

1Assessment Action Plan

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

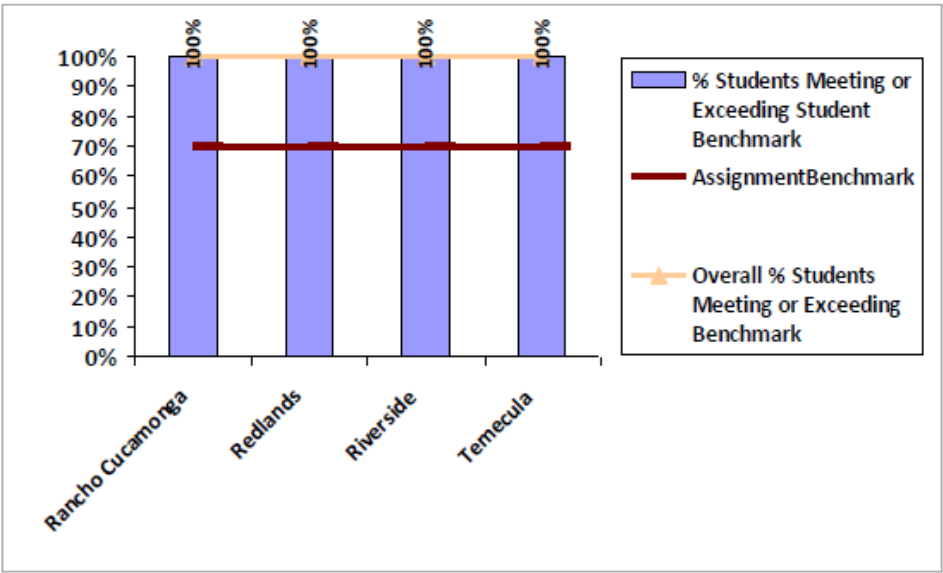
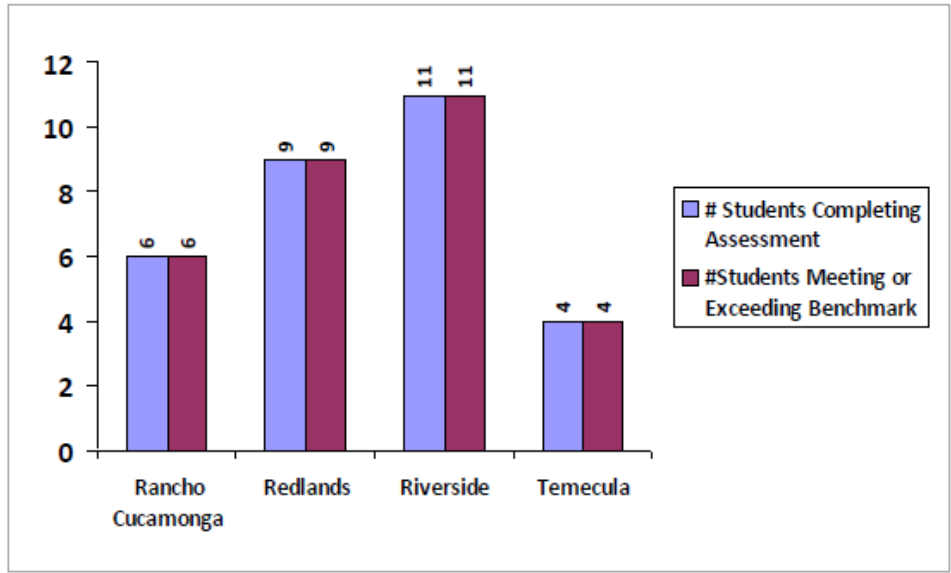
Performance Indicator	Definition				
Program: BSM	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed 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: 3					
Course: BAMG 232					
CLO: 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 article analysis presentation will meet or exceed the benchmark of 70%.	<p>Article Analysis Presentation, internally administered in an 8 week course using a standardized assessment rubric.</p> <p>Direct, internal, comparative.</p>	<p>In the first two terms (2017 Spring 3 and 2018 Spring 1), the benchmark has been exceeded. In the 3rd term (2018 Spring 2), the benchmark has not been achieved.</p> <p>However, the course was offered in only one</p>	<p>It is likely that the article analysis presentation assignment’s grading was too lenient in the 1st term (2017 Spring 3) when all 30 students across 4 campus locations achieved or exceeded the benchmark. Possibility of rubric grading inflation exists.</p>	<p>Due to dwindling enrollments in the BSM program, class sizes and number of offerings of core courses such as BAMG 232 are declining.</p> <p>Therefore, based upon these limited sample sizes, it would be premature to draw any</p>	<p>2017 Spring 3 See p. 2</p> <p>2018 Spring 1 See p. 3</p> <p>2018 Summer 2 See p. 4</p> <p>Overall Results See p. 5</p>

¹ Please read instructions carefully before drafting this action plan.

		<p>location (Redlands) in this term, in a class of 20 students.</p> <p>In the absence of additional offerings in the 3rd term, it is best to acknowledge the below-benchmark performance in that term at this time, without putting too much emphasis on it.</p> <p>Similarly too much shouldn't be read into the above-benchmark performance in the 2nd term (2018 Spring 1) since the course was offered in a single location (Riverside).</p> <p>Overall, these results are largely continuation of the trend documented in the prior assessment action plan for this course, in which the benchmark was exceeded in all 3 terms.</p>		<p>conclusions and recommend tangible actions at this time.</p> <p>Therefore, at this time, continued monitoring of performance is recommended.</p>	
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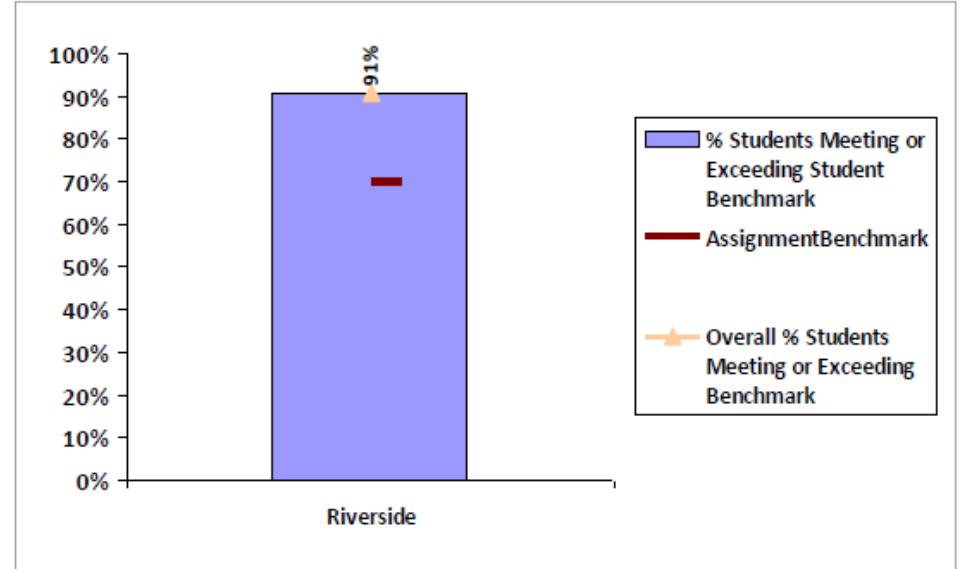
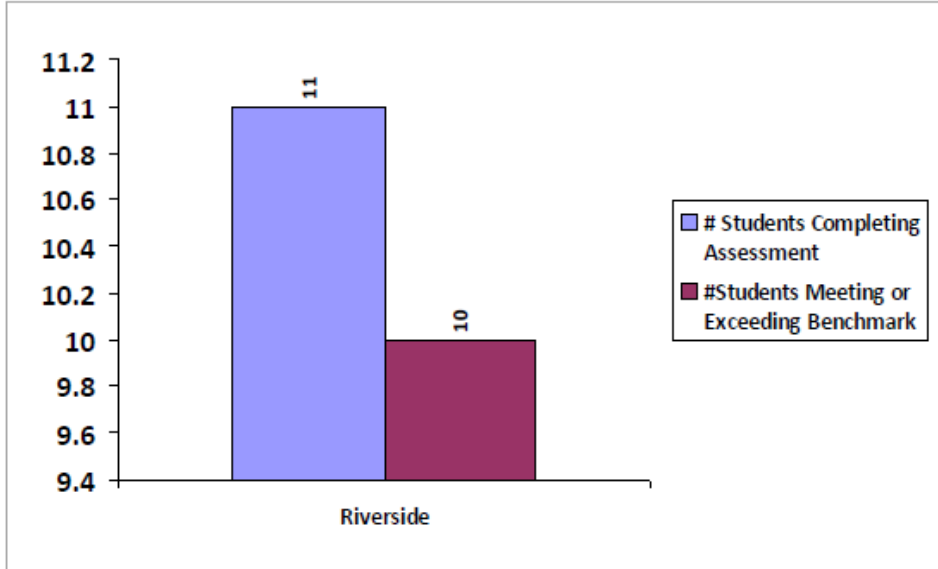
2017 Spring 3

Assignment: Article Analysis Presentation



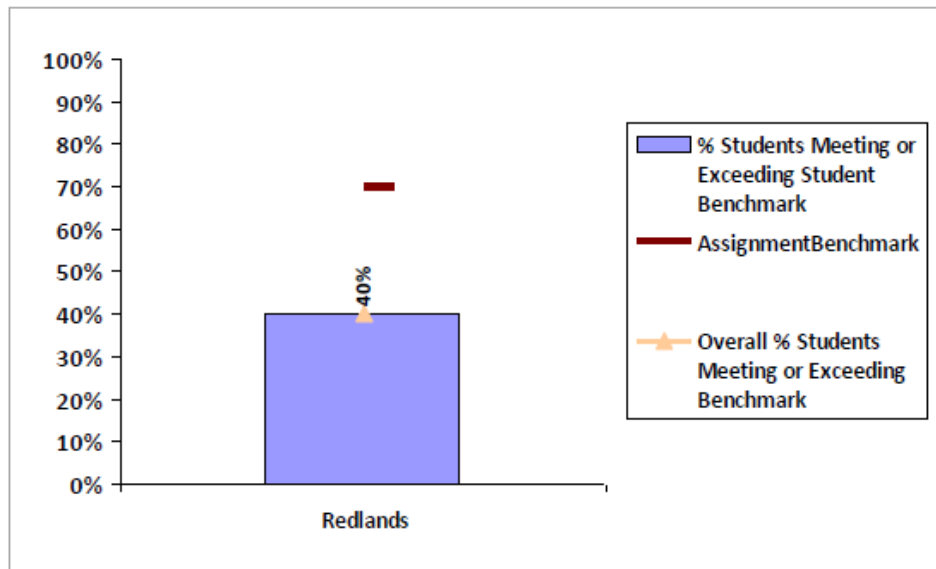
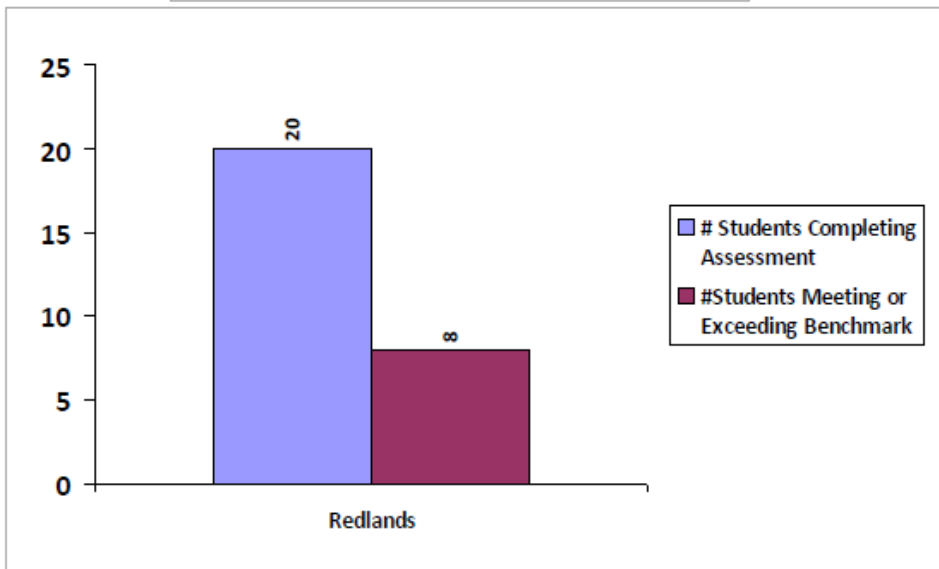
2018 Spring 1

Assignment: Article Analysis Presentation

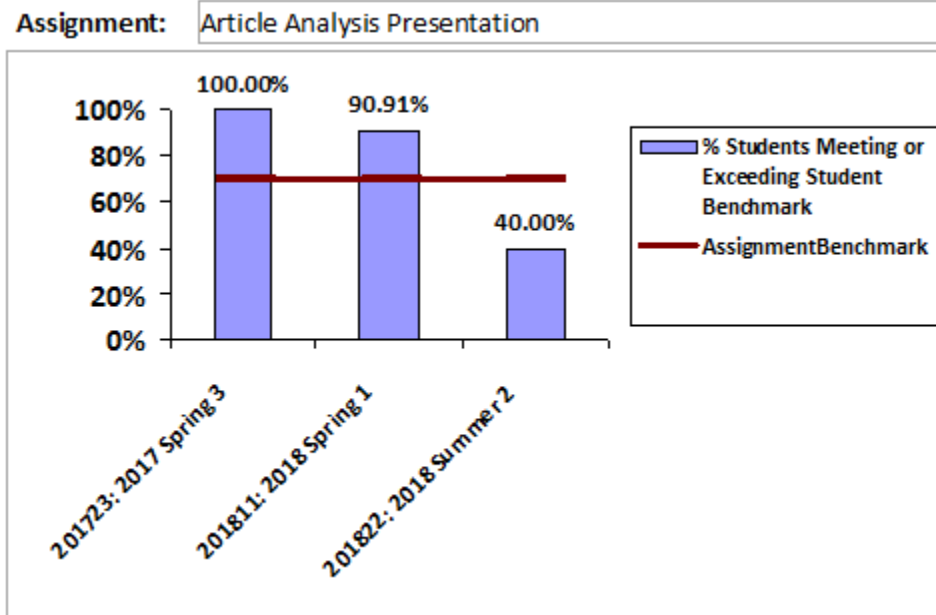


2018 Summer 2

Assignment: Article Analysis 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**
 - 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: 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: 3					
Course: BAMG 334					
CLO: 3					
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 reflective assignment will meet or exceed the benchmark of 70%.	Reflective Assignment, internally administered in an 8 week course using a standardized rubric.	79% of the students in the 2017 South Coast Metro class appeared to not turn in the assignment or it wasn’t recorded. The 21% who turned in the assignment met or exceeded expectations. 60% of the 2018	The Reflective Assignment is due during the last class. If students neglect to do it or turn it in, there is no way to “make them do it.” When students do and turn in this assignment, they meet or exceed the required benchmark. The 2017 South Coast	Reflection on lessons learned during an IT project is critical for individual development and future project success. Though the Reflective Assignment has been replaced by the GIS Assignment (to assess a Program goal) I will encourage BAMG334 instructors to emphasize the purpose	<p>2017 Spring 3 See p. 3</p> <p>2018 Spring 1 See p. 4</p> <p>Overall Results See p. 6</p>

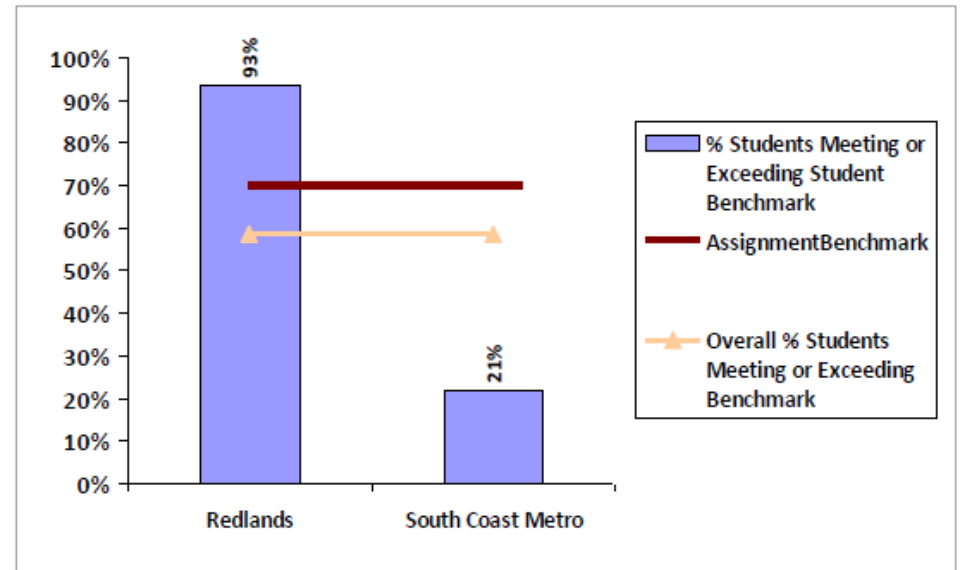
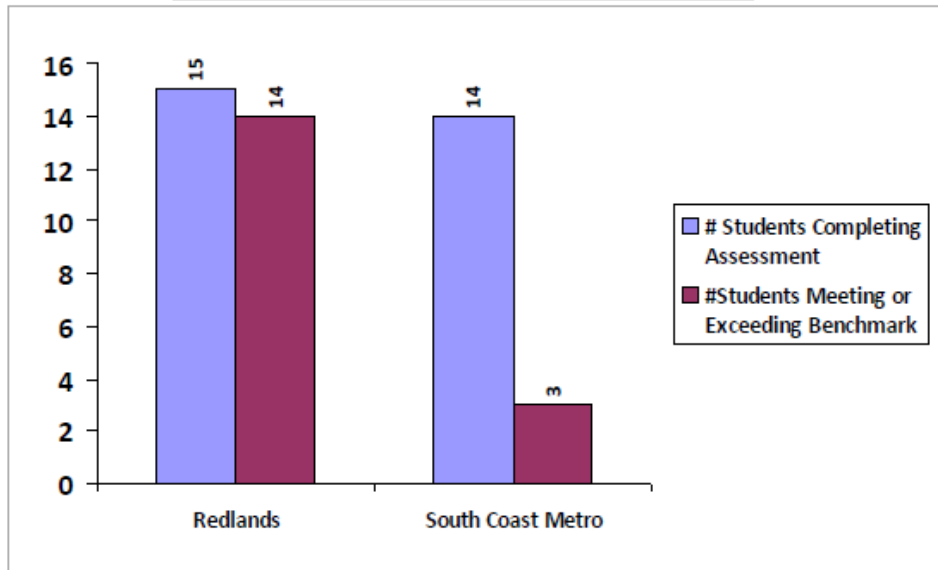
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		Rancho section appeared not to turn in the assignment or it wasn't recorded. When the assignment is done and turned in, students are able to meet or exceed expectations	Metro and 2018 Rancho results show a large number of missing assignments. Perhaps placing this assignment earlier might remedy the missing data items.	and importance of Reflection.	
Measurable Goal: 70% of the students completing the team project assignment will meet or exceed the benchmark of 70%.	Team Project Assignment, internally administered in an 8 week course using a standardized rubric.	21% of the 2017 South Coast Metro students and 30% of the 2018 Rancho students seemed to have met the required benchmark for this class. The 2018 Riverside students met or exceeded the required benchmark.	The 2017 South Coast Metro and 2018 Rancho results suggest that the instructor performed the rubric on the group project, and reported it at the group level instead of the individual level	Inform the instructors that the Team Presentation and Team Project Documentation need to be assessed at the team member level instead of at the group level.	<p>2017 Spring 3 See p. 3</p> <p>2018 Spring 1 See p. 4</p> <p>2018 Summer 2 See p. 5</p> <p>Overall Results See p. 6</p>
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 rubric.	The first time GIS has been assessed in BAMG 334. This is the only class where students receive spatial concepts and reasoning. Students use GIS software to work on a spatial problem and report their	One student neglected to turn in this assessable artifact. The rest of the class seemed to understand the spatial concepts that were introduced, able to apply spatial reasoning to the problem, and use spatial evidence for their conclusions.	We will see with more data on this assessable artifact.	<p>2018 Summer 2 See p. 5</p> <p>Overall Results See p. 6</p>

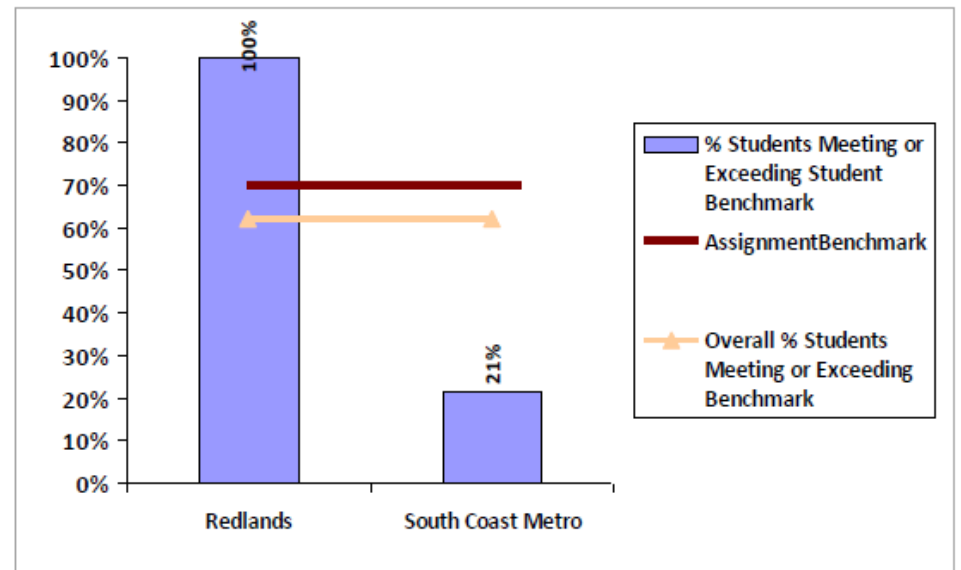
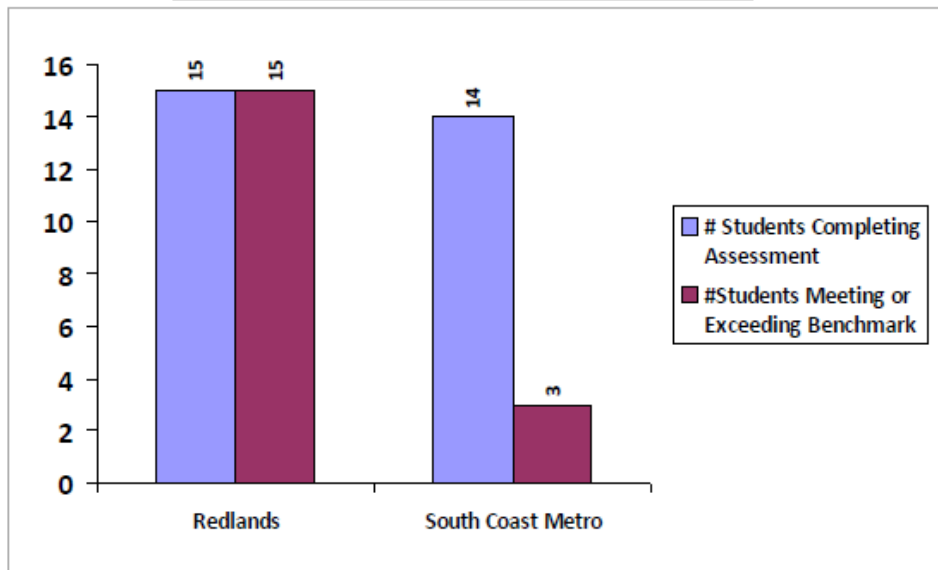
		observations and discoveries.			
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2017 Spring 3

Assignment: Reflective Assignment

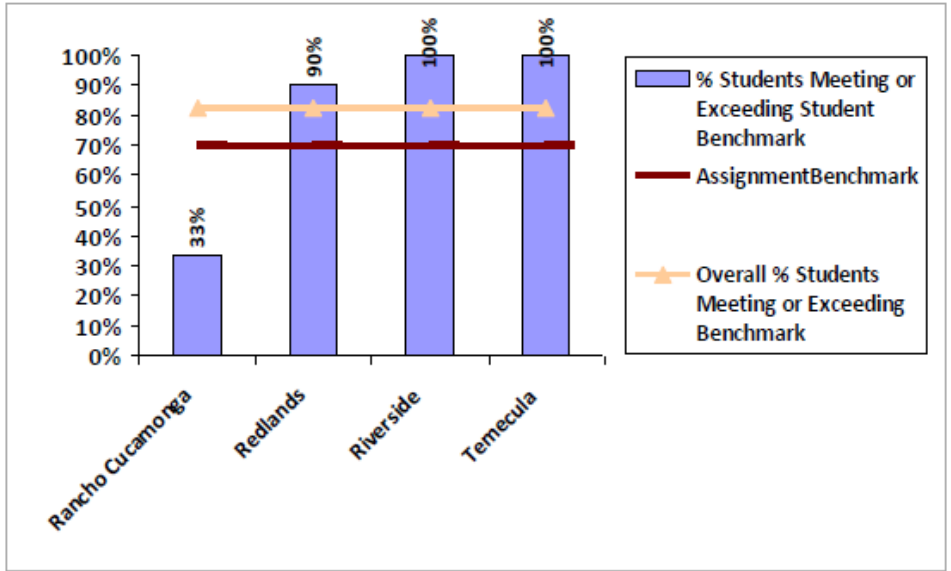
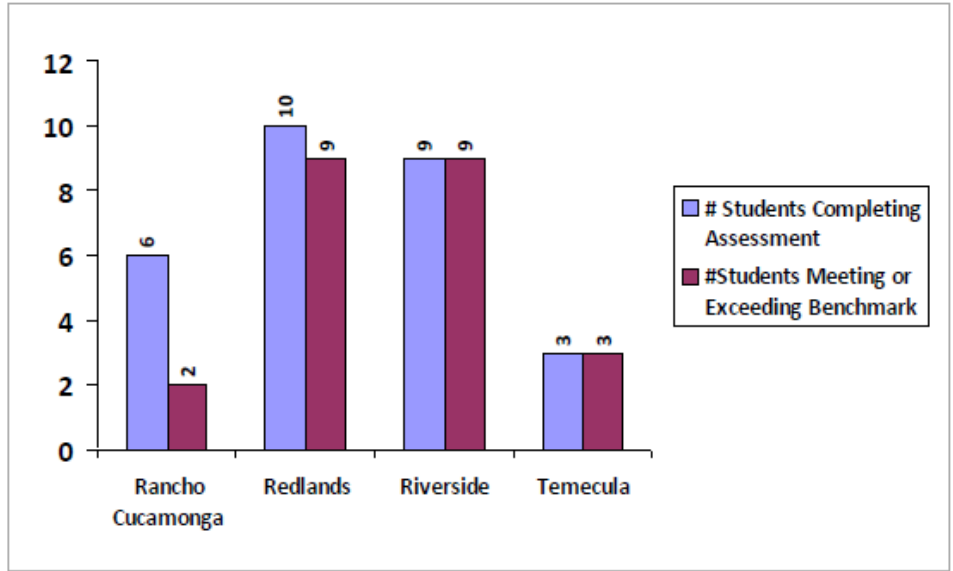


Assignment: Team Project Presentation

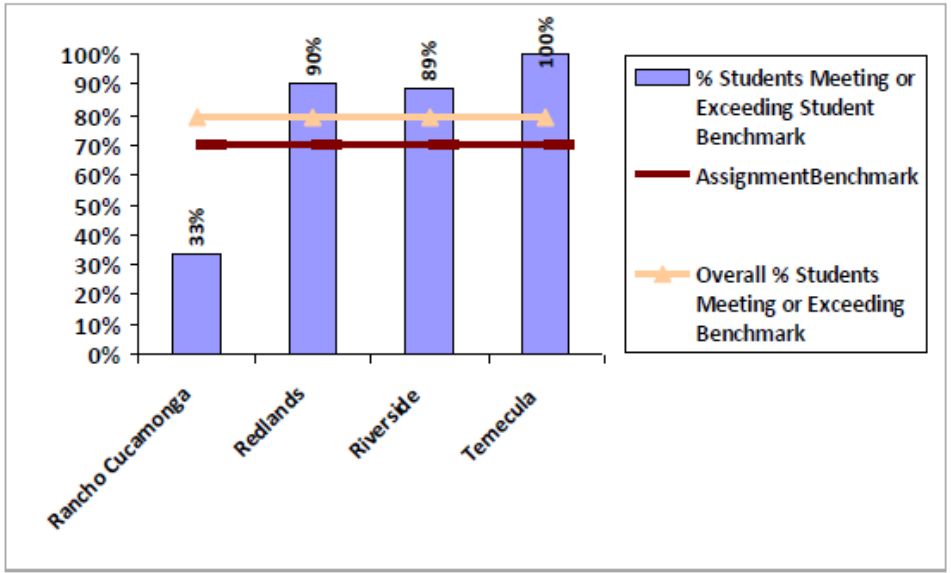
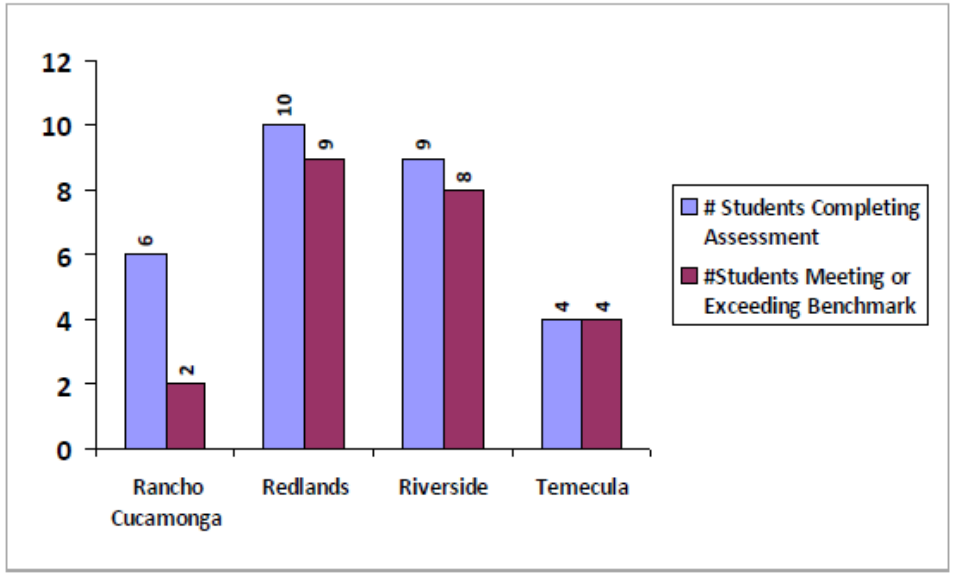


2018 Spring 1

Assignment: Reflective Assignment

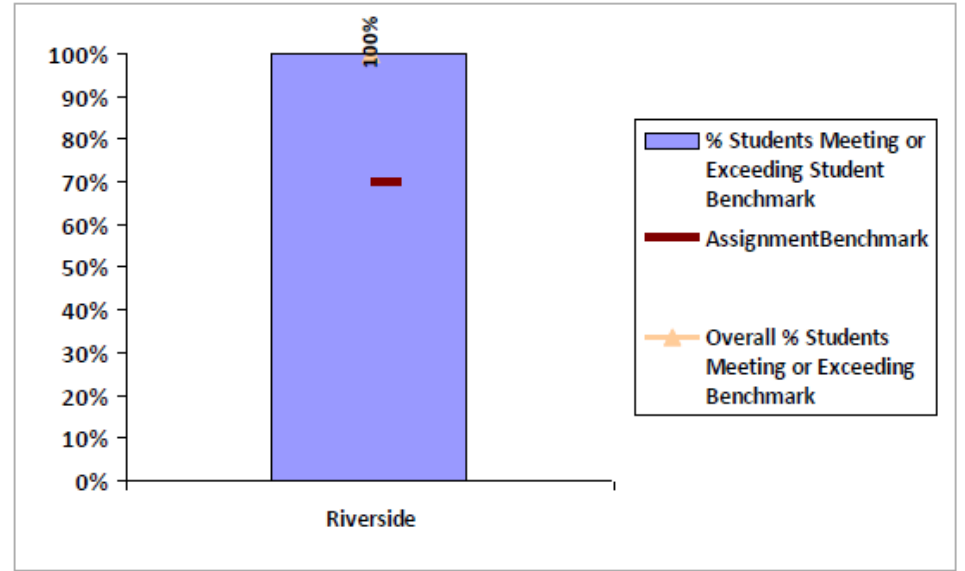
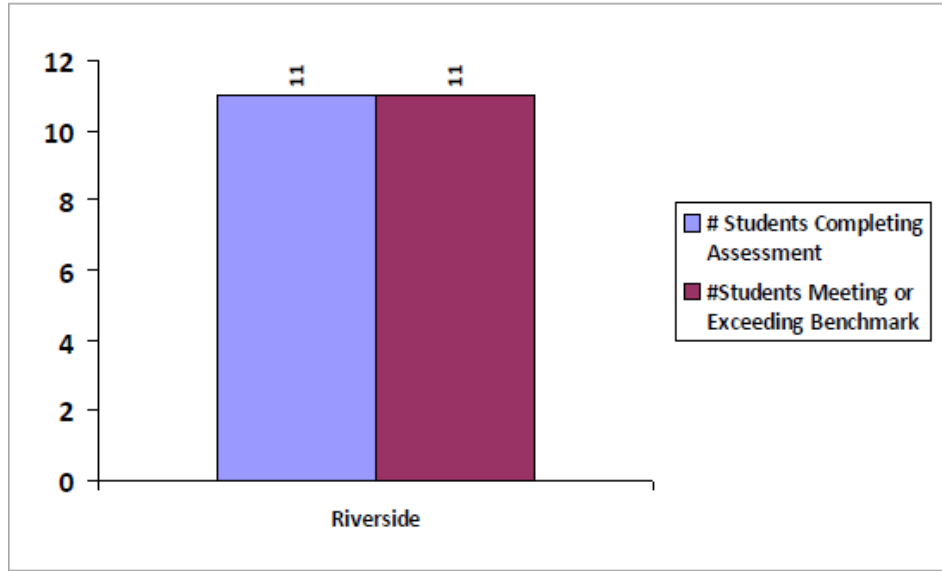


Assignment: Team Project Presentation

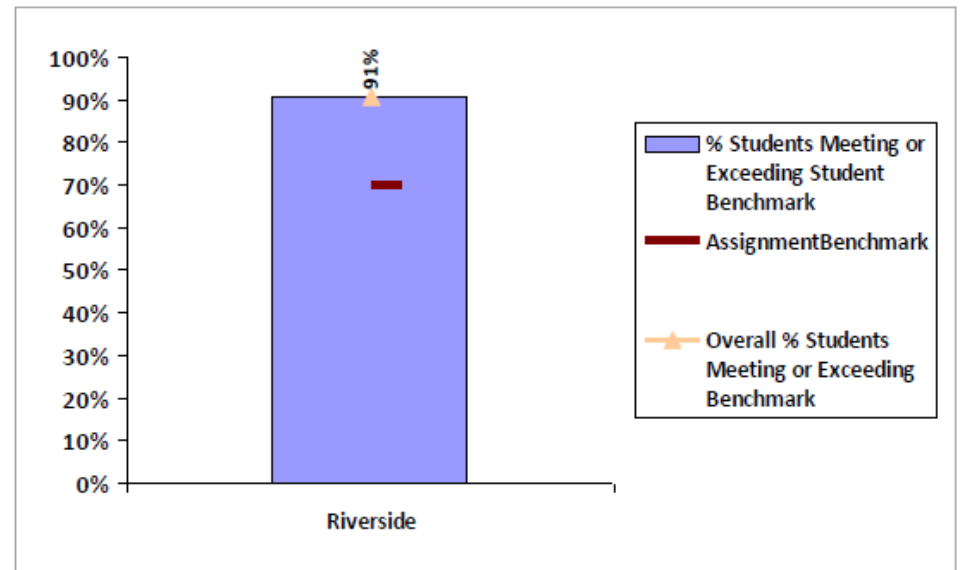
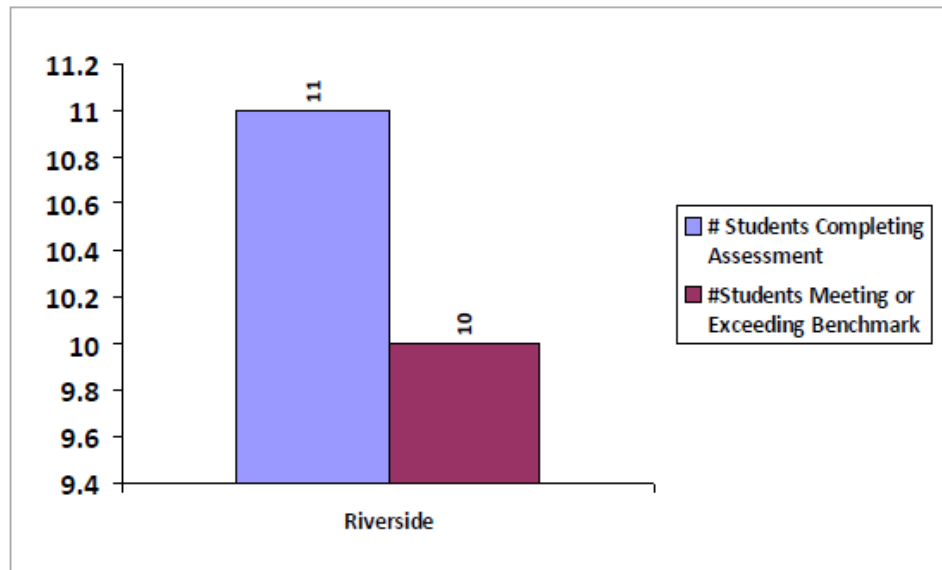


