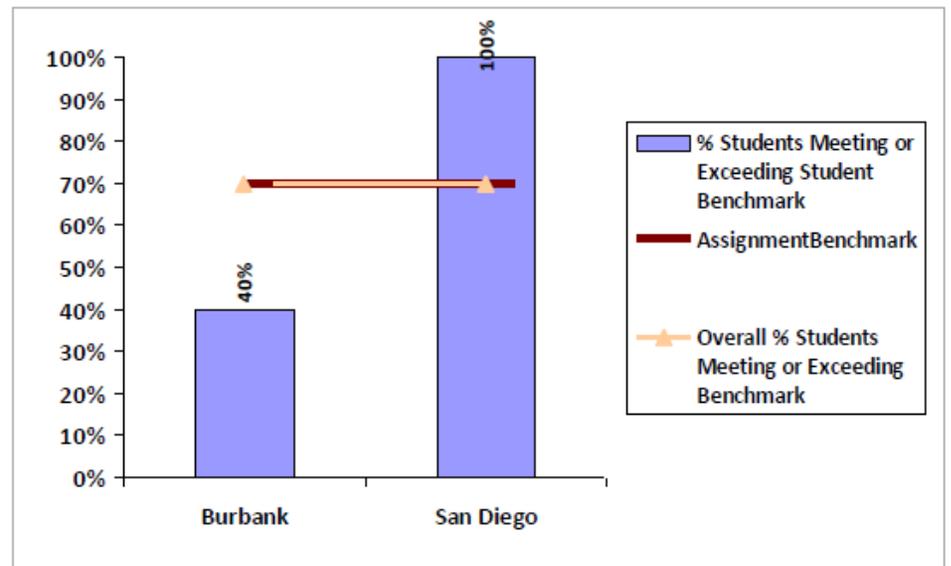
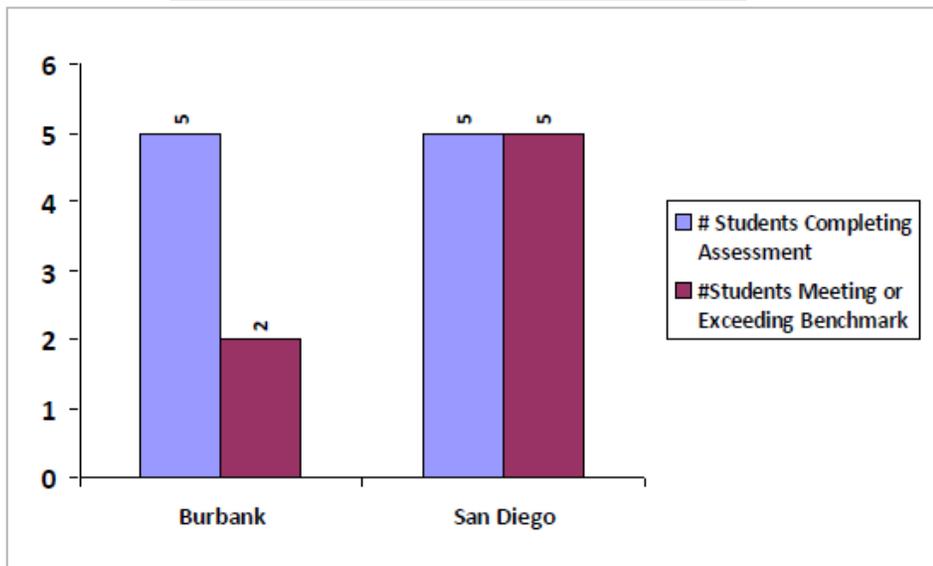


2017 Spring 3

Assignment: Final



Assignment: Midterm



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1Assessment Action Plan

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Performance Indicator	Definition				
Program: BSB PLO: 1. Demonstrate knowledge of core business disciplines to effectively address organizational challenges and opportunities Course: BUSB 260 CLO: Record business transactions and prepare financial statements	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work <i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. <i>Formative</i> – An assessment conducted during the student’s education. <i>Summative</i> – An assessment conducted at the end of the student’s education. <i>Internal</i> – An assessment instrument that was developed within the business unit. <i>External</i> – An assessment instrument that was developed outside the business unit. <i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
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Average assessment results will equal or exceed 70% of the learning objective.	Final exam, internally administered.	Students have yet to meet the measurable goal of equaling or exceeding 70% of the learning objective; however, the trend is positive as an increasing number of students have	The data indicate that we have made some progress in meeting our first course learning objective, but we still need to improve student learning. In the three terms assessed, the percentage of	We added additional material that demonstrated how firms’ measure and record retained earnings and the effect of income taxation have on their reported profits. While the results indicate that student understanding in these areas has increased, the data	<p>2016 Spring 3</p> <p>2016 Fall 3</p> <p>2017 Spring 3</p>

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		met or exceeded the goal in the three successive assessment periods.	students meeting or exceeding the first course learning objective has been 46%, 52%, and 59%, respectively. We attribute this positive to our efforts in addressing those areas in which the results indicated that our students did not understand the material well enough to answer the questions correctly. Specifically, we added additional learning material in the areas of retained earnings and the effect of income taxes on profits.	indicate that these remain the two primary areas that students struggle with understanding. Our next step is add additional learning materials in these areas. We will accomplish this by including extra exercises and problems in our in-house text-Accounting: The Language of Business. We will begin using this revised text in January 2018.	OVERALL RESULTS
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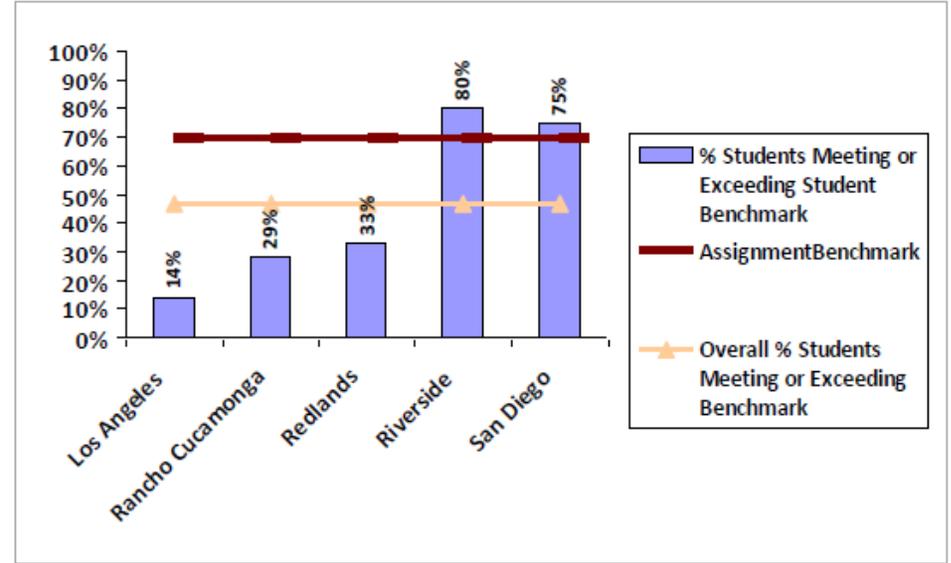
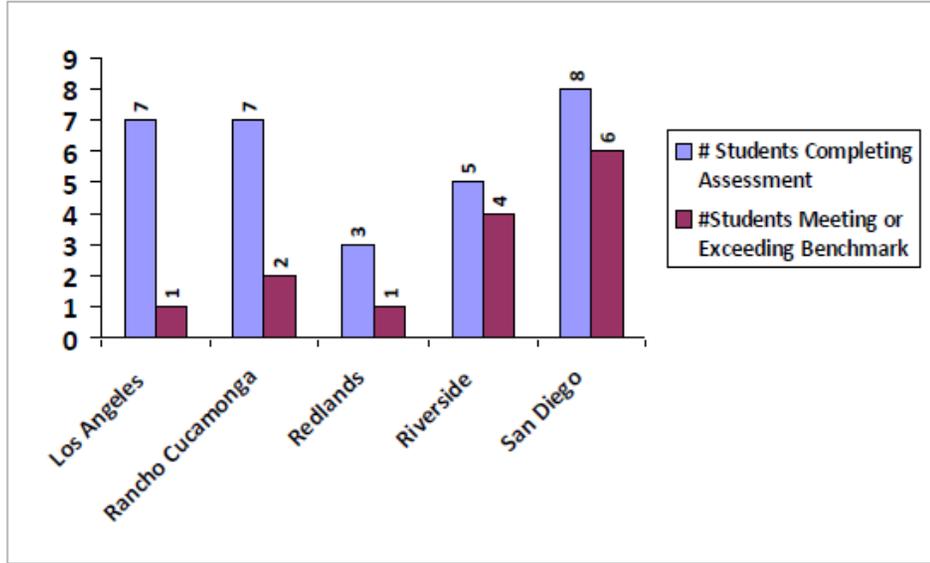
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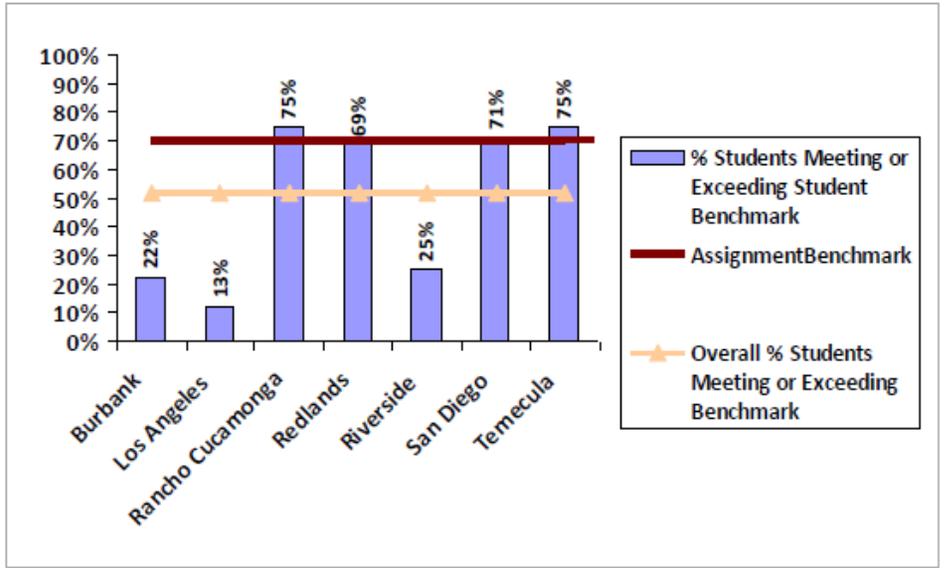
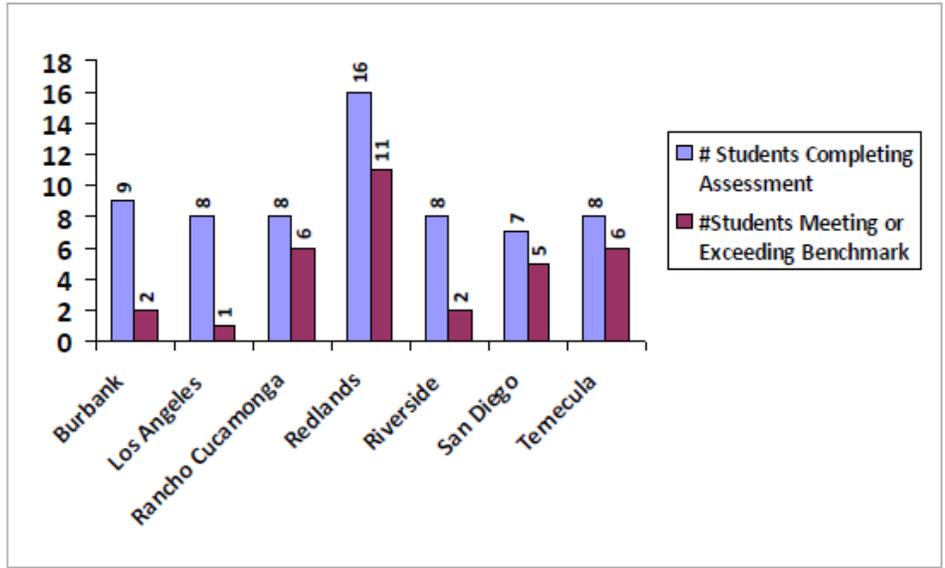
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2016 Spring 3

Assignment: Questions

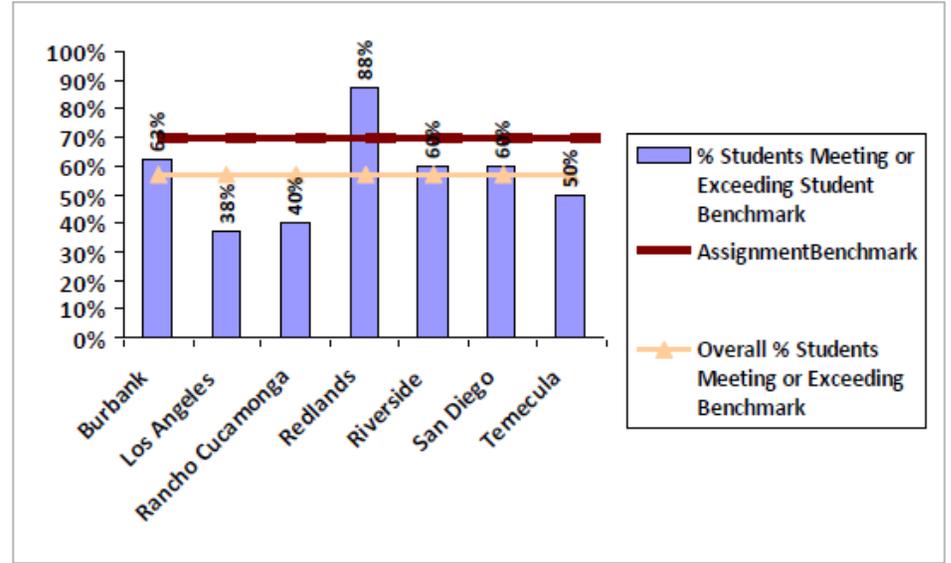
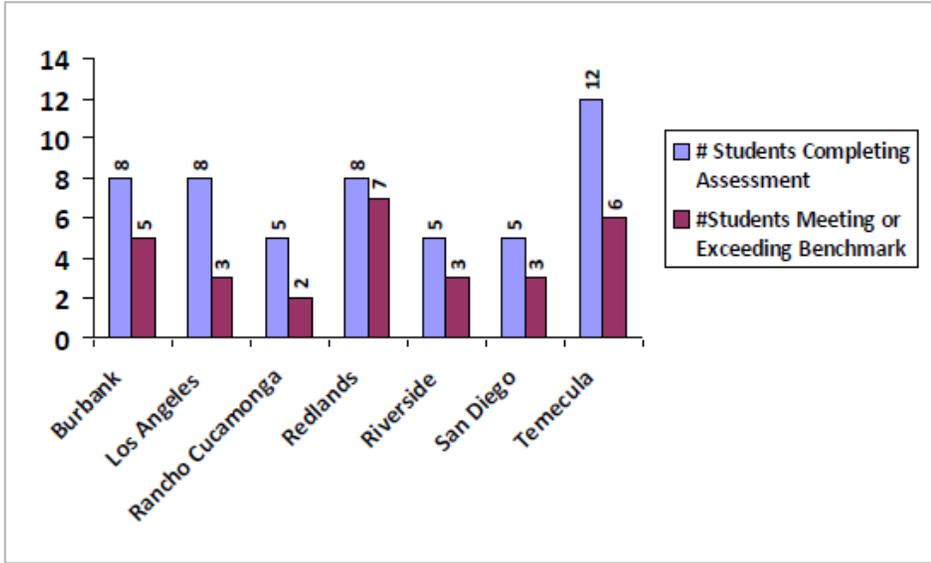


Assignment: Questions

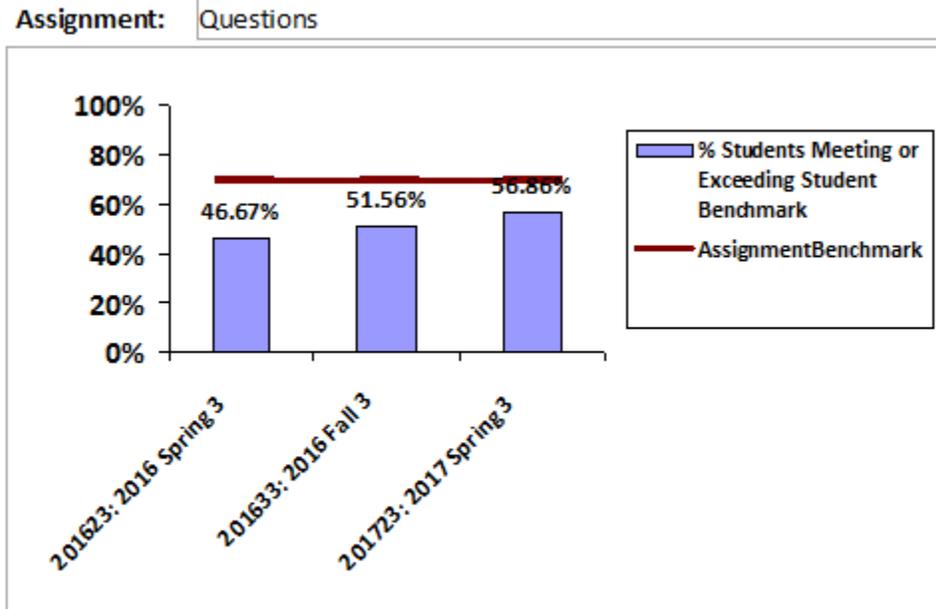


2017 Spring 3

Assignment: Questions



OVERALL RESULTS



Bachelors of Science in Business (ACBSP Self-Study Year 2015-16)

Performance Indicator	Program Description
<p><u>BUSB 300 Ethical and Legal Environment of Business</u></p> <p>SLO # 1 Identify, analyze, and effectively evaluate contemporary legal and ethical issues in business management, both domestic and international.</p> <p><u>BSB Program Learning Objective #3</u></p> <p>Evaluate ethical implications of students' decisions.</p>	<p>The Bachelor of Science in Business (BSB) is designed to enhance the knowledge and effectiveness of business professionals by linking their experiences with concepts from various business disciplines. Students learn how to apply business concepts in solving problems, synthesizing information as reflective practitioners, and integrating knowledge learned in real-world and classroom settings. The themes of ethics, communication, critical thinking, and organizing global knowledge from a cultural and geographic perspective are woven into the program and demonstrated in course projects. The program culminates in the development and presentation of a capstone paper.</p> <p>Program Learning Objectives and Student Learning Outcomes are assessed as follows:</p> <ul style="list-style-type: none"> • Direct – Assessing student performance by administering Term Paper. • Formative- Assessment is conducted during the students' enrollment in an eight week course with the Term Paper being due in the last class session. • Internal- SLO is derived from the BSB Program Outcomes and delineated in the course syllabus.

Analysis of Results					
Performance Measure Measureable Goal What is your goal	What is your measurement instrument or process? (indicate Length of cycle)	Current Results What are your current results?	Analysis of results What did you learn from the results	Action Taken or Improvement made What did you improve or what is your next step	Insert Graphs or Tables of Resulting Trends
BUSB 300 students are expected to successfully identify the relevant ethical issue and apply ethical theory to business decision making. To demonstrate adequate SLO proficiency, seventy percent of the students must score 7 out of 10 on their term paper using a common ethics grading rubric prepared by faculty and administrators.	Over an eight-week term, BUSB 300 students write a term paper prepared according to standardized assessment directions specified in the class syllabus. Students may be asked to write a term paper proposal in preparation for the term paper. Term Papers (and their presentations) are assessed in each class using an Assessment Rubric prepared by faculty and administrators.	The weighted average percentage of students who met the 70% passing threshold was 76% for the three time periods under study. For the Nov./Dec term of 2015, 78% of students met the expected SLO proficiency level. For the Mar./Apr. 2016 term 74% of students met the expected SLO proficiency level. For the Sept./Oct. 2016 term, 74% of students met the expected SLO proficiency level. Across campuses and the stated time periods, three campuses failed to	Both the 74.5% passing rate and the 7.92 average rubric scores for BUSB 300 students for all three periods offer a reassuring picture of student achievement of desired learning outcomes. Overall, students can successfully identify the relevant ethical issue and apply ethical theory to business decision making. However, disaggregation of the data reveal that certain campuses performed worse compared to the undergraduate standard. When coupled with relevant graduate level assessment	Efforts to address the issues, and sustain the accomplishments mentioned in the results column have already been initiated. All faculty attended three faculty development conferences in Sept. 2015, March 2016 and Sept. 2016 where they were provided assessment-related training by the Dean's office and full-time faculty. Clear directions were given to all faculty so that all understand the correct procedure for assessment of this SLO using the rubric. During Fall 2016, all full-time faculty met to analyze the collected assessment data. Because of declining	2015 FALL 3 (201532) See page 6. 2016 SPRING 1 (201621) See page 7. 2016 FALL 1 (201631) See page 8. OVERALL RESULTS See page 9.

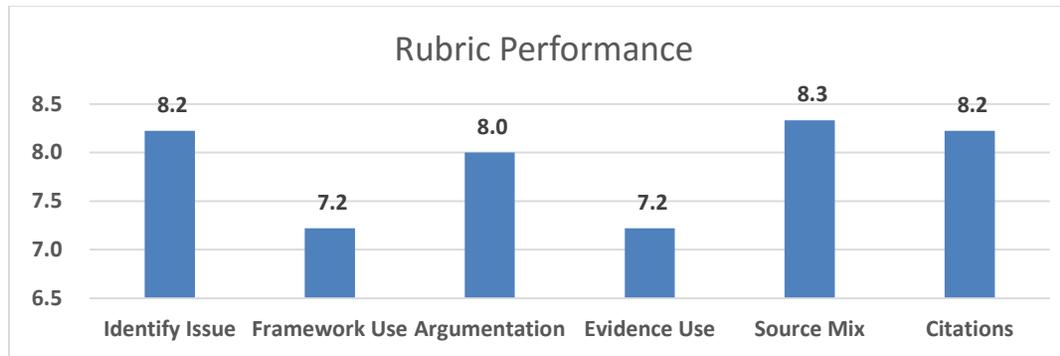
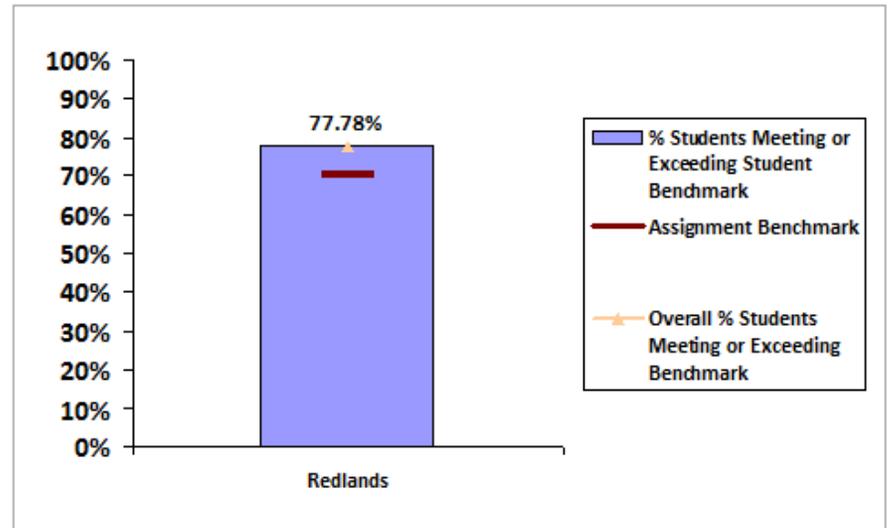
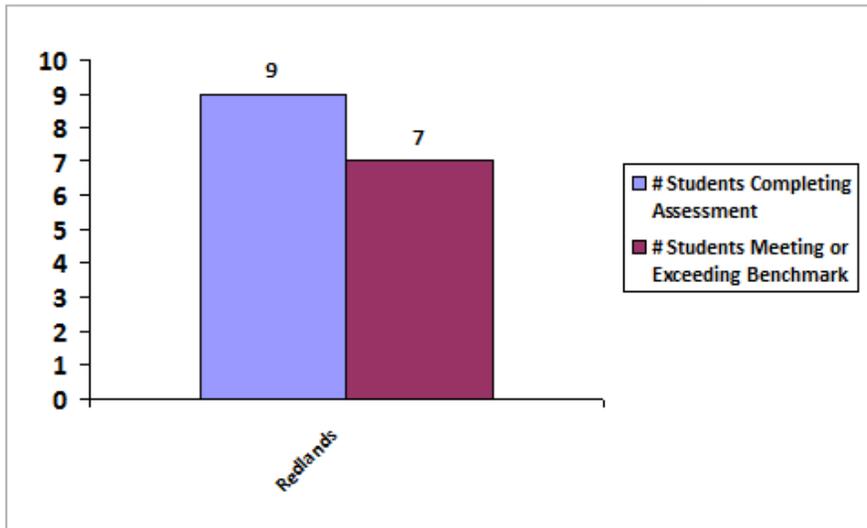
		<p>meet the 70% standard: LA/Torrance (S16, F16), San Diego (S16), and Rancho Cucamonga (S16), South Coast Metro (F16) and Temecula (F16)</p> <p>In terms of rubric averages (over 10), scores averaged 7.87, 7.76 and 8.11 for the three periods. The Rancho campus scored below the 70% proficiency standard, while the Temecula and LA/Torrance campuses were barely above the standard for Spring Term 1 2016. For Fall Term 1 2016, the LA/Torrance campus again scored below the 70% proficiency standard. Analysis of the Fall 2015 and Spring 2016 data reveals that overall, campuses scored low</p>	<p>data, the LA/Torrance campus is a consistent underperformer.</p> <p>To help students and thus maintain high scores, faculty should provide struggling students the necessary educational resources to improve their performance through writing tutors, constant student feedback for written work, better framework explanation, and <u>more decision-making opportunities in class (done through cases)</u> among others. Faculty must also challenge students who are close to the 70% threshold to exert additional effort to meet the standard. For campuses who have met the standard,</p>	<p>average rubric score for Spring 2016, and continuing concerns about the quality and consistency of data given faculty unfamiliarity with the process, ethics faculty underwent further rubric training during the Fall 2016 development conference in September. The session normalized and calibrated their grading and assessment standards to ensure greater consistency. In addition, it improved directions and/or prompts in the model syllabus, especially those that help students with proper business communication and framework use.</p> <p>To improve teaching, future development conferences will: (1) inform adjunct faculty of available educational and student support</p>	
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		<p>on the “Proper Use of Ethical Framework” competency, which had the lowest average among all six competency areas. This was followed by “Evidence Use” which had the second lowest average. For Fall 2016, performance was more consistent throughout the rubric criteria.</p> <p>Cross-faculty comparisons revealed that at the 5% level of significance, for Spring 2016, classes taught by full time faculty (M = 8.111, SD = 0.0203) did not score significantly higher than those taught by adjunct faculty (M = 7.708, SD = 0.0007), t=1.75. For Fall 2016 however, classes taught by FT faculty</p>	<p>sustained proper educational efforts are a must. Finally, to ensure proper and effective assessment, faculty should receive the necessary resources and training for such tasks.</p>	<p>resources; (2) allow faculty to share their professional expertise, and; (3) provide continuing support for assessment and classroom management related issues.</p> <p>To help students perform better, the School should offer English writing workshops to help improve written and oral communication skills.</p>	
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			(M = 8.422, SD = 1.757) scored significantly higher than classes taught by adjunct faculty (M = 7, DS = 0.015), t = 2.98.			
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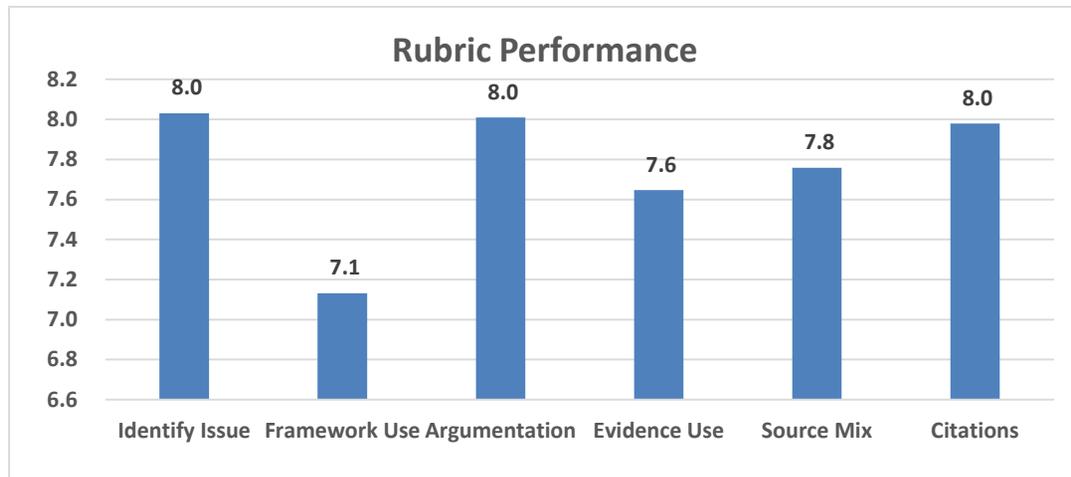
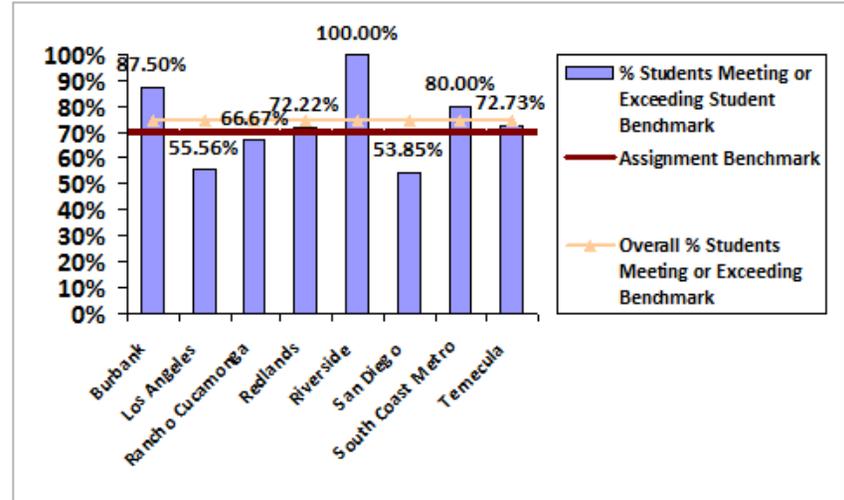
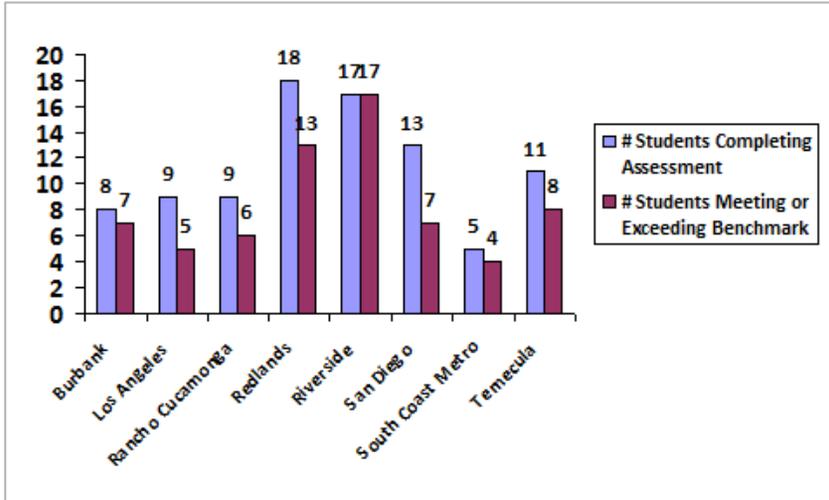
2015 FALL 2 (201532)

Assignment: Final Paper



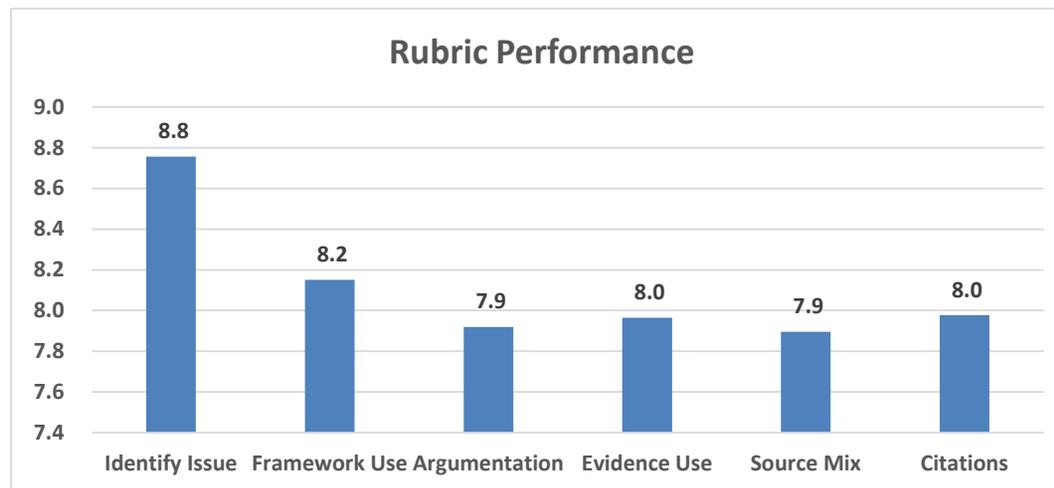
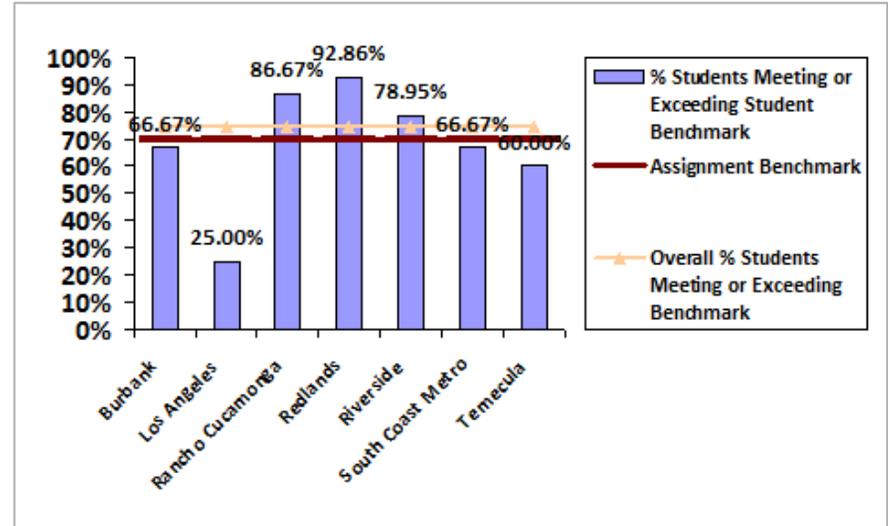
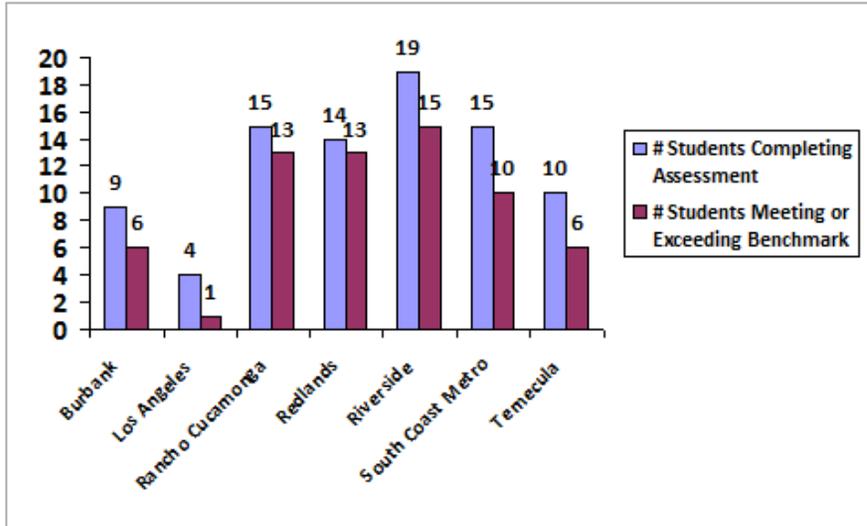
2016 SPRING 1 (201621)

Assignment: Final Paper



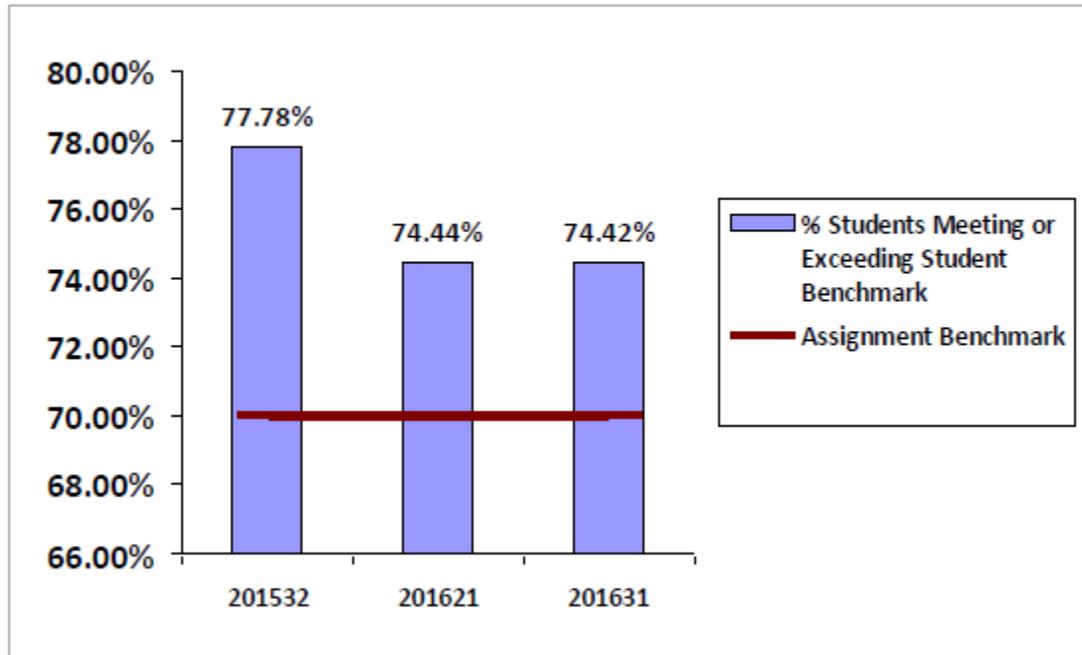
2016 FALL 1 (201631)

Assignment: Final Paper



OVERALL RESULTS

Assignment: Final Paper



Assessment Action Plan¹

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

Performance Indicator	Definition
Program: BSB PLO: 2: Utilize spatial, ethical, and global perspectives in business decision-making.	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work</p> <p><i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><i>Formative</i> – An assessment conducted during the student’s education.</p> <p><i>Summative</i> – An assessment conducted at the end of the student’s education.</p> <p><i>Internal</i> – An assessment instrument that was developed within the business unit.</p> <p><i>External</i> – An assessment instrument that was developed outside the business unit.</p> <p><i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>
Course: BUSB-300 Ethics and Legal Environment of Business	
CLO: 2. Apply ethical theories and concepts to develop ethical business decisions.	

Analysis of Results

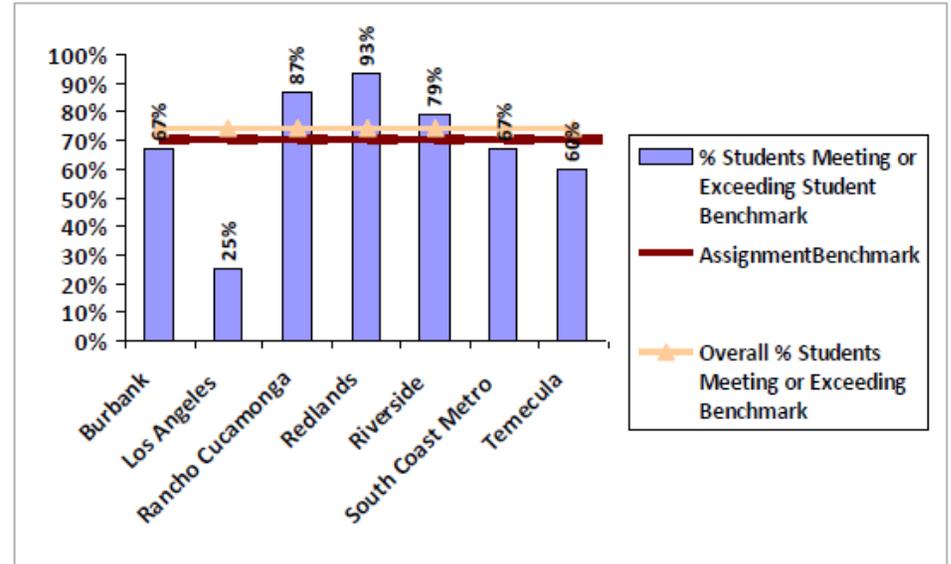
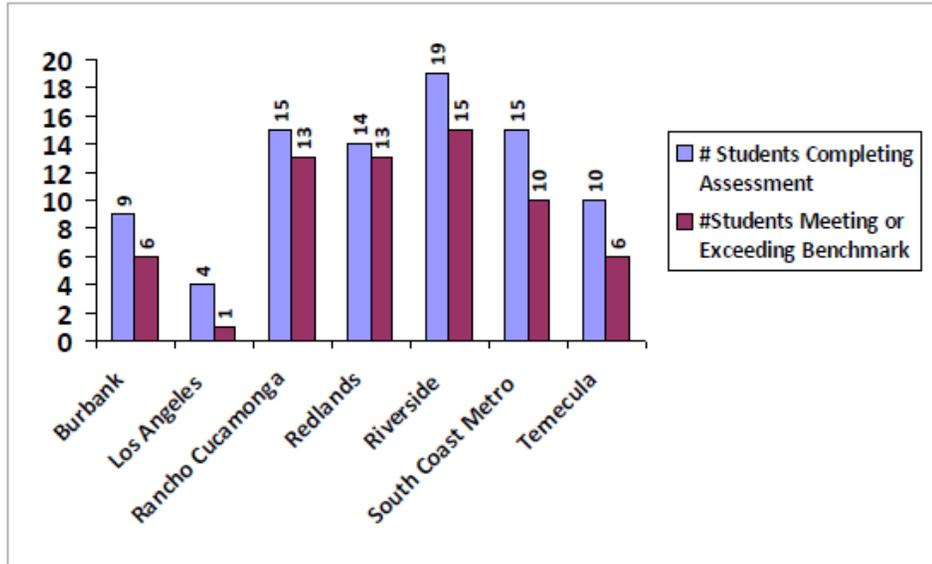
¹ Please read instructions in last page carefully before drafting this action plan.

Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)
<p>BUSB 300 students are expected to successfully identify the relevant ethical issue and apply ethical theory to business decision making. To demonstrate adequate SLO proficiency, seventy percent of the students must score 7 out of 10 on their term paper using a common ethics grading rubric prepared by faculty and administrators.</p>	<p>Over an eight-week term, BUSB 300 students write a term paper prepared according to standardized assessment directions specified in the class syllabus. Students may be asked to write a term paper proposal in preparation for the term paper.</p> <p>Term Papers (and their optional presentations) are assessed in each class using a DIRECT, SUMMATIVE and INTERNALLY GENERATED (faculty) Assessment Rubric.</p>	<p>The weighted average percentage of students who met the 70% passing threshold was 77% for the three time periods under study. This represents a 1% increase from the last three-period average. For the Sept./Oct. term of 2016, 74% of students met the expected SLO proficiency level. For the Nov./Dec. 2016 term 77% of students met the expected SLO proficiency level. For the Mar./Apr.</p>	<p>Despite a slight dip in average rubric scores between the 2015 and 2016 Nov./Dec. rubric scores, both the 77% passing rate and the 7.70 average rubric scores for BUSB 300 students for all three periods offer a reassuring picture of student achievement of desired learning outcomes. Overall, students can successfully identify the relevant ethical issue and apply ethical theory to business decision making. However, disaggregation of the data reveal that certain</p>	<p>Efforts to address the issues, and sustain the accomplishments mentioned in the results column have already been initiated. All faculty attended the Sept. 2016 faculty development conference where they were provided assessment-related training by the Dean's office and full-time faculty. Clear directions were given to all faculty so that all understand the correct procedure for assessment of this SLO using the rubric.</p> <p>They also met to analyze the collected assessment data. Because of declining average rubric score for Spring 2016, and continuing concerns about the quality and</p>	<p>See relevant graphs below.</p>

		<p>term, 100% of students met the expected SLO proficiency level.</p> <p>Across campuses and the stated time periods, the LA/Torrance failed to meet the 70% standard. South Coast Metro, Burbank and Temecula were within 10% of the 70% standard.</p> <p>In terms of rubric averages (over 10), scores averaged 8.11, 7.74 and 8.94 for the three periods. The LA/Torrance campus again scored below the 70% proficiency standard. (4.0)</p>	<p>campuses performed worse compared to the undergraduate standard; the LA/Torrance campus is again an underperformer.</p> <p>To help students and thus maintain high scores, faculty should provide struggling students the necessary educational resources to improve their performance through writing tutors, constant student feedback for written work, better framework explanation, and <u>more decision-making opportunities in class (done through cases)</u> among others. Faculty must also</p>	<p>consistency of data given faculty unfamiliarity with the process, ethics faculty underwent further rubric training during the Fall 2016 development conference in September. The session normalized and calibrated their grading and assessment standards to ensure greater consistency. In addition, it improved directions and/or prompts in the model syllabus, especially those that help students with proper business communication and framework use. Thankfully, the issue was resolved as seen with a more consistent performance across rubric component competencies.</p> <p>To sustain performance, future development</p>	
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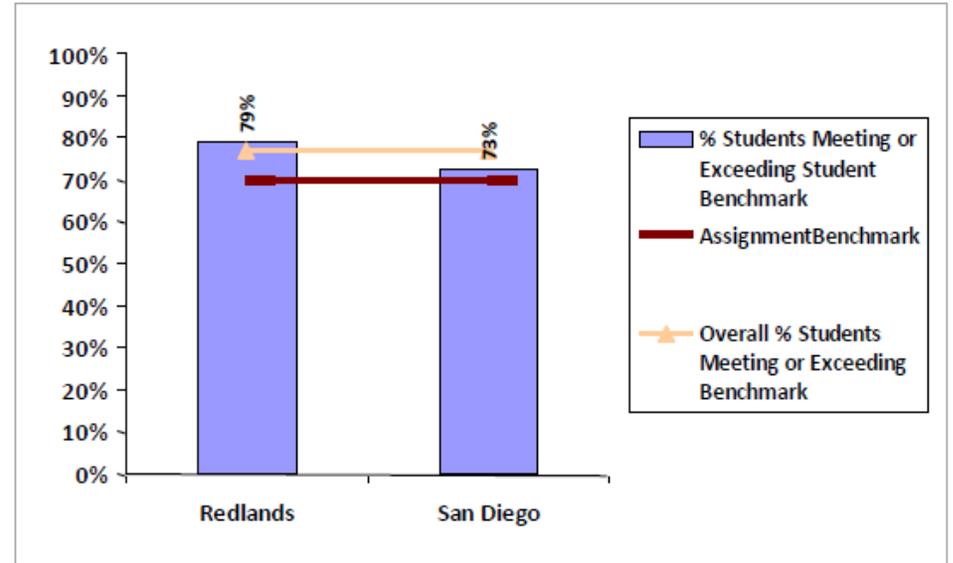
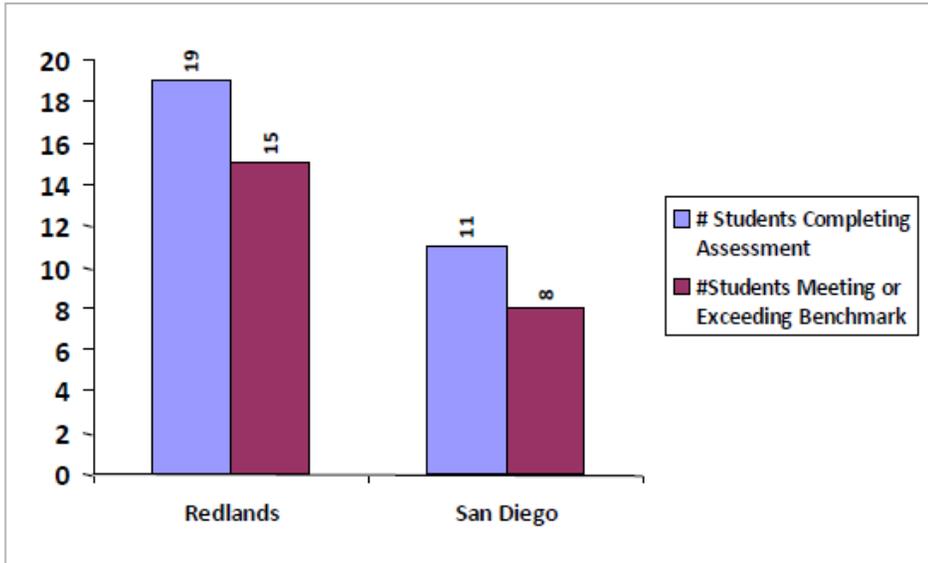
		<p>Analysis of the data from the three periods reveals that overall, campus performance was more consistent across the rubric items. Individual competency scores did not problematically differ across campuses and time periods. None of the scores were below 7.5.</p> <p>Cross-faculty comparisons revealed that over the three time periods, average rubric scores for FT was 8.42, vs 7.92 for PT.</p>	<p>challenge students who are close to the 70% threshold to exert additional effort to meet the standard. For campuses who have met the standard, sustained proper educational efforts are a must. Finally, to ensure proper and effective assessment, faculty should receive the necessary resources and training for such tasks.</p>	<p>conferences will: (1) inform adjunct faculty of available educational and student support resources; (2) allow faculty to share their professional expertise, and; (3) provide continuing support for assessment and classroom management related issues. Rubric norming sessions will continue to be undertaken to ensure that instructors are consistent in its application and use.</p> <p>To help students perform better, the School should offer English writing workshops to help improve written and oral communication skills.</p>	
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2016 Fall 1



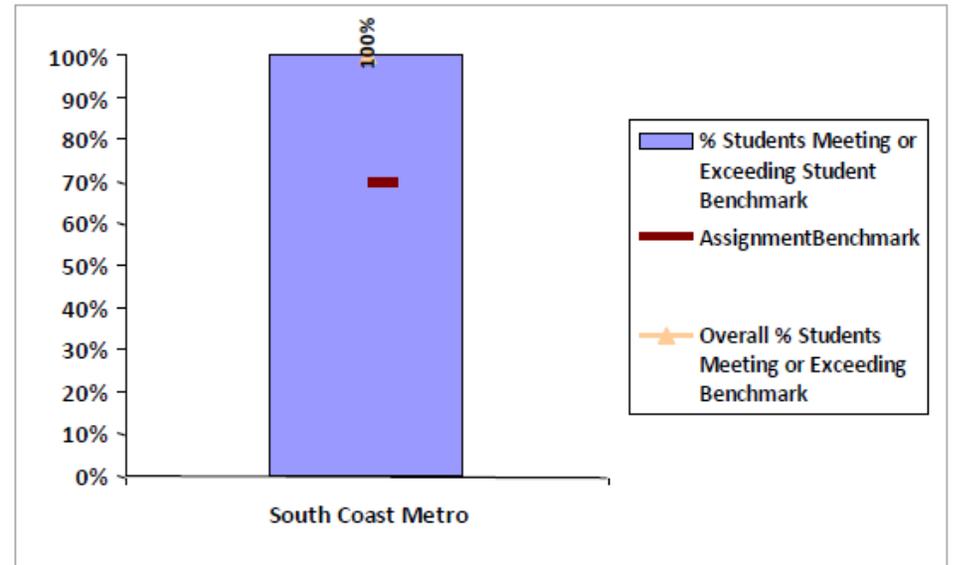
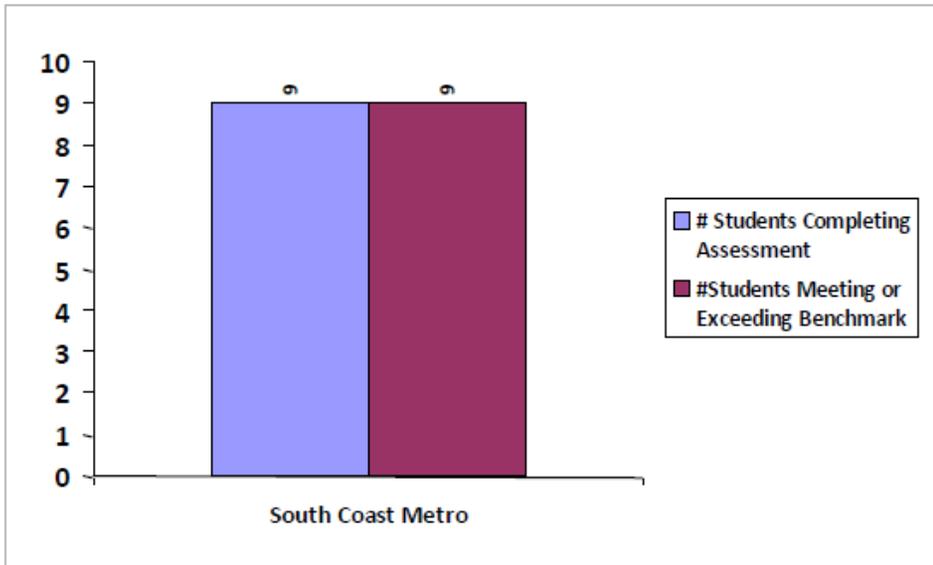
2016 Fall 2

Assignment: Final Paper

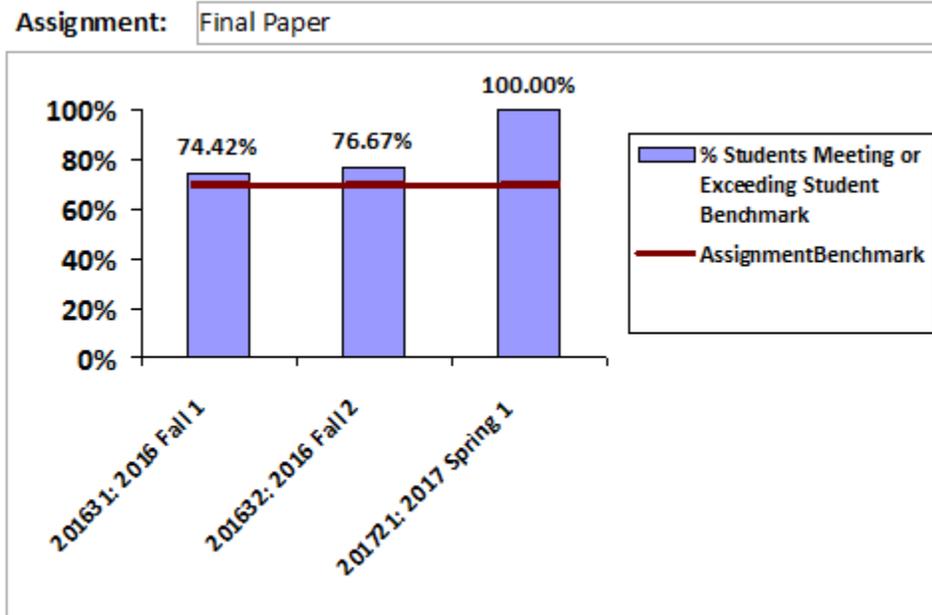


2017 Spring 1

Assignment: Final Paper

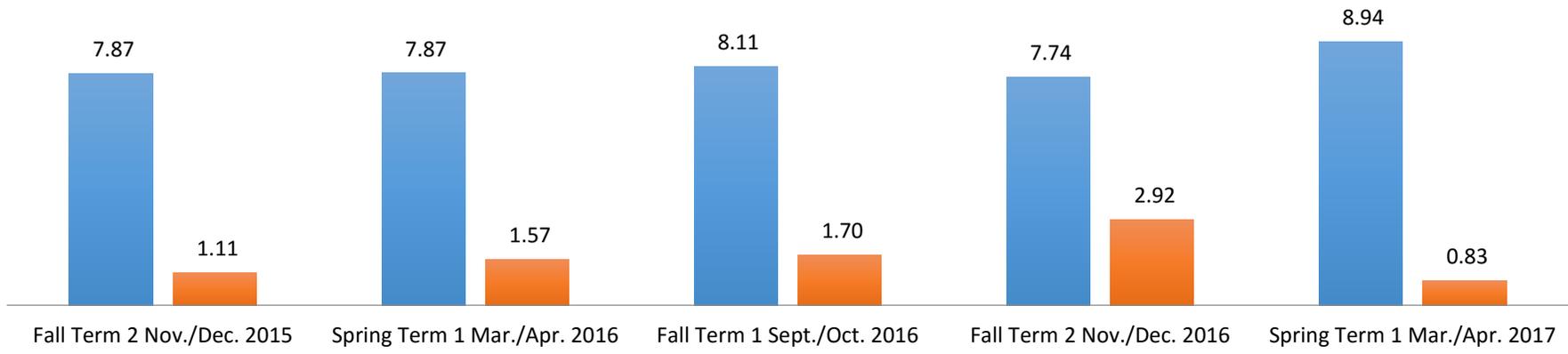


Overall Results

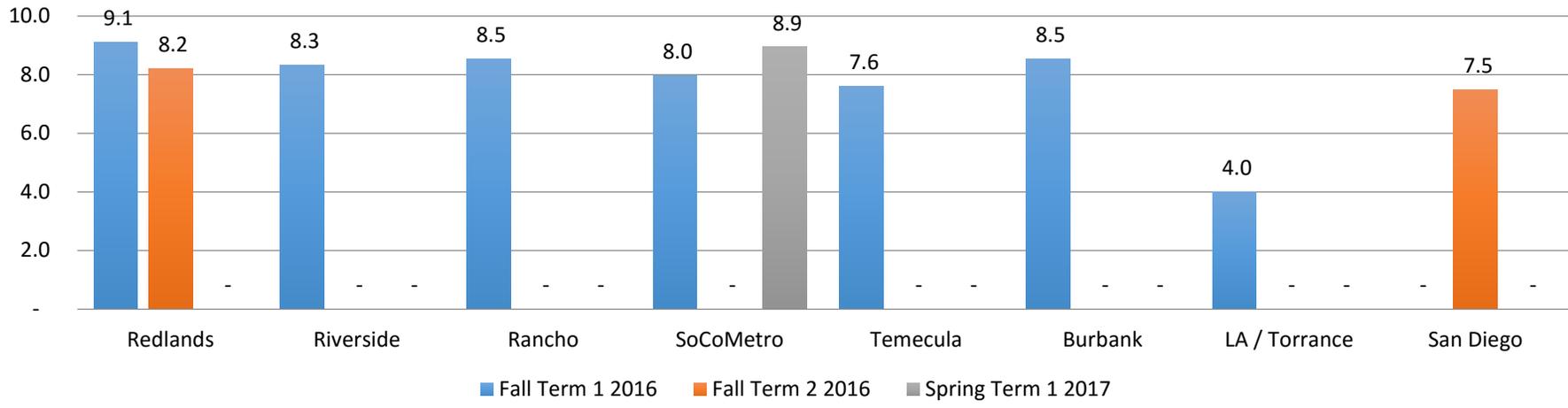


Average Rubric Scores

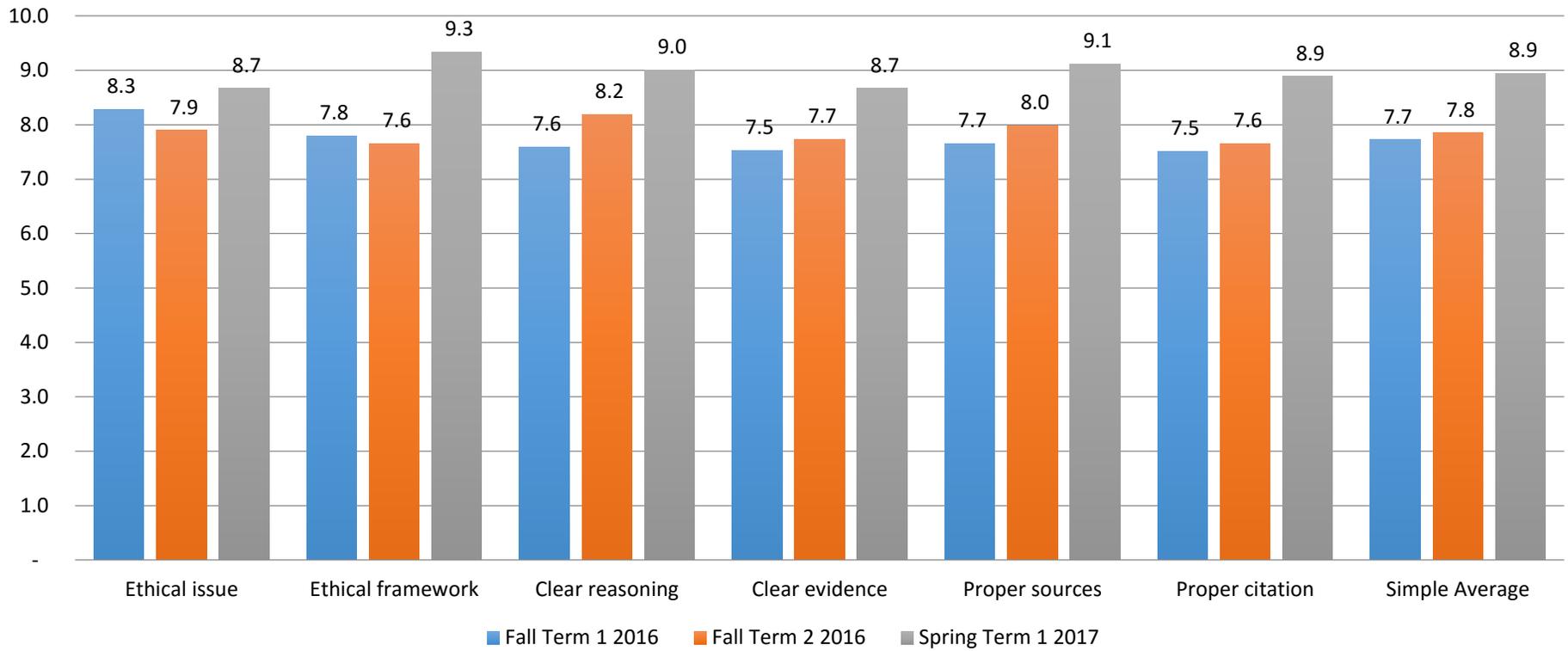
■ Average ■ Standard Dev.