2018 Summer 2

Assignment: Team Project Presentation

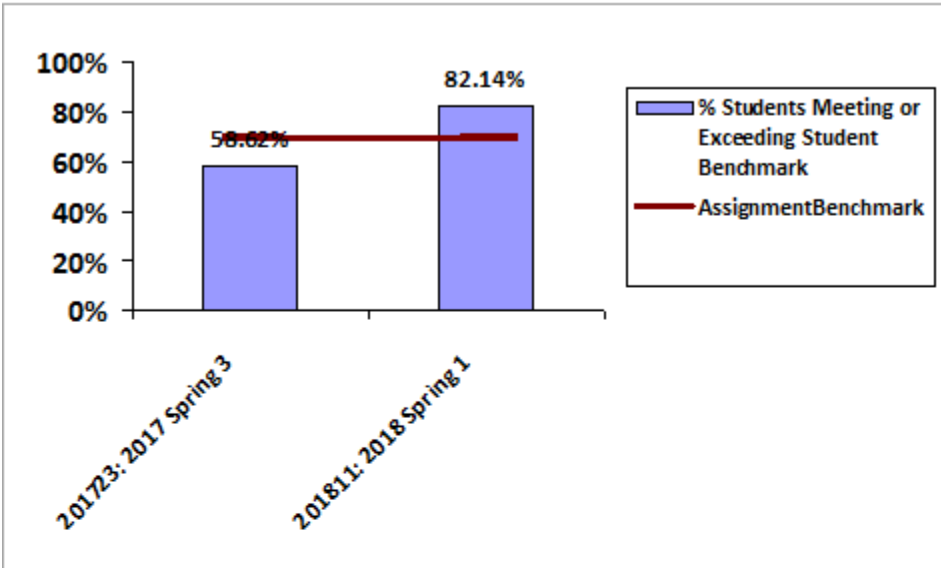


Assignment: GIS Assignment

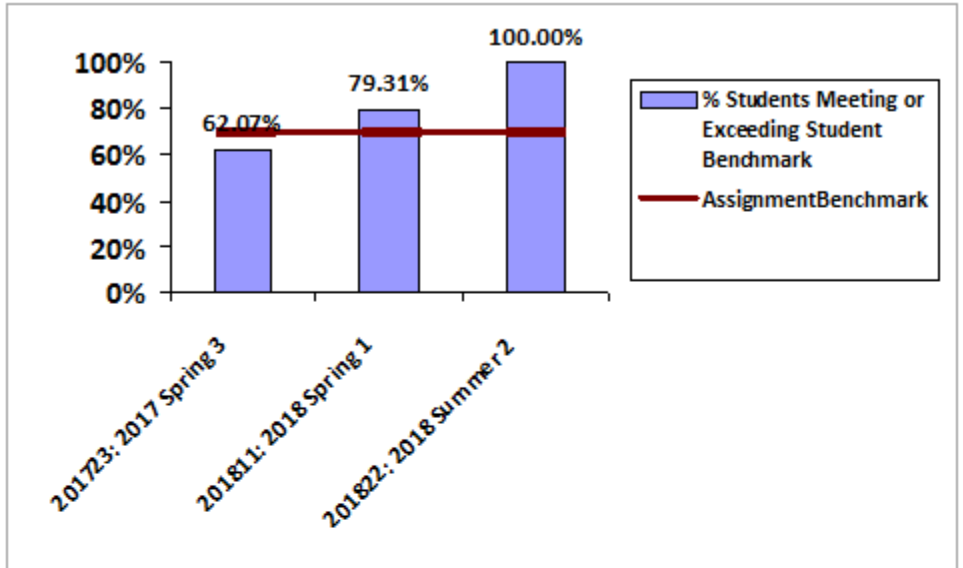


Overall Results

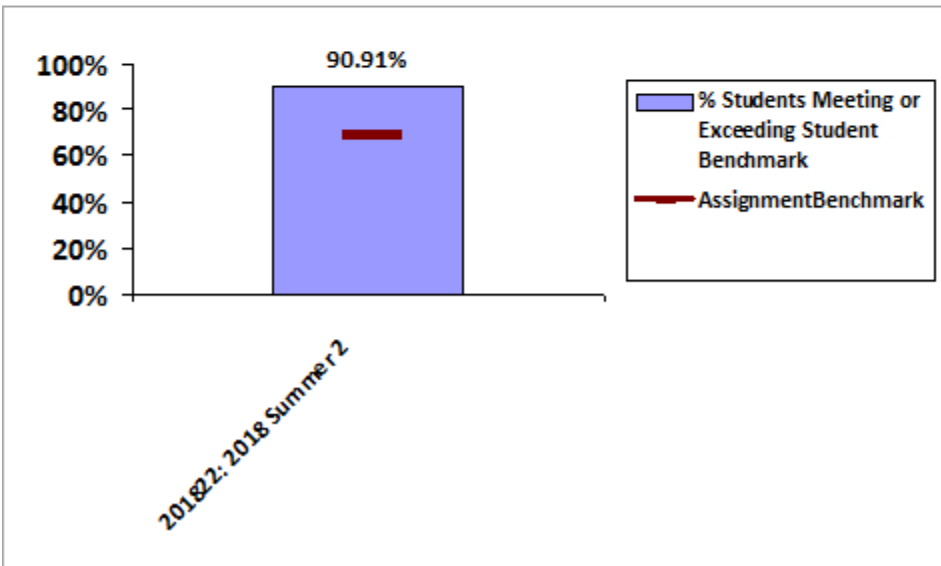
Assignment: Reflective Assignment



Assignment: Team Project Presentation



Assignment: GIS Assignment

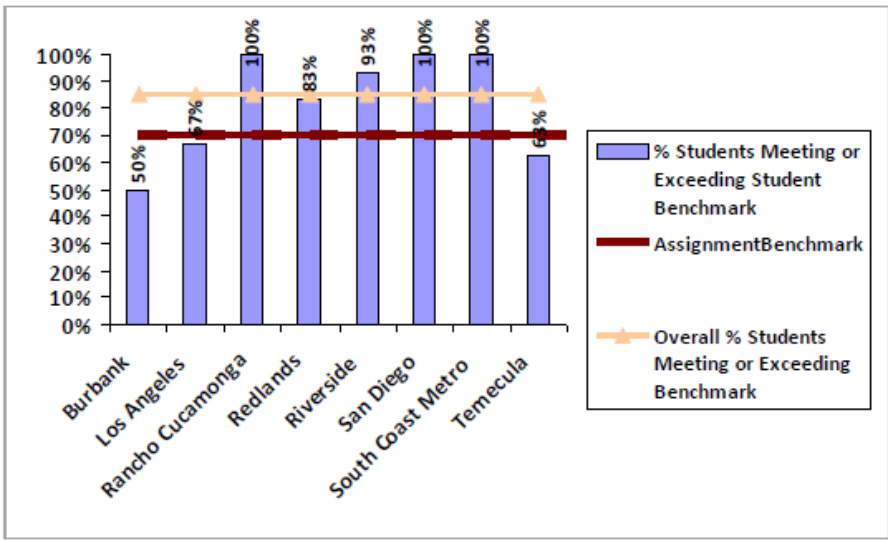
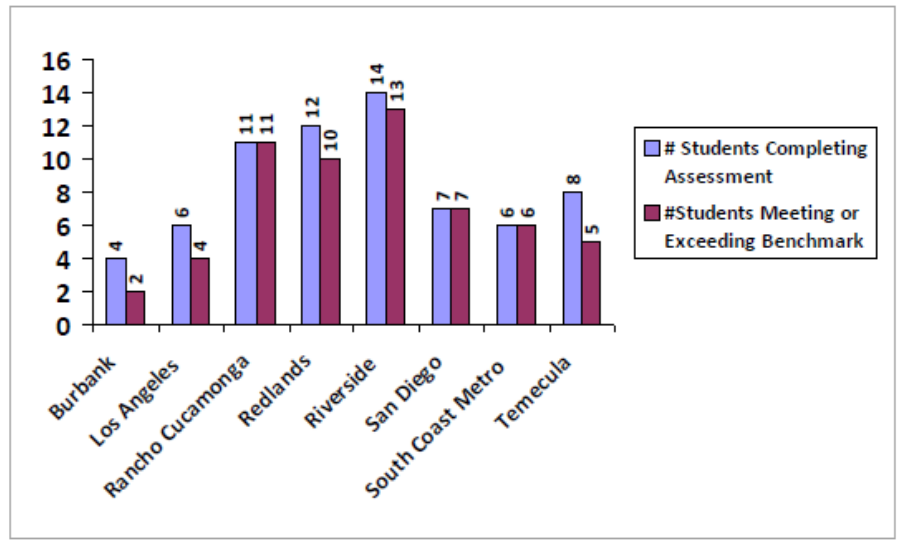


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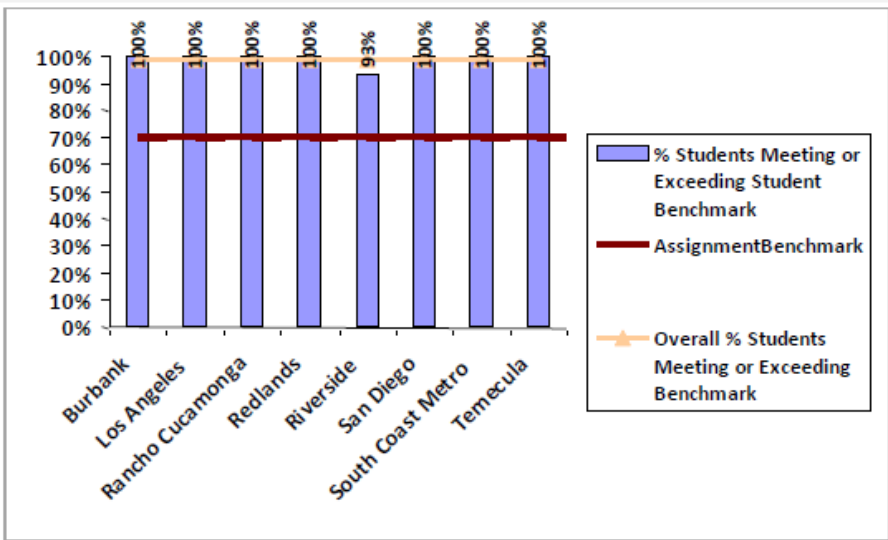
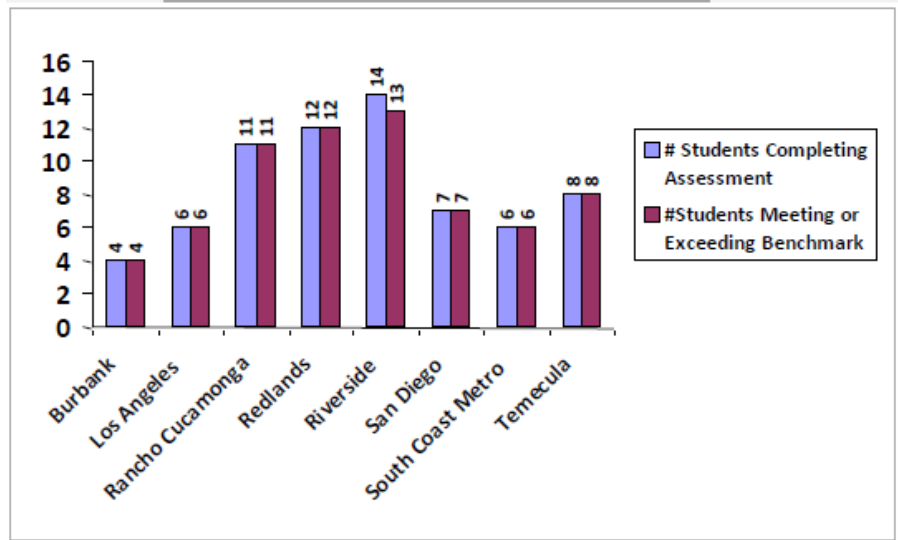
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2015 FALL 3

Assignment: Reflective Assignment

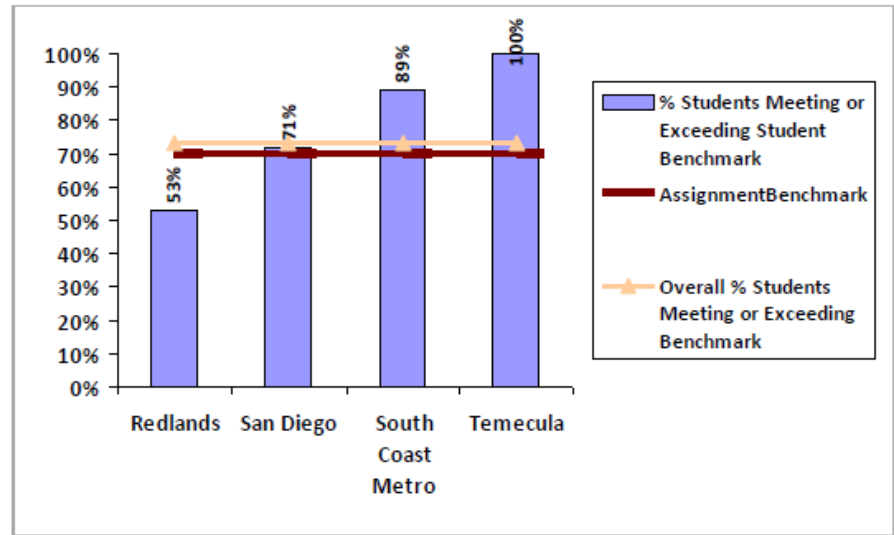
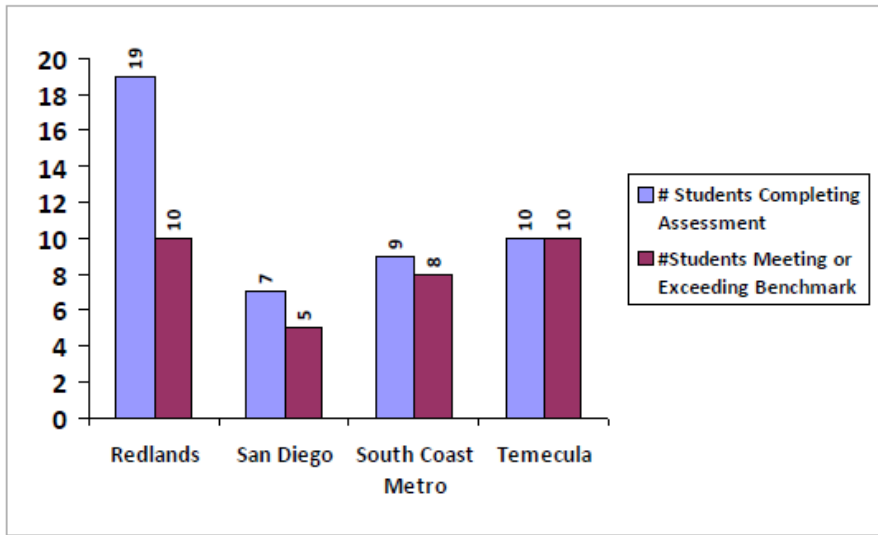


Assignment: Team Project Presentation

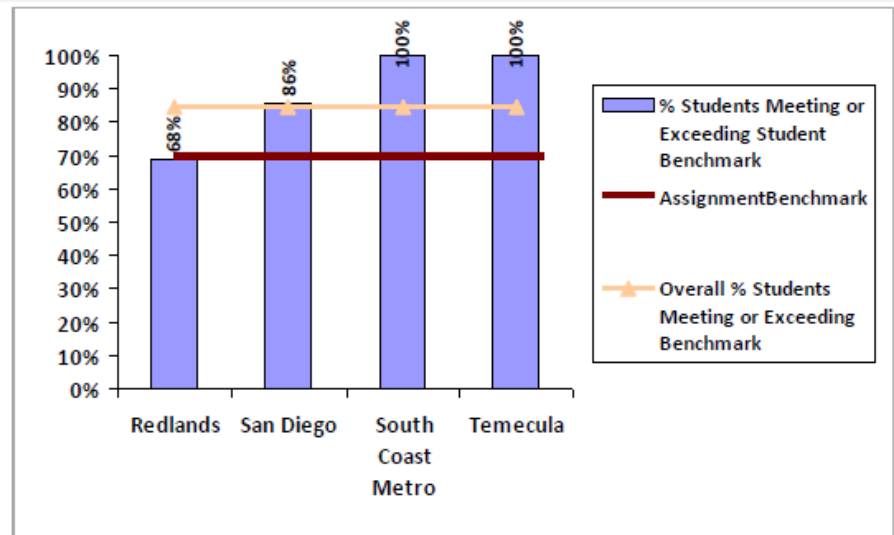
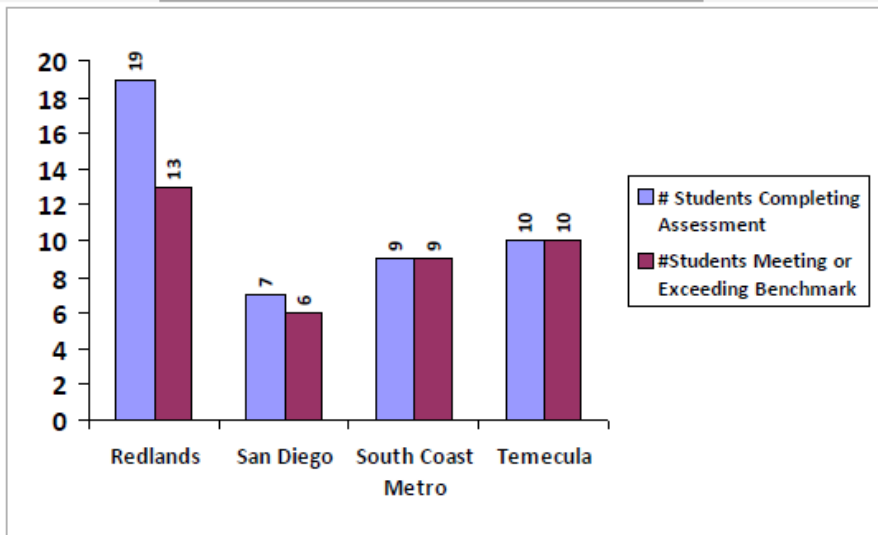


2016 SPRING 3

Assignment: Reflective Assignment

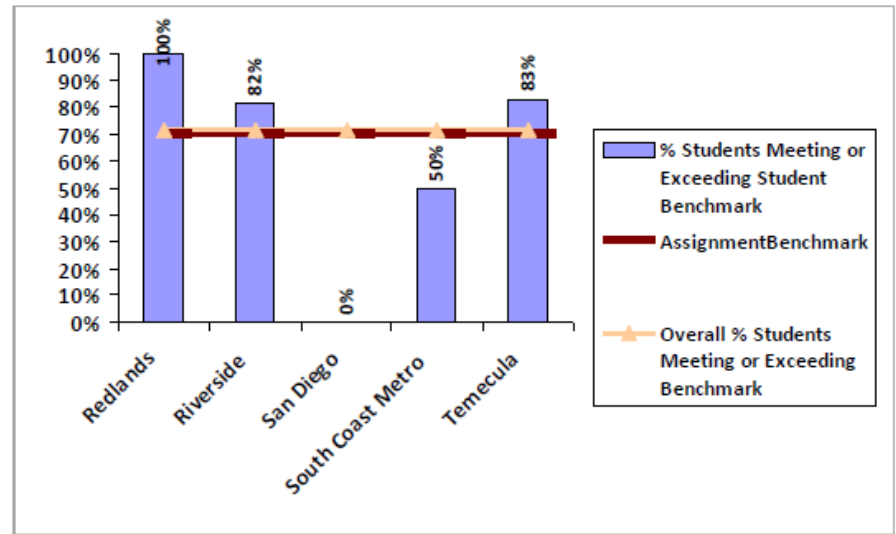
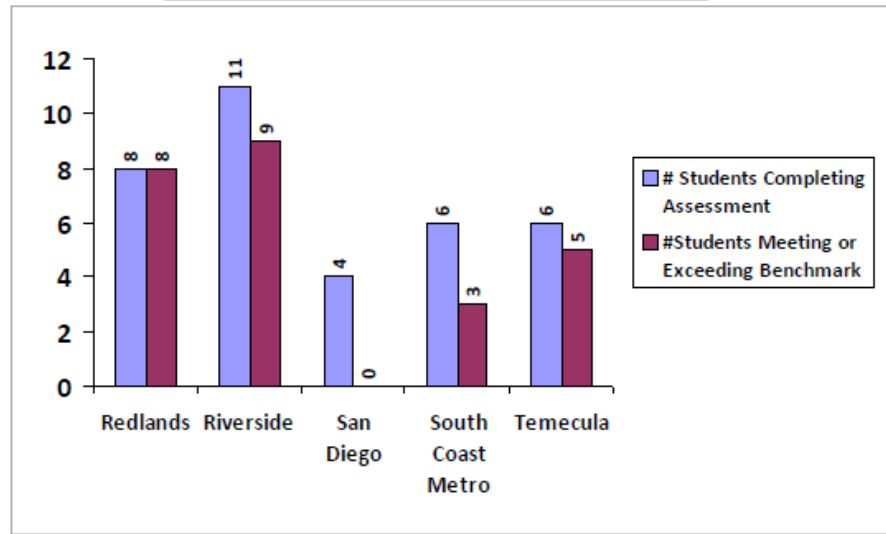


Assignment: Team Project Presentation

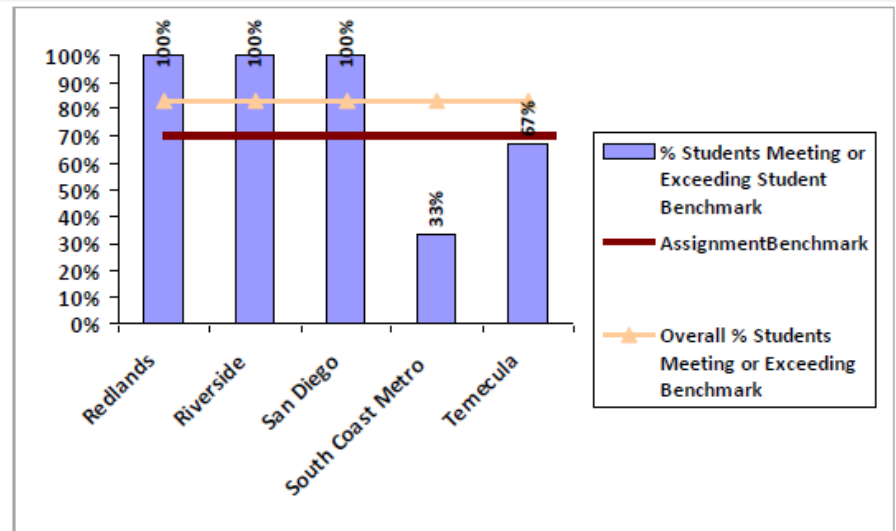
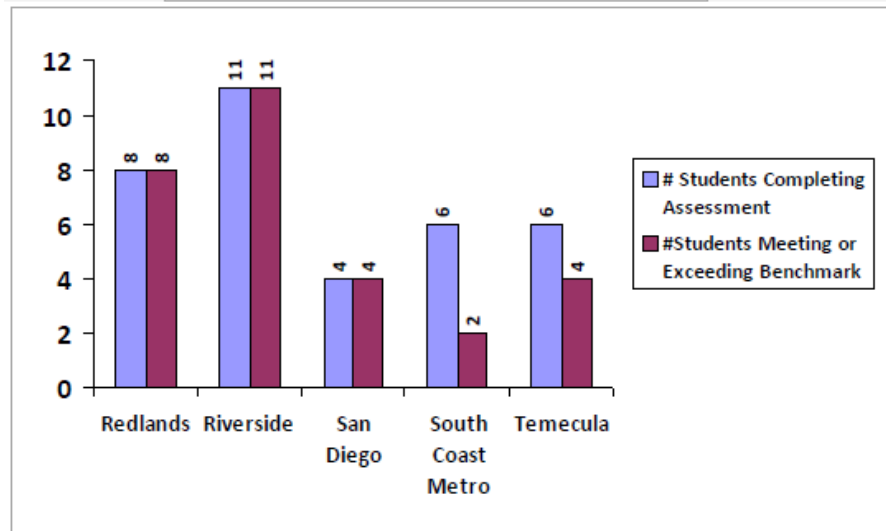


2016 FALL 3

Assignment: Reflective Assignment

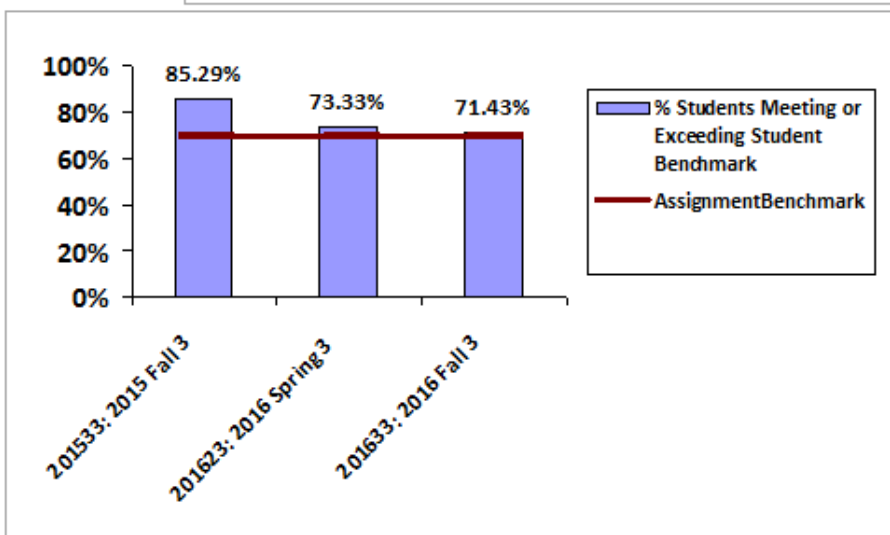


Assignment: Team Project Presentation

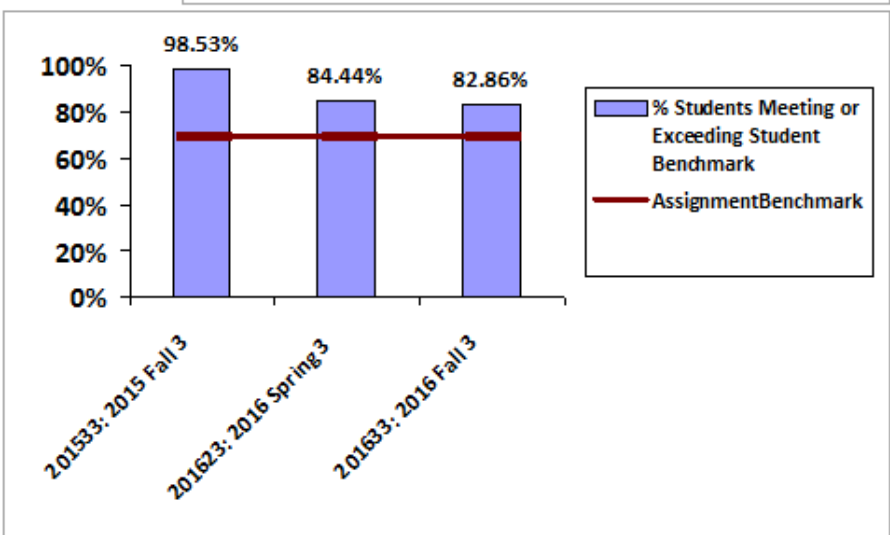


OVERALL RESULTS

Assignment: Reflective Assignment



Assignment: Team Project Presentation



Assessment Action Plan¹

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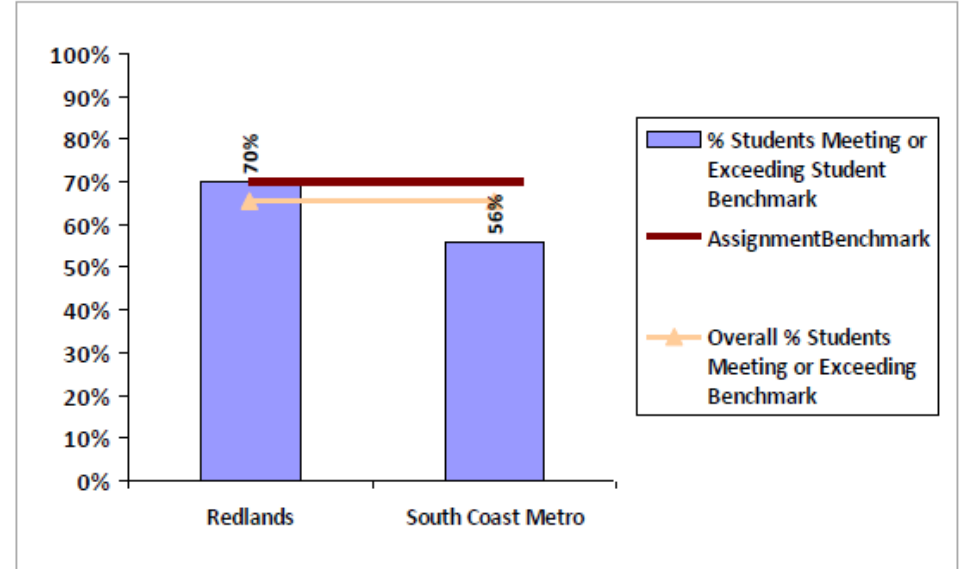
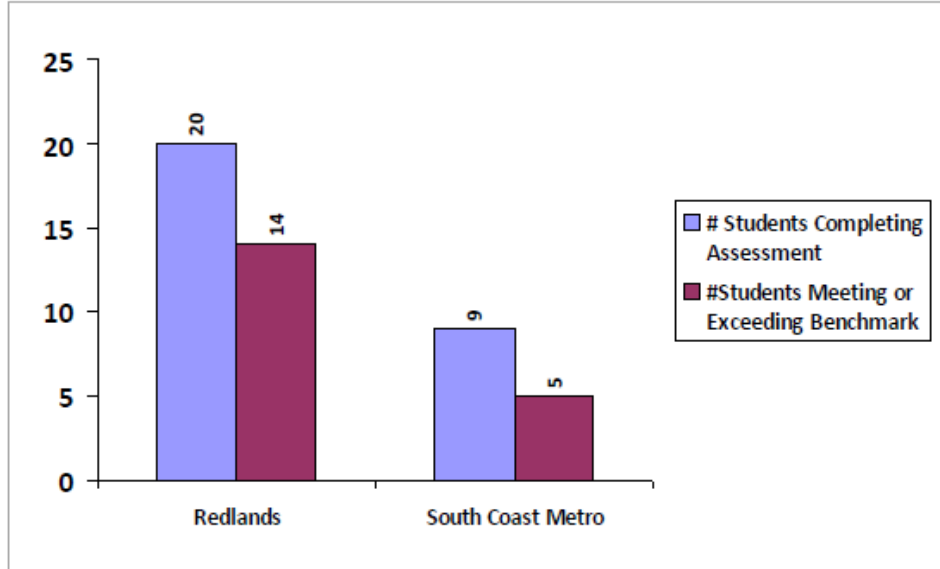
Performance Indicator	Definition				
Program: BSM PLO: 1, 3 Course: BAMG-356 CLO: 1, 2, 3, 4, 5	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, 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)
Average assessment results will equal or exceed 70% of learning objectives.	Final paper, internally administered in an 8-week course.	2017 Spring 2: overall 65.52% of students met or exceeded benchmark 2017 Fall 2: ^F _{SEP} overall 91.67% of students met or exceeded benchmark 2018 Summer 1: overall 100% of students met or exceeded benchmark	The overall results from the three terms show the positive trend on students’ performance on their final papers (65.2% - 91.67% - 100%). The only one that doesn’t meet the benchmark (56%) is the 2017 Spring 2 South Coast Metro.	-Conversation with the instructor who taught the course at South Coast Metro for 2017 Spring 2 is needed in order to find the reason behind the relatively low score. -Continue the calibration practice to develop the	2017 Spring 2 See p. 3 2017 Fall 2 See p. 4 2018 Summer 1 See p. 5 Overall Results See p. 6

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

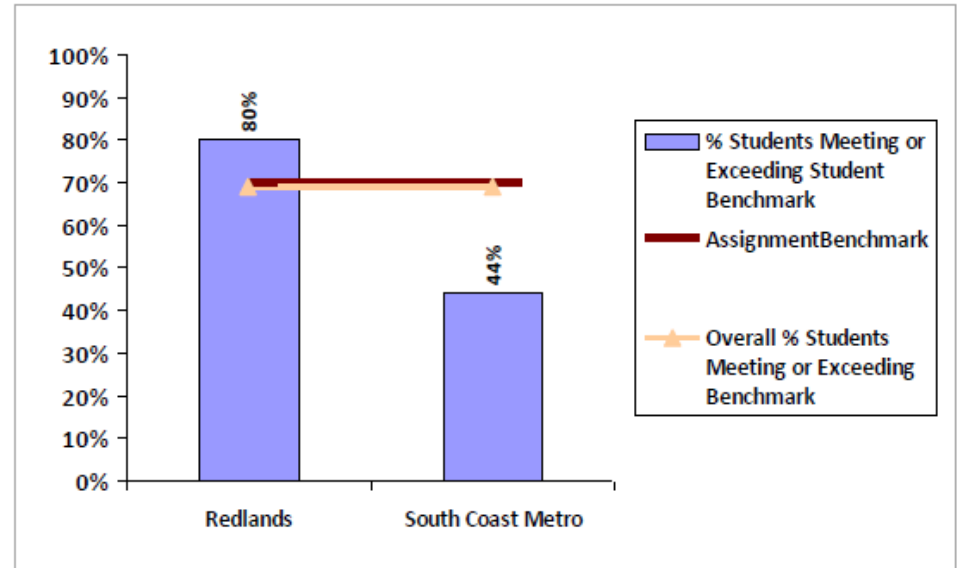
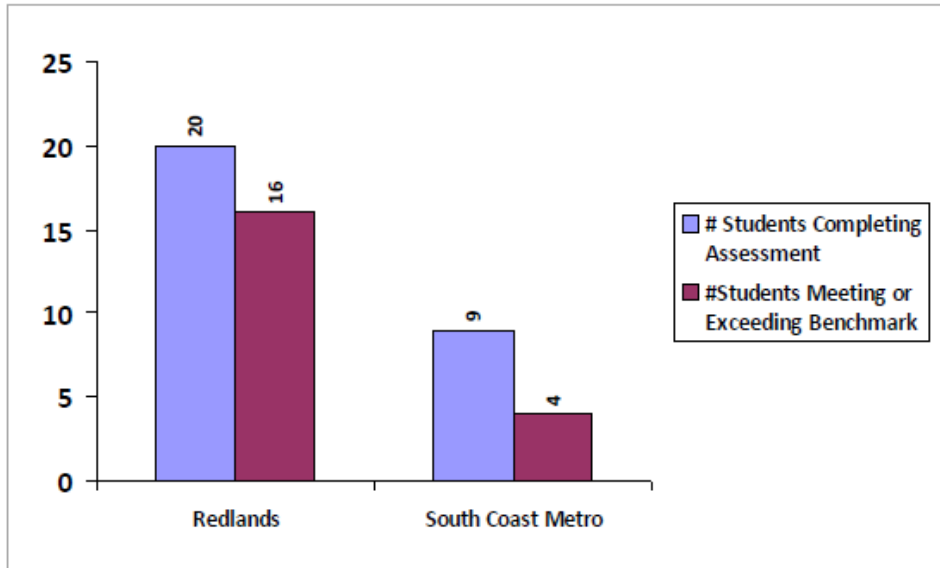
				<p>same standard for assessment.^{[[SEP]]}</p> <p>-Continue to collect data to enlarge the sample size in order to have a better trend analysis.</p>	
<p>Average assessment results will equal or exceed 70% of learning objectives.</p>	<p>Final presentation, internally administered in an 8-week course.</p>	<p>2017 Spring 2: overall 68.97% of students met or exceeded benchmark</p> <p>2017 Fall 2:^{[[SEP]]} overall 83.33% of students met or exceeded benchmark</p> <p>2018 Summer 1: overall 100% 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 presentations (68.97% - 83.33% - 100%). The only one that doesn't meet the benchmark (44%) is the 2017 Spring 2 South Coast Metro.</p>	<p>-Conversation with the instructor who taught the course at South Coast Metro for 2017 Spring 2 is needed in order to find the reason behind the relatively low score.</p> <p>-Continue the calibration practice to develop the same standard for assessment.^{[[SEP]]}</p> <p>-Continue to collect data to enlarge the sample size in order to have a better trend analysis.</p>	<p>2017 Spring 2 See p. 3</p> <p>2017 Fall 2 See p. 4</p> <p>2018 Summer 1 See p. 5</p> <p>Overall Results See p. 6</p>

2017 Spring 2

Assignment: Final Paper

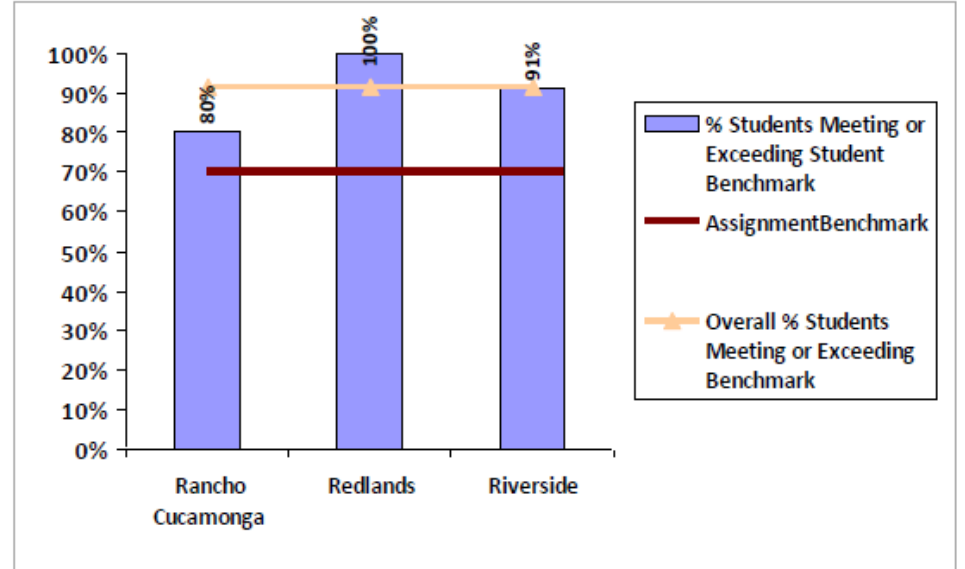
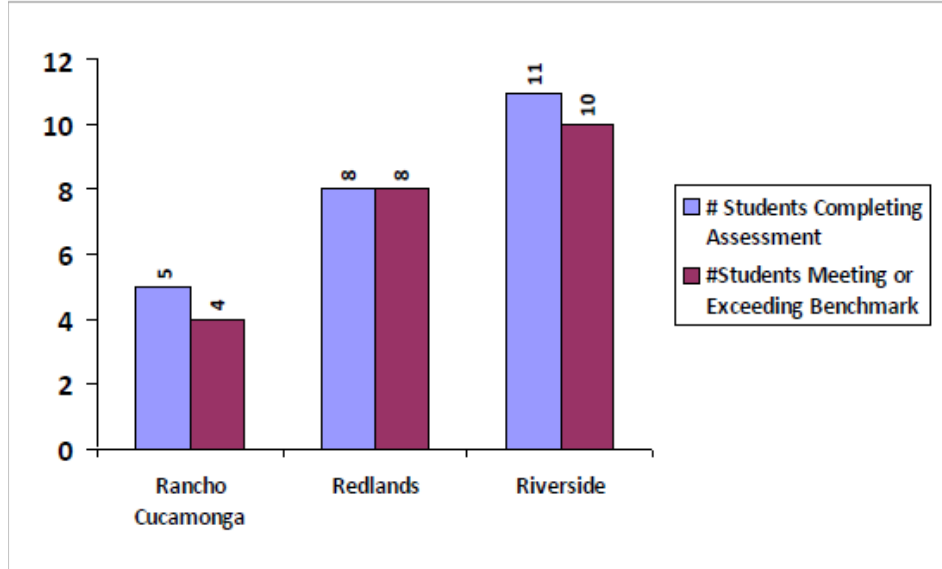


Assignment: Presentation

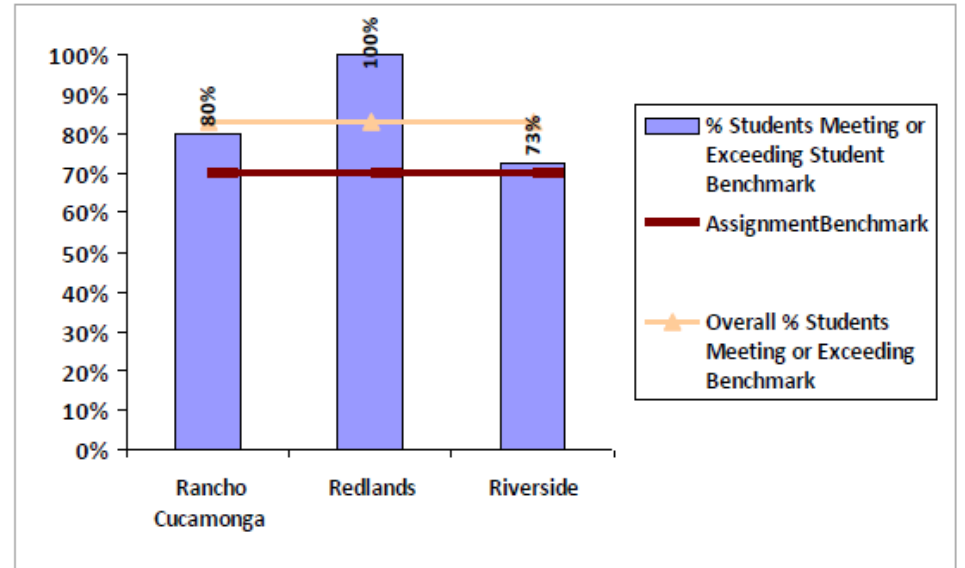
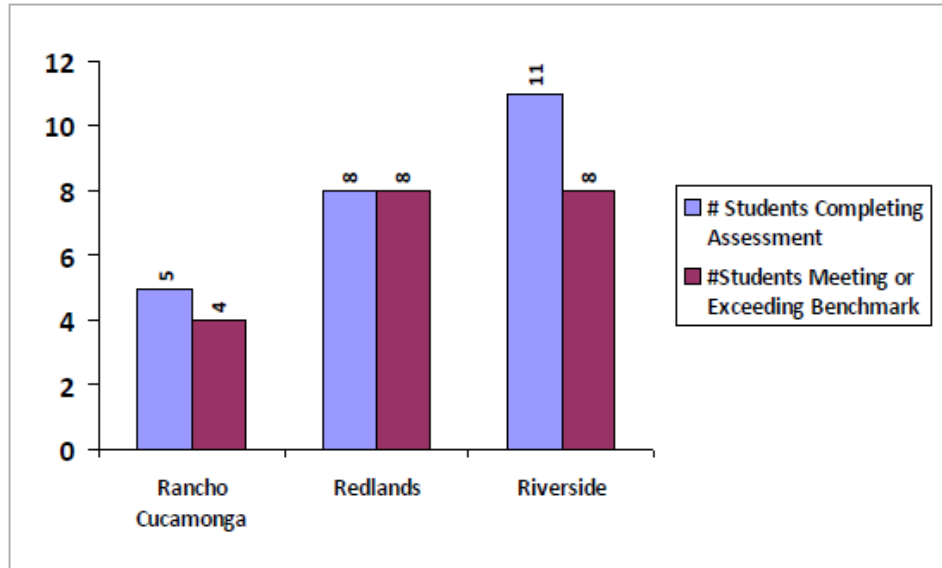


2017 Fall 2

Assignment: Final Paper

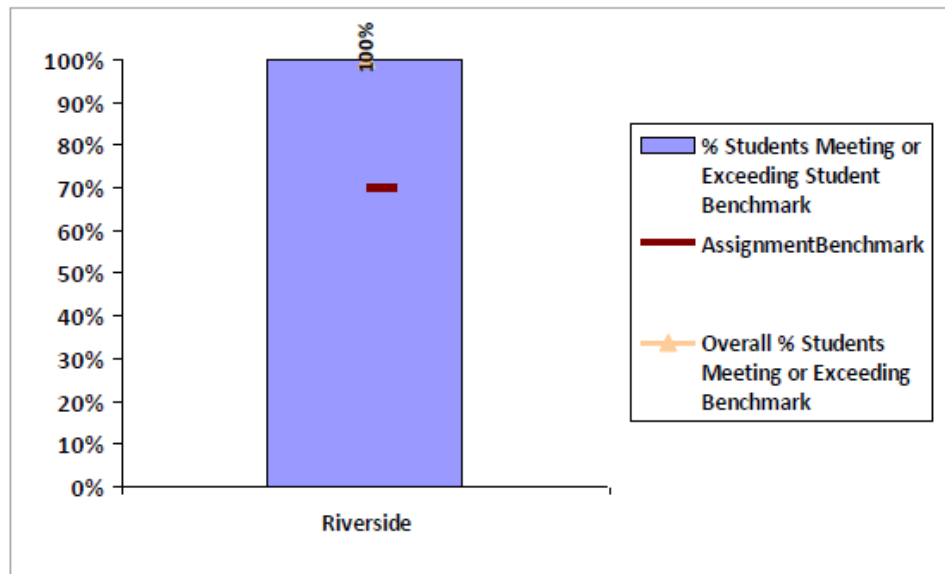
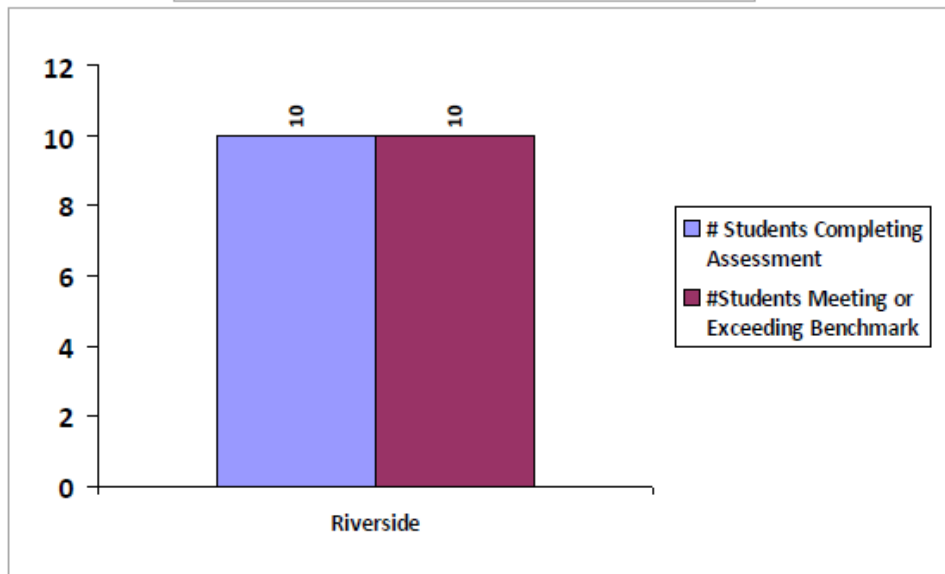


Assignment: Presentation

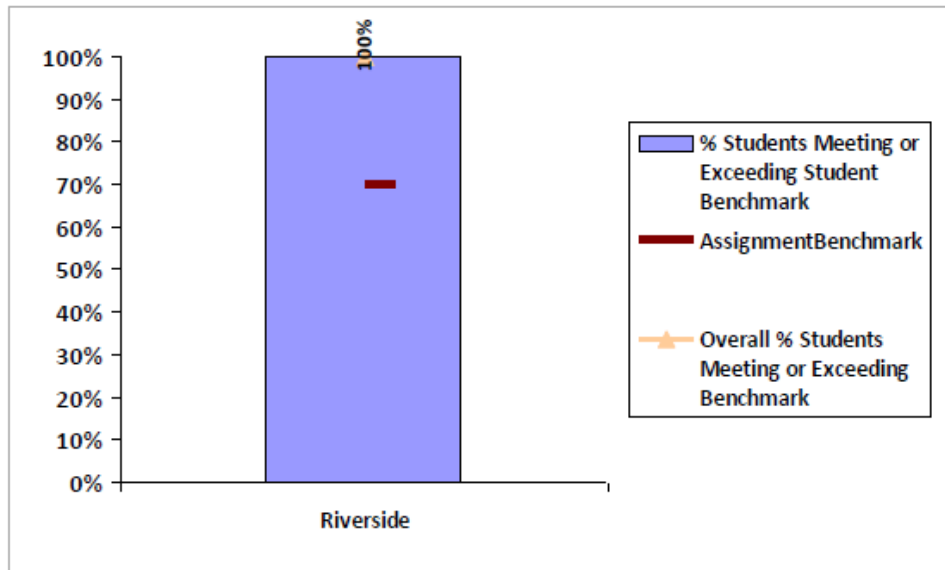
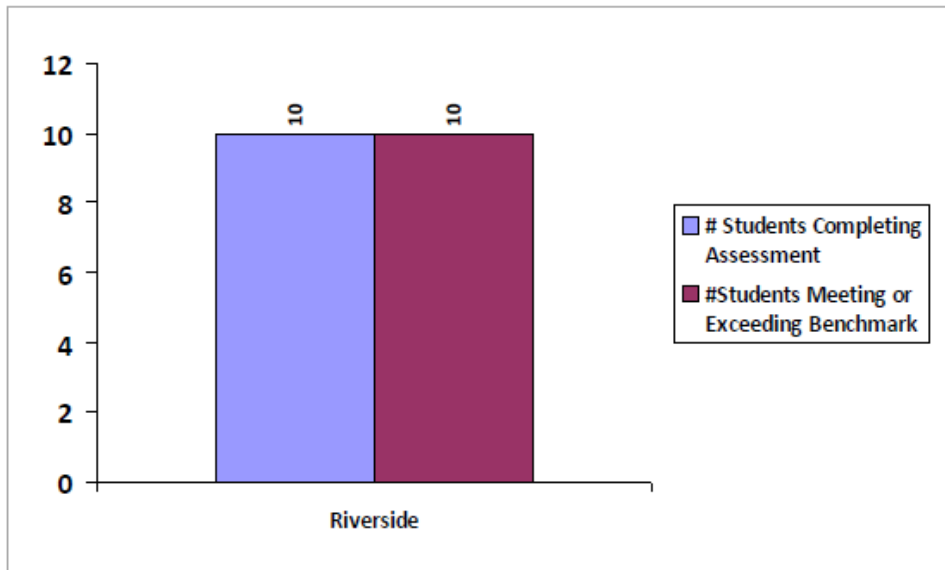


2018 Summer 1

Assignment: Final Paper

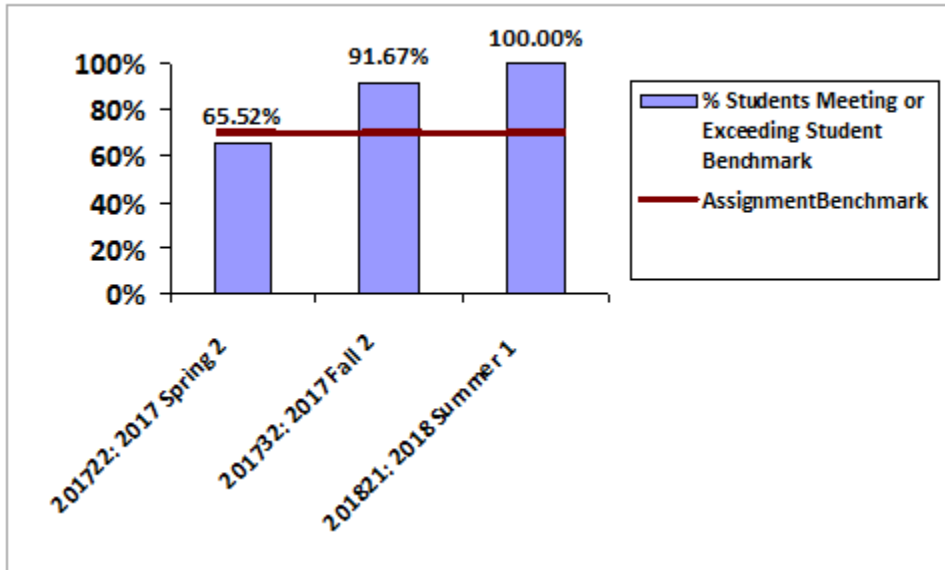


Assignment: Presentation

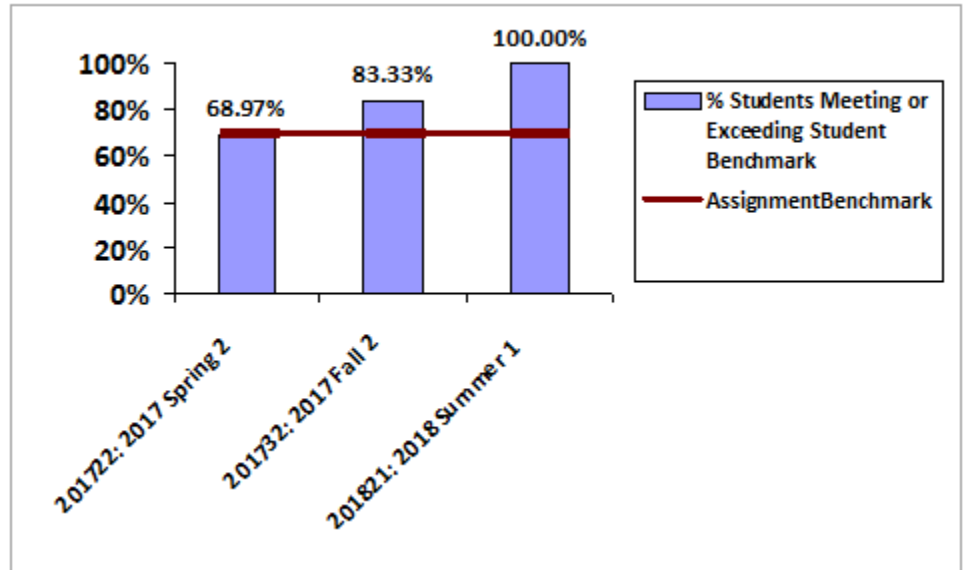


Overall Results

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.
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 - a. **Graduate**
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 - 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

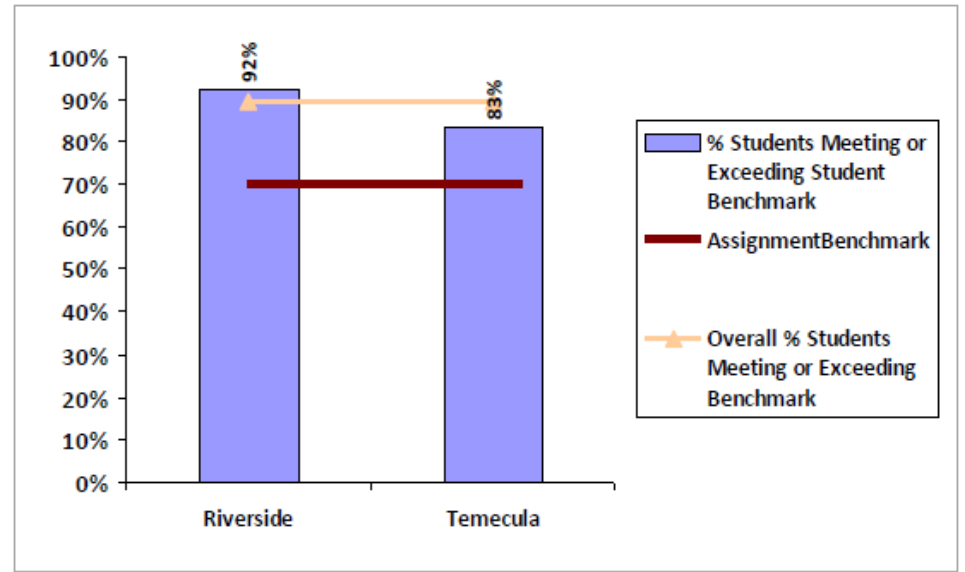
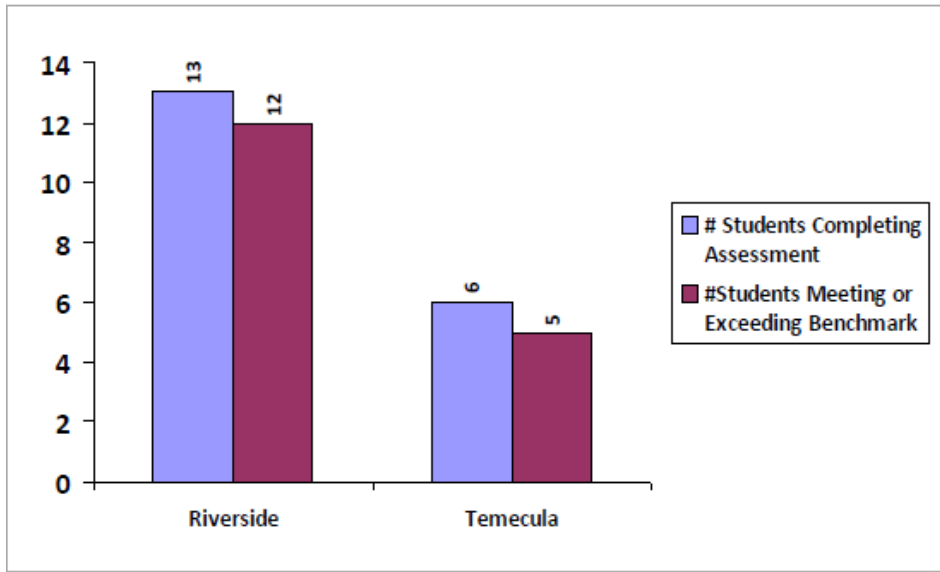
Performance Indicator	Definition				
Program: BSM	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed 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</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: BAMG 365					
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 taking the Final Exam will meet or exceed the benchmark of 70%.	Final Exam, internally administered in an 8-week course.	<p>In Spring 1 and Fall 1, students in all cohorts exceeded the assignment benchmark.</p> <p>In Spring 2, students in two of four cohorts exceeded the assignment benchmark.</p>	<p>Students generally did well on the assessment exam for all three periods under review.</p> <p>Students in the Spring 2 cohorts generally performed below those in the other periods (with Riverside at 50%</p>	<p>Since students in all periods performed fairly well (with the exception of the Temecula cohort in Spring 2) meeting or exceeding benchmark, no adjustments are necessary at this time.</p>	<p style="text-align: center;">2017 Spring 1 See p. 2</p> <p style="text-align: center;">2017 Fall 1 See p. 3</p> <p style="text-align: center;">2018 Spring 2 See p. 4</p> <p style="text-align: center;">Overall Results See p. 5</p>

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

			<p>and the Temecula cohort performing particularly poorly).</p> <p>The poor performance of the Temecula cohort may be an anomaly unique to that group, since all other cohorts in the period under review performed adequately (although Riverside was at only 50% in Spring 2, two additional students meeting the required score would have put that cohort at benchmark).</p>		
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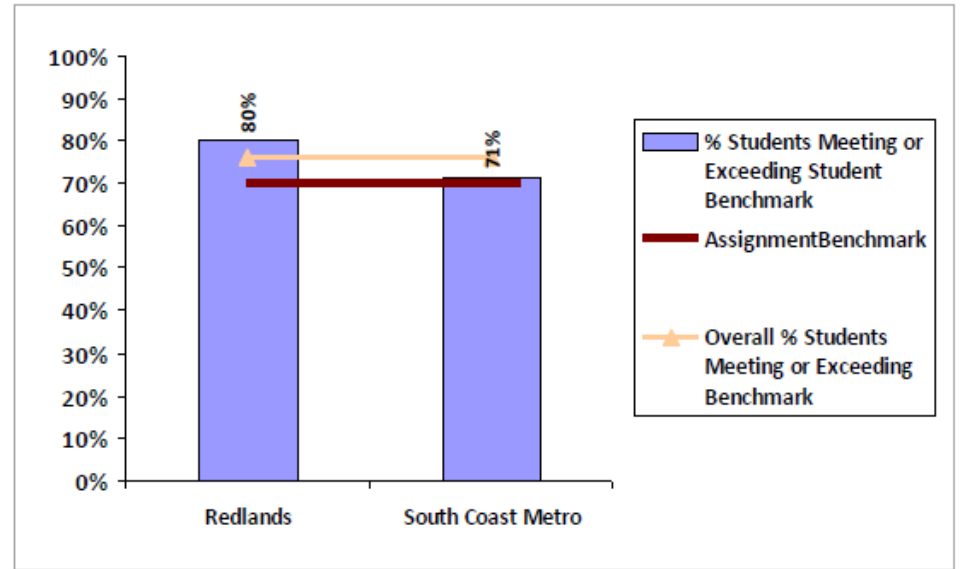
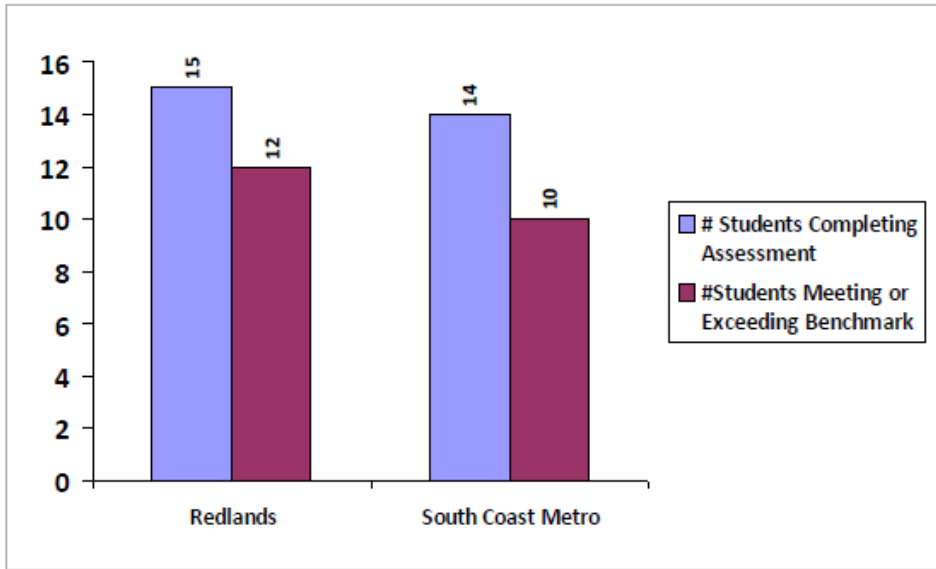
2017 Spring 1

Assignment: Questions



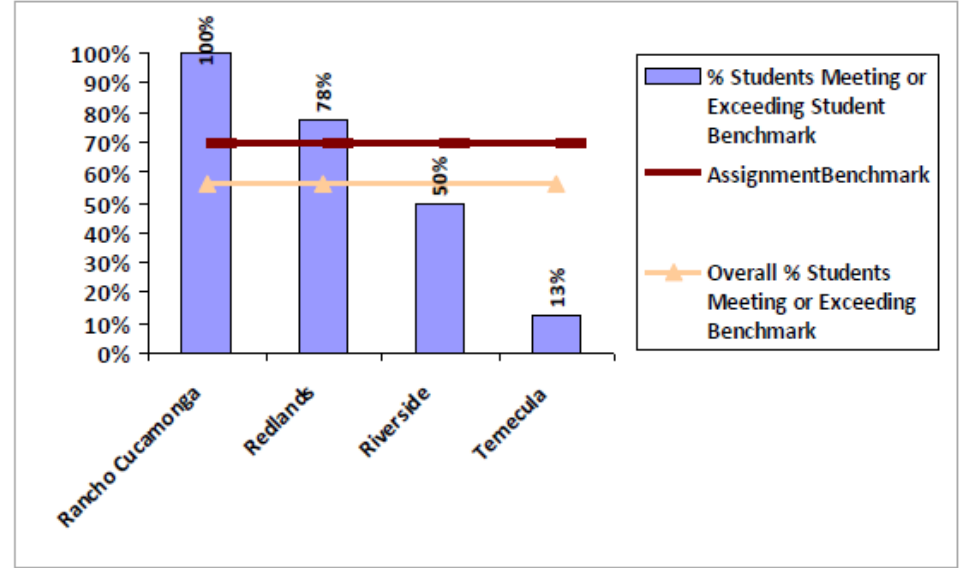
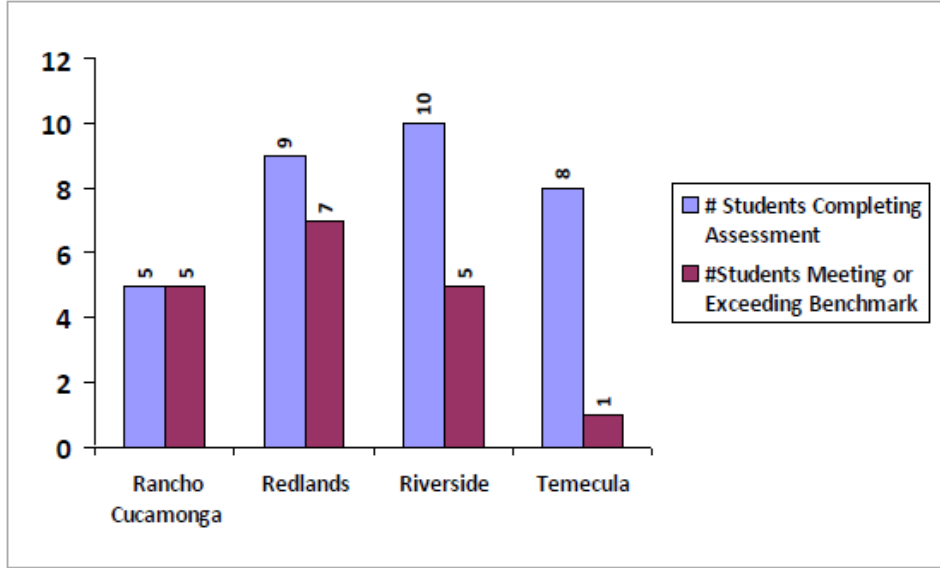
2017 Fall 1

Assignment: Questions

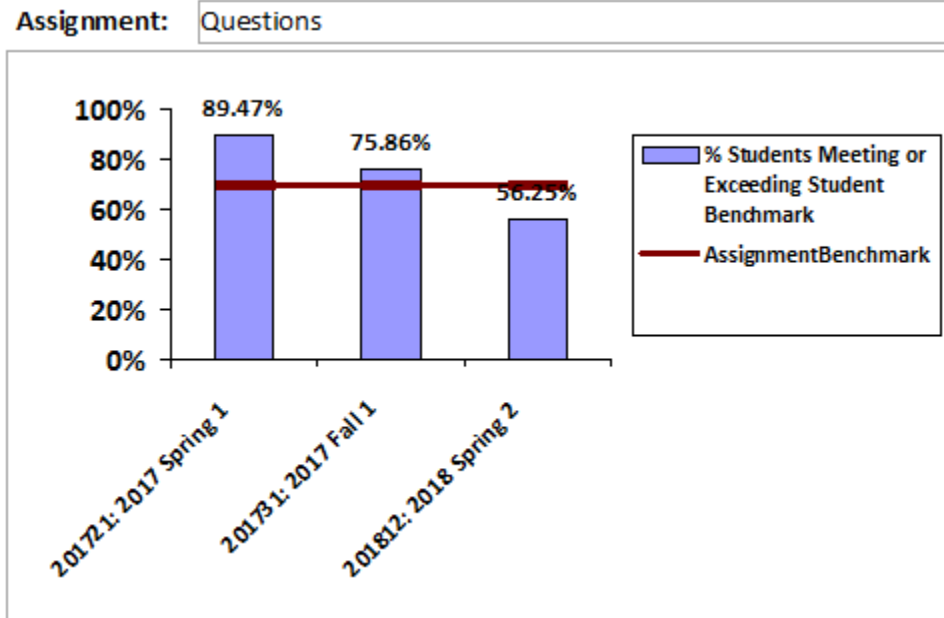


2018 Spring 2

Assignment: Questions



Overall Results



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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.

Assessment Action Plan¹

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

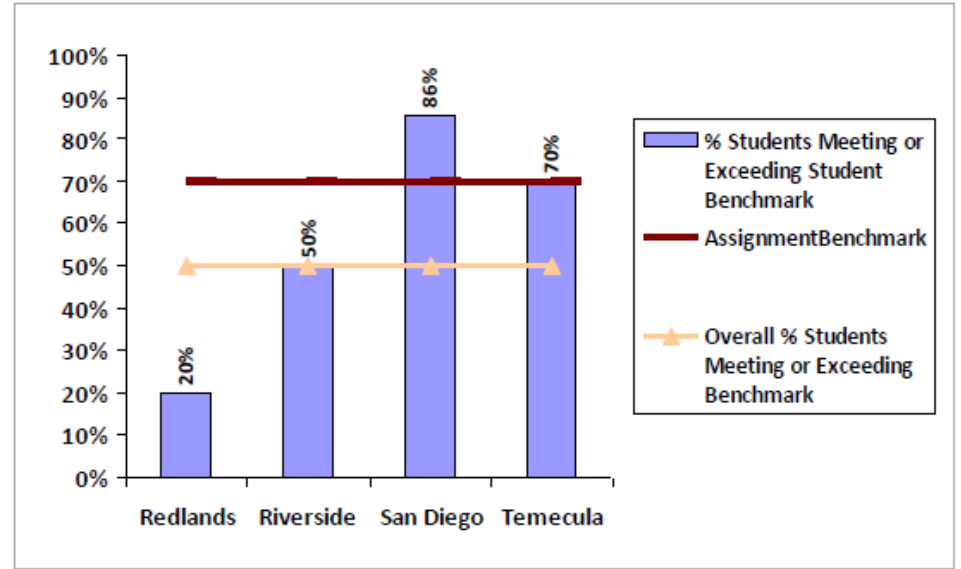
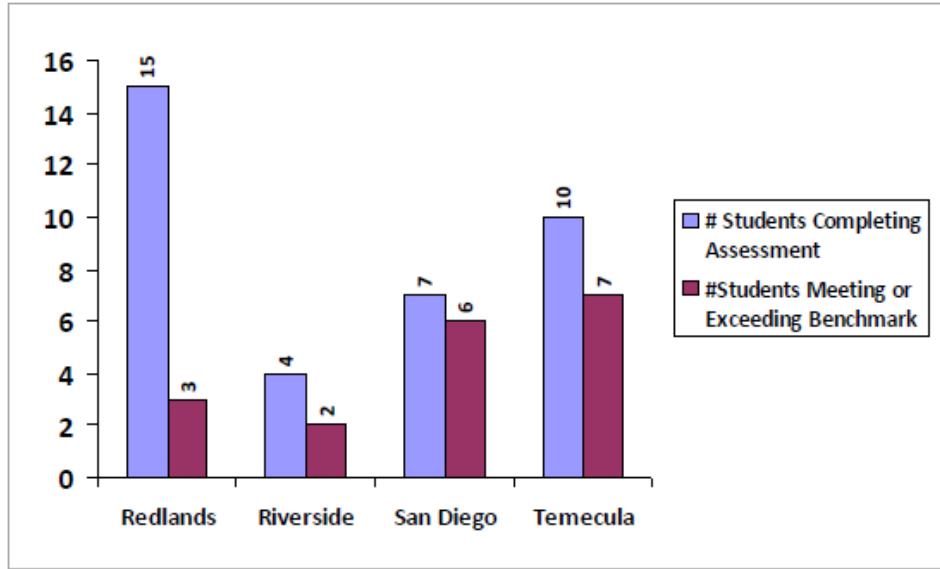
Performance Indicator	Definition				
Program: BSM	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed 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</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: 3					
Course: BAMG-401					
CLO: 3					
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)
70% of the students will meet or exceed the benchmark of 70% using a standardized assessment scoring sheet.	Final Paper - Internally administered in an 8-week course using a standardized assessment rubric.	Overall results that meet or exceed the benchmark: 2016 Spring = 50%; 2016 Fall = 43.75%; 2017 Fall = 34.48%. Some course sections met the benchmark.	The measurable goal was not achieved for the aggregate of sections of the course. Extreme variability across time and across sections of the course. Discussions at 2018 Faculty Conference revealed much confusion regarding	Review of the rubric reveals that the language used to describe categories is imprecise. Contiguous categories are difficult to differentiate from each other and appear to overlap. Next steps are: 1. revision of the rubric 2. presentation of the rubric at the next faculty conference	<p>2016 Spring 1 See p. 3</p> <p>2016 Fall 1 See p. 4</p> <p>2017 Fall 1 See p. 5</p> <p>Overall Results See p. 6</p>

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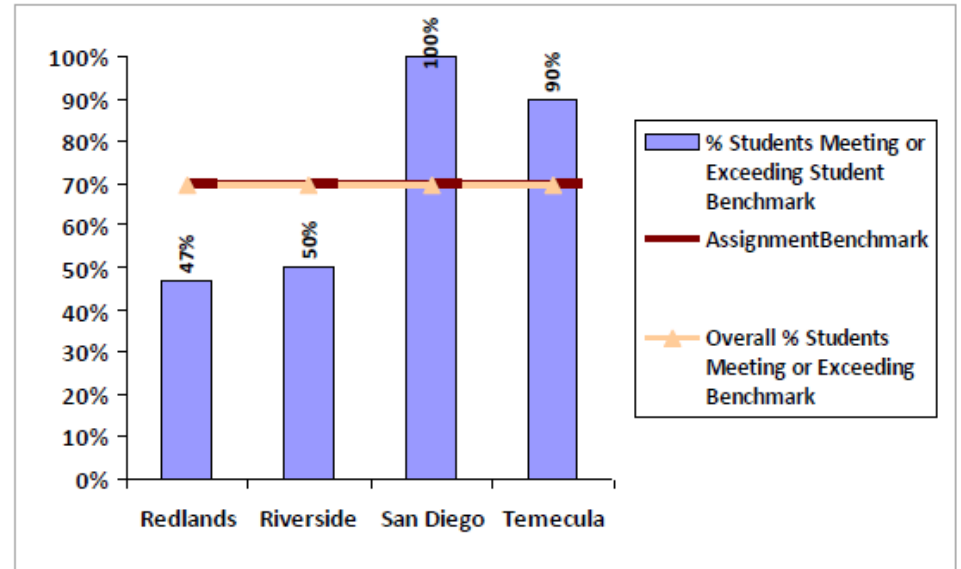
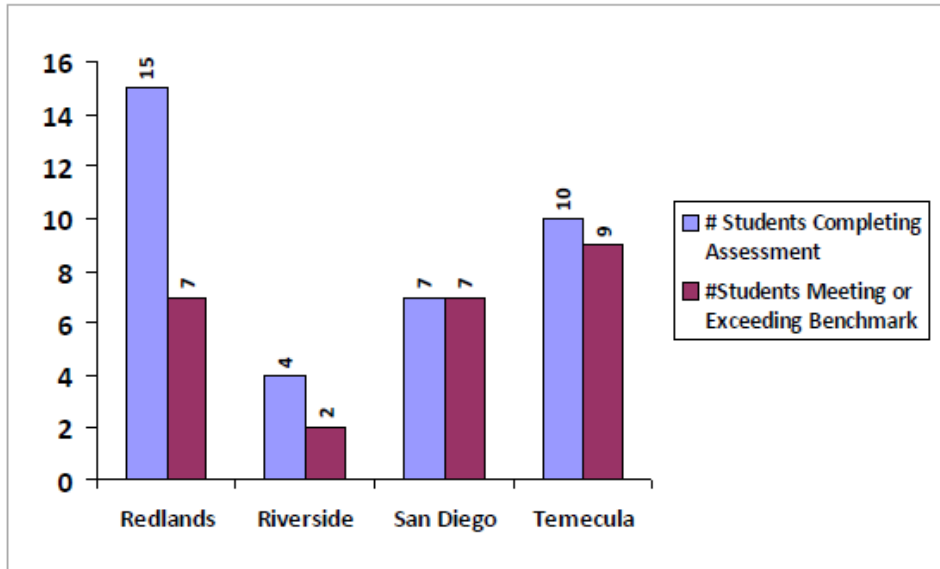
		Others are very low.	employing the rubrics by faculty teaching this course.	3. norming session with new rubric at the next faculty conference	
70% of the students will meet or exceed the benchmark of 70% using a standardized assessment scoring sheet.	Presentation - Internally administered in an 8-week course using a standardized assessment rubric.	Overall results that meet or exceed the benchmark: 2016 Spring = 69.44%; 2016 Fall = 53.13%; 2017 Fall = 44.83%. Some course sections met the benchmark. Others are very low	The measurable goal was not achieved for the aggregate of sections of the course. Extreme variability across time and across sections of the course. Discussions at 2018 Faculty Conference revealed much confusion regarding employing the rubrics by faculty teaching this course.	Review of the rubric reveals that the language used to describe categories is imprecise. Contiguous categories are difficult to differentiate from each other and appear to overlap. Next steps are: 1. revision of the rubric 2. presentation of the rubric at the next faculty conference 3. norming session with new rubric at the next faculty conference	<p>2016 Spring 1 See p. 3</p> <p>2016 Fall 1 See p. 4</p> <p>2017 Fall 1 See p. 5</p> <p>Overall Results See p. 6</p>

2016 Spring 1

Assignment: Final Paper

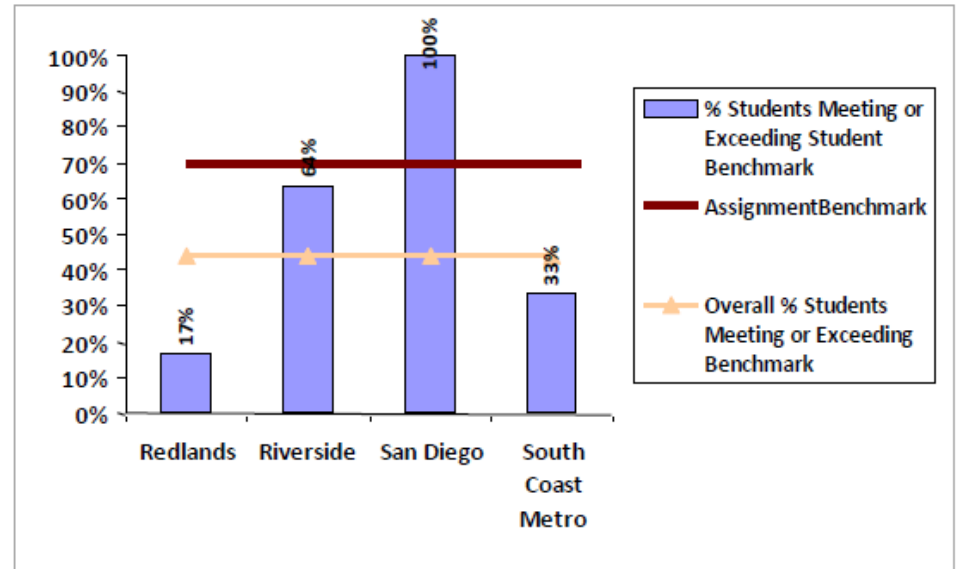
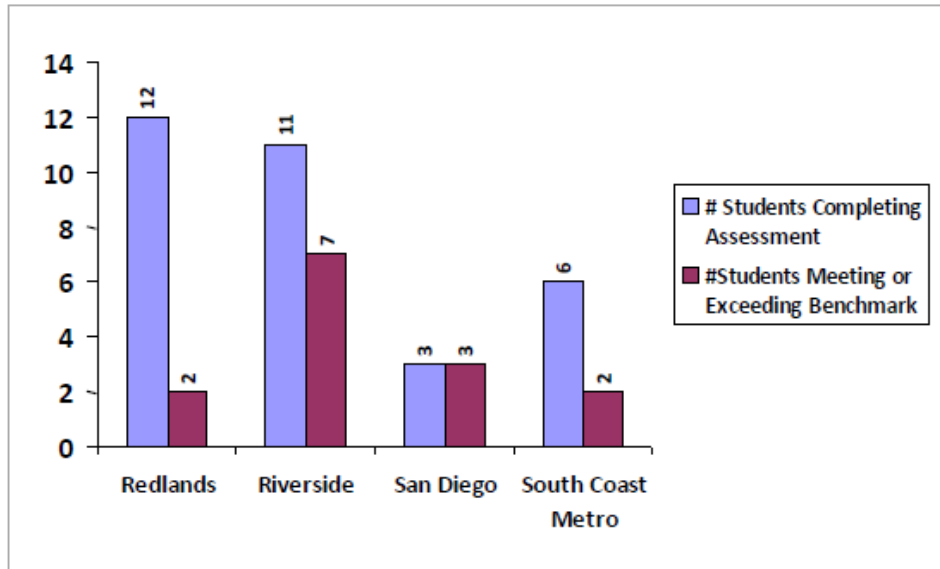


Assignment: Presentation

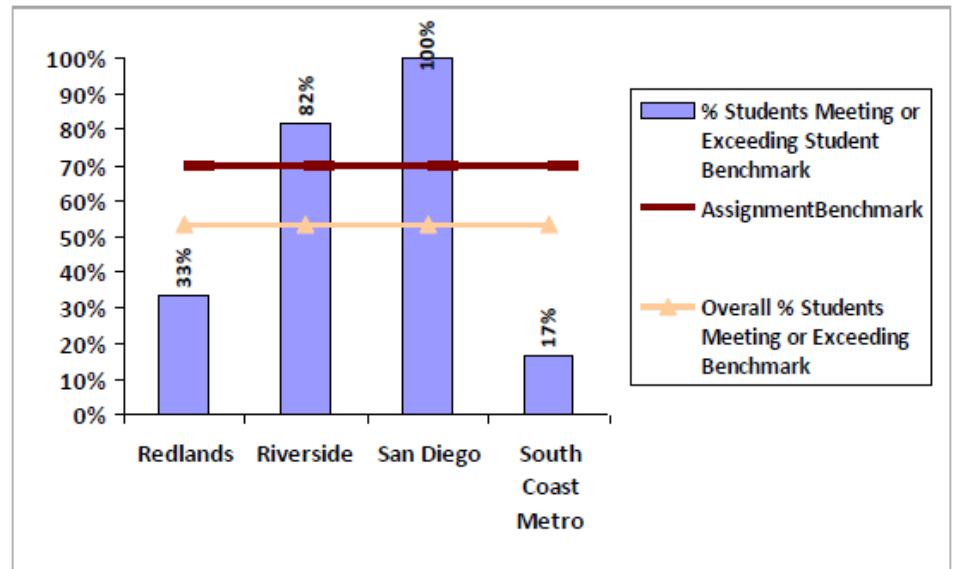
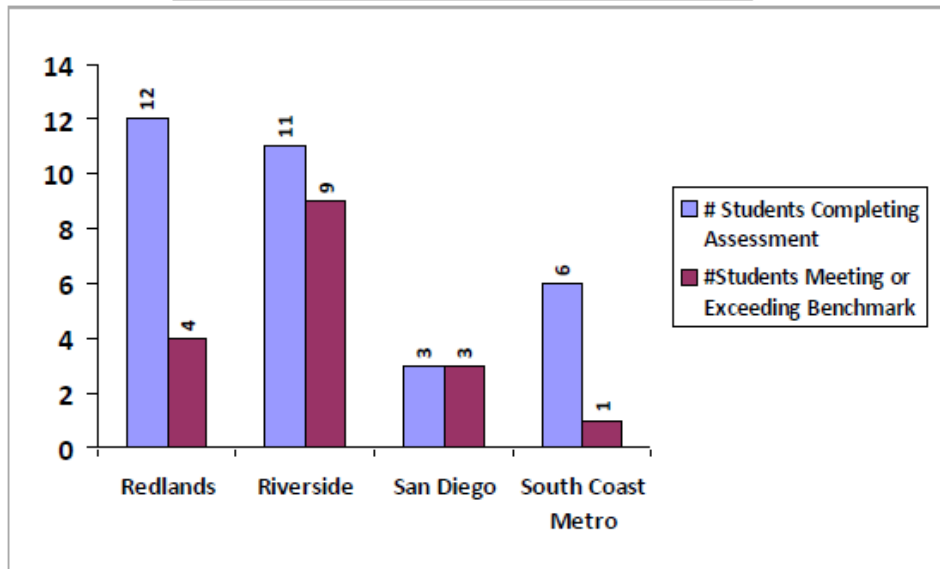