Average Overall Rubric Scores Per Campus



Score Breakdown per Campus



Bachelors of Science in Business (ACBSP Self-Study Year 2015-16)

Performance Indicator		Program Description			
<p><u>BUSB 301 Critical Analysis: Oral and Written Communication</u></p> <p>SLO#2. Produce insightful, clear, and effective prose that critically evaluates business concepts and contexts.</p> <p>SLO#3. Deliver persuasive and compelling oral presentations that analyze a business problem and recommend feasible solutions.</p> <p><u>BSB Program Learning Objective # 4, and 5</u></p> <p>4. Address complex business issues using effective oral and written communication.</p> <p>5. Identify, analyze and solve business problems using skills acquired in the program.</p>		<p>The Bachelor of Science in Business (BSB) is designed to enhance the knowledge and effectiveness of business professionals by linking their experiences with concepts from various business disciplines. Students learn how to apply business concepts in solving problems, synthesizing information as reflective practitioners, and integrating knowledge learned in real-world and classroom settings. The themes of ethics, communication, critical thinking, and organizing global knowledge from a cultural and geographic perspective are woven into the program and demonstrated in course projects. The program culminates in the development and presentation of a capstone paper.</p> <p>Program Learning Objectives and Student Learning Outcomes are assessed as follows:</p> <ul style="list-style-type: none"> • Direct – Assessing student performance by administering Essays and Presentations. • Formative- Assessment is conducted during the students’ enrollment in an eight week course with Essays being administered through the course and the presentations being administered towards the last three class sessions. • Internal- SLOs are derived from the BSB Program Outcomes and delineated in the course syllabus. 			
Analysis of Results					
Performance Measure	What is your measurement	Current Results	Analysis of results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends
Measureable Goal	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	
What is your goal	(indicate Length of cycle)				

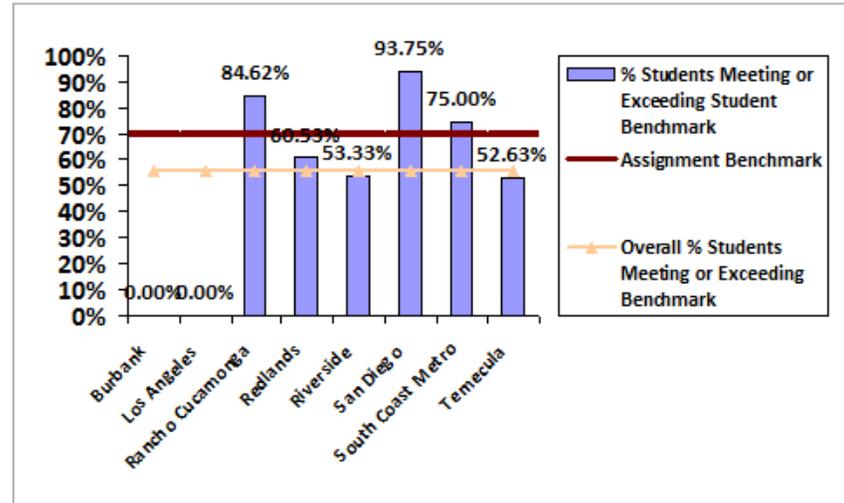
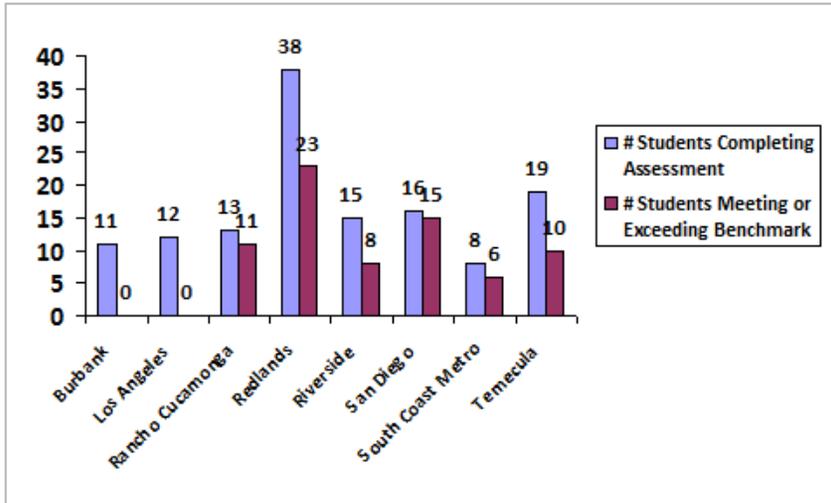
<p>Average assessment results will equal or exceed 70% of learning objectives.</p>	<p>Essay 2: Students enrolled in the BSB are required to complete BUSB 301, an upper-division critical analysis course focusing on analytical writing and analytical presentations. Students complete and revise two major essays in the course. The final version of Essay #2 is assessed according to the rubric developed by syllabus designer, a rubric that aligns with analysis courses and learning objectives across liberal arts-based disciplines (direct, formative, internal).</p>	<p>2016 F3: 132 students completed assessment. 73 students met or exceeded benchmark. If the two outlier sections removed 73 of 109 met benchmark. Students in Rancho Cucamonga, SD, and SCM have highest percentage of students meeting benchmark. 2016 S3: 15 students completed assessment. 6 met or exceeded benchmark. 2016 F1: 6 students completed assessment. 6 met or exceeded benchmark. Overall:</p>	<p>The outlier low assessment results from the one instructor seems to indicate a misunderstanding of the process. It is suspected that the more familiar scale for humanities faculty (0-6, as used nationally in assessing writing) might have been used.</p> <p>There is some confusion about whether students who don't complete Essay 2 are included in the assessment results. Currently, they are, with the 0s lowering the overall score significantly since class sizes are small.</p> <p>Incomplete assessment</p>	<p>More data has been collected as sections are taught and students complete the assessed assignments. A better view is now available.</p> <p>Instructors not completing the assessment or misunderstanding the measurements indicates that (a) the rubric needs to be revised for clarity; and (b) calibration of assessment needs to happen with instructors. For (a) the syllabus designer will revise the assessment rubric for clarity by summer 2017. For (b) the syllabus designer will develop a calibration session /workshop for BUSB 301 instructors for the next Faculty Development Conference.</p>	<p>2016 FALL 3 (201613) See page 4.</p> <p>2016 SPRING 3 (201623) See page 5.</p> <p>2016 FALL 1 (201631) See page 6.</p> <p>OVERALL RESULTS See page 7.</p>
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			<p>submissions also seem to be a problem.</p> <p>Overall, however, strongest results appear to be in RC, SD, and SCM.</p> <p>More students need to be at or exceed benchmark.</p>		
<p>Average assessment results will equal or exceed 70% of learning objectives.</p>	<p>Presentation #2: Students enrolled in the BSB are required to complete BUSB 301, an upper-division critical analysis course focusing on analytical writing and analytical presentations. Students develop and deliver two presentations in the course. The second presentation, an analytical proposal, assessed according to the rubric developed by syllabus designer, a rubric that aligns with analysis courses and learning objectives</p>	<p>2016 F3: 132 students took the assessment; 109 met or exceeded the benchmark. If the outlier is removed (see above), then 103 of 109 met the benchmark. 2016 S3: 15 students were assessed. According to the data received, none met the benchmark. 2016 F1: 6 students assessed. All 6 met the benchmark.</p>	<p>The outlier low assessment results from the one instructor seems to indicate a misunderstanding of the process. It is suspected that the more familiar scale for humanities faculty (0-6, as used nationally in assessing writing) might have been used. If the scores from this instructor are removed from the set, the numbers</p>	<p>More data sets were collected for analysis.</p> <p>Instructors not completing the assessment or misunderstanding the measurements indicates that (a) the rubric needs to be revised for clarity; and (b) calibration of assessment needs to happen with instructors. For (a) the syllabus designer will revise the assessment rubric for clarity by summer 2017, in time for Fall courses. For (b) the syllabus designer</p>	<p>2016 FALL 3 (201613) See page 4.</p> <p>2016 SPRING 3 (201623) See page 5.</p> <p>2016 FALL 1 (201631) See page 6.</p> <p>OVERALL RESULTS See page 7.</p>

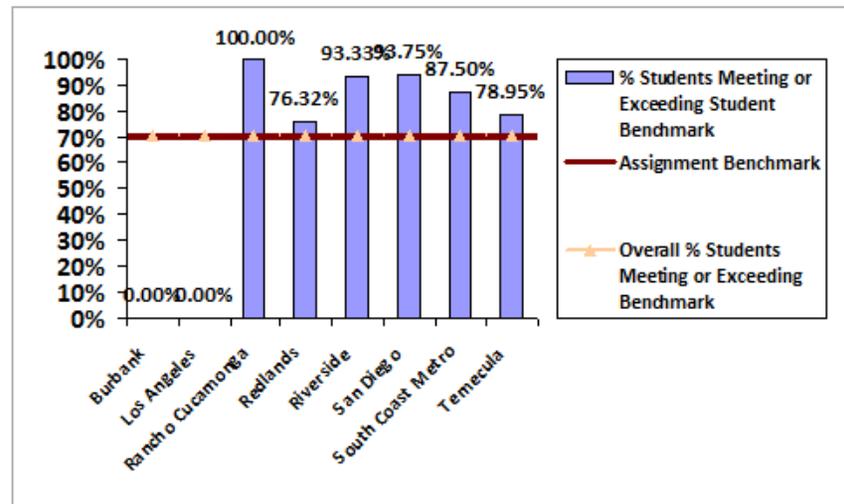
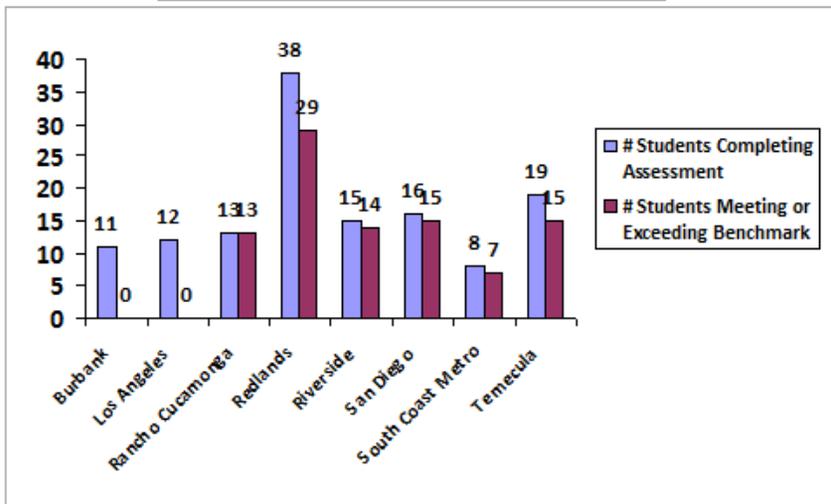
	across liberal arts-based disciplines (direct, formative, internal).		achieve the 70% benchmark. 2016 S3 numbers are odd, with 0 students meeting the benchmark. Given that this doesn't align in any way with other information, it seems that further investigation is warranted.	will develop a calibration session /workshop for BUSB 301 instructors for the next Faculty Development Conference.	
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2016 Fall 3 (201613)

Assignment: Essay 02

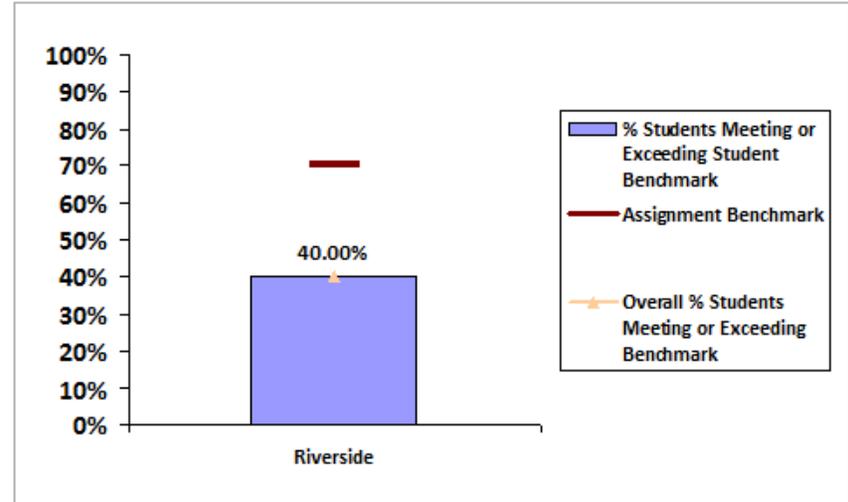
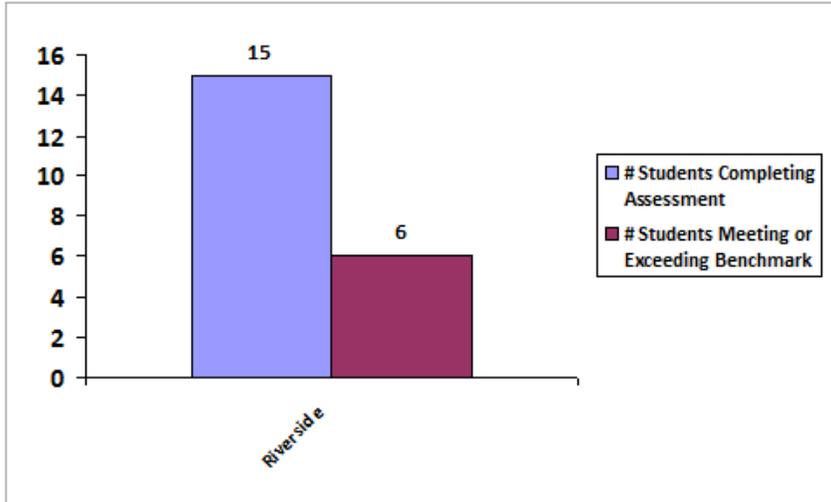


Assignment: Presentation 02

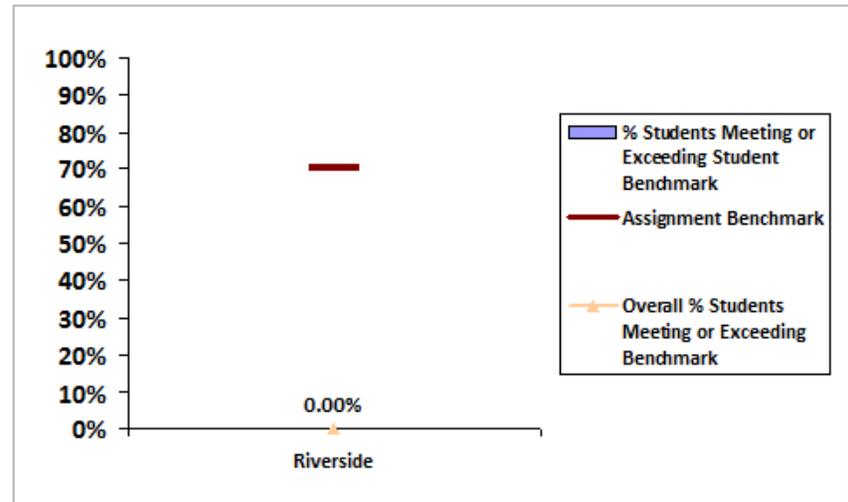
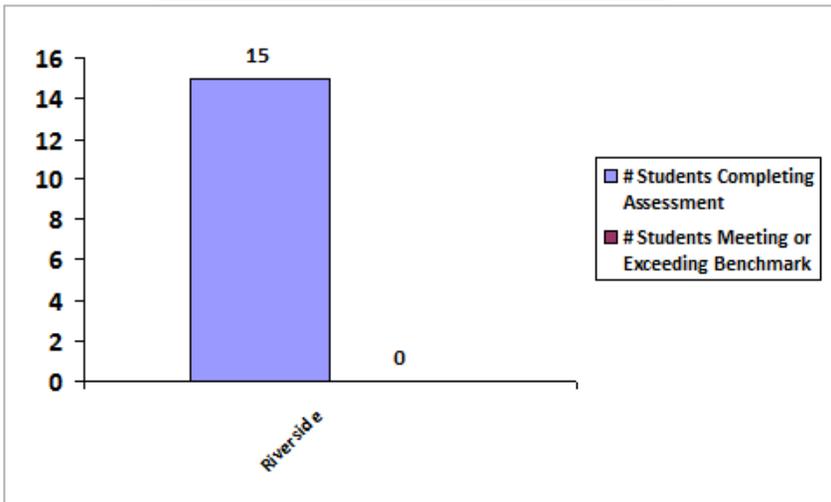


2016 Spring 3 (201623)

Assignment: Essay 02

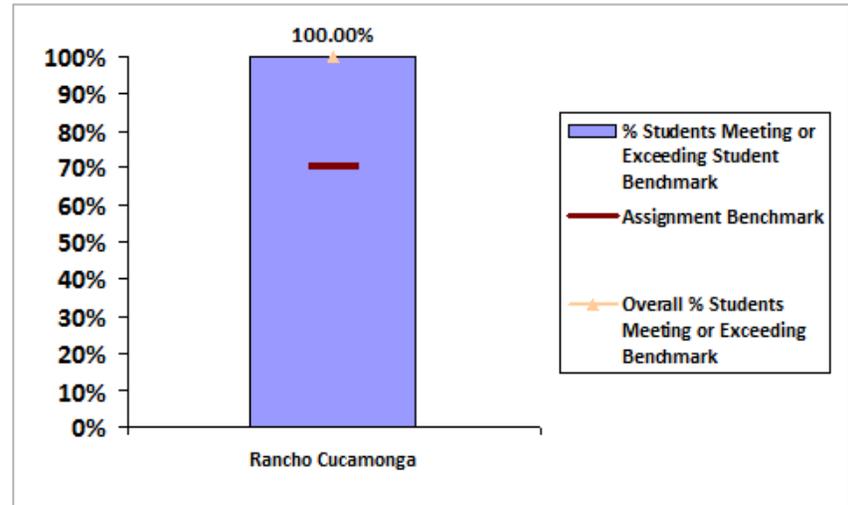
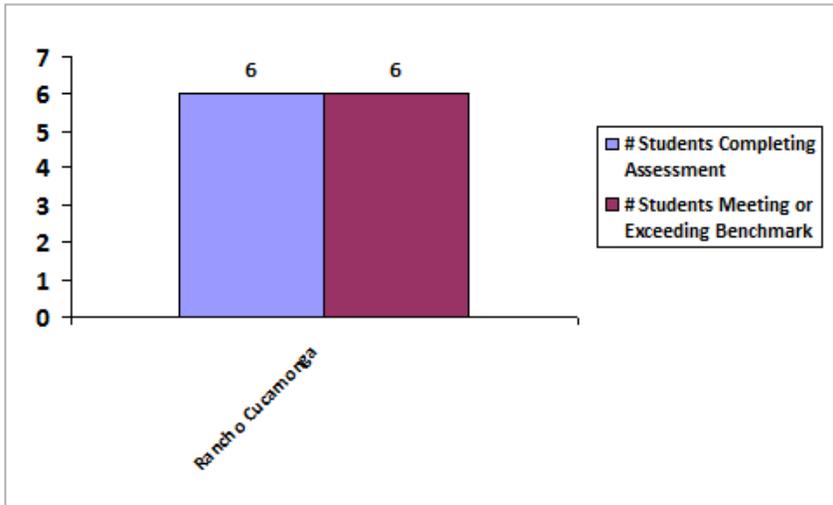


Assignment: Presentation 02

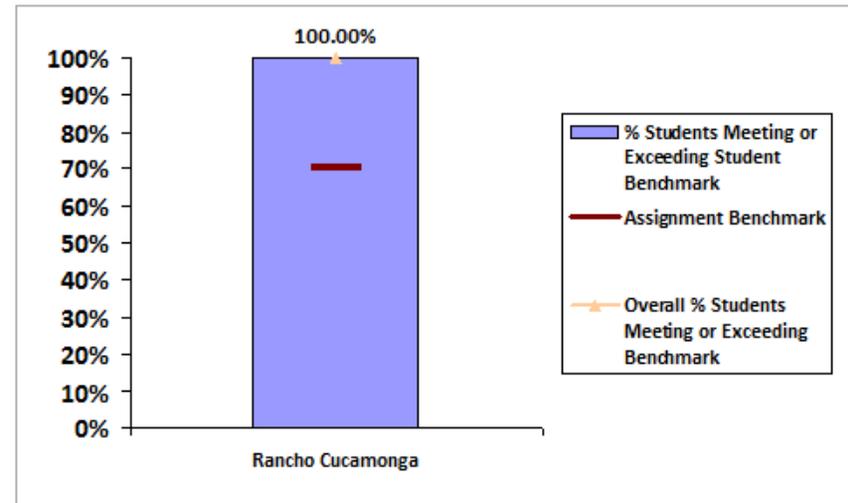
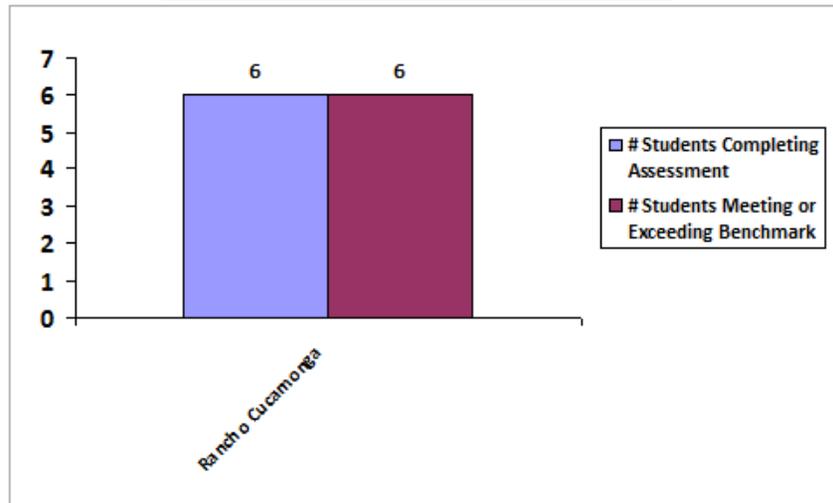


2016 Fall 1 (201631)

Assignment: Essay 02

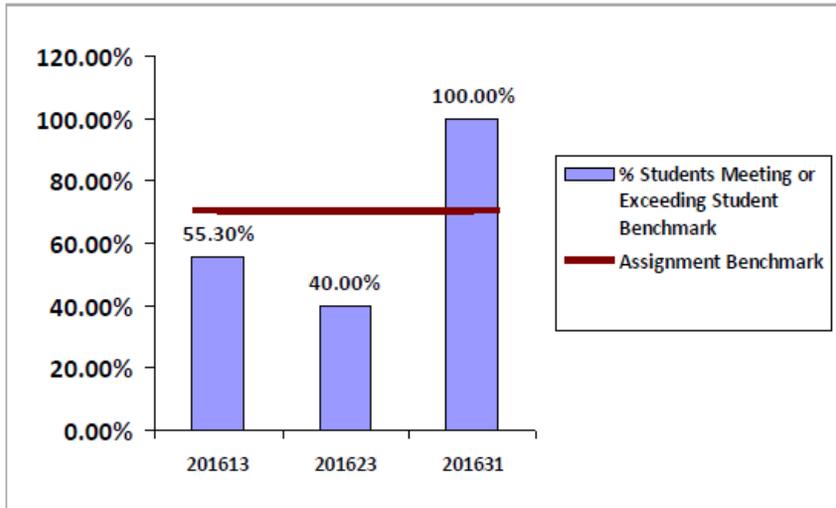


Assignment: Presentation 02

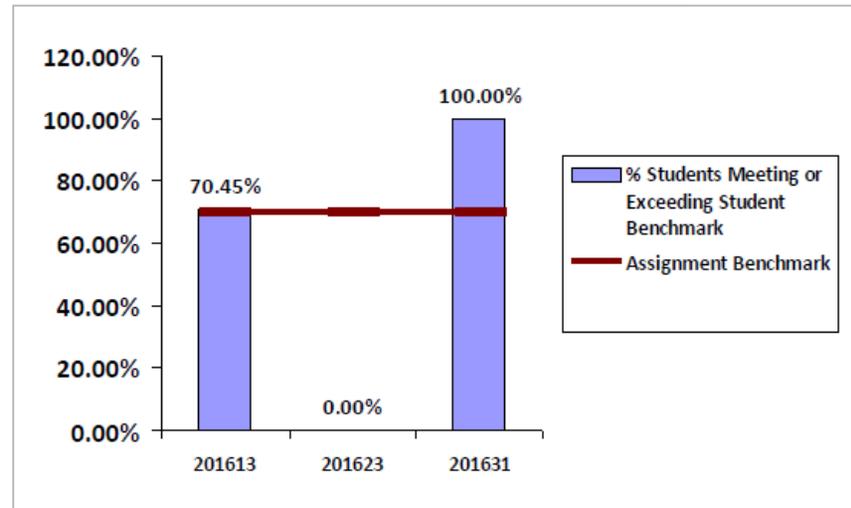


Overall Results

Assignment:



Assignment:



Assessment Action Plan¹

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

Performance Indicator	Definition				
Program: BSB PLO: 4 Course: BUSB-301 CLO: CLO#1 Produce insightful, clear, and effective prose that critically evaluates business concepts and contexts. CLO#2 Deliver persuasive and compelling oral presentations that analyze a business problem and recommend feasible solutions.	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two: <i>Direct</i> - Assessing student performance by examining samples of student work <i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. <i>Formative</i> – An assessment conducted during the student’s education. <i>Summative</i> – An assessment conducted at the end of the student’s education. <i>Internal</i> – An assessment instrument that was developed within the business unit. <i>External</i> – An assessment instrument that was developed outside the business unit. <i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.				
Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)

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

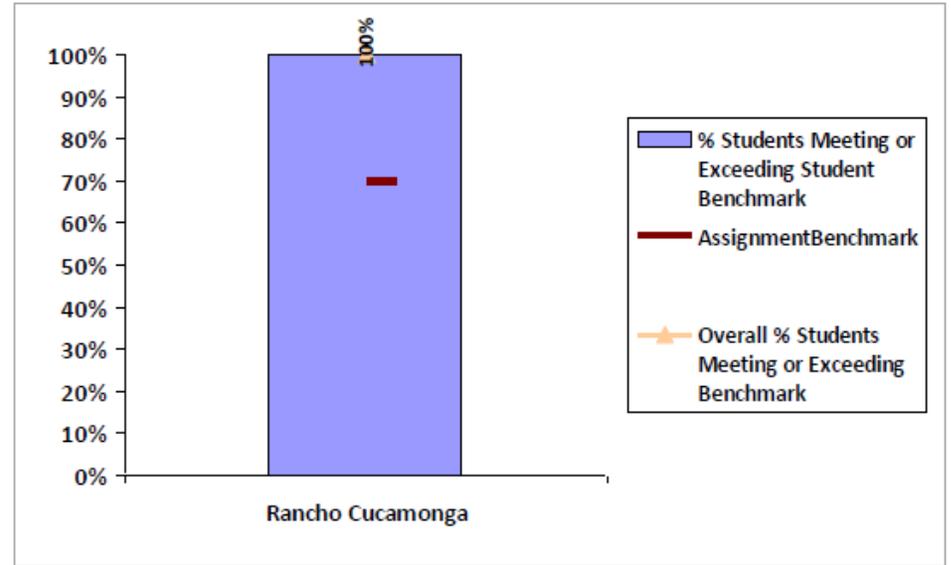
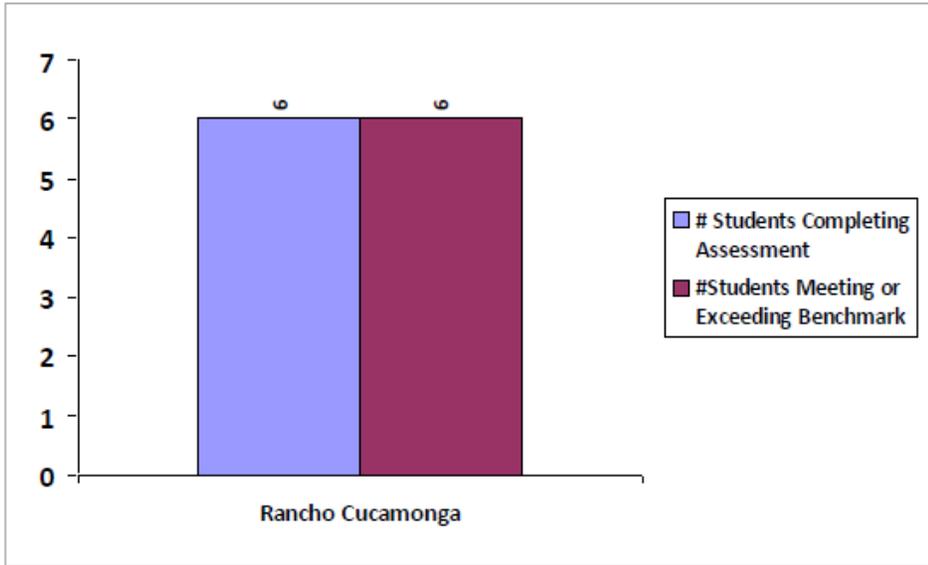
<p>Measurable Goal: 70% of the students completing the essay will meet or exceed the benchmark of 70% using a standardized assessment rubric.</p>	<p>Essay 2 internally administered in an 8 week course using a standardized assessment rubric.</p>	<p>2016 Fall 1: 6 students completed assessment. All students met or exceeded benchmark.</p>	<p>The raw data is wildly divergent across the 7 educational sites. This repeats during the 3 data cycles. In 2016 Fall 1, all students met or exceeded the benchmark in RC (odd); in 2016 Fall 3, no students met or exceeded the benchmark in Burbank, while 95% met /exceeded in Rancho Cucamonga and 100% in Riverside (even more odd). In 2017 Spring 3 only 30% met/exceeded benchmark in Redlands (odd).</p>	<p>The next step is to clarify to all faculty teaching the course the rubric and its components. This will be initiated at the faculty development conference scheduled for October 2017. It's a relatively small number of people and most who teach will be at the conference. In our breakout session, we will review the rubric and render explicit interpretations and expectations. After analysis, it will be determined whether and how the rubric needs revision.</p>	<p>2016 Fall 1 See p. 3</p> <p>2016 Fall 3 See p. 4</p> <p>2017 Spring 3 See p. 5</p> <p>Overall Results See p. 6</p>
		<p>2016 Fall 3: 112 students completed the assessment across 7 educational sites. 75 students met or exceeded the benchmark.</p>	<p>2017 Spring 3: 76 students completed the assessment across 7 educational sites. 42 met or exceeded the benchmark.</p> <p>The divergence leads to a number of conclusions: there has been radical confusion about the assessment standards/procedure and/or faculty are interpreting the rubric in radically different ways.</p>	<p>Second, there is a need for a norming session among instructors. If one section sees all students meeting or exceeding the benchmark and another just 30 miles away has zero students meeting or exceeding the benchmark, then the problem is not the students. A norming session would bring greater alignment in CLO expectations, and is clearly the next step.</p>	

<p>Measurable Goal: 70% of the students completing the essay will meet or exceed the benchmark of 70% using a standardized assessment rubric.</p>	<p>Presentation 2 internally administered in an 8 week course using a standardized assessment rubric</p>	<p>2016 Fall 1: 6 students completed the assessment at one educational site. All exceeded or met the benchmark.</p>	<p>The raw data is wildly divergent across the 7 educational sites. This repeats during the 3 data cycles. In 2016 Fall 1, all students met or exceeded the benchmark in RC (odd); in 2016 Fall 3, no students met or exceeded the benchmark in Burbank or Riverside, while 100% met /exceeded in San Diego (even more odd). 2017 Spring 3 100% of students in SCM and San Diego met or exceeded the benchmark (odd).</p>	<p>The next step is to clarify to all faculty teaching the course the rubric and its components. This will be initiated at the faculty development conference scheduled for October 2017. It's a relatively small number of people and most who teach will be at the conference. In our breakout session, we will review the rubric and render explicit interpretations and expectations. After analysis, it will be determined whether and how the rubric needs revision.</p>	<p>2016 Fall 1 See p. 3</p> <p>2016 Fall 3 See p. 4</p> <p>2017 Spring 3 See p. 5</p> <p>Overall Results See p. 6</p>
		<p>2016 Fall 3: 112 students completed the assessment across 7 educational sites. 63 students met or exceeded the benchmark.</p>	<p>Burbank or Riverside, while 100% met /exceeded in San Diego (even more odd). 2017 Spring 3 100% of students in SCM and San Diego met or exceeded the benchmark (odd).</p>	<p>Second, there is a need for a norming session among instructors. If one section sees all students meeting or exceeding the benchmark and another just 30 miles away has zero students meeting or exceeding the benchmark, then the problem is not the students. A norming session would bring greater alignment in CLO expectations, and is clearly the next step. Video of student presentations would</p>	
		<p>2017 Spring 3: 76 students completed the assessment at 7 educational sites. 52 students met or exceeded the benchmark.</p>	<p>The divergence leads to a number of conclusions: there has been radical confusion about the assessment standards/procedure and/or faculty are interpreting the rubric in radically different ways.</p>		

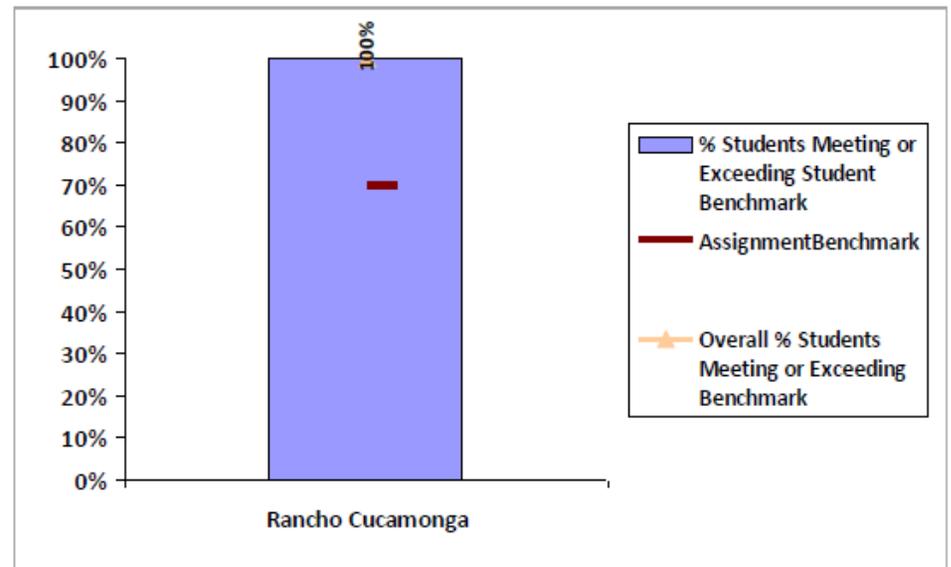
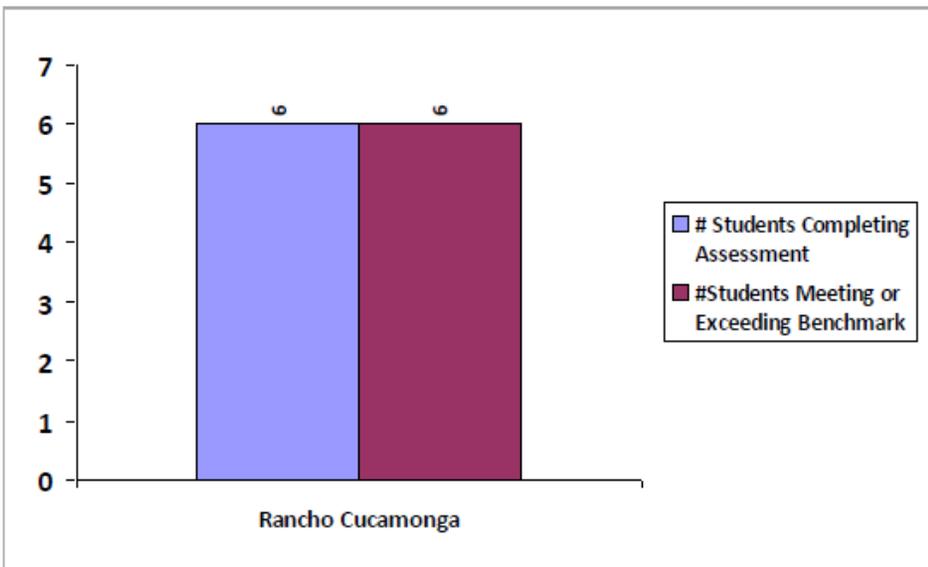
				have to be procured for the norming session.	
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2016 Fall 1

Assignment: Essay 02

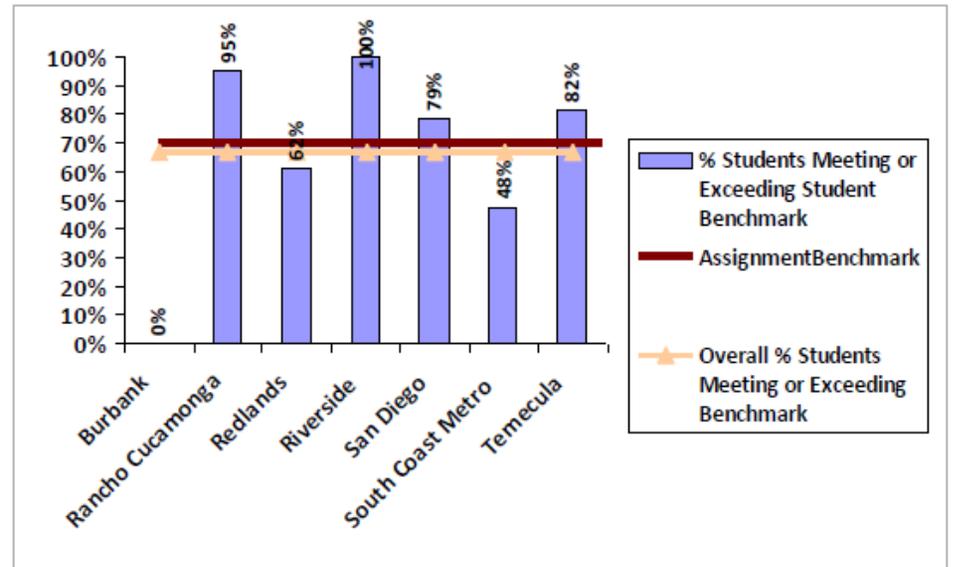
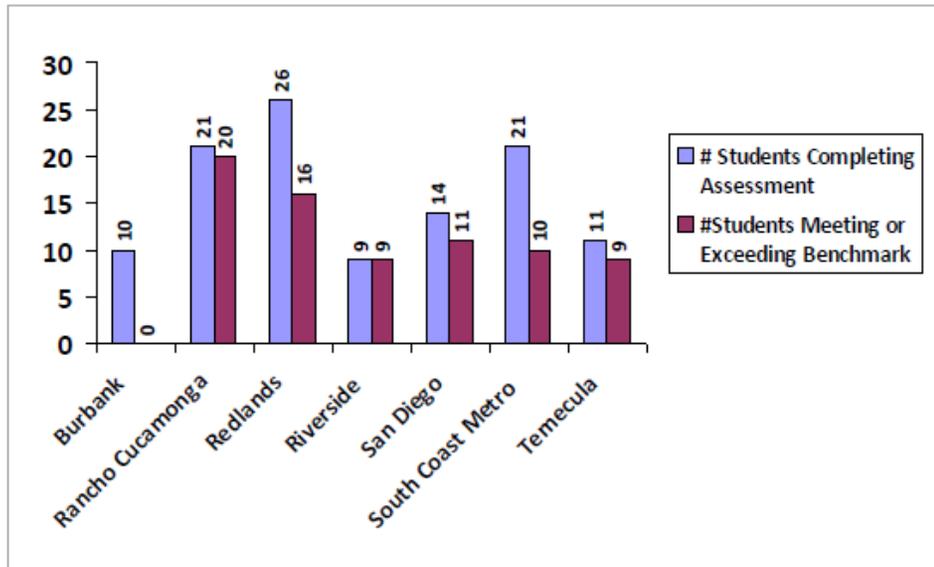


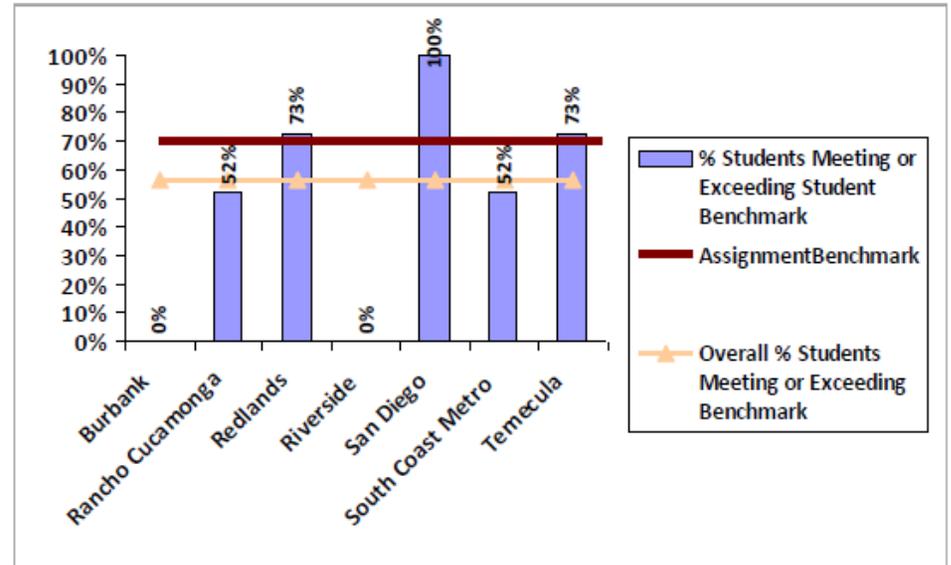
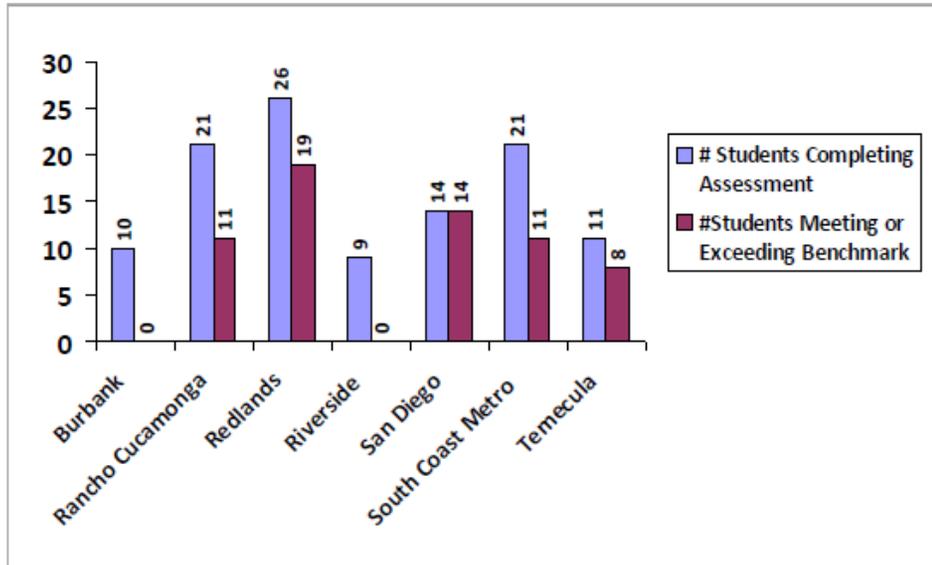
Assignment: Presentation 02



2016 Fall 3

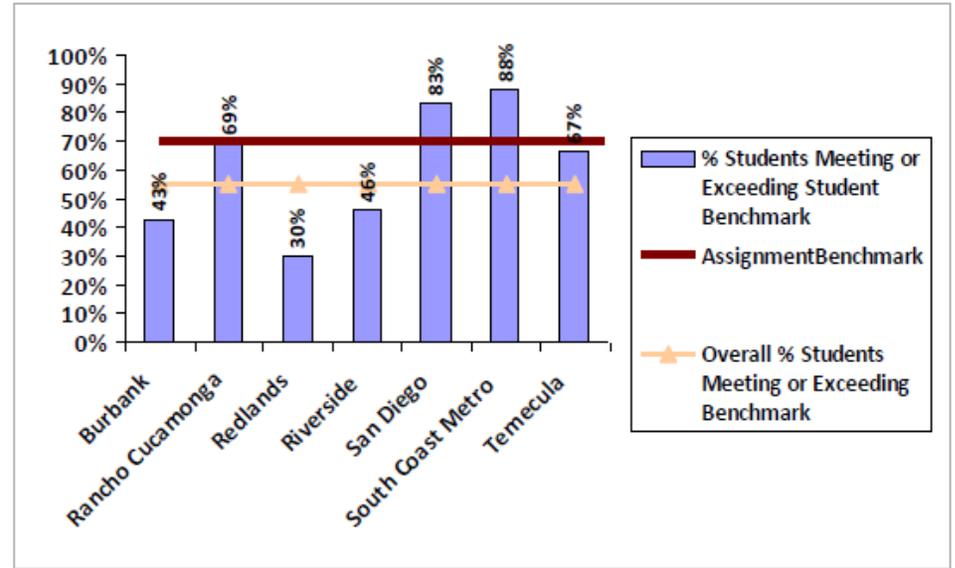
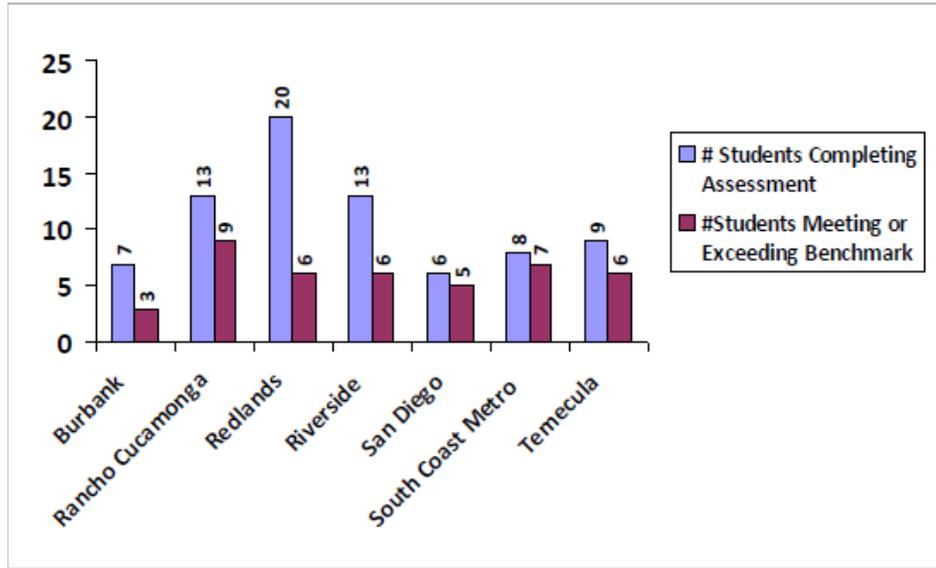
Assignment: Essay 02



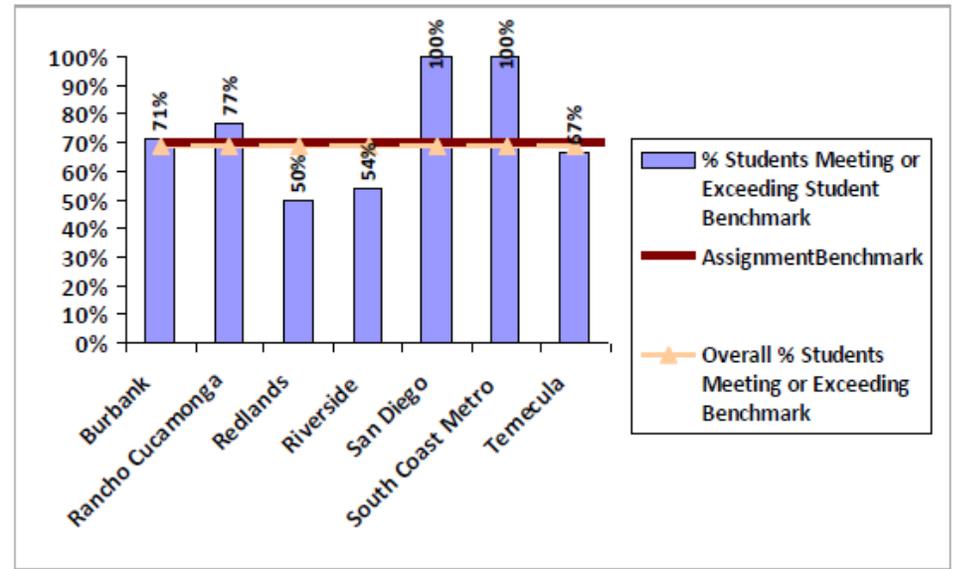
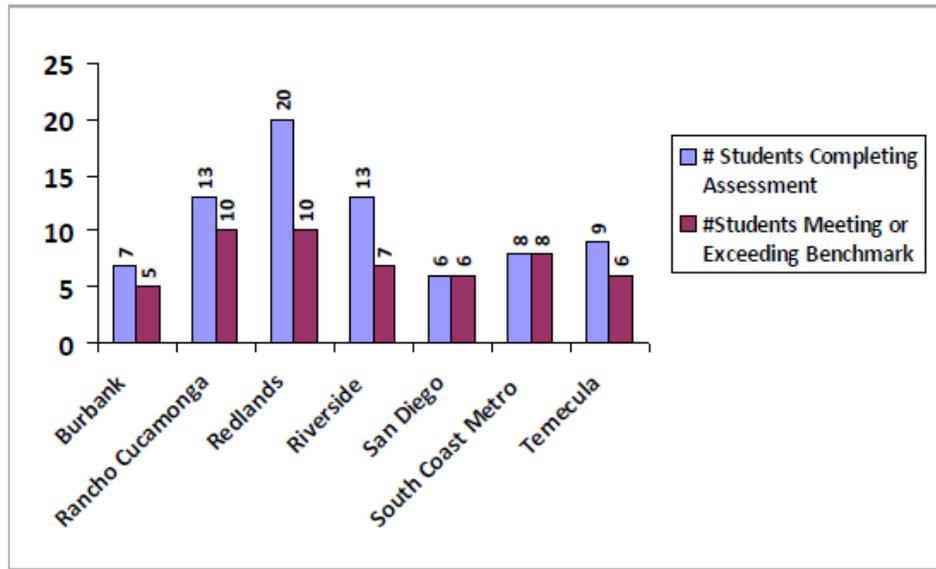


2017 Spring 3

Assignment: Essay 02

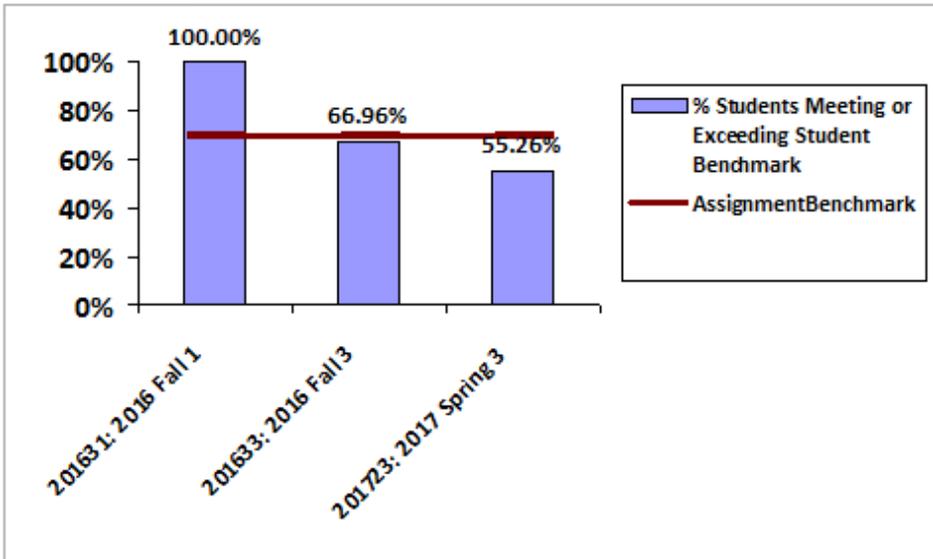


Assignment: Presentation 02

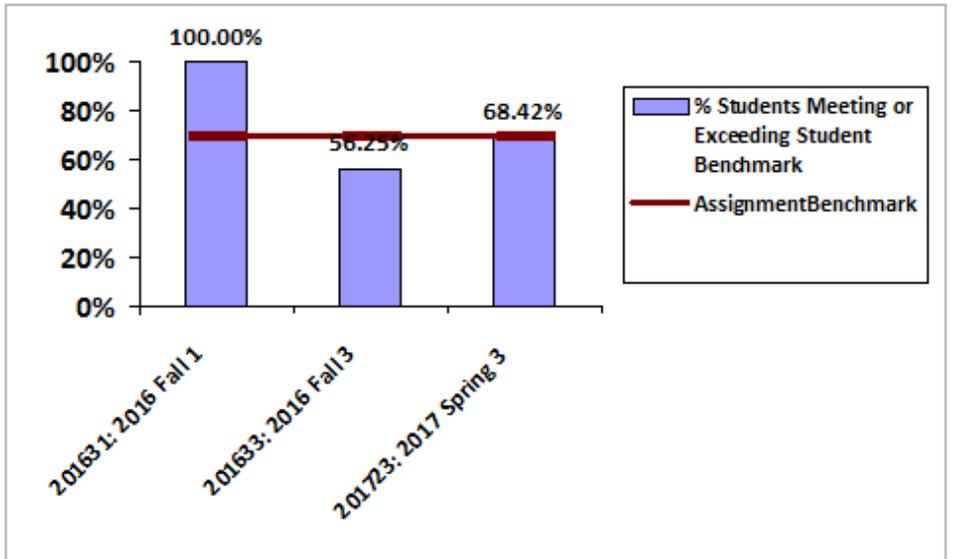


Overall Results

Assignment: Essay 02



Assignment: Presentation 02



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

1. Please ensure that the text highlighted in red in the first page of this template is filled in meticulously.
2. **Measurable Goal:** What is your goal/benchmark?
 - a. **Graduate**
 - i. If assignment is being assessed using a rubric: 80% of the students will meet or exceed the benchmark score of 80% using a standardized rubric.
 - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
 - b. **Undergraduate**
 - i. *If assignment is being assessed using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized rubric. (Different from Graduate benchmark)*
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 - c. Other: Consult Program Director.
3. **What is your measurement instrument or process:** It is important that the assessment instrument (embedded assignment in course, assessment quiz/exam) is explicitly identified. If using an embedded assignment in course, identify the assignment clearly so that it matches the course Master Syllabus word-for-word. Indicate type of assessment conducted by this assignment. Refer to different assessment types indicated in the first page of this template.
4. **Current Results:** Be brief and to the point, and tie it back to the Measurable Goal. Indicate clearly if the Measurable Goal/Benchmark was achieved or not in the time period covered in this action plan.
5. **Action Taken or Improvement made:** Be detailed and explicit; recommended actions should be as tangible as possible. Avoid recommending generic actions such as "Assessment rubric has to be changed." State clearly what changes are required based on the data, when changes will be made, and implemented.
6. **Graphs or Tables of Resulting Trends:** Should you need the raw assessment data, contact Brian Hamilton.
7. Consult Program Director if you have any questions.

¹Assessment Action Plan

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

Performance Indicator	Definition
Program: <BSB>	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:
PLO: 1 - Demonstrate knowledge of core business disciplines to effectively address organizational challenges and opportunities	<i>Direct</i> - Assessing student performance by examining samples of student work <i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. <i>Formative</i> – An assessment conducted during the student’s education. <i>Summative</i> – An assessment conducted at the end of the student’s education. <i>Internal</i> – An assessment instrument that was developed within the business unit. <i>External</i> – An assessment instrument that was developed outside the business unit. <i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.
Course: BUSB 330	
CLO: 1. understand the nature and consequences of individual, group, and organizational processes on organizational effectiveness CLO: 4. propose interventions to improve the organization’s functioning	

¹ Please read instructions carefully before drafting this action plan.

CLO: 7. deliver effective presentations on organizational analyses assignment

Analysis of Results

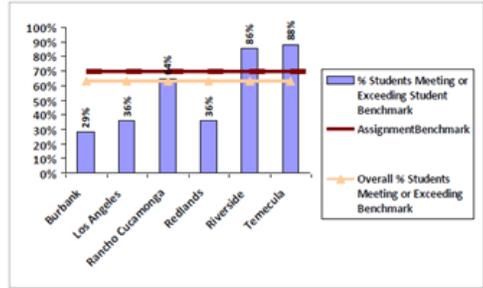
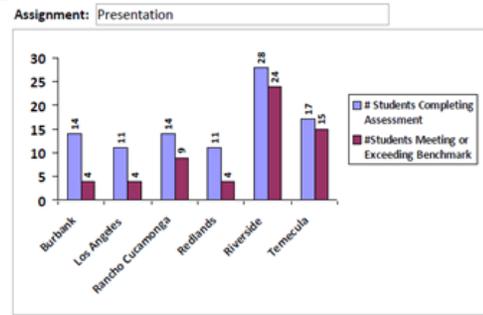
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)																																					
Average assessment of students in all campuses will be equal or more than 70% of learning objective, while using a standardized scoring sheet	A summative final paper and a final presentation	In 2016 spring 1, three campuses including Rancho, Riverside and Temecula exceeded the required assessment score of 70% for final paper, while only Riverside and Temecula scored this for presentation.	Riverside and Rancho campuses met the assessment benchmark for final paper, while Temecula was close to meeting this benchmark as well for the term paper. Interesting to note that	During the upcoming faculty development conference, we will discuss this disparity in results after presenting the evident data. Instructors who teach at these campuses will be asked the probable reasons behind entering a high rating or a low one. Some topics to consider	<p style="text-align: center;">2016 SPRING 1 (201621)</p> <table border="1"> <caption>Assignment: Final Paper - Student Data</caption> <thead> <tr> <th>Campus</th> <th># Students Completing Assessment</th> <th># Students Meeting or Exceeding Benchmark</th> </tr> </thead> <tbody> <tr> <td>Barbark</td> <td>14</td> <td>4</td> </tr> <tr> <td>Los Angeles</td> <td>11</td> <td>5</td> </tr> <tr> <td>Rancho Cucamonga</td> <td>14</td> <td>14</td> </tr> <tr> <td>Redlands</td> <td>11</td> <td>4</td> </tr> <tr> <td>Riverside</td> <td>28</td> <td>22</td> </tr> <tr> <td>Temecula</td> <td>17</td> <td>11</td> </tr> </tbody> </table> <table border="1"> <caption>Assignment: Final Paper - Benchmark Data</caption> <thead> <tr> <th>Campus</th> <th>% Students Meeting or Exceeding Benchmark</th> </tr> </thead> <tbody> <tr> <td>Barbark</td> <td>29%</td> </tr> <tr> <td>Los Angeles</td> <td>45%</td> </tr> <tr> <td>Rancho Cucamonga</td> <td>100%</td> </tr> <tr> <td>Redlands</td> <td>36%</td> </tr> <tr> <td>Riverside</td> <td>79%</td> </tr> <tr> <td>Temecula</td> <td>65%</td> </tr> <tr> <td>Overall</td> <td>70%</td> </tr> </tbody> </table>	Campus	# Students Completing Assessment	# Students Meeting or Exceeding Benchmark	Barbark	14	4	Los Angeles	11	5	Rancho Cucamonga	14	14	Redlands	11	4	Riverside	28	22	Temecula	17	11	Campus	% Students Meeting or Exceeding Benchmark	Barbark	29%	Los Angeles	45%	Rancho Cucamonga	100%	Redlands	36%	Riverside	79%	Temecula	65%	Overall	70%
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Riverside and Temecula met required benchmark for presentation, but Rancho fell behind. Burbank, LS and Redlands fell short of meeting benchmark for both paper and presentation.

would be (1) did the instructor have clear training on how to use the assessment scale? (2) Did they accidentally use a 1-5 data point as opposed to the required 1-10 data point? (3) Do students need assistance in writing a college level paper, considering the fact that 330 is an undergraduate course? (4) Should the instructor spend additional time during session 7 to prepare students for presentation or provide additional assistance in putting together the term paper? (5) what can

In 2016 Fall 1, all campuses except Burbank

On the contrary, Fall 1 results show that all



scored above 70% for final paper, while Burbank, San Diego and Temecula scored above 70% for presentation.

campuses except Burbank scored above benchmark for final paper. All campuses except Burbank, S. Diego and Temecula met benchmark or above for presentation

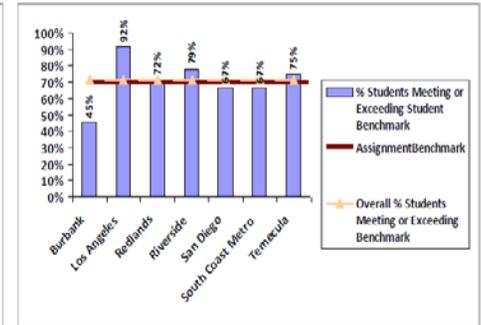
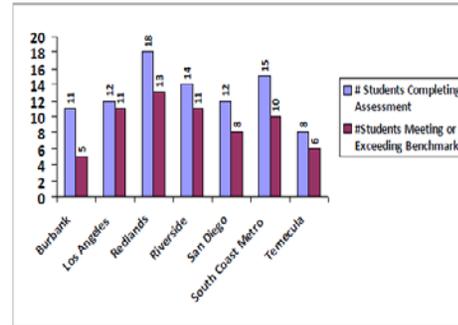
be done to sustain good results in certain campuses and to better results in other campuses? (6) what resources should instructors of 330 need as far as assessment of term paper and presentation is concerned? (7) Burbank has been consistently scoring low. What are the factors? What specifically can be done for this campus students?

Finally, for 2016 Fall 2, we have data only

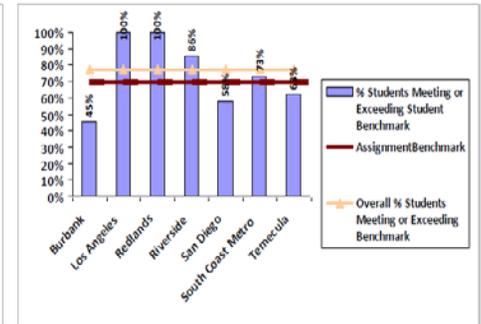
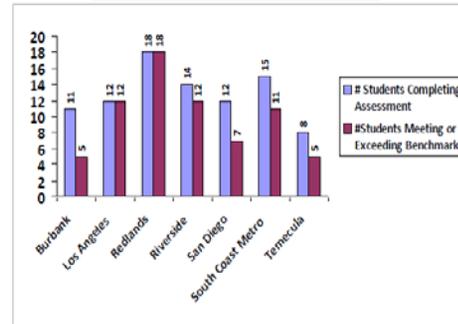
The only data we

2016 FALL 1 (201631)

Assignment: Final Paper



Assignment: Presentation

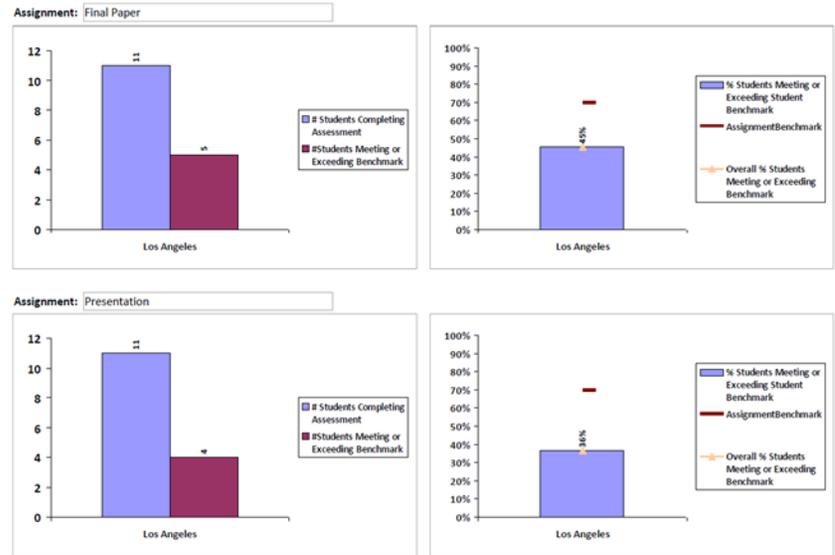


from Los Angeles campus which did not score above 70% for neither final paper nor presentation.

have for fall 2 phase is that of LA campus which did not meet benchmark for both term paper and presentation .