2016 Fall 1

Assignment: Final Paper

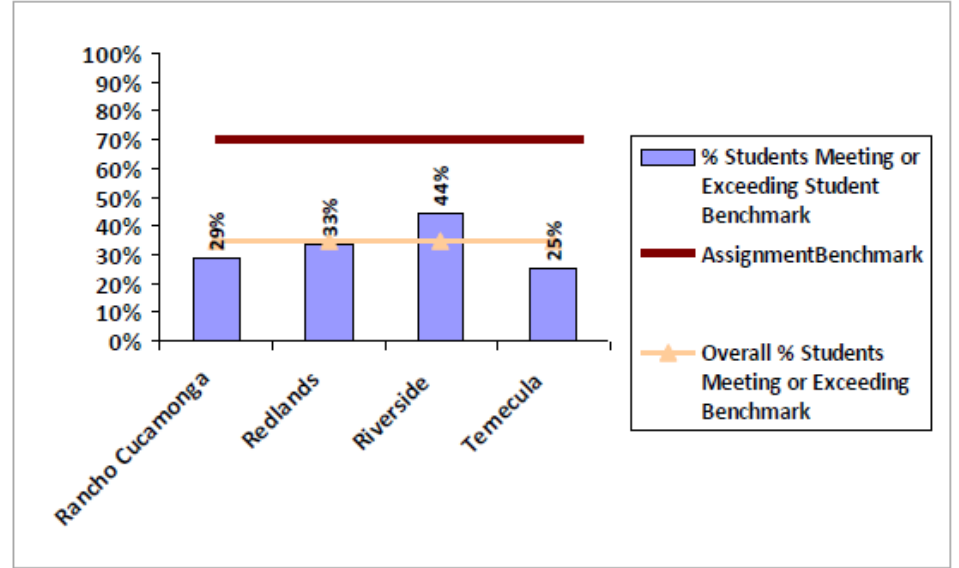
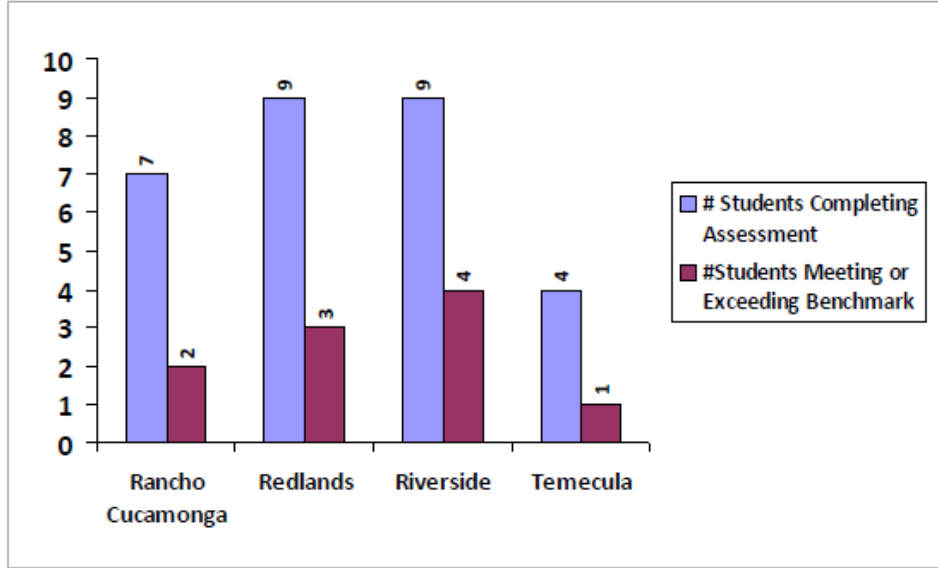


Assignment: Presentation

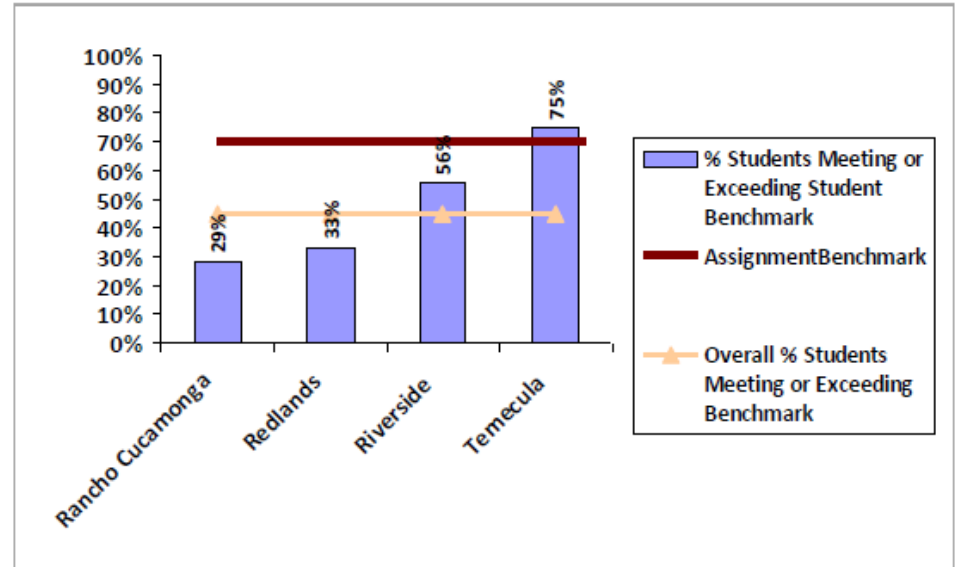
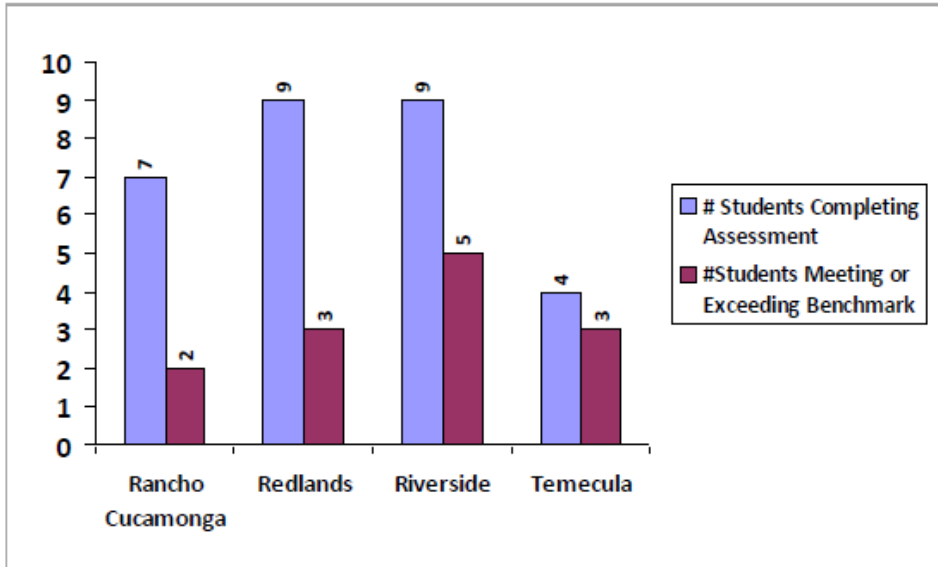


2017 Fall 1

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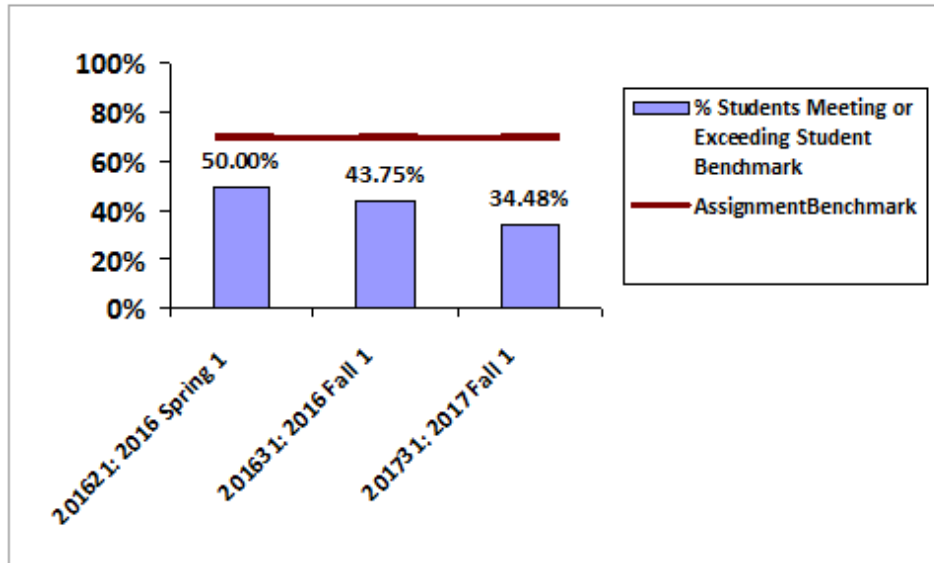


Assignment: Presentation

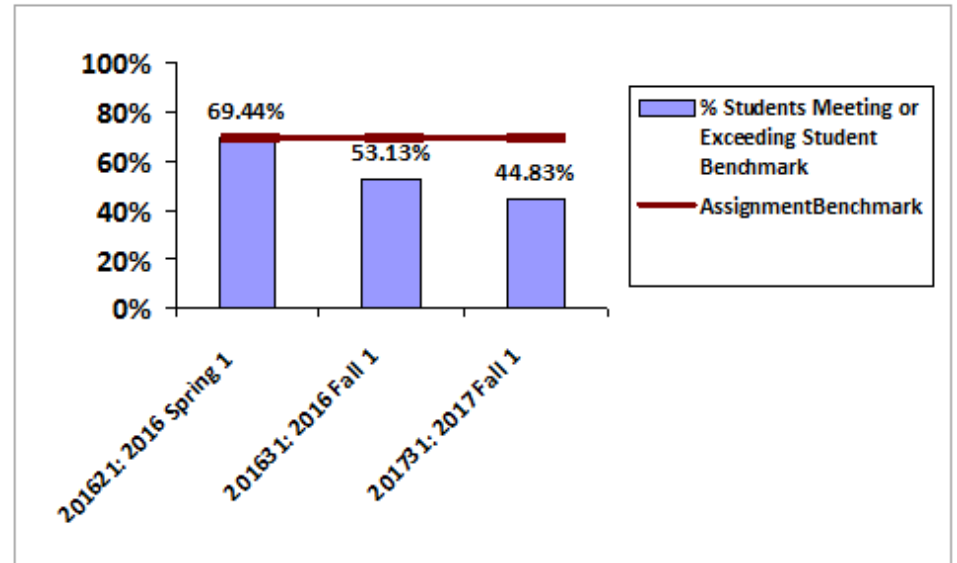


Overall Results

Assignment: Final Paper



Assignment: Presentation



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Performance Indicator	Definition
Program: BSM PLO: <e.g. 1>	<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: BAMG-430 Advanced Topics in Organizational Behavior and Human Resources Management	
CLO: <e.g. 4>	
Analysis of Results	

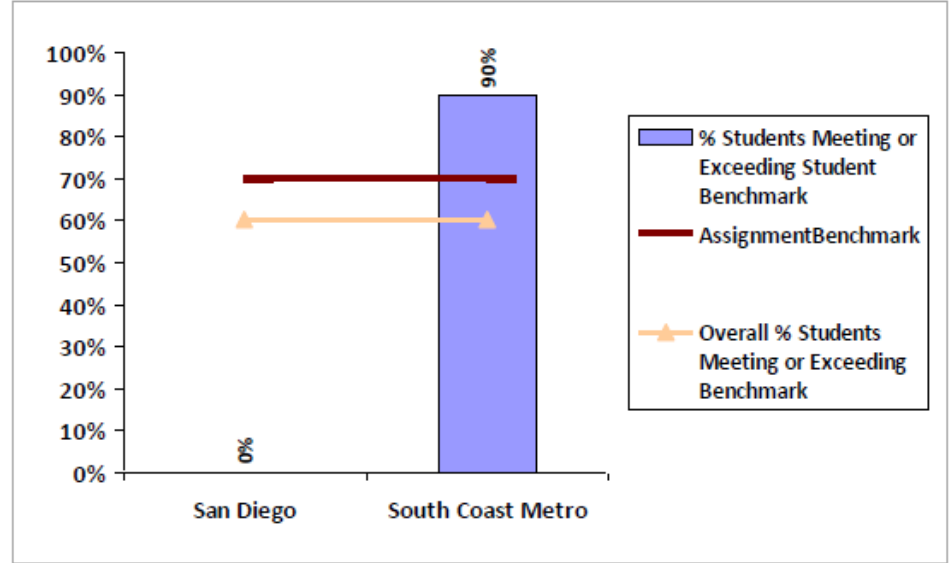
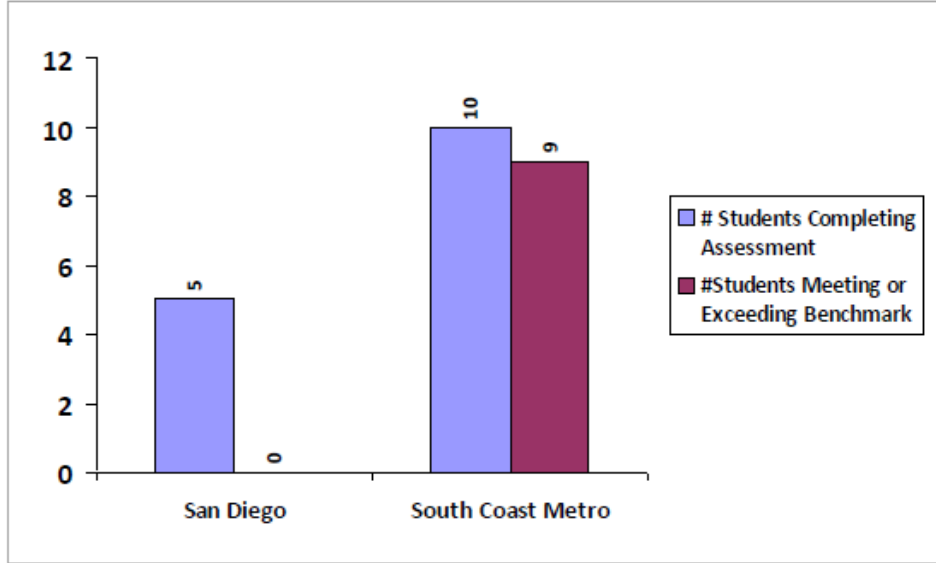
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Measurable Goal: 70% of the students completing the final paper will meet or exceed the benchmark of 70%.	Final Paper, internally administered in an 8 week course using a standardized rubric.	<p>2016, Fall 2: 15 students were assessed. Only two locations provided assessment information re. The paper. It is surprising that there were not more students since in the same term and class, 40 students were assessed using the presentation.</p> <p>> 90% of South Coast students were above the benchmark, while zero of five students were in San Diego.</p> <p>2017 Spring 2: 46 students were assessed based on the paper. Less than half of them met the benchmark. The two largest classes Redlands (17 students) and Riverside (12) had 18% and 42% meeting or over the benchmark. Other locations with smaller class sizes did much better.</p> <p>2017 Fall 2: 39 students did the paper assessment. 100% of South coast Metro students (11) performed at or above the benchmark, while 61% (11 of 18 students) did so in Redlands.</p>	<p>Re, 2016 Fall 2, the UG program director might need to find out whether (and if so, why) instructors in some locations assessed the presentation but not the paper.</p> <p>2017 Spring 2: Over half the students, especially because of Redlands are not meeting the benchmark for the paper. On the other hand, South Coast students are doing very well. We need to examine whether the student quality is different across locations since it seems like South Coast is consistently performing very well and Redlands very poorly. Another explanation could be that there is any need to calibrate the use of the rubric.</p> <p>2017 Fall 2. It seems like students at South coast metro are outperforming all other students, while students at the Redlands campus are lagging. In view of this consistent trend might need to be investigated by the program director. .</p>	<p>Re. 2016 Fall 2, UG program director will be alerted to ensure that faculty members are asking students to do the paper and reporting the assessment accurately to SB admn.</p> <p>There seems to be starkly different performance based on assessment data across campuses. South Coast metro has been showing almost 100% students with students in Redlands classes doing worse.. Training on using the rubric seems important to do.</p>	<p>2016 Fall 2 See p. 3</p> <p>2017 Spring 2 See p. 4</p> <p>2017 Fall 2 See p. 5</p> <p>Overall Results See p. 6</p>
Measurable Goal: 70% of the students completing the presentation will meet	Presentation, internally administered in an 8 week course using a	In 2016 Fall 2, 40 students were assessed using the presentation. > 80% of Temecula students and all students in South Coast were above the benchmark. None of the 5 students in San Diego met the	In 2016 Fall 2, it is odd that none of the 5 students in San Diego met the benchmark. I wonder if this is because of a lack of understanding of how to report.	Underlying reasons for students in Redlands not doing well on presentations needs to be explored carefully. Solutions will depend on the answers. A first step might be	<p>2016 Spring 2 See p. 3</p> <p>2016 Fall 2 See p. 4</p>

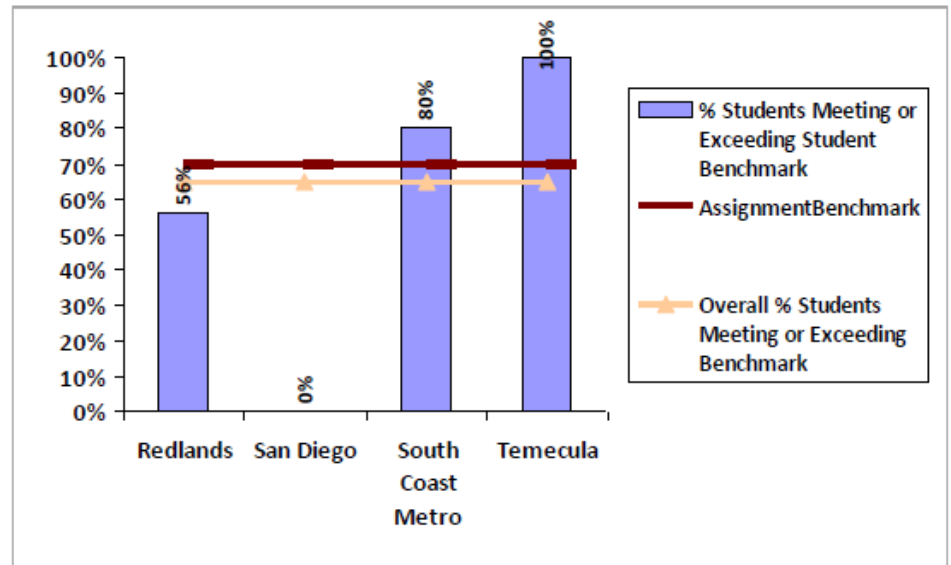
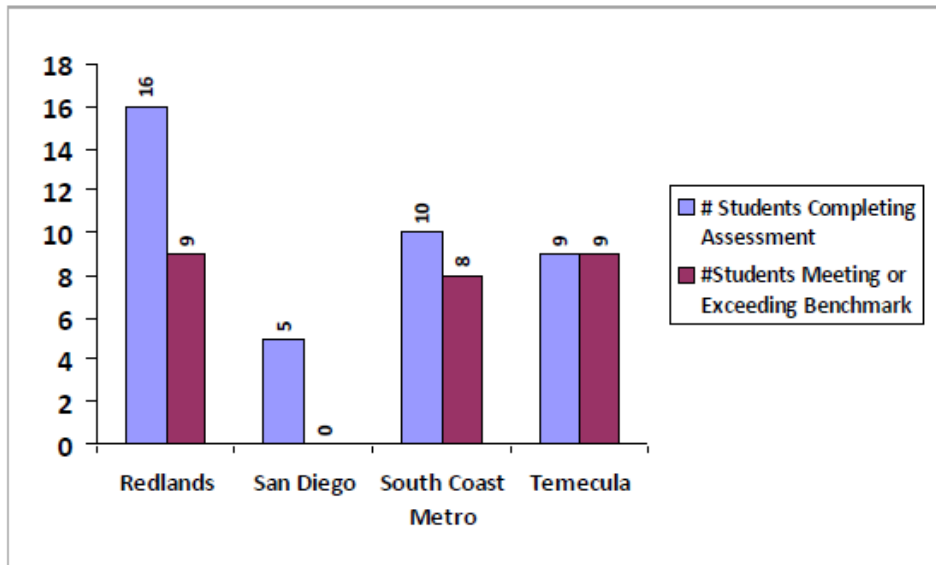
<p>or exceed the benchmark of 70%</p>	<p>standardized rubric.</p>	<p>benchmark, and only 9 of 16 students in Redlands were at or greater than benchmark.</p> <p>2017 Spring 2: Similar trend to the paper with Redlands having only 35% students at or above benchmark, while Riverside had 67%.</p> <p>2017 Fall 2: 39 students took the assessment. Same trend as above</p>	<p>Further, only 9 of 16 students in Redlands could do presentations well. This also seems to be a strange piece of information.</p> <p>2017 Spring 2 – same comments as for paper.</p> <p>2017 Fall 2: same comments as for paper</p>	<p>training faculty on use of the rubric.</p>	<p>2017 Spring 2 See p. 5</p> <p>Overall Results See p. 6</p>
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2016 Fall 2

Assignment: Final Paper

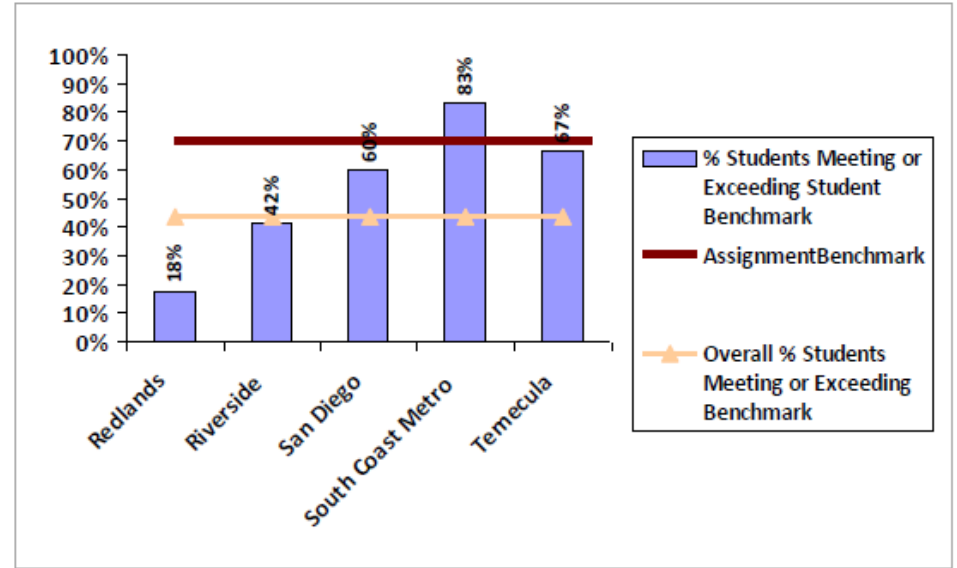
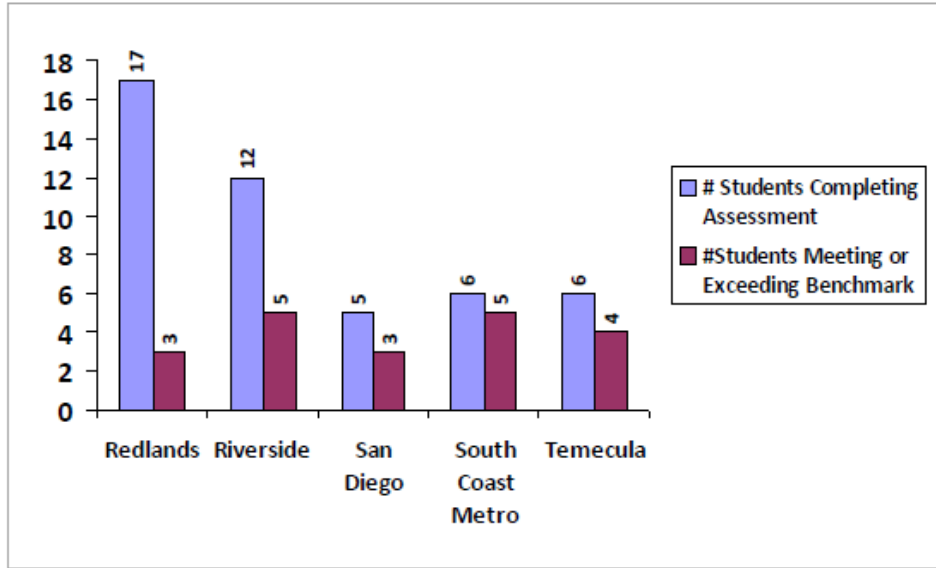


Assignment: Presentation

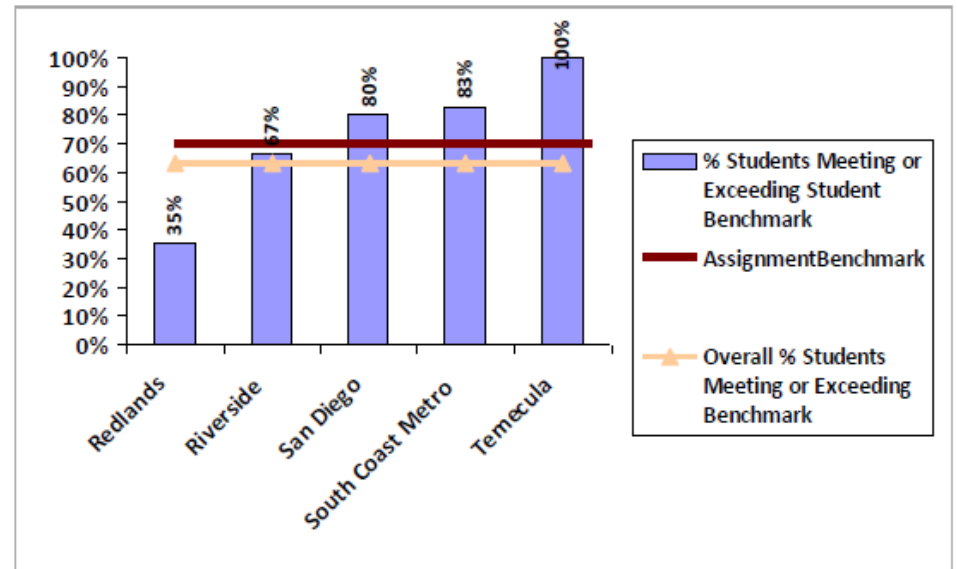
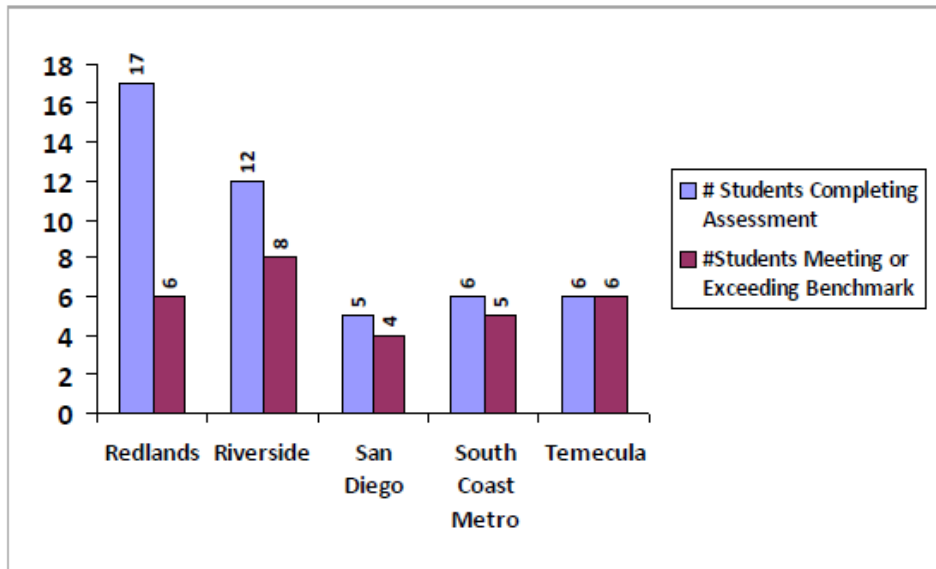


2017 Spring 2

Assignment: Final Paper

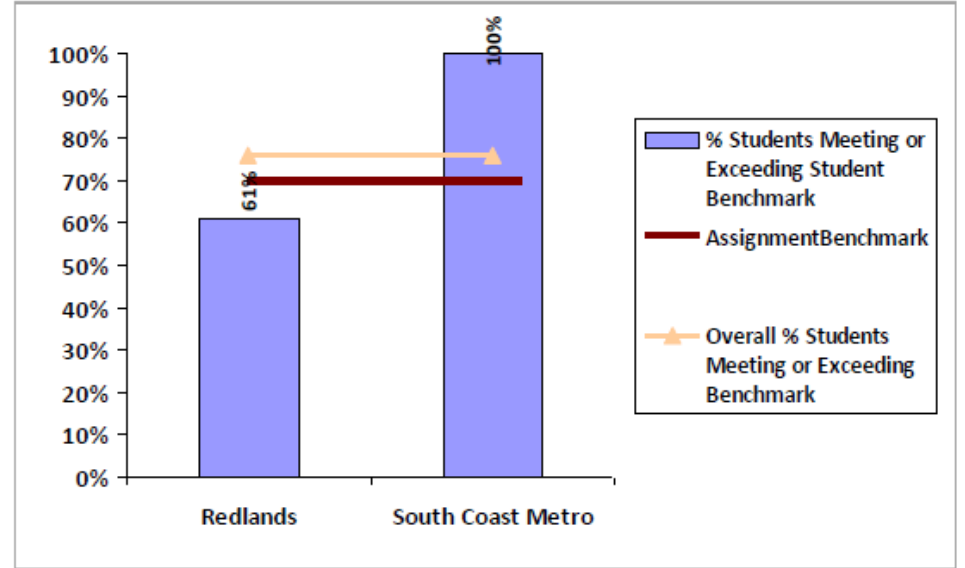
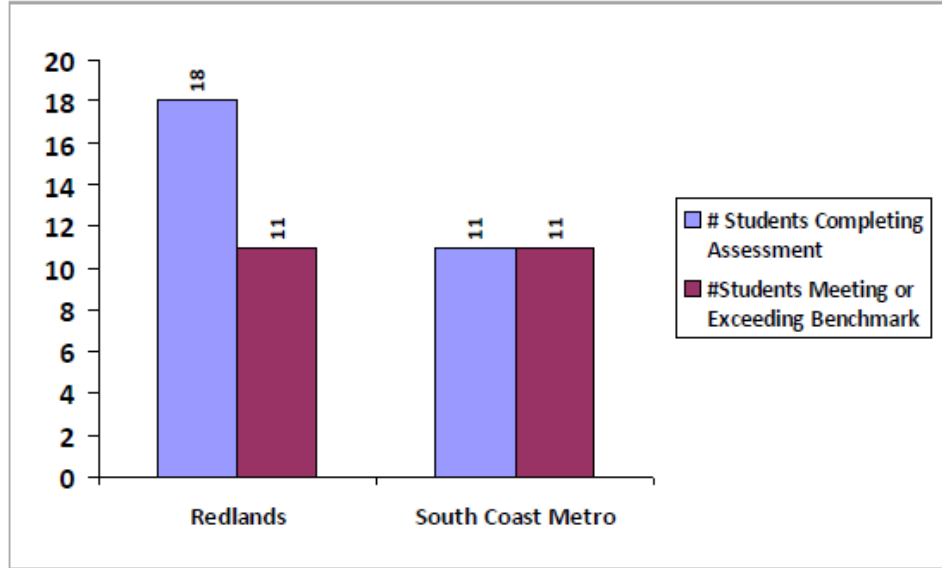


Assignment: Presentation

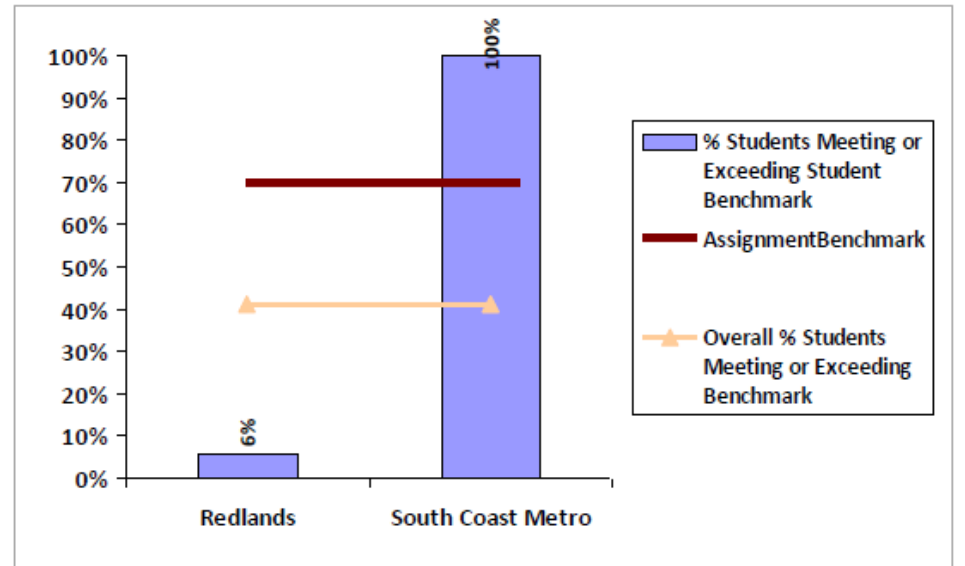
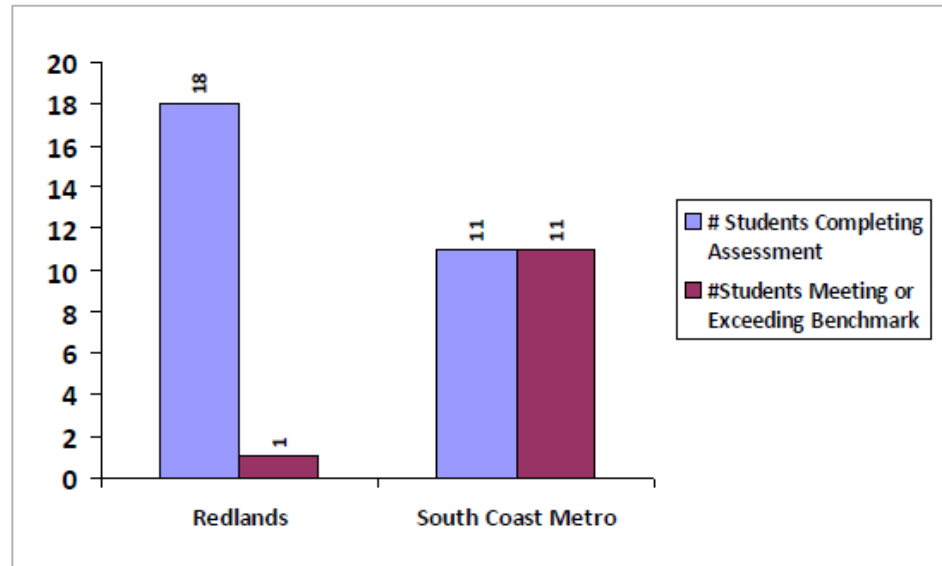


2017 Fall 2

Assignment: Final Paper

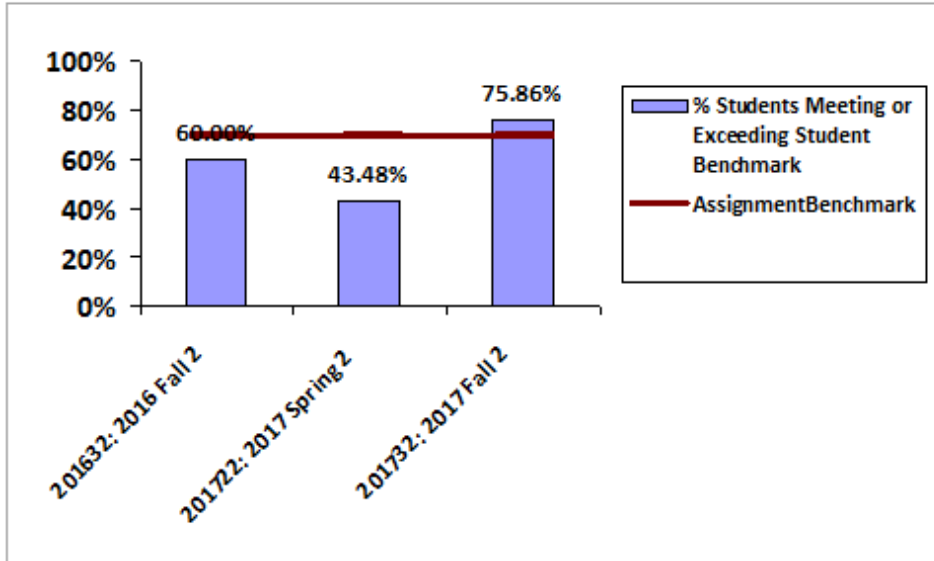


Assignment: Presentation

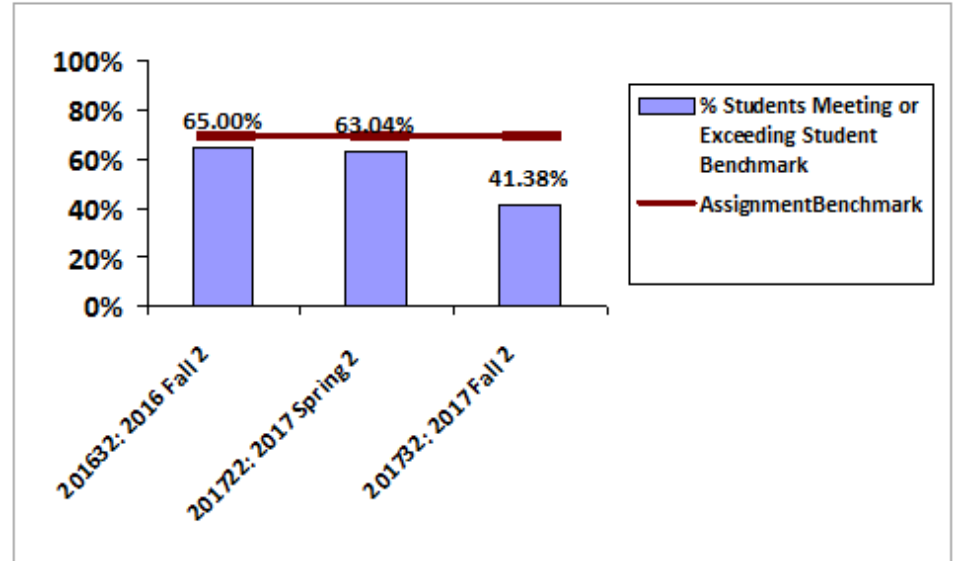


Overall Results

Assignment: Final Paper



Assignment: Presentation



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6. **Graphs or Tables of Resulting Trends:** Should you need the raw assessment data, contact Brian Hamilton.
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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 PLO 1 BSB: Demonstrate knowledge of core business disciplines to effectively address organizational challenges and opportunities PLO 4 BSB: Apply analytical skills and quantitative methods to enhance business performance.	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: BUSB-230 Economics for Business	
CLO 1: identify and analyze the concepts of scarcity, opportunity, opportunity cost, and elasticity CLO2: build and apply the basic tools of economic analysis to a firm’s profit maximization decision making CLO 3: understand the fundamental macroeconomic issues including national	

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income accounting, unemployment, and inflation

CLO 4: explain the distinction between monetary and fiscal policies and identify how policy changes impact our lives