Overall results show the

2016 FALL 2 (201632)



		assessment goal was met only during 2016 Fall 1 phase for both final paper and presentation.		<p style="text-align: center;">OVERALL RESULTS</p> <div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> <p>Assignment: Final Paper</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>% Students Meeting or Exceeding Student Benchmark</th> <th>Assignment Benchmark</th> </tr> </thead> <tbody> <tr> <td>2016 Spring 1</td> <td>63.16%</td> <td>80%</td> </tr> <tr> <td>2016 Fall 1</td> <td>71.11%</td> <td>80%</td> </tr> <tr> <td>2016 Fall 2</td> <td>45.45%</td> <td>80%</td> </tr> </tbody> </table> </div> <div style="width: 45%;"> <p>Assignment: Presentation</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>% Students Meeting or Exceeding Student Benchmark</th> <th>Assignment Benchmark</th> </tr> </thead> <tbody> <tr> <td>2016 Spring 1</td> <td>63.16%</td> <td>80%</td> </tr> <tr> <td>2016 Fall 1</td> <td>77.78%</td> <td>80%</td> </tr> <tr> <td>2016 Fall 2</td> <td>36.36%</td> <td>80%</td> </tr> </tbody> </table> </div> </div>	Semester	% Students Meeting or Exceeding Student Benchmark	Assignment Benchmark	2016 Spring 1	63.16%	80%	2016 Fall 1	71.11%	80%	2016 Fall 2	45.45%	80%	Semester	% Students Meeting or Exceeding Student Benchmark	Assignment Benchmark	2016 Spring 1	63.16%	80%	2016 Fall 1	77.78%	80%	2016 Fall 2	36.36%	80%
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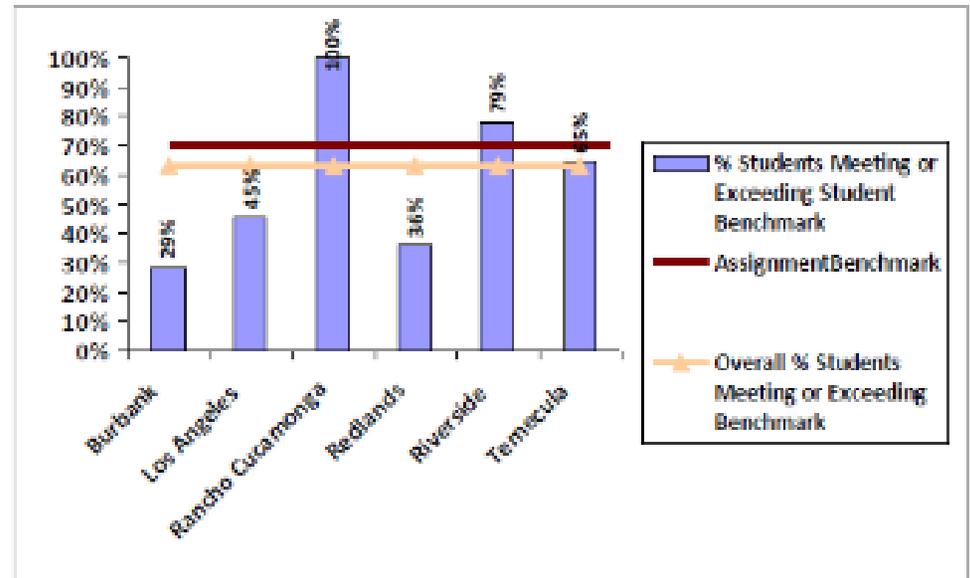
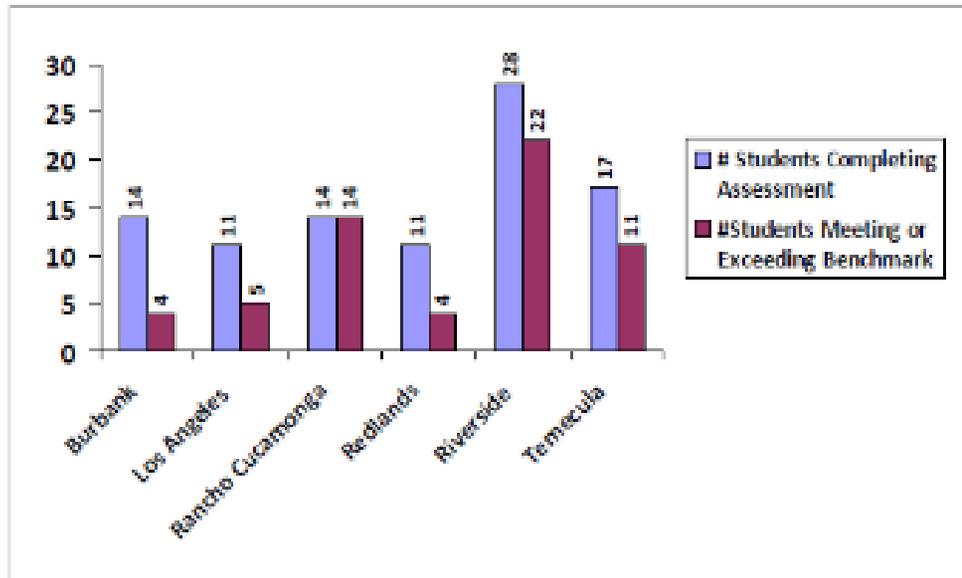
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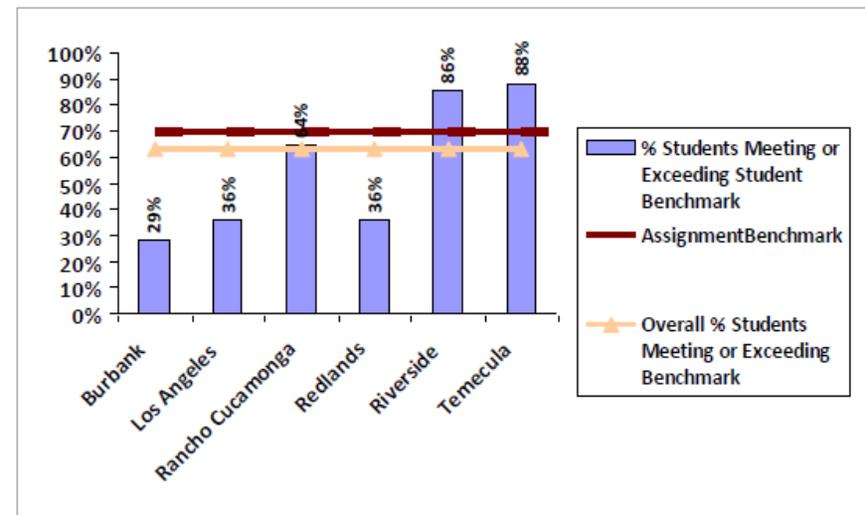
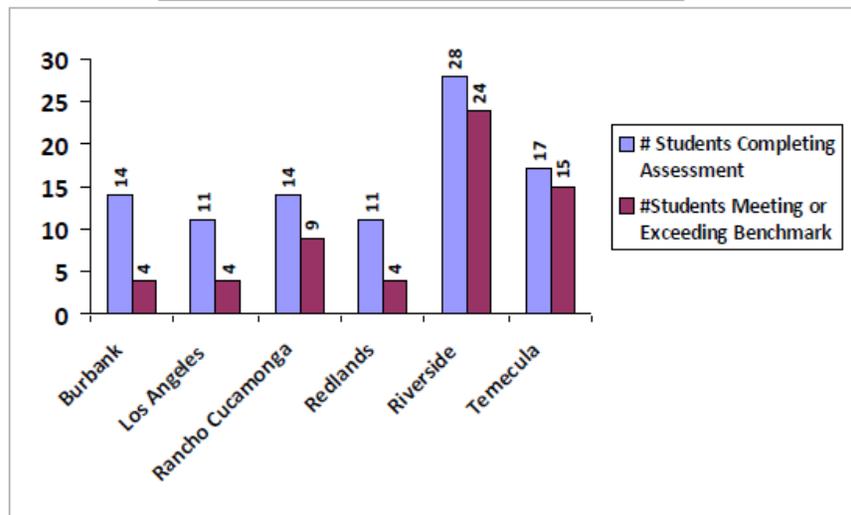
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2016 SPRING 1 (201621)

Assignment: Final Paper

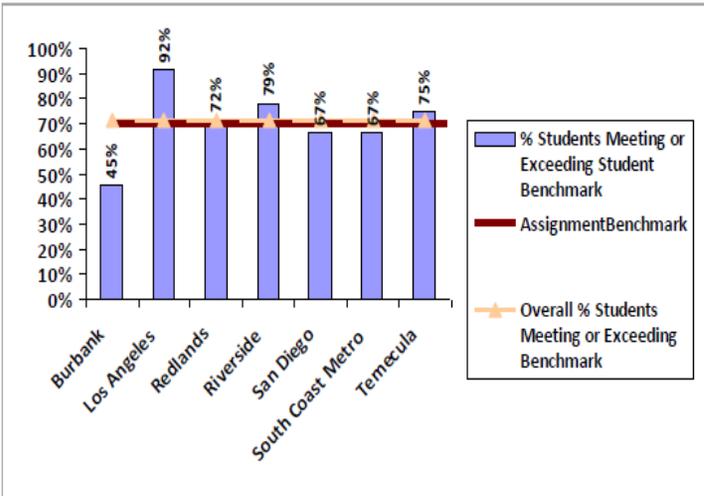
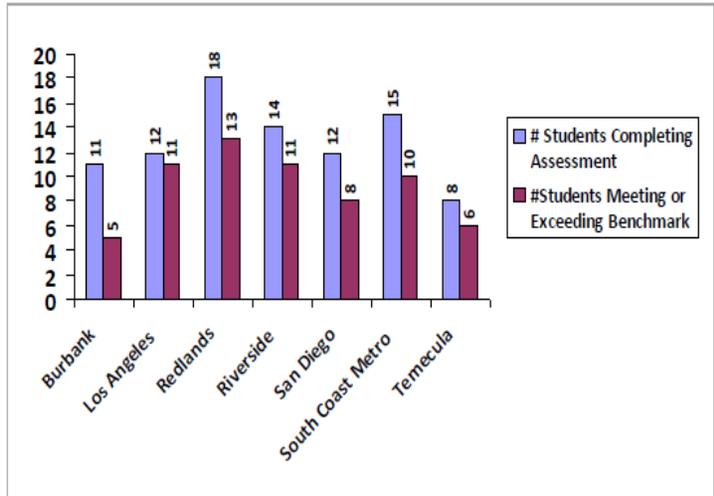


Assignment: Presentation

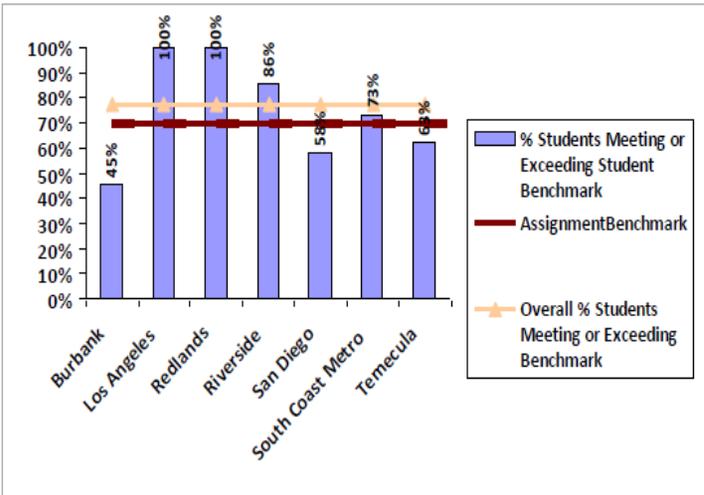
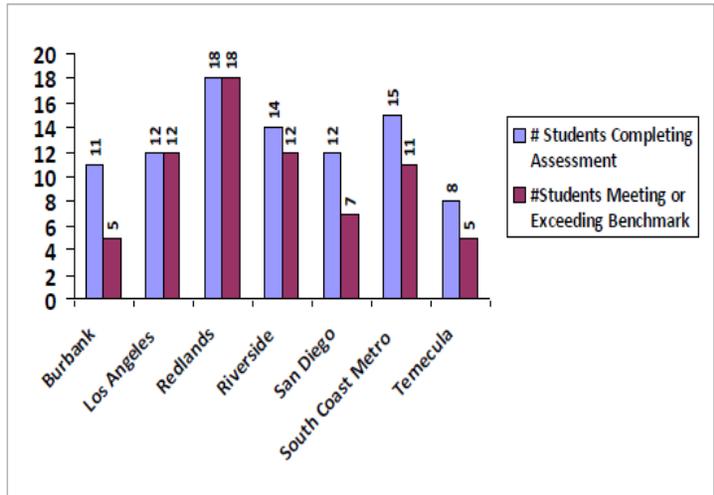


2016 FALL 1 (201631)

Assignment: Final Paper

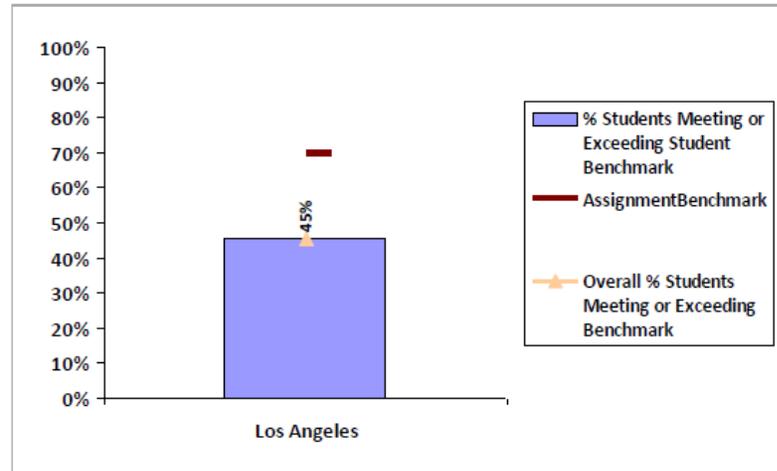
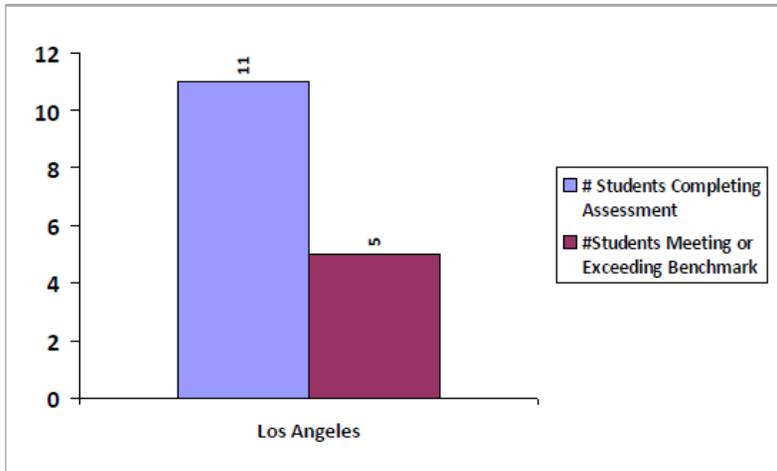


Assignment: Presentation

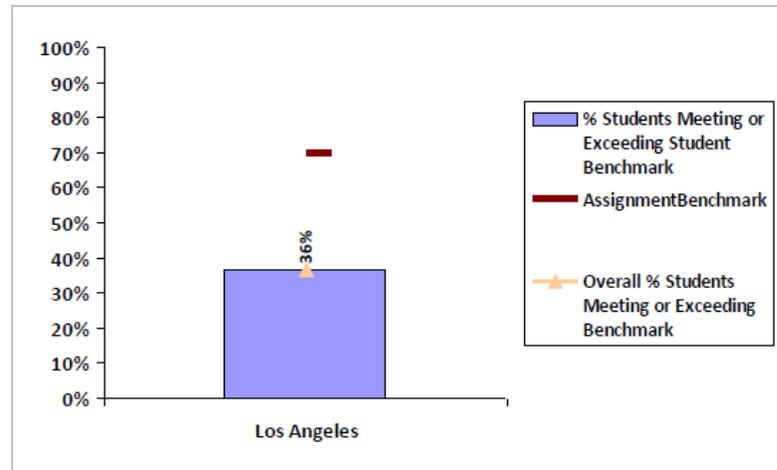
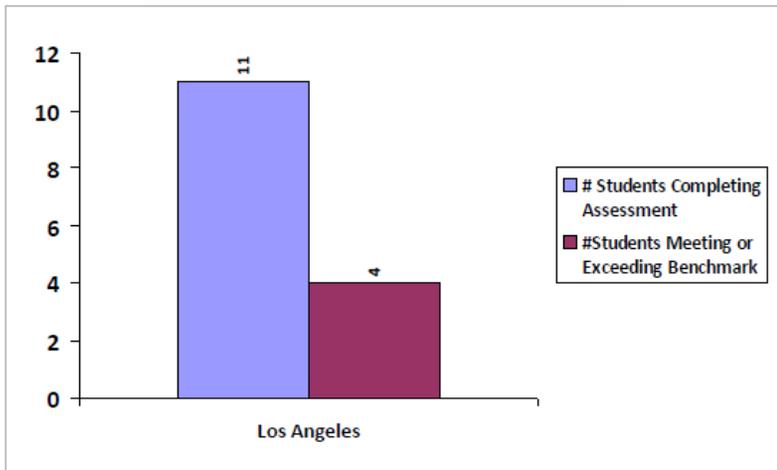


2016 FALL 2 (201632)

Assignment: Final Paper

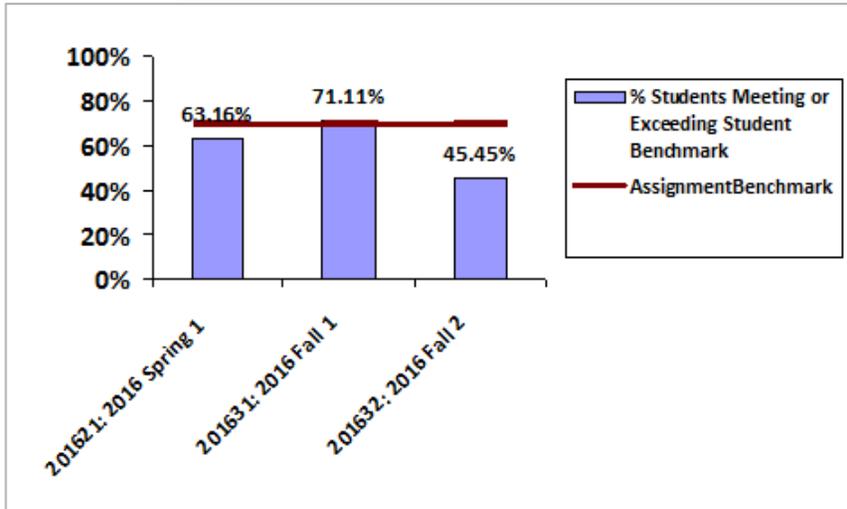


Assignment: Presentation

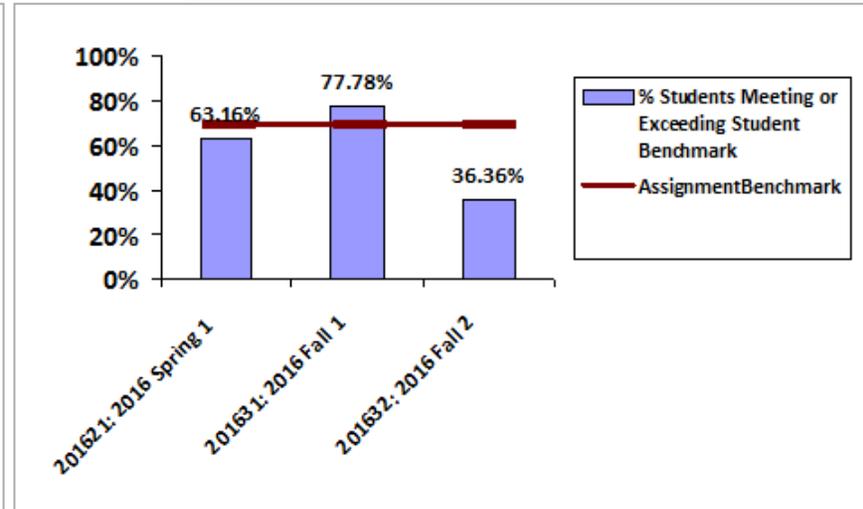


OVERALL RESULTS

Assignment: Final Paper



Assignment: Presentation



Bachelors of Science in Business (ACBSP Self-Study Year 2015-16)

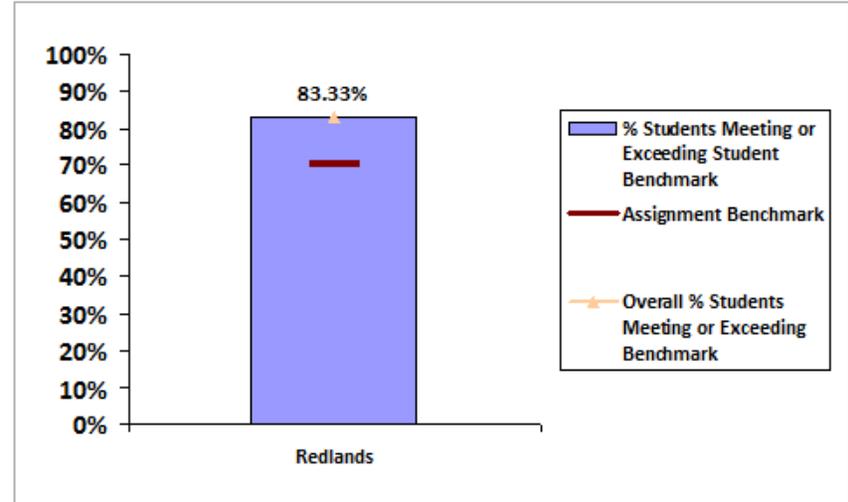
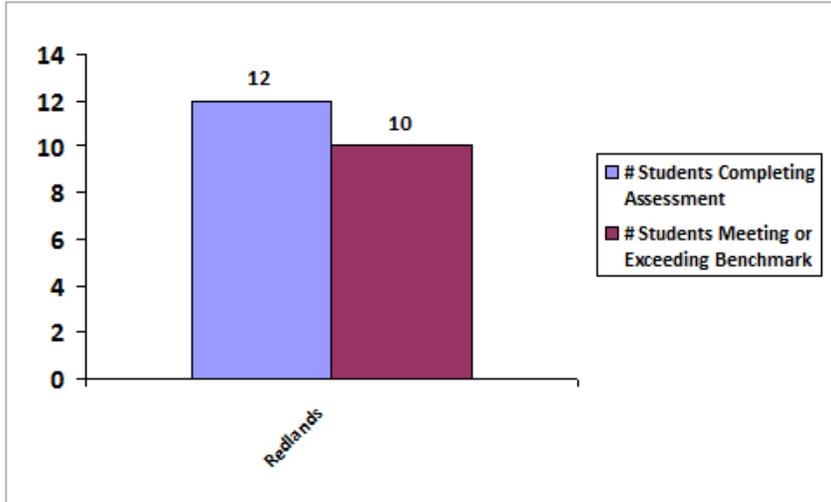
Performance Indicator	Program Description	
<p><u>BUSB 333</u></p> <p>SLO#3. Students will identify and describe the scope and use of Geographical Information Systems in Organizations</p> <p><u>BSB Program Learning Objectives</u></p> <p>PLO # 2 Identify global and spatial factors impacting business decisions.</p>	<p>The Bachelor of Science in Business (BSB) is designed to enhance the knowledge and effectiveness of business professionals by linking their experiences with concepts from various business disciplines. Students learn how to apply business concepts in solving problems, synthesizing information as reflective practitioners, and integrating knowledge learned in real-world and classroom settings. The themes of ethics, communication, critical thinking, and organizing global knowledge from a cultural and geographic perspective are woven into the program and demonstrated in course projects. The program culminates in the development and presentation of a capstone paper.</p> <p>Program Learning Objectives and Student Learning Outcomes are assessed as follows:</p> <ul style="list-style-type: none"> • Direct – Assessing student performance by administering [Exams] [Essays] and [Presentations]. • Formative- Assessment is conducted during the students’ enrollment in an eight week course with [insert exam, essays, etc.] being administered towards the last class session. • Internal- SLO’s are derived from the BSB Program Outcomes and delineated in the course syllabus. 	
Analysis of Results		

<p>Performance Measure Measureable Goal What is your goal</p>	<p>What is your measurement Instrument or process? (indicate Length of cycle)</p>	<p>Current Results What are your current results?</p>	<p>Analysis of results What did you learn from the results</p>	<p>Action Taken or Improvement made What did you improve or what is your next step</p>	<p>Insert Graphs or Tables of Resulting Trends</p>
<p>BUSB 333 students will demonstrate the concepts of how to strategically employ GIS in a business setting. Average assessment results will equal or exceed 70% of learning objectives for the GIS assignment.</p>	<p>BUSB 333 students will demonstrate understanding of organizational and informational concepts in which to contextualize the potential strategic utility of GIS in a business. Students will write a two page paper that examines the use of GIS in a particular business area, identify a problem and describe how GIS provides an effective solution. Students also propose issues that might arise in an organization that uses GIS.</p> <p>Papers are assessed using the GIS</p>	<p>The Fall 2016 results for the GIS Learning outcome suggest that students at some campuses are able to demonstrate their understanding of the concepts while students at others are facing some challenges. Those students at the “successful” campuses exceed the benchmark, while students at the other campuses are</p>	<p>The results are uneven: the Rancho Cucamonga and San Diego campuses seem to be performing under their potential. At the other campuses, the benchmark has been reached or exceeded.</p> <p>The overall results seem to be adversely affected by the under-performing campus results.</p>	<p>Further investigation into why students at the Rancho Cucamonga and San Diego campuses are performing below the benchmark.</p> <p>Once possible reasons are identified, instructors and students can be provided with ancillary materials to help students better incorporate spatial reasoning into their way of perceiving business</p>	<p>2016 FALL 3 (201613) See page 4.</p> <p>2016 SPRING 1 (201621) See page 5.</p> <p>2016 FALL 1 (201631) See page 6.</p> <p>OVERALL RESULTS See page 7.</p>

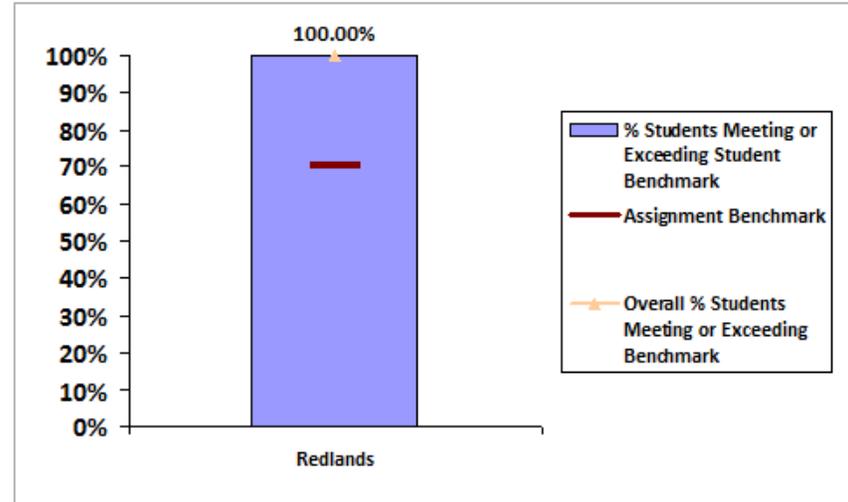
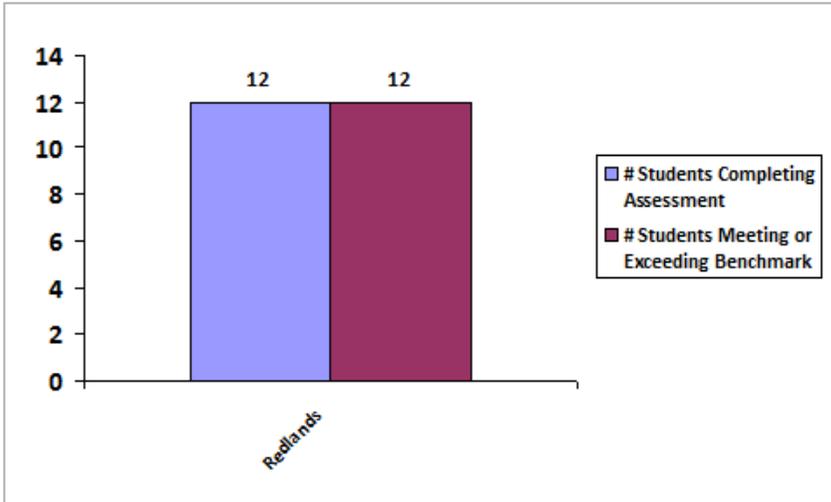
	Assessment Rubric prepared by faculty and administrators.	performing below the benchmark.		problems.	
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2016 FALL 1 (201613)

Assignment: GIS Assignment

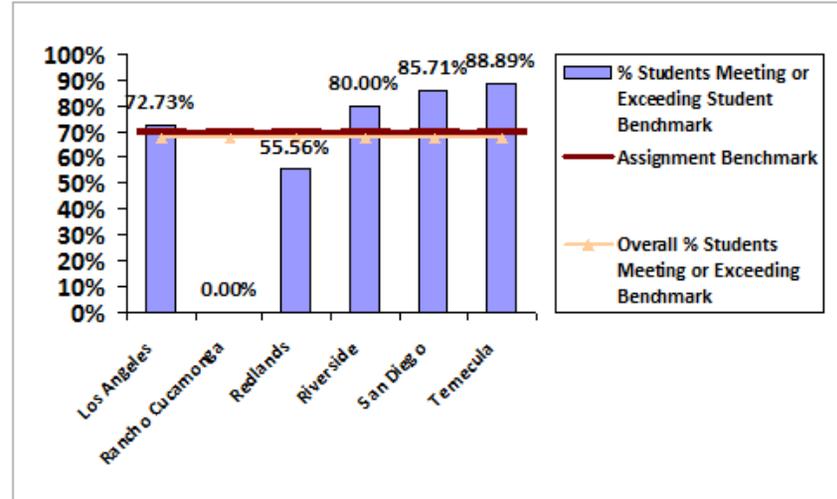
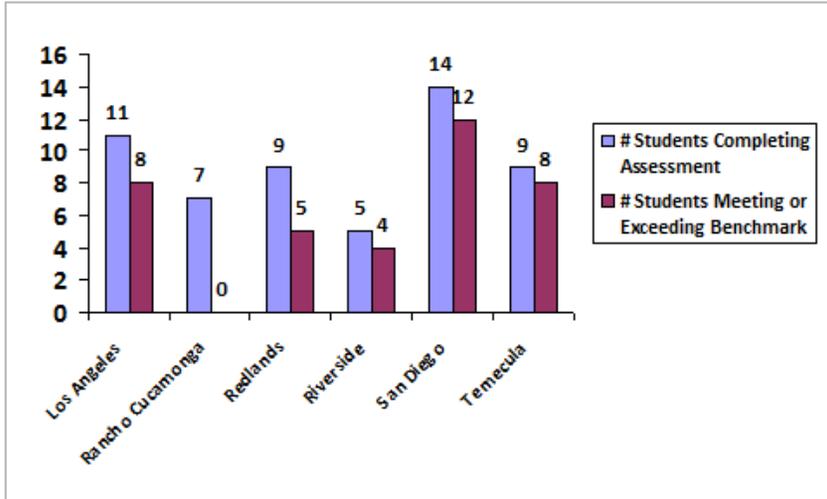


Assignment: Team Project Presentation

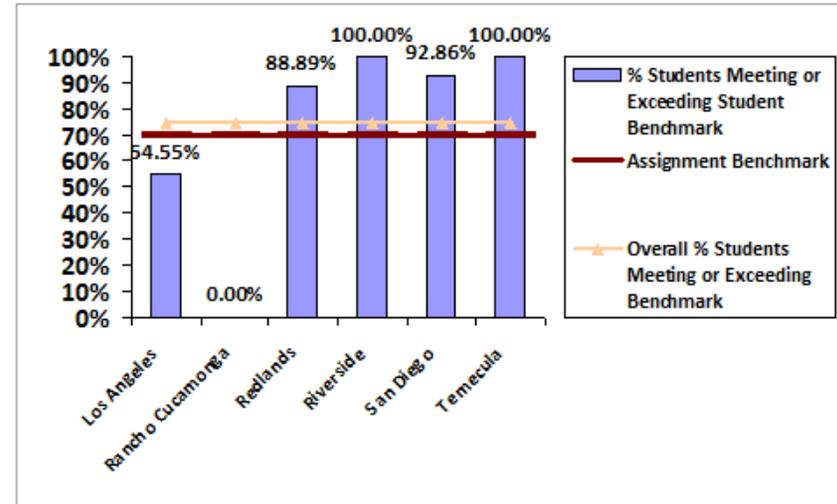
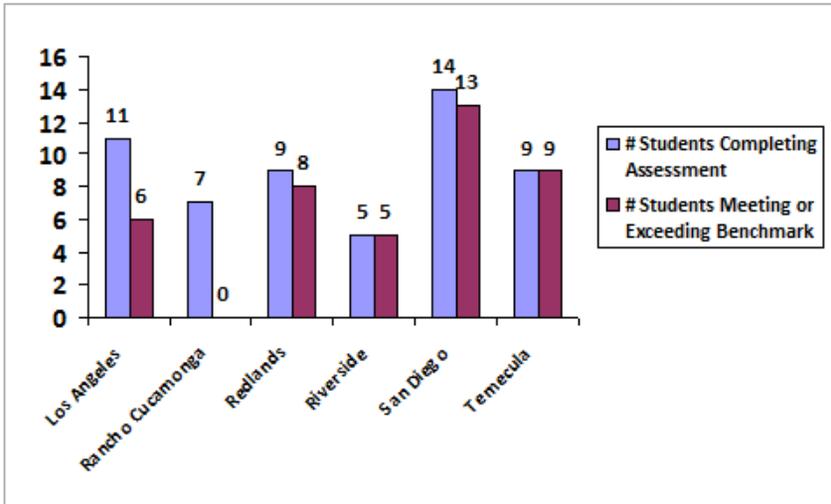


2016 Spring 1 (201621)

Assignment: GIS Assignment

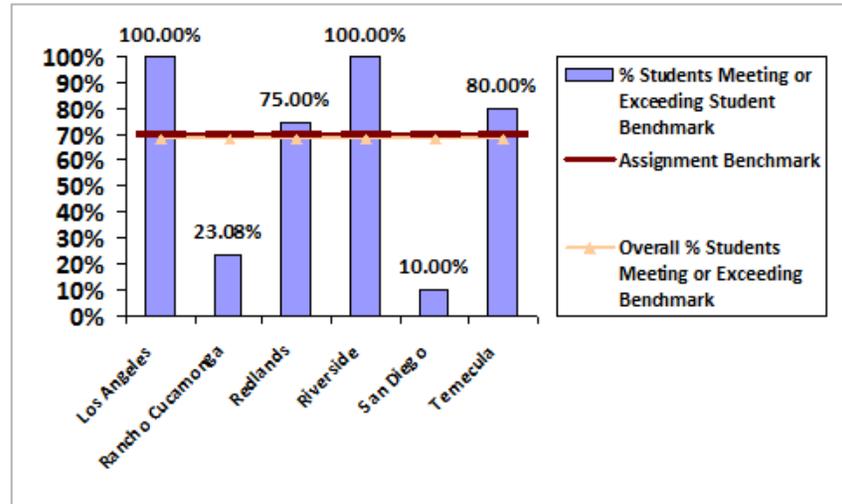
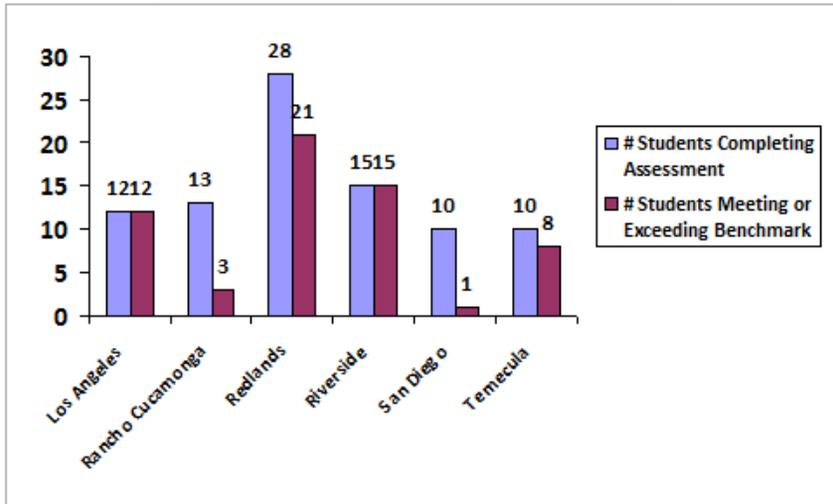


Assignment: Team Project Presentation

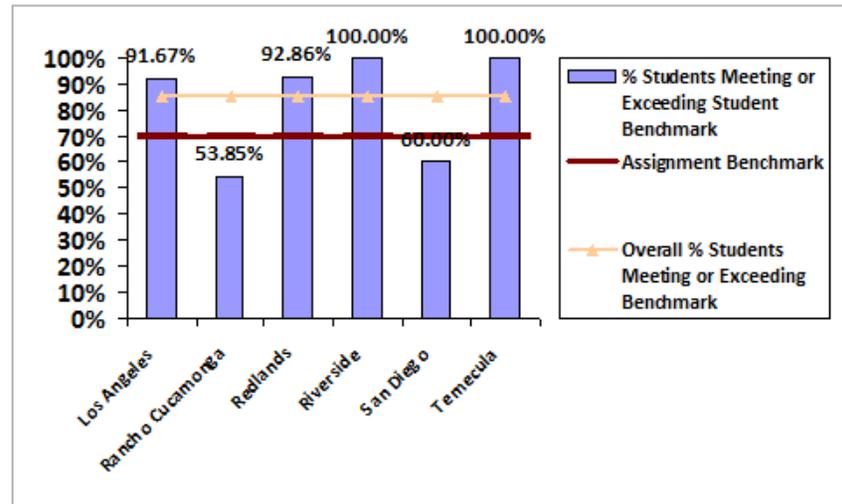
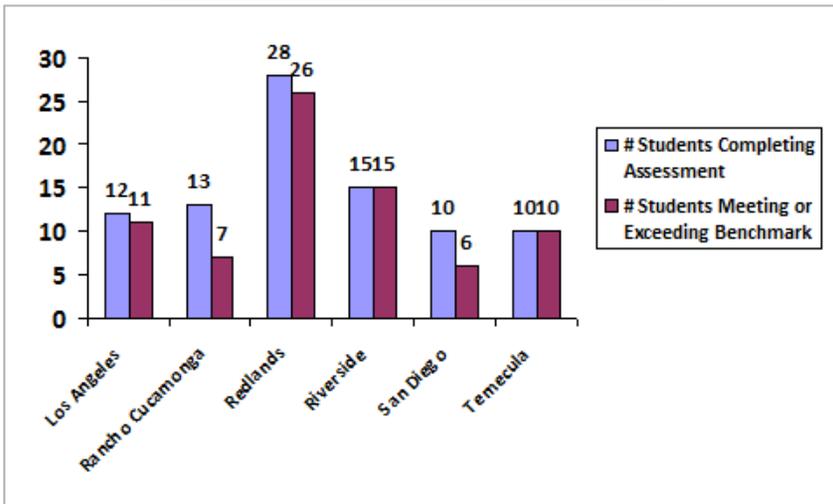


2016 FALL 1 (201631)

Assignment: GIS Assignment

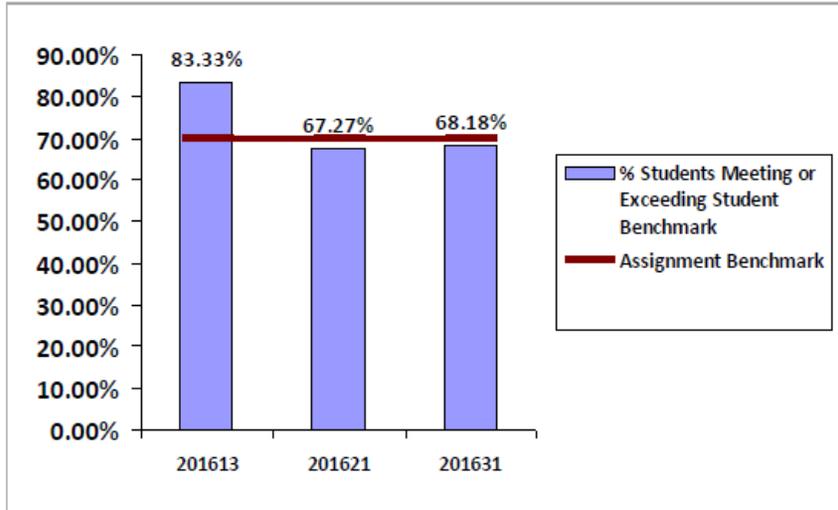


Assignment: Team Project Presentation

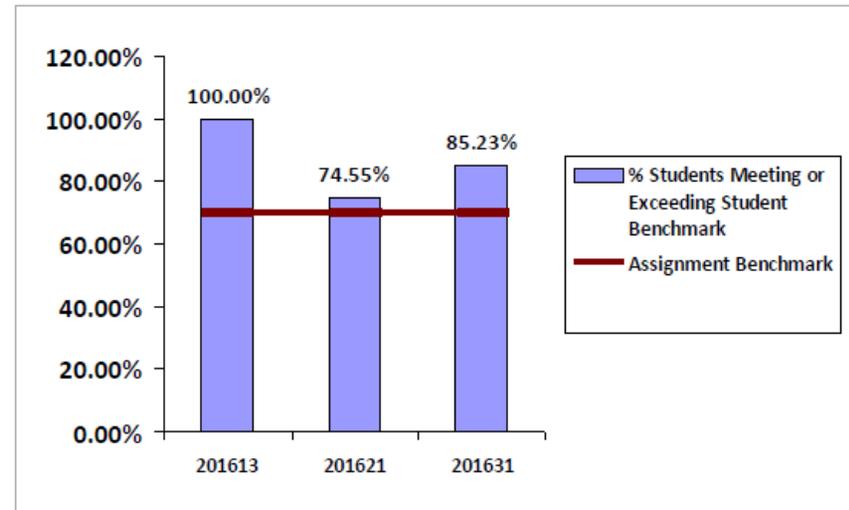


OVERALL RESULTS

Assignment: GIS Assignment



Assignment: Team Project Presentation



Assessment Action Plan¹

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

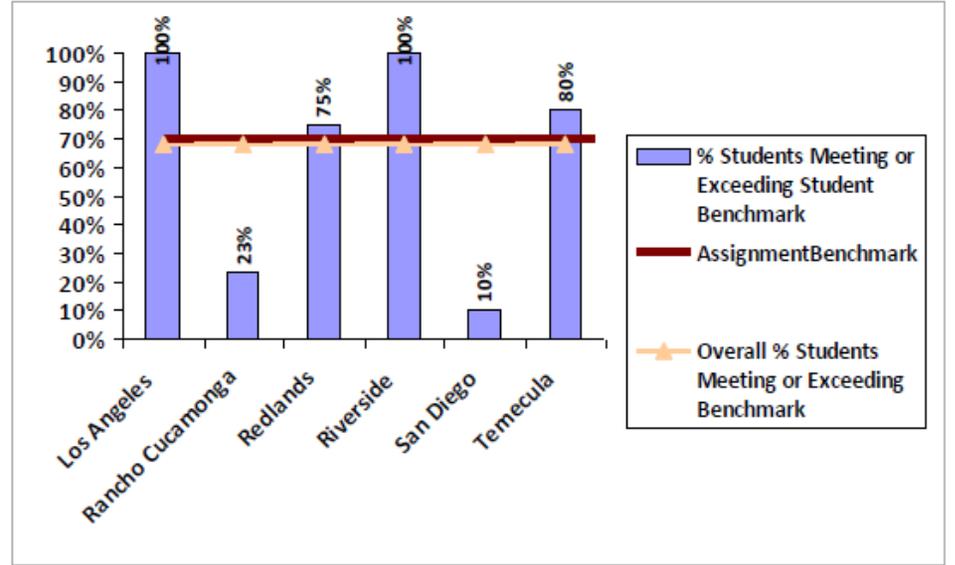
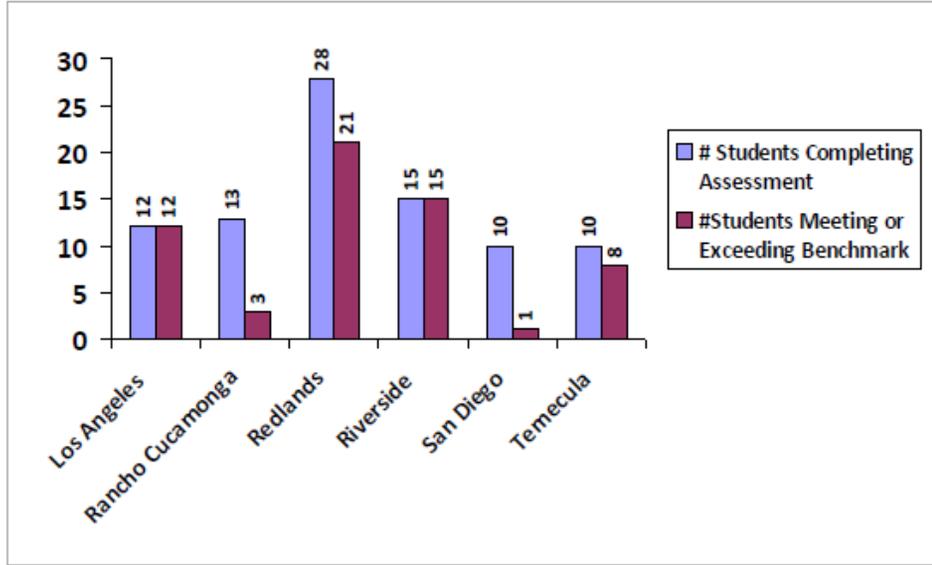
Performance Indicator	Definition				
Program: BSB	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work</p> <p><i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><i>Formative</i> – An assessment conducted during the student’s education.</p> <p><i>Summative</i> – An assessment conducted at the end of the student’s education.</p> <p><i>Internal</i> – An assessment instrument that was developed within the business unit.</p> <p><i>External</i> – An assessment instrument that was developed outside the business unit.</p> <p><i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
PLO: <e.g, 1>					
Course: BUSB 333 Business Information Systems					
CLO: <e.g. 4>					
Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable Goal: 70% of the students completing the GIS Assignment will meet or exceed the benchmark of 70%.	GIS Assignment, internally administered in an 8 week course using a standardized assessment rubric.	<p>There has been an upward trajectory in student performance on this assessment.</p> <p>More students have completed this assessment over the past three collection periods.</p>	<p>Initially there was an uneven completion rate with this assessment.</p> <p>Clearer explanation of the importance of the assessment and the assurance that the assessment is administered needed to be</p>	<p>Explanation of the importance of the assessment was discussed at the Professional Development Conference.</p> <p>Most instructors saw the importance of collecting this assignment from</p>	<p style="text-align: center;">2016 Fall 1 See p. 3</p> <p style="text-align: center;">2016 Fall 2 See p. 4</p> <p style="text-align: center;">2017 Spring 1 See p. 5</p> <p style="text-align: center;">Overall Results See p. 6</p>

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

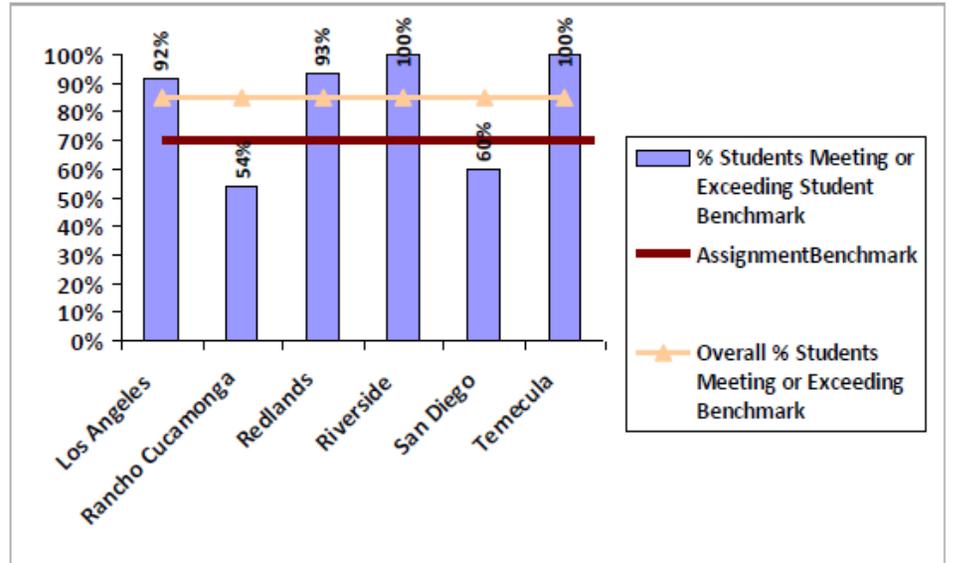
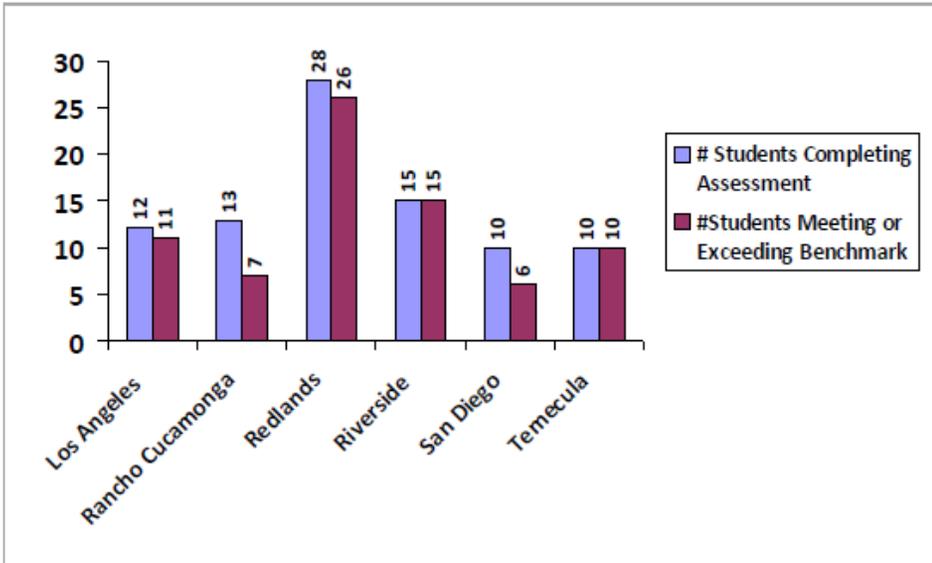
		Currently most of the students enrolled in this course have completed this assessment	emphasized.	students. This assessment will be discussed at the Professional Development Conference and ideas and feedback on this assignment and assessment tool will be solicited.	
Measurable Goal: 70% of the students taking the Team Project Presentation will meet or exceed the benchmark of 70%.	Team Project Presentation, internally administered in an 8 week course using a standardized assessment rubric.	Since this is the culminating assignment of the course, most students (unless they had to be absent for an emergency) complete this assessment. Team work and presentation skills are combined in this assessment, and students are given latitude to self-manage their group to produce their deliverables and presentation.	Initially, it seemed as though there was some confusion at two campuses about applying this assessment. In the following two periods, these anomalies were sorted out.	A discussion of this assessment will be discussed at the Professional Development Conference to solicit ideas and feedback from faculty who teach BUSB 333.	<p>2016 Fall 1 See p. 3</p> <p>2016 Fall 2 See p. 4</p> <p>2017 Spring 1 See p. 5</p> <p>Overall Results See p. 6</p>

2016 Fall 1

Assignment: GIS Assignment

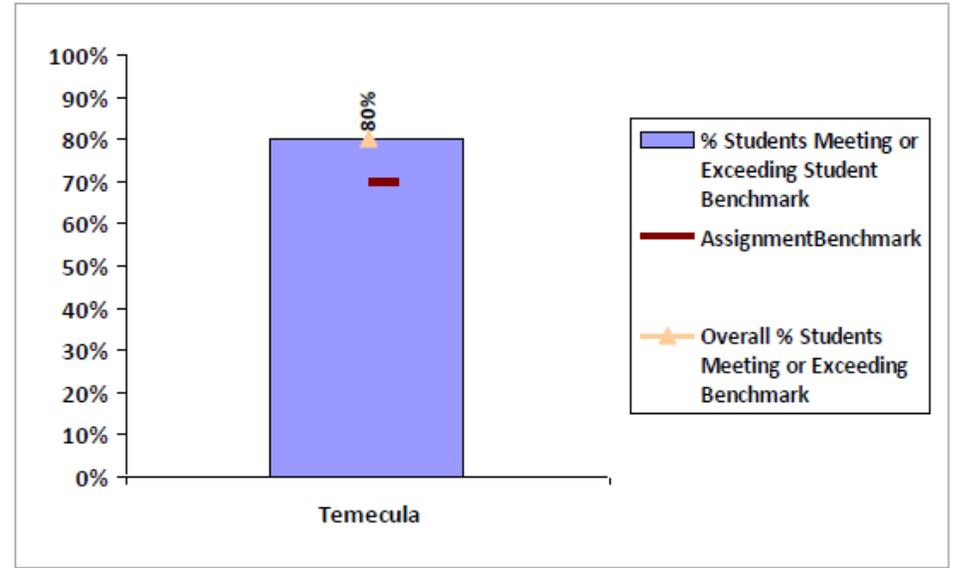
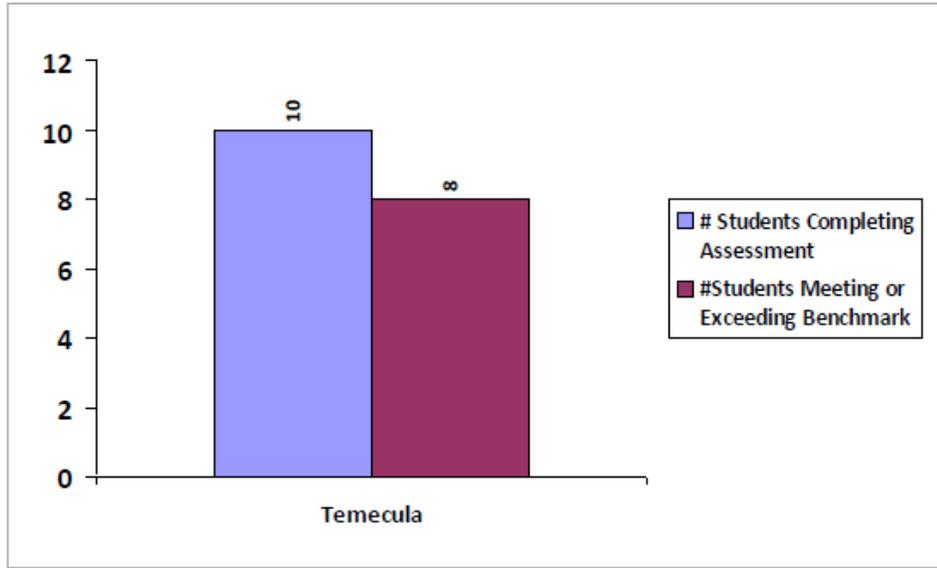


Assignment: Team Project Presentation

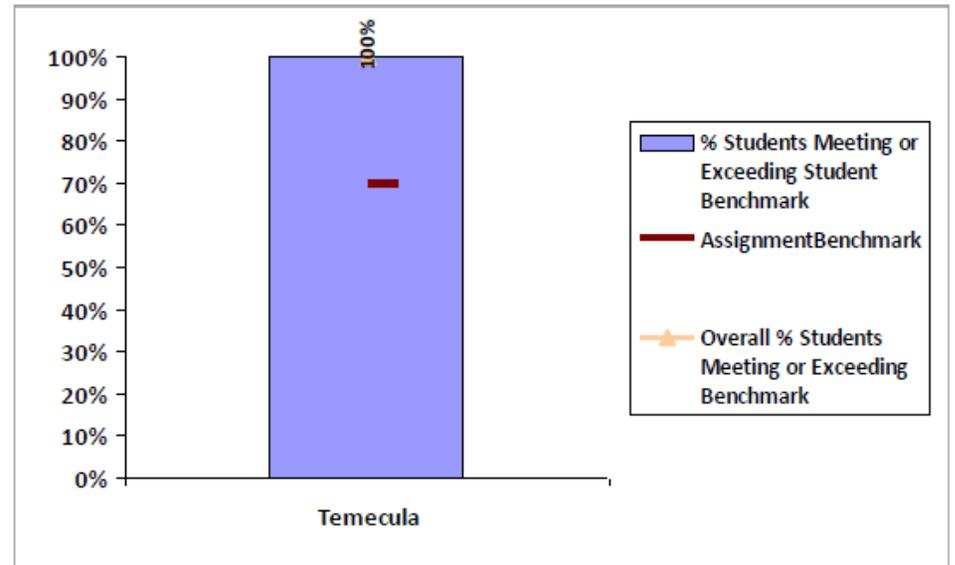
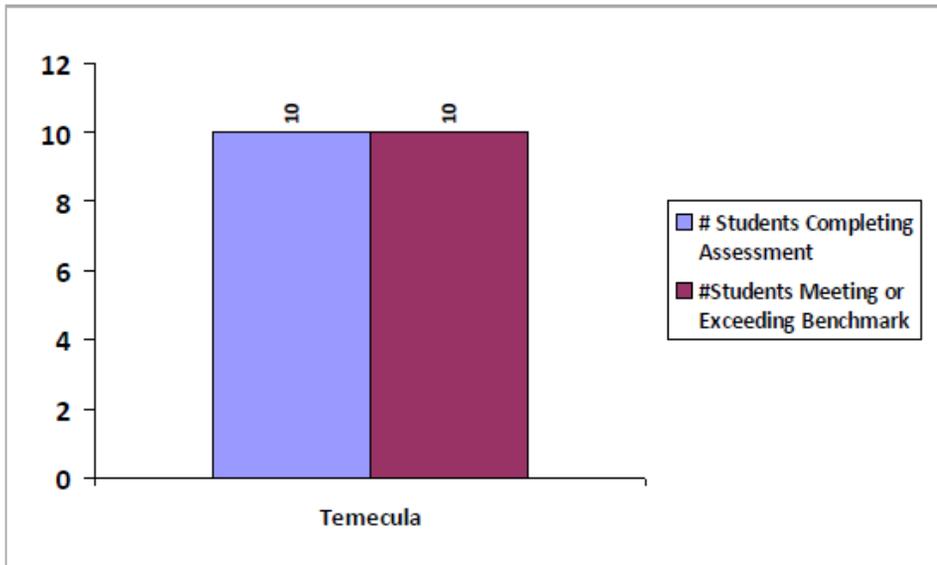


2016 Fall 2

Assignment: GIS Assignment

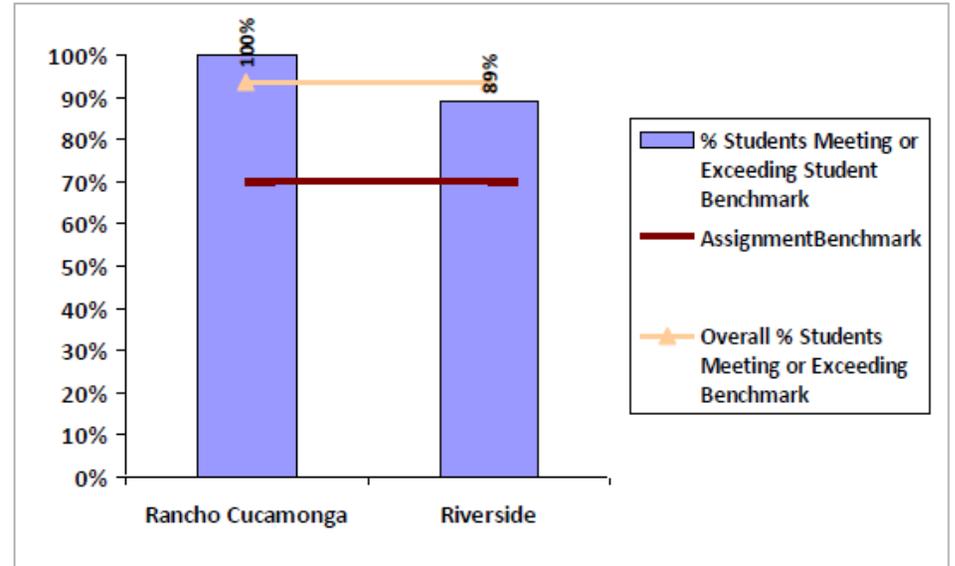
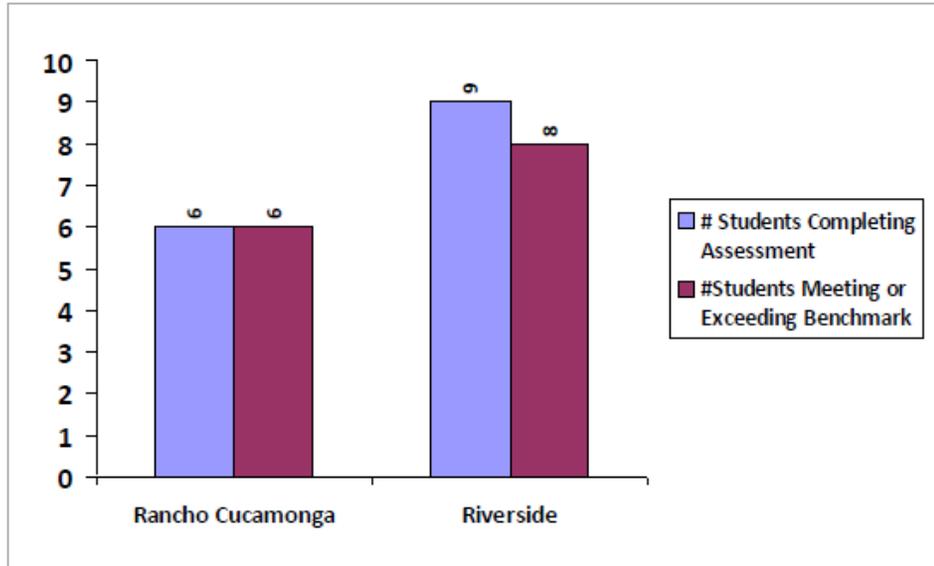


Assignment: Team Project Presentation

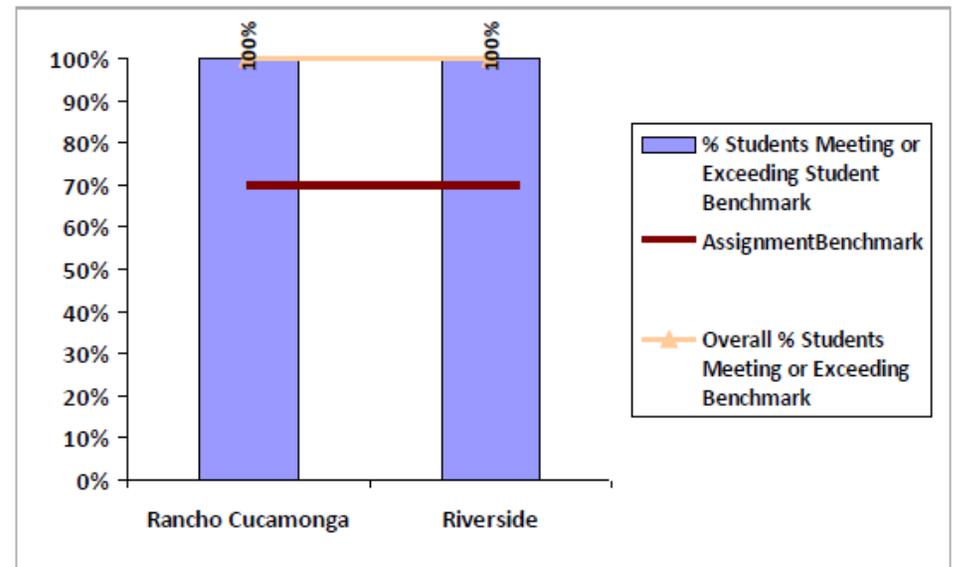
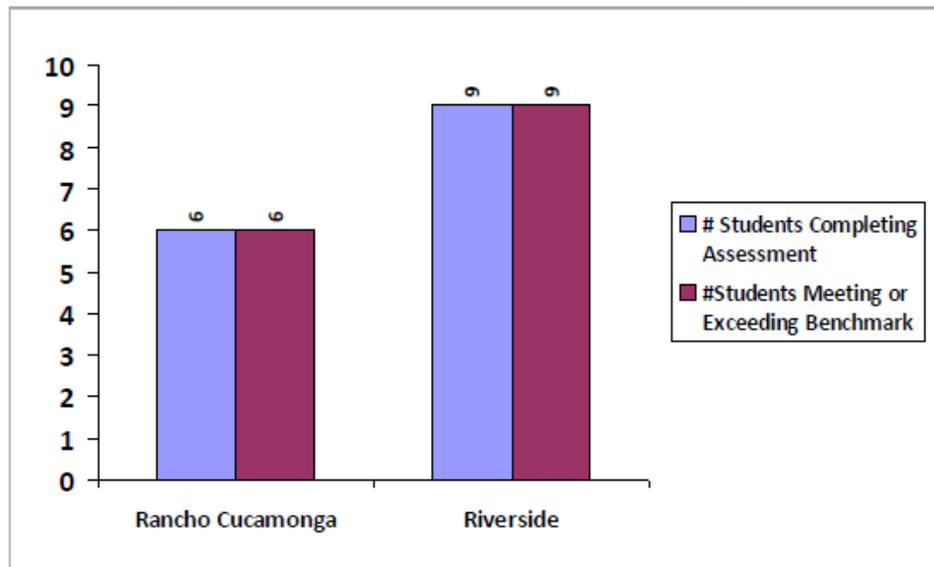


2017 Spring 1

Assignment: GIS Assignment

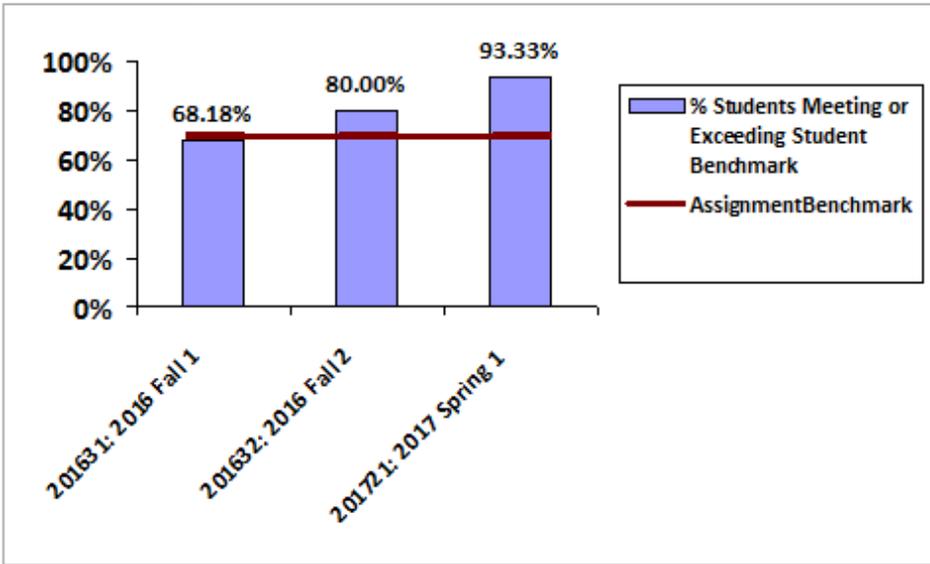


Assignment: Team Project Presentation

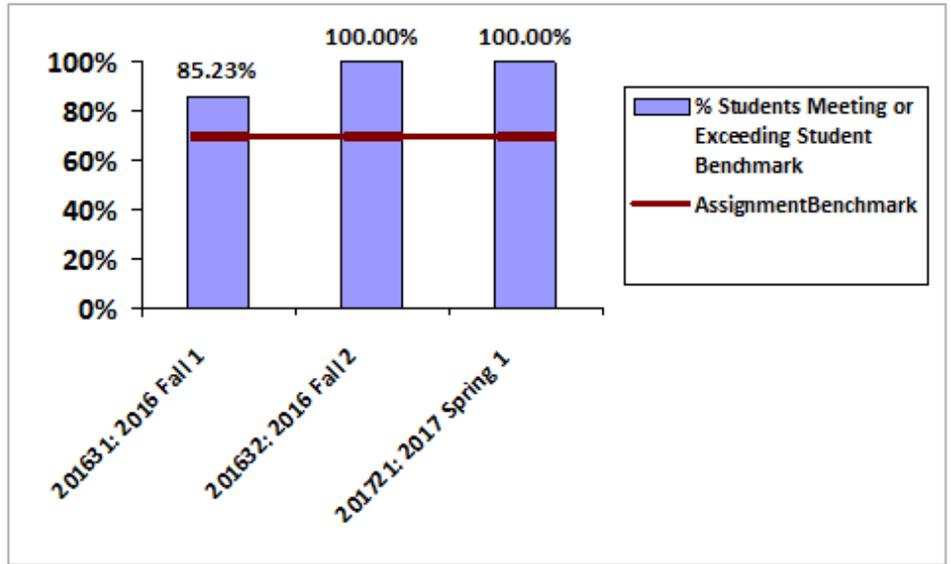


Overall Results

Assignment: GIS Assignment



Assignment: Team Project Presentation



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

1. Please ensure that the text highlighted in red in the first page of this template is filled in meticulously.
2. **Measurable Goal:** What is your goal/benchmark?
 - a. **Graduate**
 - i. If assignment is being assessed using a rubric: 80% of the students will meet or exceed the benchmark score of 80% using a standardized rubric.
 - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
 - b. **Undergraduate**
 - i. *If assignment is being assessed using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized rubric. (Different from Graduate benchmark)*
 - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
 - c. Other: Consult Program Director.
3. **What is your measurement instrument or process:** It is important that the assessment instrument (embedded assignment in course, assessment quiz/exam) is explicitly identified. If using an embedded assignment in course, identify the assignment clearly so that it matches the course Master Syllabus word-for-word. Indicate type of assessment conducted by this assignment. Refer to different assessment types indicated in the first page of this template.
4. **Current Results:** Be brief and to the point, and tie it back to the Measurable Goal. Indicate clearly if the Measurable Goal/Benchmark was achieved or not in the time period covered in this action plan.
5. **Action Taken or Improvement made:** Be detailed and explicit; recommended actions should be as tangible as possible. Avoid recommending generic actions such as "Assessment rubric has to be changed." State clearly what changes are required based on the data, when changes will be made, and implemented.
6. **Graphs or Tables of Resulting Trends:** Should you need the raw assessment data, contact Brian Hamilton.
7. Consult Program Director if you have any questions.

Assessment Action Plan¹

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

Performance Indicator	Definition				
Program: BSB and BSM BSB PLO1 and BSM PLO1 aligned with CLO1. BSB PLO3 and BSM PLO3 aligned with CLO 3	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work</p> <p><i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><i>Formative</i> – An assessment conducted during the student’s education.</p> <p><i>Summative</i> – An assessment conducted at the end of the student’s education.</p> <p><i>Internal</i> – An assessment instrument that was developed within the business unit.</p> <p><i>External</i> – An assessment instrument that was developed outside the business unit.</p> <p><i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
Course: BUSB 340 Principles of Marketing					
<p>CLO 1: Demonstrate an understanding of fundamental marketing knowledge to effectively address organizational challenges and opportunities</p> <p>CLO 3: Employ effective written and oral skills to communicate clearly and persuasively</p>					
Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)

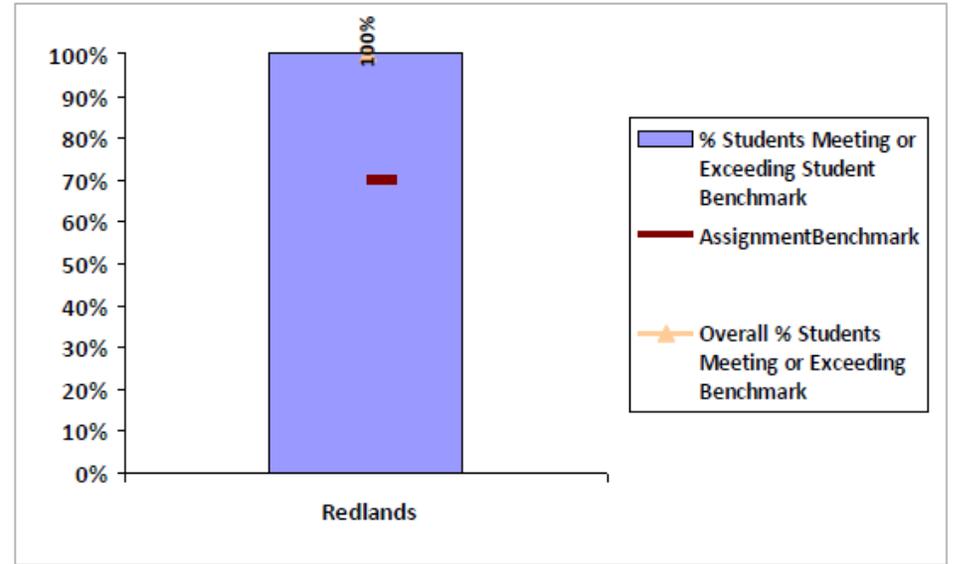
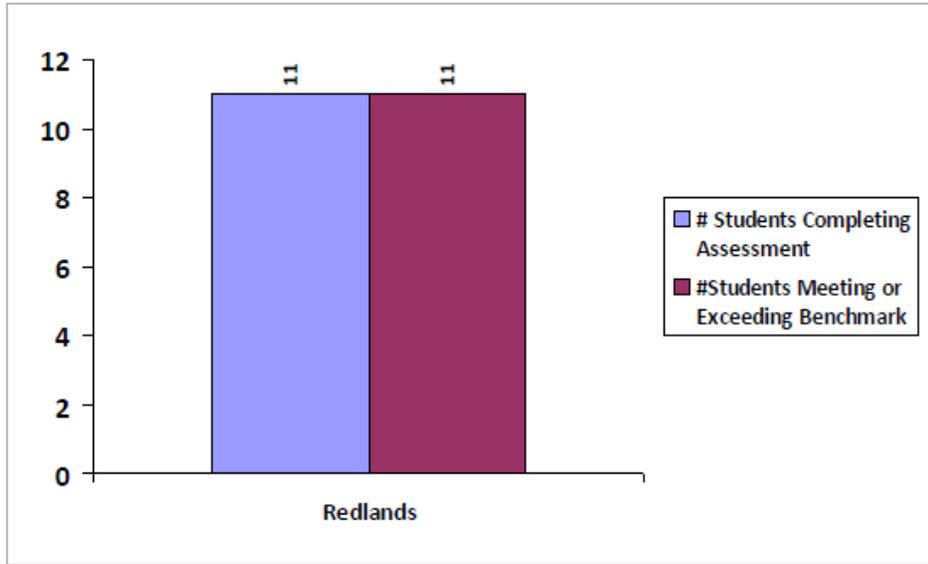
¹ Please read instructions in last page carefully before drafting this action plan.

<p>70% of the students completing the assessment will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.</p>	<p>Exam. This is a direct, formative, and internal comparative assessment tool developed by the course syllabus owner.</p>	<p>2016 Fall 2: 11 students completed assessment in one site. All of them met or exceeded benchmark.</p> <p>2016 Fall 3: 97 students completed the assessment across 7 educational sites. 91% of the students met or exceeded the benchmark.</p> <p>2017 Spring 3: 114 students completed the assessment across 8 educational sites. 78% met or exceeded the benchmark.</p>	<p>On the positive note, over the three terms, on average students have been meeting the benchmark. However, the trend for the average student performance is declining, from 100% to 91% and then 78%. Besides showing a noticeable drop in students' performance, the 2017 Spring 3 data is quite divergent across the 8 locations. That's also when for the first time, two of the locations (Redlands BSB and Temecula) did not meet the benchmark of 70%.</p> <p>However, since it's only two out of 16 groups over the three terms did not meet the benchmark, it could well be the case that some cohorts might have had more students who were less prepared than expected.</p>	<p>Nothing at this point yet. We should observe for another year and check if this decline in 2017 Spring 3 was just a random occurrence or a continuing trend. If it's the latter, we should then create curricular-oriented solutions to address it accordingly.</p>	<p>2016 FALL 2 See page 3.</p> <p>2016 FALL 3 See page 4.</p> <p>2017 SPRING 3 See page 5.</p> <p>OVERALL RESULTS See page 6.</p>
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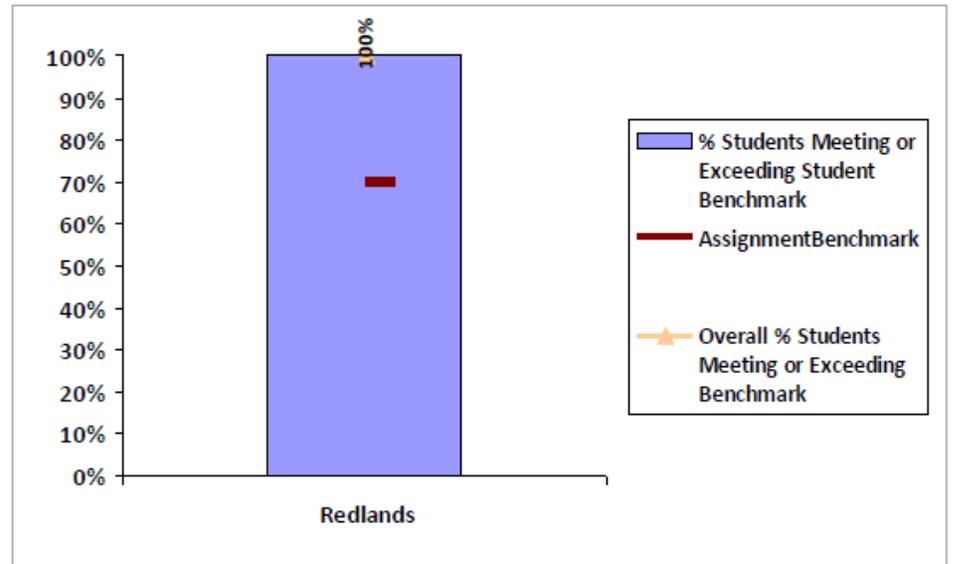
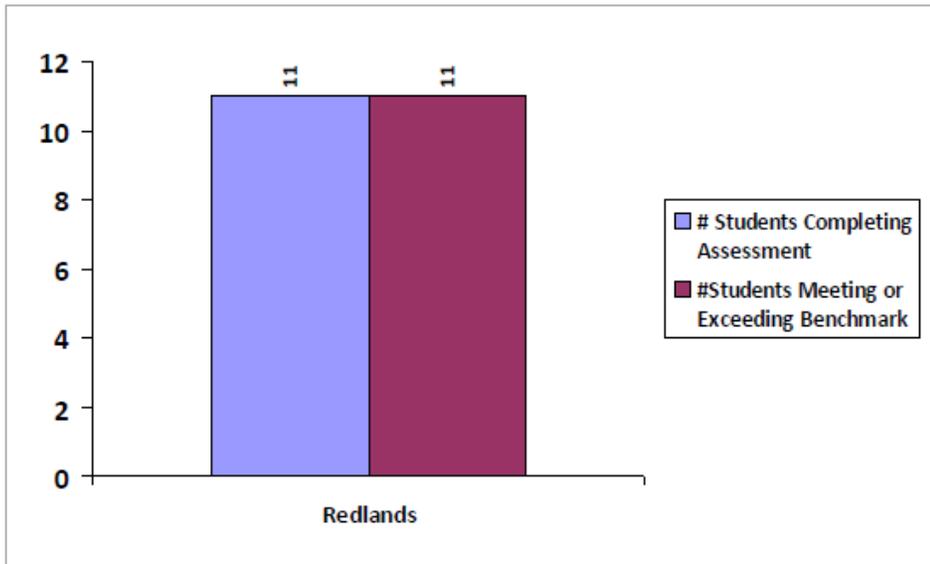
<p>70% of the students completing the assessment will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.</p>	<p>Oral Presentation. This is a direct, formative, and internal comparative assessment tool developed by the course syllabus owner.</p>	<p>2016 Fall 2: 11 students completed assessment in one site. All of them met or exceeded benchmark.</p> <p>2016 Fall 3: 97 students completed the assessment across 7 educational sites. 86% of the students met or exceeded the benchmark.</p> <p>2017 Spring 3: 114 students completed the assessment across 8 educational sites. 97% met or exceeded the benchmark.</p>	<p>Over the three terms, on average students have been meeting the benchmark. However, in 2016 Fall 3, the South Coast Metro cohort reported that none of the eight students met or exceeded the benchmark. This is quite surprising given that they all passed the benchmark for the exam. And normally based on the scores, the presentation is an easier item in comparison to the exam. So the speculation is that there might be an error in assessment data reporting.</p>	<p>There is no action proposed at this point since students have been performing beyond our expectation. We should observe for another year and check if this continues. If yes, we might consider to revise the assessment tool and see if students' perform remains the similar level in terms of oral communication.</p>	<p>2016 FALL 2 See page 3.</p> <p>2016 FALL 3 See page 4.</p> <p>2016 SPRING 3 See page 5.</p> <p>OVERALL RESULTS See page 6.</p>
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2016 Fall 2

Assignment: Exam

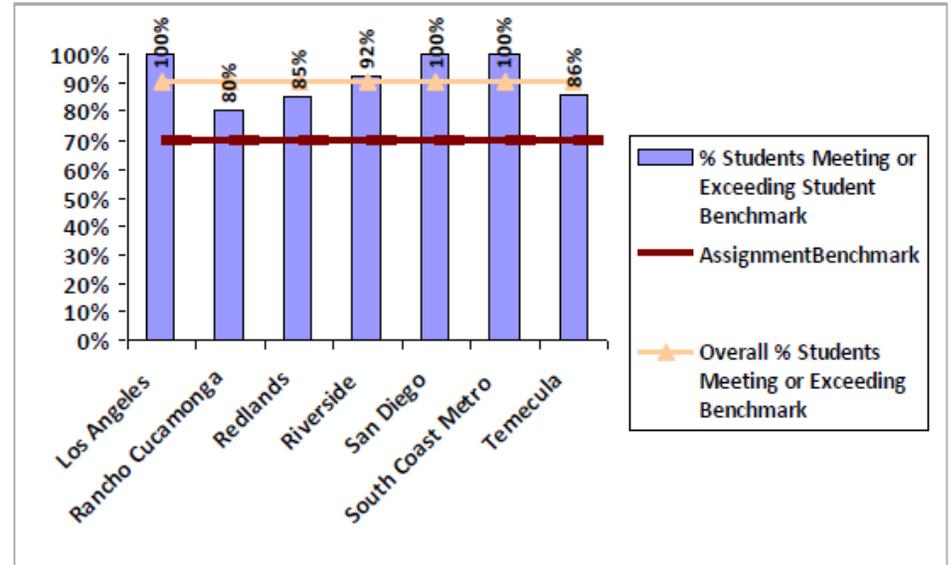
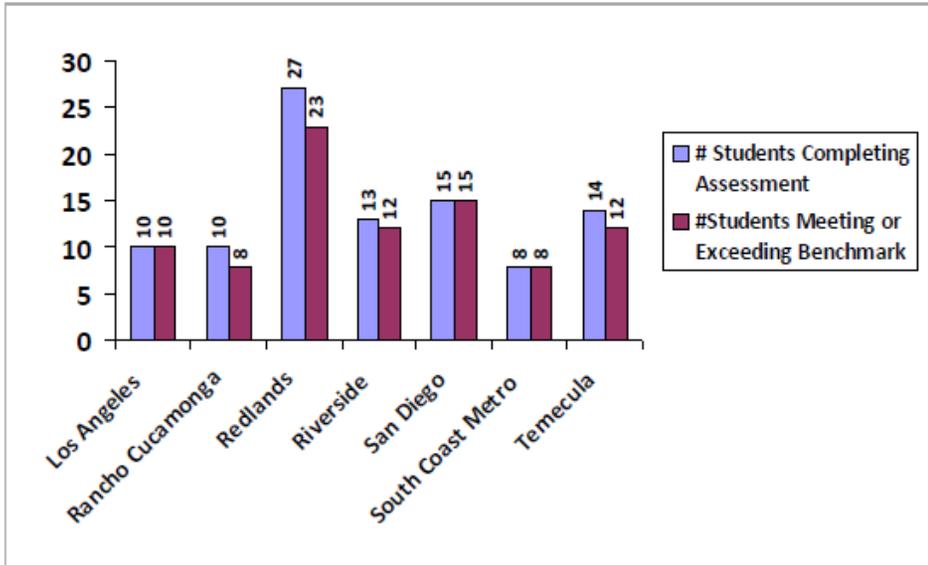


Assignment: Presentation

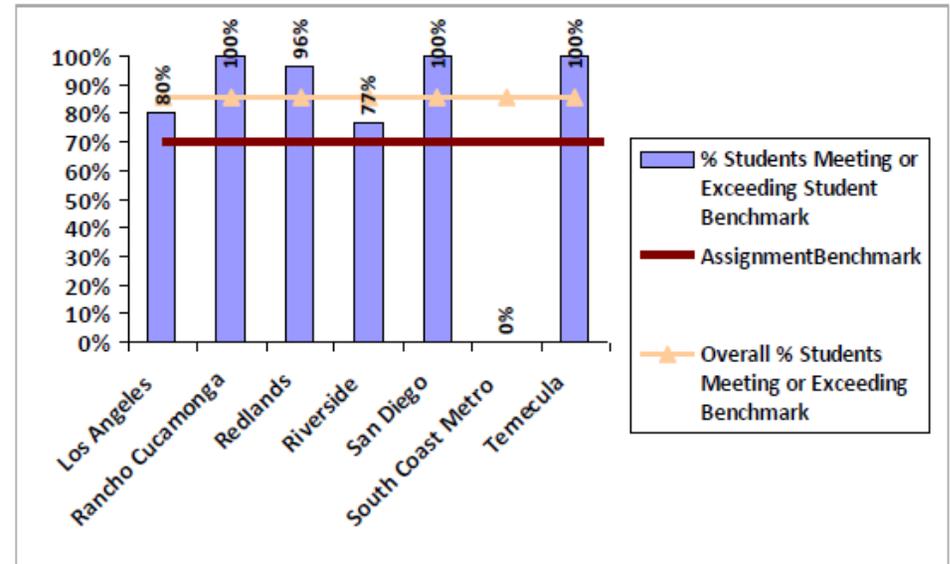
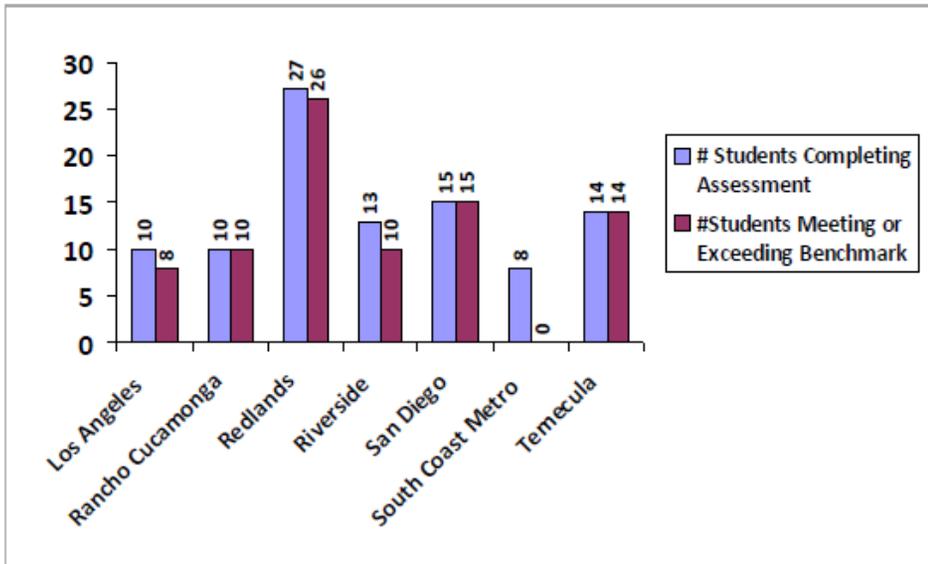


2016 Fall 3

Assignment: Exam

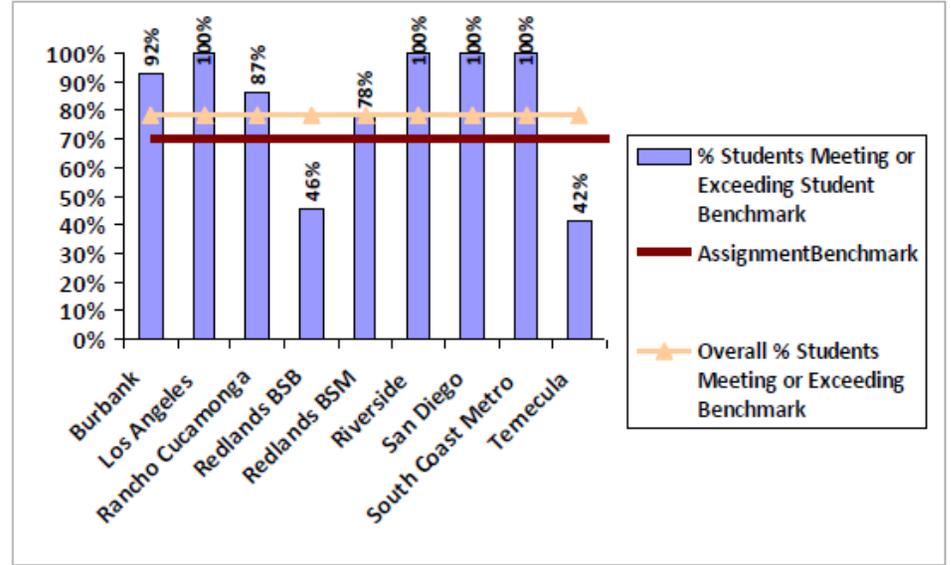
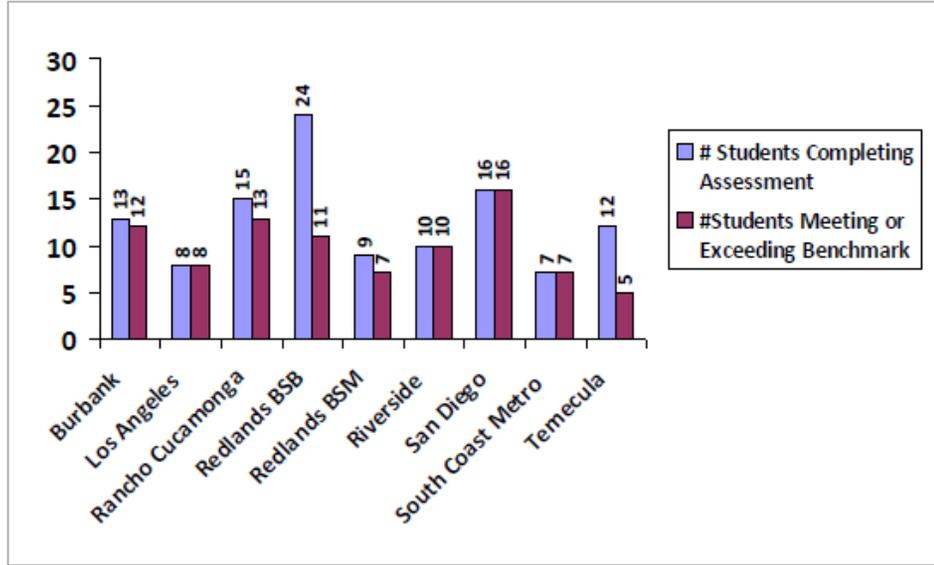


Assignment: Presentation

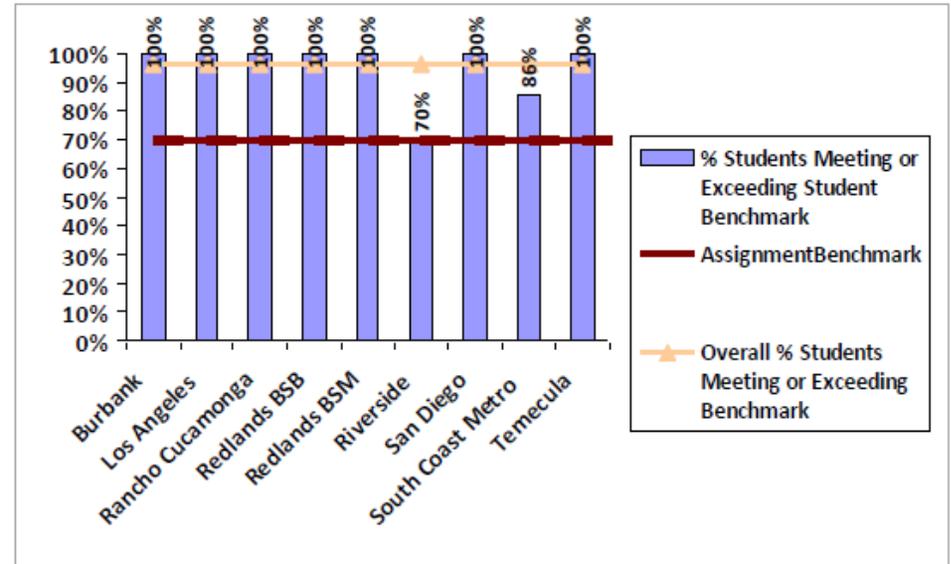
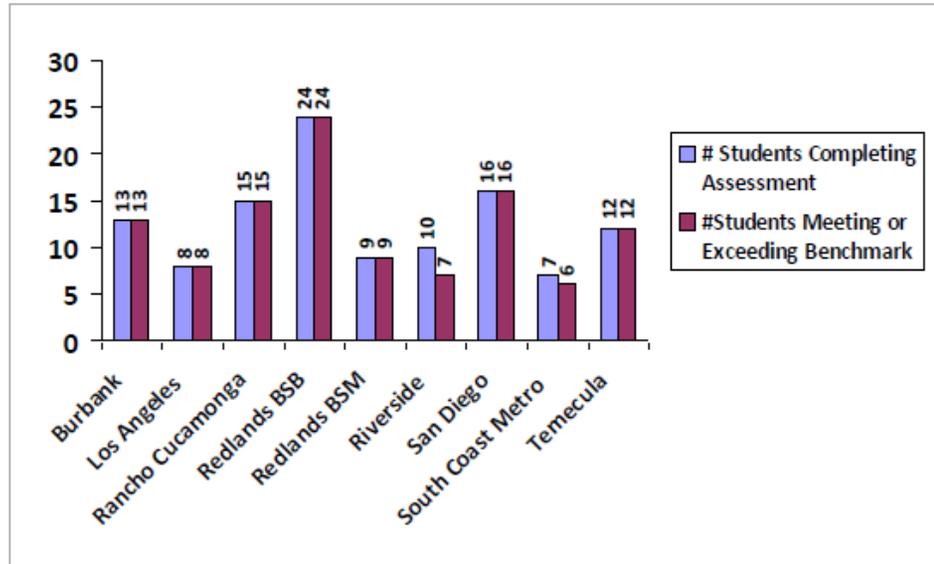


2017 Spring 3

Assignment: Exam

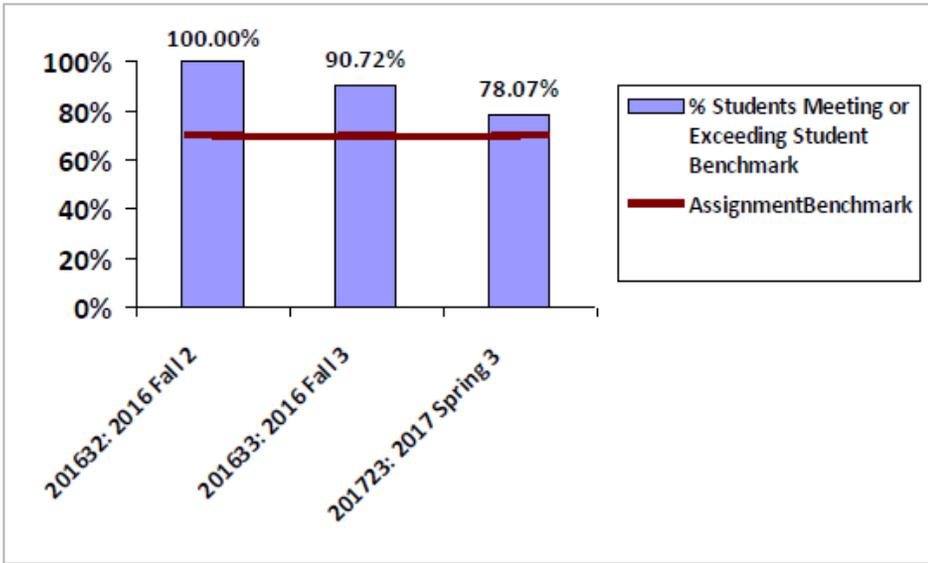


Assignment: Presentation

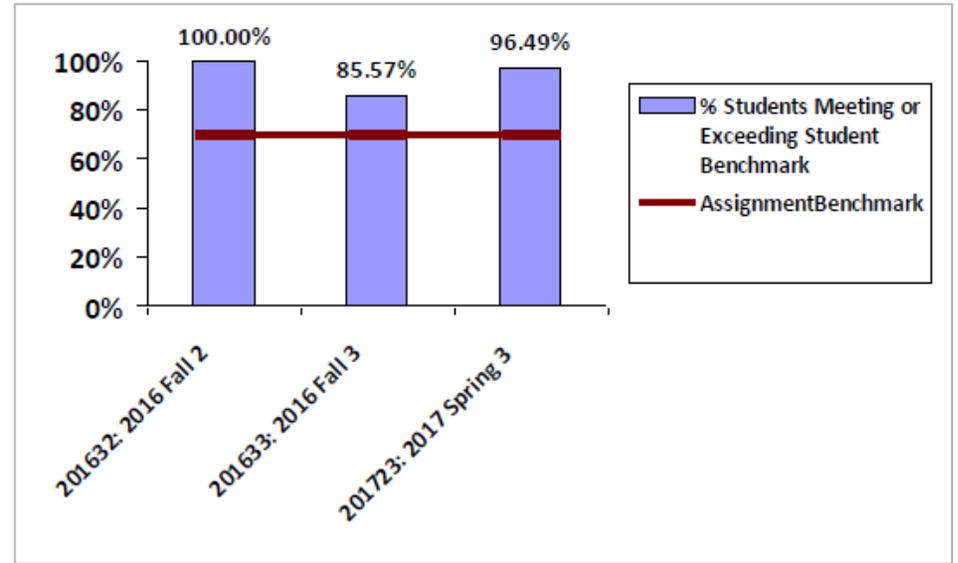


Overall Results

Assignment: Exam



Assignment: Presentation



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5. **Action Taken or Improvement made:** Be detailed and explicit; recommended actions should be as tangible as possible. Avoid recommending generic actions such as "Assessment rubric has to be changed." State clearly what changes are required based on the data, when changes will be made, and implemented.
6. **Graphs or Tables of Resulting Trends:** Should you need the raw assessment data, contact Brian Hamilton.
7. Consult Program Director if you have any questions.

Bachelors of Science in Business (ACBSP Self-Study Year 2015-16)

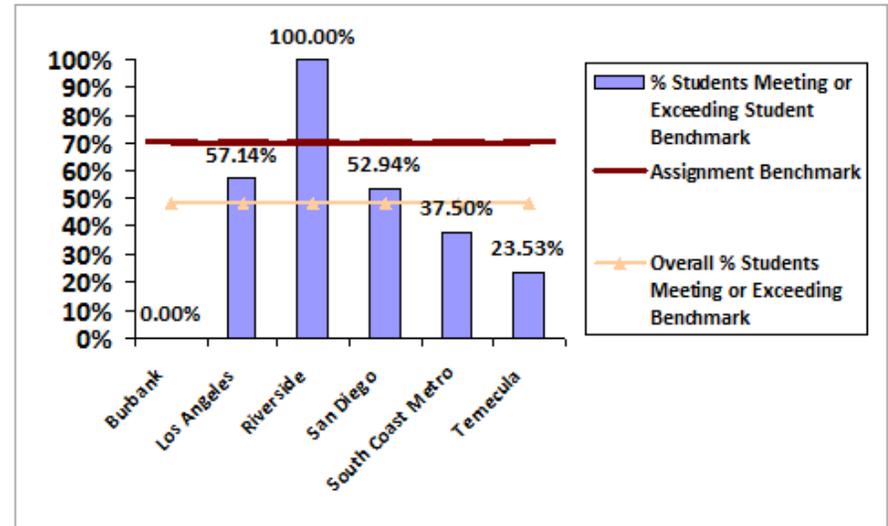
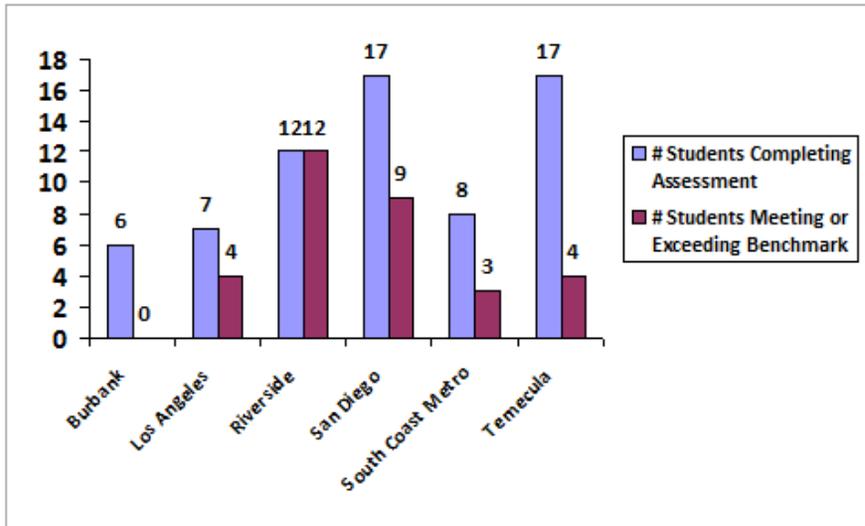
Performance Indicator	Program Description
<p><u>BUSB 342</u></p> <p>SLO#1. use appropriate terminology and examine institutions, principles of trade, investment, and exchange rate markets as they apply to international business management</p> <p>SLO#2. examine the distinctions between domestic and international business environments and the effect of globalization on each</p> <p>SLO#3 analyze international business strategy incorporating the steps to and consequences of participation in international markets</p> <p>SLO#4 place the functional areas of business and management in an international context</p> <p>SLO#5 develop awareness and appreciation of the broad array of international factors influencing business decision making</p> <p><u>BSB Program Learning Objectives</u></p> <p>PLO # 1. Explain fundamental business theories and concepts.</p> <p>PLO # 4. Address complex social, managerial and leadership issues using effective oral and written communication.</p> <p>PLO # 5. Identify, analyze and solve business</p>	<p>The Bachelor of Science in Business (BSB) is designed to enhance the knowledge and effectiveness of business professionals by linking their experiences with concepts from various business disciplines. Students learn how to apply business concepts in solving problems, synthesizing information as reflective practitioners, and integrating knowledge learned in real-world and classroom settings. The themes of ethics, communication, critical thinking, and organizing global knowledge from a cultural and geographic perspective are woven into the program and demonstrated in course projects. The program culminates in the development and presentation of a capstone paper.</p> <p>Program Learning Objectives and Student Learning Outcomes are assessed as follows:</p> <ul style="list-style-type: none"> • Direct – Assessing student performance by administering [Exams] [Essays] and [Presentations]. • Formative- Assessment is conducted during the students’ enrollment in an eight week course with [insert exam, essays, etc.] being administered towards the last class session. • Internal- SLO’s are derived from the BSB Program Outcomes and delineated in the course syllabus.

problems using critical evaluation skills.					
Analysis of Results					
Performance Measure Measureable Goal What is your goal	What is your measurement Instrument or process? (indicate Length of cycle)	Current Results What are your current results?	Analysis of results What did you learn from the results	Action Taken or Improvement made What did you improve or what is your next step	Insert Graphs or Tables of Resulting Trends
Average assessment results will equal or exceed 70% of learning objectives.	Measurement is Assessment of Final papers	The graphs below illustrate the results.	The results vary widely across regional campus with recurrent indications that students are not meeting the expectations established for the Analysis Paper assignment. In only 3 instances students meet the expectations. However, as 100% of the class meets these expectations, questions are raised about the validity of the	Drafts are needed to provide feedback on the analysis. The model syllabus notes that instructors should require a draft of the analysis be submitted for comments and direction. Need to verify if this is being implemented. If not, students might not get proper direction/help in constructing their analyses. Students	<p>2016 SPRING 1 (201621) See page 4.</p> <p>2016 SPRING 2 (201622) See page 5.</p> <p>2016 FALL 1 (201631) See page 6.</p> <p>OVERALL RESULTS See page 7.</p>

			assessor. The results show that students are having difficulty demonstrating critical analysis of a current international business article.	also need to complete 2 quizzes on the Connect platform in this course. Would like to add the results of these quizzes to cross check overall comprehension. This would be similar to the metric used in BUSB230 .	
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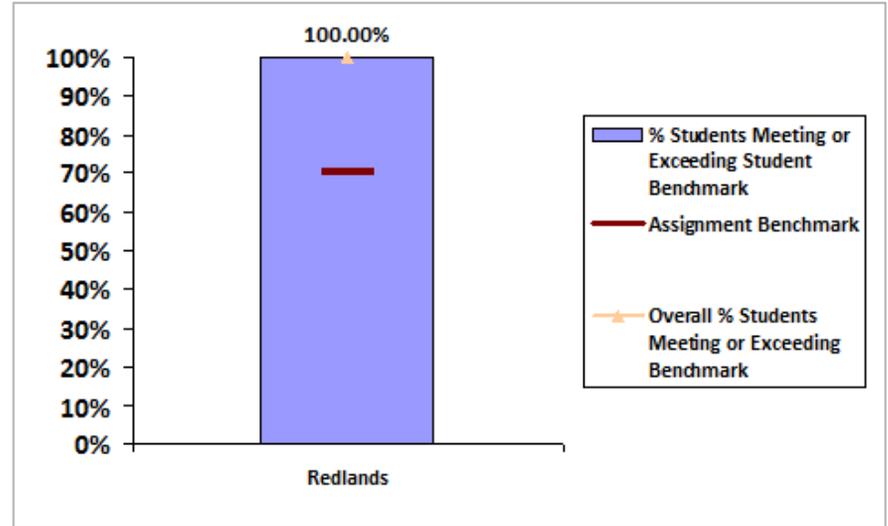
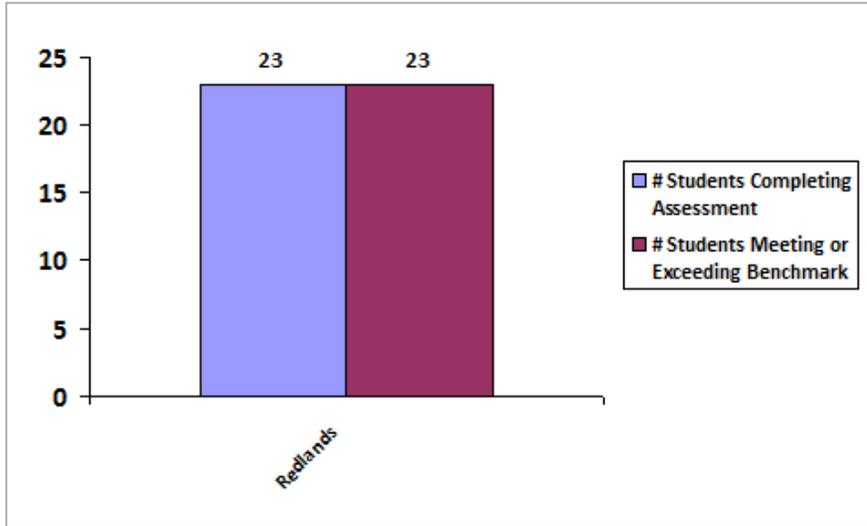
2016 SPRING 1 (201621)

Assignment: Analysis Paper



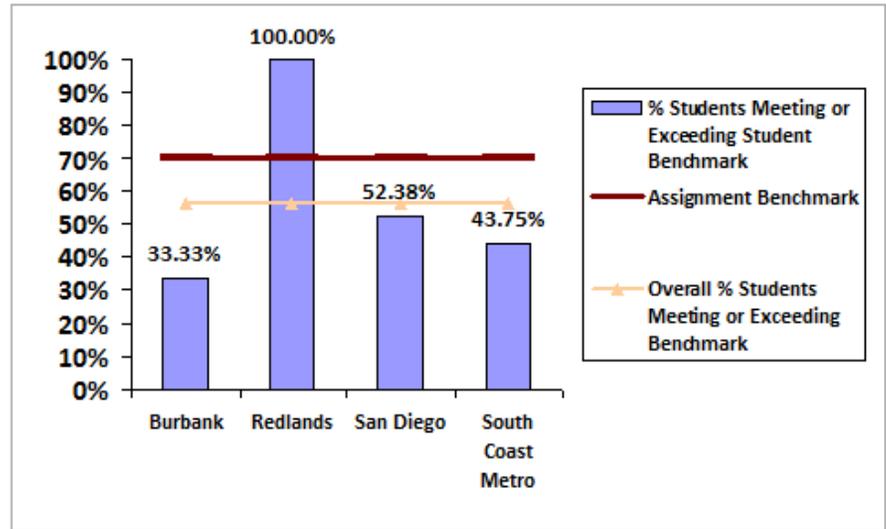
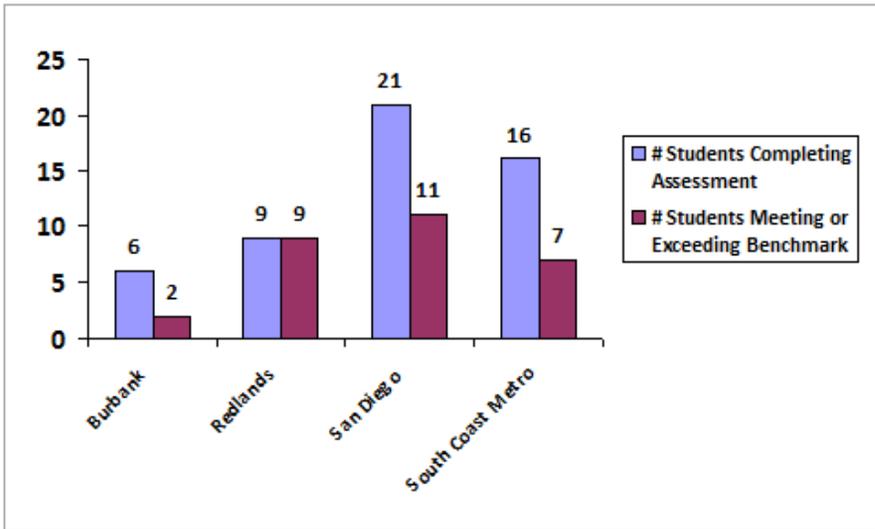
2016 SPRING 2 (201622)

Assignment: Analysis Paper



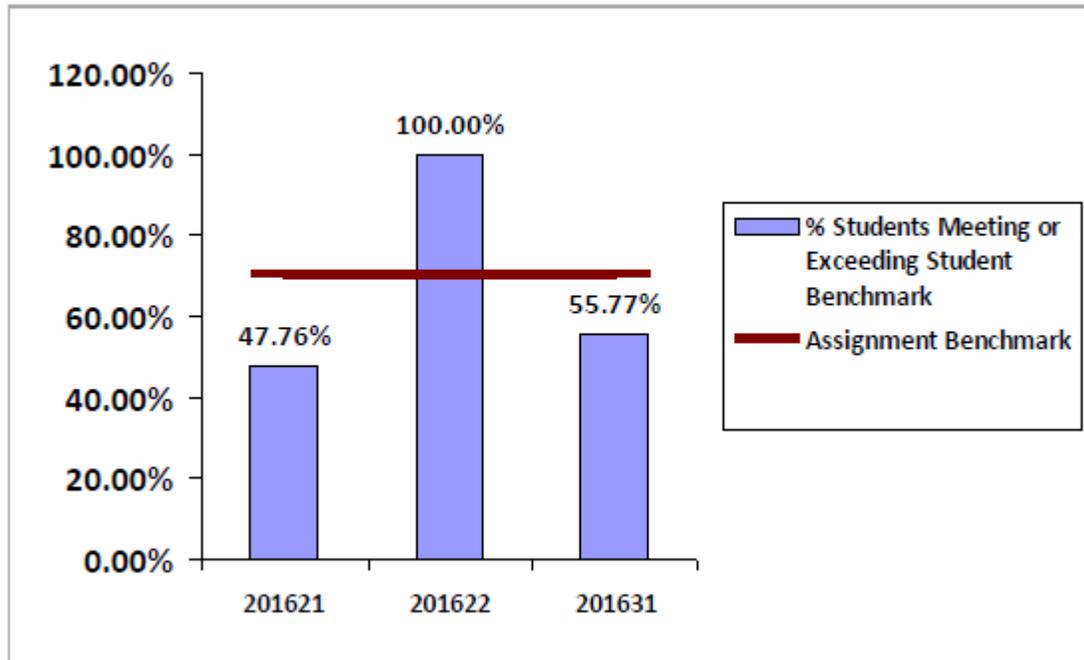
2016 FALL 1 (201631)

Assignment: Analysis Paper



OVERALL RESULTS

Assignment: Analysis Paper



Assessment Action Plan¹

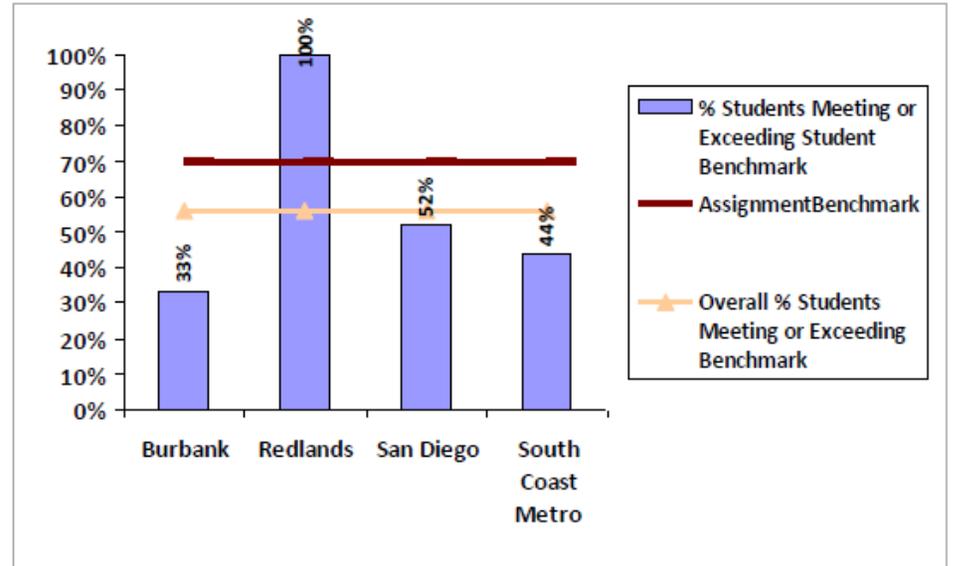
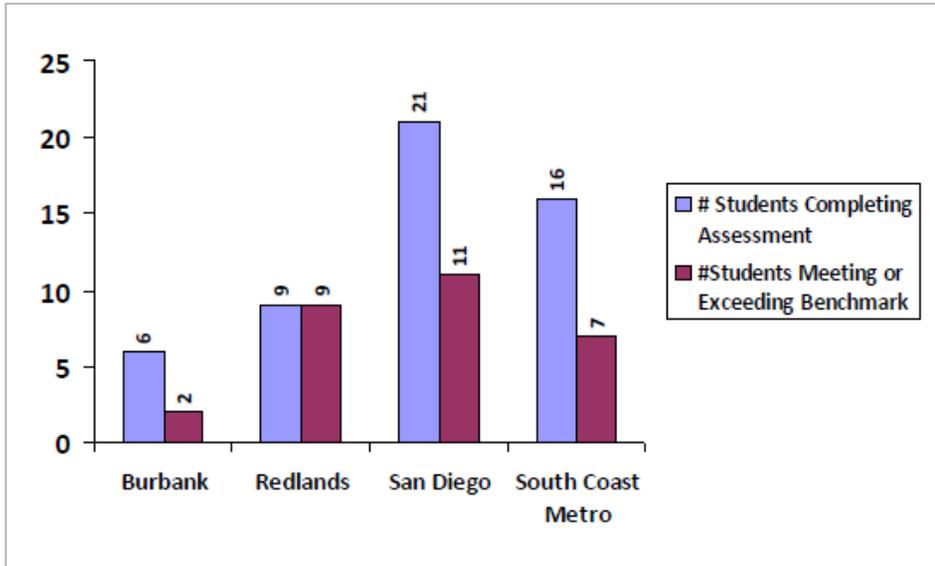
This table will be used to supply data for ACBSP Criterion 4.2 Reporting Results and Trends

Performance Indicator	Definition				
Program: BSB	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work</p> <p><i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><i>Formative</i> – An assessment conducted during the student’s education.</p> <p><i>Summative</i> – An assessment conducted at the end of the student’s education.</p> <p><i>Internal</i> – An assessment instrument that was developed within the business unit.</p> <p><i>External</i> – An assessment instrument that was developed outside the business unit.</p> <p><i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
PLO: 2					
Course: BUSB 342 International Business					
CLO: 1, 2, 3, 4, 5					
Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable Goal: 70% of the students completing the LearnSmart Comprehension Checks and Quizzes will meet or exceed the benchmark of 70%.	Comprehension checks and quizzes from LearnSmart	Results are for Analysis Paper that was discontinued as a result of September 2016 Assessment	Since the benchmark was misapplied, results were not useful to assess students’ understanding of the international concepts. The assessment tool had been changed, but not implemented.	Need to implement correct assessment assignment.	<p>2016 Fall 1 See p. 2</p> <p>2016 Fall 3 See p. 3</p> <p>2017 Spring 1 See p. 4</p> <p>Overall Results See p. 5</p>

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

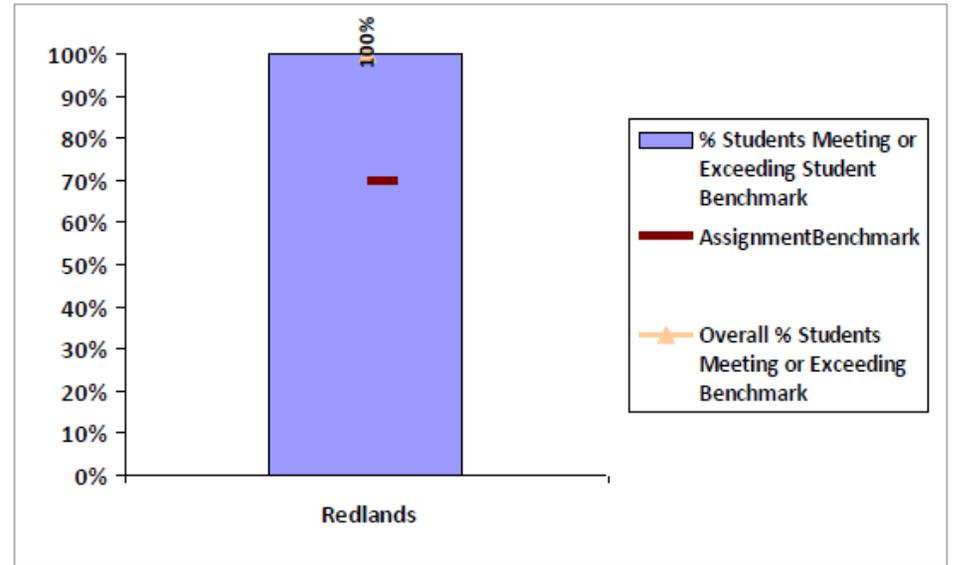
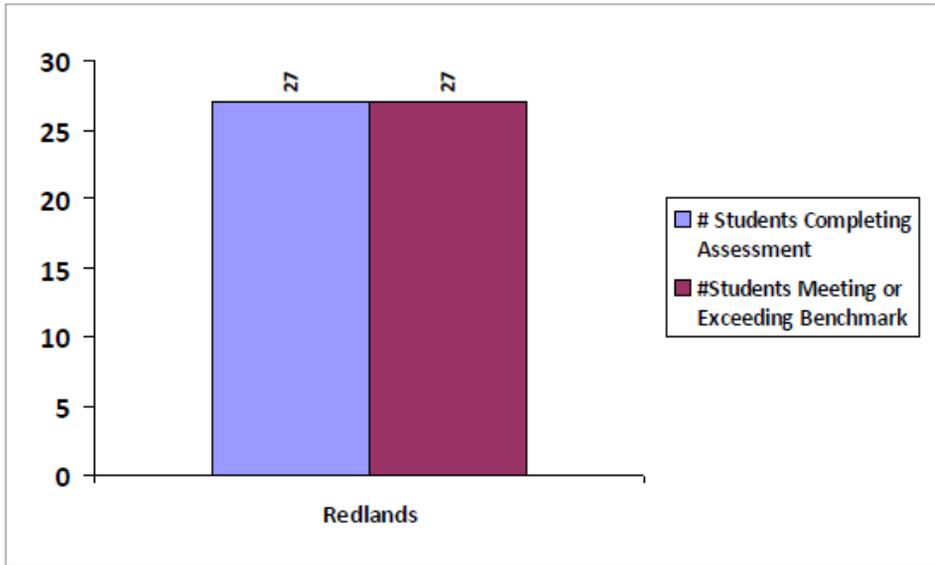
2016 Fall 1

Assignment: Analysis Paper



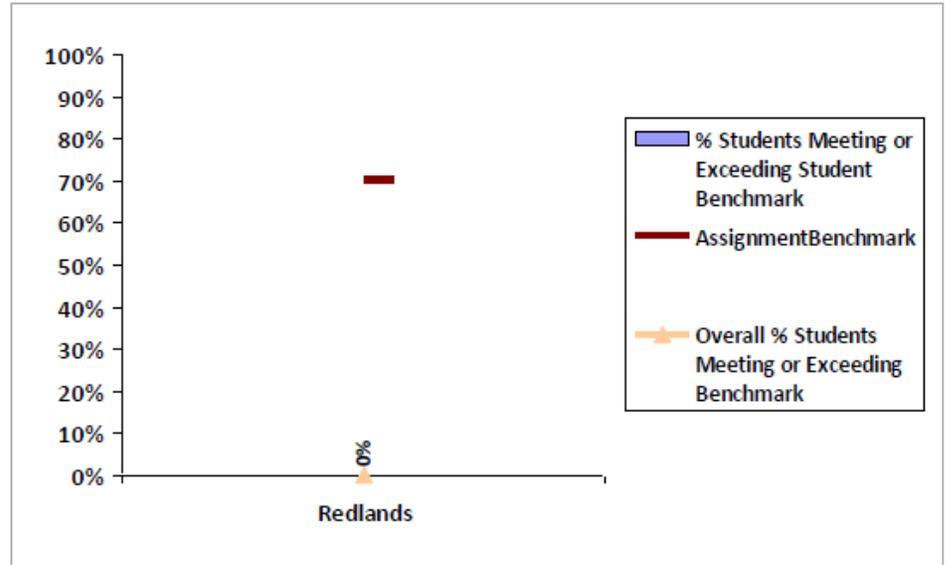
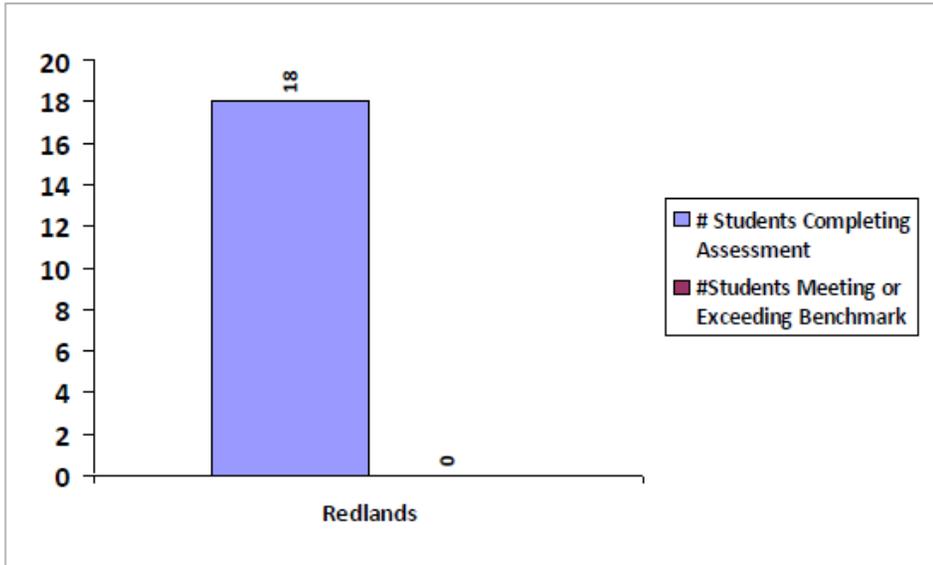
2016 Fall 3

Assignment: Analysis Paper

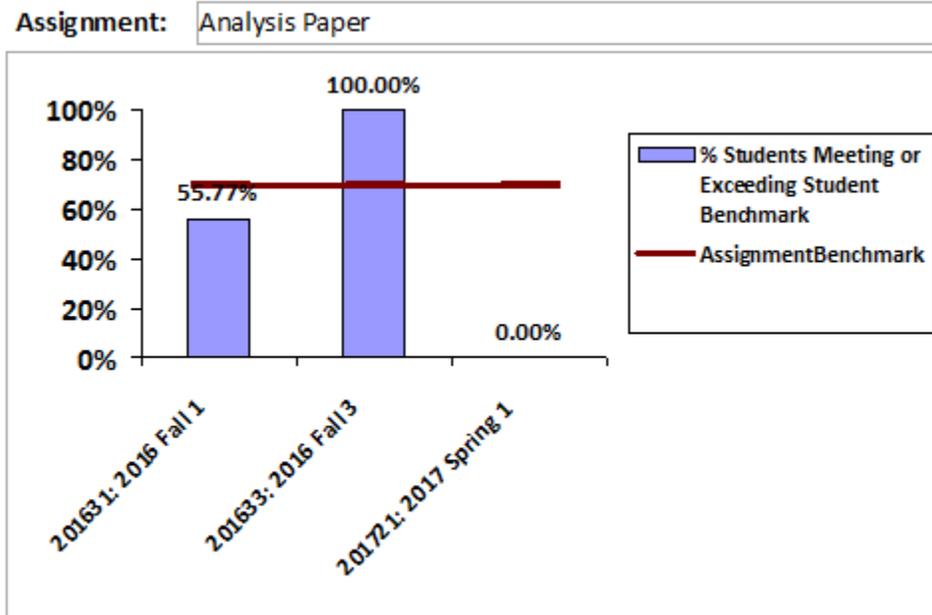


2017 Spring 1

Assignment: Analysis Paper



Overall Results



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

1. Please ensure that the text highlighted in red in the first page of this template is filled in meticulously.
2. **Measurable Goal:** What is your goal/benchmark?
 - a. **Graduate**
 - i. If assignment is being assessed using a rubric: 80% of the students will meet or exceed the benchmark score of 80% using a standardized rubric.
 - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
 - b. **Undergraduate**
 - i. *If assignment is being assessed using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized rubric. (Different from Graduate benchmark)*
 - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
 - c. Other: Consult Program Director.
3. **What is your measurement instrument or process:** It is important that the assessment instrument (embedded assignment in course, assessment quiz/exam) is explicitly identified. If using an embedded assignment in course, identify the assignment clearly so that it matches the course Master Syllabus word-for-word. Indicate type of assessment conducted by this assignment. Refer to different assessment types indicated in the first page of this template.
4. **Current Results:** Be brief and to the point, and tie it back to the Measurable Goal. Indicate clearly if the Measurable Goal/Benchmark was achieved or not in the time period covered in this action plan.
5. **Action Taken or Improvement made:** Be detailed and explicit; recommended actions should be as tangible as possible. Avoid recommending generic actions such as "Assessment rubric has to be changed." State clearly what changes are required based on the data, when changes will be made, and implemented.
6. **Graphs or Tables of Resulting Trends:** Should you need the raw assessment data, contact Brian Hamilton.
7. Consult Program Director if you have any questions.

1Assessment Action Plan

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

Performance Indicator	Definition				
Program: BSB	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination</i>). Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work</p> <p><i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><i>Formative</i> – An assessment conducted during the student’s education.</p> <p><i>Summative</i> – An assessment conducted at the end of the student’s education.</p> <p><i>Internal</i> – An assessment instrument that was developed within the business unit.</p> <p><i>External</i> – An assessment instrument that was developed outside the business unit.</p> <p><i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
PLO 1: Demonstrate knowledge of core business disciplines to effectively address organizational challenges and opportunities					
Course: BUSB 361					
<p>CLO 3 : apply basic principles of financial analysis to a firm's financial data to:</p> <ul style="list-style-type: none"> a) determine the financial performance of the firm b) make financial projections for the firm c) make and support basic financial decisions 					
Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)

¹ Please read instructions carefully before drafting this action plan.

<p>The BUSB 361 students required to have an introductory understanding of how to examine the primary corporate finance theories and how to use them to solve managerial problems. By learning how the financial management process functions.</p> <p>To satisfy the CLO introductory requirements, average assessment results will equal or exceed 70% of learning objectives.</p>	<p>Course project/ Presentation</p> <p>BUSB 361 is offered over 8-week's term. Students write a term paper which the direction is specified in the course syllabus. The term papers and presentations are assessed in each class by direct assessment of students' work.</p>	<p><u>Results:</u> The weighted average percentage (WAP) of students who met and exceeded the benchmark of 70% for papers was 72% and for presentation was 71%. It is noted that for presentations for 2016 Fall 1 term in Redlands Campus location and for 2017 Spring 2 term at Rancho Cuc. Location were not administered and recorded by instructor.</p> <p>14 sections were offered across 7 campus locations with total of 155 students taking this course, 9 out of 14 sections met or exceeded the benchmark.</p>	<p>The overall results as WAP reveal that the students' performance for papers and presentation is met or exceeded the benchmark.</p> <p>14 sections were offered across 7 campus locations with total of 155 students taking this course, 9 out of 14 sections met or exceeded the benchmark.</p> <p>The other 5 sections did not meet the benchmark with deficit of 14%-34% to reach the CLO benchmark.</p> <p>The results appear to be satisfactory</p>	<p><u>Action :</u></p> <ol style="list-style-type: none"> 1. Instructors to be sure to conduct the assessments of paper and presentations and report the results. Two of clusters during 2016-2017 did not administered the presentations. 2. To provide a grid for the topics of questions asked. This allows us to know which area students are struggling and make necessary changes in the syllabus. 3. An instrument to be prepared for instructors to evaluate the paper and presentations. This allows which areas students struggling. To know the students' needs and provide struggling students the appropriate educational resources to enhance their performance by 	<p>2016 Fall 1 See page 3.</p> <p>2016 Fall 2 See page 4.</p> <p>2017 Spring 2 See page 5.</p> <p>Overall Results See page 6.</p>
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		<p>The other 5 sections did not meet the benchmark and fluctuate between 36%-56% with deficit of 14%-34% to reach the CLO benchmark.</p> <p>2016 Fall1 term with 11 students offered at Redlands location, 91.91% of students met or exceeded the benchmark.</p> <p>2016 Fall2 term with 49 students offered at 6 campus locations, 65% of students for paper and 60% for presentations met or exceeded the CLO benchmark.</p> <p>2017 Spring2 term at 7 locations, 74% of students</p>	<p>with the average well above (2016 Fall 1) and (2017 Spring 2) the 70% benchmark.</p> <p>The average for 2016 Fall2 was 65% which is a deficit of 5% to reach the required benchmark.</p> <p>Three regional campuses (Los Angeles, Redlands, Riverside) fell short during 2016 Fall2 term. As Los Angeles campus is closed from 2016, the Redlands and Riverside fell short again during 2017 Spring 2 term.</p>	<p>tutoring and writing workshops.</p> <p>4. It might be useful to consider the teaching performance by full-time and adjunct faculty.</p> <p>5. The intention is to follow up and debrief the Redlands and Riverside instructors to get a better understanding of specific areas in which students were deficient. Based on the outcome of the debrief, we could consider modifying the syllabus to focus more on certain topics. At this point, we believe the assessment instrument is working well and no course correction is warranted.</p>	
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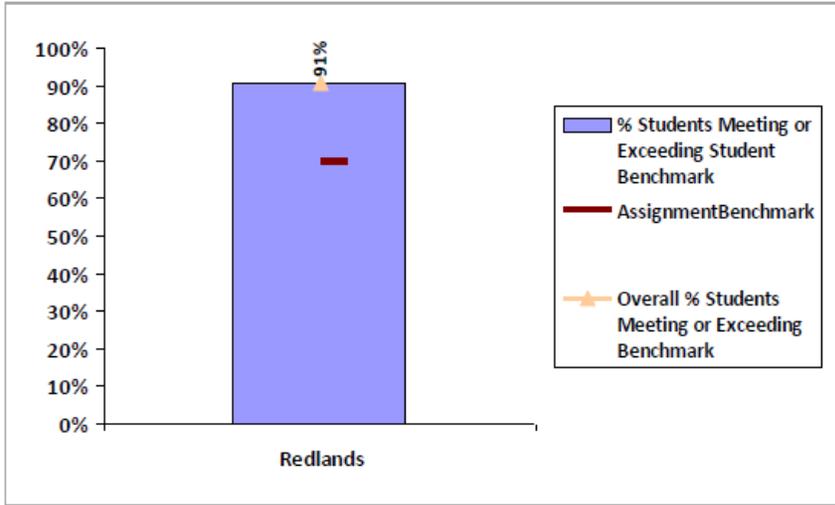
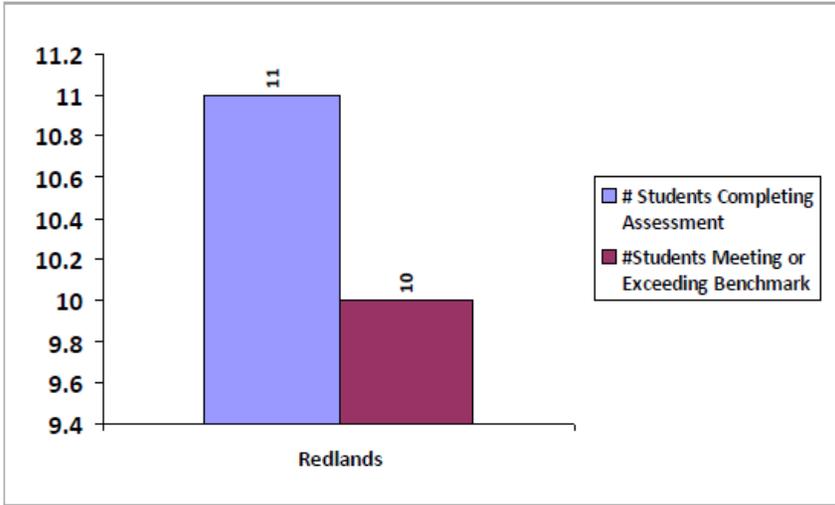
		(#of students 95) for paper and for presentations 79% of students (#of students 74) met or exceeded the benchmark.			
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INSTRUCTIONS: Please read these instructions carefully before drafting this action plan.

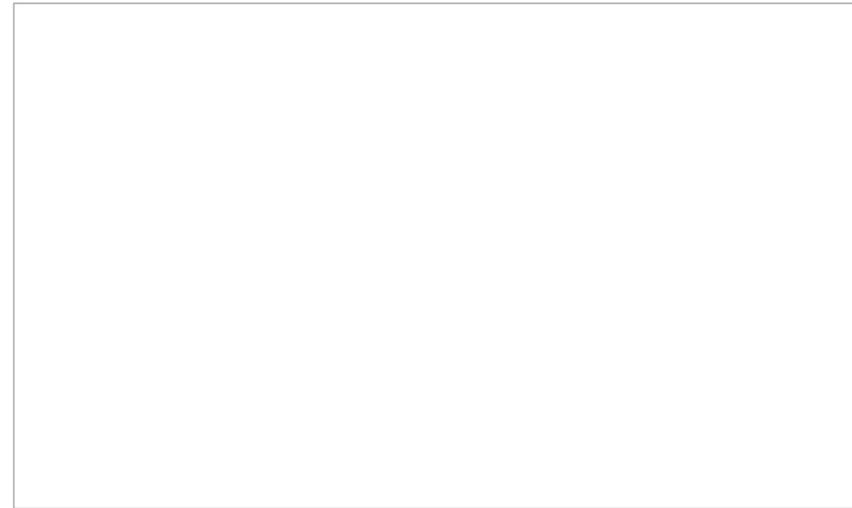
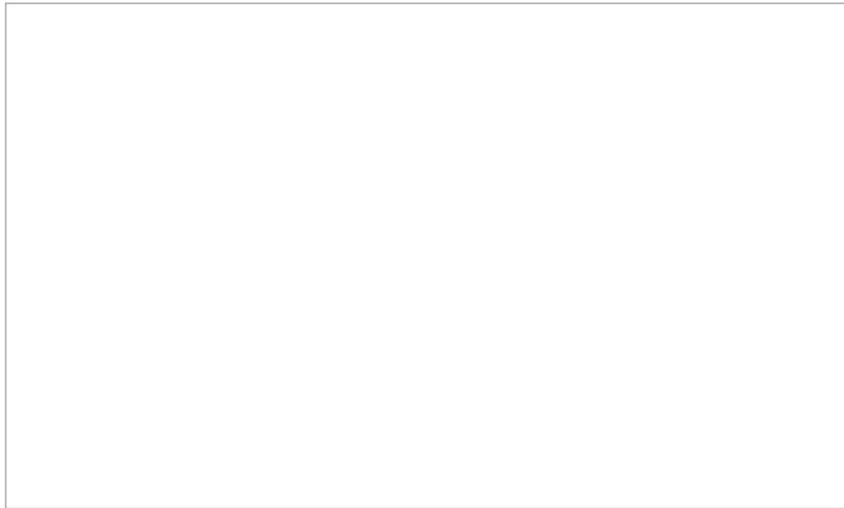
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 - a. **Graduate**
 - i. If assignment is being assessed using a rubric: 80% of the students will meet or exceed the benchmark score of 80% using a standardized rubric.
 - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
 - b. **Undergraduate**
 - i. *If assignment is being assessed using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized rubric. (Different from Graduate benchmark)*
 - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
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5. **Action Taken or Improvement made:** Be detailed and explicit; recommended actions should be as tangible as possible. Avoid recommending generic actions such as "Assessment rubric has to be changed." State clearly what changes are required based on the data, when changes will be made, and implemented.
6. **Graphs or Tables of Resulting Trends:** Should you need the raw assessment data, contact Brian Hamilton.
7. Consult Program Director if you have any questions.