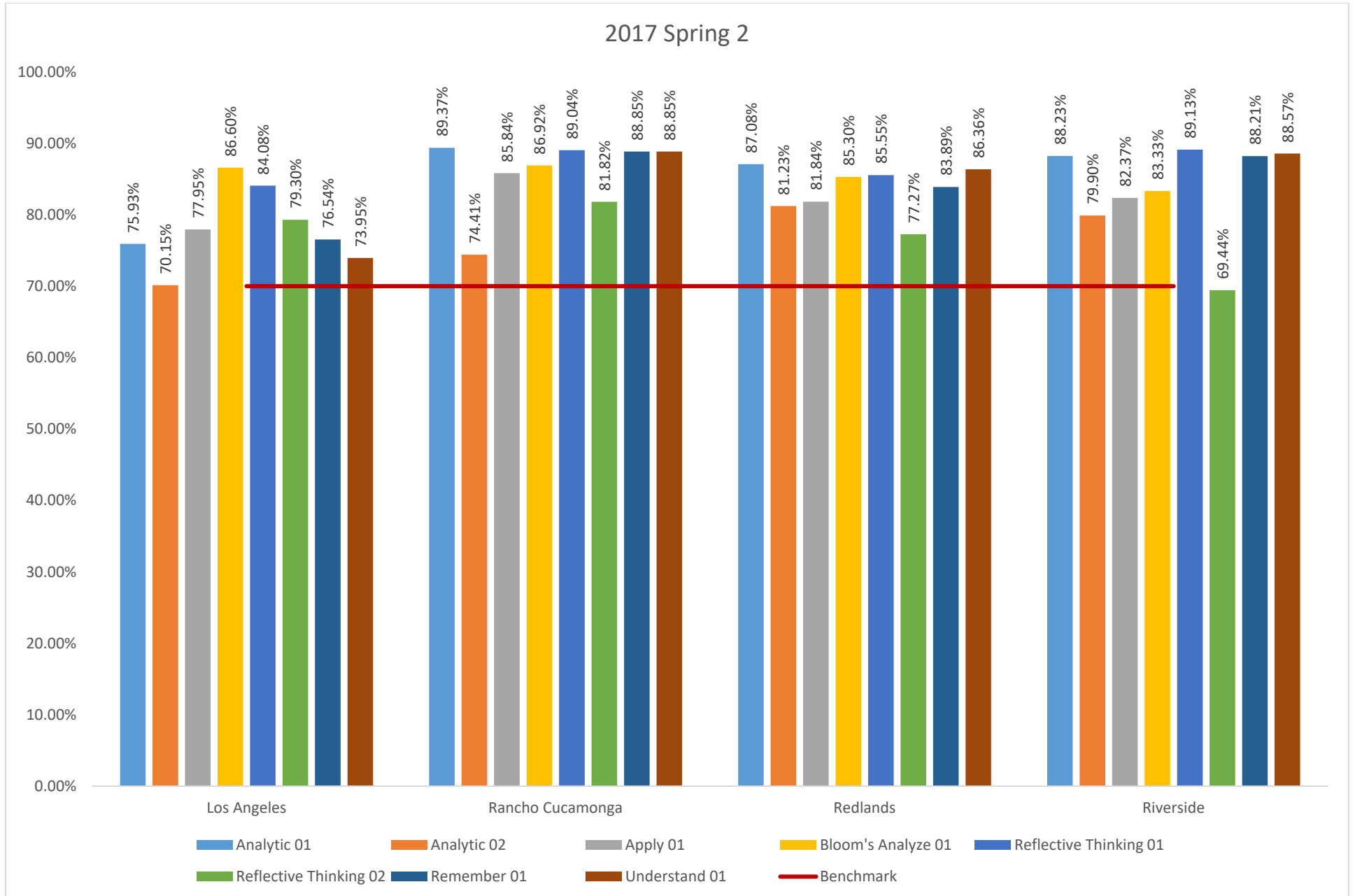
CLO 5: develop an informed perspective on historical change in economic institutions and social relations

Analysis of Results

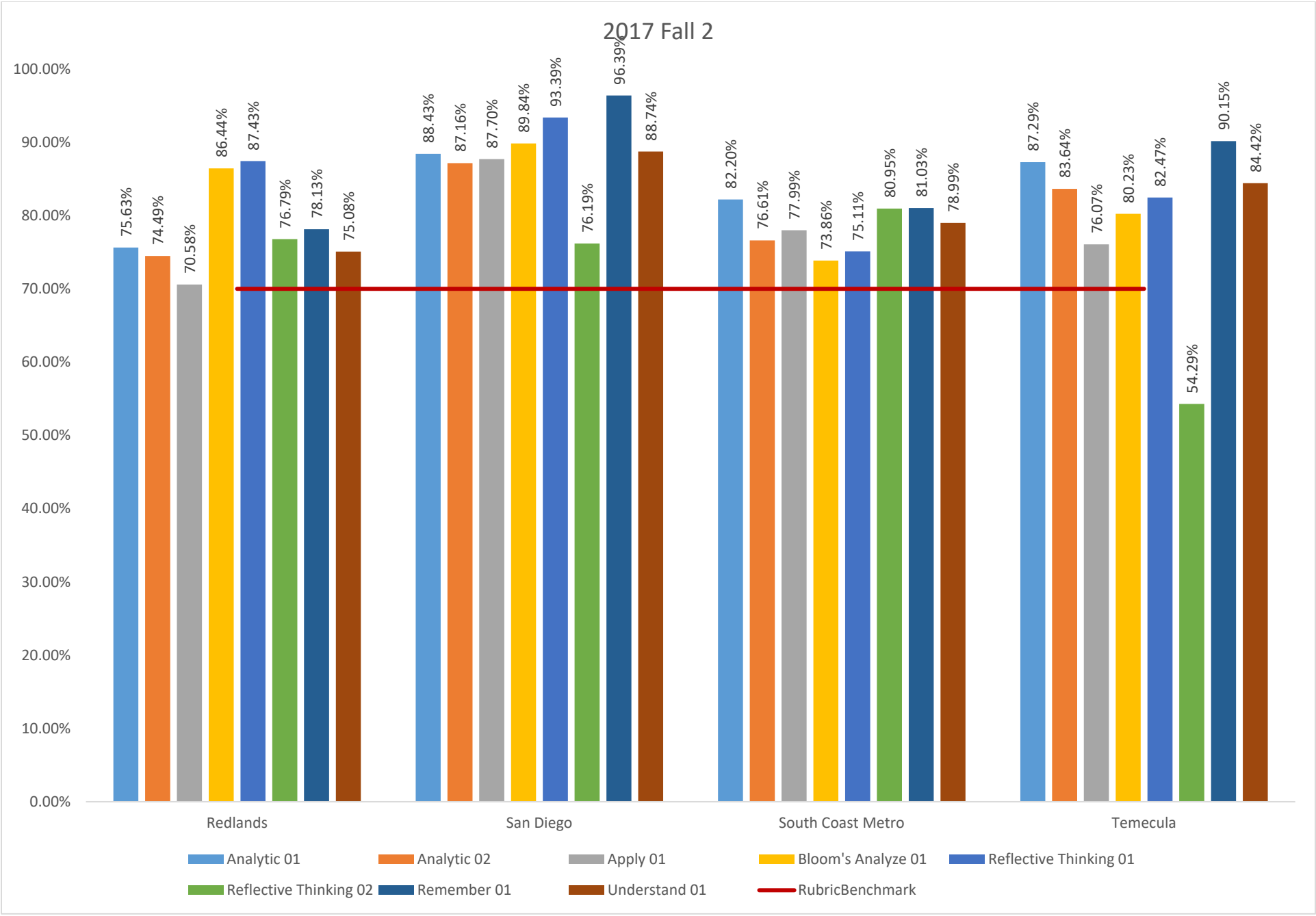
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70% of the students doing homework and taking quizzes based on AACSB categories and Bloom's Taxonomy will meet or exceed the benchmark of 70%.	Comprehension Checks and Quizzes based on external question bank ordered using AACSB categories and Bloom's Taxonomy applied to homework and quizzes, externally administered in an 8 week course.	Benchmarks met across the sections.	The use of the online text with Learnsmart functions seems to assist with comprehension of economic concepts and their application in the course.	Monitor future results.	<p>2017 Spring 2 See p. 3</p> <p>2017 Fall 2 See p. 4</p> <p>2018 Summer 1 See p. 5</p>

2017 Spring 2

2017 Spring 2

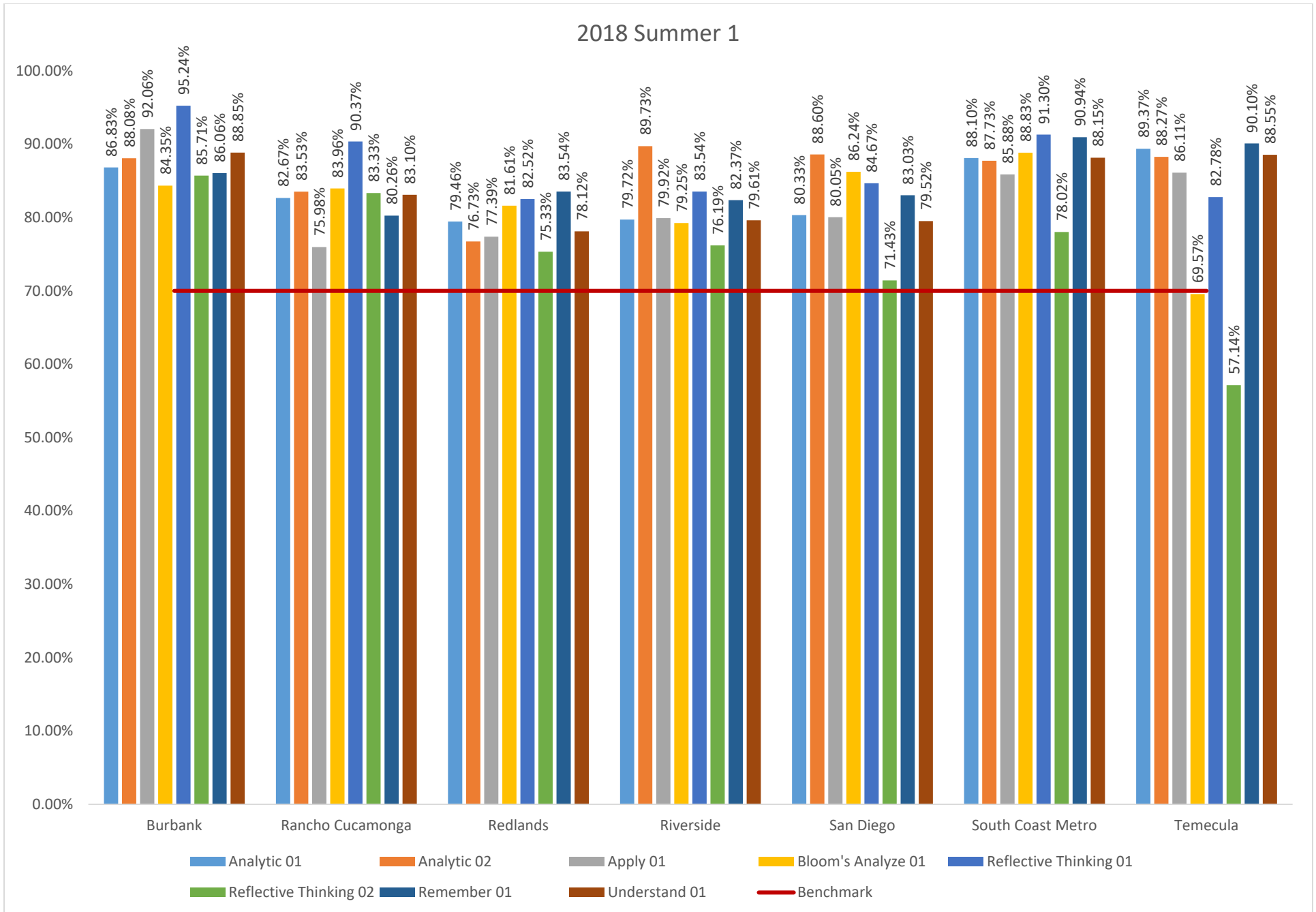


2017 Fall 2



2018 Summer 1

2018 Summer 1



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Response: No text was highlighted in the template. Review of data indicates that benchmarks of 70% have been met globally. No action is recommended at this time.

Assessment Action Plan¹

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Performance Indicator	Definition
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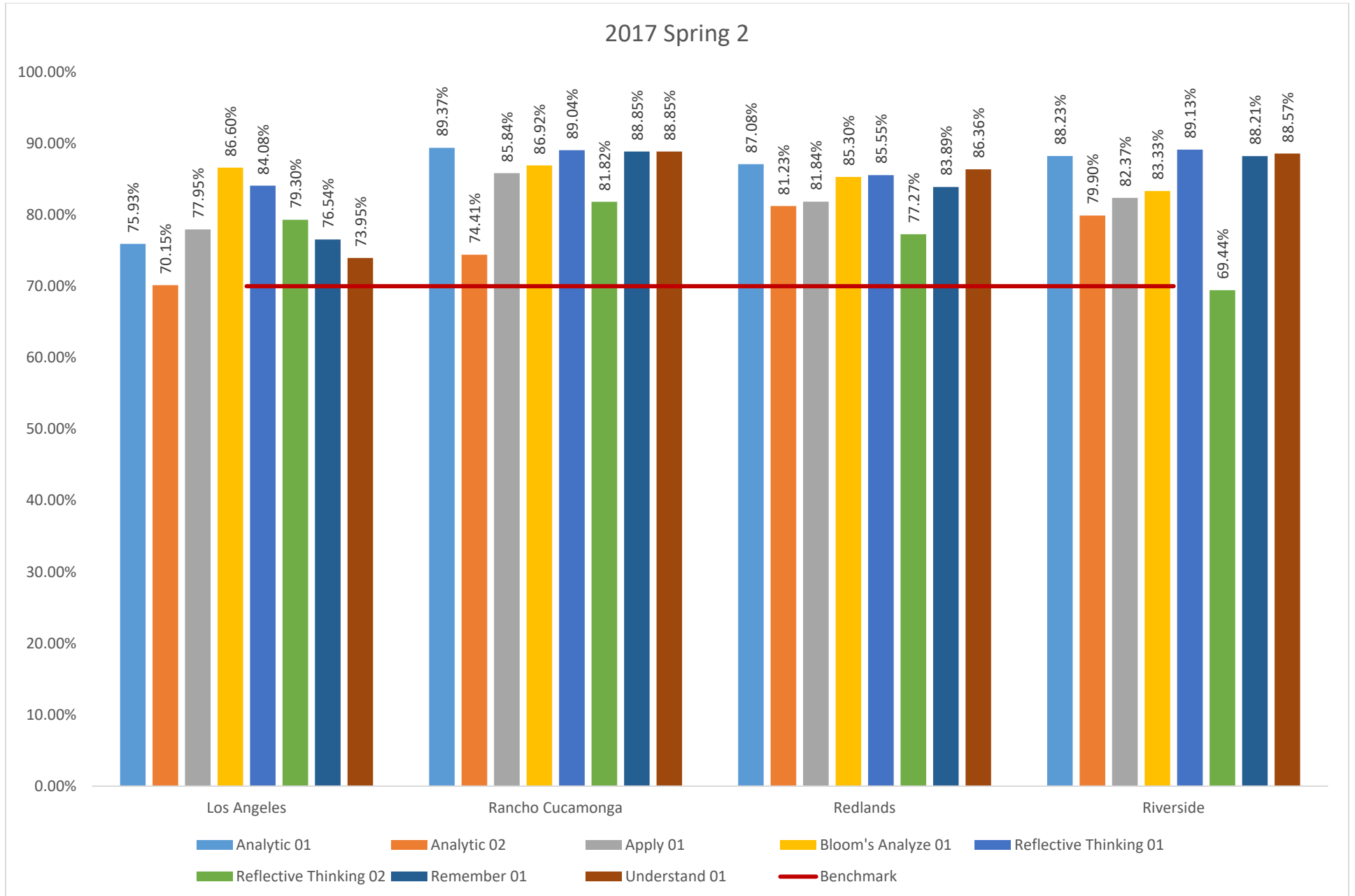
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Analysis of Results

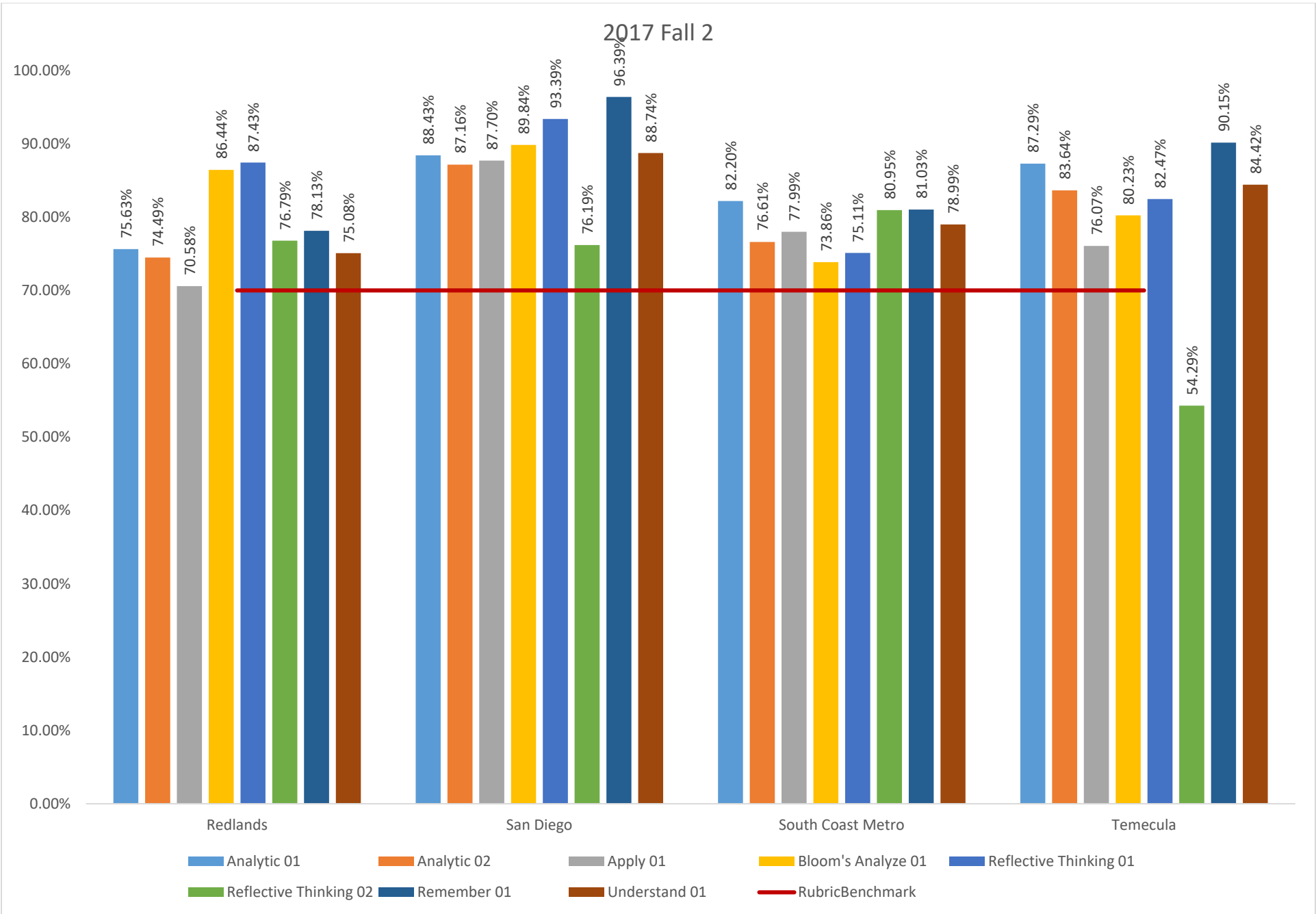
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2017 Spring 2

2017 Spring 2

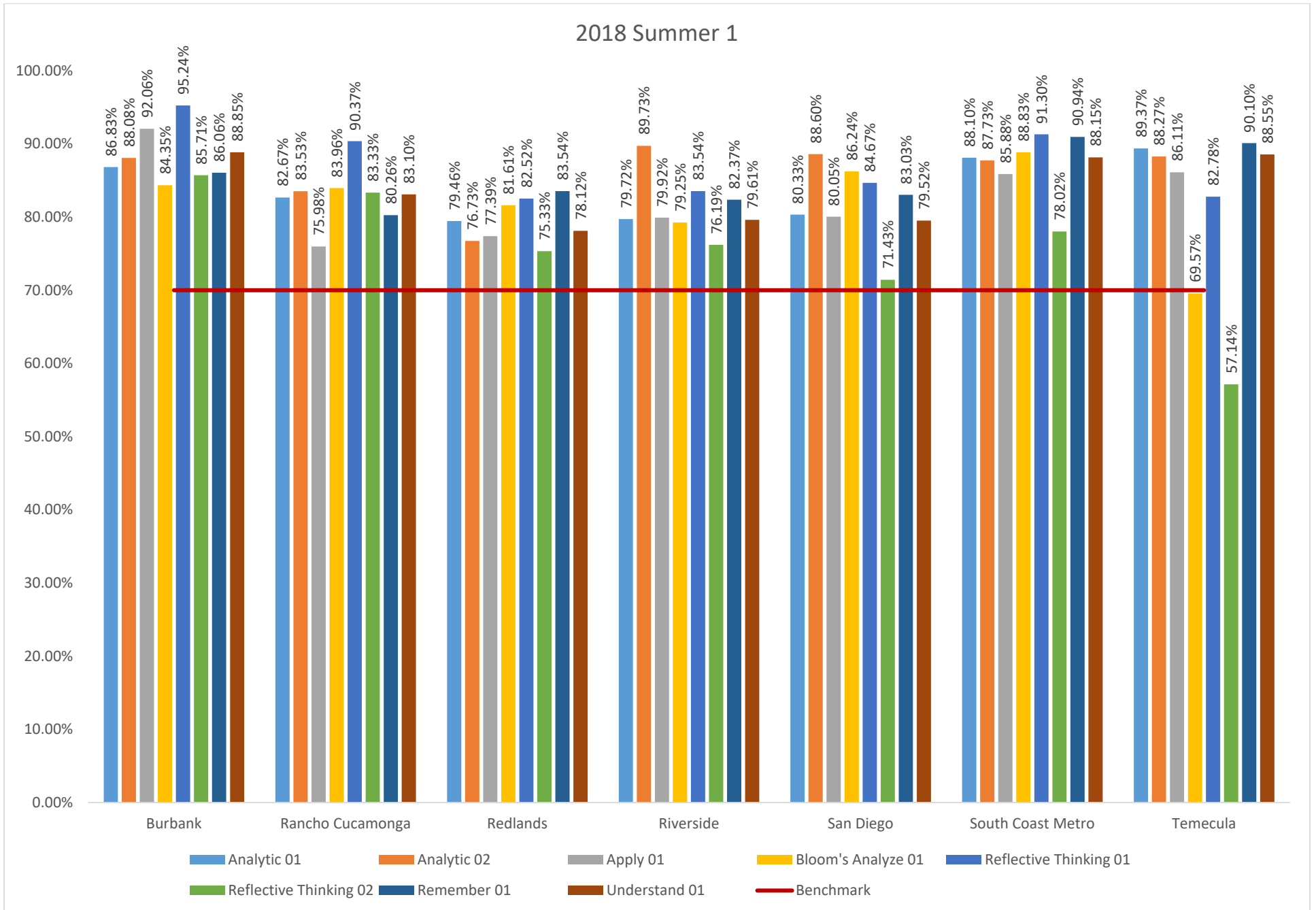


2017 Fall 2



2018 Summer 1

2018 Summer 1



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Assessment Action Plan¹

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Program: BSB PLO: 4: 4. Address complex social, managerial and leadership issues using effective oral and written communication.	<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-232 Business Statistics					
CLO: 3 Apply statistical techniques helpful in decision making to specific and practical business situations					
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)

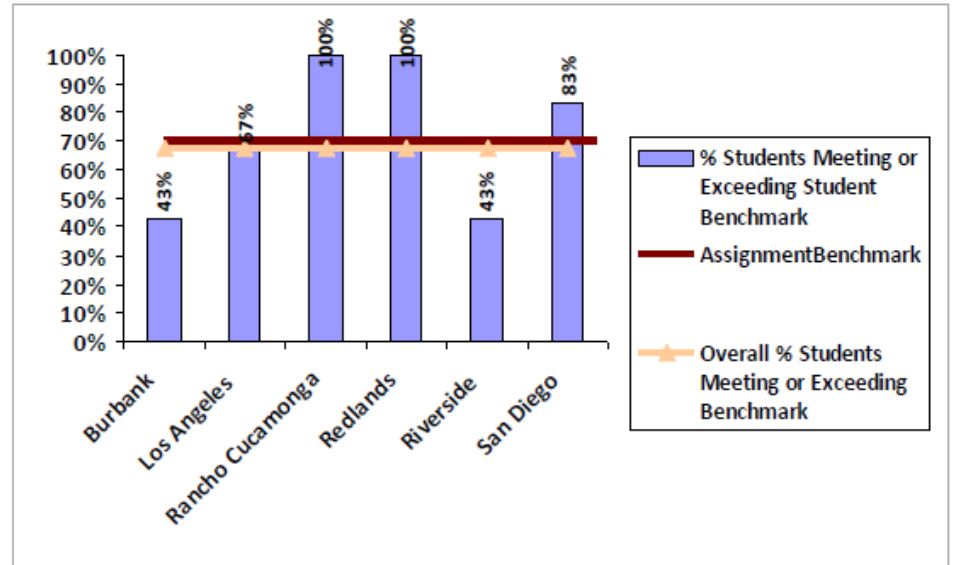
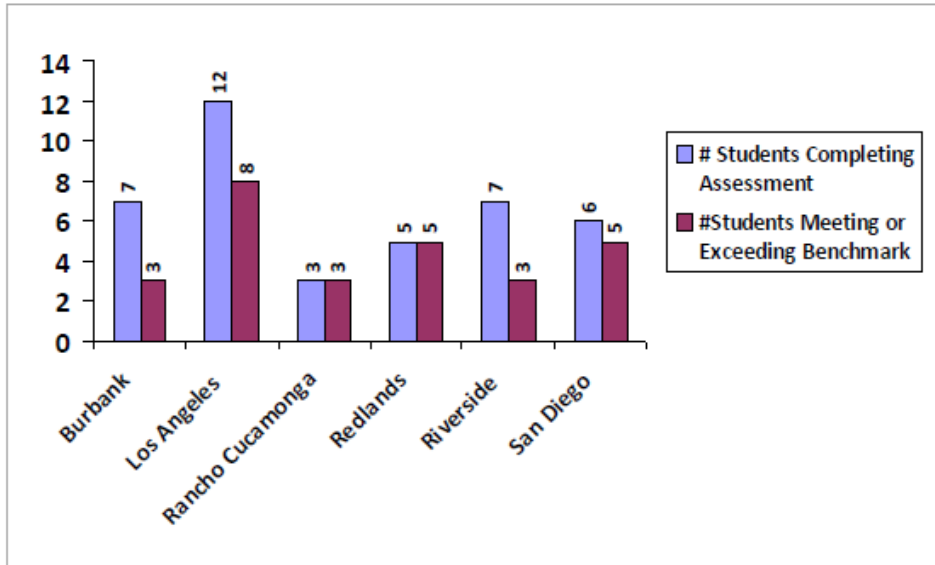
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<p>70% of the students completing the questions will meet or exceed the benchmark of 70%.</p>	<p>Questions, internally administered in an 8 week course using a standardized assessment scoring sheet.</p>	<p>Results: The weighted average percentage (WAP) of students who met and exceeded the benchmark of 70% for assessment test was approximately 76% for 7 campus</p>	<p>The overall results as WAP of 76% reveals that the students' performance for assessment test was met or exceeded the benchmark.</p>	<p>Action: As the data reveals, it is promising that more students in this course took the assessment test. This was as result of incorporating the assessment test as part of final exam to be sure that students would take the assessment test. We need to be sure that:</p>	<p>2016 Fall 3 See p. 2</p>
<p>70% of the students completing the final exam and midterm will meet or exceed the benchmark of 70%.</p>	<p>Final exam, internally administered using a standardized assessment scoring sheet.</p>	<p>locations in 2016 Fall 3 and 2017 Spring 3 and 2018 Spring 1 terms. 19 sections were offered across 7 campus locations with total of 128 students taking this course (Students who attempted the assessment test), 13 out of 19 sections met or exceeded the benchmark. This was a great improvement over previous period. The other 6 sections did not meet the benchmark and fluctuate between 40%-67% with deficit of 3%-30% to reach the CLO benchmark.</p>	<p>19 sections were offered across 7 campus locations with total of 128 students taking this course, 13 out of 19 sections met or exceeded the benchmark. The other 6 sections did not meet the benchmark with deficit of 3%-30% to reach the CLO benchmark. The results appear to be satisfactory for terms 2016 Fall 3 and 2017 Spring 3 and 2018 Spring 1 terms as the performance exceeded the 70% benchmark. The results of this assessment are very promising and satisfactory.</p>	<p>1. Instructors continue to conduct the assessments test and report the results. The assessment test was part of the final exam since 2017 and required to be taken by students and graded by faculty.</p>	<p>2017 Spring 3 See p. 3</p>
				<p>2. Instructors continue 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.</p>	<p>2018 Spring 1 See p. 4</p>
				<p>3. The intention is to follow up and debrief the Rancho Cuc., instructors to get a better understanding of specific areas in which students were deficient.</p>	<p>Overall Results See p. 5</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</p>			

		<p>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 meet the benchmark.</p> <p>2018 Spring 1 term with 42 students offered at 7 locations, 86% of students met or exceeded the benchmark. 6 out of 7 locations with range of 70% to 100% of students met or exceeded the benchmark. However, the other 1 location (Rancho Cuc.) did not meet the benchmark.</p>		<p>from 4 to 10 since 2017. Also, since 2017, 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 was the instrument of assessment from 2018.</p> <p>5. Instructor are informed that the assessment test is not the only test to be used as final exam. The assessment test is a very small number of multiple-choice questions selected for just the purpose of this assessment. Students have learned a lot of concepts in this course such as hypotheses testing, regression analysis, time series analysis, and many other topics. It is important to provide a meaningful final exam to test the students learning. We added the assessment test as part of final exam to be sure students do take this assessment test.</p>	
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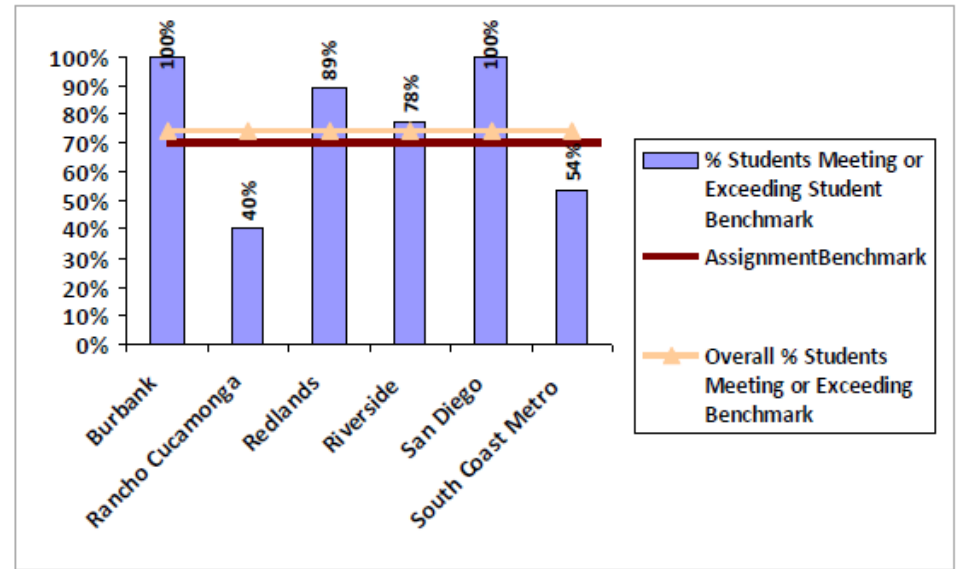
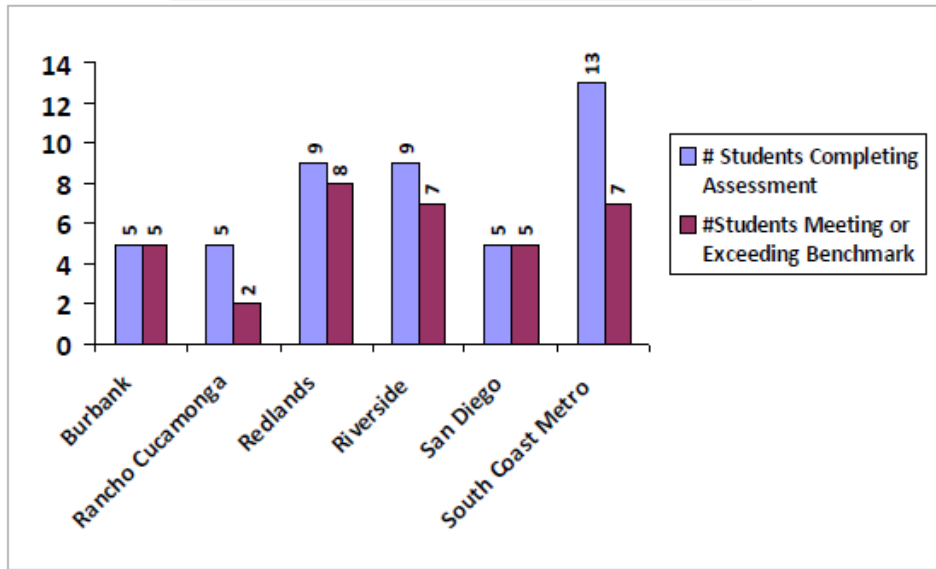
2016 Fall 3

Assignment: Final



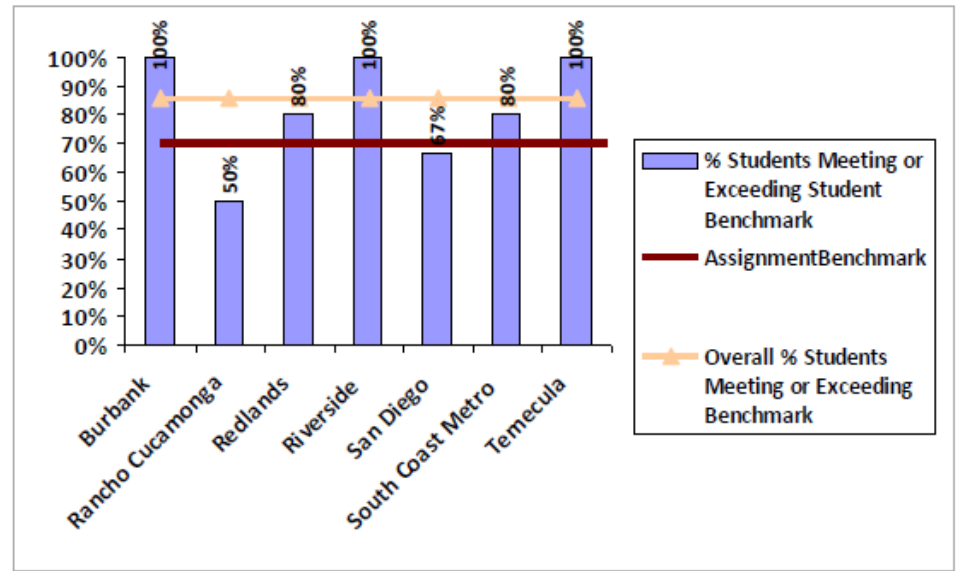
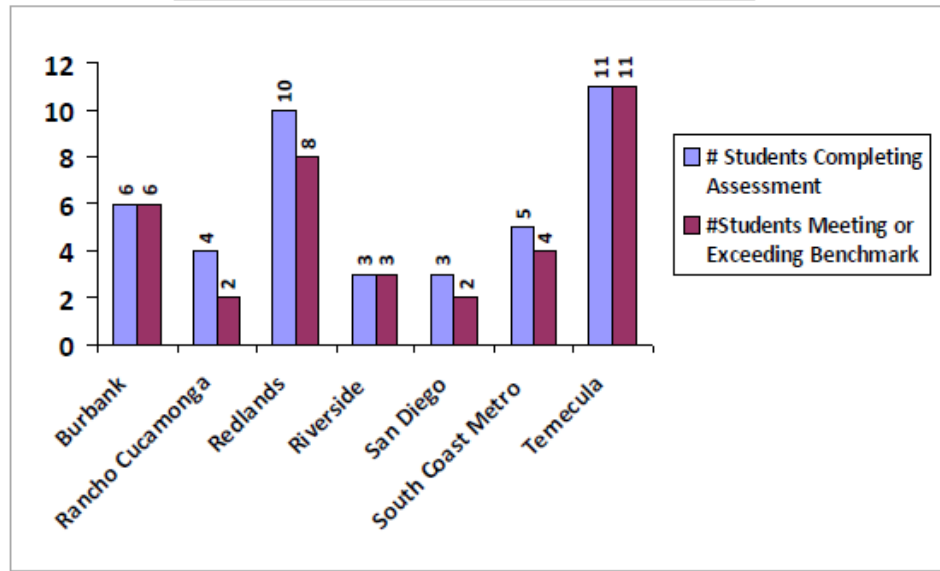
2017 Spring 3

Assignment: Final

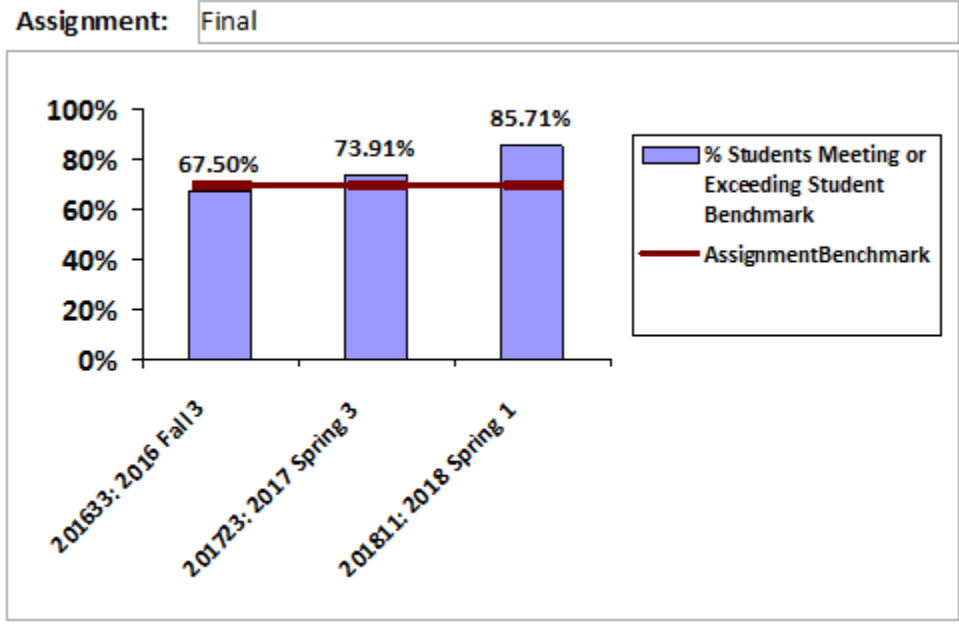


2018 Spring 1

Assignment: Final



Overall Results



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PLO: 2					
Course: BUSB-300					
CLO: 2					
Analysis of Results					
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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	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	The weighted average percentage of students who met the 70% passing threshold was 78 % for the three time periods under study. This represents	Both the 78% passing rate and the 7.85 average rubric scores for BUSB 300 students for all three periods offer a reassuring picture of student achievement of desired learning outcomes.	Efforts to sustain the accomplishments mentioned in the results column have already been initiated. Faculty attended the latest faculty development conference where they were provided assessment-related training by the Dean’s	<p>2016 Fall 2 See p. 2</p> <p>2017 Spring 1 See p. 3</p> <p>2017 Fall 1 See p. 4</p> <p>Overall Results See p. 5</p>