2016 FALL 1

Assignment: Final Paper

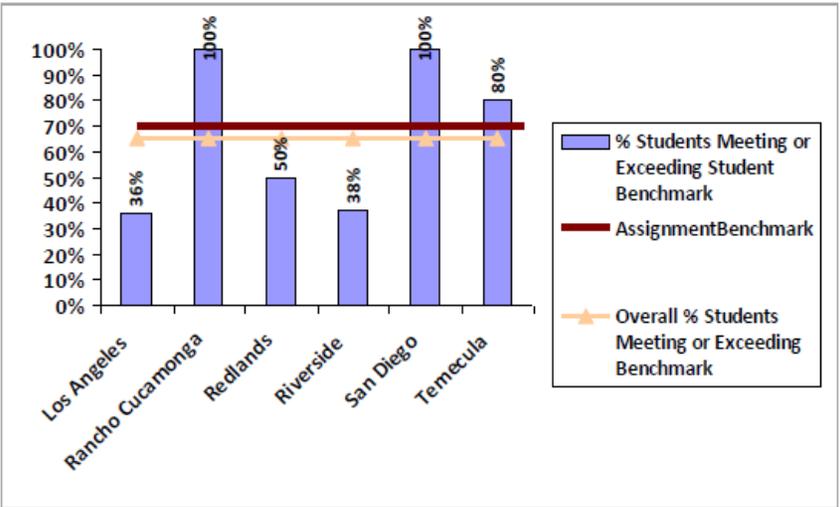
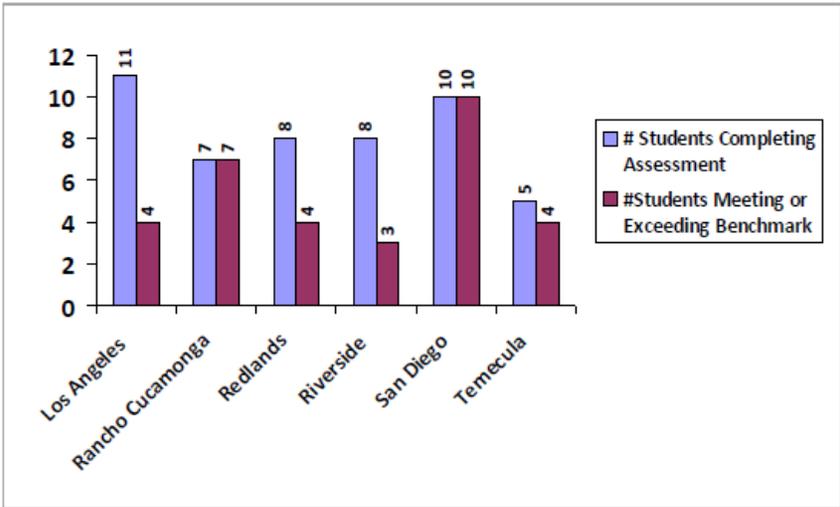


Assignment: Presentation

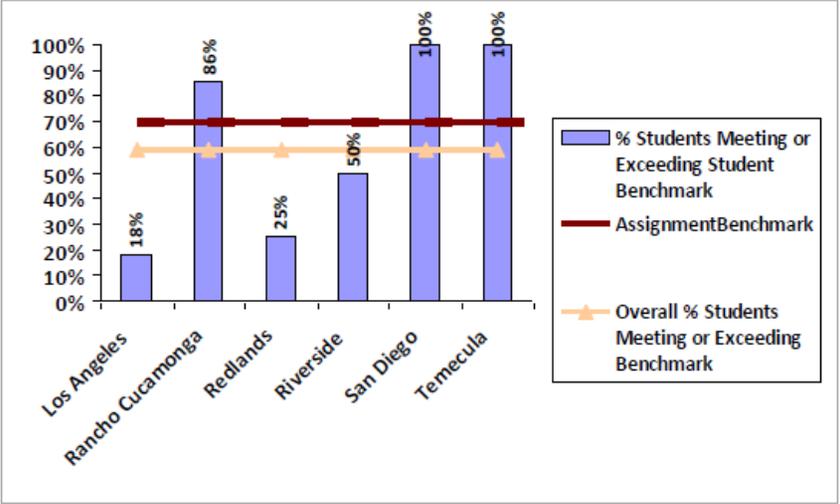
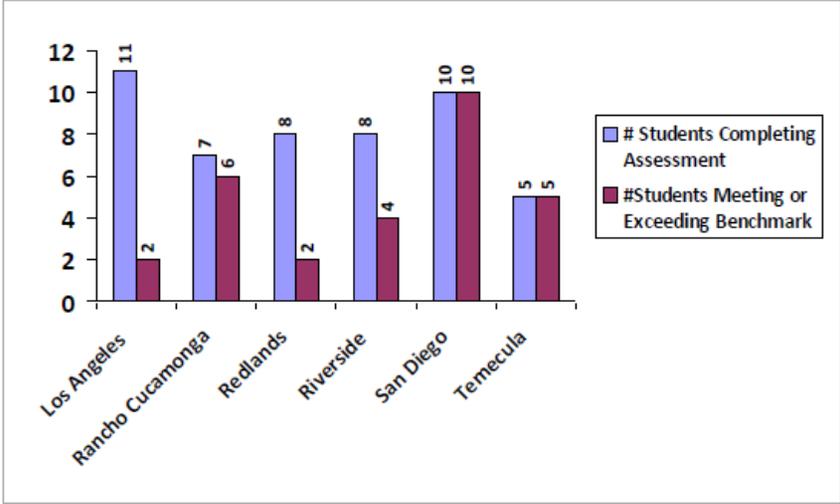


2016 FALL 2

Assignment: Final Paper

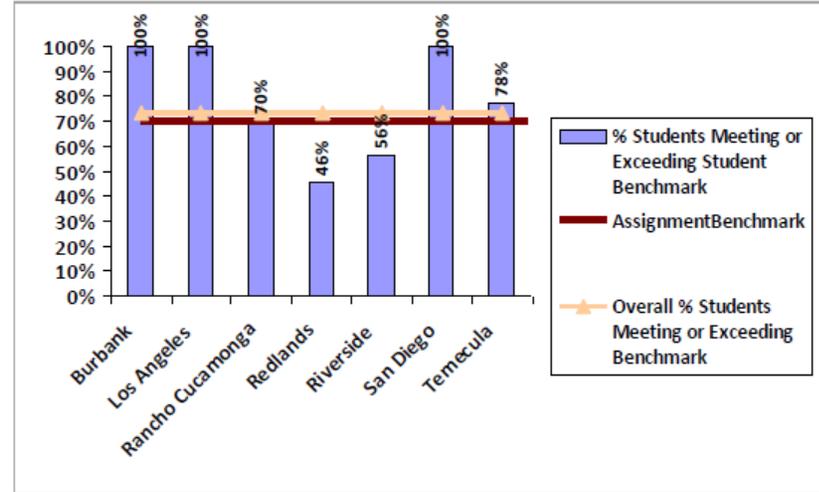
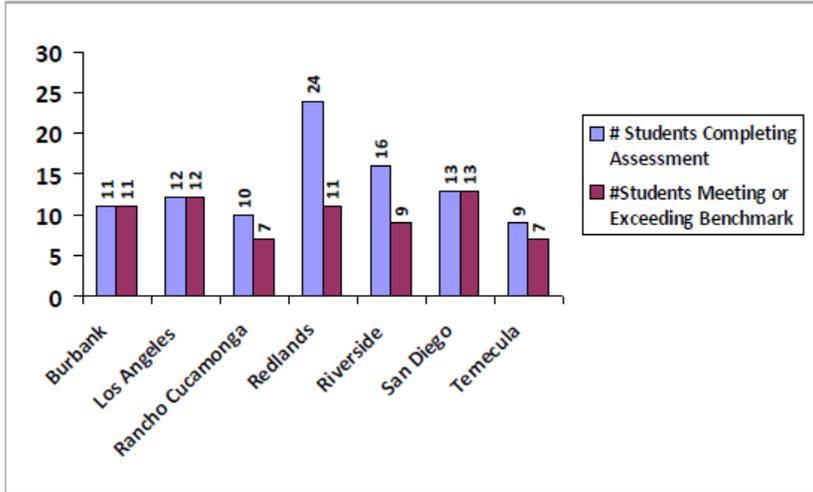


Assignment: Presentation

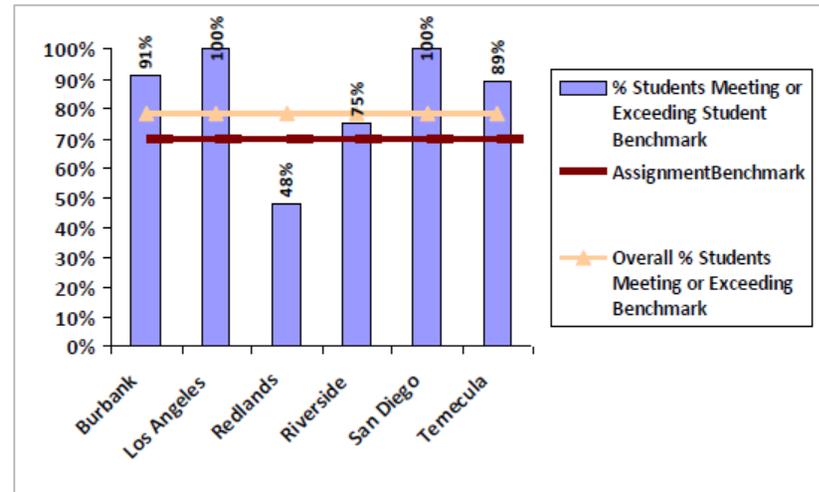
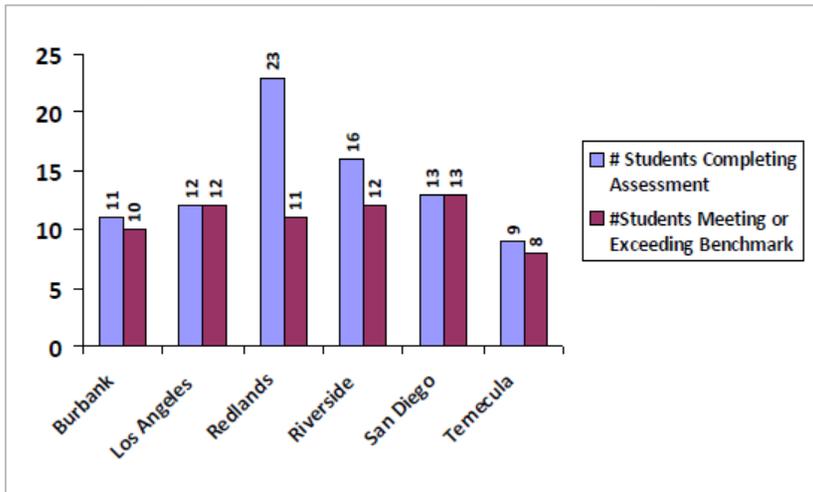


2017 Spring 2

Assignment: Final Paper

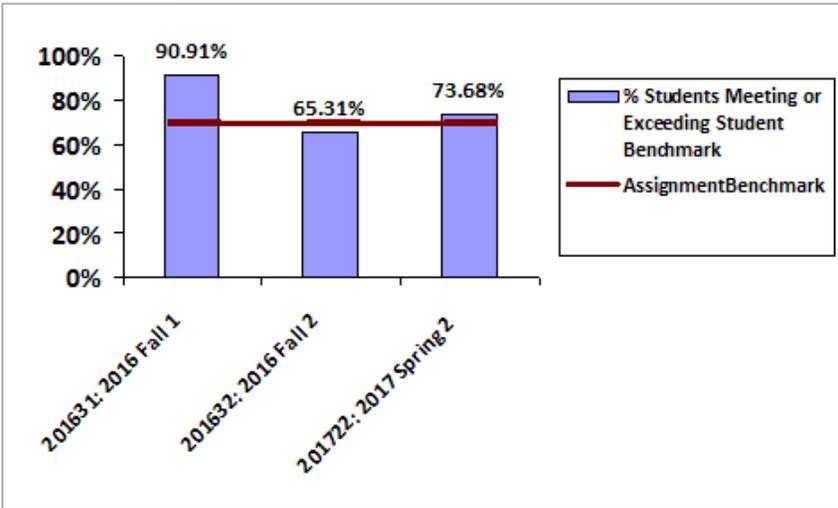


Assignment: Presentation

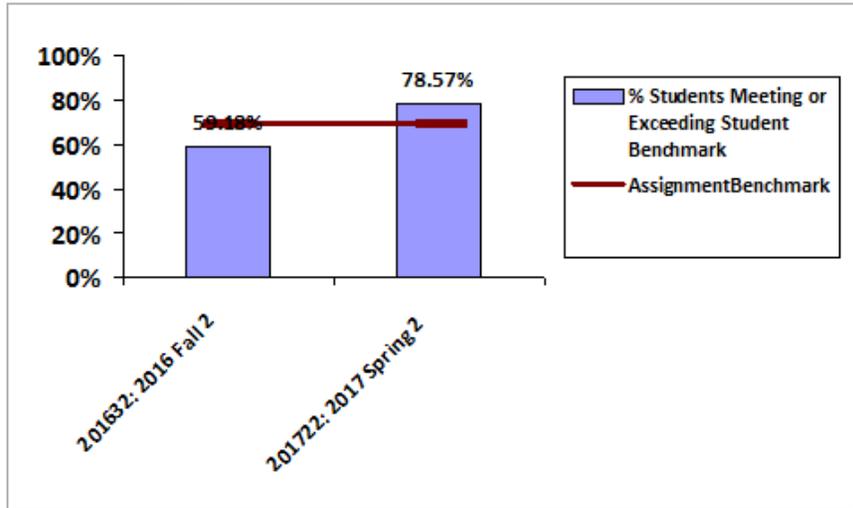


Overall Results

Assignment: Final Paper



Assignment: Presentation



*No assessment data for the presentation in 2016 Fall 1 because the instructor did not administer the assignment.

1Assessment Action Plan

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

Performance Indicator	Definition				
Program: BSB PLO 1: Demonstrate knowledge of core business disciplines to effectively address organizational challenges and opportunities.	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work</p> <p><i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><i>Formative</i> – An assessment conducted during the student’s education.</p> <p><i>Summative</i> – An assessment conducted at the end of the student’s education.</p> <p><i>Internal</i> – An assessment instrument that was developed within the business unit.</p> <p><i>External</i> – An assessment instrument that was developed outside the business unit.</p> <p><i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
Course: BUSB 370 CLO 2: Understand key concepts and issues of operations management in both manufacturing and service organizations.					
Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)

¹ Please read instructions carefully before drafting this action plan.

<p>70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.</p>	<p>20-question multiple-choice assessment quiz. Quiz is take-home, open-book, open-notes. Students have 2 hours to complete the quiz.</p> <p>Direct, Formative, Internal, Comparative.</p>	<p>Overall, the benchmark has been exceeded in only one of the three terms (in 2015 Fall 2).</p> <p>In only one of the three assessment terms, multiple sections of the course were offered. Specifically, in 2015 Fall 2, only 1 section was offered (n=14 students). In 2016 Spring 1, 6 sections were offered with an average sample size of n=9 students. In the 2016 Spring 3 session, again, only 1 section was offered (n=18 students).</p>	<p>The 20-question assessment quiz is split into 4 parts (5 multiple choice questions in each part).</p> <p>PART I tests KNOWLEDGE, PART II tests APPLICATION OF ANALYTICAL SKILLS, PART III tests ANALYSIS & SYNTHESIS SKILLS, and PART IV tests KNOWLEDGE REFLECTION & EVALUATION SKILLS.</p> <p>Term over term, student performance has declined across all parts of the quiz. Only part II (APPLICATION) has had satisfactory performance with only term (2016 Spring 3) falling slightly short of benchmark (by 3%).</p> <p>In the only term with multiple sections (2016 Spring 1), 3 of the 4 parts – PART I, PART III, and PART IV fell short of the benchmark by 27%, 6%, and 15%, respectively. For example, in this term, 55% of students achieved a score of 70% in PART IV, hence 15% of students fell short of the 70% benchmark score in PART IV of the assessment quiz.</p> <p>Among campus locations, the only section offered in the first term (2015 Fall 2) at Redlands exceeded the benchmark in all 4 parts of the quiz. Conversely, the only section offered in the last term (2016 Spring 3) – also at Redlands – fell short of the benchmark in all 4 parts of the quiz (narrowly on PART II).</p> <p>However in the middle term (2016 Spring 1), the benchmark was missed by 4 out of 6 campuses in PART I, 3 out of 6 in PART II, 2 out of 6 in PART III, and 4 out of 6 campuses in PART IV of the quiz. The variation of performance – especially in parts I & IV of the quiz was significant</p>	<p>These results were presented and discussed at the School’s Fall 2017 Faculty Development Conference.</p> <p>The Model Syllabus of the course will be revised and a number of suggested homework questions that cover Knowledge (Part I of Quiz), Analysis (Part III), and Reflection/Evaluation (Part IV) will be added.</p> <p>At this time, the area of KNOWLEDGE (PART I) is the weakest of the four parts covered by the assessment quiz with a close to 30% gap between performance and benchmark. Suggested homework questions will emphasize the topics of (i) Control Charts for variables, (ii) types of production and service operations, and (iii) need for supply chain management.</p> <p>In APPLICATION (Part II), suggested homework questions will emphasize Supply Chain Management, specifically the topic of Supplier Management.</p> <p>In ANALYSIS & SYNTHESIS (Part III), suggested homework questions will emphasize the topics of (i) computation of control limits for Mean Charts and Range Charts, and (ii) Smoothing/Averaging methods in time series forecasting.</p> <p>In REFLECTION & EVALUATION (Part IV, the second weakest among the four parts of the assessment quiz), the broad topic area of Quality Management and Quality Control – one of the major topics of the course, will be emphasized.</p> <p>All certified instructors teaching this course will be notified of these results in</p>	<p>2015 FALL 2 (201532)</p> <p>2016 SPRING 1 (201621)</p> <p>2016 SPRING 3 (201623)</p> <p>OVERALL RESULTS</p>
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			<p>between campuses. For example, in PART I, 0% of students (0 out of 12 students) achieved the benchmark in Redlands compared to 89% (8 out of 9 students) in S.C. Metro campus. In Part IV, 0% of students (0 out of 8 students) achieved the benchmark in Rancho compared to 100% (9 out of 9 students) in S.C. Metro campus.</p>	<p>person at the School's Fall 2017 Faculty Development Conference and subsequently in electronic communications.</p> <p>Changes made to the Model Syllabus will also be communicated to instructors. They will be notified of changes made including topic areas to emphasize in class and in course homework assignments.</p> <p>Also, as specified in the Model Syllabus, the assessment quiz is a graded assignment. Instructors will be notified to make the assignment worth 2 – 5% of a student's overall course grade.</p>	
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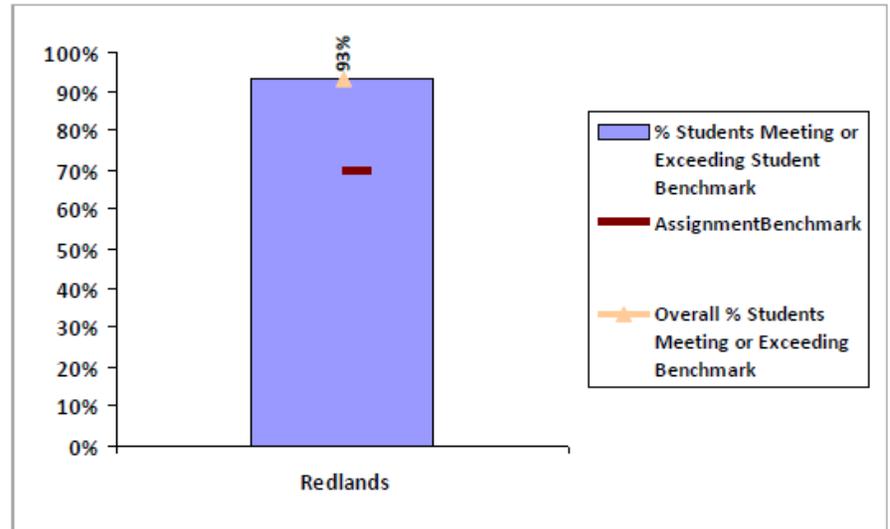
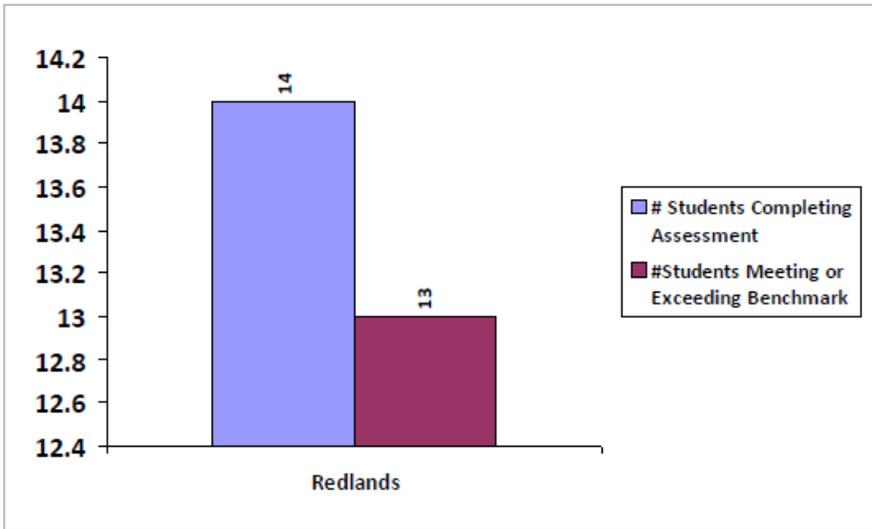
INSTRUCTIONS: Please read these instructions carefully before drafting this action plan.

1. Please ensure that the text highlighted in red in the first page of this template is filled in meticulously.
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 - a. **Graduate**
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 - b. **Undergraduate**
 - i. *If assignment is being assessed using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized rubric. (Different from Graduate benchmark)*
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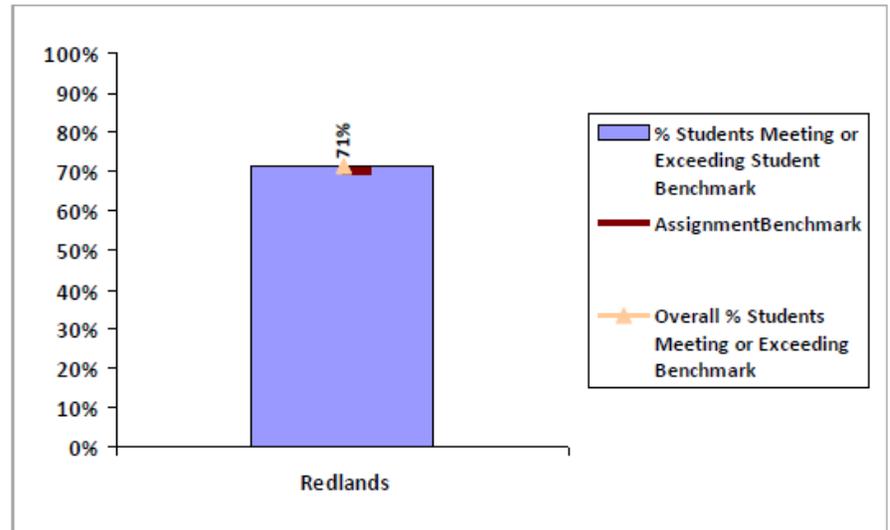
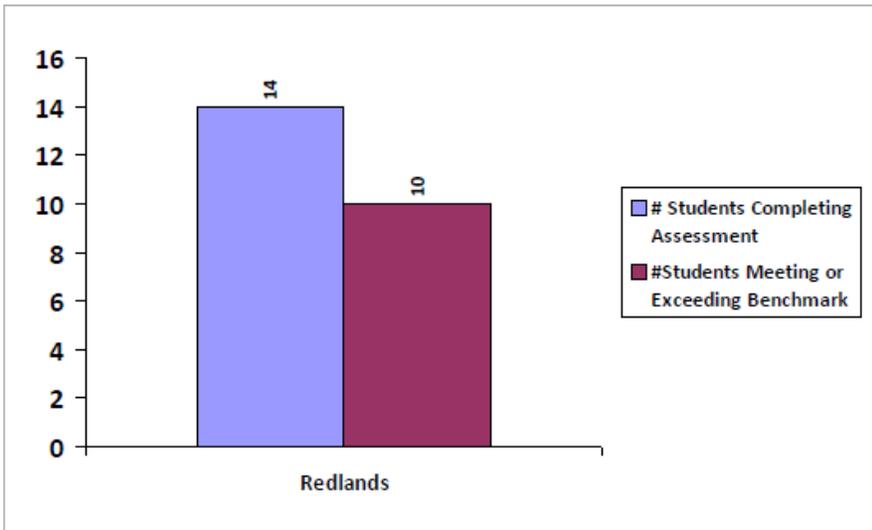
5. **Action Taken or Improvement made:** Be detailed and explicit; recommended actions should be as tangible as possible. Avoid recommending generic actions such as “Assessment rubric has to be changed.” State clearly what changes are required based on the data, when changes will be made, and implemented.
6. **Graphs or Tables of Resulting Trends:** Should you need the raw assessment data, contact Brian Hamilton.
7. Consult Program Director if you have any questions.

2015 FALL 2 (201532)

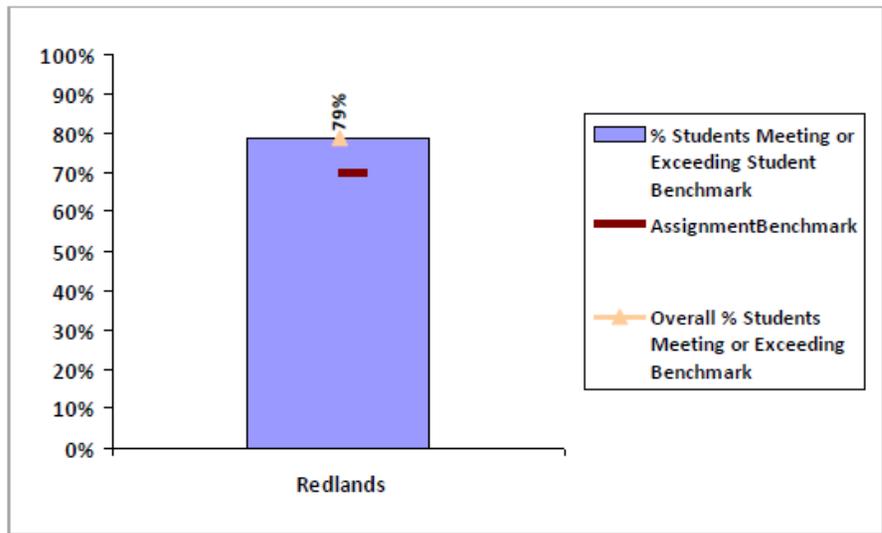
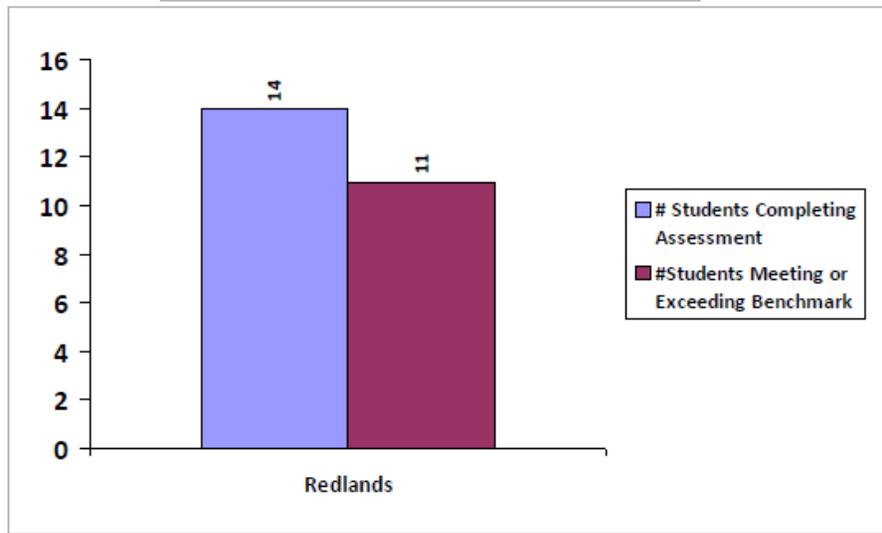
Assignment: Section I: Knowledge/Remember



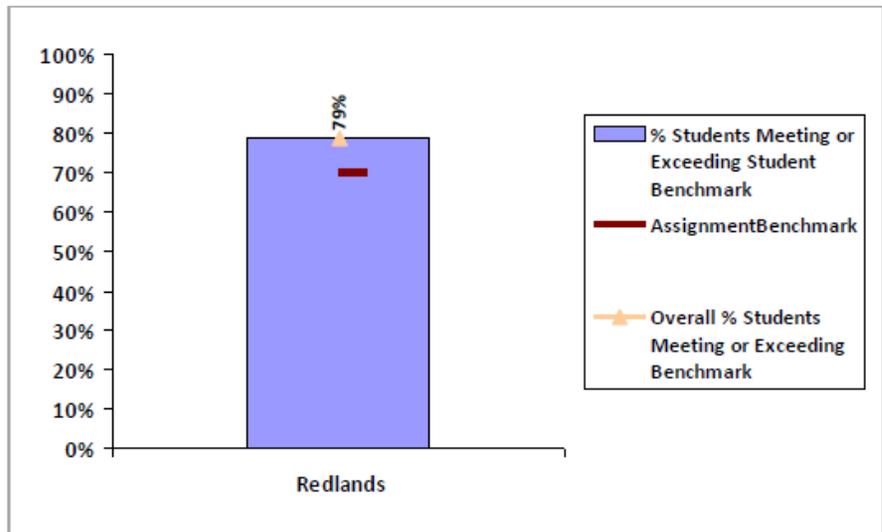
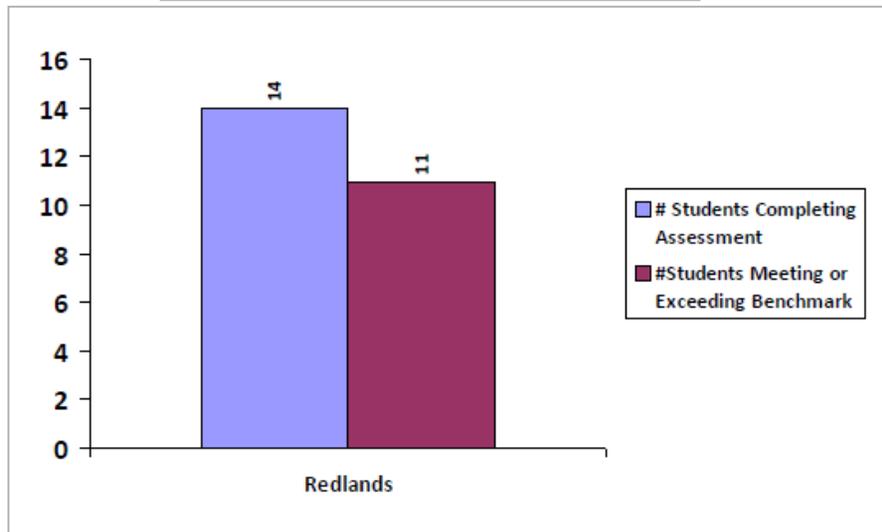
Assignment: Section II: Apply/Analytic



Assignment: Section III: Analyze/Synthesize

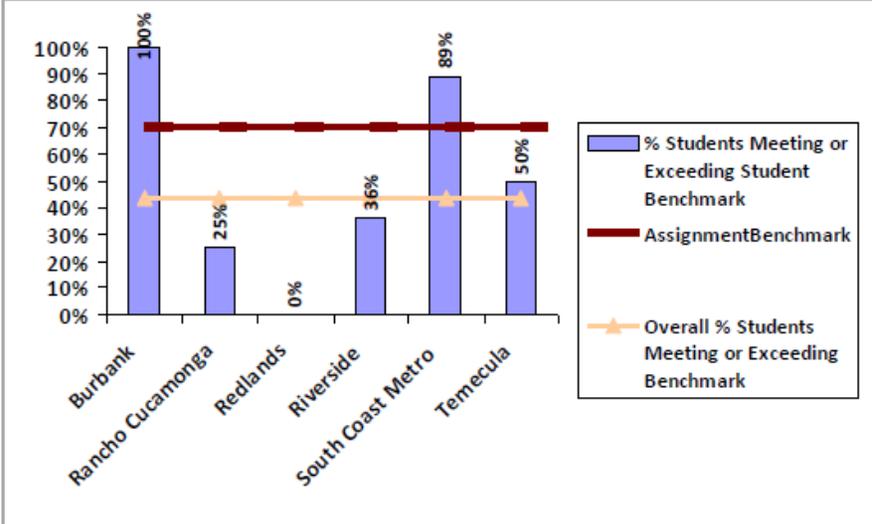
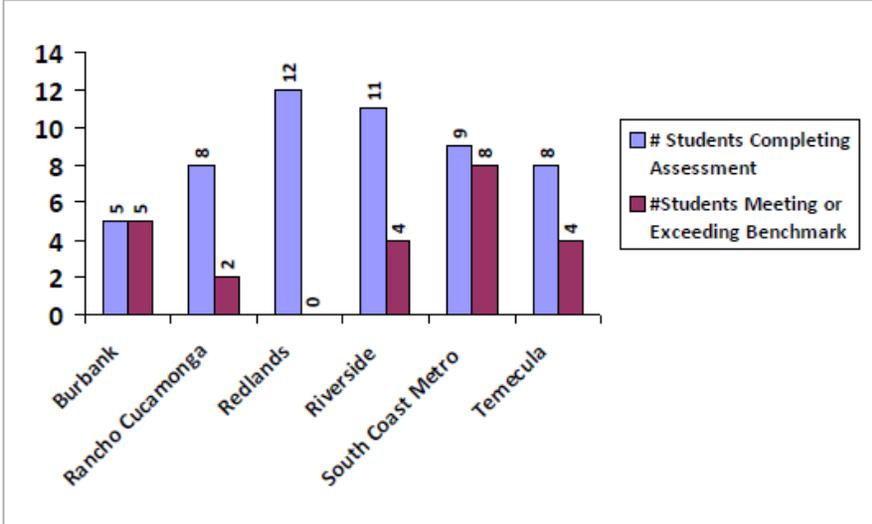


Assignment: Section IV: Reflect/Evaluate

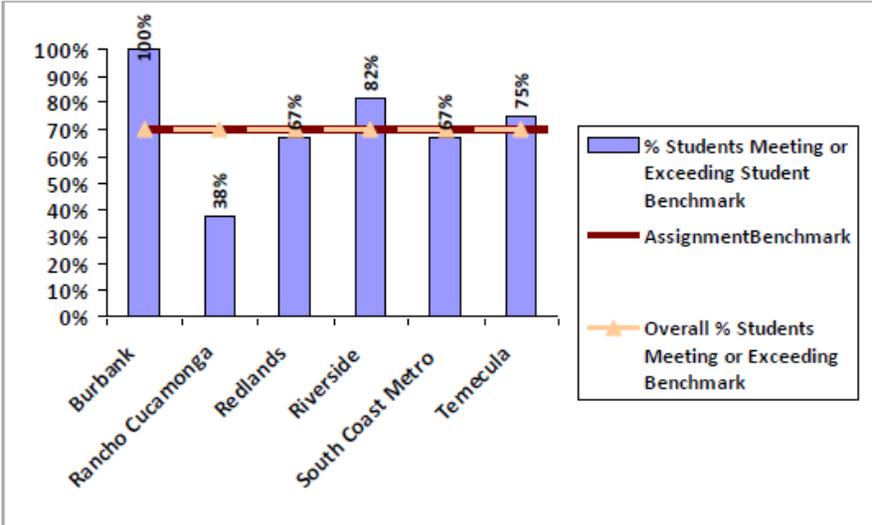
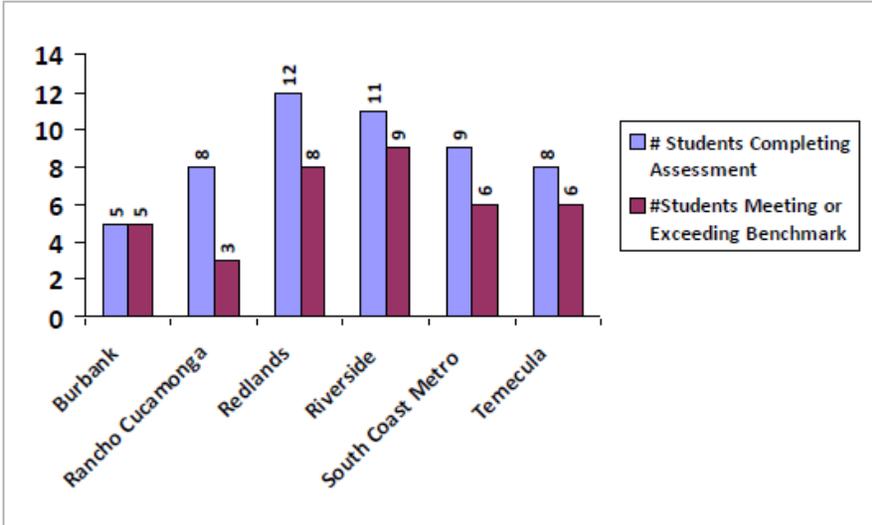


2016 SPRING 1 (201621)

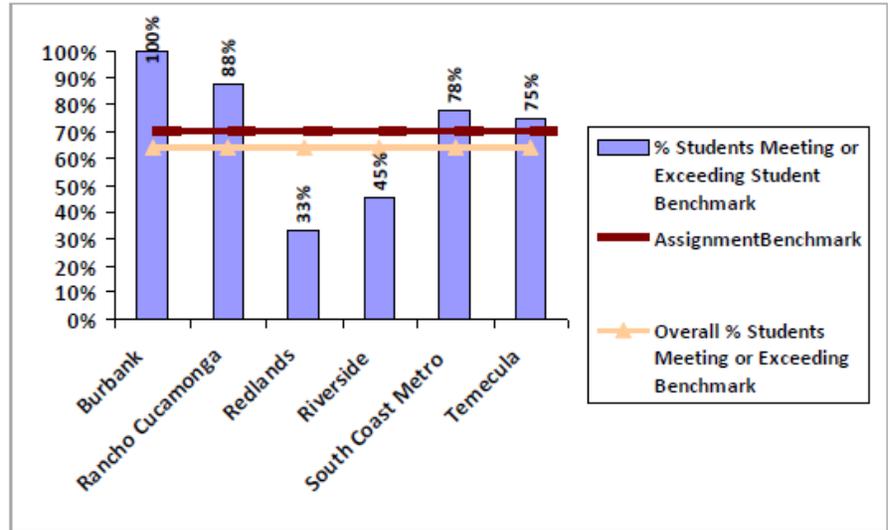
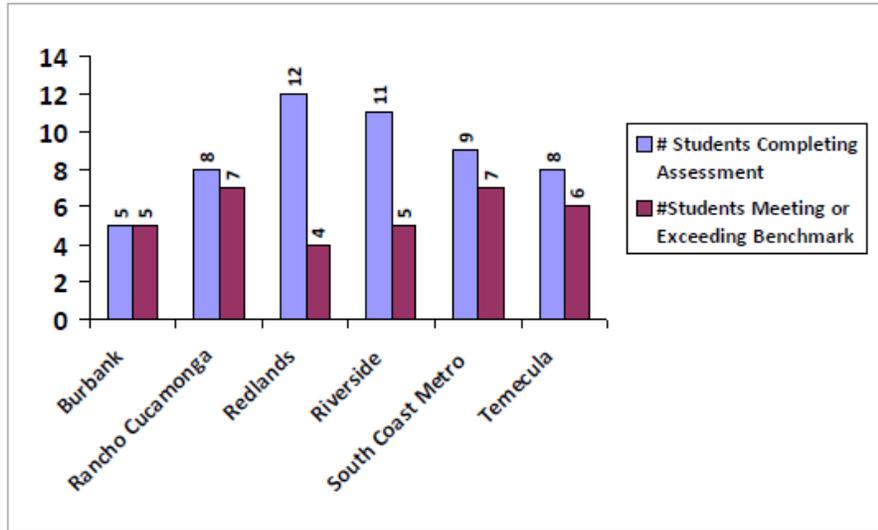
Assignment: Section I: Knowledge/Remember



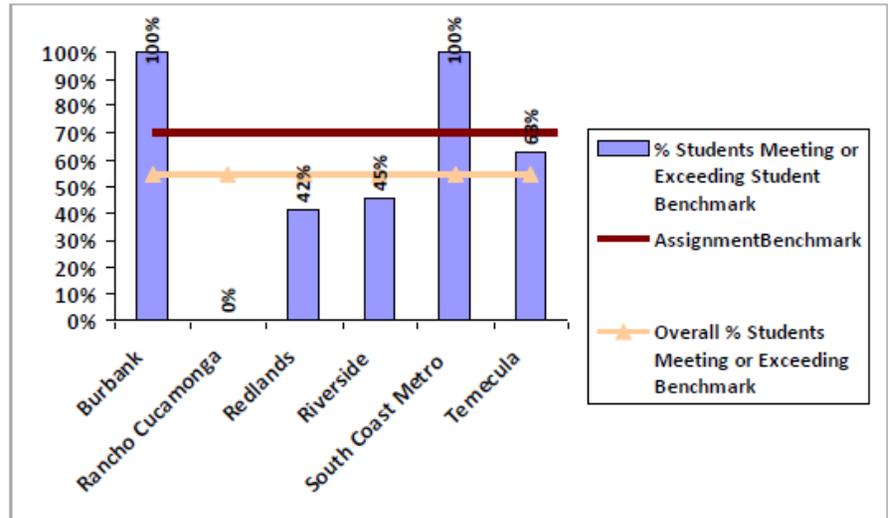
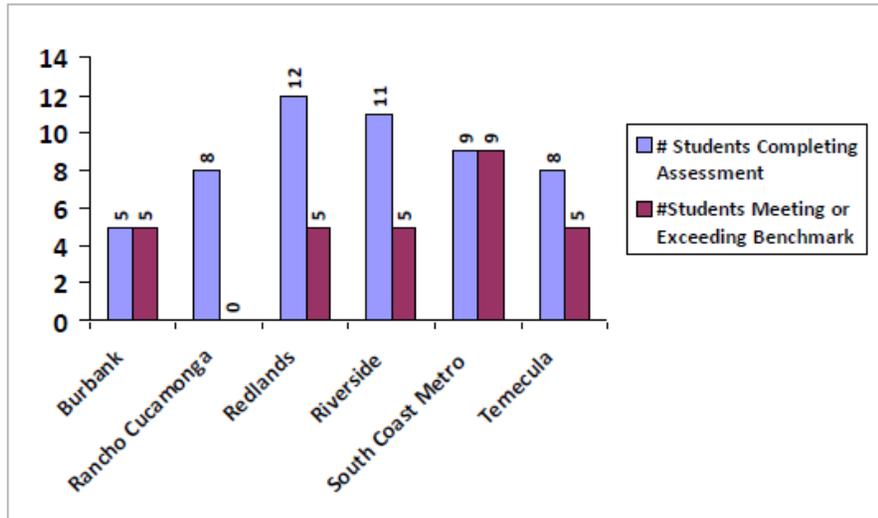
Assignment: Section II: Apply/Analytic



Assignment: Section III: Analyze/Synthesize

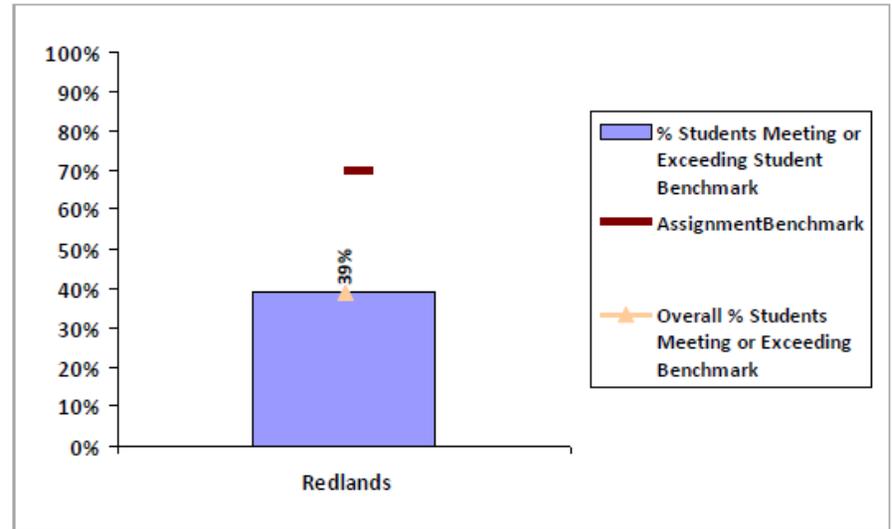
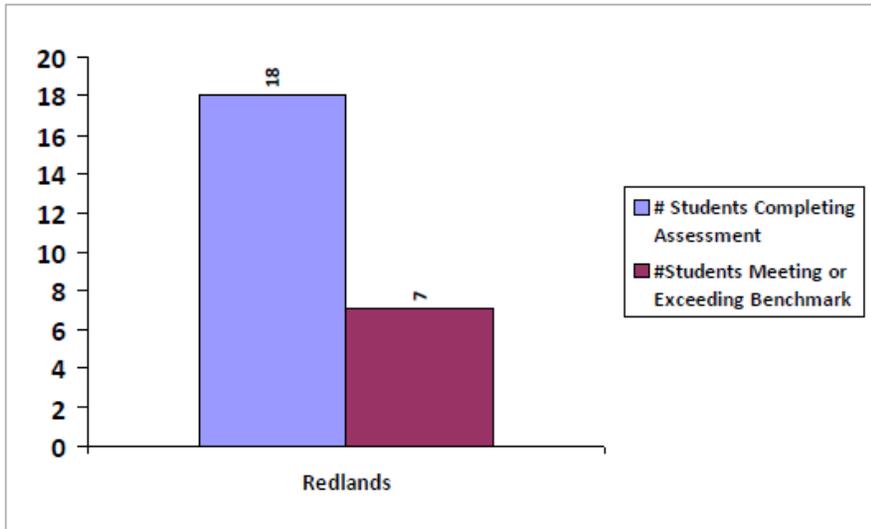


Assignment: Section IV: Reflect/Evaluate

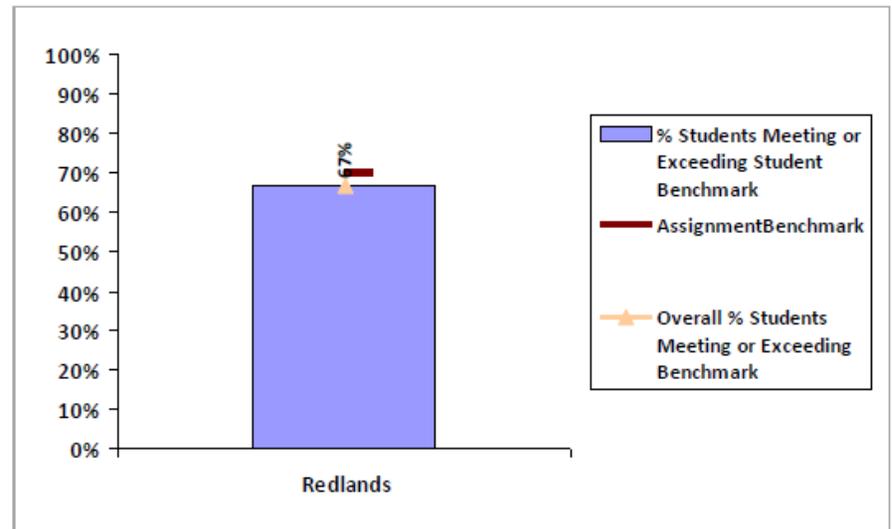
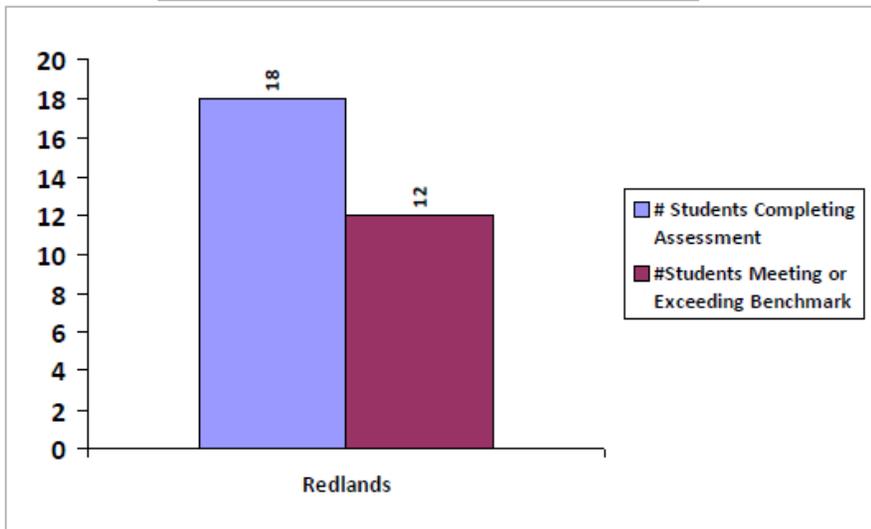


2016 SPRING 3 (201623)

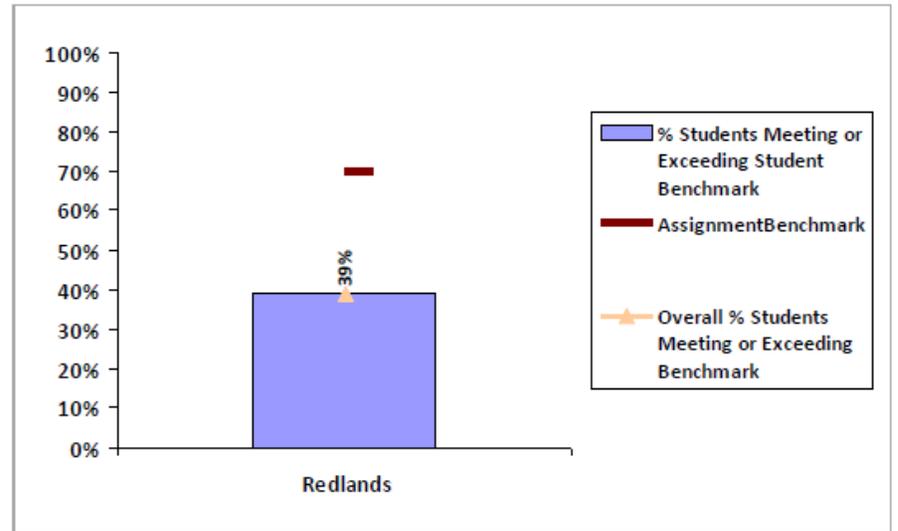
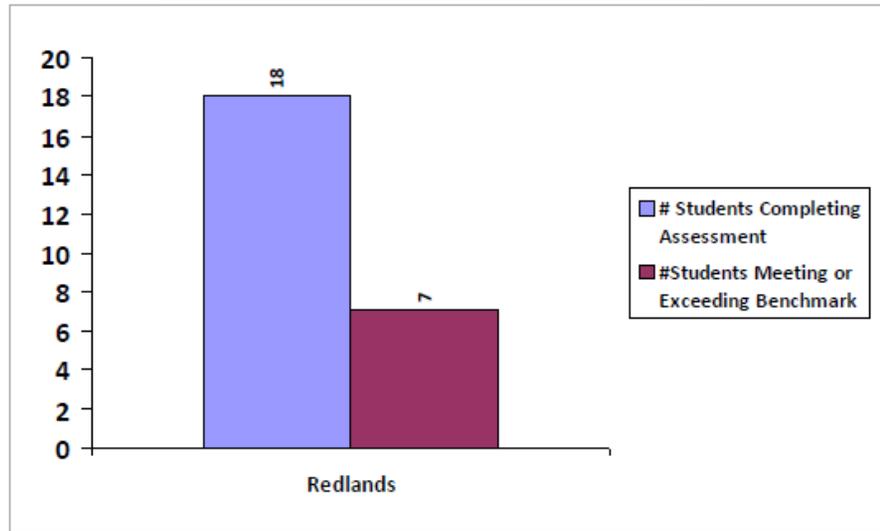
Assignment: Section I: Knowledge/Remember



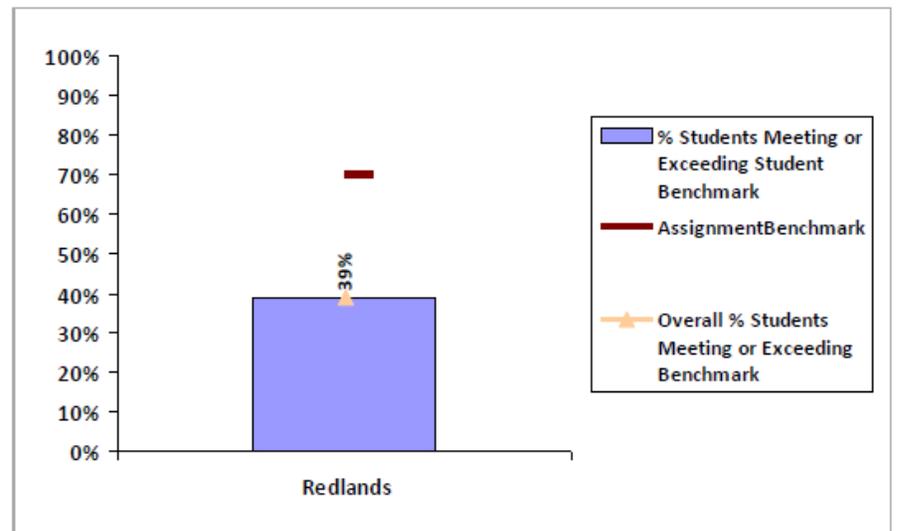
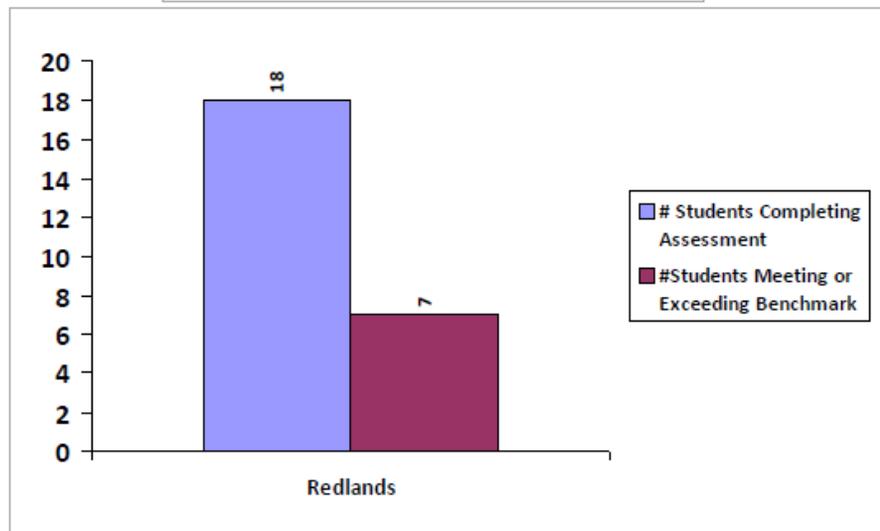
Assignment: Section II: Apply/Analytic



Assignment: Section III: Analyze/Synthesize

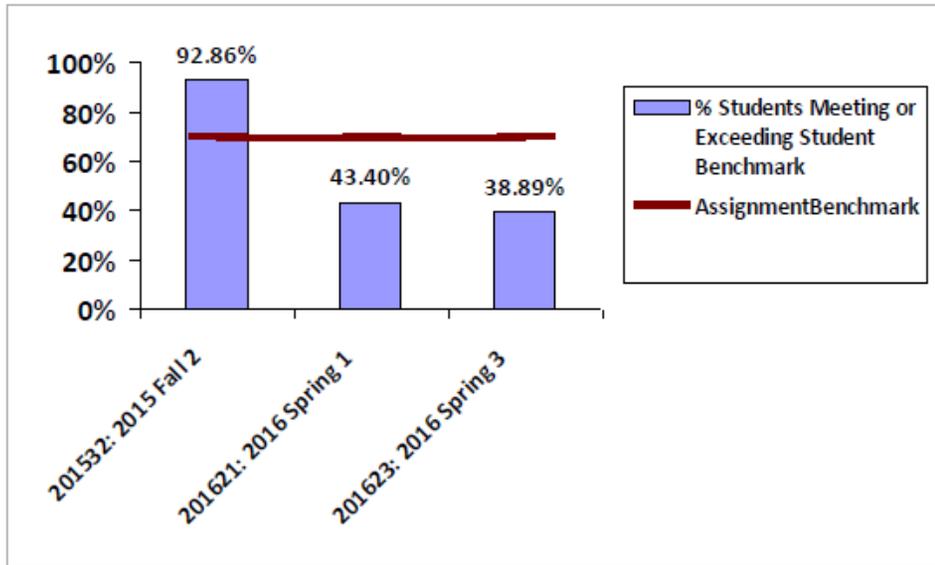


Assignment: Section IV: Reflect/Evaluate

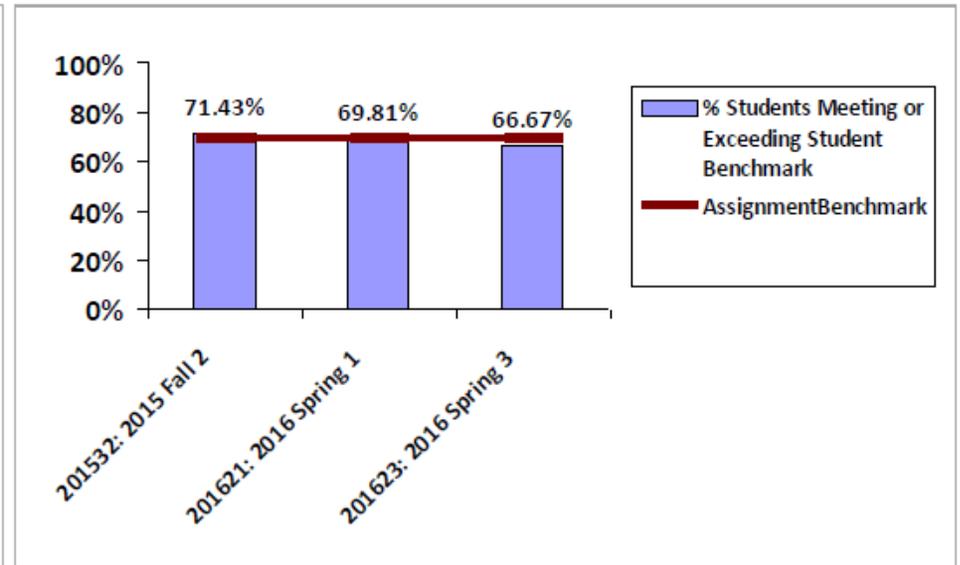


OVERALL RESULTS

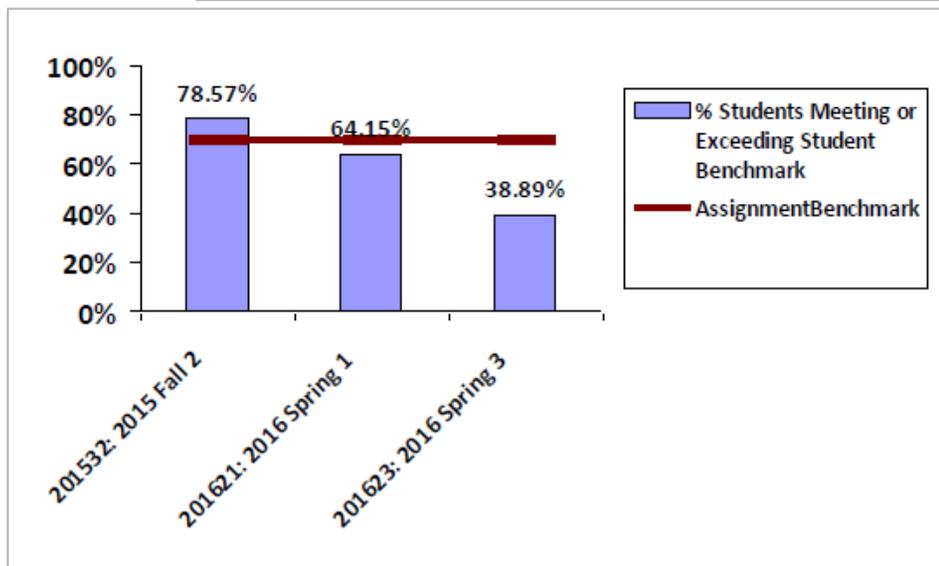
Assignment: Section I: Knowledge/Remember



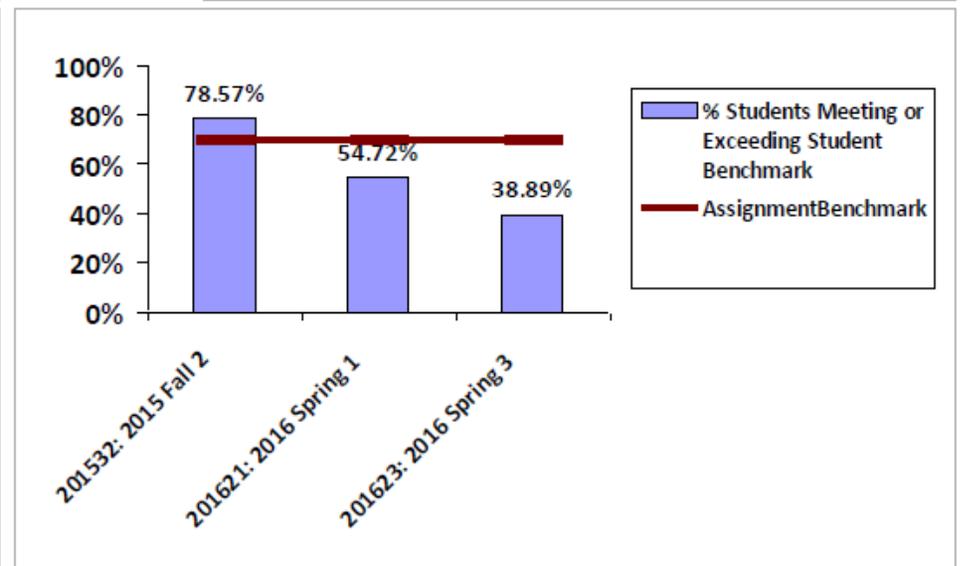
Assignment: Section II: Apply/Analytic



Assignment: Section III: Analyze/Synthesize



Assignment: Section IV: Reflect/Evaluate



Assessment Action Plan¹

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

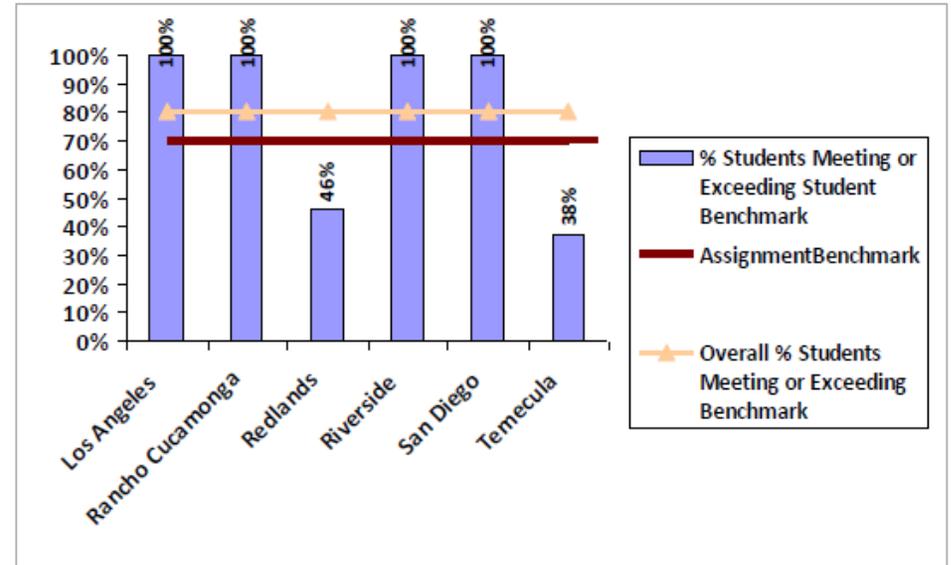
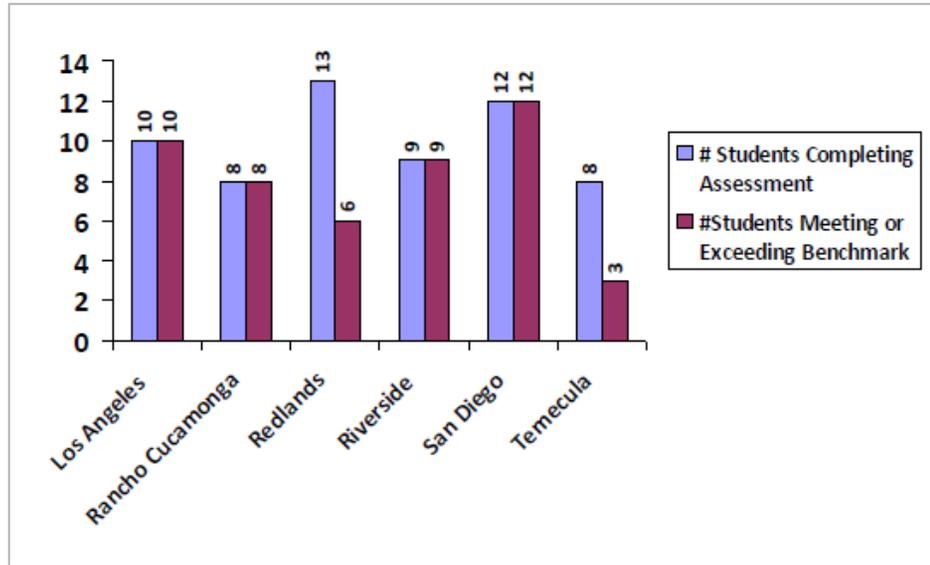
Performance Indicator	Definition				
Program: BSB	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work</p> <p><i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><i>Formative</i> – An assessment conducted during the student’s education.</p> <p><i>Summative</i> – An assessment conducted at the end of the student’s education.</p> <p><i>Internal</i> – An assessment instrument that was developed within the business unit.</p> <p><i>External</i> – An assessment instrument that was developed outside the business unit.</p> <p><i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
PLO: 1					
Course: BUSB 433 GIS for Business					
CLO: 1 and 2					
Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable Goal: 70% of the students completing the presentation will meet or exceed the benchmark of 70%.	Presentation, internally administered in an 8 week course using a standardized assessment rubric.	<p>The current results for 2017 Spring Term 2 indicates a good result of 76%, which is above the 70% threshold.</p> <p>Locationally, results are above the threshold except two locations.</p>	<p>A pattern of overall results above the threshold. This reflects a favorable situation that for now is reassuring of overall assessment success for the course learning outcomes.</p> <p>For Temecula, there is a technical error, I believe, and actually</p>	<p>The one action is to emphasize in faculty training that instructors should set a high expectation for the quality of course projects. This can be done through at three faculty workshops in 2017 and 2018.</p> <p>No other action is pointed to right now, but the assessment</p>	<p>2016 Spring 2 See p. 2</p> <p>2016 Fall 2 See p. 3</p> <p>2017 Spring 2 See p. 4</p> <p>Overall Results See p. 5</p>

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

		<p>Temecula location is below the threshold at 50%, so that location. A more careful look at the data indicates that two out of 14 students had complete rubric ratings of 0, which implies they never turned in an assessment assignment. Eliminating them raises the Temecula score to 7.01, which exceeds the threshold. Regarding the poor result for Rancho Cucamonga, the student averages were in the range of 3.9, which on the rubric indicates the project assignment "minimally meets expectations."</p>	<p>the results exceed the threshold. For Rancho Cucamonga, either the instruction did not set high enough quality expectations for the project, or the students as a group were not performing well scholastically.</p>	<p>results should be reviewed again after 1 or 2 more semesters to evaluate whether or not the good overall assessment results for BUSB 433 are continuing.</p>	
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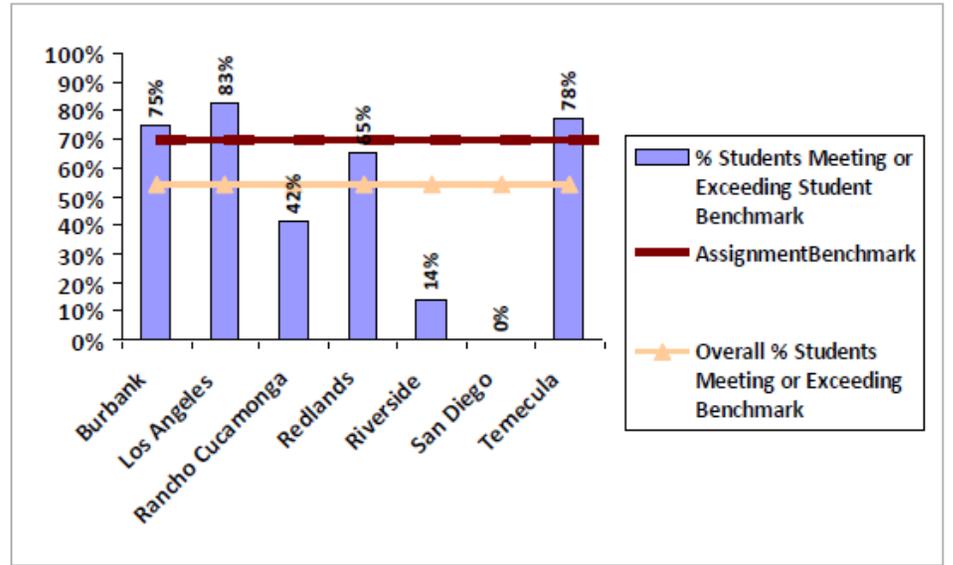
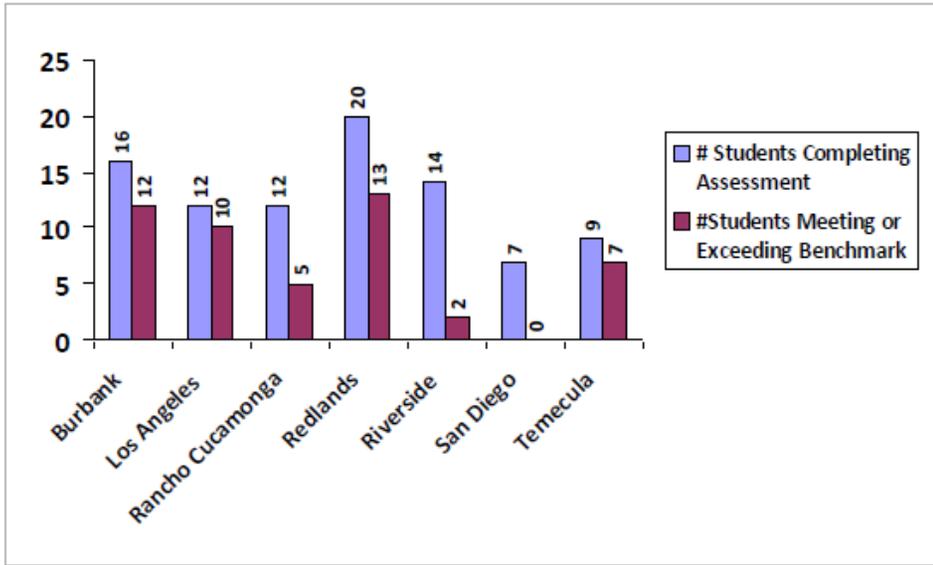
2016 Spring 2

Assignment: Presentation



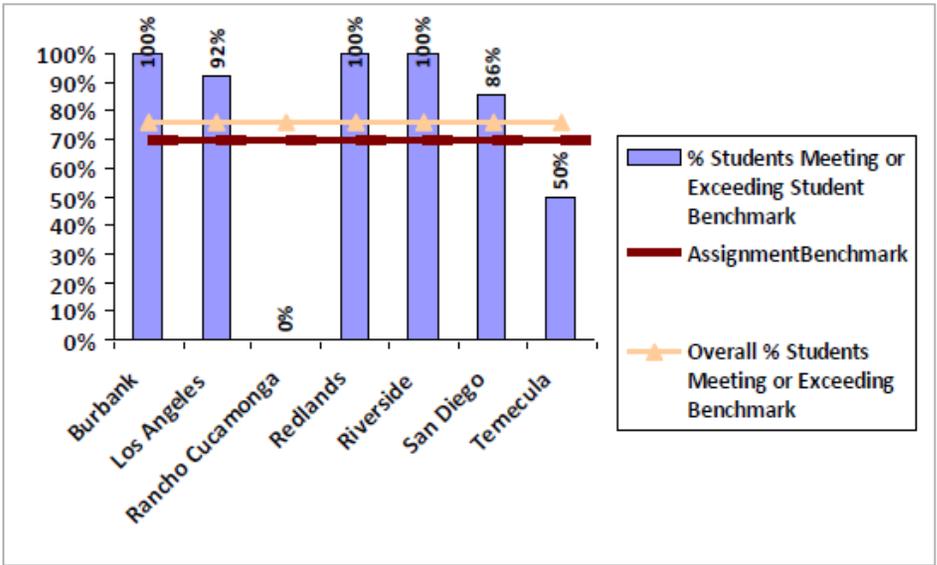
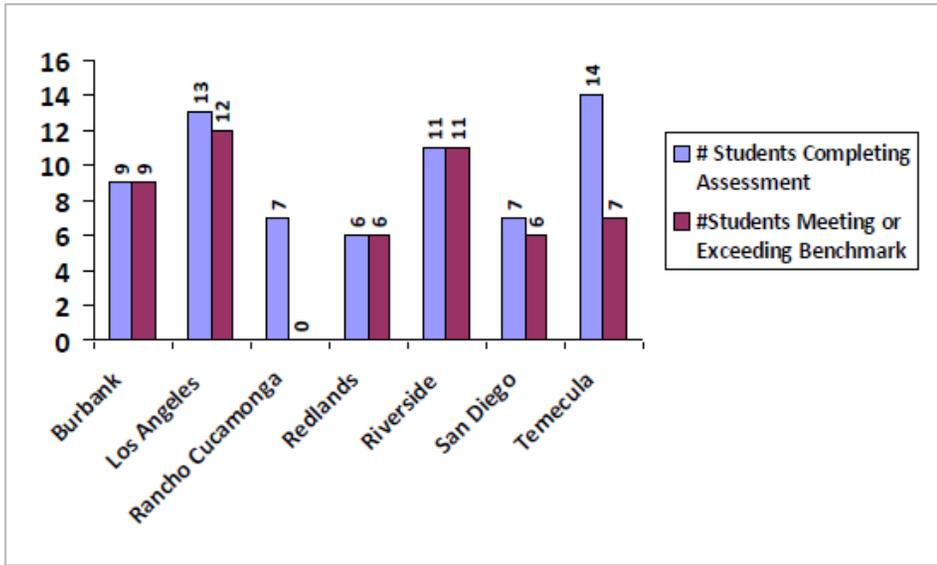
2016 Fall 2

Assignment: Presentation

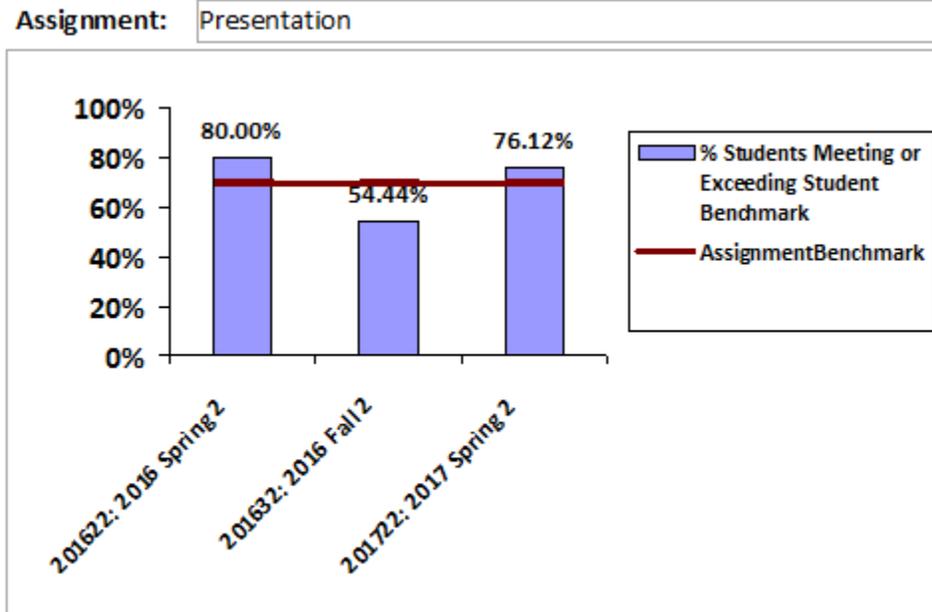


2017 Spring 2

Assignment: Presentation



Overall Results



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

1. Please ensure that the text highlighted in red in the first page of this template is filled in meticulously.
2. **Measurable Goal:** What is your goal/benchmark?
 - a. **Graduate**
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 - c. Other: Consult Program Director.
3. **What is your measurement instrument or process:** It is important that the assessment instrument (embedded assignment in course, assessment quiz/exam) is explicitly identified. If using an embedded assignment in course, identify the assignment clearly so that it matches the course Master Syllabus word-for-word. Indicate type of assessment conducted by this assignment. Refer to different assessment types indicated in the first page of this template.
4. **Current Results:** Be brief and to the point, and tie it back to the Measurable Goal. Indicate clearly if the Measurable Goal/Benchmark was achieved or not in the time period covered in this action plan.
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6. **Graphs or Tables of Resulting Trends:** Should you need the raw assessment data, contact Brian Hamilton.
7. Consult Program Director if you have any questions.