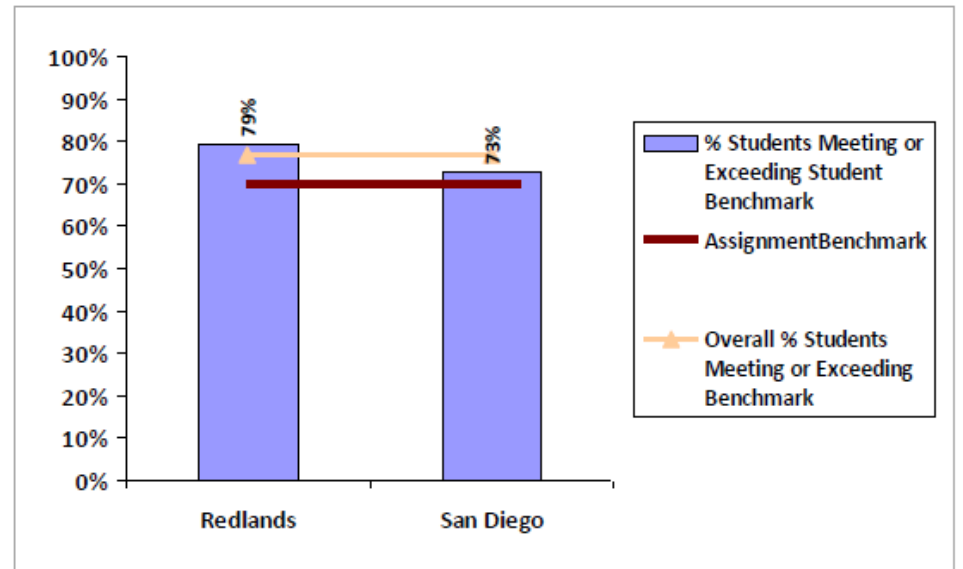
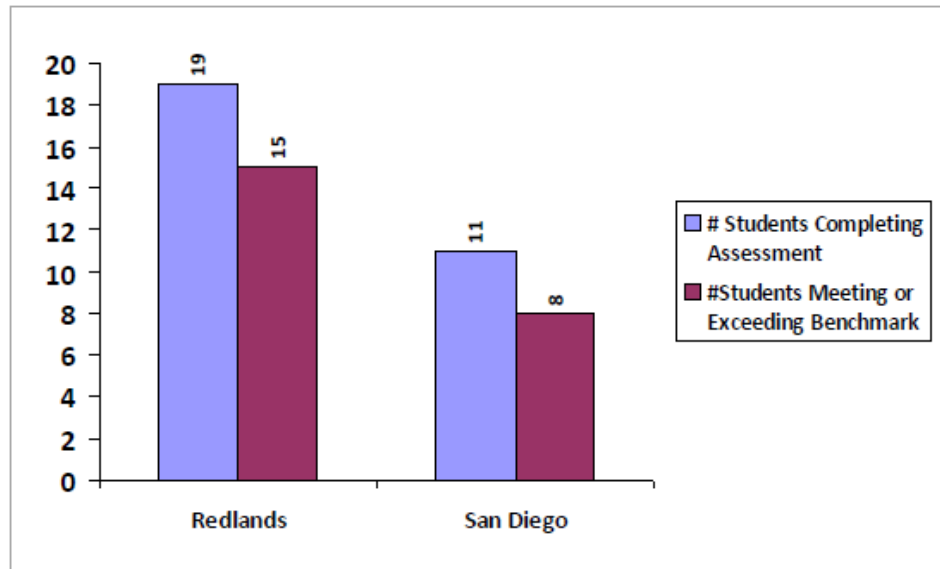
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<p>percent of the students must score 7 out of 10 on their term paper using a common ethics grading rubric prepared by faculty and administrators.</p>	<p>write a term paper proposal in preparation for the term paper.</p> <p>Term Papers (and their optional presentations) are assessed in each class using a DIRECT, SUMMATIVE and INTERNALLY GENERATED (faculty) Assessment Rubric.</p>	<p>a 1% increase from the last three-period average. For the Nov/. Dec. 2016 term 77% of students met the expected SLO proficiency level. For the Mar./Apr. term, 100% of students met the expected SLO proficiency level. For the Sept./Oct. term of 2017, 78% of students met the expected SLO proficiency level</p> <p>Across campuses and the stated time periods, all campuses met the standard. In terms of rubric averages (over 10), scores averaged 7.8, 8.94 and 7.8 for the three periods.</p>	<p>Overall, students can successfully identify the relevant ethical issue and apply ethical theory to business decision making.</p> <p>To help students 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</p>	<p>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 potential concerns about the quality and consistency of data given some faculty unfamiliarity with the process, ethics faculty underwent another round of rubric training during the latest development conference. 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>	
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		<p>Analysis of the data from the three periods reveals that overall, campus performance across the rubric items was consistent. Individual competency scores did not problematically differ across campuses and time periods. None of the scores were below 7.4.</p> <p>Cross-faculty comparisons revealed that over the three time periods, average rubric scores were not statistically different.</p>	<p>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>To sustain performance, future development conferences will: (1) continue to 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. 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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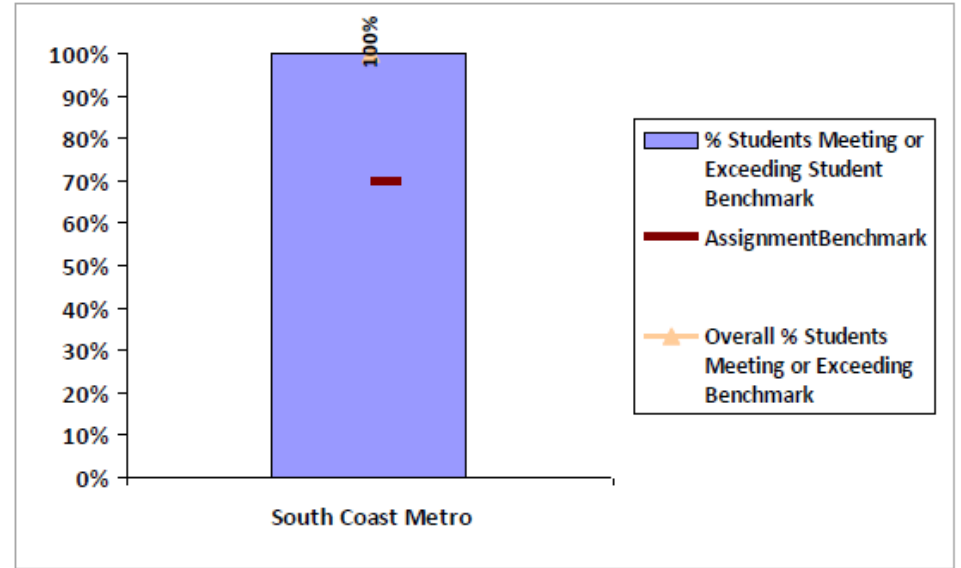
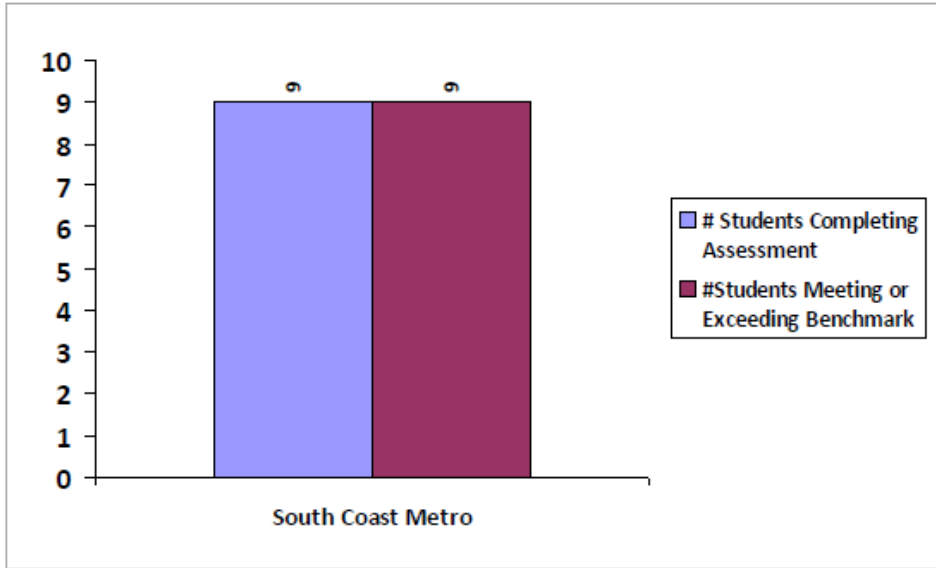
2016 Fall 2

Assignment: Final Paper

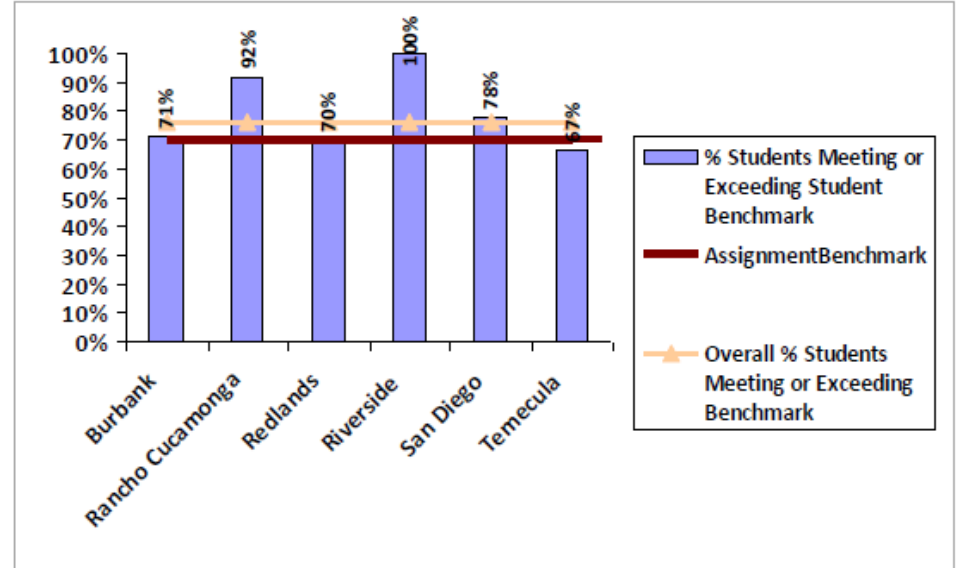
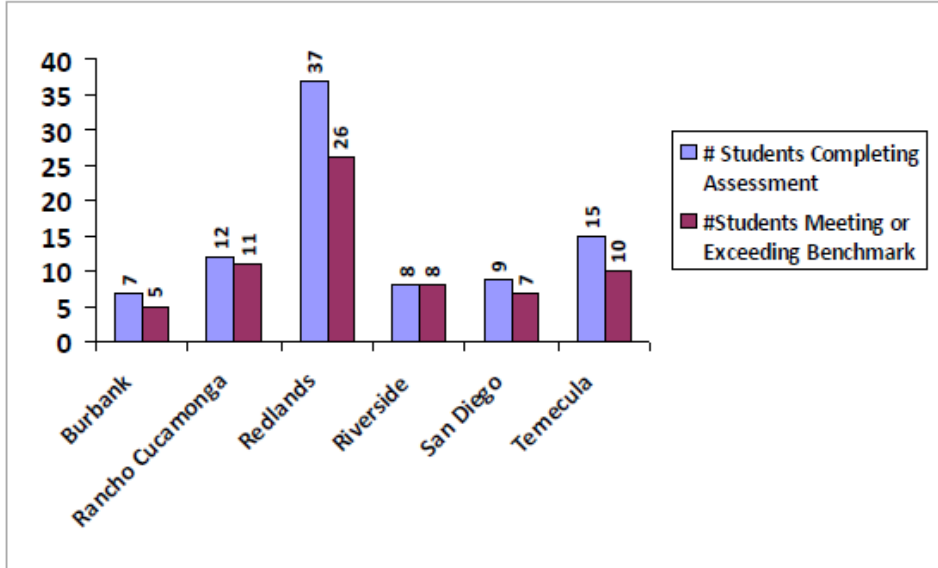


2017 Spring 1

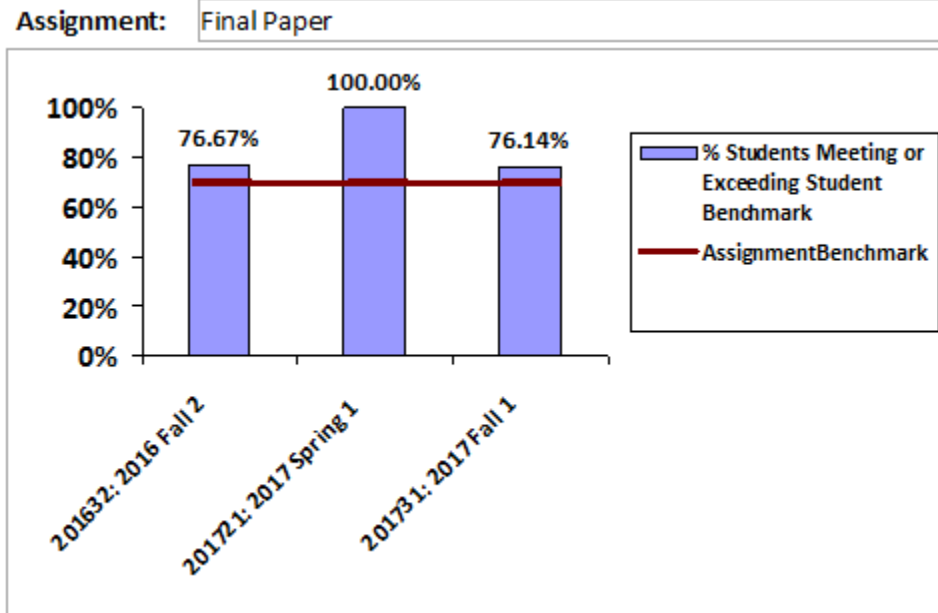
Assignment: Final Paper

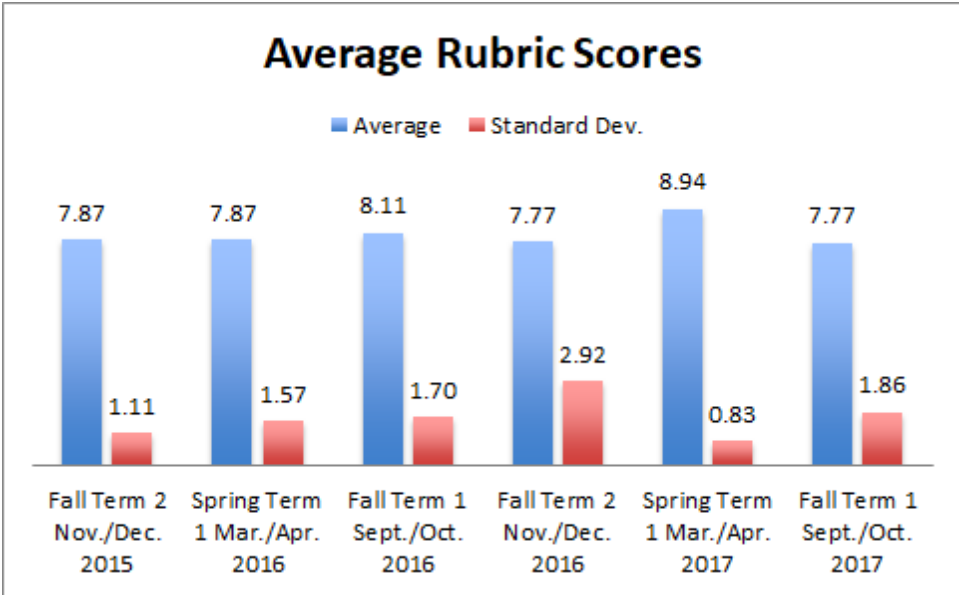


Assignment: Final Paper

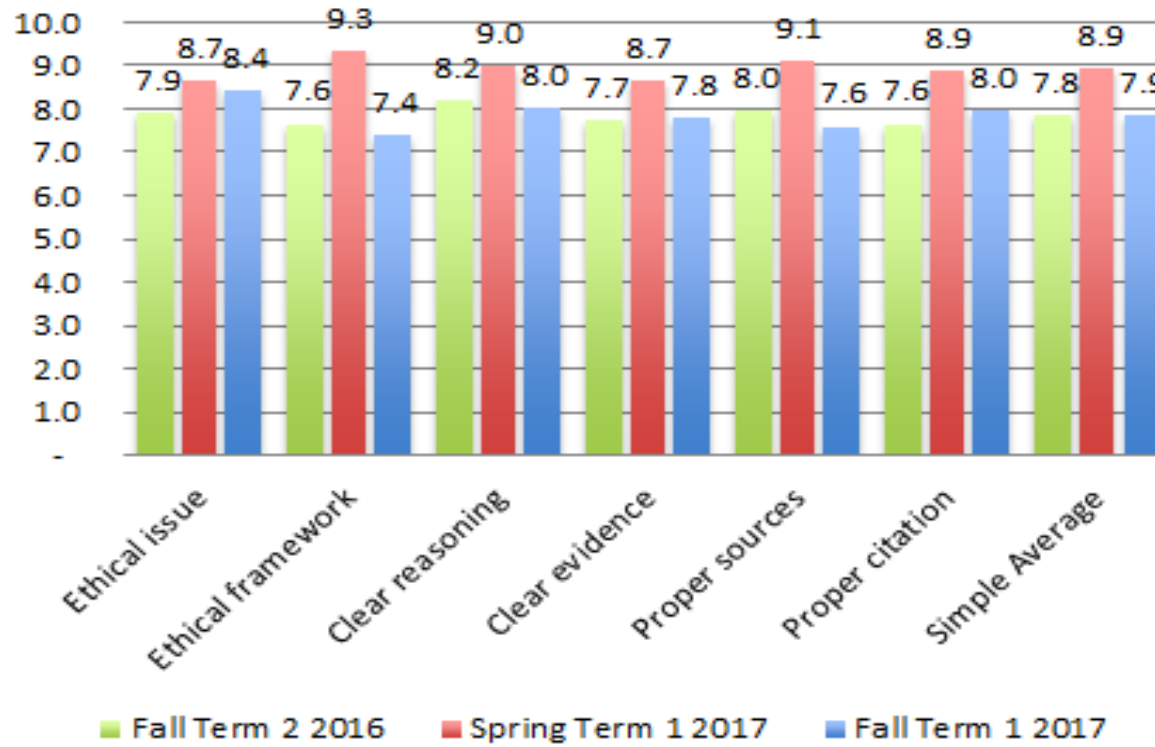


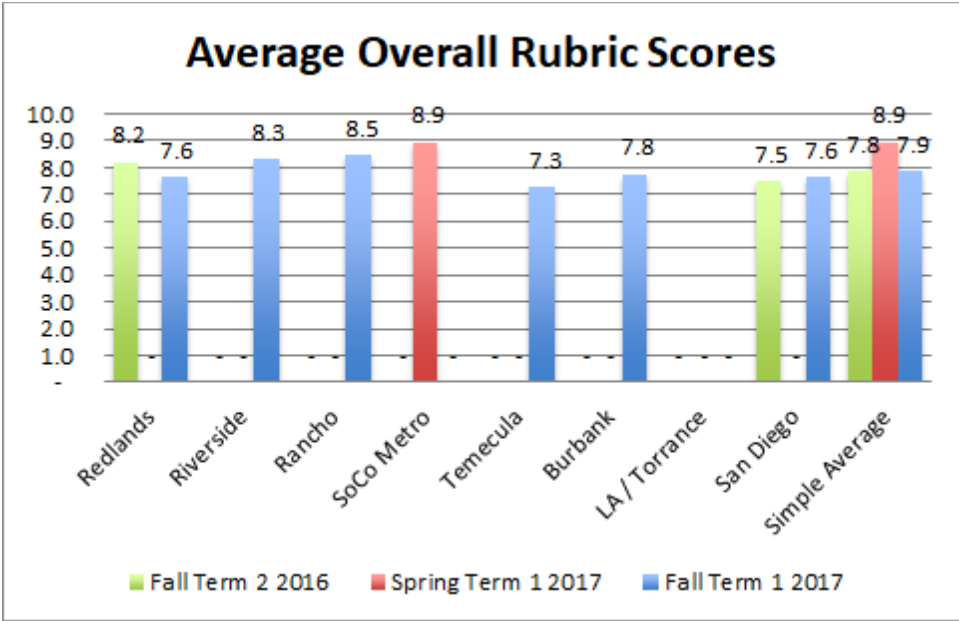
Overall Results





Score Breakdown per Competency





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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: 3					
Course: BUSB-301					
CLO: 2, 3					
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 essay will meet or exceed the benchmark of 70% using a standardized assessment rubric.	Essay 2 internally administered in an 8 week course using a standardized assessment rubric.	<p>Fall 3 2016 showed 67% of students meeting or exceeding student benchmark</p> <p>Spring 3 2017 showed 55% of students meeting or exceeding benchmark</p>	A disturbing downward trend in students meeting or exceeding the benchmark was noticed. Upon further review, some anomalies were evident. For example, in a number of cases, the Burbank data listed 0% of students meeting	One of the instructors in the Burbank region is no longer teaching with us. Clearly there were misunderstandings that were unable to be rectified. This action should help. However, the other instructor in Burbank should be part of a conference with the program committee overseeing instruction. I	<p style="text-align: center;">2016 Fall 3 See p. 3</p> <p style="text-align: center;">2017 Spring 3 See p. 4</p> <p style="text-align: center;">2018 Spring 1 See p. 5</p> <p style="text-align: center;">Overall Results See p. 6</p>

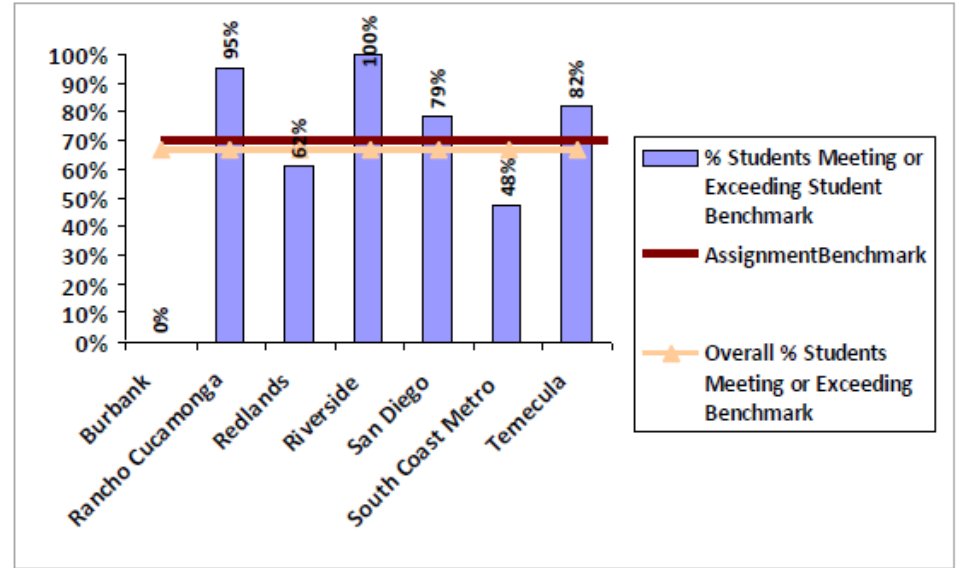
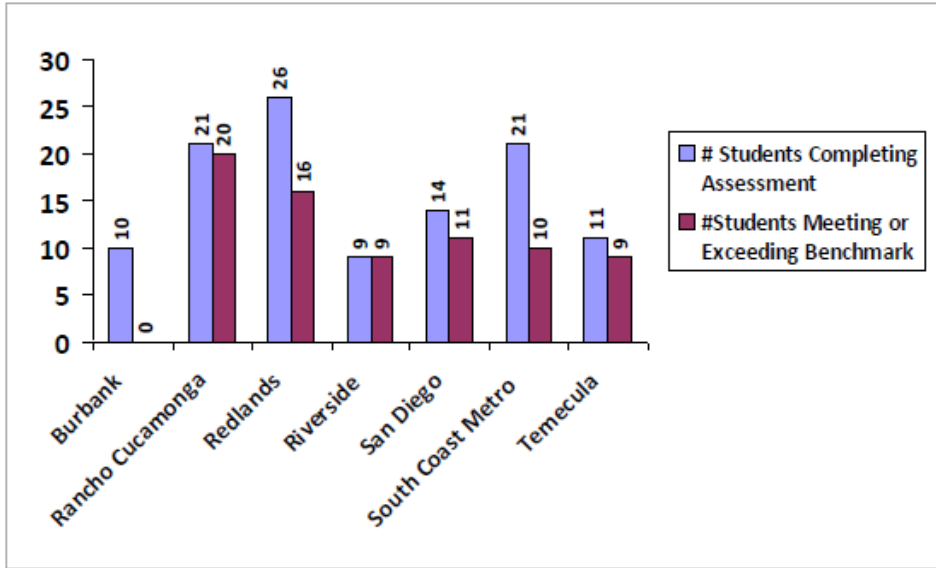
¹ Please read instructions in last page carefully before drafting this action plan.

		Spring 1 2018 showed 51% of students meeting or exceeding benchmark	the benchmark, which is really rather impossible. Something must have gone awry in the process. That said, scores in Riverside, Redlands, and South Coast Metro were unusually low during this assessment period.	will recommend this action. Continued faculty development with instructors at our conferences is needed. With contrasting ranges (0% - 100% meeting benchmarks – definitely not reasonable statistically), the issue is one of norming. I will conduct a norming session at the next instructional development conference.	
Measurable Goal: 70% of the students completing the essay will meet or exceed the benchmark of 70% using a standardized assessment rubric.	Presentation 2 internally administered in an 8 week course using a standardized assessment rubric	Fall 3 2016 showed 57% of students meeting or exceeding the benchmark Spring 3 2017 showed 69% of students meeting or exceeding the benchmark Spring 1 2018 showed 67% of students meeting or exceeding the benchmark	Scores are generally consistent in this assessment area, although they fall just slightly below the benchmark. Upon further review, some anomalies were evident. For example, in a number of cases, the Burbank data listed 0% of students meeting the benchmark, which is really rather impossible. Something must have gone awry in the process. That said, scores in Riverside and South Coast Metro were unusually low	Investigate the issue in Burbank – although it is likely the same issue as above. Should see better results now that the instructor no longer teaches for us. More focus in adjunct development conference on what is considered appropriate demonstration of success in this category. I need to clarify more successfully the standards we are hoping to achieve in this category.	2016 Fall 3 See p. 3 2017 Spring 3 See p. 4 2018 Spring 1 See p. 5 Overall Results See p. 6

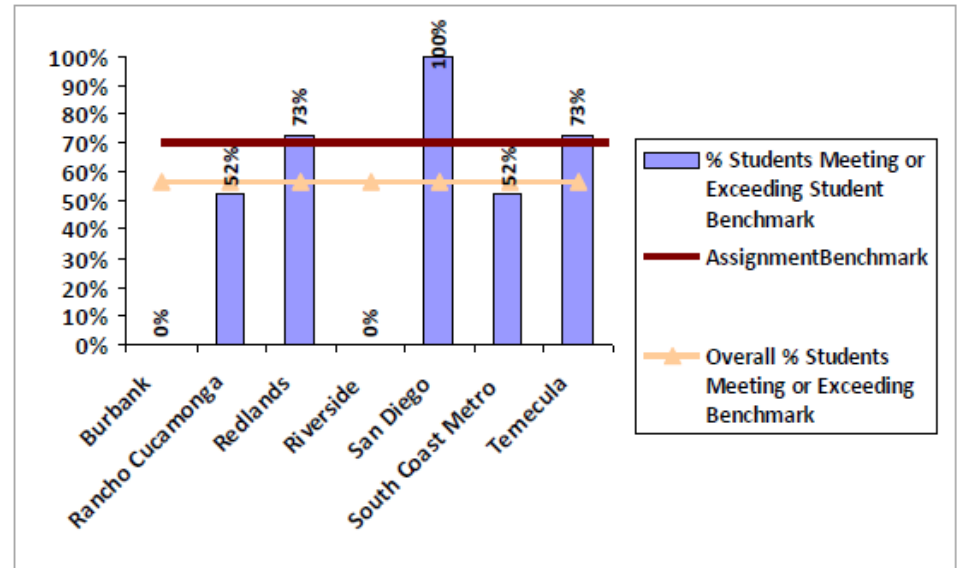
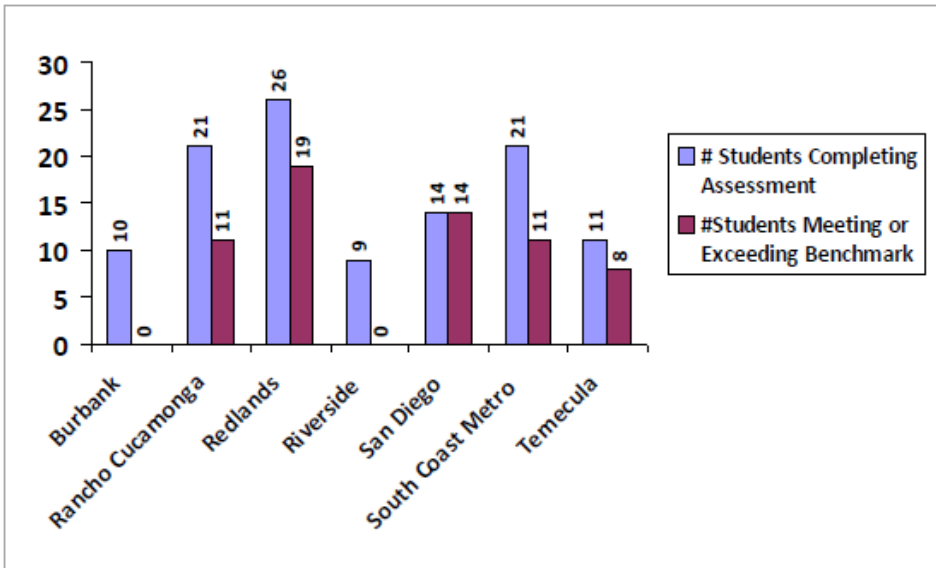
			during one period of assessment		
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2016 Fall 3

Assignment: Essay 02

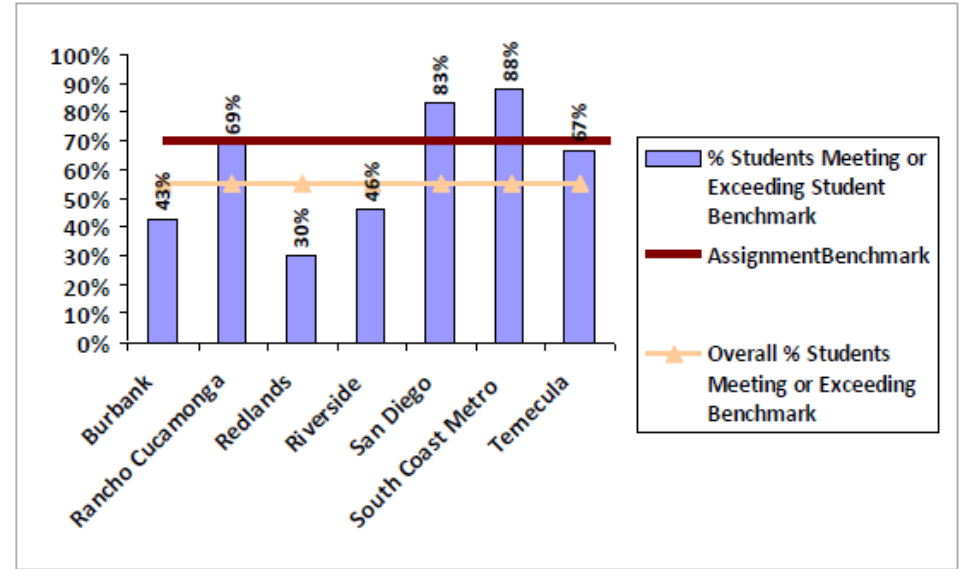
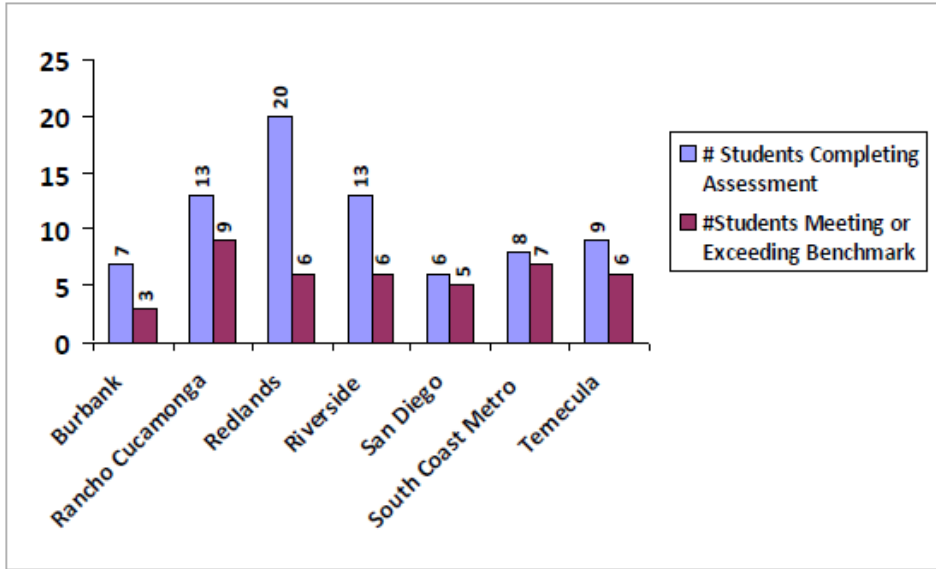


Assignment: Presentation 02

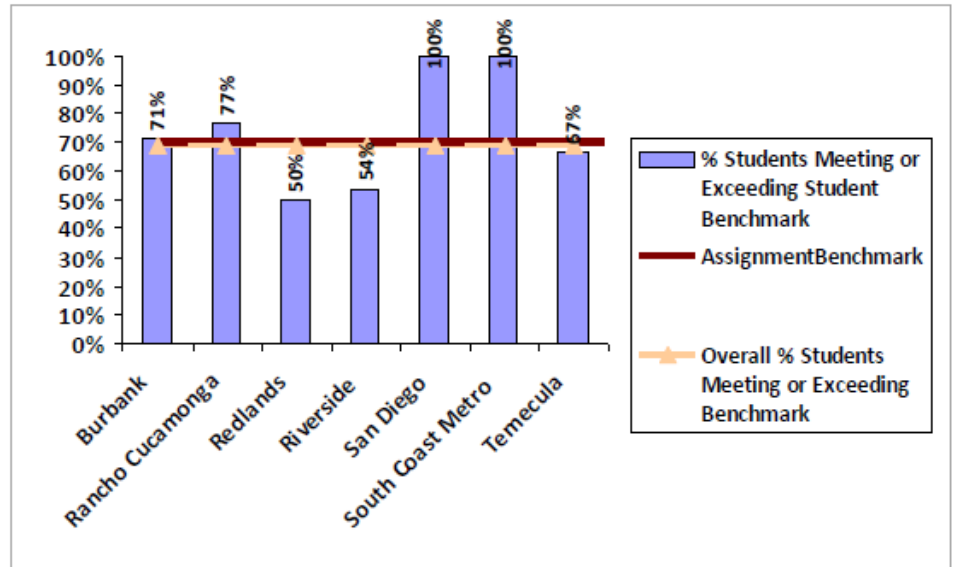
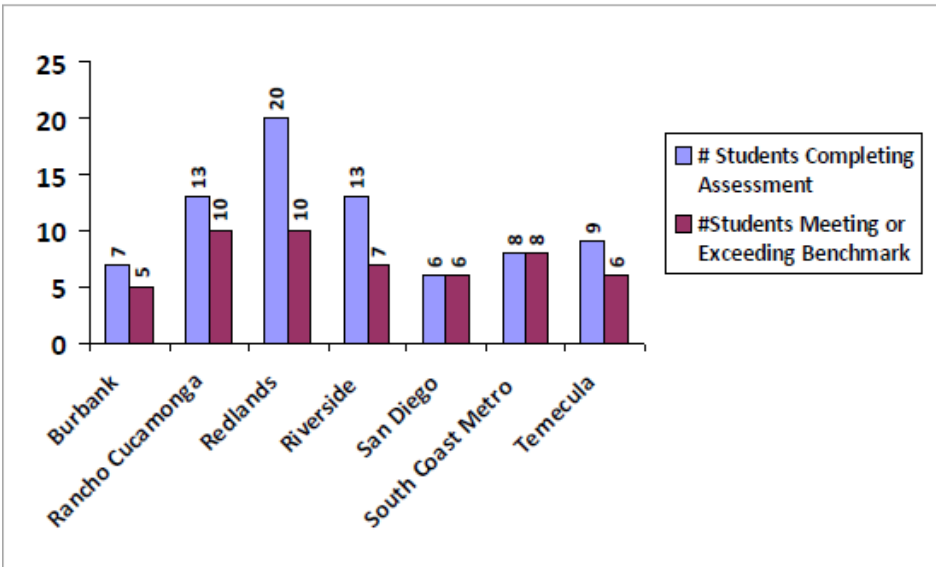


2017 Spring 3

Assignment: Essay 02

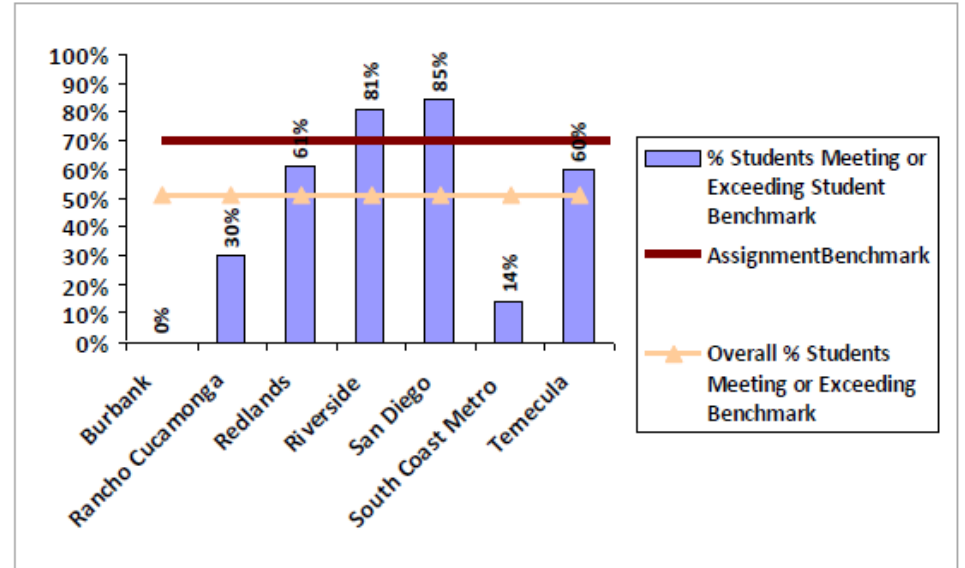
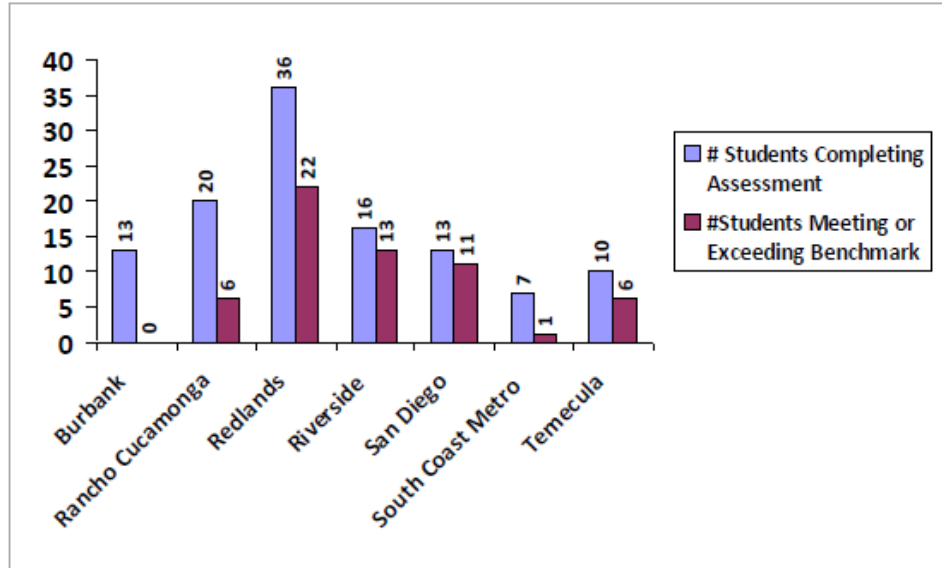


Assignment: Presentation 02

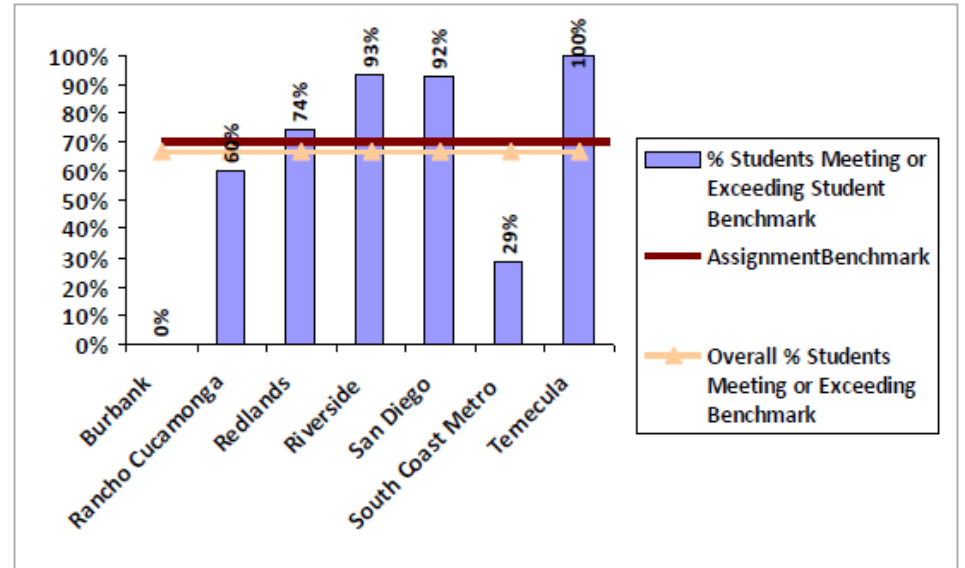
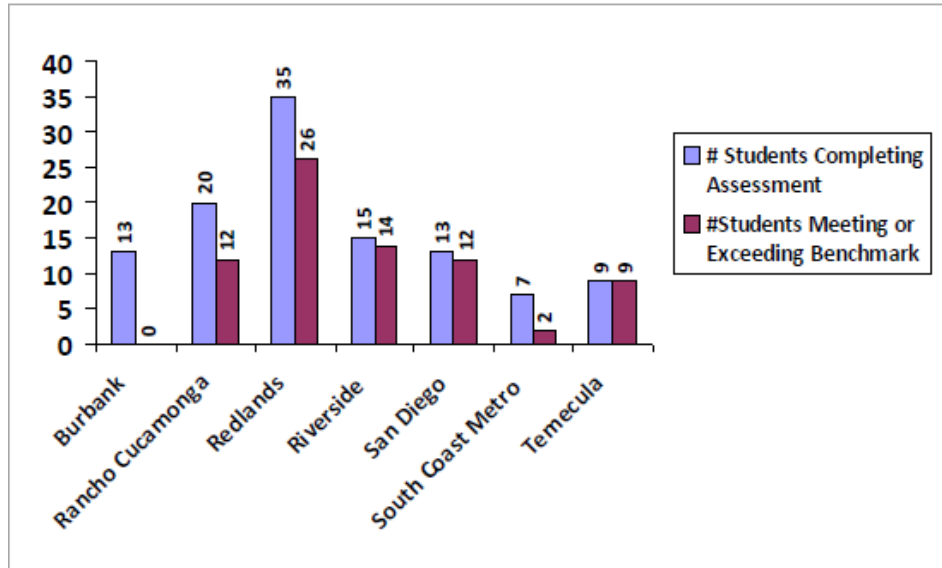