1Assessment Action Plan

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

Performance Indicator	Definition
Program: BSB and BSM	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work</p> <p><i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><i>Formative</i> – An assessment conducted during the student’s education.</p> <p><i>Summative</i> – An assessment conducted at the end of the student’s education.</p> <p><i>Internal</i> – An assessment instrument that was developed within the business unit.</p> <p><i>External</i> – An assessment instrument that was developed outside the business unit.</p> <p><i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>
PLO: BSB 1 and BSM 1	
Course: BUSB 481	
<p>1. CLO: 1 Demonstrate knowledge of core business disciplines to effectively address organizational challenges and opportunities for sustainable strategic management through analysis of several case studies on the same company both individually and in a small group.</p> <p>2. Synthesize knowledge and competencies to develop a holistic perspective of a company’s environmental, social, and economic impact</p>	

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class through class discussions, written homework assignments, and exams.

Analysis of Results

Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)
CLO 1: The previous rubric was ambiguous because it provided a range of scores rather than a specific score. We reduced "Meets expectations" to a score of 60%, and nearly 100% of our students met that expectations. The new benchmark is that 70% of our students will receive a score of 9 out of 10 points in the new version of the rubric.	The case rubric is now embedded in the Moodle shell and can be used in grading. Instead of 0, 3, 6, and 10 the rubric now uses 0, 7, 8, 9, and 10. 0 is used for "did not submit" which works better in Moodle.	Current results are that over 90% of students met or exceeded the benchmark.	The rubric is not giving any variation in results. Faculty need training to norm the results.	The syllabus has been revised to use a different textbook and a different set of cases. All of the cases are about the same company which should lead to more depth as the term progresses. I will schedule a training session using Zoom to go over the rubric and practice applying it on the same paper.	<p align="center">2016 Spring 3</p> <p align="center">2016 Fall 2</p> <p align="center">2017 Spring 2</p> <p align="center">Overall Results</p>

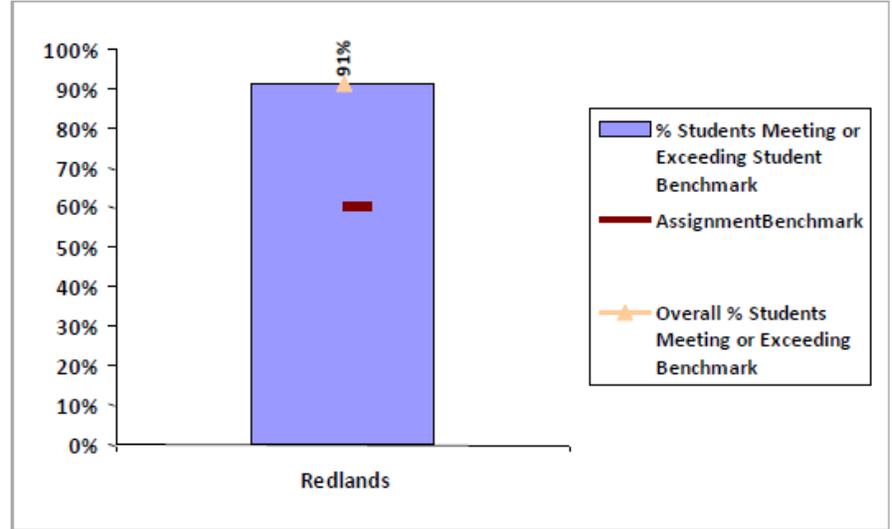
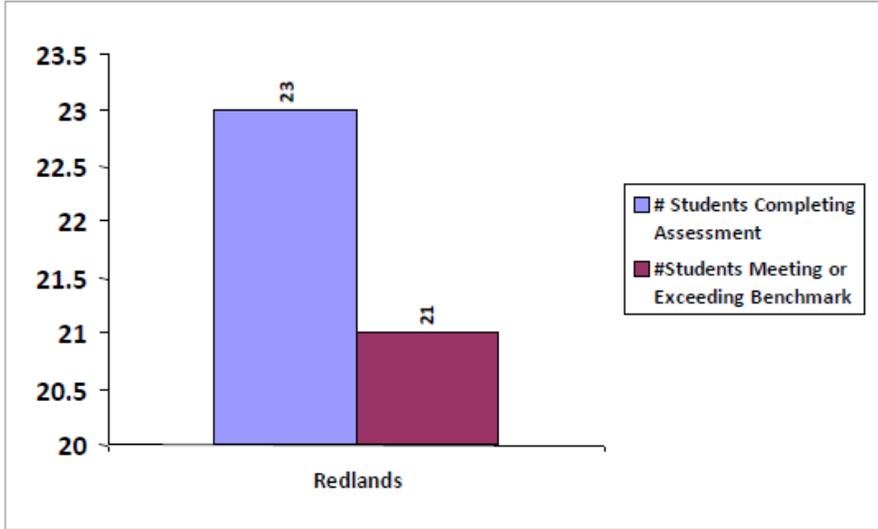
CLO 70% of students should score 75% or better on the final exam for BUSB481.	Multiple choice and short answer exam.	No current results..	N/A	Collect data and compare to results from Peregrine exam.	
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INSTRUCTIONS: Please read these instructions carefully before drafting this action plan.

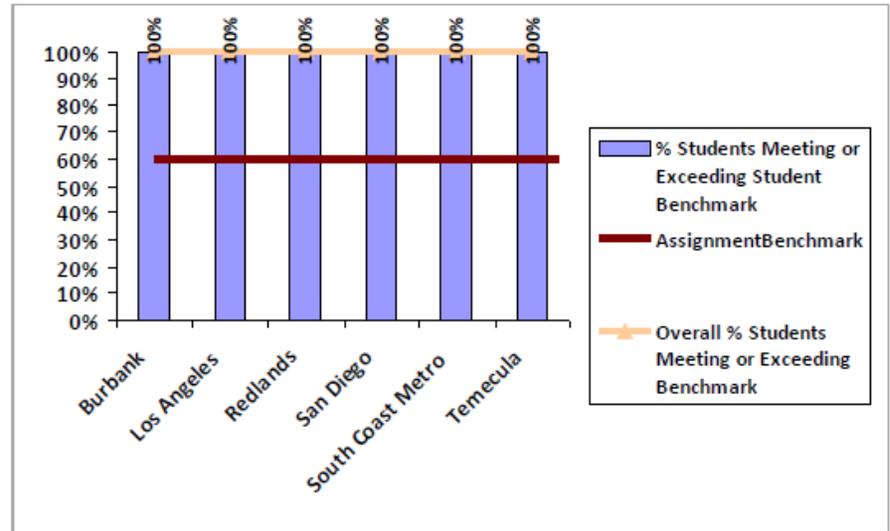
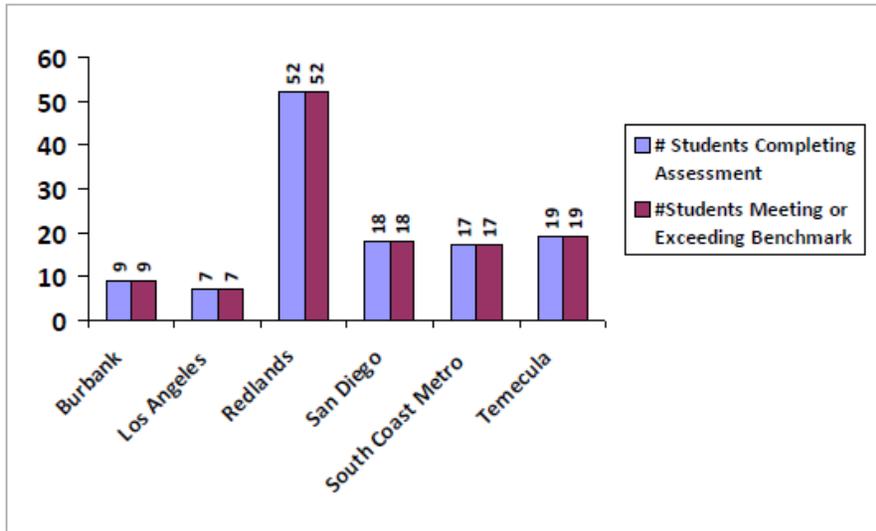
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2016 Spring 3

Assignment:

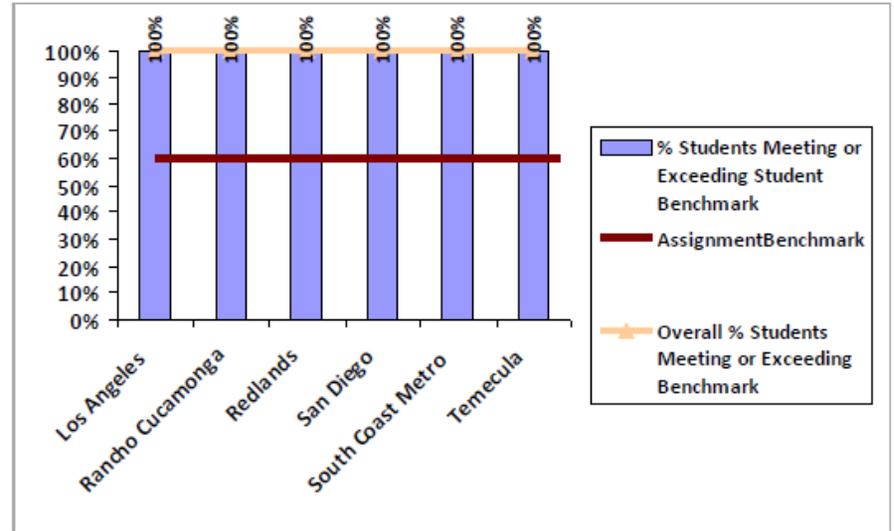
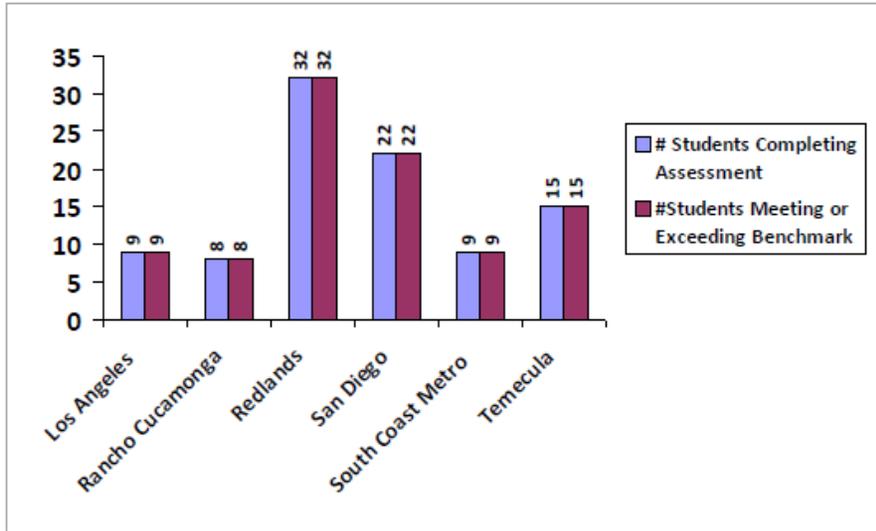


Assignment: Case Analysis

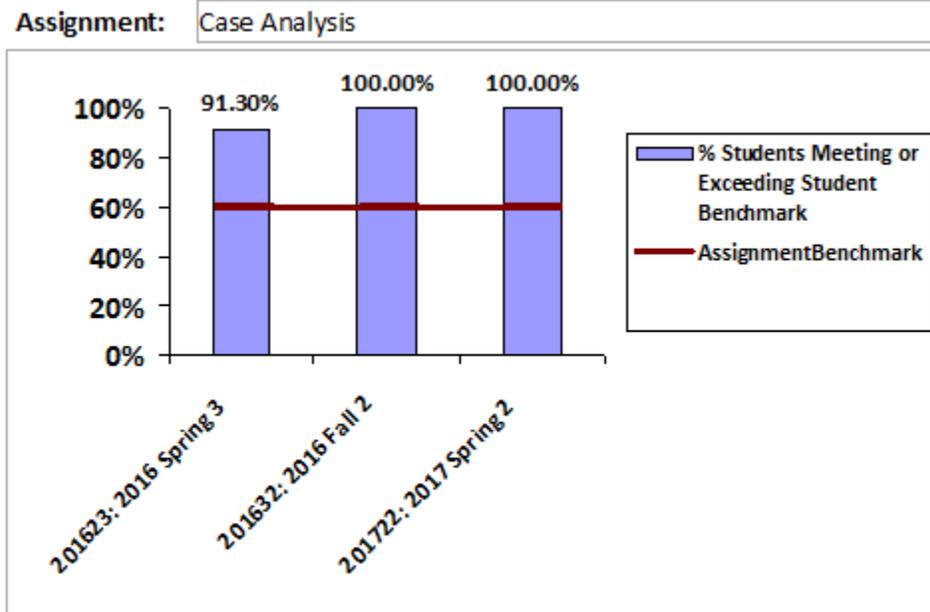


2017 Spring 2

Assignment: Case Analysis



Overall Results



Assessment Action Plan¹

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

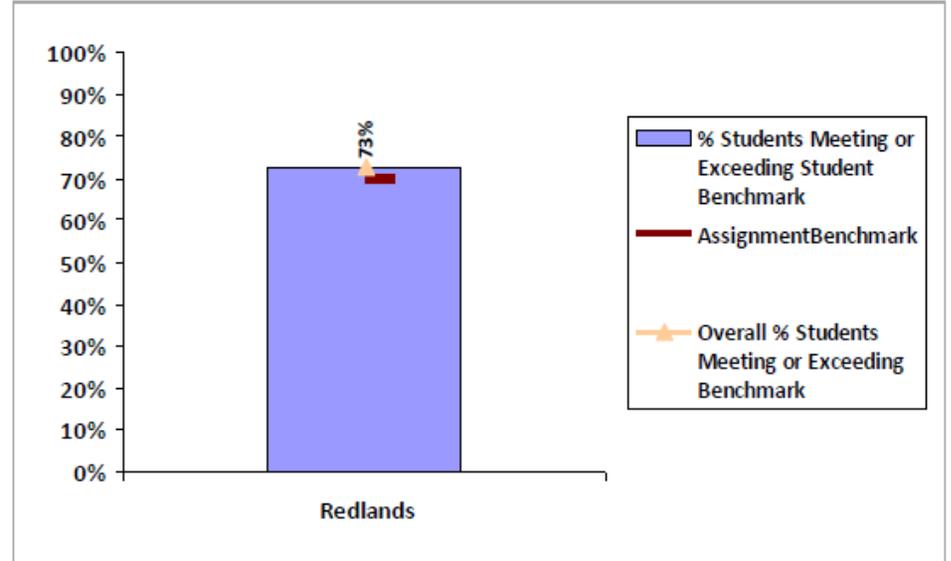
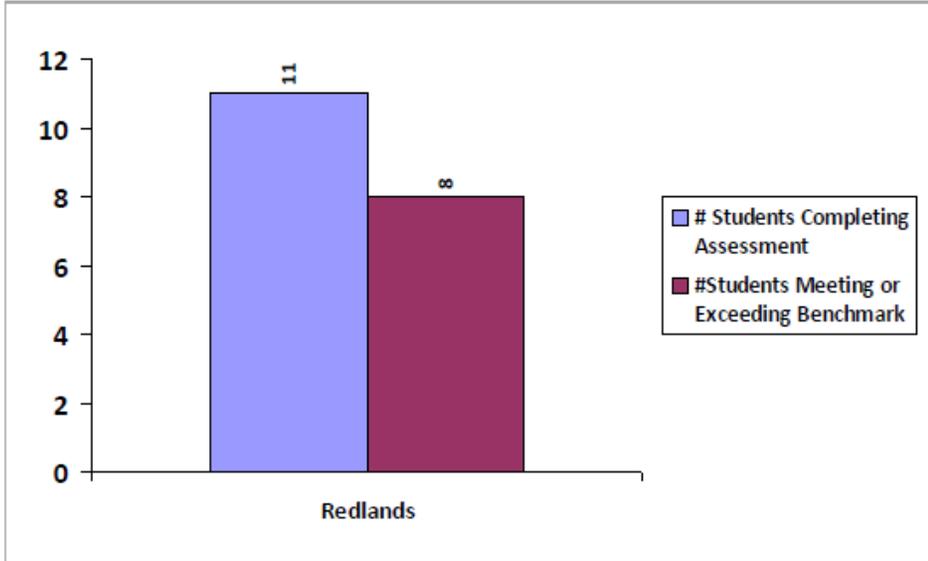
Performance Indicator	Definition
<p>Program: BSB</p>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work</p> <p><i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><i>Formative</i> – An assessment conducted during the student’s education.</p> <p><i>Summative</i> – An assessment conducted at the end of the student’s education.</p> <p><i>Internal</i> – An assessment instrument that was developed within the business unit.</p> <p><i>External</i> – An assessment instrument that was developed outside the business unit.</p> <p><i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>
<p>PLO: CLO: Demonstrate knowledge of core business disciplines to effectively address organizational challenges and opportunities. (BSB) OR Demonstrate knowledge of core management theories and concepts to address managerial issues. (BSM)</p>	
<p>Course: BUSB 485 Capstone Analysis and Integration in Business and Management</p>	
<p>CLO: Demonstrate knowledge of core business disciplines to effectively address organizational challenges and opportunities. (BSB) OR Demonstrate knowledge of core management theories</p>	

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

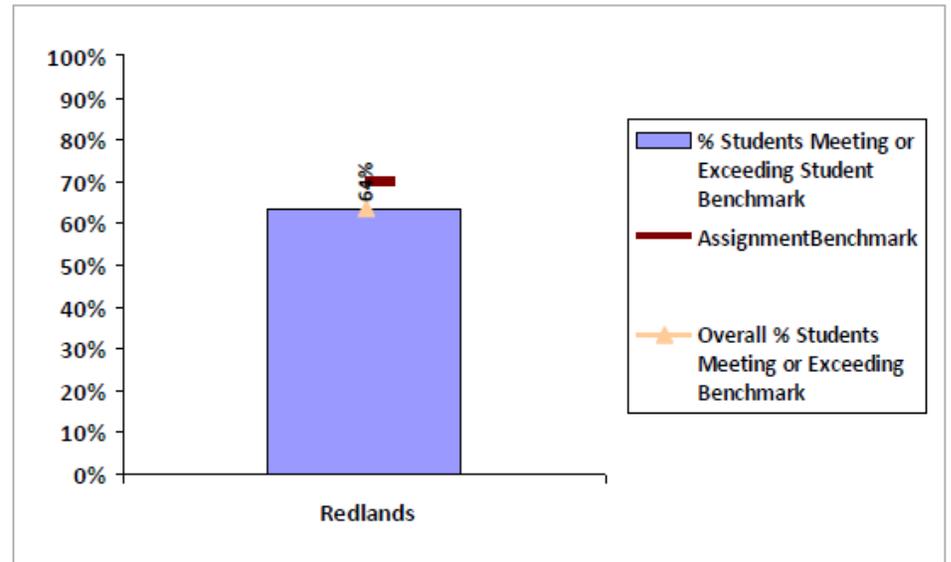
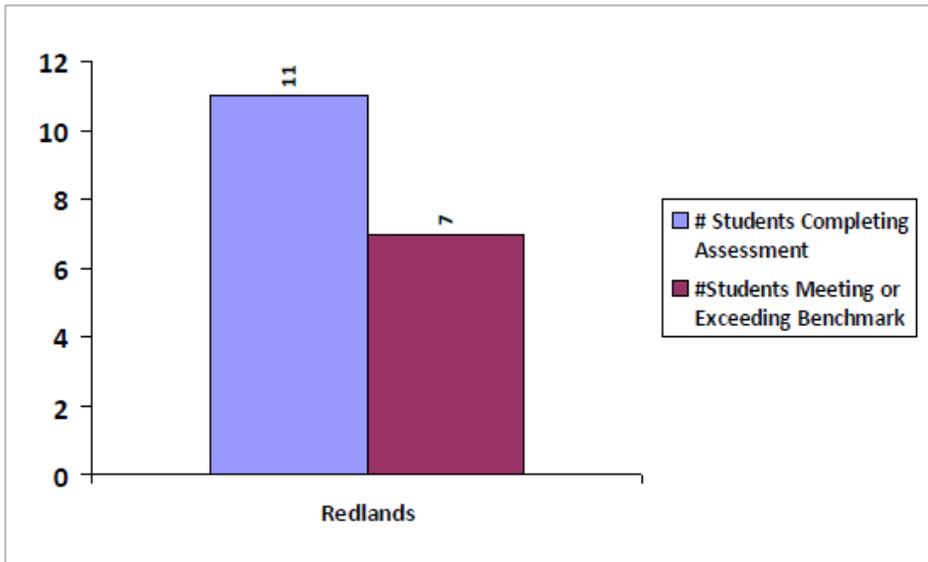
and concepts to address managerial issues. (BSM)					
Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)
80% of students will achieve a score of 3 out of 4 on a rubric for evaluating use of core business knowledge or management theories in their capstone course.	Instructors apply a rubric to each written assignment in the course. The prompt is to evaluate a company or organization using concepts from courses in the program.	Currently over 70% are meeting the benchmark for the written paper.	The rubric seems to work, so we will only make minor changes to it.	The syllabus has been revised based on feedback from Capstone instructors. The "Dream Project" is no longer an option. Students with ideas for startups will be encouraged to take the consultancy course. The syllabus now requires students to write an analysis based on prior course work, then evaluate their recommendations in light of the Triple Bottom Line of people planet and profit.	<p>2016 Fall 1 See p. 3</p> <p>2016 Fall 2 See p. 4</p> <p>2017 Spring 2 See p. 5</p> <p>Overall Results See p. 6</p>

2016 Fall 1

Assignment: Final Paper

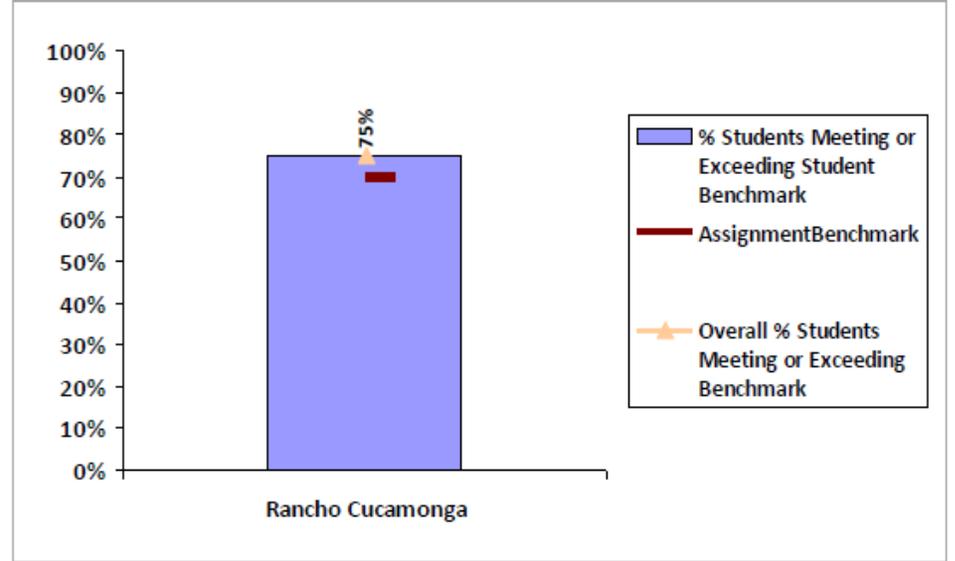
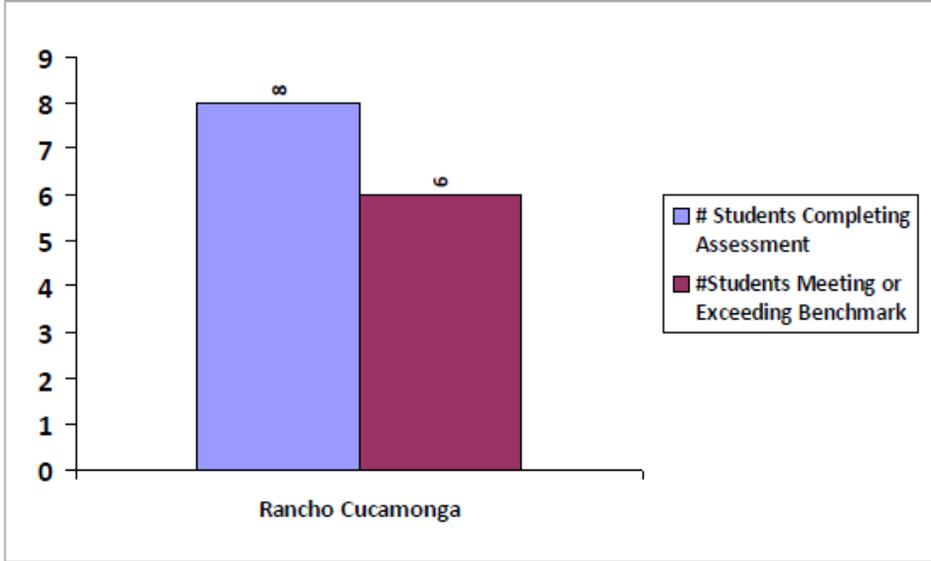


Assignment: Presentation

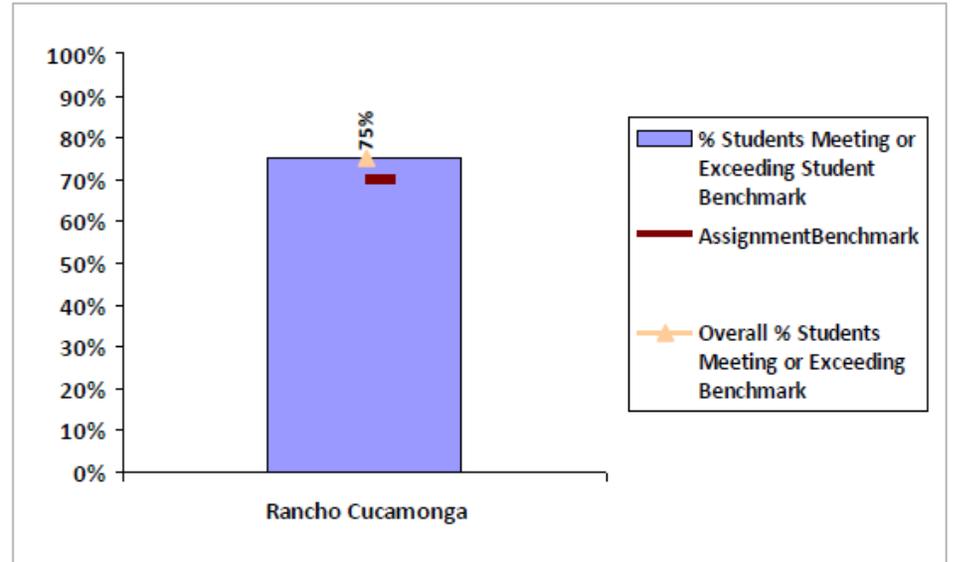
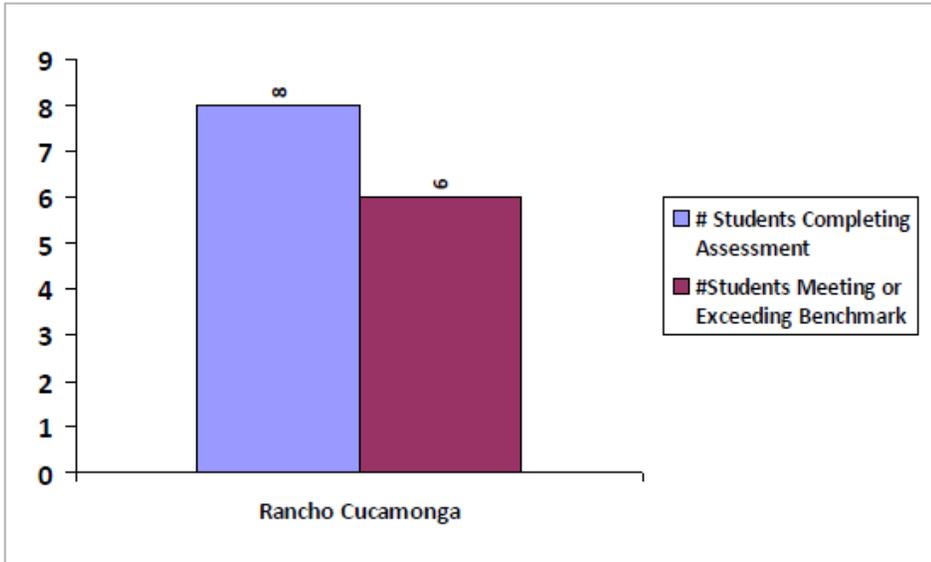


2016 Fall 2

Assignment: Final Paper

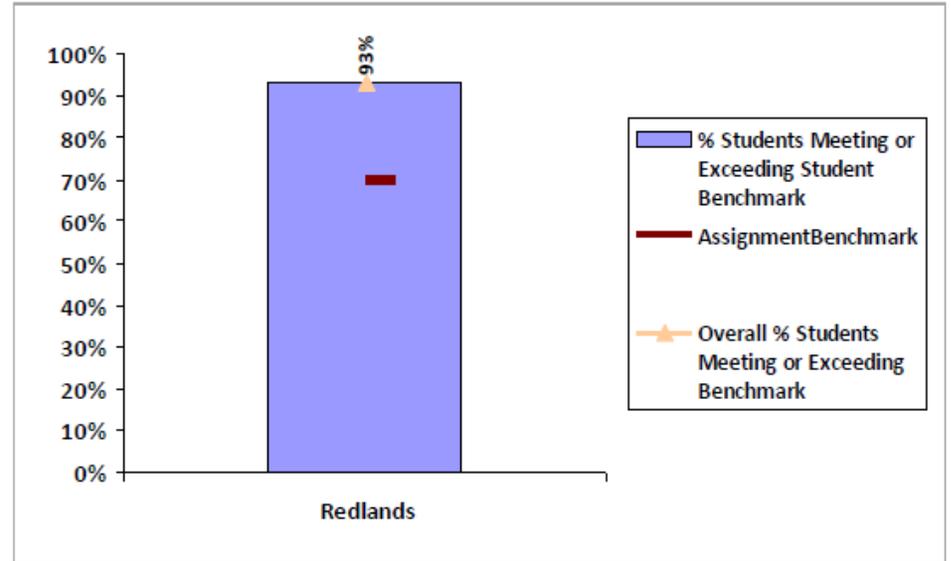
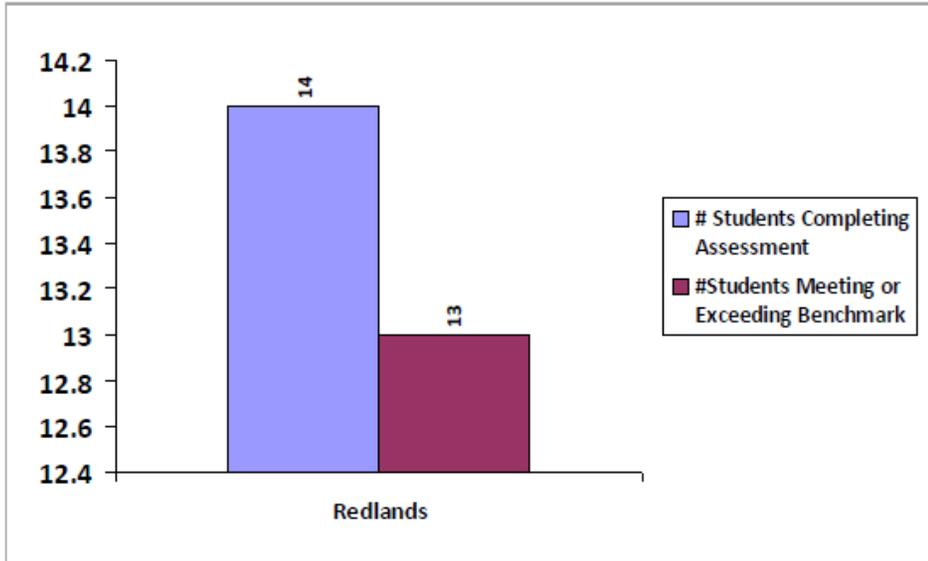


Assignment: Presentation

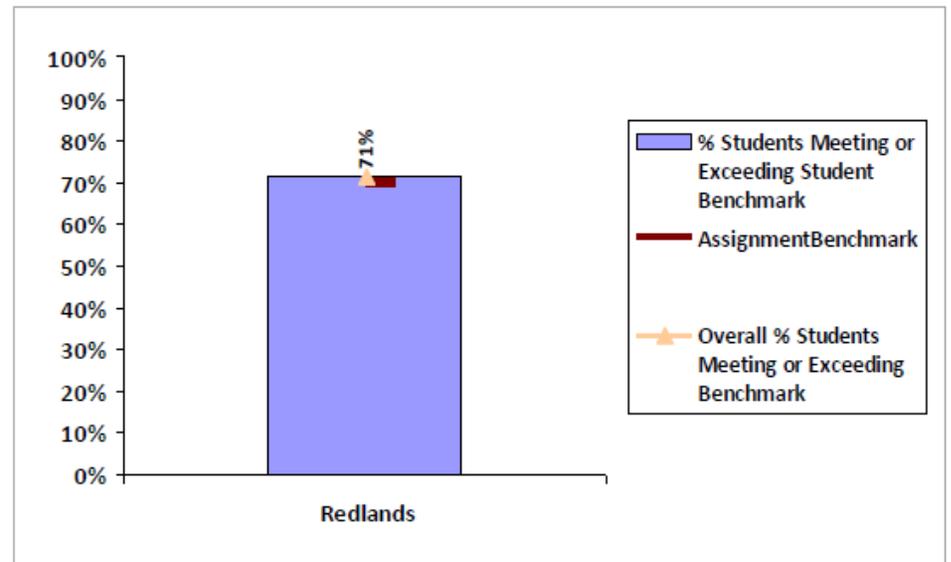
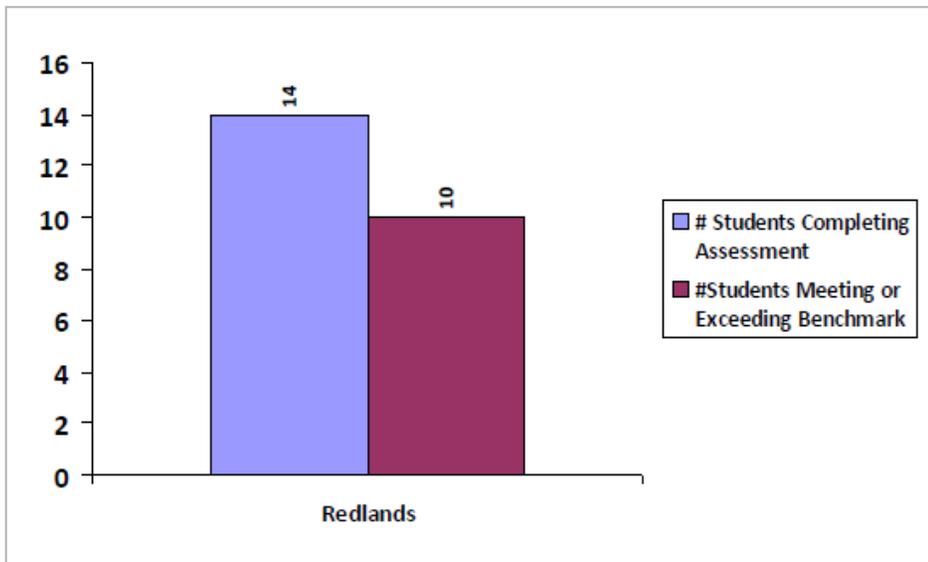


2017 Spring 2

Assignment: Final Paper

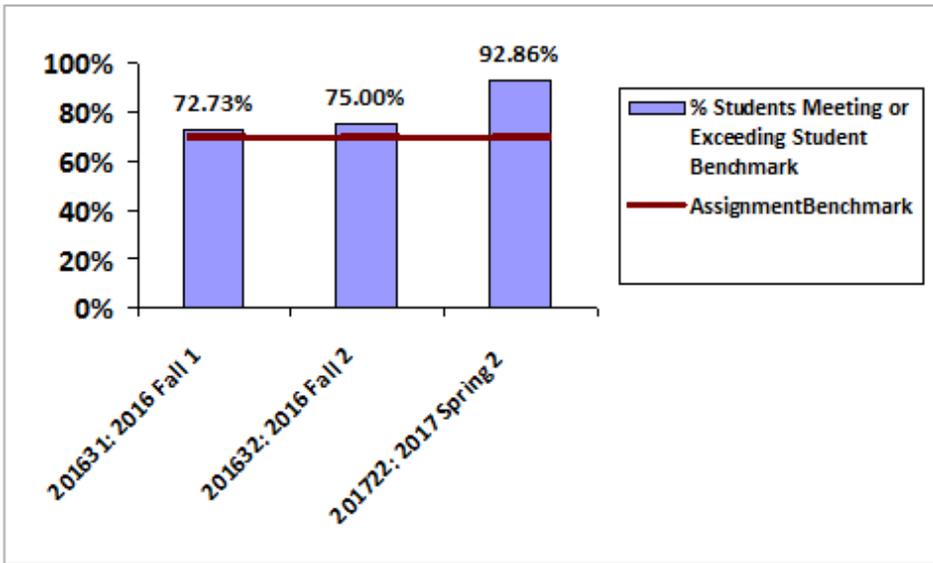


Assignment: Presentation

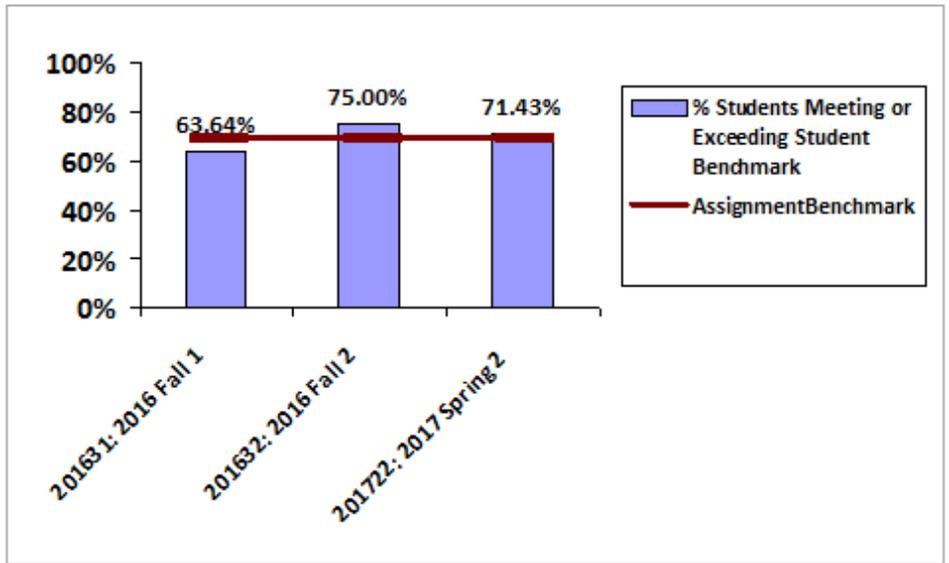


Overall Results

Assignment: Final Paper



Assignment: Presentation



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

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 - a. **Graduate**
 - i. If assignment is being assessed using a rubric: 80% of the students will meet or exceed the benchmark score of 80% using a standardized rubric.
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 - b. **Undergraduate**
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 - c. Other: Consult Program Director.
3. **What is your measurement instrument or process:** It is important that the assessment instrument (embedded assignment in course, assessment quiz/exam) is explicitly identified. If using an embedded assignment in course, identify the assignment clearly so that it matches the course Master Syllabus word-for-word. Indicate type of assessment conducted by this assignment. Refer to different assessment types indicated in the first page of this template.
4. **Current Results:** Be brief and to the point, and tie it back to the Measurable Goal. Indicate clearly if the Measurable Goal/Benchmark was achieved or not in the time period covered in this action plan.
5. **Action Taken or Improvement made:** Be detailed and explicit; recommended actions should be as tangible as possible. Avoid recommending generic actions such as "Assessment rubric has to be changed." State clearly what changes are required based on the data, when changes will be made, and implemented.
6. **Graphs or Tables of Resulting Trends:** Should you need the raw assessment data, contact Brian Hamilton.
7. Consult Program Director if you have any questions.

1Assessment Action Plan

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

Performance Indicator	Definition				
Program: <BSM> PLO: <e.g, 1> Course: BAMG 334 CLO: <e.g. 4>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work</p> <p><i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><i>Formative</i> – An assessment conducted during the student’s education.</p> <p><i>Summative</i> – An assessment conducted at the end of the student’s education.</p> <p><i>Internal</i> – An assessment instrument that was developed within the business unit.</p> <p><i>External</i> – An assessment instrument that was developed outside the business unit.</p> <p><i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable Goal: 70% of students competing the Reflective Assignment will meet or exceed the benchmark of 70%	Reflective Assignment, internally administered in an 8 week course using a standardized assessment rubric.	During the three grading periods, the percentage of students meeting or exceeding the benchmark decreased. Some locations had minimal reporting of data from this assessment	It seems as though the requirements in the assessment rubric may not have been explicitly communicated to students who completed this assessment or that the importance of completing this assignment was not stressed to the student.	<p>Include the Assessment Rubric as part of the Reflective Assignment to be discussed with students.</p> <p>Review with Assignment and Assessment Rubric with the instructors at Professional Development Conference.</p> <p>Solicit ideas and</p>	See later in document.

¹ Please read instructions carefully before drafting this action plan.

				suggestions for this activity and its assessment at the Professional Development Conference.	
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**Analysis of Results:
What did you learn
from the results?**

Further investigation into why data and results are missing from a culminating final course assignment.

In the overall results, the percentage of students meeting or exceeding the benchmark was not met at two locations
Determining what happened at these location will inform action plans.

**Measurable goal:
What is your goal / benchmark?**

Measurable Goal:
Author: <First Initial, Last Name>

What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)
Team Project Presentation,

**Current Results:
What are your current results?**
During the three grading periods,

**Action Taken or Improvement made:
What did you improve or what is your next step?**

Include the Assessment

Graphs or Tables of Resulting Trends (3-5 data points preferred)
See later in document.

Last updated: <10/3/17>

70% of students competing the Team Project Presentation will meet or exceed the benchmark of 70%

internally administered in an 8 week course using a standardized assessment rubric.

the percentage of students meeting or exceeding the benchmark decreased. Some locations had minimal reporting of data from this assessment.

Rubric as part of the Team Project Presentation to be discussed with students.

Review with Assignment and Assessment Rubric with the instructors at Professional Development Conference.

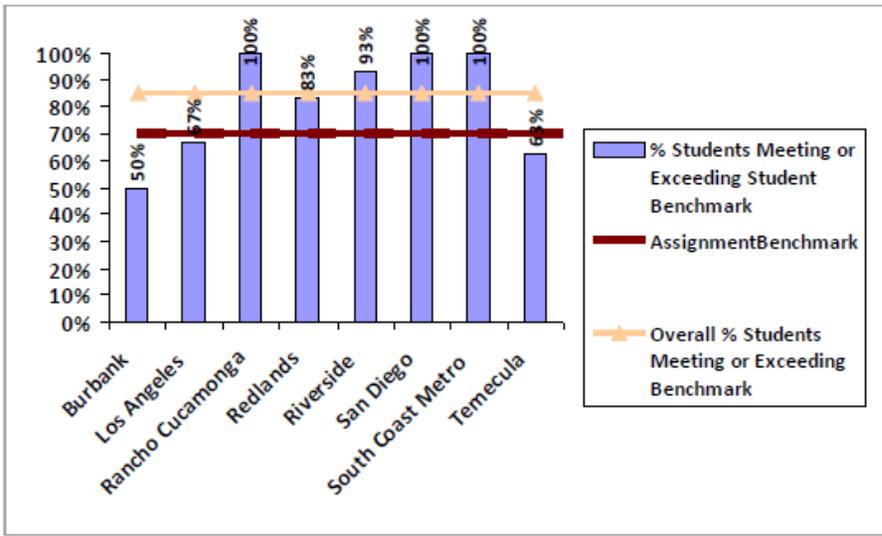
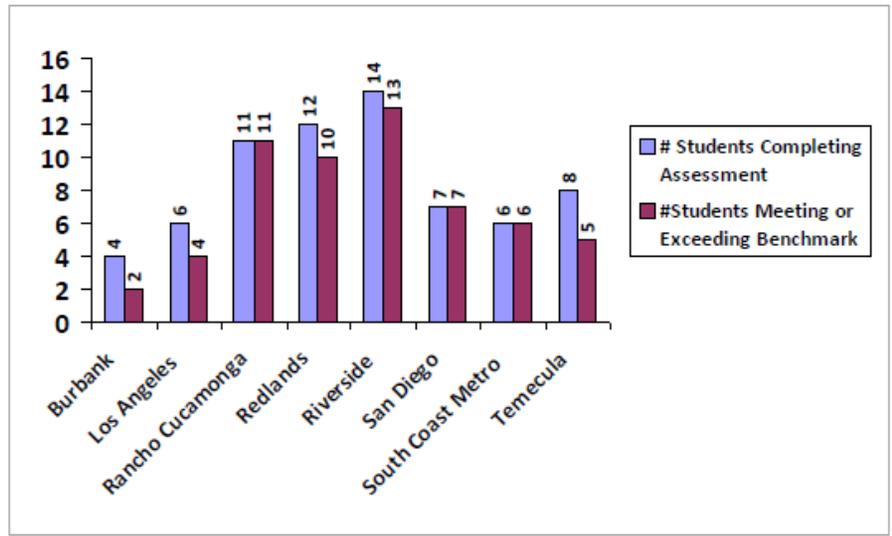
Solicit ideas and suggestions for this activity and its assessment at the Professional Development Conference

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

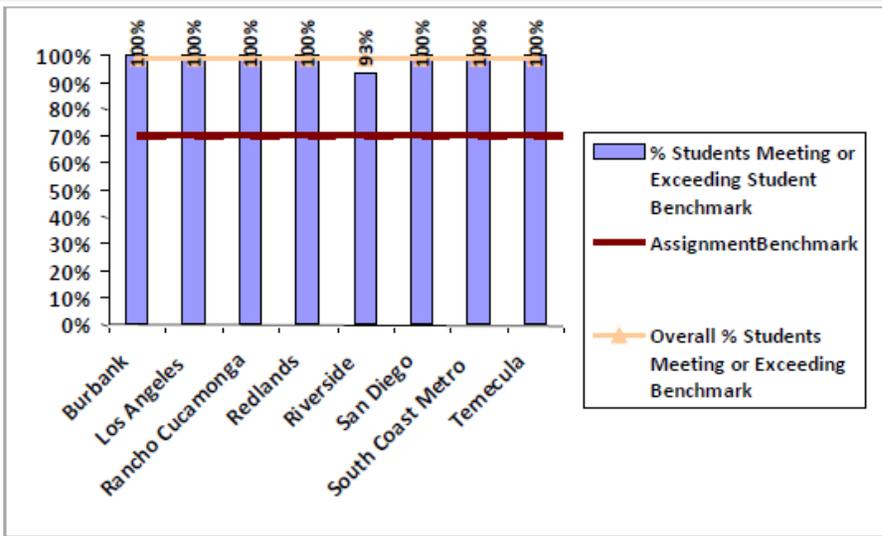
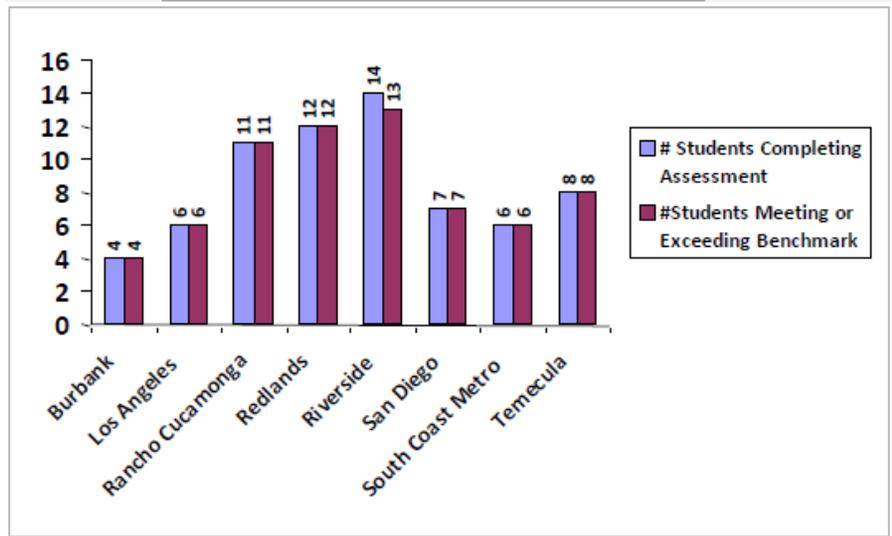
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2015 FALL 3

Assignment: Reflective Assignment

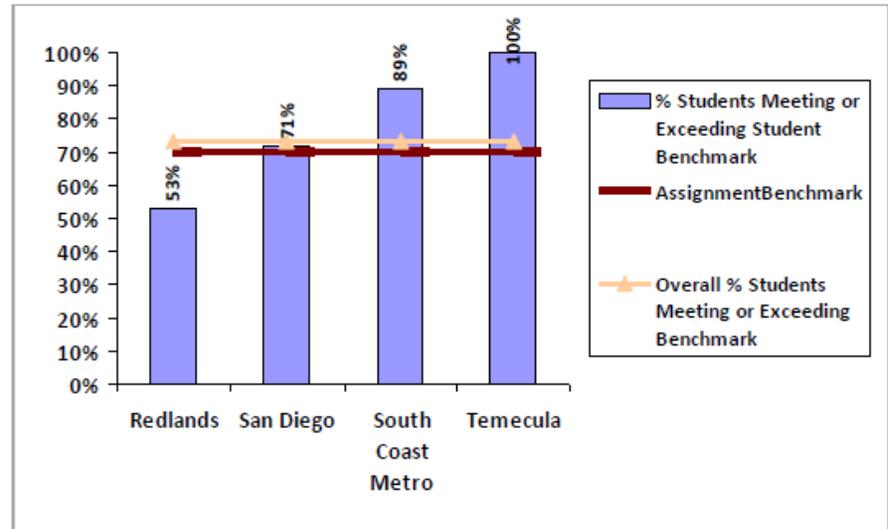
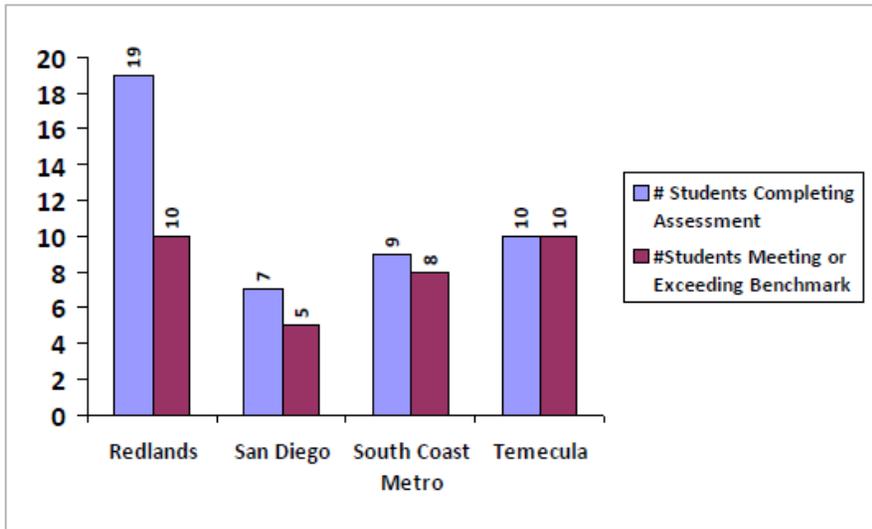


Assignment: Team Project Presentation

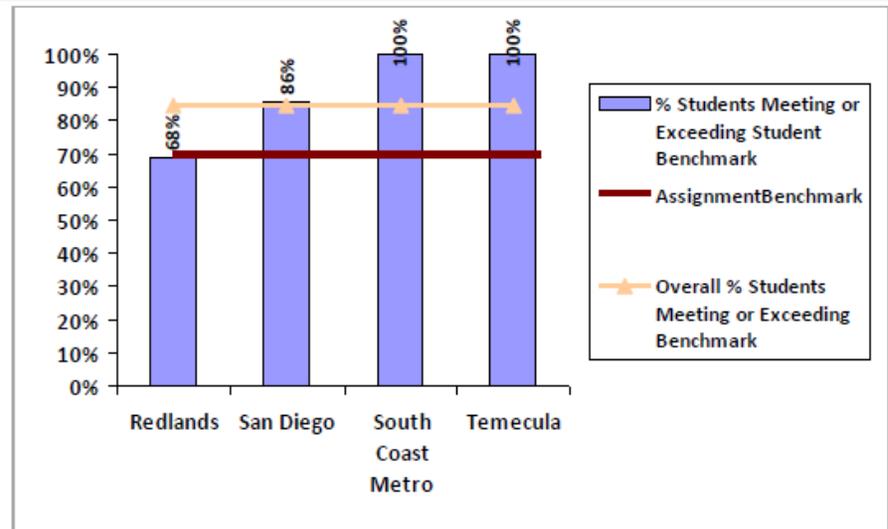
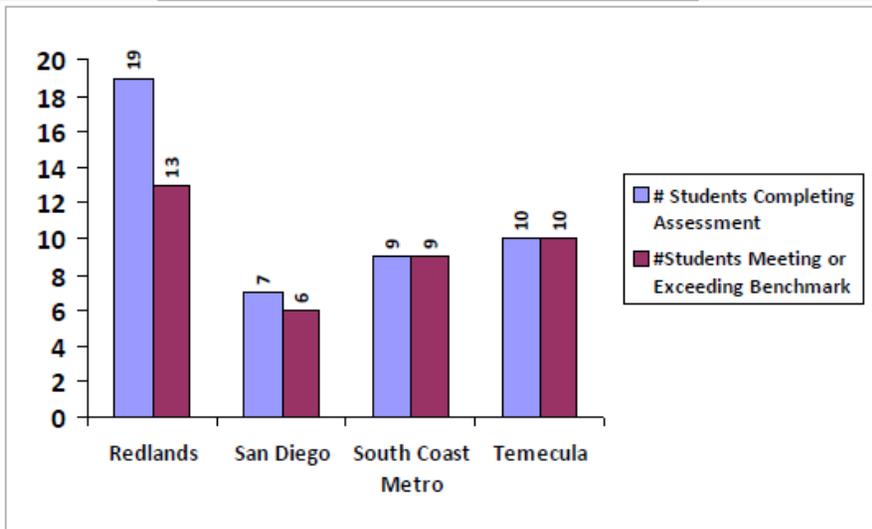


2016 SPRING 3

Assignment: Reflective Assignment

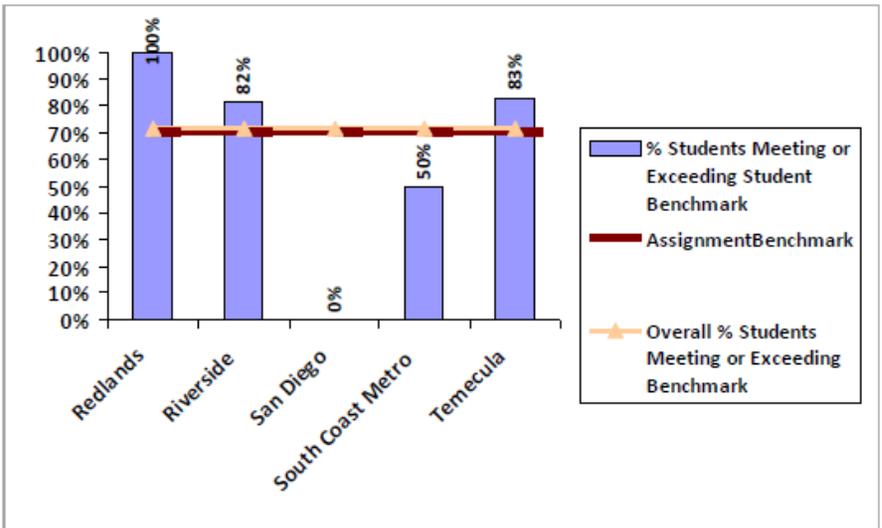
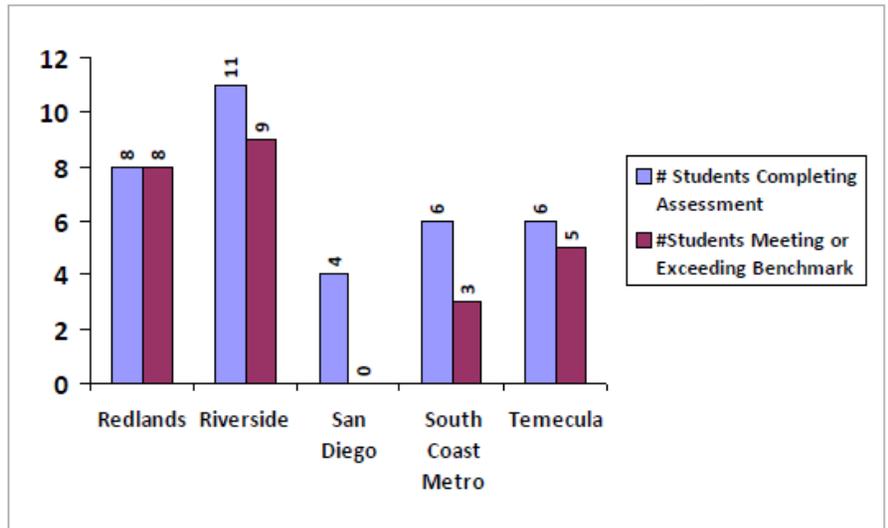


Assignment: Team Project Presentation

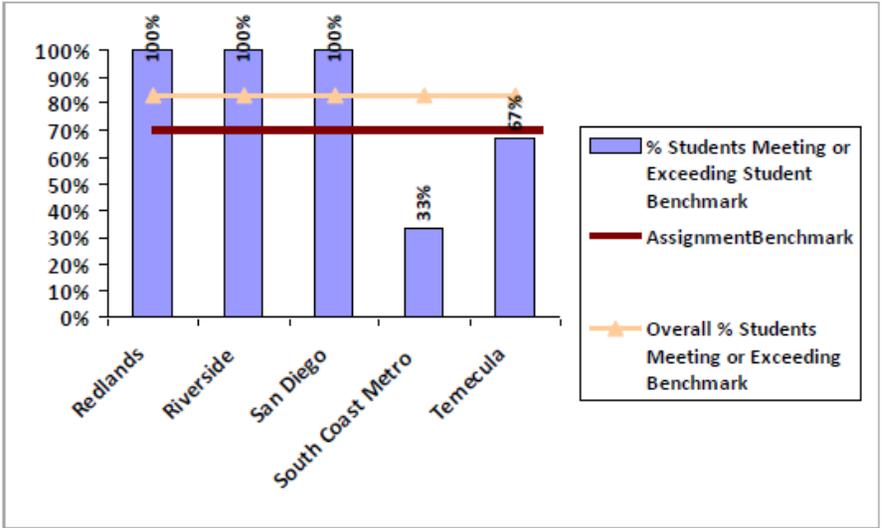
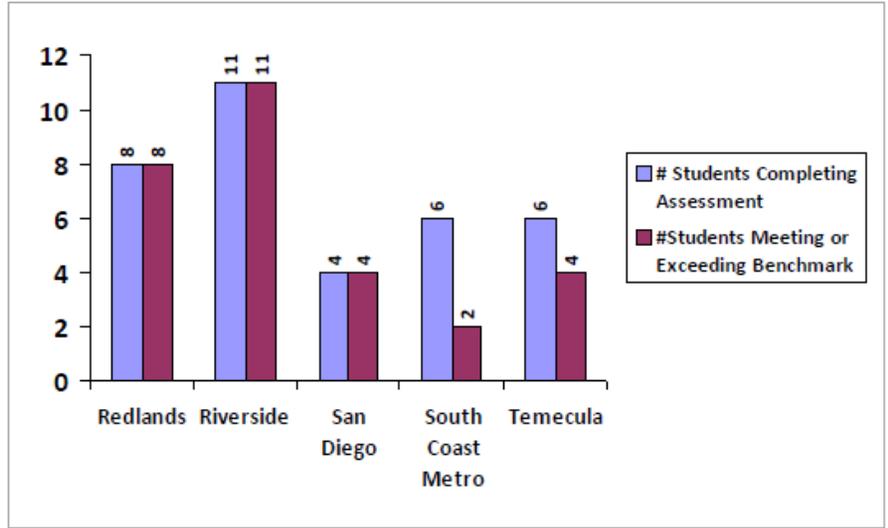


2016 FALL 3

Assignment: Reflective Assignment

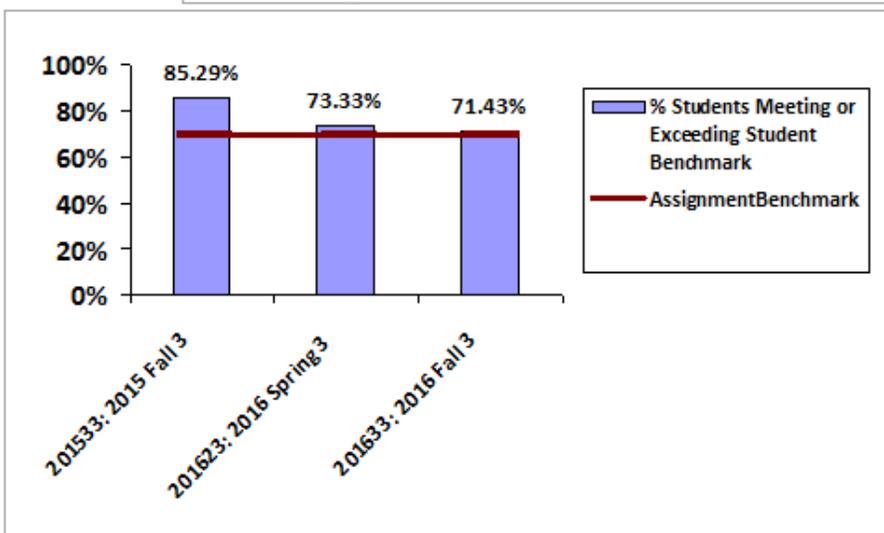


Assignment: Team Project Presentation

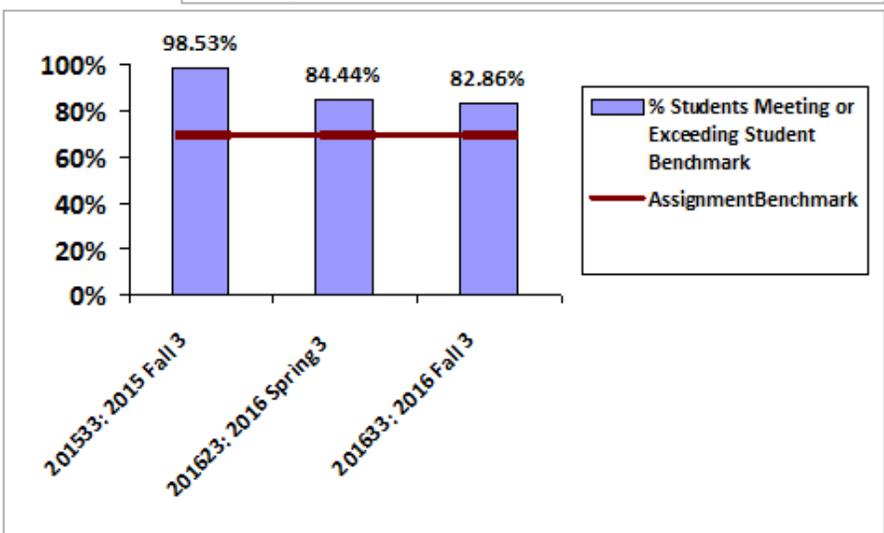


OVERALL RESULTS

Assignment: Reflective Assignment



Assignment: Team Project Presentation



1Assessment Action Plan

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

Performance Indicator	Definition
Program: BSM	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i>
PLO: PLO1: Demonstrate knowledge of core management theories and concepts to address managerial issues.	Add these to the description of the measurement instrument in column two: <i>Direct</i> - Assessing student performance by examining samples of student work <i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. <i>Formative</i> – An assessment conducted during the student’s education. <i>Summative</i> – An assessment conducted at the end of the student’s education.
Course: BAMG 356	<i>Internal</i> – An assessment instrument that was developed within the business unit. <i>External</i> – An assessment instrument that was developed outside the business unit.
CLO: Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. analyze the components of the HRM functions in a domestic as well as global context; 2. discover the significance of the increasing diversity of the American labor force; 3. analyze both the labor and management points of view; 4. demonstrate an understanding of fundamental HRM strategies and utilize them to analyze cases and real situations; 5. and select sound HRM techniques for application in the workplace. 	<i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.