2018 Spring 1

Assignment: Essay 02

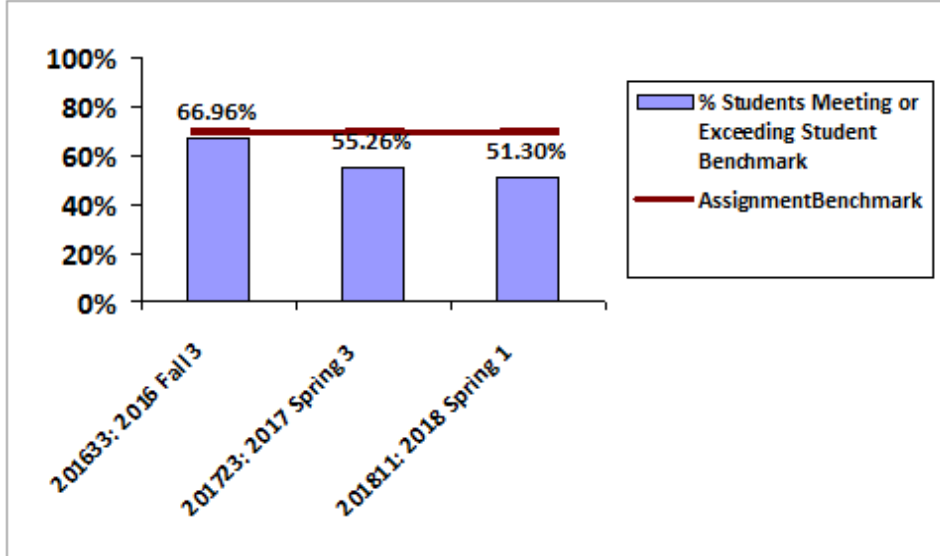


Assignment: Presentation 02

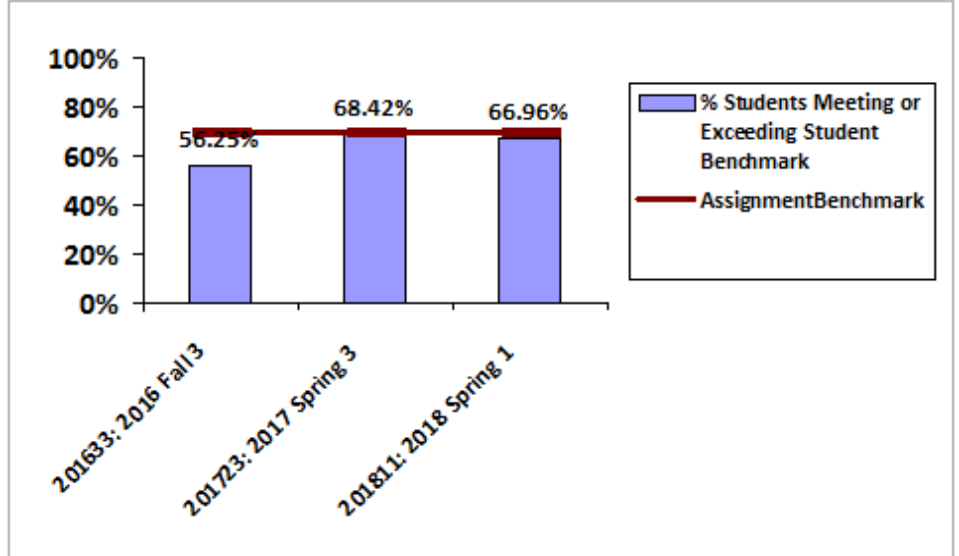


Overall Results

Assignment: Essay 02



Assignment: Presentation 02



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PLO: 1					
Course: BUSB-330					
CLO: 3					
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 Final Paper will meet or exceed the benchmark of 70%.	Final Paper and presentation, internally administered in an 8 week course using a standardized assessment rubric.	<p>For 2017 Spring 1, all 10 students who wrote the final paper met/exceeded the benchmark</p> <p>For 2017 Fall 1, the number</p>	<p>Caution must be taken before generalizing results due to small sample size across the three time frames.</p> <p>That said, writing seems to be a concern among students of a few specific campuses than others,</p>	<p>A careful analysis must be undertaken to why certain campuses tend to project less favorable results.</p> <p>Are instructors in these campuses providing a clearly laid out rubric to students to help them anticipate how they would be evaluated?</p>	<p style="text-align: center;">2017 Spring 1 See p. 3</p> <p style="text-align: center;">2017 Fall 1 See p. 4</p> <p style="text-align: center;">2018 Spring 2 See p. 5</p> <p style="text-align: center;">Overall Results See p. 6</p>

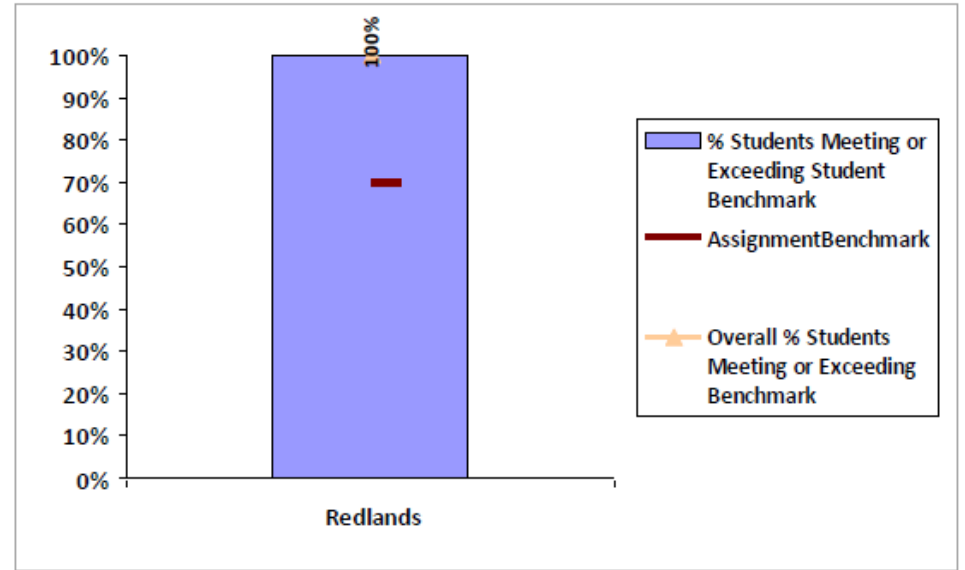
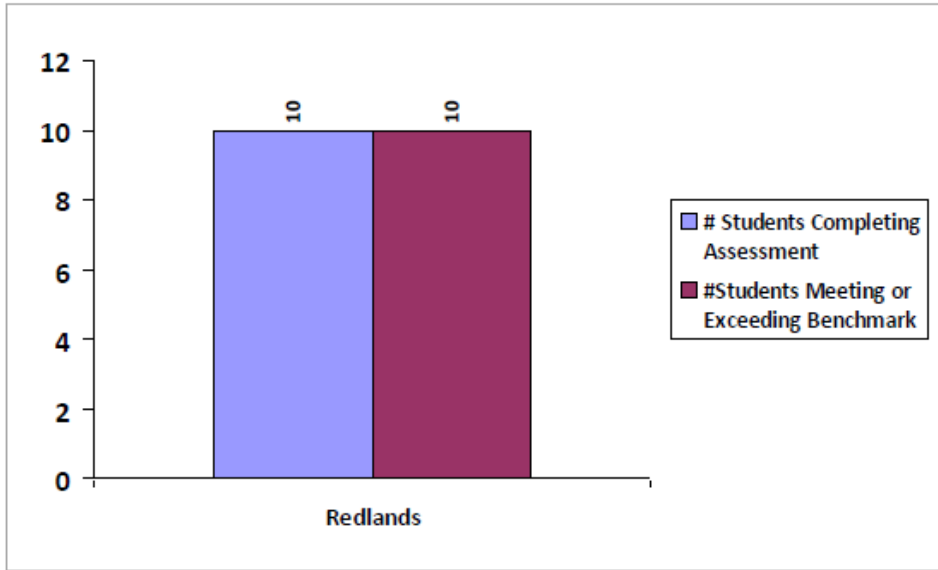
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		<p>of students who wrote final paper varied between 3 and 20 across different campuses. Nearly half of them met or exceeded benchmark</p> <p>In 2018 Spring 2, number of students who wrote the final paper varied between 6 and 35. Except for Burbank and San Diego campuses, others have students meeting or exceeding the benchmark in their final paper.</p> <p>Overall, results are encouraging as they either met or</p>	<p>particularly for the final presentations in the 2nd (2017 fall 1) timeframe assessed. Again, the number of students in these campuses of concern is very small, ranging only between 4 and 11.</p> <p>This trend was interestingly different for the third timeframe (2018, Spring 2), where three campuses scored below benchmark for final paper but only scored below benchmark for presentation.</p> <p>However, overall, aggregate results are promising across all time periods as all met or exceeded the benchmark for both presentation and paper</p>	<p>Would students benefit from writing workshop before the classes start?</p> <p>Are the instructors' expectations realistic and/or clearly communicated to instructors?</p> <p>These are questions that must be answered before firm conclusions can be drawn on the results. Brainstorming the results and the questions raised above with the instructors of 330 must be undertaken, preferably during the next faculty event where adjuncts are also likely to be present.</p>	
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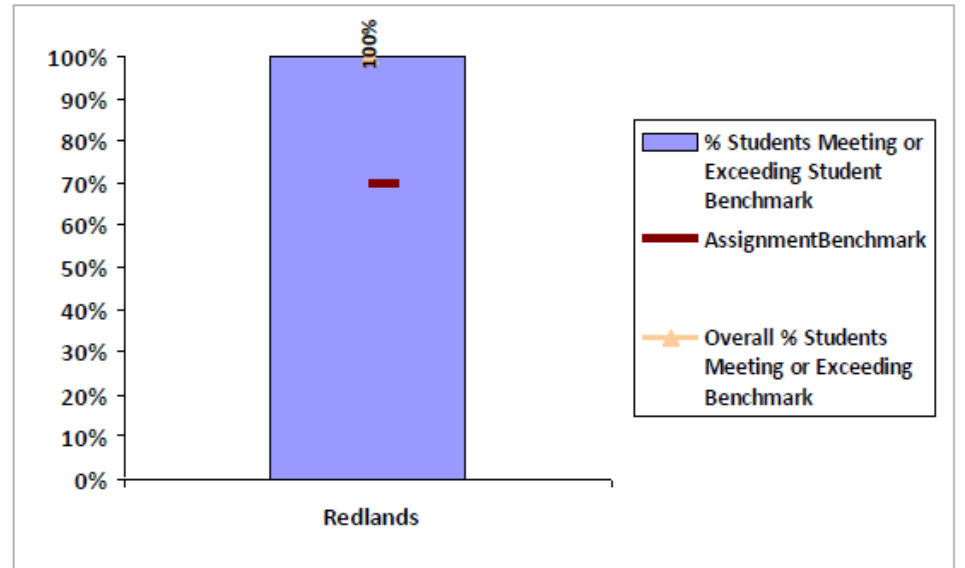
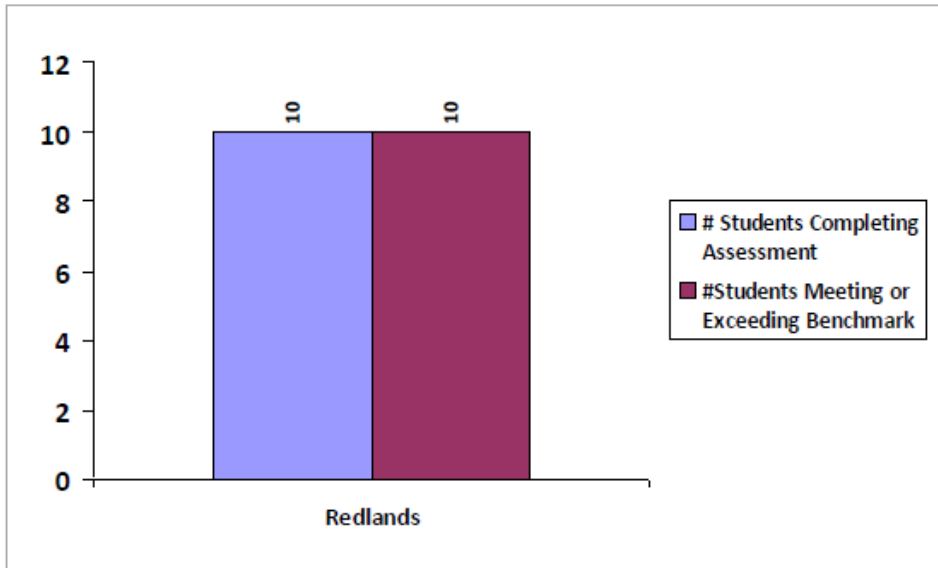
		exceeded the benchmark across the three timeframes.			

2017 Spring 1

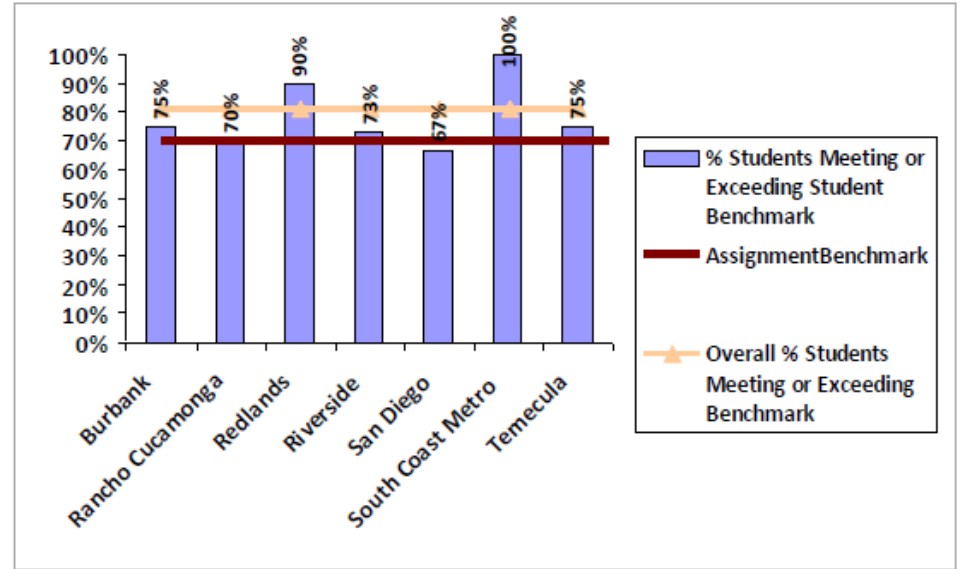
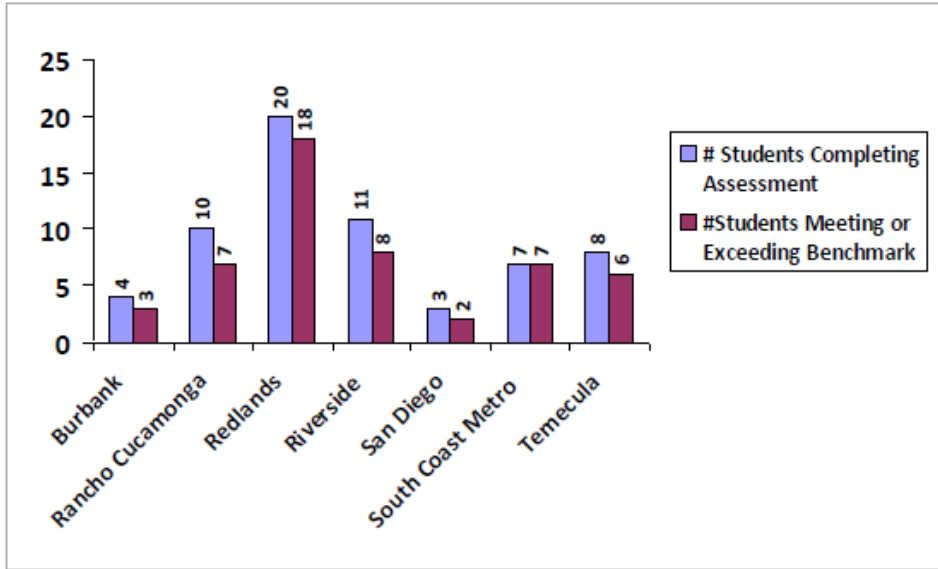
Assignment: Final Paper



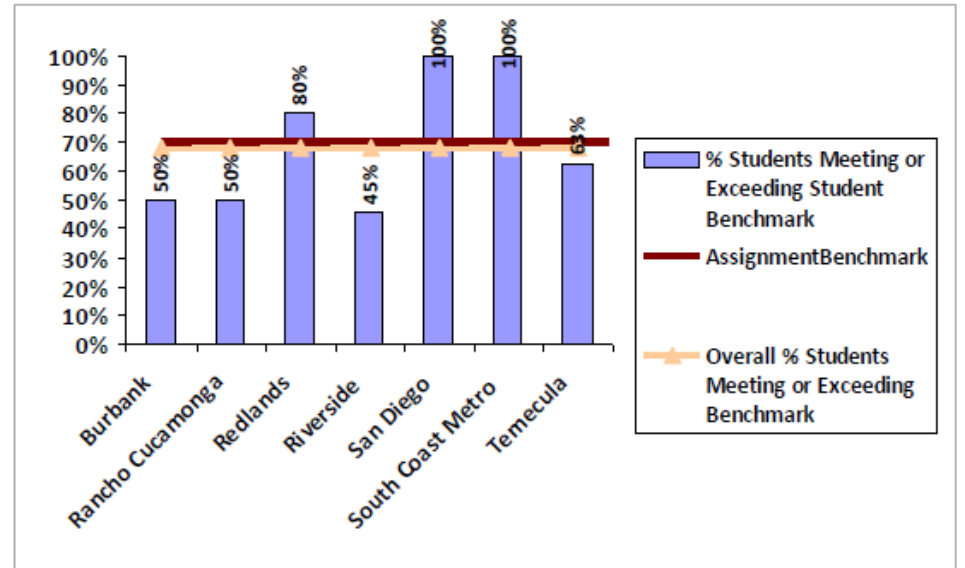
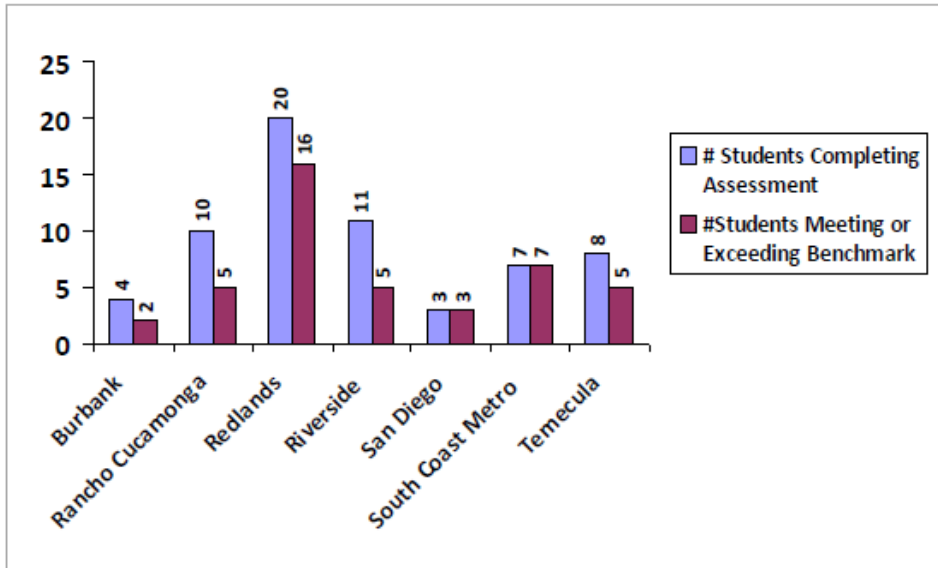
Assignment: Presentation



Assignment: Final Paper

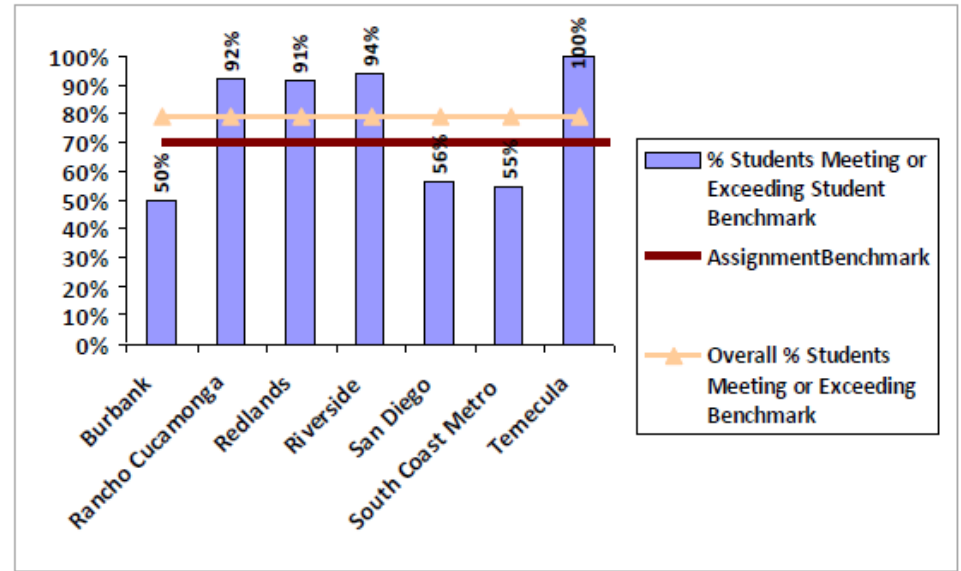
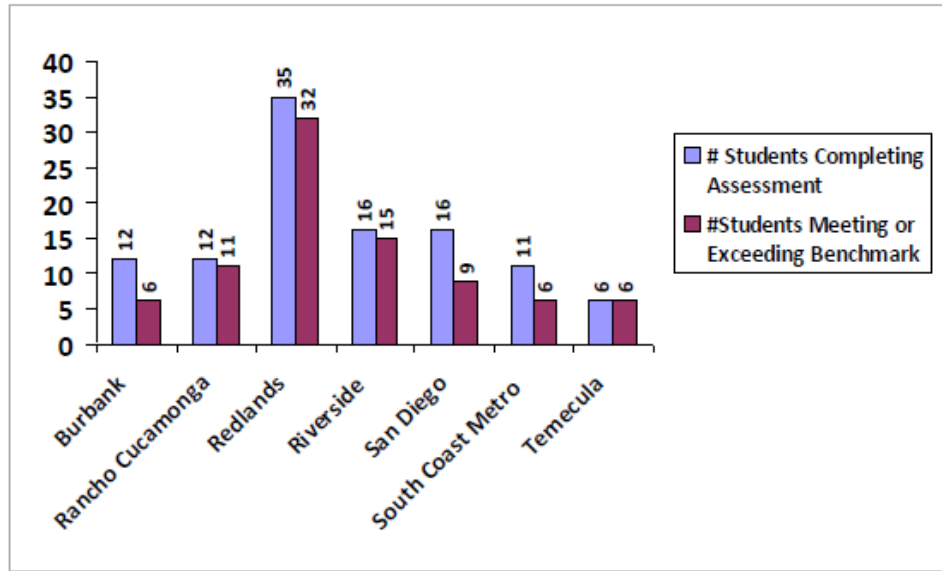


Assignment: Presentation

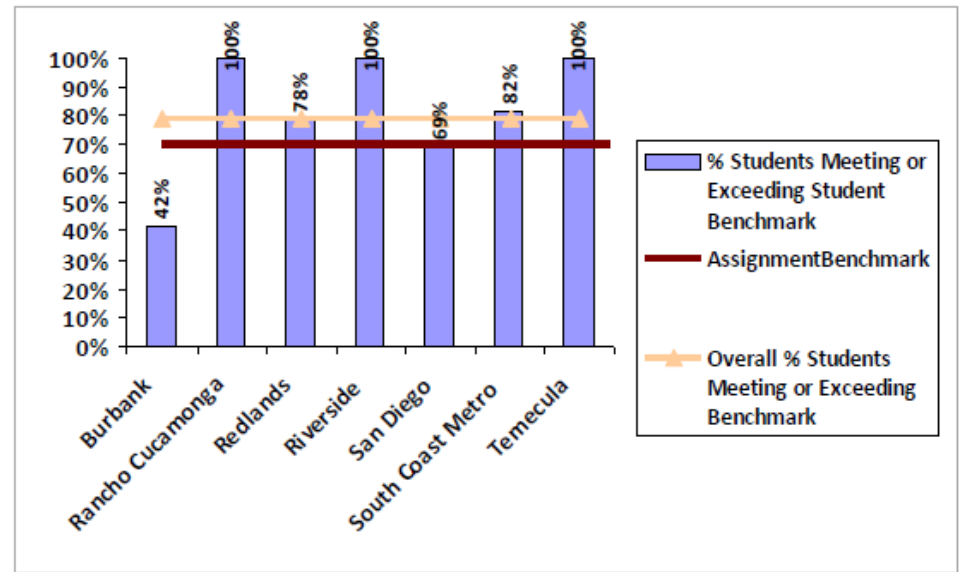
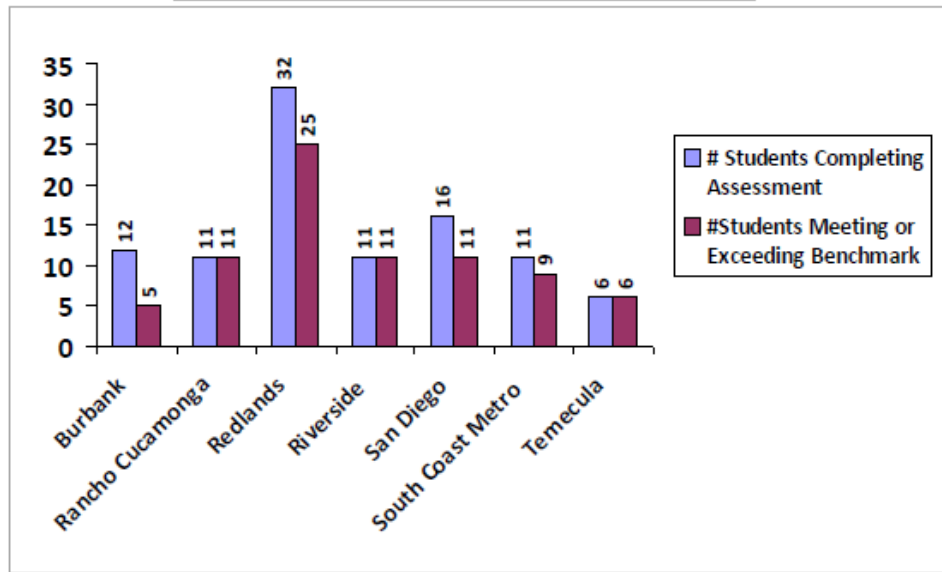


2018 Spring 2

Assignment: Final Paper

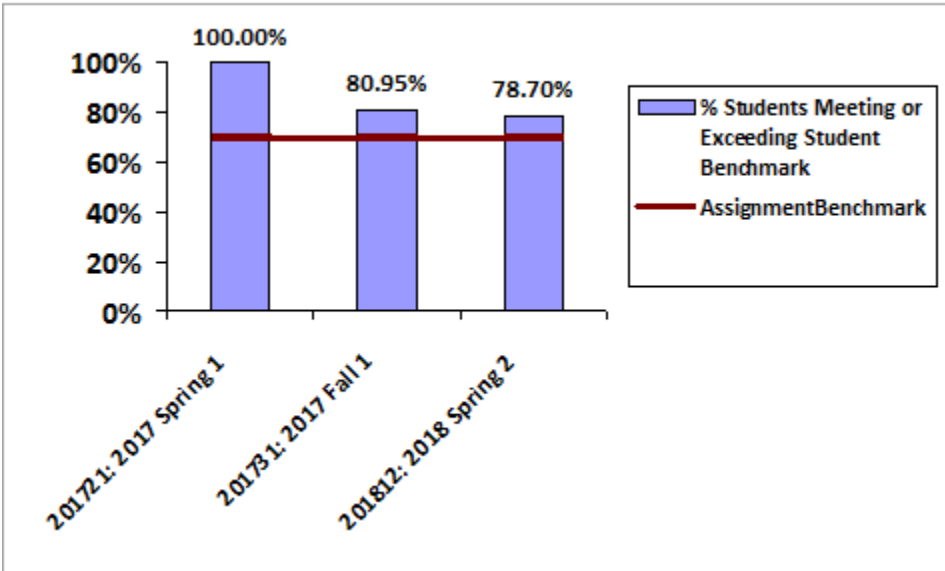


Assignment: Presentation

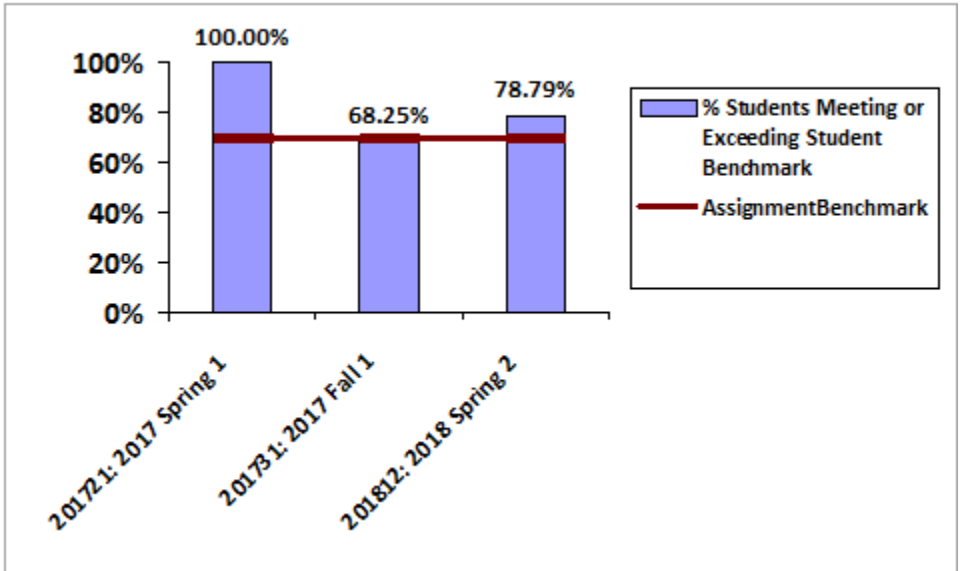


Overall Results

Assignment: Final Paper



Assignment: Presentation



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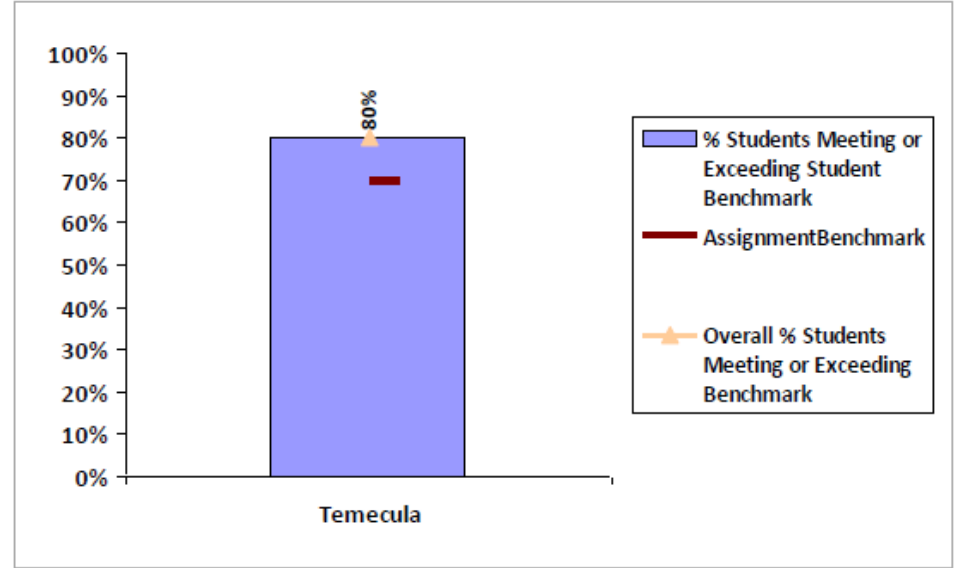
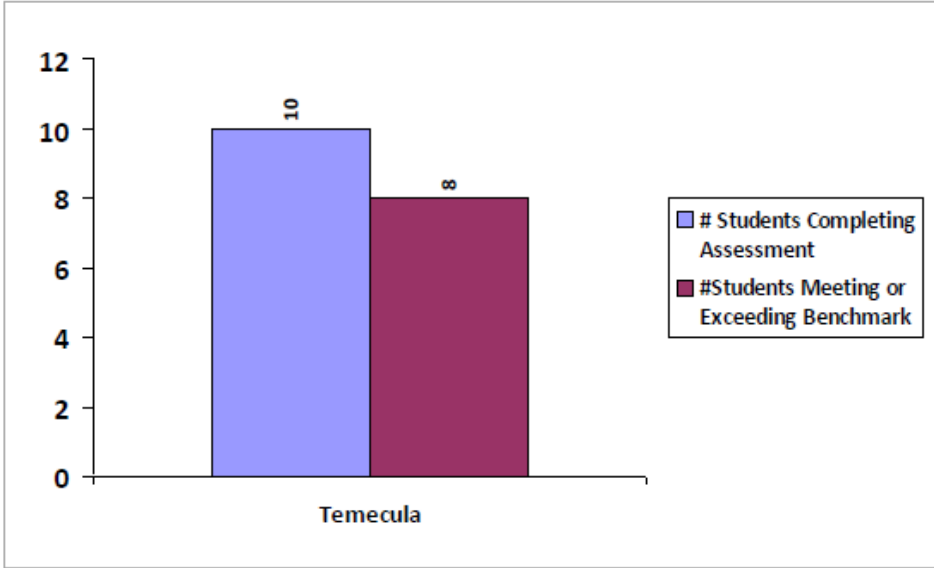
Performance Indicator	Definition				
Program: BSB	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed 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: 3					
Course: BUSB-333					
CLO: 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.	In Fall 2016 all students met or exceeded the required benchmark. In Spring of 2017, all students met or exceeded the required benchmark in Fall 2017 38.7% of the students met or exceeded	In Fall of 2017 there seemed to be some disconnect with this assessable artifact at the Rancho, Riverside, and South Coast Metro campuses.	Inform the instructors of the importance of applying the Rubric to this assessable artifact.	<p>2016 Fall 2 See p. 3</p> <p>2017 Spring 1 See p. 4</p> <p>2017 Fall 1 See p. 5</p> <p>Overall Results See p. 6</p>

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

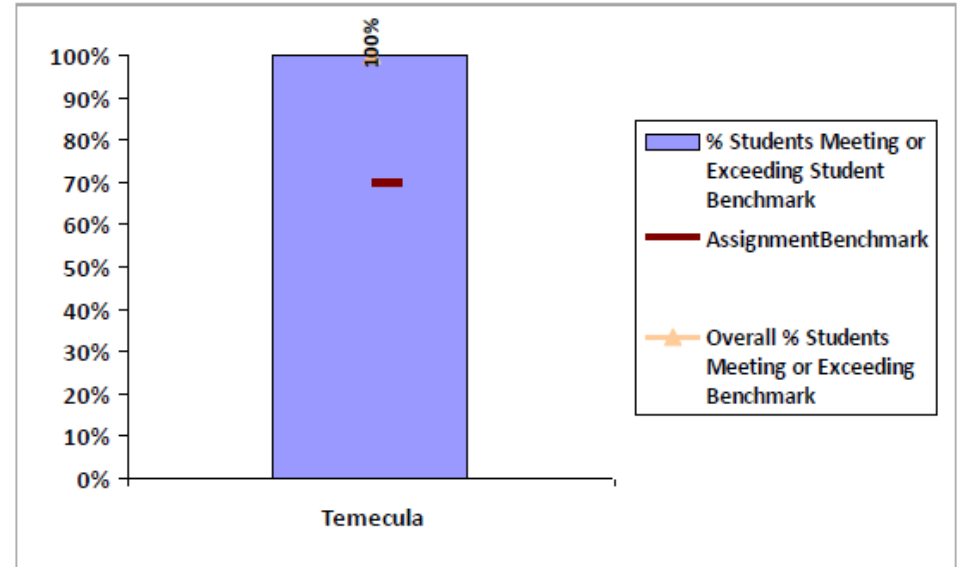
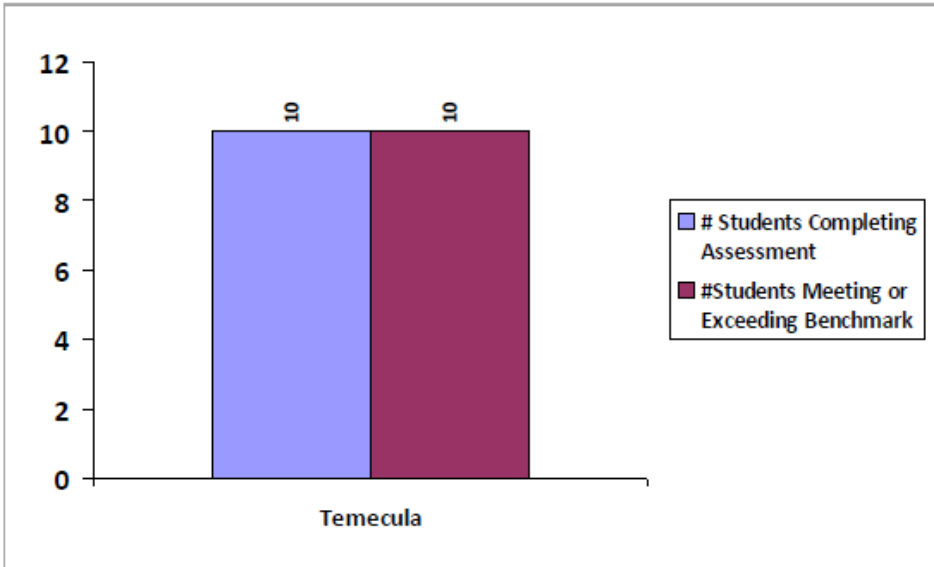
		the required benchmark.			
Measurable Goal: 70% of the students taking the Team Project Presentation will meet or exceed the benchmark of 70%.	Team Project Presentation, internally administered in an 8 week course using a standardized assessment rubric.	In Fall 2016 all students met or exceeded the required benchmark. In Spring of 2017, all students met or exceeded the required benchmark in Fall 2017 41.3% of the students met or exceeded the required benchmark.	In Fall of 2017 there seemed to be some disconnect with this assessable artifact at the Rancho, Riverside, and South Coast Metro campuses.	Inform the instructors of the importance of applying the Rubric to this assessable artifact.	<p>2016 Fall 2 See p. 3</p> <p>2017 Spring 1 See p. 4</p> <p>2017 Fall 1 See p. 5</p> <p>Overall Results See p. 6</p>