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Analysis of Results					
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70% of the students will meet or exceed the benchmark score of 70% using a standardized rubric.	Final paper, internally administered in an 8-week course.	<p>2015 Fall 2: - 7 out of 8 sections (overall 92% of students) met or exceeded benchmark</p> <p>2016 Spring 2: 2 out of 4 sections (overall 57% of students) met or exceeded benchmark</p> <p>2016 Fall 2: 4 out of 5 sections (overall 88% of students) met or exceeded benchmark</p>	<p>The overall results from the three terms show the positive trend on students' performance on their final papers (92% - 57% - 88%). The low score of 2016 Spring 2 is due to the small sample size, especially at San Diego location where 1 out of 3 students met or exceeded benchmark. The most recent term (2016 Fall 2) shows the more even results and the average score indicates the improvement of students' performance.</p>	<p>-Communicate and share the assessment results with all the instructors of this course at the upcoming Faculty Development Conference.</p> <p>-Continue the calibration practice to develop the same standard for assessment.</p> <p>-Continue to collect data to enlarge the sample size in order to have a better trend analysis.</p>	<p>2015 FALL 2 TERM</p> <p>See Pg. 5</p> <p>2016 SPRING 2 TERM</p> <p>See Pg. 6</p> <p>2016 FALL 2 TERM</p> <p>See Pg. 7</p> <p>OVERALL RESULTS</p> <p>See Pg. 8</p>

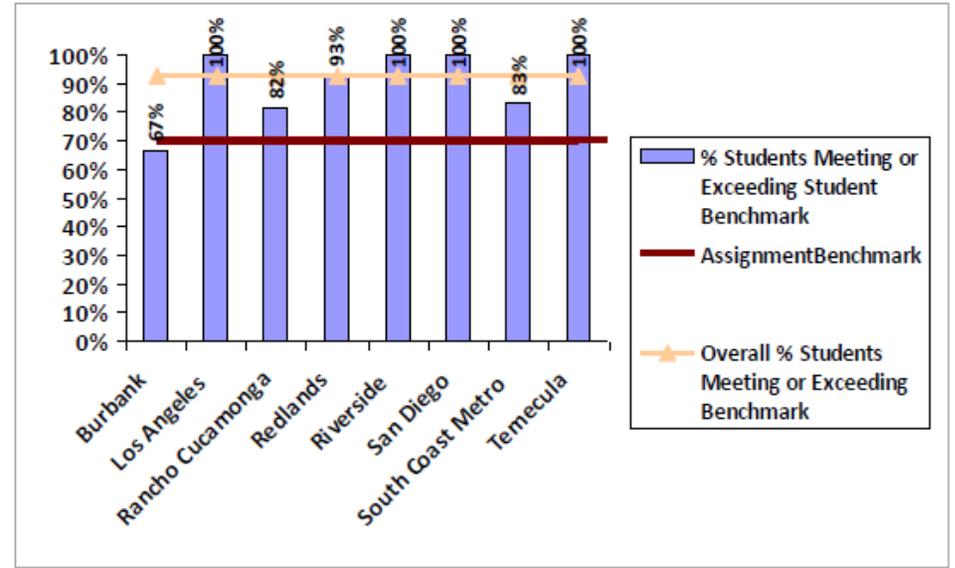
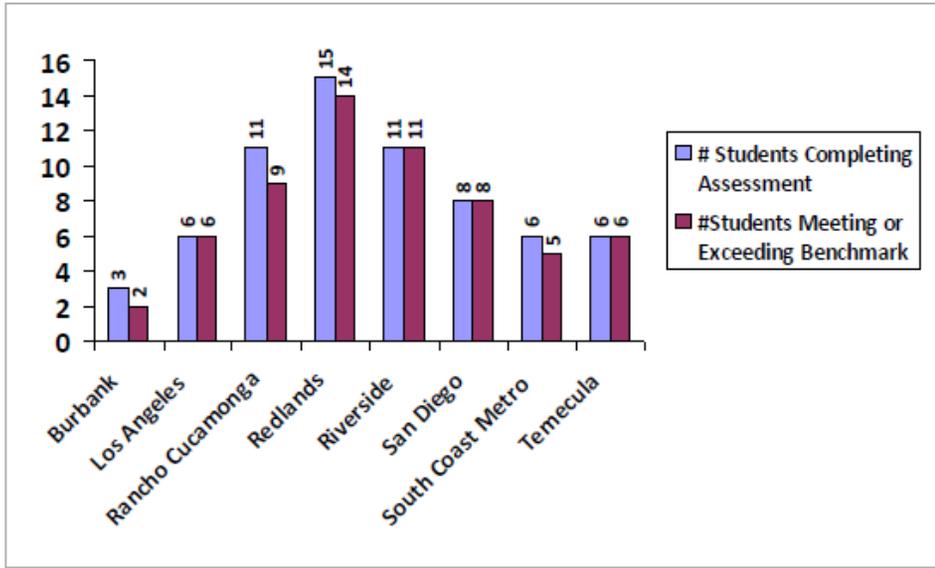
<p>70% of the students will meet or exceed the benchmark score of 70% using a standardized rubric.</p>	<p>Final presentation, internally administered in an 8-week course.</p>	<p>2015 Fall 2: - 8 out of 8 sections (overall 95% of students) met or exceeded benchmark</p> <p>2016 Spring 2: 4 out of 4 sections (overall 83% of students) met or exceeded benchmark</p> <p>2016 Fall 2: 4 out of 5 sections (overall 81% of students) met or exceeded benchmark</p>	<p>The overall results from the three terms show very positive trend on students' performance on their final presentations (95% - 83% - 81%). Only Temecula location from the 2016 Fall 2 term showed a low score (57%). This is due to the skewed result by including 3 students who didn't complete their final presentations in the pool. The actual score should be 100% as the rest 4 students have all met or exceeded the benchmark.</p>	<p>-Communicate and share the assessment results with all the instructors of this course at the upcoming Faculty Development Conference. -Continue the calibration practice to develop the same standard for assessment. -Continue to collect data to enlarge the sample size in order to have a better trend analysis.</p>	<p>2015 FALL 2 TERM See Pg. 5</p> <p>2016 SPRING 2 TERM See Pg. 6</p> <p>2016 FALL 2 TERM See Pg. 7</p> <p>OVERALL RESULTS See Pg. 8</p>
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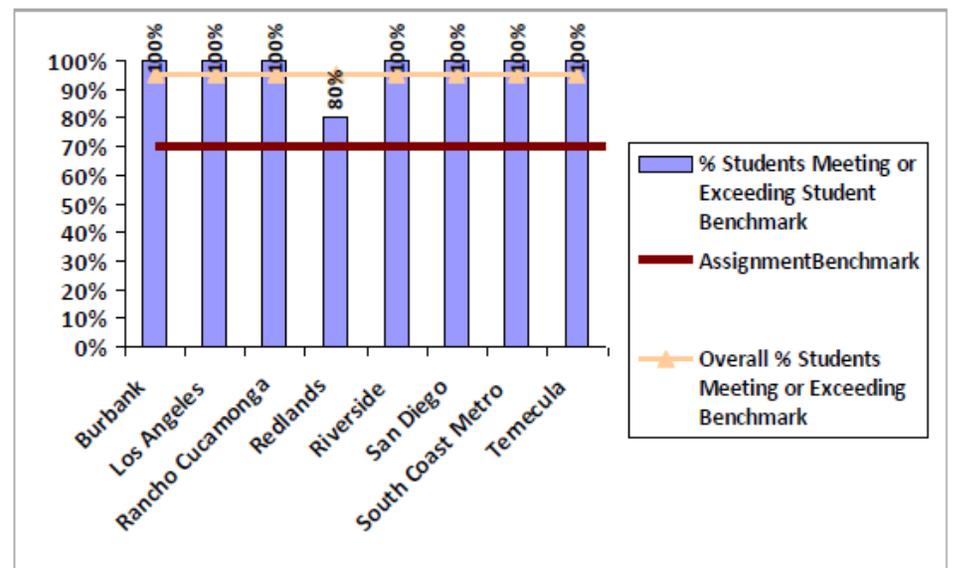
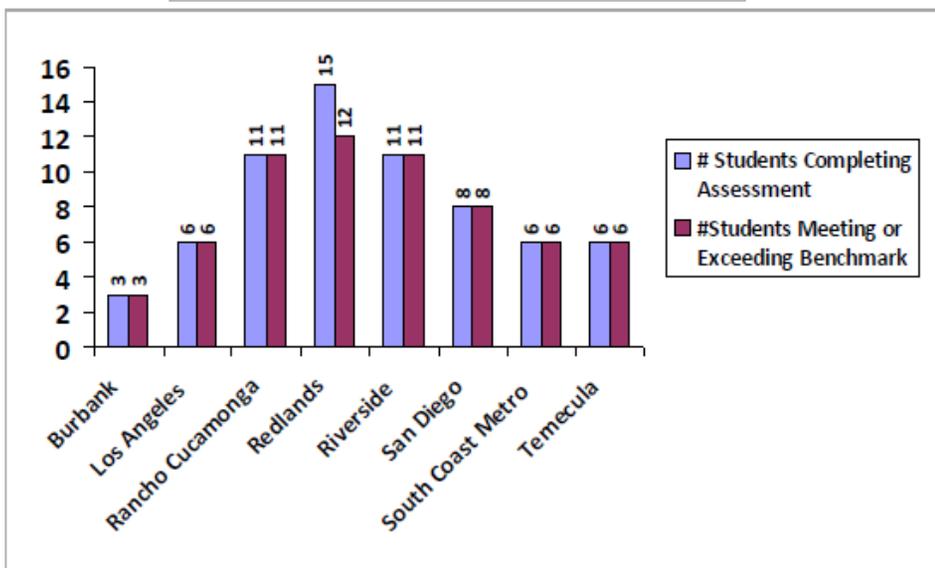
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2015 FALL 2

Assignment: Final Paper

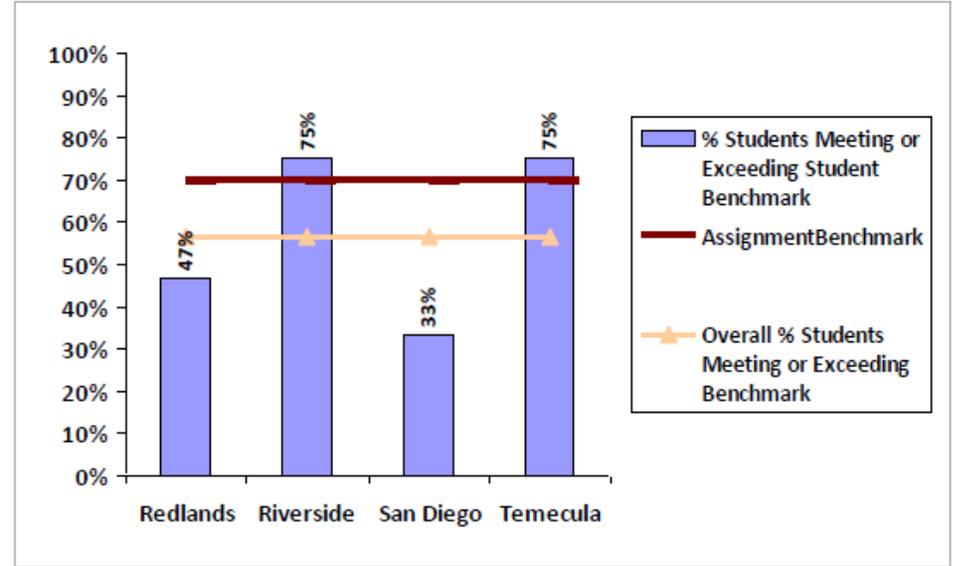
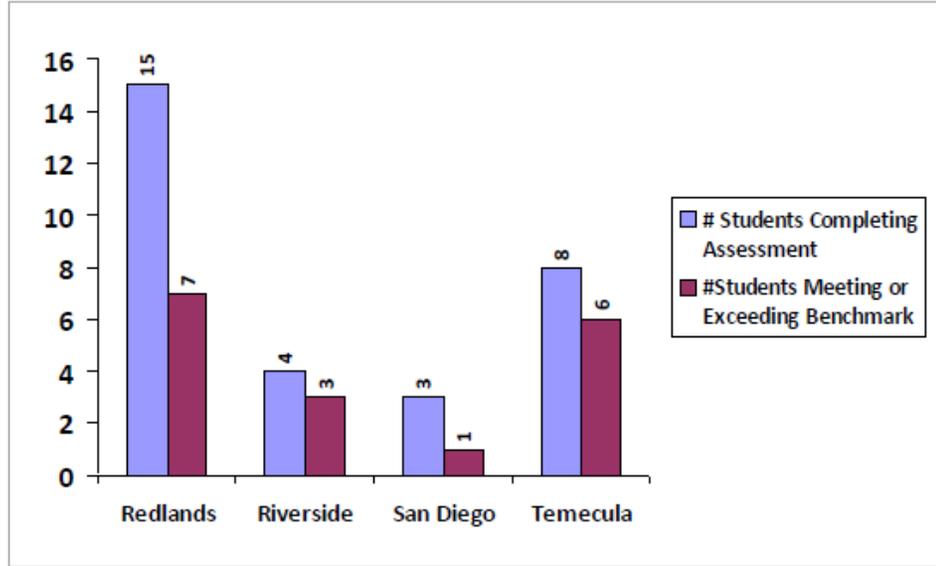


Assignment: Presentation

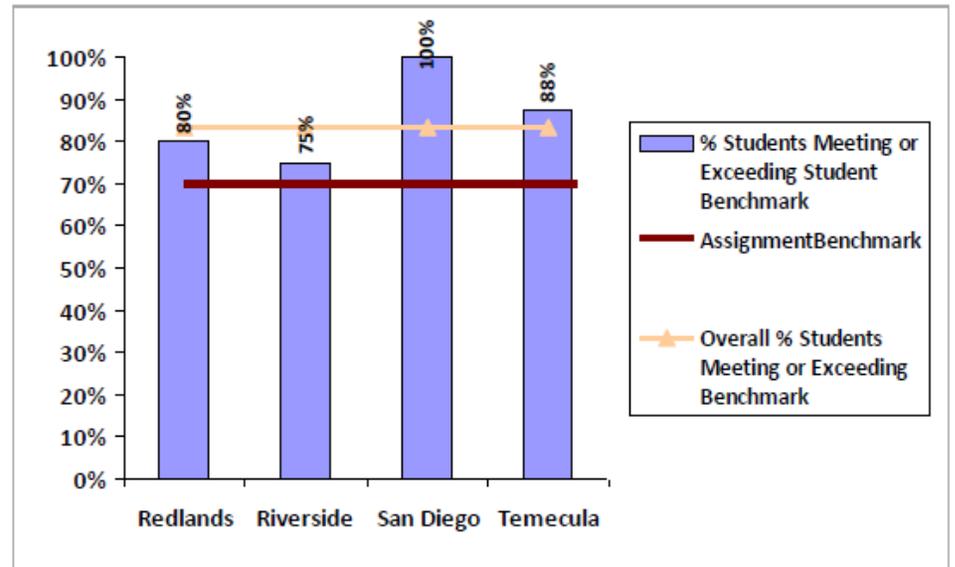
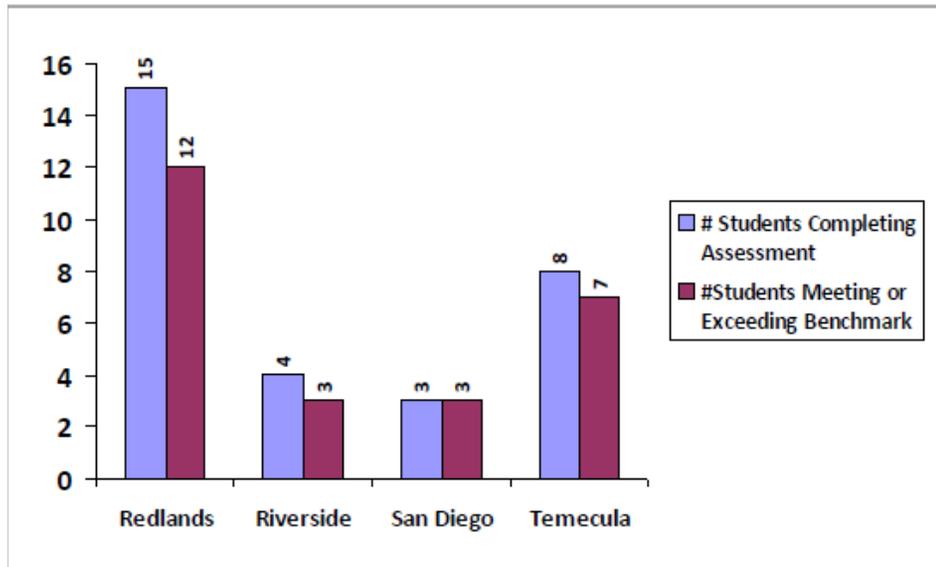


2016 Spring 2

Assignment: Final Paper

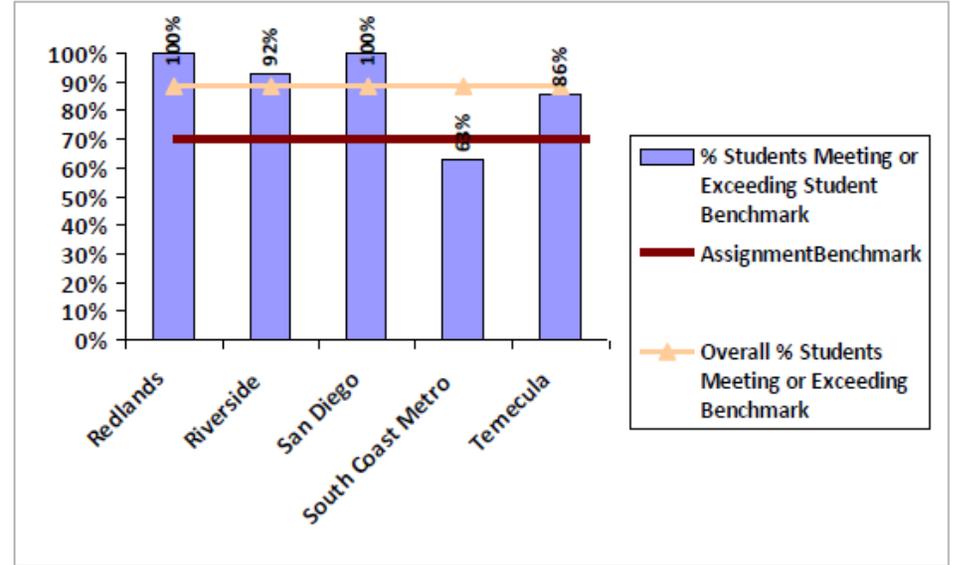
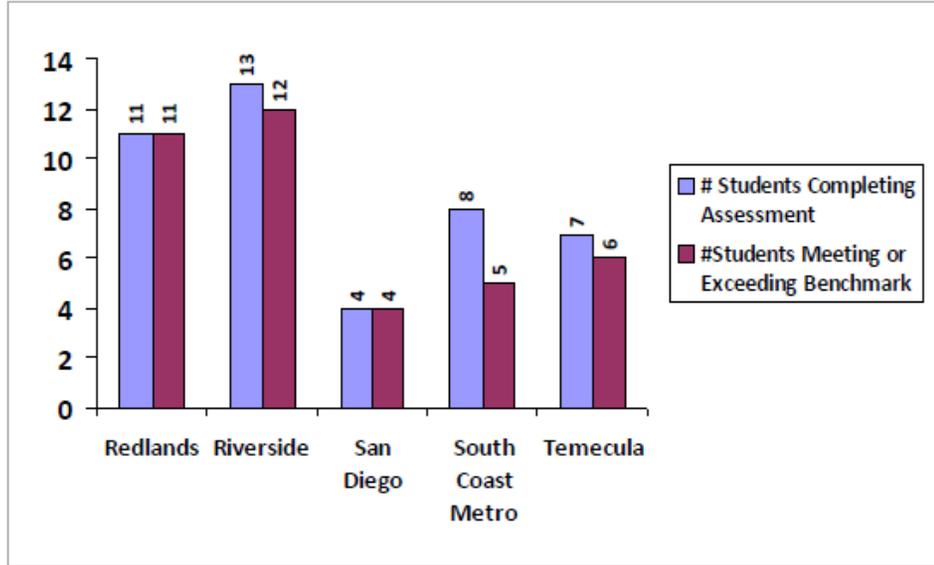


Assignment: Presentation

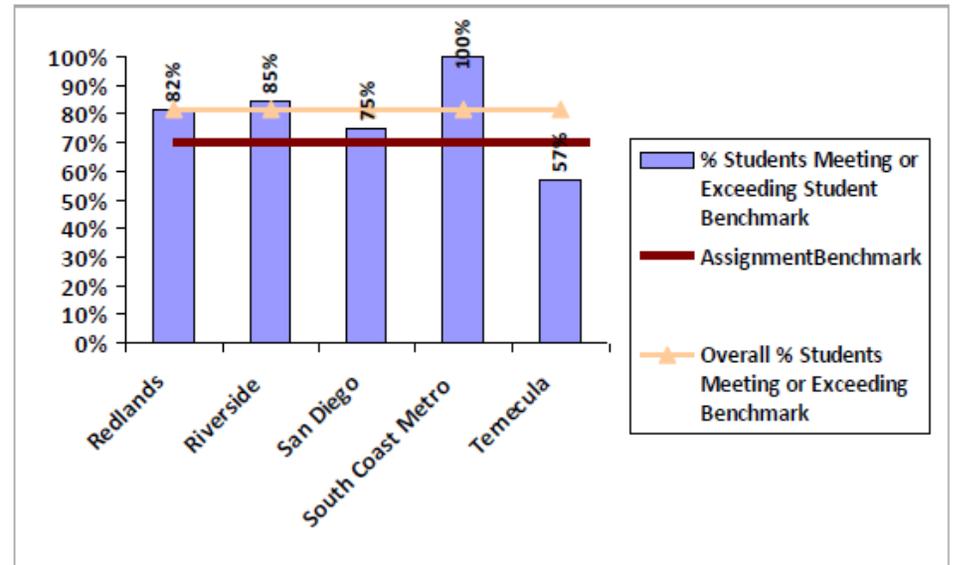
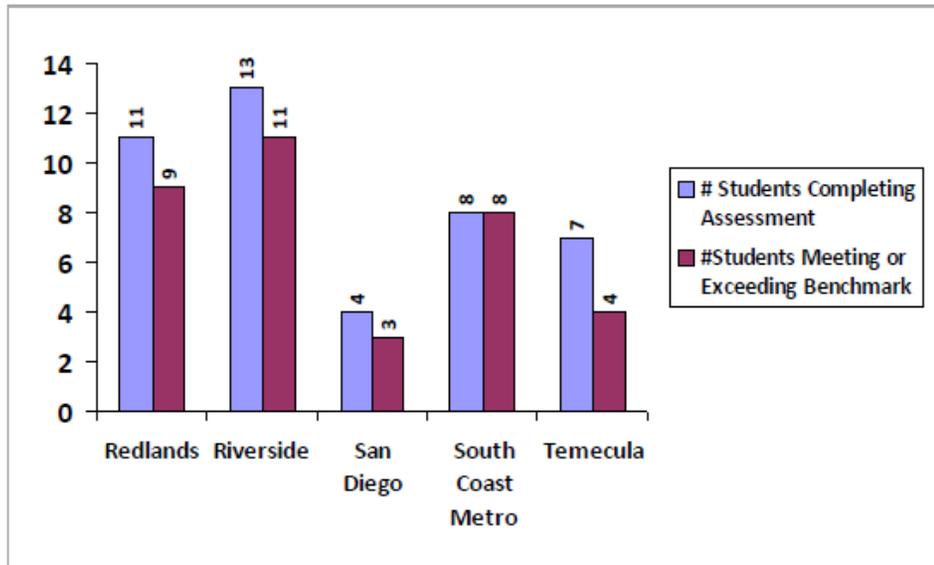


2016 Fall 2

Assignment: Final Paper

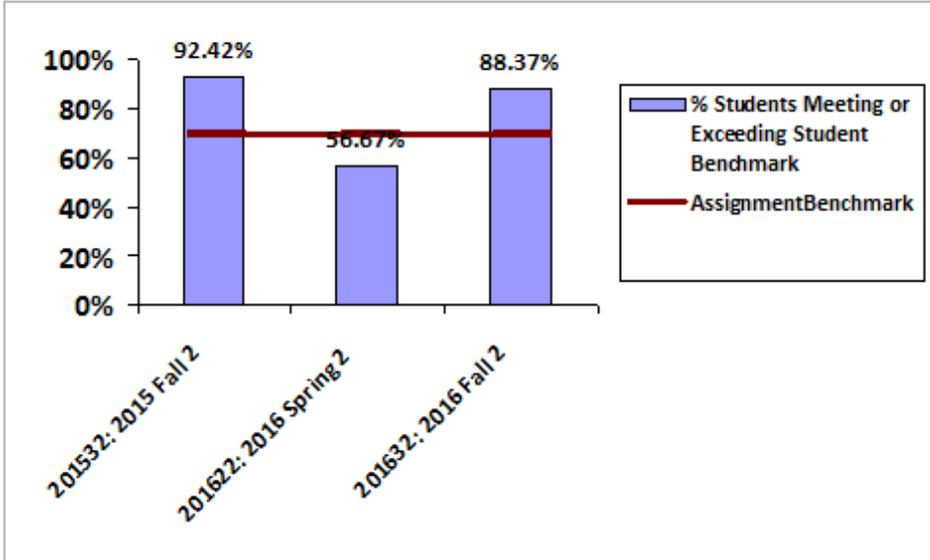


Assignment: Presentation

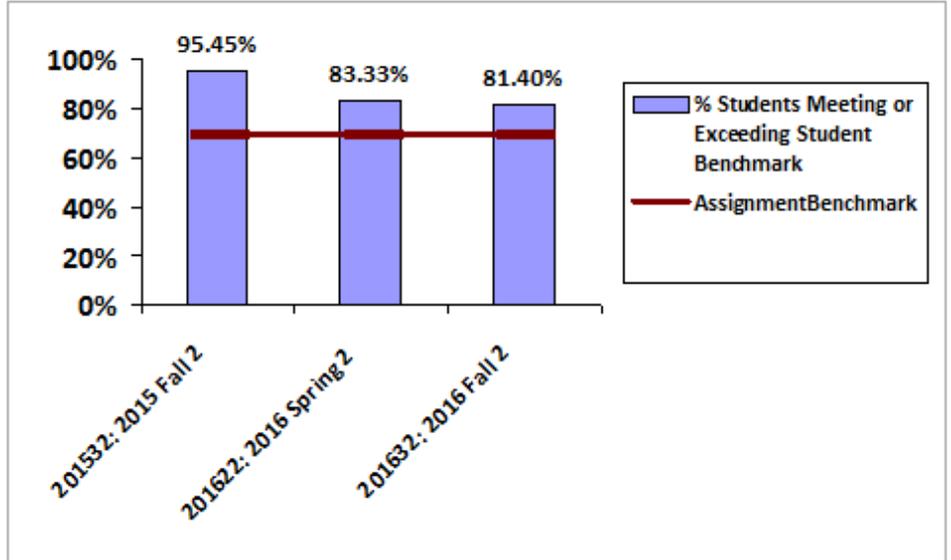


OVERALL RESULTS

Assignment: Final Paper



Assignment: Presentation



BAMG 365
Accounting and Finance Principles
Assessment Analysis and Action Plan

Analysis of Assessment Results

Through three data points for BAMG 365, the assessment results indicate overall achievement of the established 70% benchmark across the eight campuses. Examination of the assessment results, however, indicate uneven performance among students at the eight individual campus locations. Data indicate some campuses greatly exceed the performance expected. Notable are the achievements on the assessment instrument by the Redlands and South Coast Metro cohorts. Other campuses, notably the Los Angeles and Riverside campuses, fall well below the established benchmark. The remaining four campuses' assessment results indicate overall success over three data points. All students (100%) in the third data point exceeded the benchmark performance standard. Data are probably inconclusive for the third data because the course was taught to only one cohort of nine students by a full-time faculty member.

Action Plan

We will address two areas of concern revealed by our analysis of data. First, we have identified two areas where students have demonstrated a lack of knowledge. These areas are how income taxes affect accounting disclosures and financial decisions, and analyzing financial data, such as profitability and solvency analysis. We will devote greater class time to these two areas to counteract lack of understanding of these topics. In particular, we will add exercises and problems that focus on these identified deficient areas.

The second area we will address is underachievement of student cohorts at the identified campuses of Los Angeles and Riverside. We will identify the instructor or instructors of those cohorts and convey our expectations for improvement of assessment results for future cohorts. To assist with this endeavor, we will work closely with the instructors and provide them with additional teaching materials to improve cohort performance. In addition, we will work with administrators and enrollment counselors to identify any institutional reasons why certain campuses have failed to meet the benchmark. If we detect any institutional reasons for substandard performance, we will work with the administration to correct them.

Assessment Action Plan¹

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

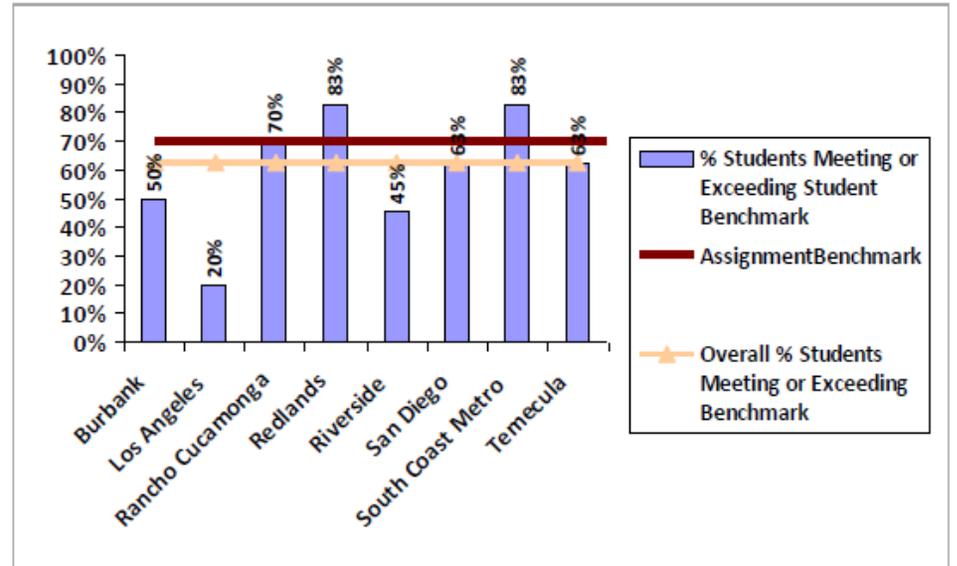
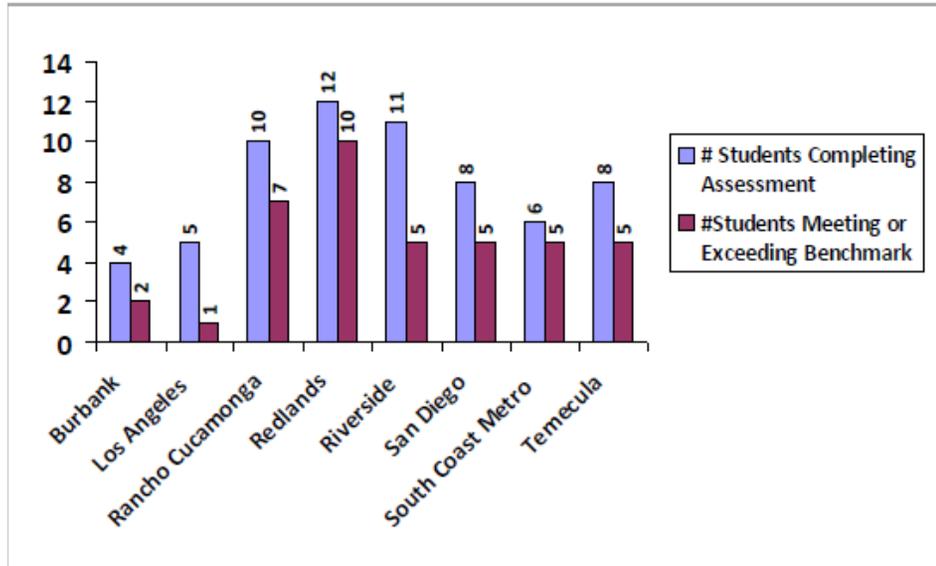
Performance Indicator	Definition					
Program: BSM	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:					
PLO: # 1, Explain fundamental business theories and concepts.	<i>Direct</i> - Assessing student performance by examining samples of student work <i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. <i>Formative</i> – An assessment conducted during the student’s education. <i>Summative</i> – An assessment conducted at the end of the student’s education. <i>Internal</i> – An assessment instrument that was developed within the business unit. <i>External</i> – An assessment instrument that was developed outside the business unit. <i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.					
Course: BAMG 365						
CLO: # 1, Understand the role of finance and accounting in business and organizations.						
Analysis of Results						
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)	
Measurable Goal: 70% of the students taking the Final Exam will meet or exceed the benchmark of 70%.	Final Exam, internally administered in an 8 week course.	In Spring 1 2016, only three of eight cohorts were able to meet benchmark (although two others came close at 68%). The Los Angeles cohort performed	Students generally did well on the assessment exam for all three periods under review. Students in the Spring 1 2016 cohorts generally performed slightly	Since students in all periods performed fairly well and students in the later period cohorts all met or exceeded benchmark, no adjustments are necessary at this time.	<p style="text-align: center;">2016 Spring 1 See p. 3</p> <p style="text-align: center;">2016 Fall 1 See p. 4</p> <p style="text-align: center;">2017 Spring 1 See p. 5</p> <p style="text-align: center;">Overall Results See p. 6</p>	

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

		<p>particularly poorly.</p> <p>In the lone cohort for Fall 1 2016, the students met benchmark.</p> <p>Both cohorts in Spring 1 2017 met benchmark.</p>	<p>below those in the later periods (with the Los Angeles cohort performing particularly poorly).</p> <p>This appears to be due in part to the assessment instrument used in the early period when the entire final examination was used for assessment.</p> <p>In the later periods, only a portion of the final examination was used for assessment and all the cohorts met benchmark.</p> <p>This might indicate a problem with the earlier assessment instrument.</p>		
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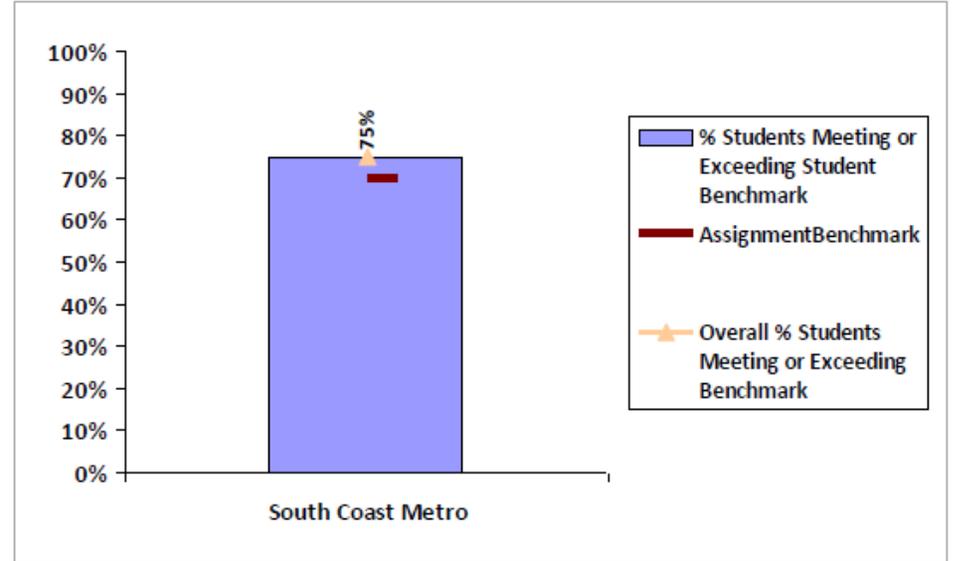
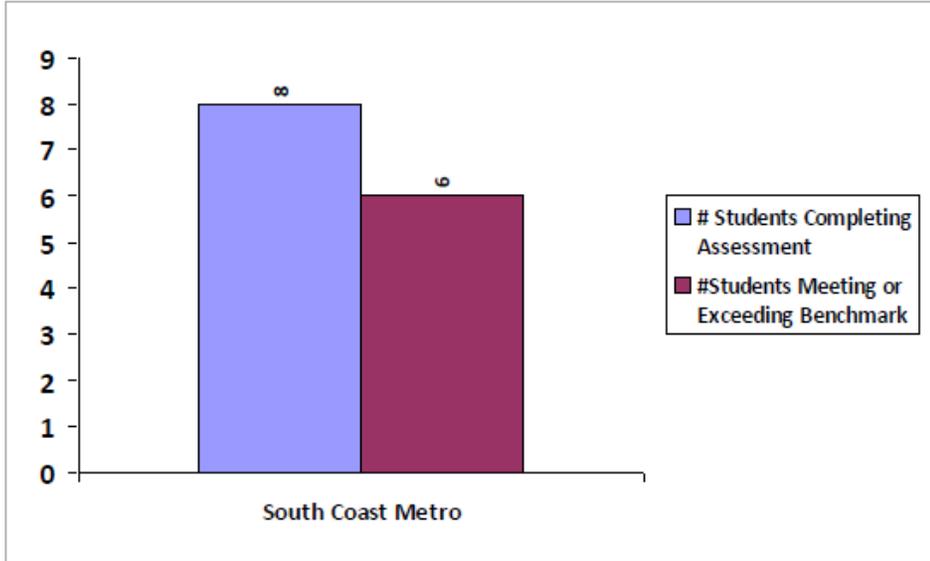
2016 Spring 1

Assignment: Questions



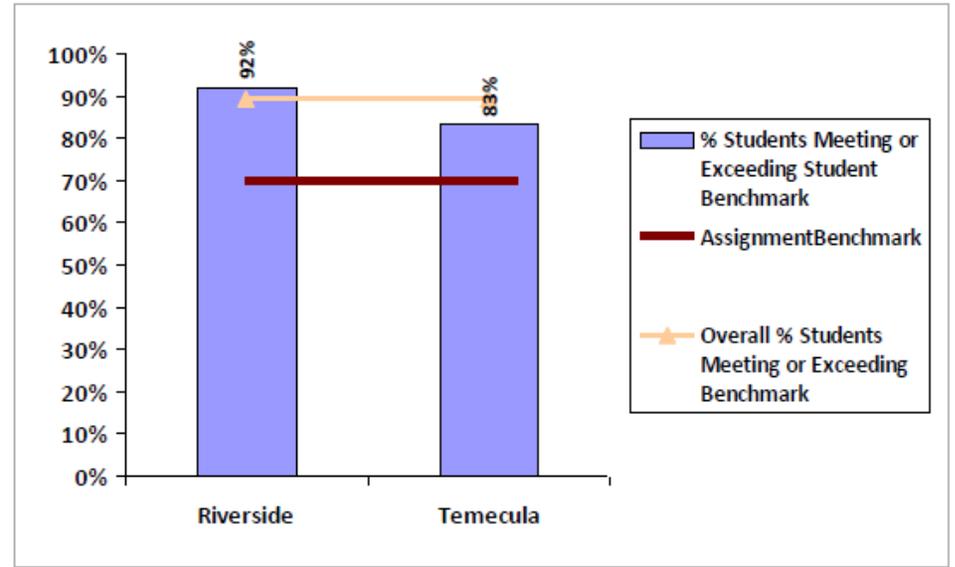
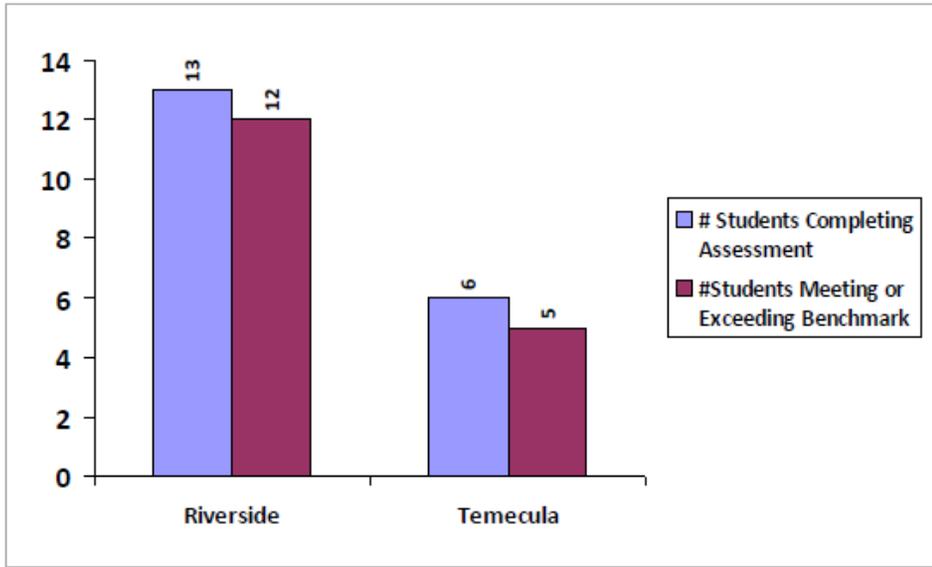
2016 Fall 1

Assignment: Questions

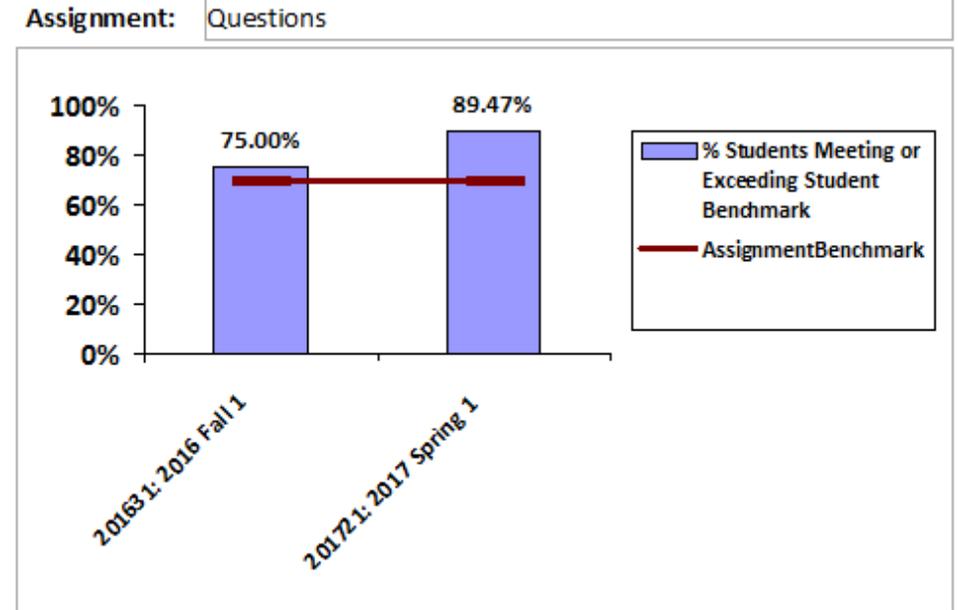
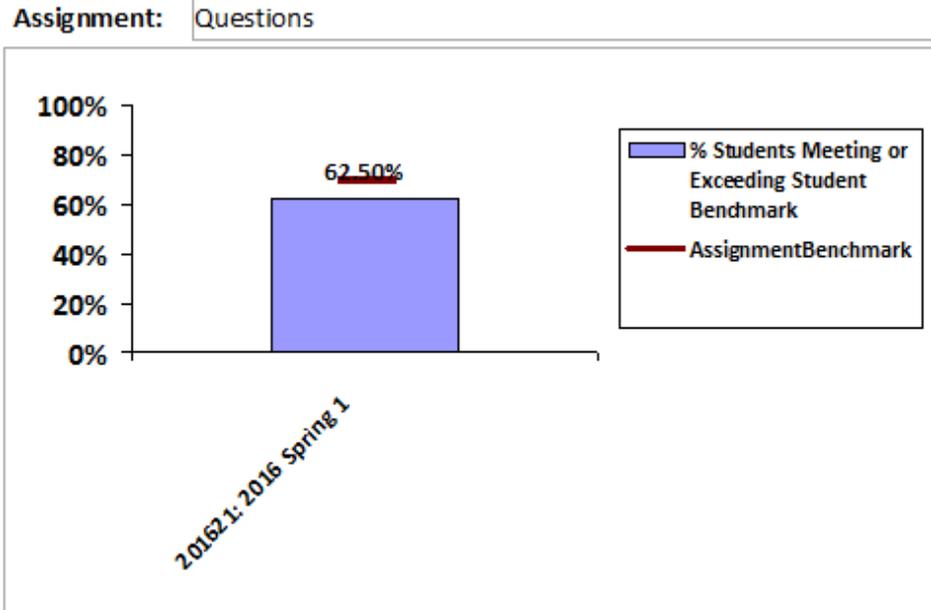


2017 Spring 1

Assignment: Questions



Overall Results*



*Changed the assessment tool in 2016 Fall 1.

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

1. Please ensure that the text highlighted in red in the first page of this template is filled in meticulously.
2. **Measurable Goal:** What is your goal/benchmark?
 - a. **Graduate**
 - i. If assignment is being assessed using a rubric: 80% of the students will meet or exceed the benchmark score of 80% using a standardized rubric.
 - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
 - b. **Undergraduate**
 - i. *If assignment is being assessed using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized rubric. (Different from Graduate benchmark)*
 - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
 - c. Other: Consult Program Director.
3. **What is your measurement instrument or process:** It is important that the assessment instrument (embedded assignment in course, assessment quiz/exam) is explicitly identified. If using an embedded assignment in course, identify the assignment clearly so that it matches the course Master Syllabus word-for-word. Indicate type of assessment conducted by this assignment. Refer to different assessment types indicated in the first page of this template.
4. **Current Results:** Be brief and to the point, and tie it back to the Measurable Goal. Indicate clearly if the Measurable Goal/Benchmark was achieved or not in the time period covered in this action plan.
5. **Action Taken or Improvement made:** Be detailed and explicit; recommended actions should be as tangible as possible. Avoid recommending generic actions such as "Assessment rubric has to be changed." State clearly what changes are required based on the data, when changes will be made, and implemented.
6. **Graphs or Tables of Resulting Trends:** Should you need the raw assessment data, contact Brian Hamilton.
7. Consult Program Director if you have any questions.

Assessment Action Plan¹

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

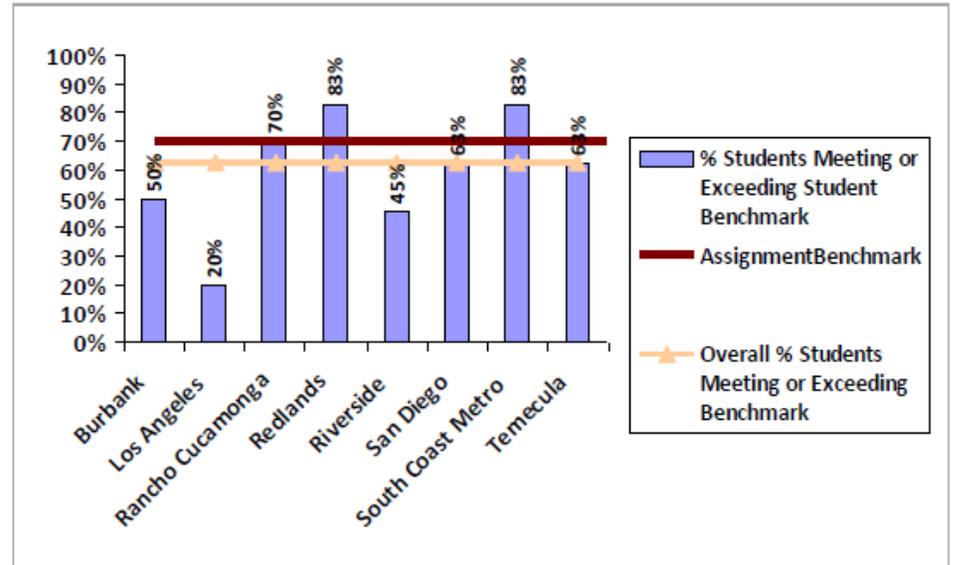
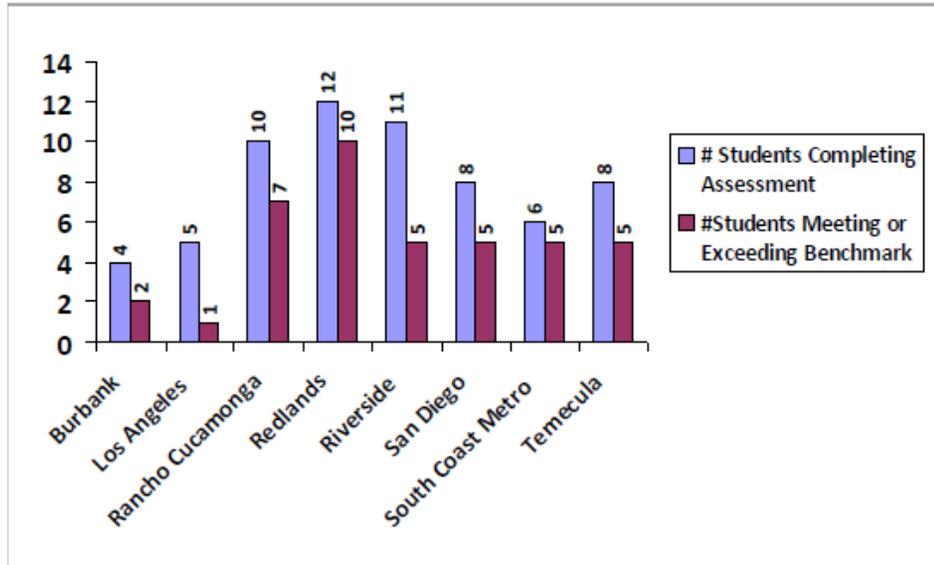
Performance Indicator	Definition				
Program: BSM	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work <i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. <i>Formative</i> – An assessment conducted during the student’s education. <i>Summative</i> – An assessment conducted at the end of the student’s education. <i>Internal</i> – An assessment instrument that was developed within the business unit. <i>External</i> – An assessment instrument that was developed outside the business unit. <i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
PLO: # 1, Explain fundamental business theories and concepts.					
Course: BAMG 365					
CLO: # 1, Understand the role of finance and accounting in business and organizations.					
Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable Goal: 70% of the students taking the Final Exam will meet or exceed the benchmark of 70%.	Final Exam, internally administered in an 8 week course.	In Spring 1 2016, only three of eight cohorts were able to meet benchmark (although two others came close at 68%). The Los Angeles cohort performed	Students generally did well on the assessment exam for all three periods under review. Students in the Spring 1 2016 cohorts generally performed slightly	Since students in all periods performed fairly well and students in the later period cohorts all met or exceeded benchmark, no adjustments are necessary at this time.	<p>2016 Spring 1 See p. 3</p> <p>2016 Fall 1 See p. 4</p> <p>2017 Spring 1 See p. 5</p> <p>Overall Results See p. 6</p>

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		<p>particularly poorly.</p> <p>In the lone cohort for Fall 1 2016, the students met benchmark.</p> <p>Both cohorts in Spring 1 2017 met benchmark.</p>	<p>below those in the later periods (with the Los Angeles cohort performing particularly poorly).</p> <p>This appears to be due in part to the assessment instrument used in the early period when the entire final examination was used for assessment.</p> <p>In the later periods, only a portion of the final examination was used for assessment and all the cohorts met benchmark.</p> <p>This might indicate a problem with the earlier assessment instrument.</p>		
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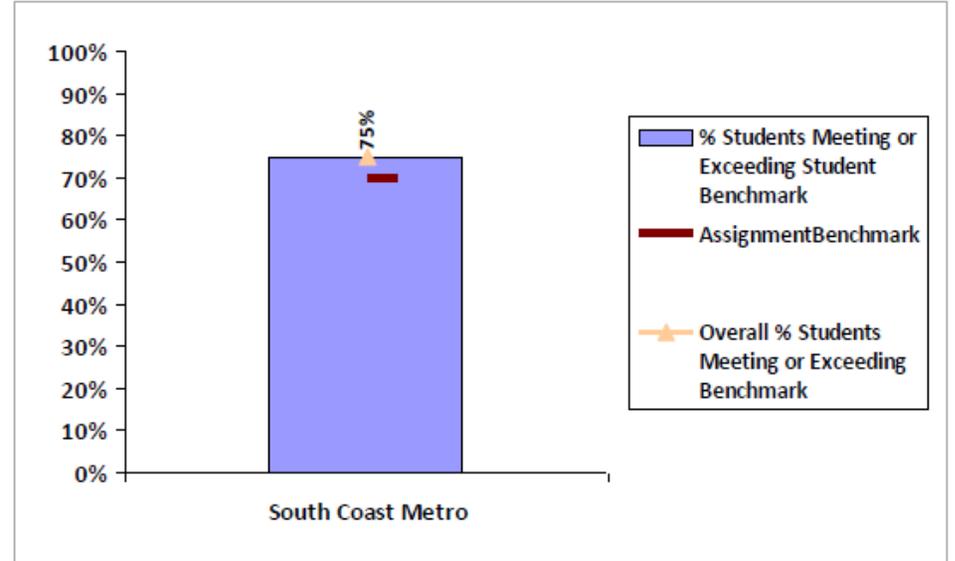
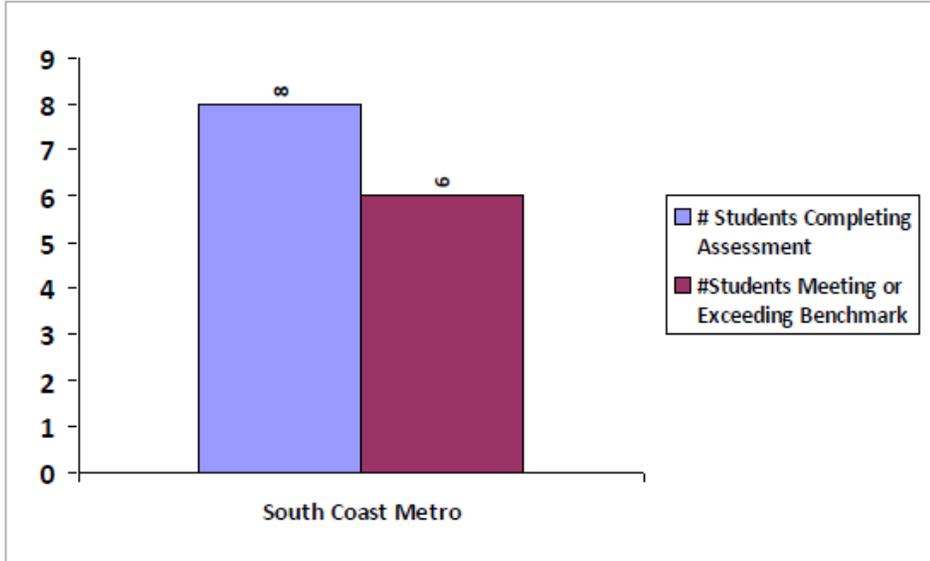
2016 Spring 1

Assignment: Questions



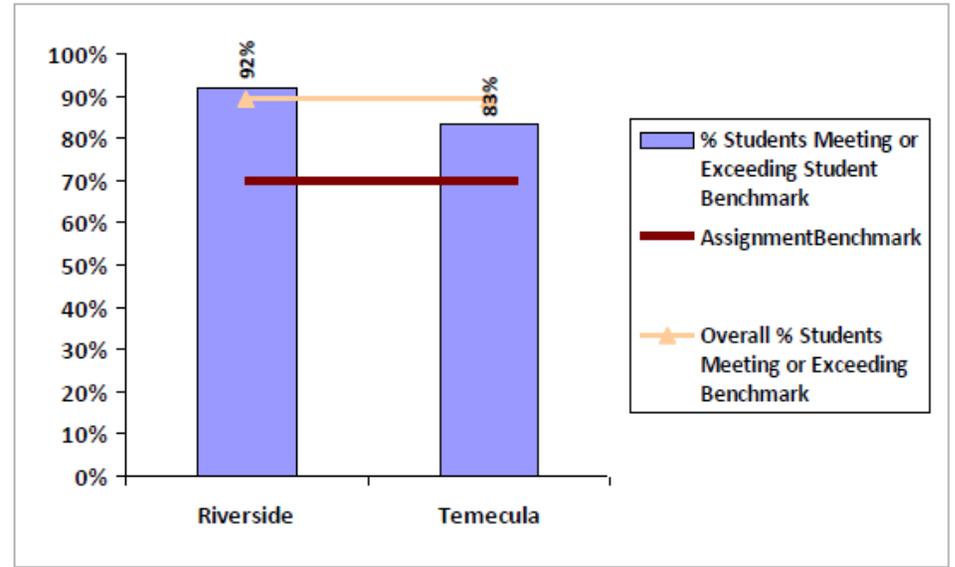
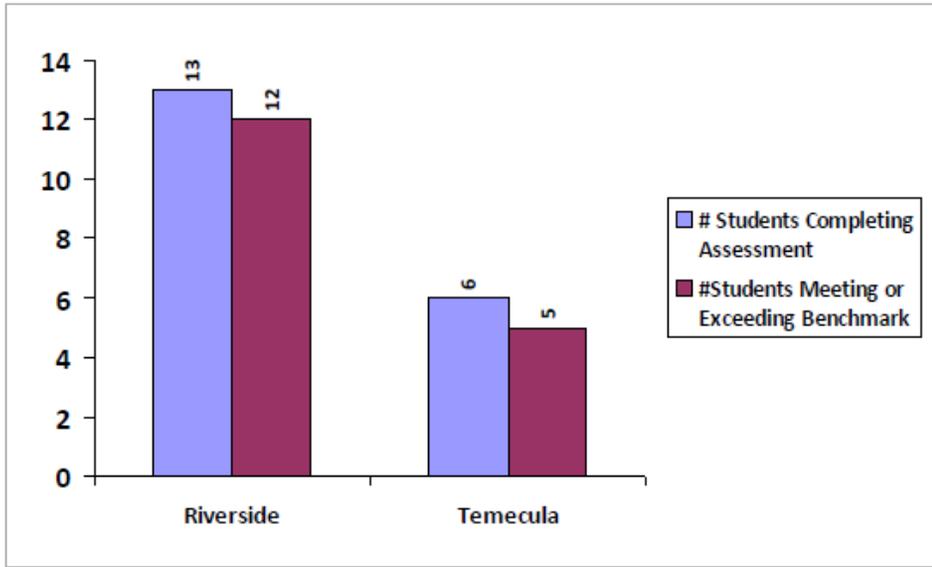
2016 Fall 1

Assignment: Questions

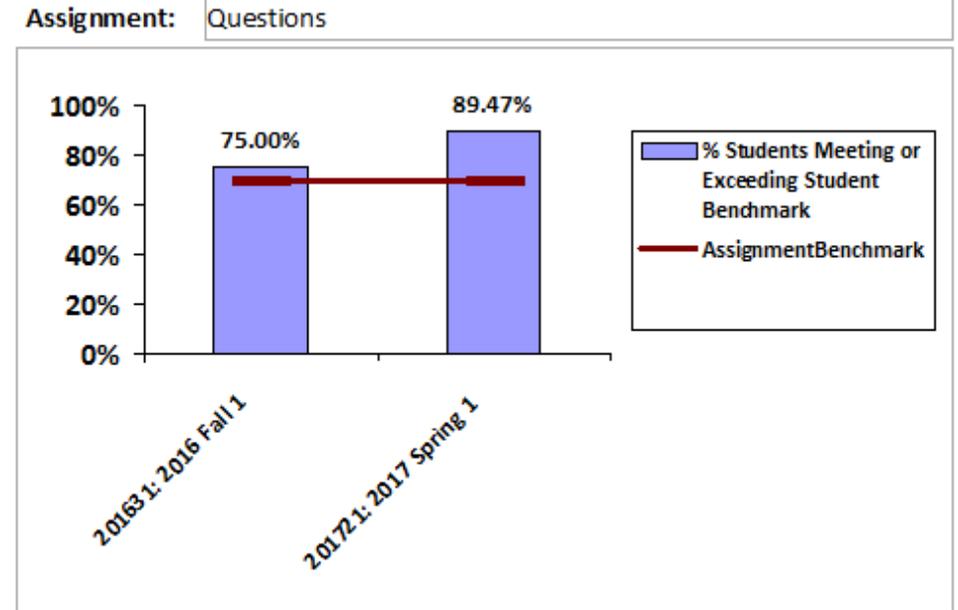
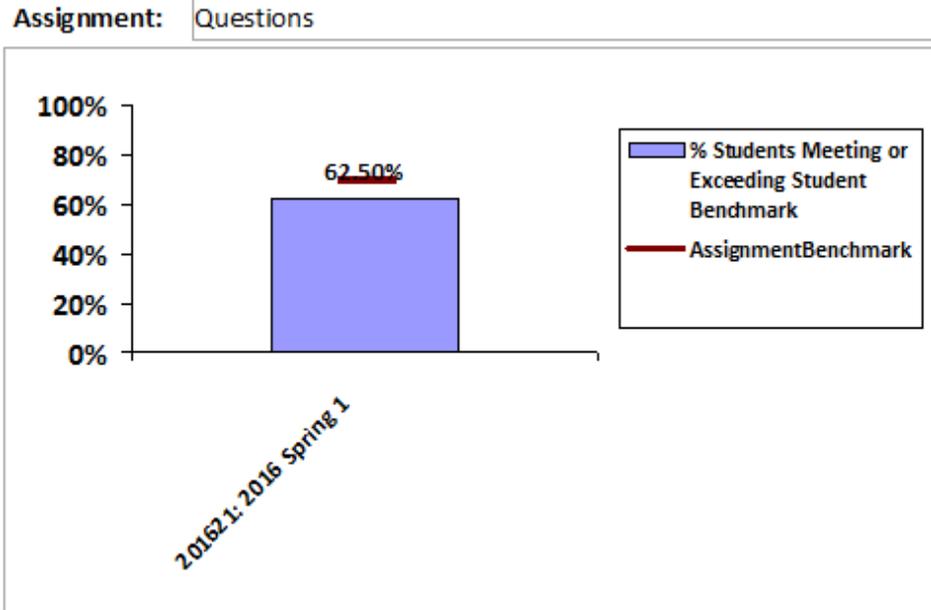


2017 Spring 1

Assignment: Questions



Overall Results*



*Changed the assessment tool in 2016 Fall 1.

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Bachelors of Science in Management (ACBSP Self-Study Year 2015-16)

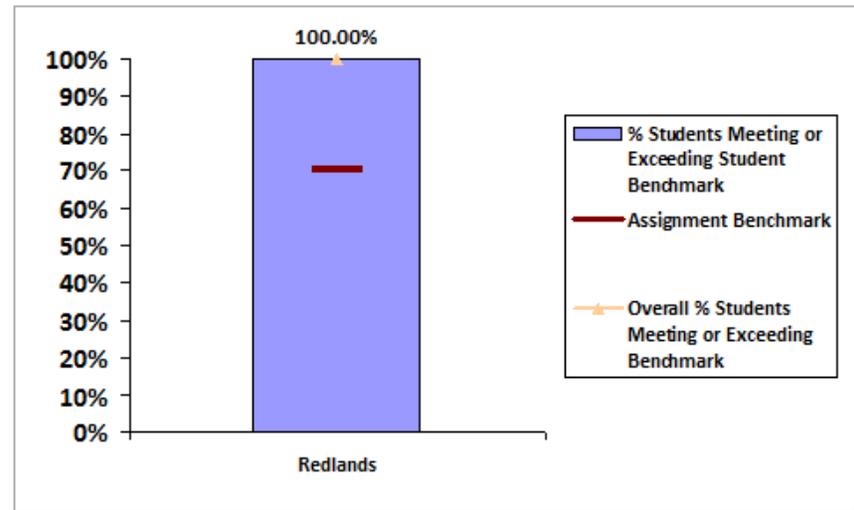
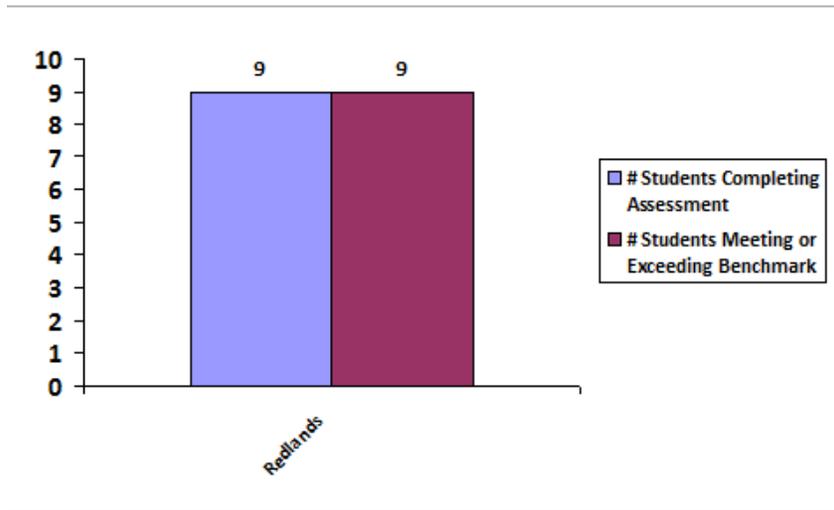
Performance Indicator		Program Description			
<p><u>BAMG 365 Accounting and Finance for Managers</u></p> <p>SLO # 1, Understand the role of finance and accounting in business and organizations.</p> <p><u>BSMB Program Learning Objective #1</u></p> <p>Explain fundamental management theories and concepts.</p>		<p>The Bachelor of Science in Management (BSM) offers students a well-rounded educational experience that focuses on the development of management and leadership skills. The program is of particular interest to those who need to complete their baccalaureate education to move up the organizational hierarchy and want to supplement their skills with specific functions (such as finance, budgeting, operations, information systems etc.) with specialized knowledge of leadership and organizational behavior. The core of the Management program provides students with a conceptual foundation on managing and leading people and organizations; it also emphasizes demonstrable communication skills that help students evolve as managers and leaders in the future. Students have the opportunity to relate the classroom experience to their current jobs and apply their new knowledge.</p> <p>Program Learning Objectives and Student Learning Outcomes are assessed as follows:</p> <ul style="list-style-type: none"> • Direct – Assessing student performance by administering Final Exam. • Formative- Assessment is conducted during the students' enrollment in an eight week course with a Final Exam being administered in the last class session. • Internal- SLO is derived from the BSM Program Outcomes and delineated in the course syllabus. 			
Analysis of Results					
Performance Measure	What is your measurement	Current Results	Analysis of results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends
Measureable Goal	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	
What is your goal	(indicate Length of cycle)				

<p>Average assessment results will equal or exceed 70% of learning objectives.</p>	<p>Final Exam, internally administered in an 8 week course.</p>		<p>Through three data points for BAMG 365, the assessment results indicate overall achievement of the established 70% benchmark across the eight campuses. Examination of the assessment results, however, indicate uneven performance among students at the eight individual campus locations. Data indicate some campuses greatly exceed the performance expected. Notable are the achievements on the assessment instrument by the Redlands and South Coast Metro cohorts. Other campuses, notably the Los Angeles and Riverside</p>	<p>We will address two areas of concern revealed by our analysis of data. First, we have identified two areas where students have demonstrated a lack of knowledge. These areas are how income taxes affect accounting disclosures and financial decisions, and analyzing financial data, such as profitability and solvency analysis. We will devote greater class time to these two areas to counteract lack of understanding of these topics. In particular, we will add exercises and problems that focus on these identified deficient areas.</p>	<p>2015 FALL 2 TERM (201532) See page 5</p> <p>2016 SPRING 1 TERM (201621) See page 6</p> <p>2016 FALL 3 TERM (201631) See page 7</p> <p>OVERALL RESULTS See page 8</p>
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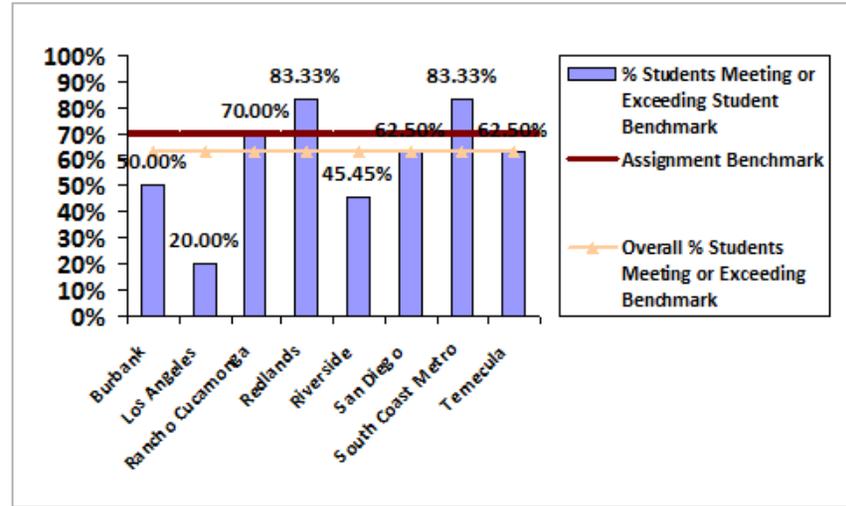
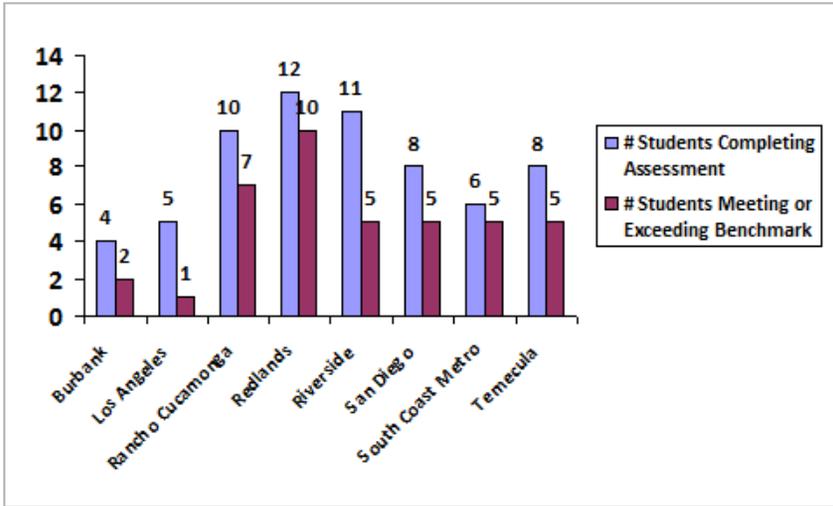
			<p>campuses, fall well below the established benchmark. The remaining four campuses' assessment results indicate overall success over three data points. All students (100%) in the third data point exceeded the benchmark performance standard. Data are probably inconclusive for the third data because the course was taught to only one cohort of nine students by a full-time faculty member.</p>	<p>The second area we will address is underachievement of student cohorts at the identified campuses of Los Angeles and Riverside. We will identify the instructor or instructors of those cohorts and convey our expectations for improvement of assessment results for future cohorts. To assist with this endeavor, we will work closely with the instructors and provide them with additional teaching materials to improve cohort performance. In addition, we will work with administrators and enrollment counselors to identify any institutional reasons why</p>	
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				<p>certain campuses have failed to meet the benchmark. If we detect any institutional reasons for substandard performance, we will work with the administration to correct them.</p>	
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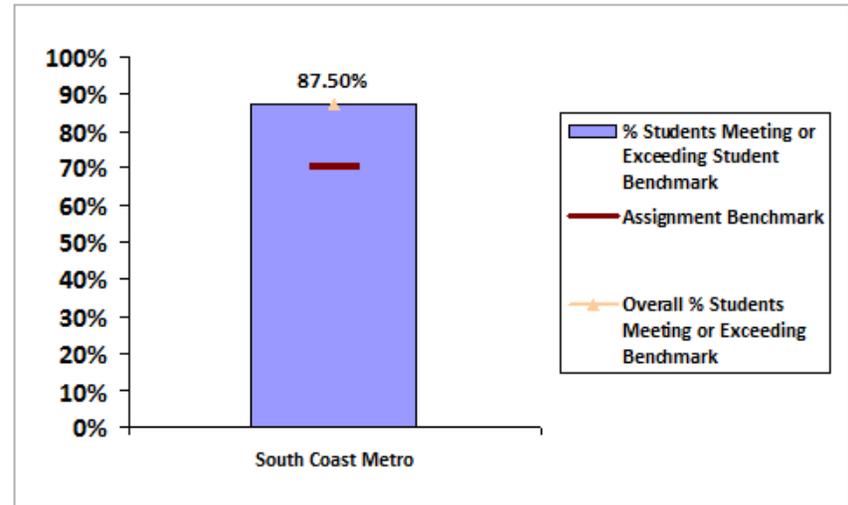
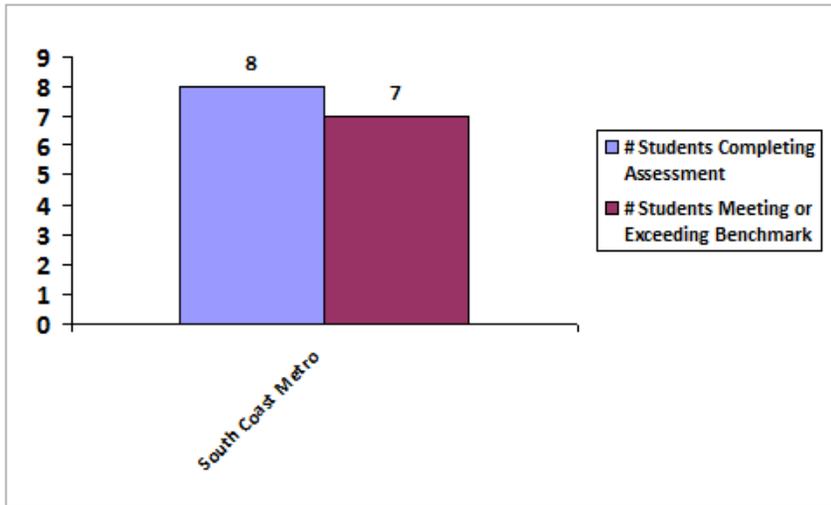
2015 FALL 3 (201532)



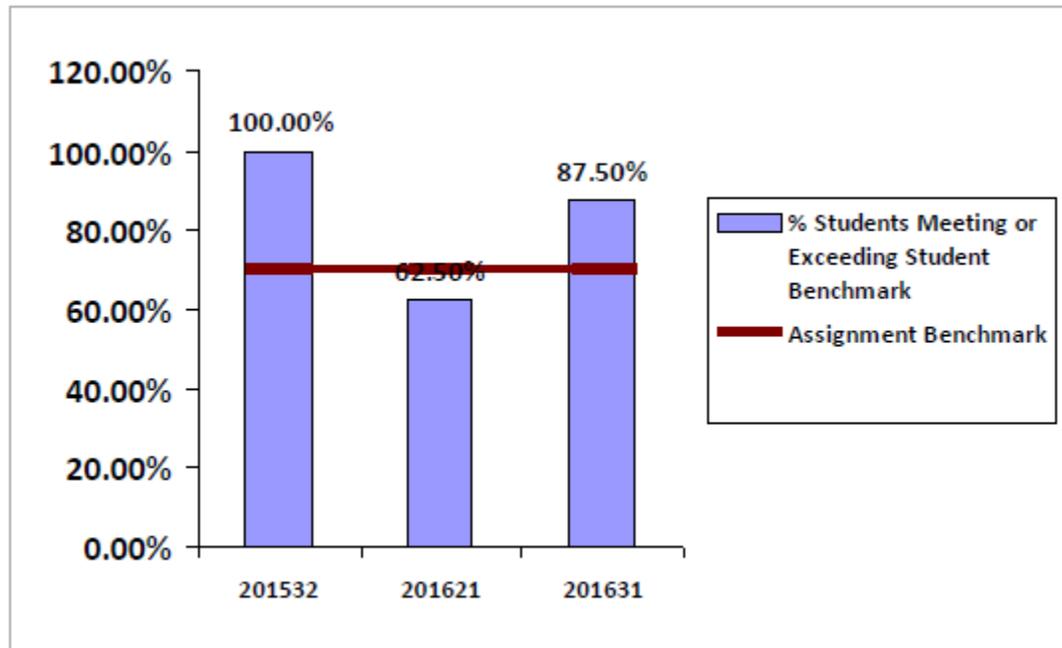
2016 SPRING 1 (201621)



2016 FALL 1 (201631)



OVERALL RESULTS



Assessment Action Plan¹

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

Performance Indicator	Definition				
Program: BSM PLO: 3 Employ effective communication and management skills in a business environment.	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two: <i>Direct</i> - Assessing student performance by examining samples of student work <i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. <i>Formative</i> – An assessment conducted during the student’s education. <i>Summative</i> – An assessment conducted at the end of the student’s education. <i>Internal</i> – An assessment instrument that was developed within the business unit. <i>External</i> – An assessment instrument that was developed outside the business unit. <i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.				
Course: BAMG-401					
CLO: 2 Create well-written analytical essays AND 3 Develop thoughtful oral presentations.					
Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)

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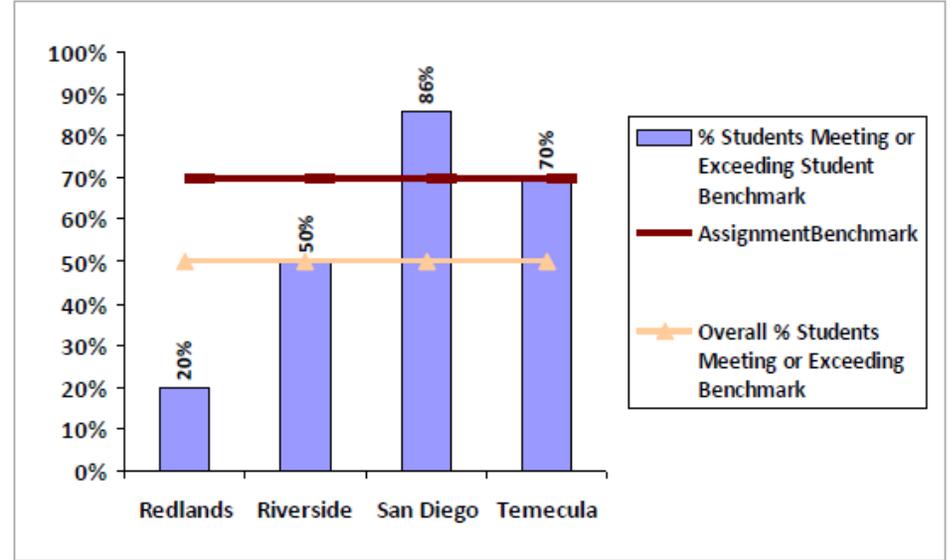
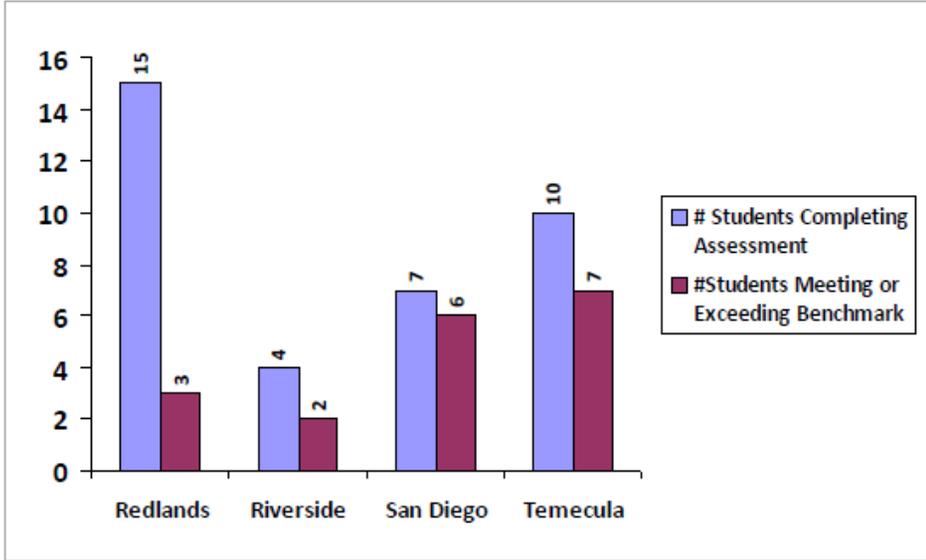
<p>Measurable Goal: 70% of the students completing the final paper will meet or exceed the benchmark of 70%.</p>	<p>Final Paper, internally administered in an 8 week course using a standardized assessment rubric.</p>	<p>We are in the early stages of data collection for this course. We have two data points for three locations offering this course and one data point each for two additional locations offering the course. All data comes from two terms: 2016 Spring 1 and 2016 Fall 1.</p> <p>In 2016 Spring 1 50% of students met the expected SLO threshold.</p> <p>In 2016 Fall 1 43.75% of students met the expected SLO threshold.</p> <p>Across campuses and time, there were THREE sections out of eight sections where students met the 70% standard. The average class size for these sections was 12 students. There</p>	<p>Over time, there was a decrease in the percentage of students meeting the expected threshold, from 50% to 43.75%.</p> <p>There is wide variation in the results of the assessment across the locations. It is unclear from the data currently available whether the results reflect student ability, unaddressed student needs, or faculty faculty with the assessment tool.</p> <p>Faculty should support weaker students in their efforts to improve by providing increased assistance to these students, including access to tutoring. Faculty will need to be provided with adequate resources to address student need.</p>	<p>With just two chronological data points, it is unclear whether the decrease in the percentage of students meeting the expected threshold represents a trend in student achievement. As additional data becomes available, these percentages will be re-evaluated.</p> <p>Faculty will undergo rubric training at the October 2017 faculty development conference, to develop a common understanding of assessment norms and criteria across faculty.</p> <p>Guided discussion will be employed at the October 2017 faculty development conference to elicit from faculty difficulties they may face while employing the assessment and other challenges they may be experiencing in the classroom. This will also serve as an opportunity for faculty to share best practices relating to these concerns.</p> <p>To assist faculty in responding to student</p>	<p>2016 Spring 1 See p. 5</p> <p>2016 Fall 1 See p. 6</p> <p>Overall Results See p. 7</p>
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		were five sections out of eight sections where students did not meet the 70% standard. The average class size of these sections was 12.8 students.		need, faculty should be made aware of resources available to assist students in their education.	
Measurable Goal: 70% of the students completing the presentation will meet or exceed the benchmark of 70%.	Presentation, internally administered in an 8 week course using a standardized assessment rubric.	<p>We are in the early stages of data collection for this course. We have two data points for three locations offering this course and one data point each for two additional locations offering the course. All data comes from two terms: 2016 Spring 1 and 2016 Fall 1.</p> <p>In 2016 Spring 1 69.44% of students met the expected SLO threshold.</p> <p>In 2016 Fall 1 53.17% of students met the expected SLO threshold.</p>	<p>Over time there is a decrease in the percentage of students meeting the expected threshold, from 69.44% to 53.1%.</p> <p>There is wide variation in the results of the assessment across the locations. There is wide variation in the results of the assessment across the locations. It is unclear from the data currently available whether the results reflect student ability, unaddressed student needs, or faculty facility with the assessment tool.</p> <p>Faculty should support weaker</p>	<p>With just two chronological data points, it is unclear whether the decrease in the percentage of students meeting the expected threshold represents a trend in student achievement. As additional data becomes available, these percentages will be re-evaluated.</p> <p>Faculty will undergo rubric training at the October 2017 faculty development conference, to develop a common understanding of assessment norms and criteria across faculty.</p> <p>Guided discussion will be employed at the October 2017 faculty development conference to elicit from faculty difficulties they</p>	<p>2016 Spring 1 See p. 5</p> <p>2016 Fall 1 See p. 6</p> <p>Overall Results See p. 7</p>

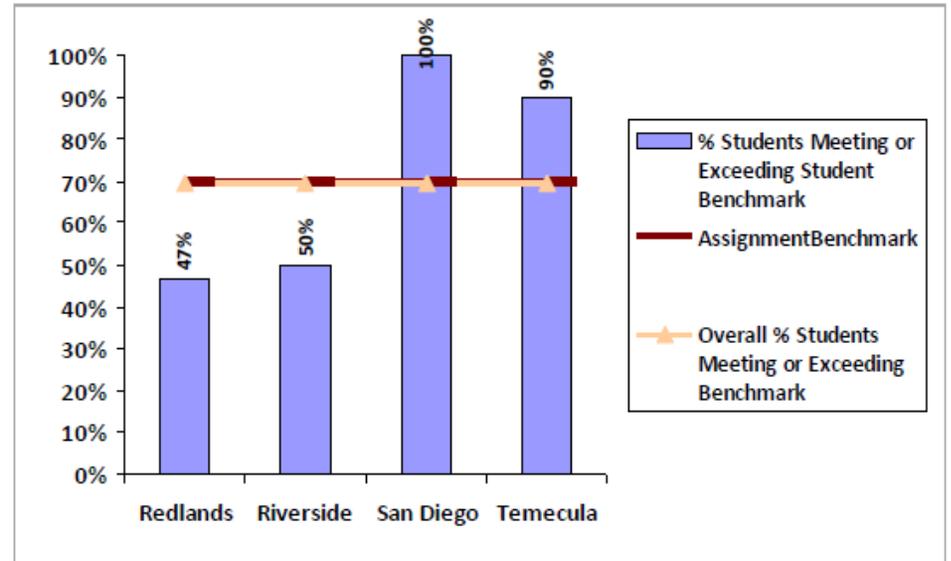
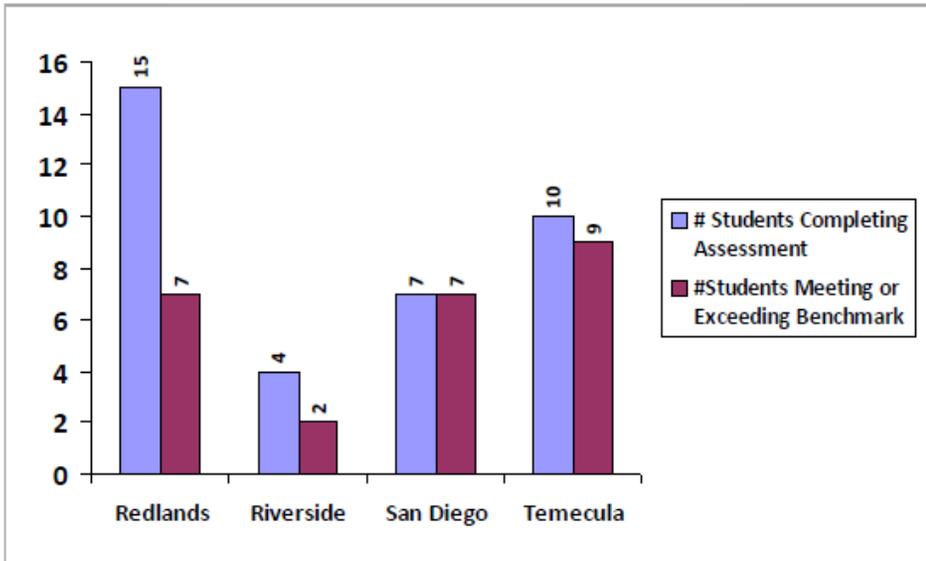
		<p>Across campuses and time, there were FOUR sections out of eight sections where students met the 70% standard. The average class size for these sections was 14.75 students. There were four sections out of eight sections where students did not meet the 70% standard. The average class size of these sections was 12.75 students.</p>	<p>students in their efforts to improve by providing increased assistance to these students, including access to tutoring. Faculty will need to be provided with adequate resources to address student need.</p>	<p>may face while employing the assessment and other challenges they may be experiencing in the classroom. This will also serve as an opportunity for faculty to share best practices relating to these concerns.</p> <p>To assist faculty in responding to student need, faculty should be made aware of resources available to assist students in their education.</p>	
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2016 Spring 1

Assignment: Final Paper

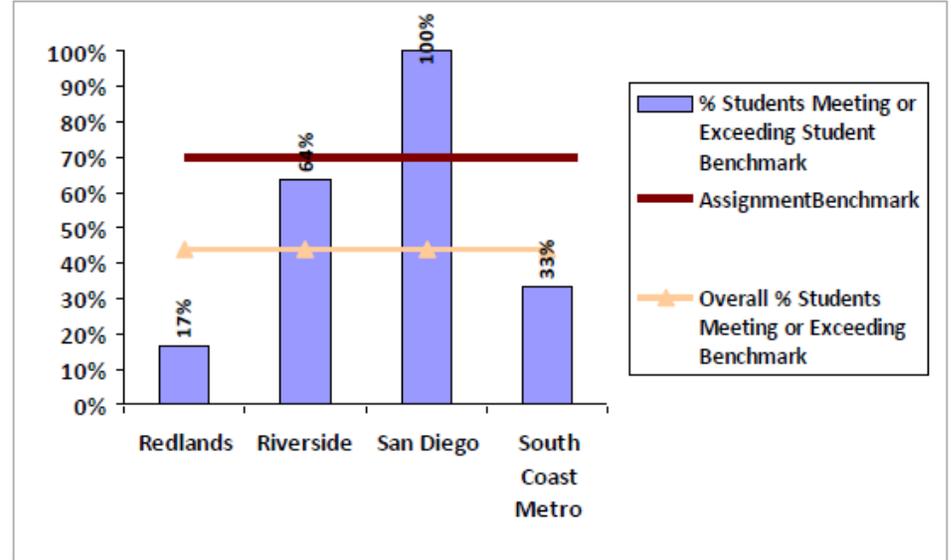
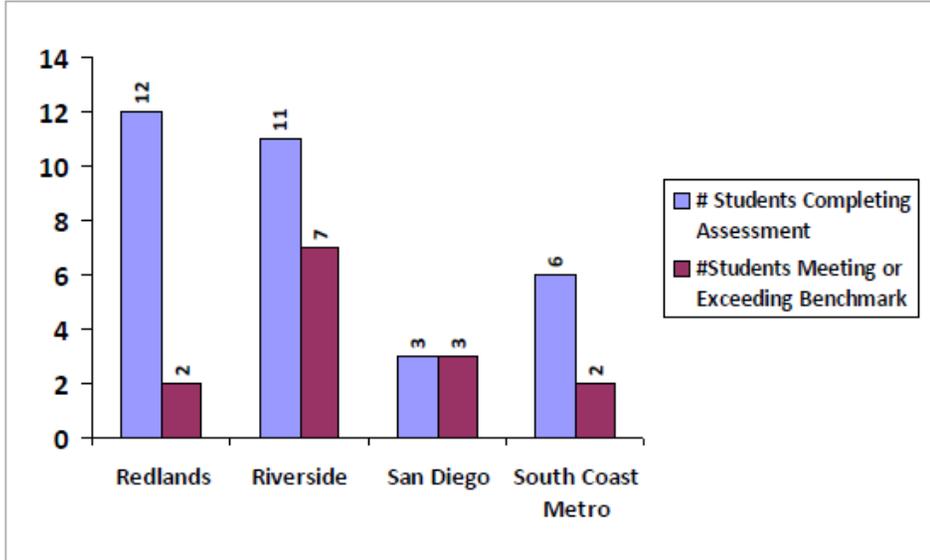


Assignment: Presentation

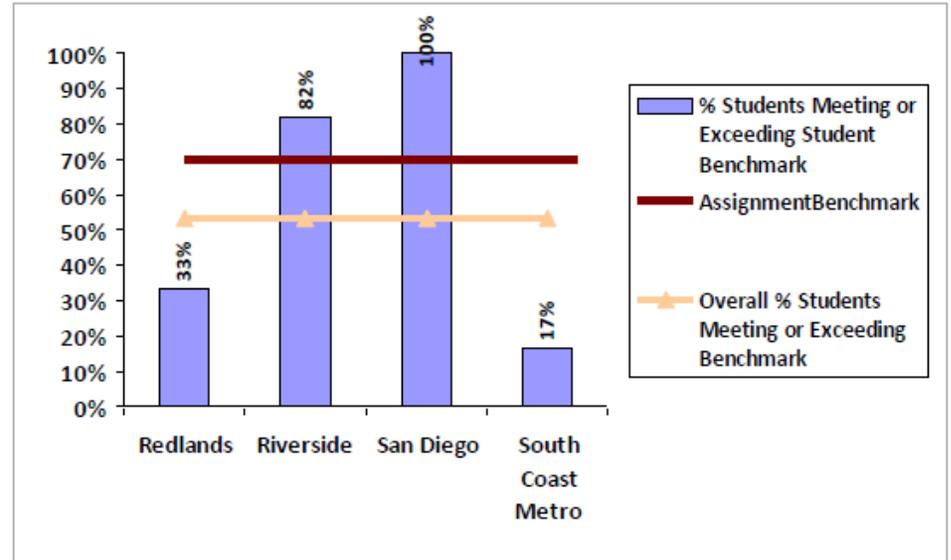
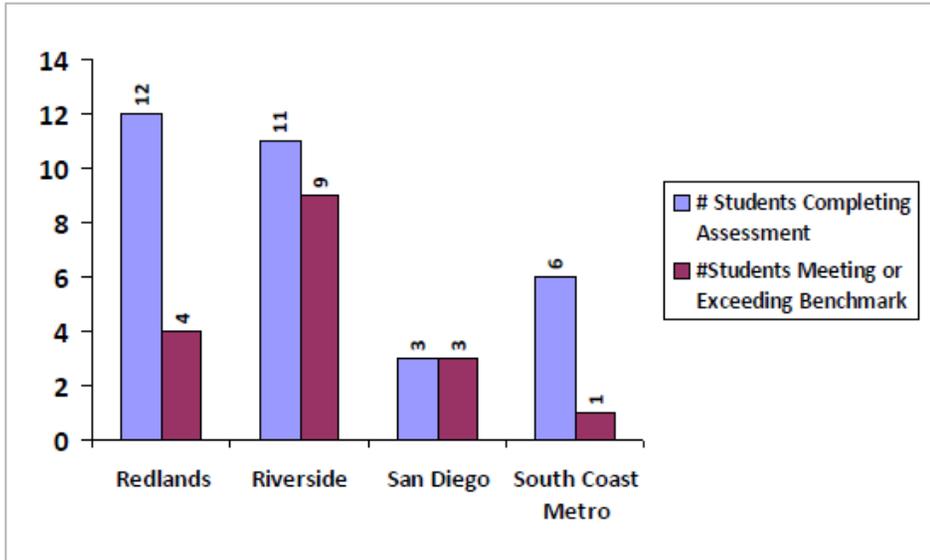


2016 Fall 1

Assignment: Final Paper

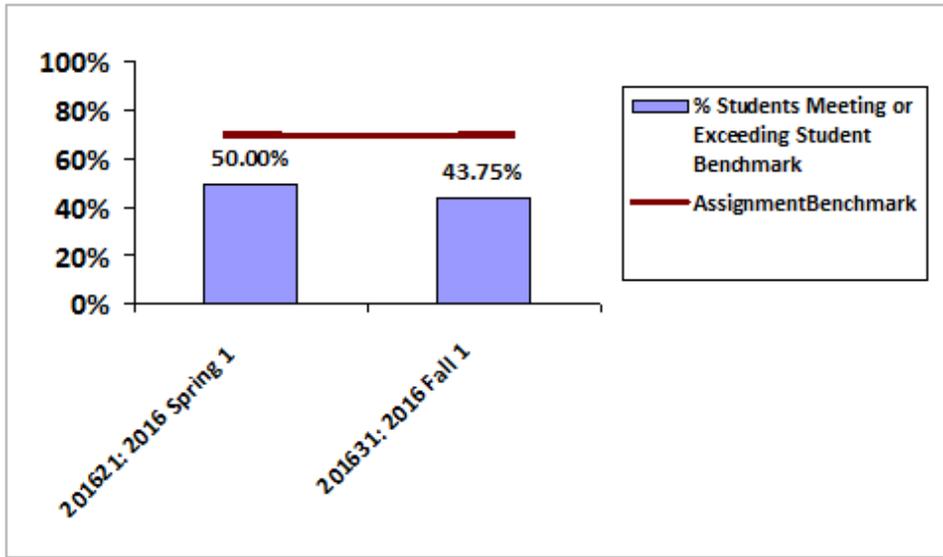


Assignment: Presentation

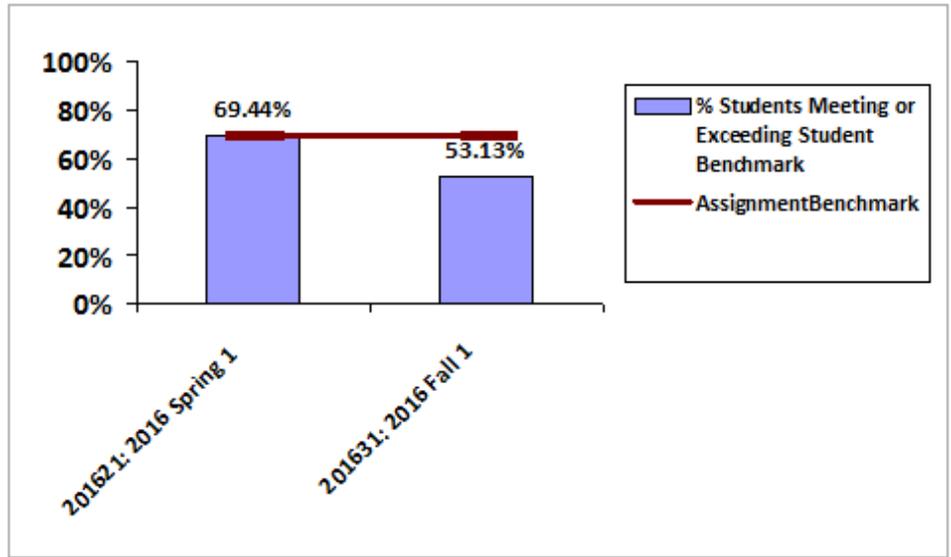


Overall Results

Assignment: Final Paper



Assignment: Presentation



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

1. Please ensure that the text highlighted in red in the first page of this template is filled in meticulously.
2. **Measurable Goal:** What is your goal/benchmark?
 - a. **Graduate**
 - i. If assignment is being assessed using a rubric: 80% of the students will meet or exceed the benchmark score of 80% using a standardized rubric.
 - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
 - b. **Undergraduate**
 - i. *If assignment is being assessed using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized rubric. (Different from Graduate benchmark)*
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 - c. Other: Consult Program Director.
3. **What is your measurement instrument or process:** It is important that the assessment instrument (embedded assignment in course, assessment quiz/exam) is explicitly identified. If using an embedded assignment in course, identify the assignment clearly so that it matches the course Master Syllabus word-for-word. Indicate type of assessment conducted by this assignment. Refer to different assessment types indicated in the first page of this template.
4. **Current Results:** Be brief and to the point, and tie it back to the Measurable Goal. Indicate clearly if the Measurable Goal/Benchmark was achieved or not in the time period covered in this action plan.
5. **Action Taken or Improvement made:** Be detailed and explicit; recommended actions should be as tangible as possible. Avoid recommending generic actions such as "Assessment rubric has to be changed." State clearly what changes are required based on the data, when changes will be made, and implemented.
6. **Graphs or Tables of Resulting Trends:** Should you need the raw assessment data, contact Brian Hamilton.
7. Consult Program Director if you have any questions.

Assessment Action Plan¹

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

Performance Indicator	Definition
Program: BSM PLO: 1,3, and 4	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work</p> <p><i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative – An assessment conducted during the student’s education.</p> <p><i>Summative</i> – An assessment conducted at the end of the student’s education.</p> <p>Internal – An assessment instrument that was developed within the business unit.</p> <p><i>External</i> – An assessment instrument that was developed outside the business unit.</p> <p>Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>
Course: BAMG-430 Advanced Topics in Organizational Behavior and Human Resources Management	
CLO: 1,2,3,4, and 5	

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

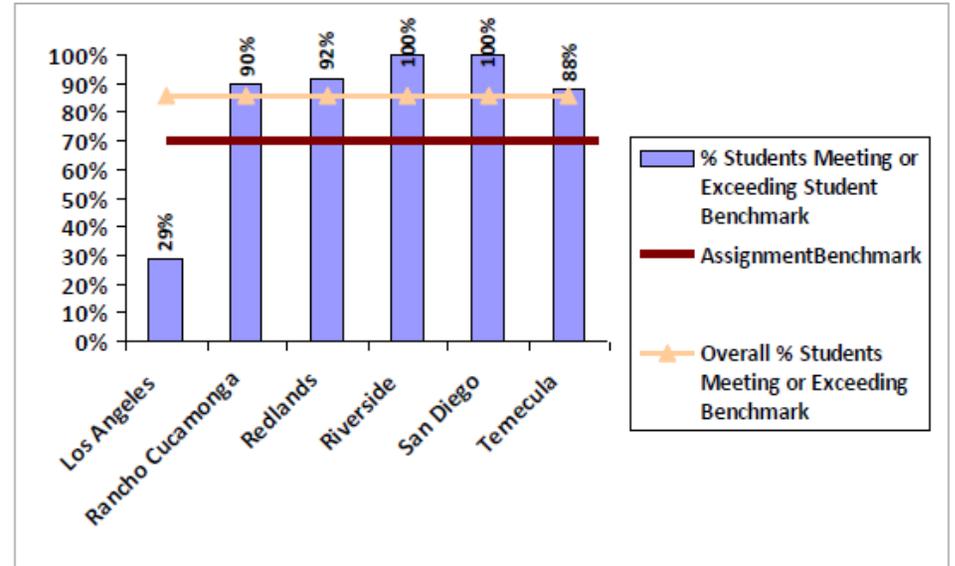
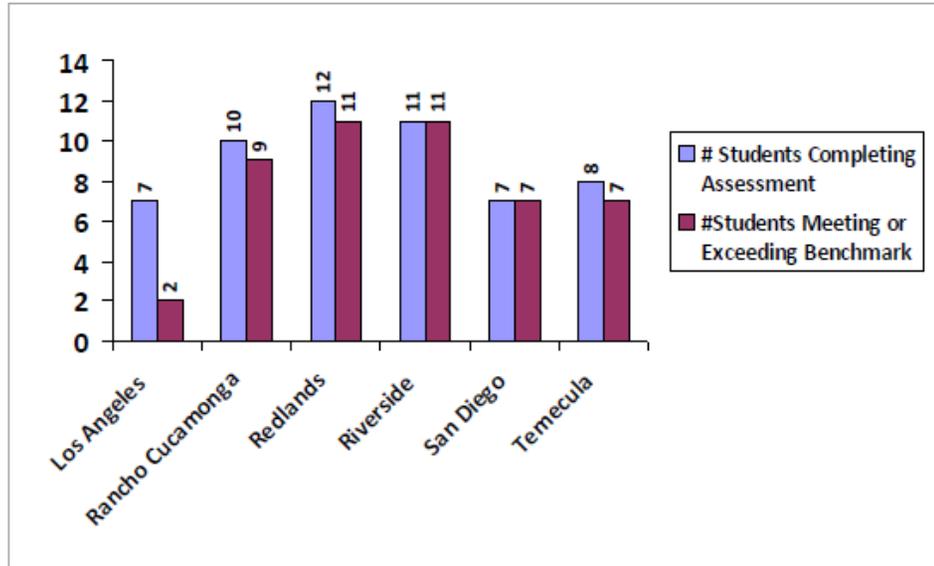
Analysis of Results

Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc.)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)
<p>Measurable Goal: 70% of the students completing the final paper will meet or exceed the benchmark of 70%.</p>	<p>Final Paper, internally administered in an 8-week course using a standardized rubric.</p>	<p>In Spring 2, 2016, 47 of 55 students met the benchmark. All but one campus (Los Angeles did not meet the benchmark) met the benchmark. There was no specific area of weakness that could be observed in the LA cluster.</p> <p>In Fall 2, 2017, faculty members at Redlands and Temecula did not provide data on the final paper. I am assuming that they did not require a final paper. Data from other locations indicate that of 15 students, 9 met or exceeded the benchmark. All five students from the SD location did not meet the benchmark</p> <p>In S2, 2017, of although only 20 of 40 students met the benchmark, two of five sections were close to the benchmark. Looking at the details of different aspects of the research paper, no patterns were evident.</p> <p>Overall, there is a downward trend in numbers of students meeting the benchmark</p>	<p>1. During the assessment period students' performance has declined. When taken in conjunction with numbers in the previous assessment period, the results still show a declining trend. Decline in performance is not due to a deficiency in a single area (e.g., Knowledge of the problem or recommendations). It is not possible to draw firm conclusions as to the cause of the decline from the assessment data only. But we can speculate that some cohorts might have had students who were less prepared than expected.</p> <p>2. Some faculty members did not report scores on the research paper. Either they did not assign the paper or did not report the results. It would be useful to get faculty perspectives on this.</p>	<p>The plan is to share these results with faculty teaching this course during the Fall meeting or via email with those who do not attend the meeting. We need feedback on reasons for not assigning the research paper so we can take action (e.g., does it need to be redesigned?) Feedback will determine the exact action plan.</p>	<p>2016 Spring 2 See p. 4</p> <p>2016 Fall 2 See p. 5</p> <p>2017 Spring 2 See p. 6</p> <p>Overall Results See p. 7</p>

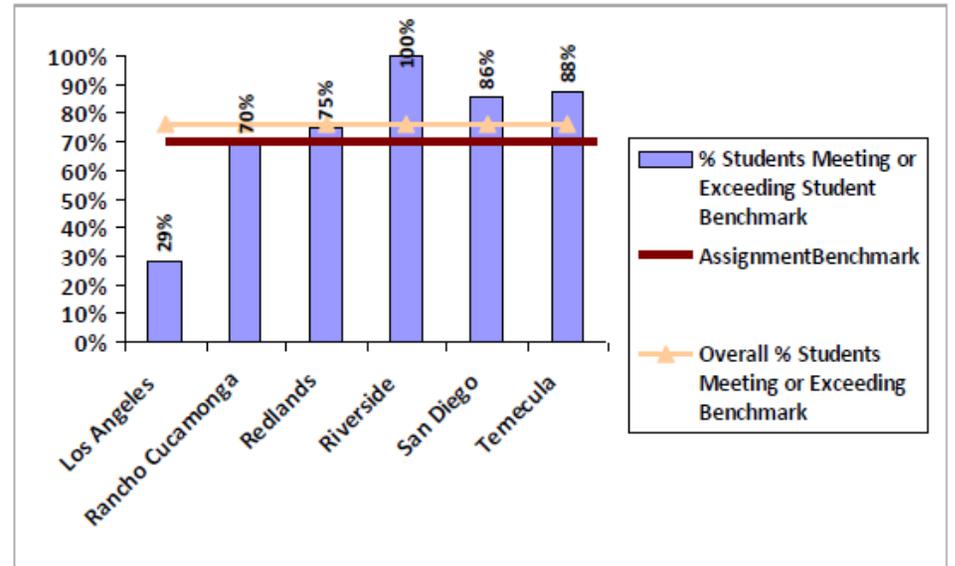
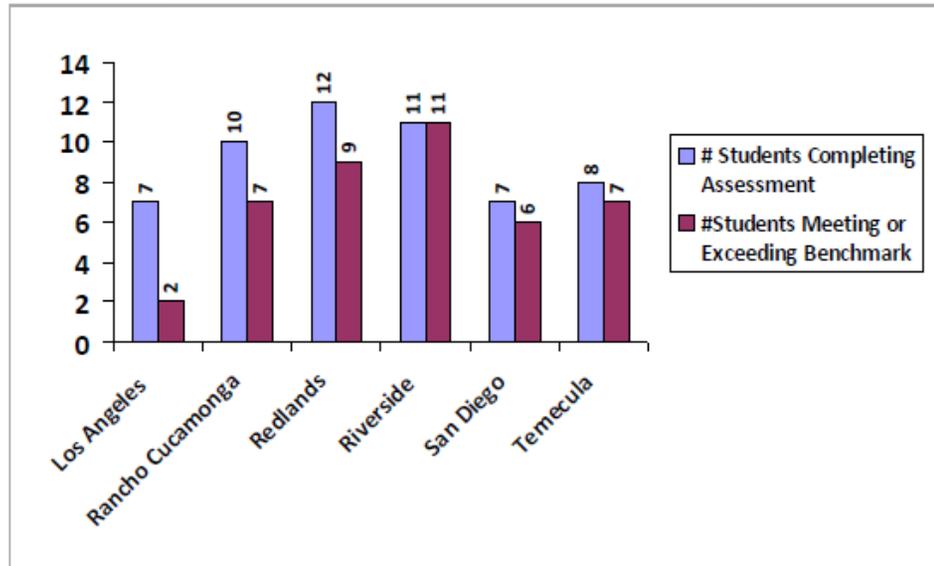
<p>Measurable Goal: 70% of the students completing the presentation will meet or exceed the benchmark of 70%</p>	<p>Presentation, internally administered in an 8-week course using a standardized rubric.</p>	<p>In Spring 2, 2016, 42 of 55 students met or exceeded the benchmark. In Fall 2 majority of students from two campuses met or exceeded the benchmark. Of the two that failed, San Diego had no student who met the benchmark and Redlands had 56% who met the benchmark. In San Diego, the students scored almost the lowest possible scores for the presentation. In S2, 2017, 29 of 46 students met or exceeded the benchmark. Looking in some detail at individual skills being examined, there were no patterns visible. Overall, there is a downward trend in performance.</p>	<p>1. Silt is likely that in Fall 2, the five students in San Diego did not have the skills or maybe a small class size prevented the class from being challenged to perform better. 2. Overall declining performance, including when compared to 2016 is troubling and underlying reasons need to be identified</p>	<p>The plan is to share these results with faculty teaching this course during the Fall meeting or via email with those who do not attend the meeting. We need feedback on reasons for not assigning the research paper so we can take action (e.g., does it need to be redesigned?) Feedback will determine the exact action plan.</p>	<p>2016 Spring 2 See p. 4</p> <p>2016 Fall 2 See p. 5</p> <p>2017 Spring 2 See p. 6</p> <p>Overall Results See p. 7</p>
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2016 Spring 2

Assignment: Final Paper

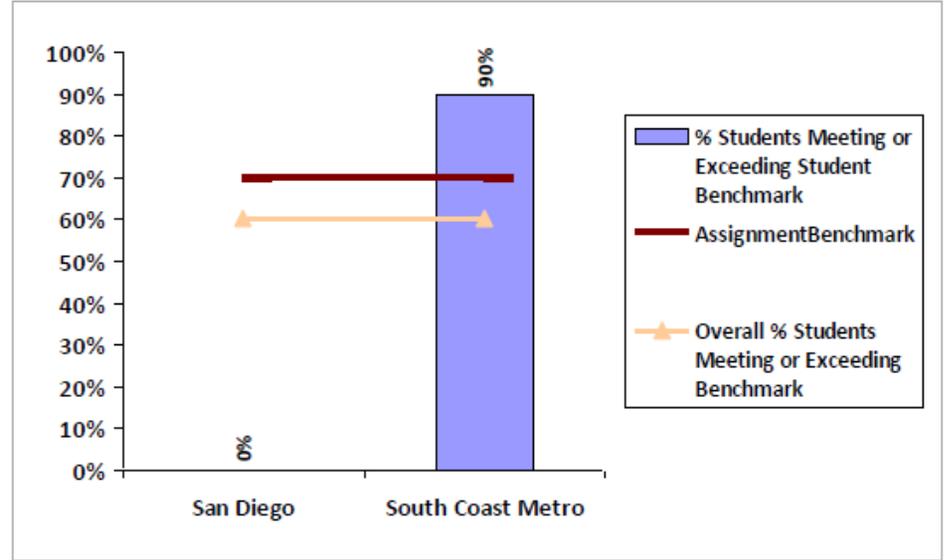
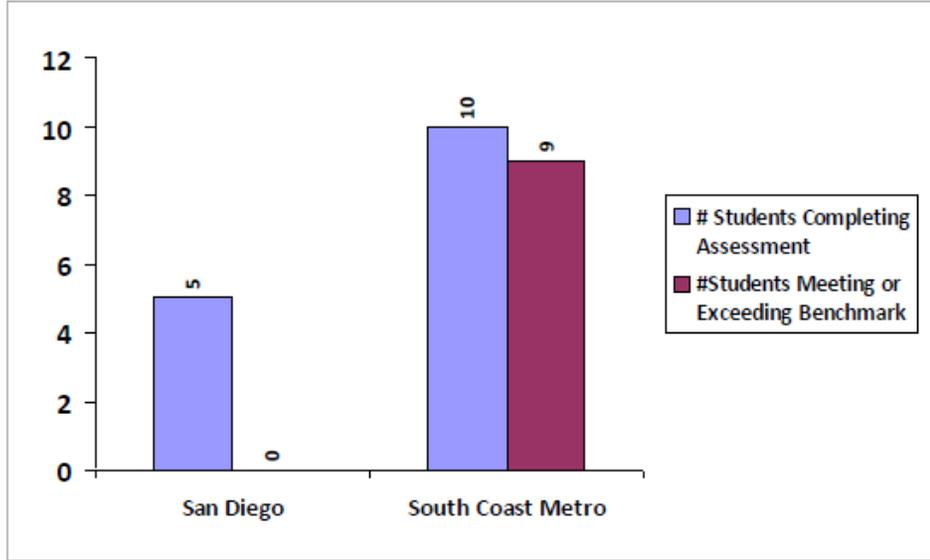


Assignment: Presentation

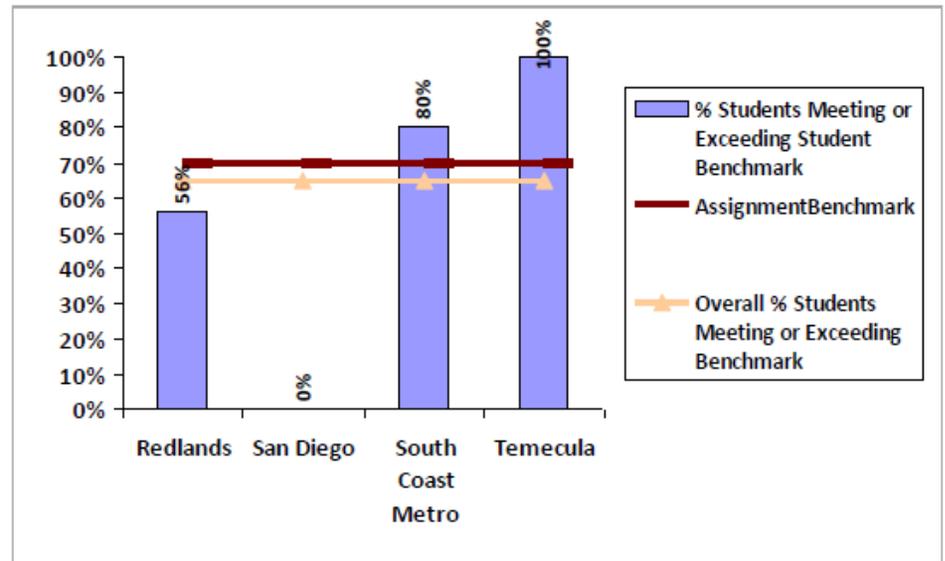
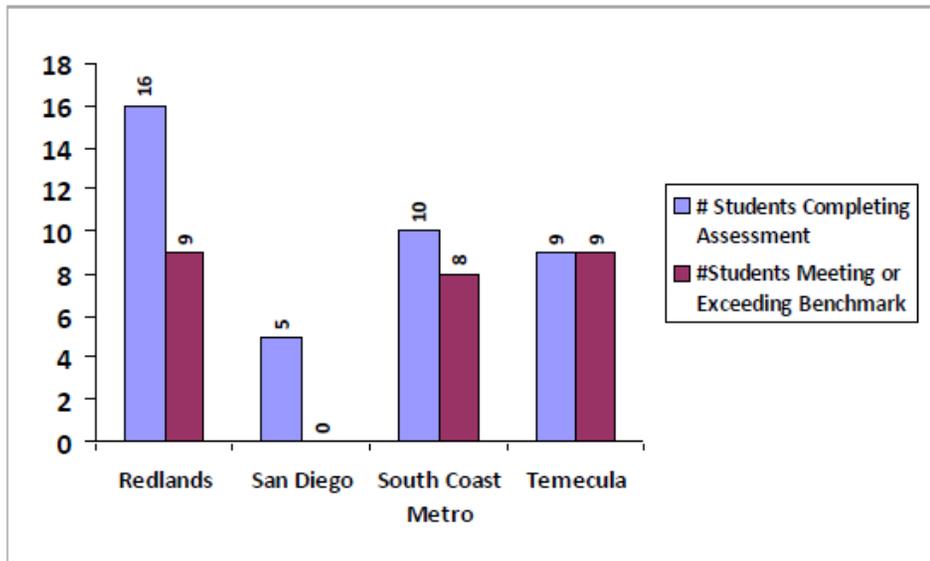


2016 Fall 2

Assignment: Final Paper

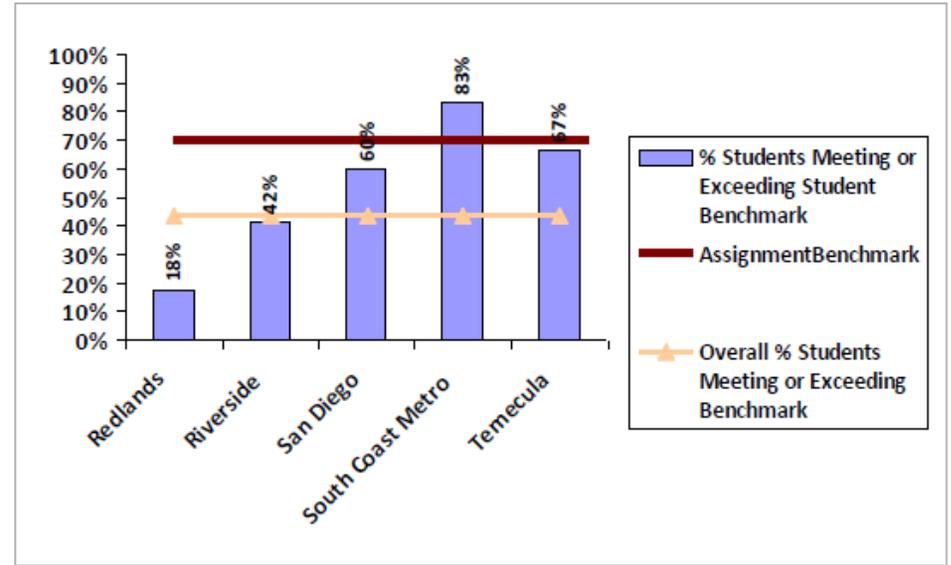
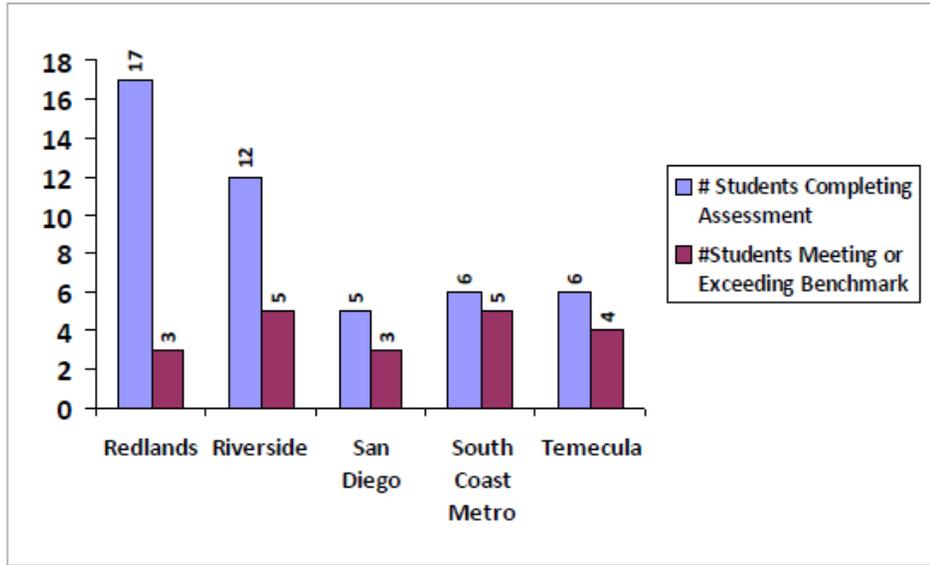


Assignment: Presentation

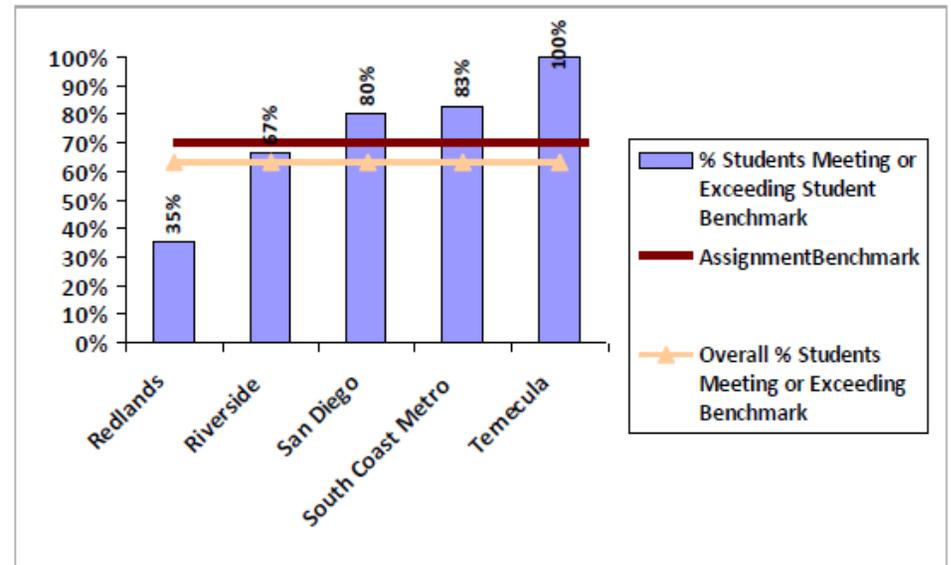
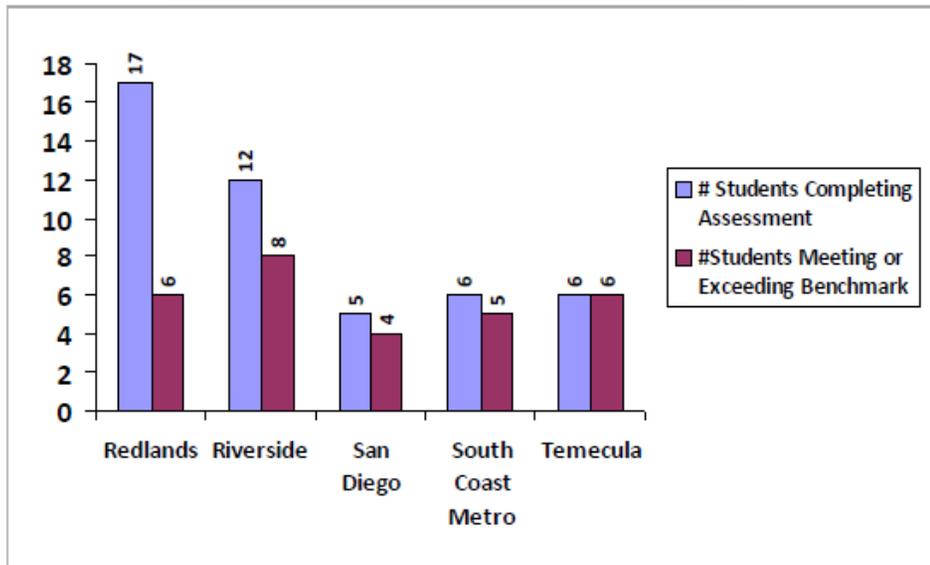


2017 Spring 2

Assignment: Final Paper

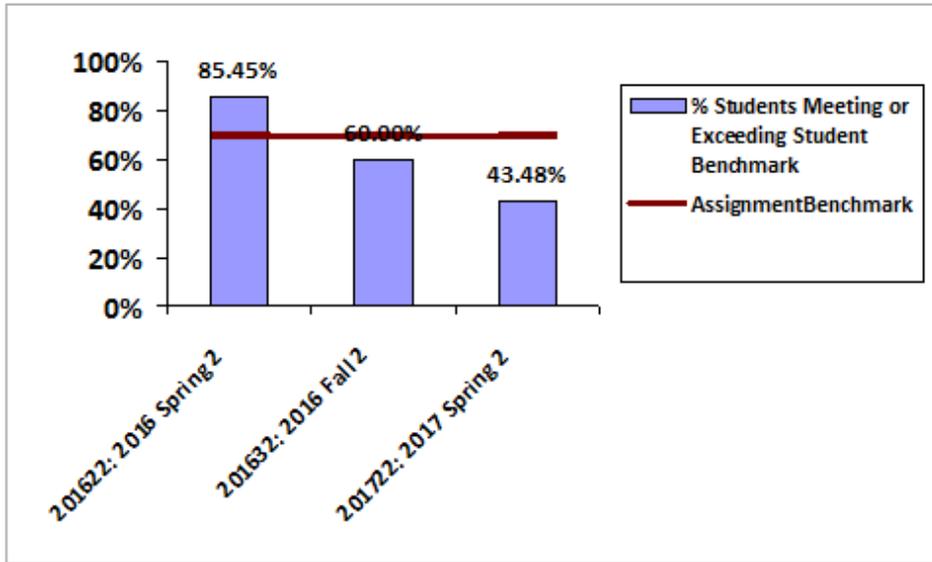


Assignment: Presentation

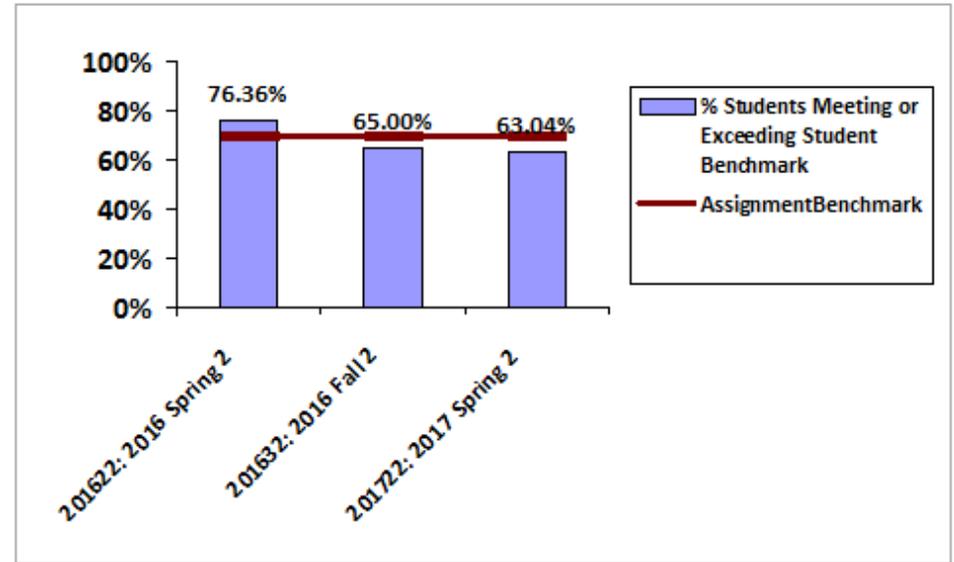


Overall Results

Assignment: Final Paper



Assignment: Presentation



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