2016 Fall 2

Assignment: GIS Assignment

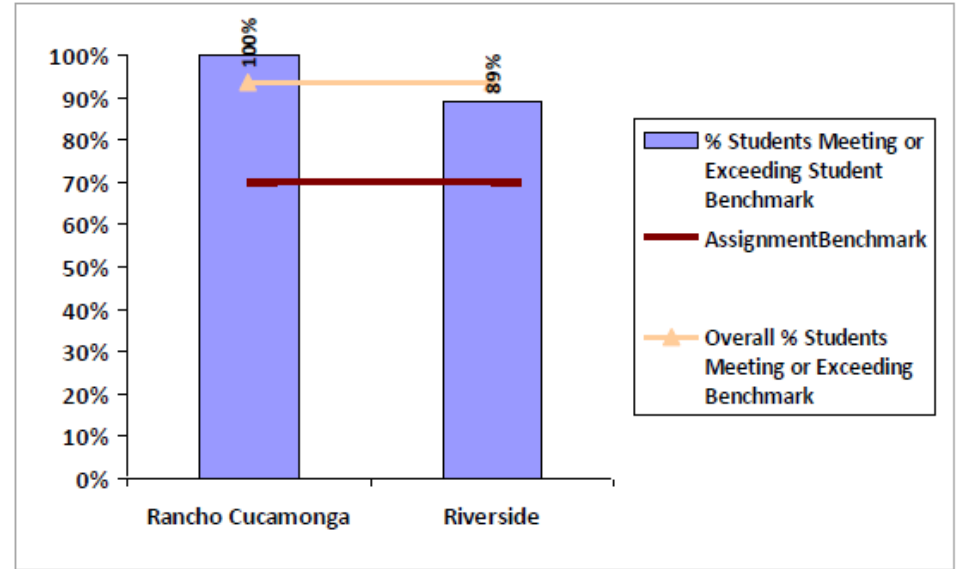
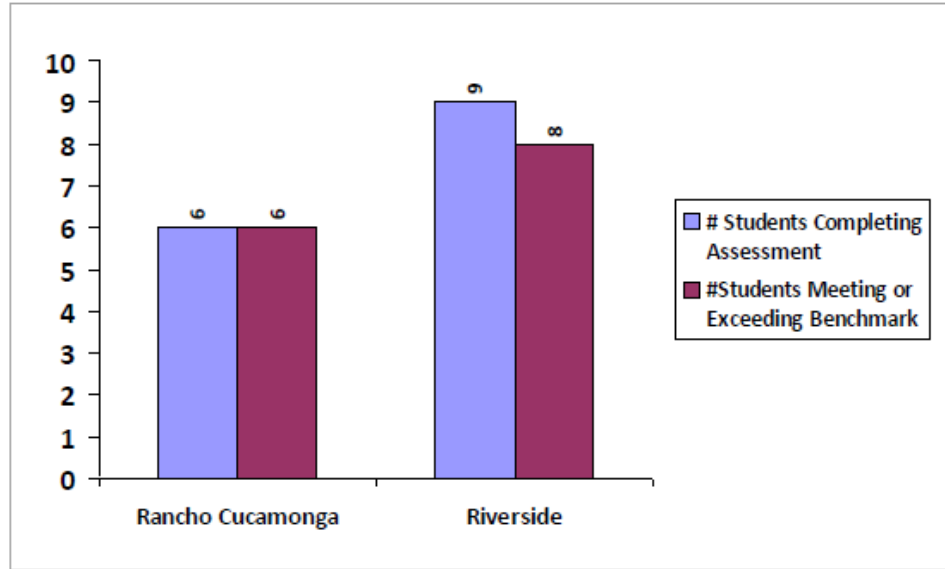


Assignment: Team Project Presentation

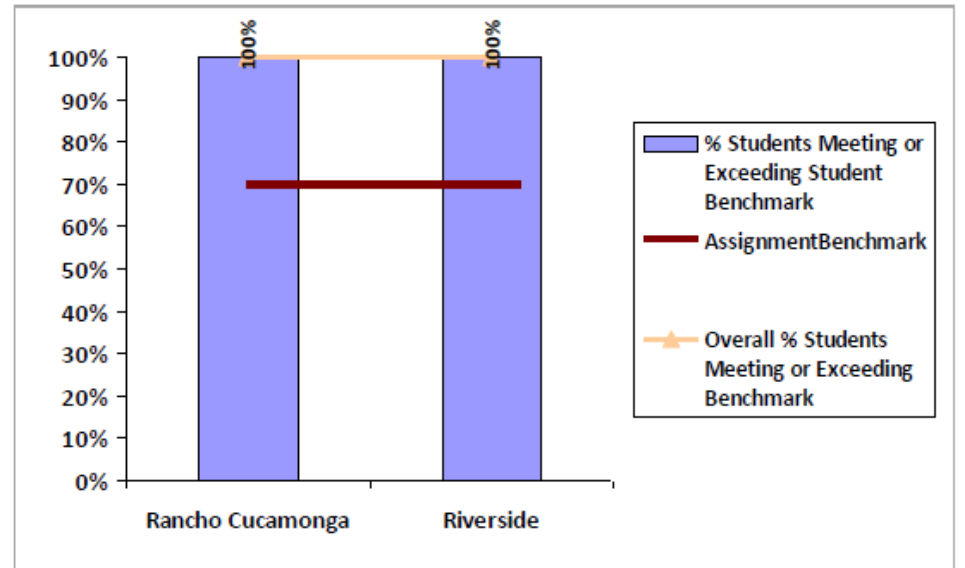
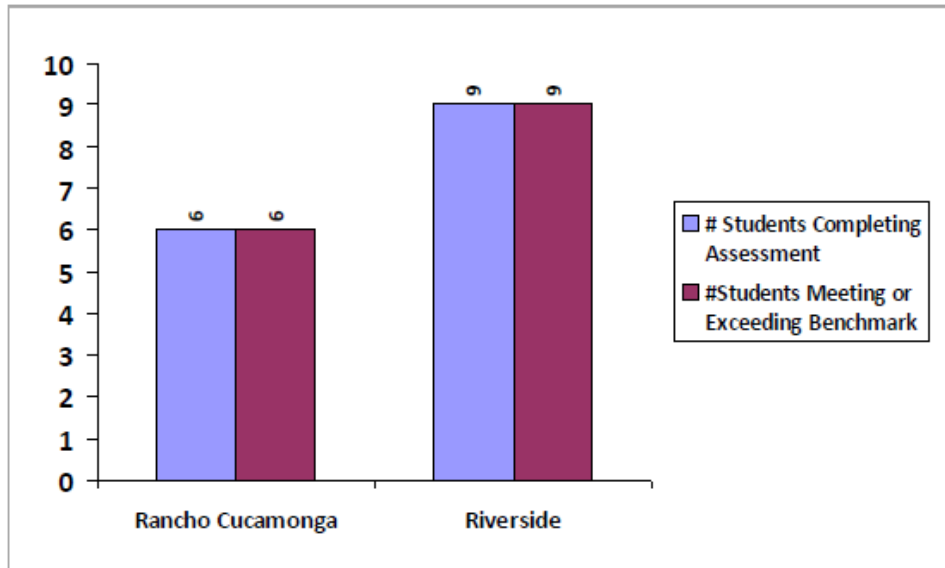


2017 Spring 1

Assignment: GIS Assignment

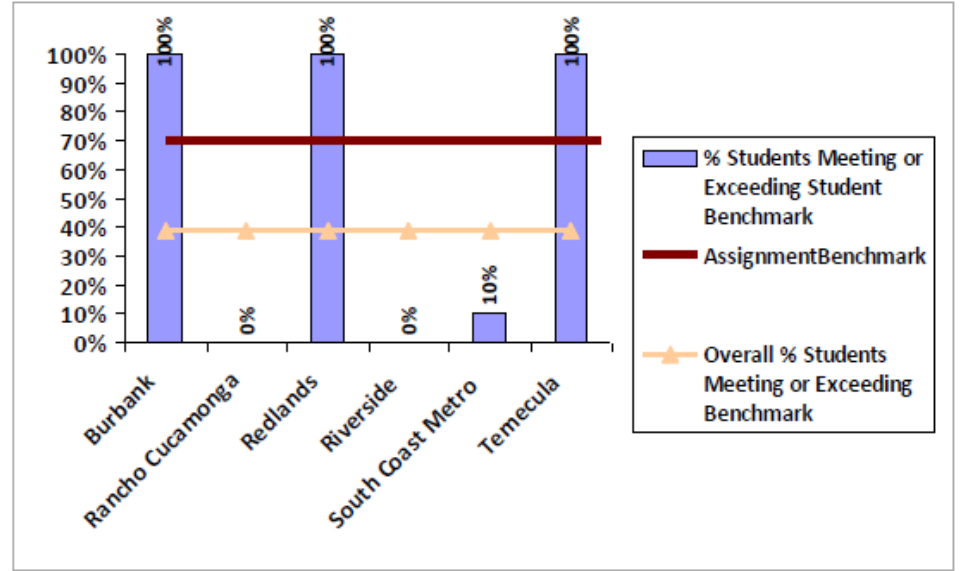
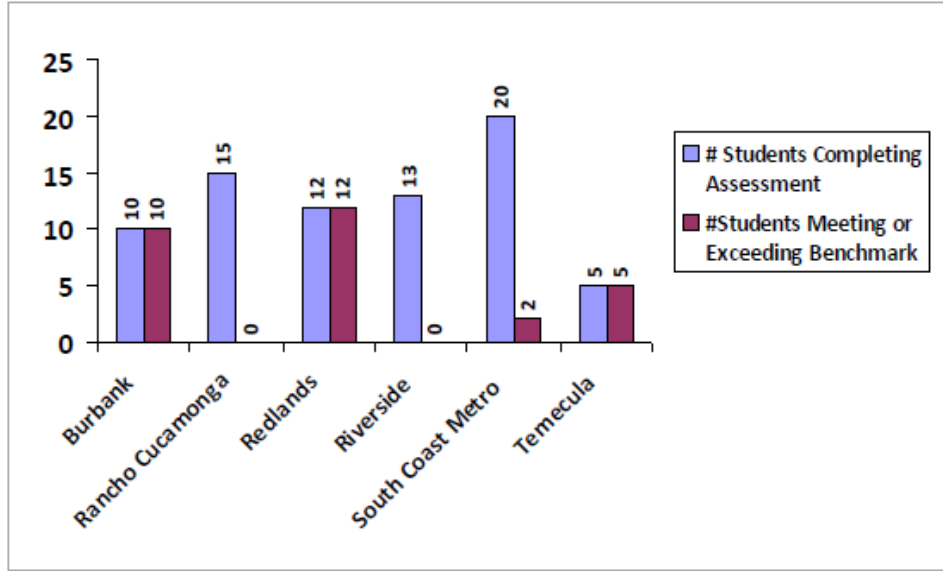


Assignment: Team Project Presentation

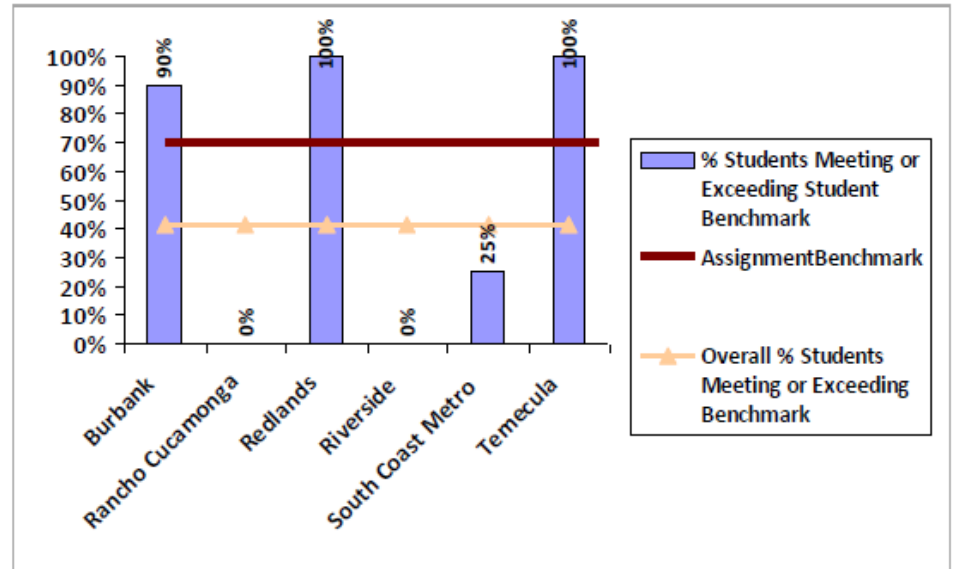
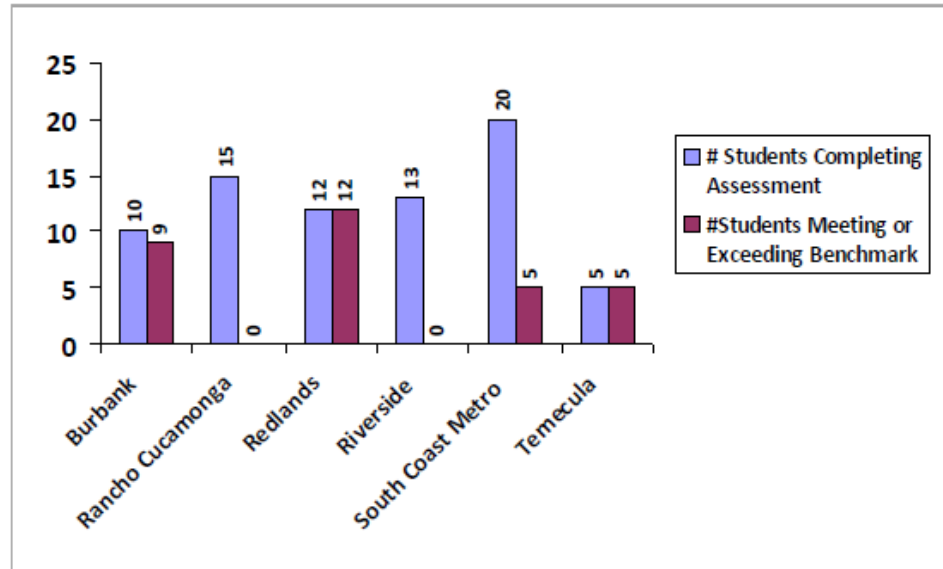


2017 Fall 1

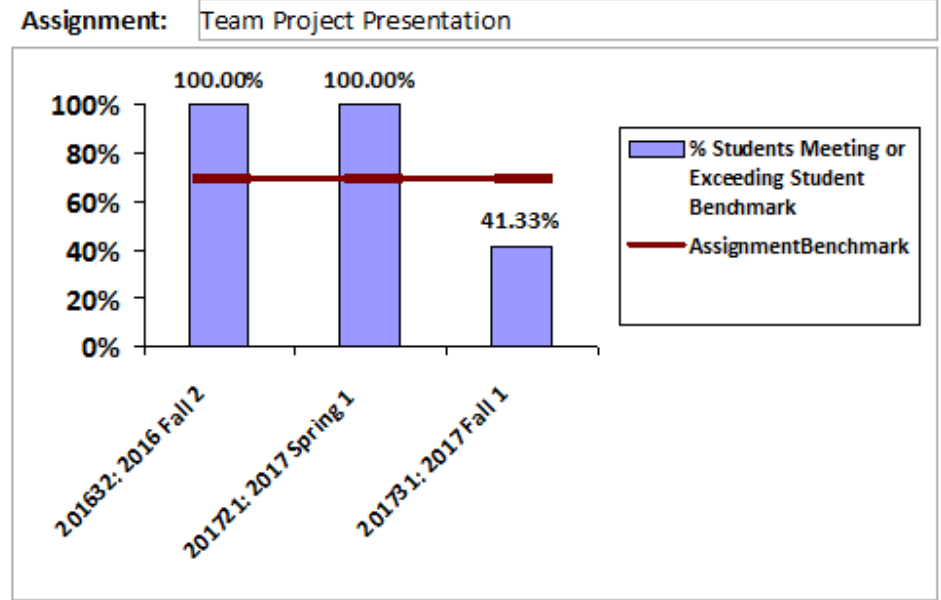
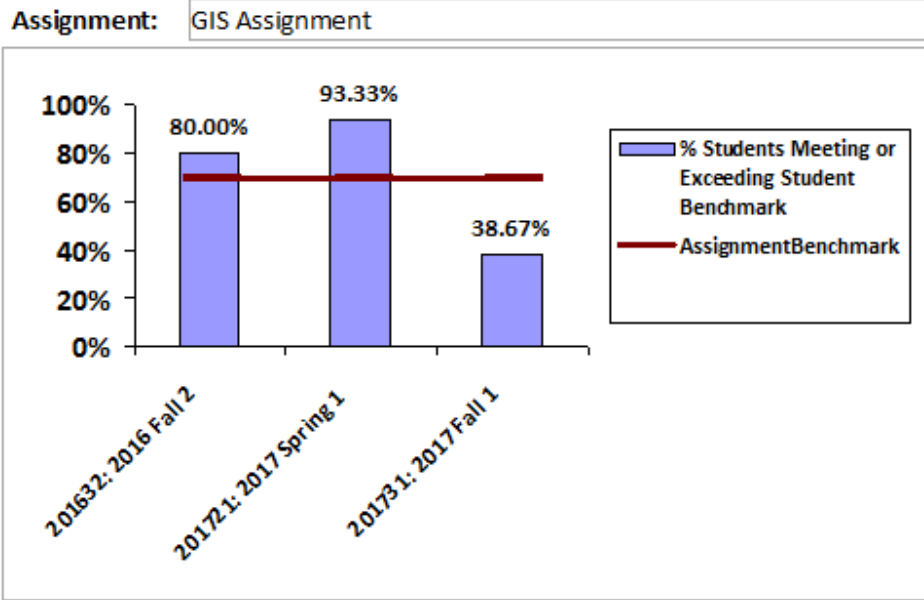
Assignment: GIS Assignment



Assignment: Team Project Presentation



Overall Results



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 - a. **Graduate**
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 - 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: BSB and 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:
BSB PLO1 and BSM PLO1 aligned with CLO1. BSB PLO3 and BSM PLO3 aligned with CLO 3	<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.
Course: BUSB 340 Principles of Marketing	

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

CLO 1: Demonstrate an understanding of fundamental marketing knowledge to effectively address organizational challenges and opportunities

CLO 3: Employ effective written and oral skills to communicate clearly and persuasively

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.

Analysis of Results

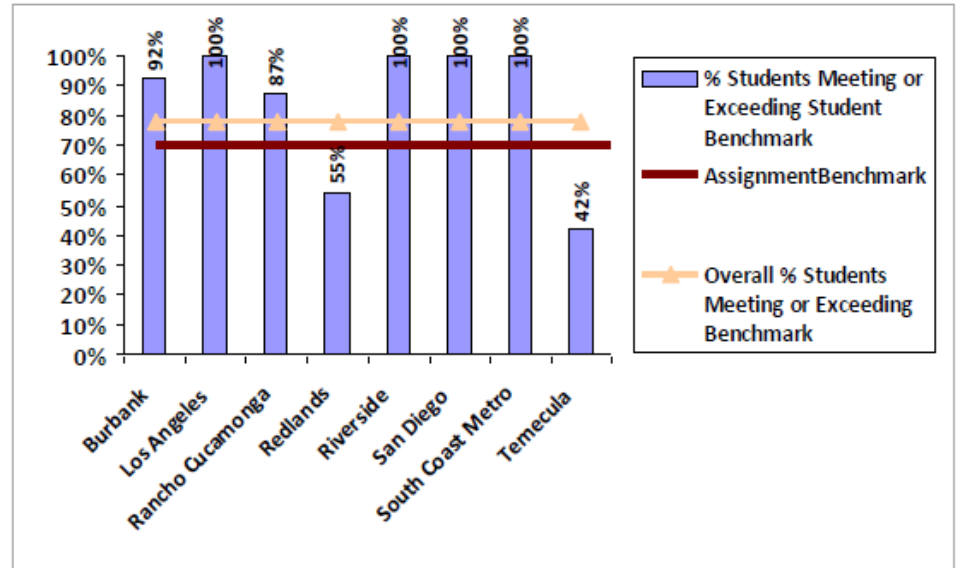
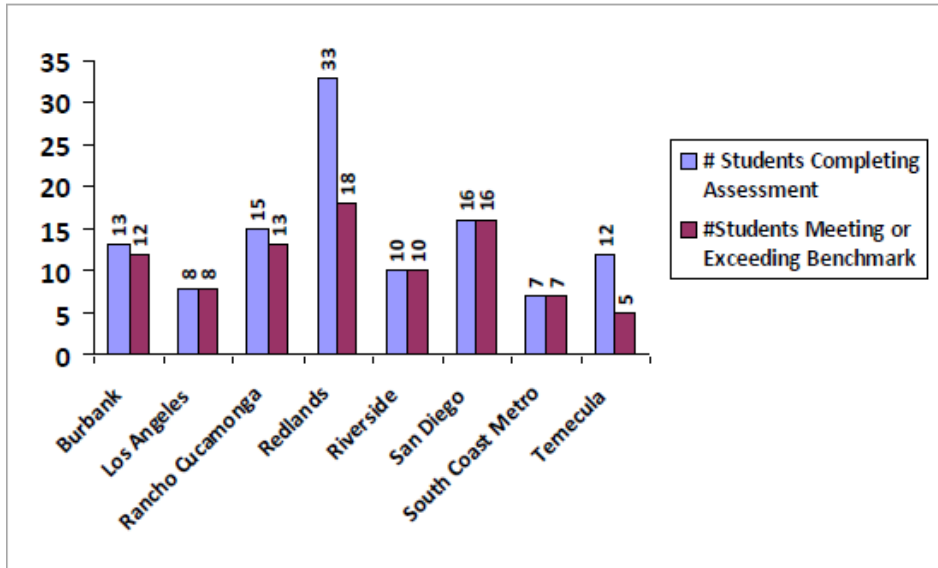
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or 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 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>2017 Spring 3: 114 students completed assessment across eight sites. 96% of them met or exceeded benchmark.</p> <p>2018 Spring 1: 76 students completed the assessment across 6 educational sites. 93% of the students met or exceeded the benchmark.</p> <p>2018 Summer 2: 82 students completed the assessment across 6 educational sites. 73% met or exceeded the benchmark.</p>	<p>Over the three terms, on average students have been meeting the benchmark. 2017 Spring 3 data was also included in last round's analysis, which is the only period where there were sites that did not meet the 70% benchmark. The two data points in 2018 both showed strong students' performance.</p>	<p>The result was shared at the last faculty development conference and there was no concern over the assessment tool or the result itself. We will continue using this assessment tool to measure students understanding of fundamental marketing knowledge.</p>	<p>2017 Spring 3 See p. 3</p> <p>2018 Spring 1 See p. 4</p> <p>2018 Summer 2 See p. 5</p> <p>Overall Results See p. 6</p>
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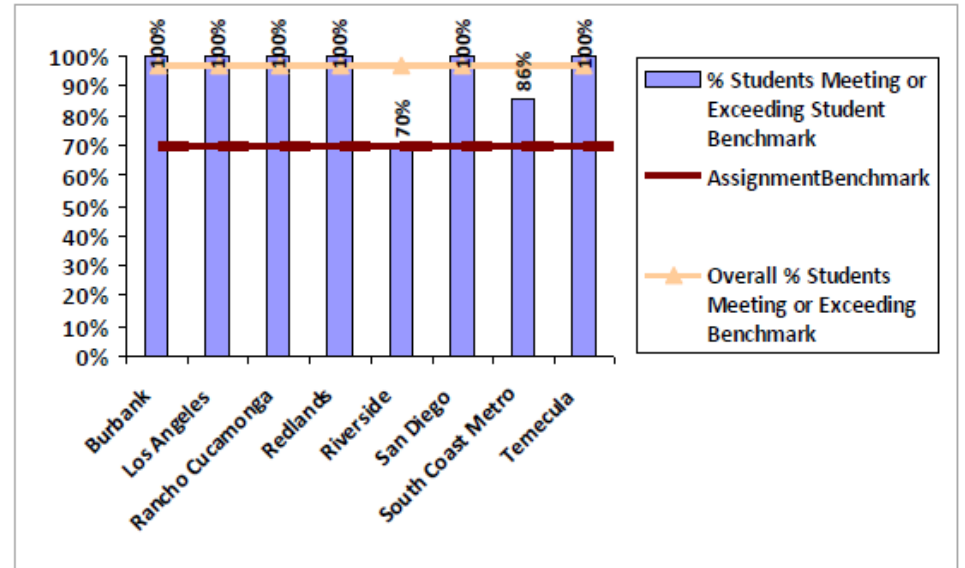
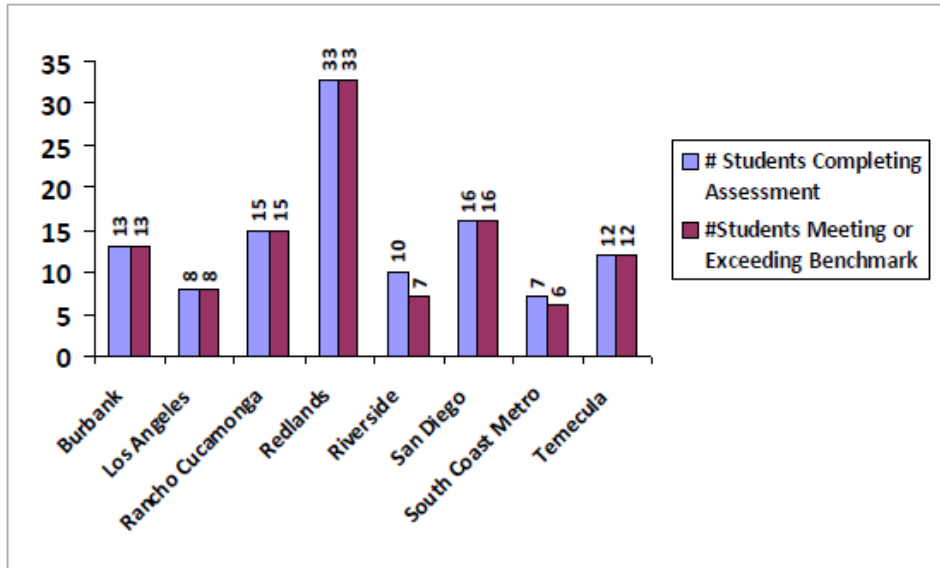
<p>70% of the students completing the assessment will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.</p>	<p>Oral Presentation. This is a direct, formative, and internal comparative assessment tool developed by the course syllabus owner.</p>	<p>2017 Spring 3: 114 students completed assessment across eight sites. 78% of them met or exceeded benchmark.</p> <p>2018 Spring 1: 76 students completed the assessment across 6 educational sites. 97% of the students met or exceeded the benchmark.</p> <p>2018 Summer 2: 82 students completed the assessment across 6 educational sites. 93% 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 96% to 93% and then 73%. But the last one dropped so much was mainly due to one of the sites did not submit any data and was registered as 0.</p>	<p>The result was shared at the last faculty development conference and there was no concern over the assessment tool or the result itself. We stressed to all the instructors the importance of submitting the assessment on time and we will continue using this assessment tool to measure students' oral communication skills.</p>	<p>2017 Spring 3 See p. 3</p> <p>2018 Spring 1 See p. 4</p> <p>2018 Summer 2 See p. 5</p> <p>Overall Results See p. 6</p>
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2017 Spring 3

Assignment: Exam

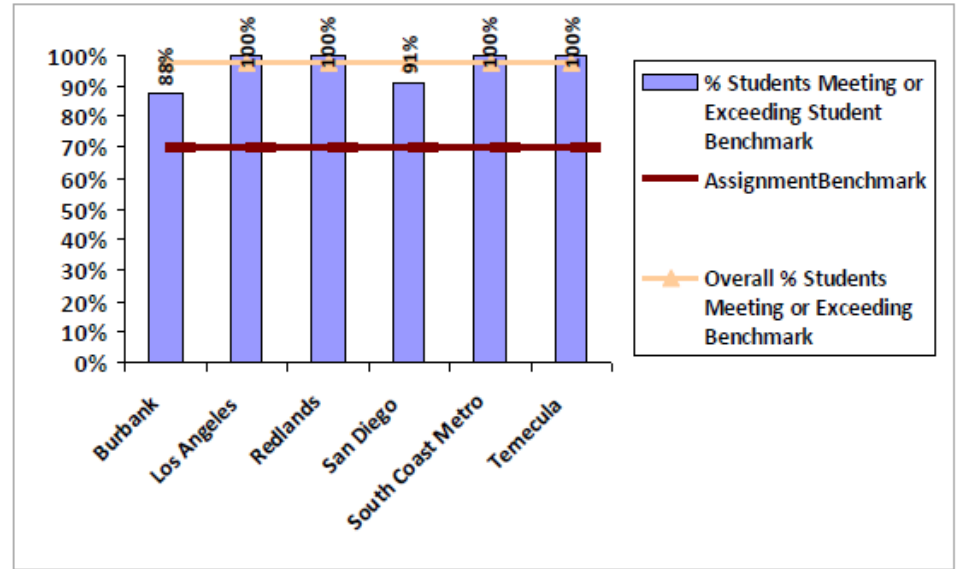
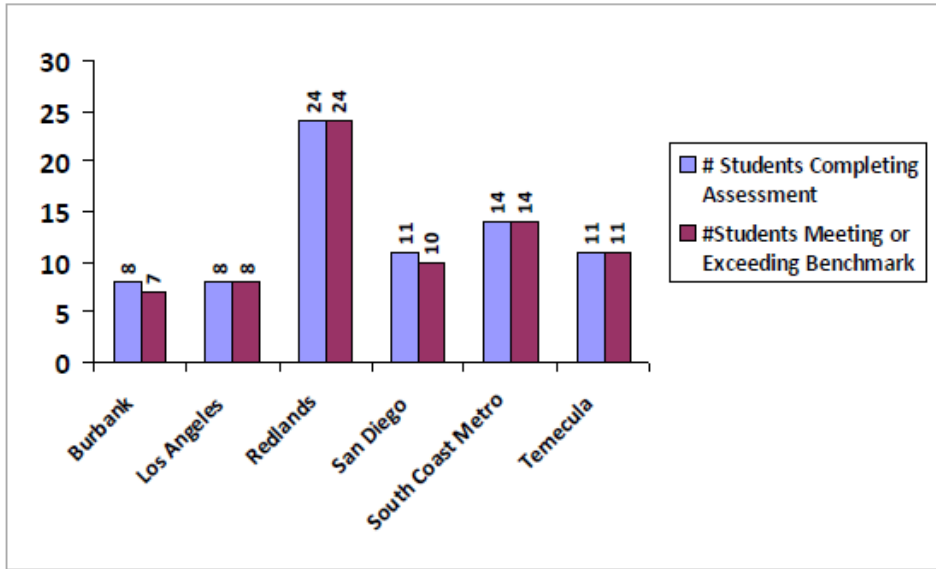


Assignment: Presentation

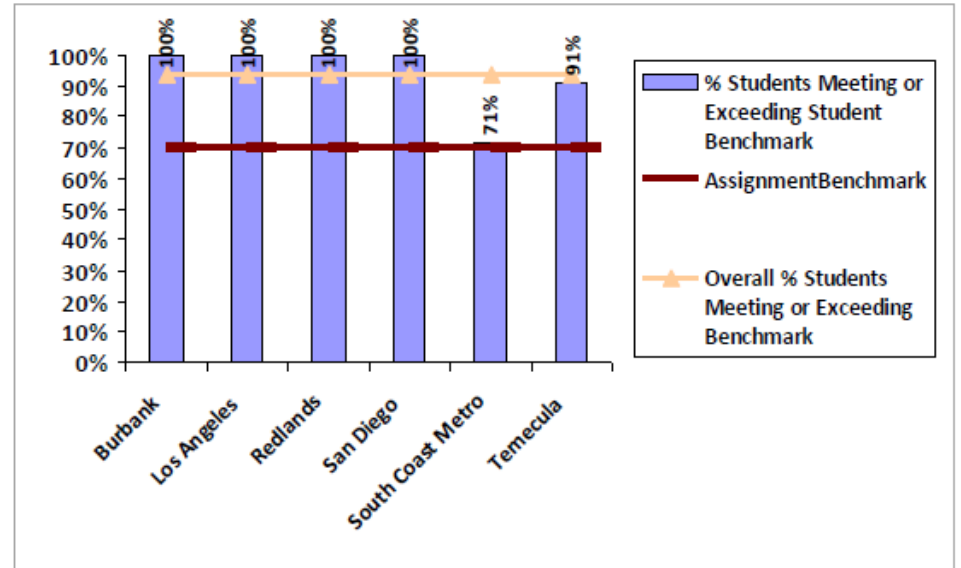
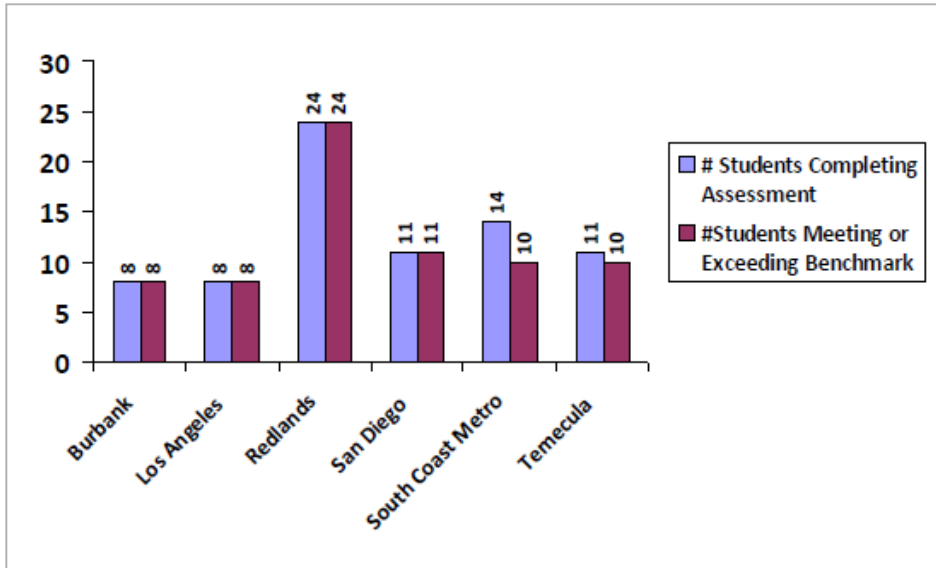


2018 Spring 1

Assignment: Exam

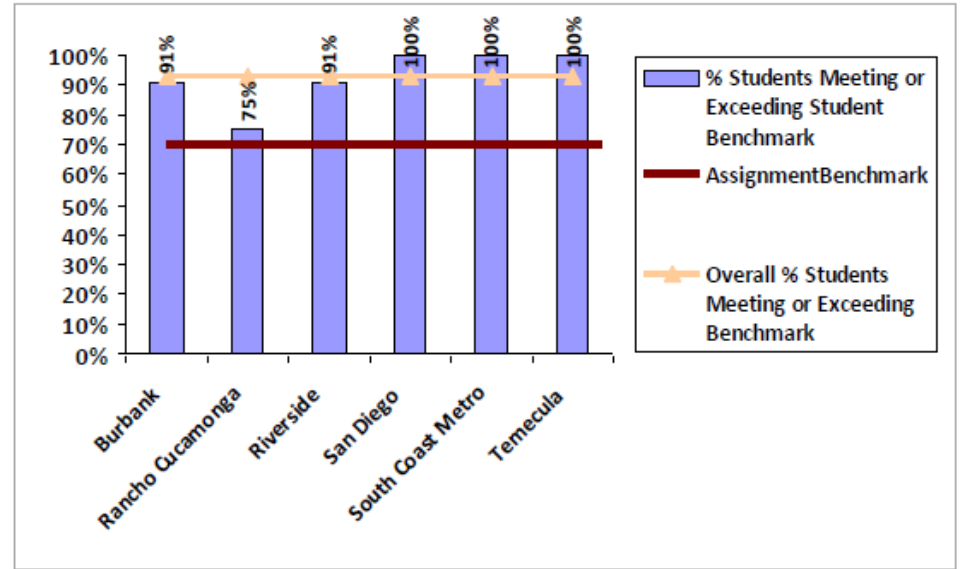
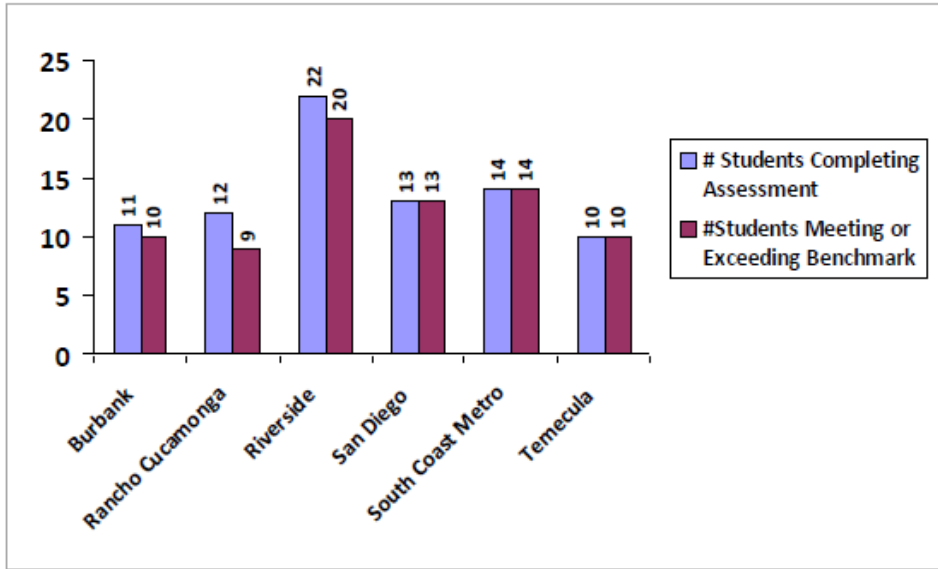


Assignment: Presentation

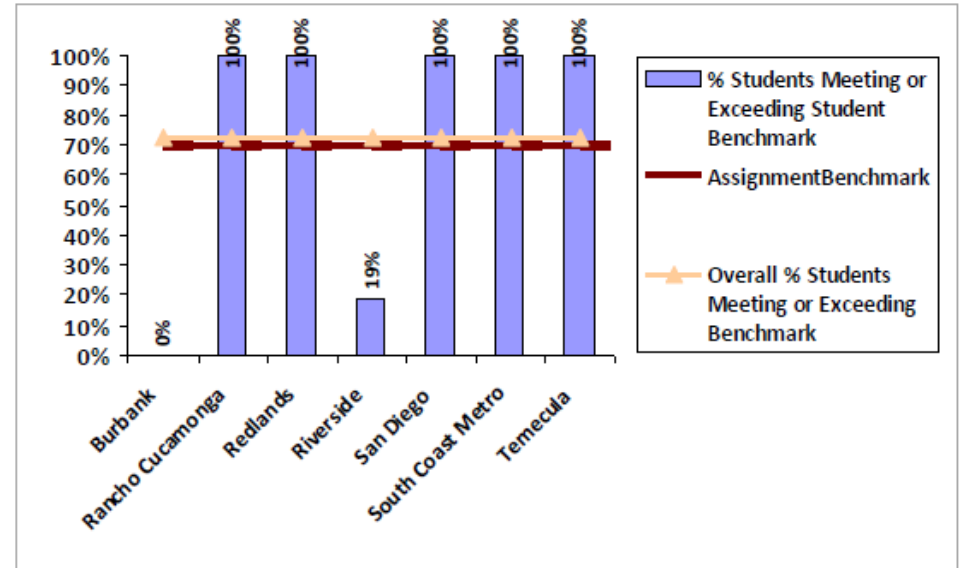
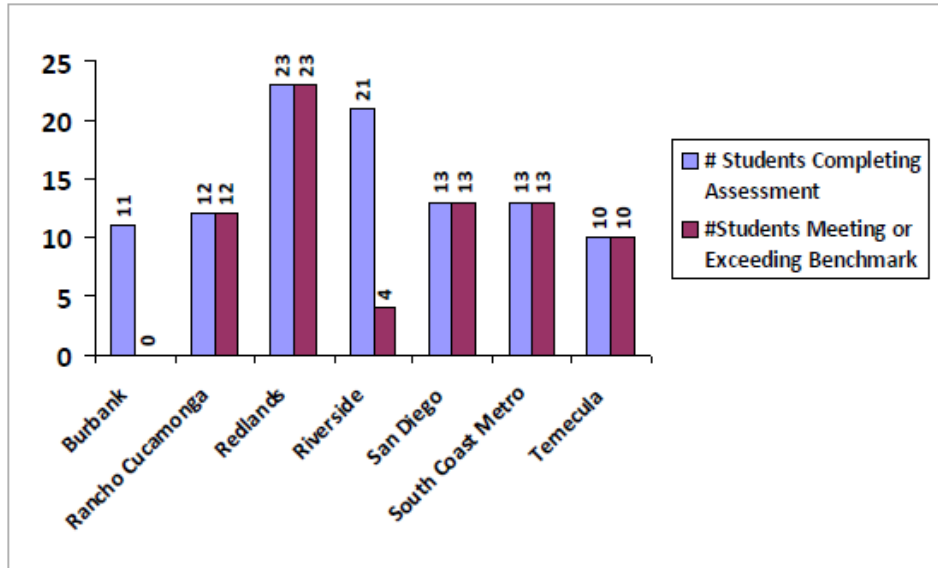


2018 Summer 2

Assignment: Exam

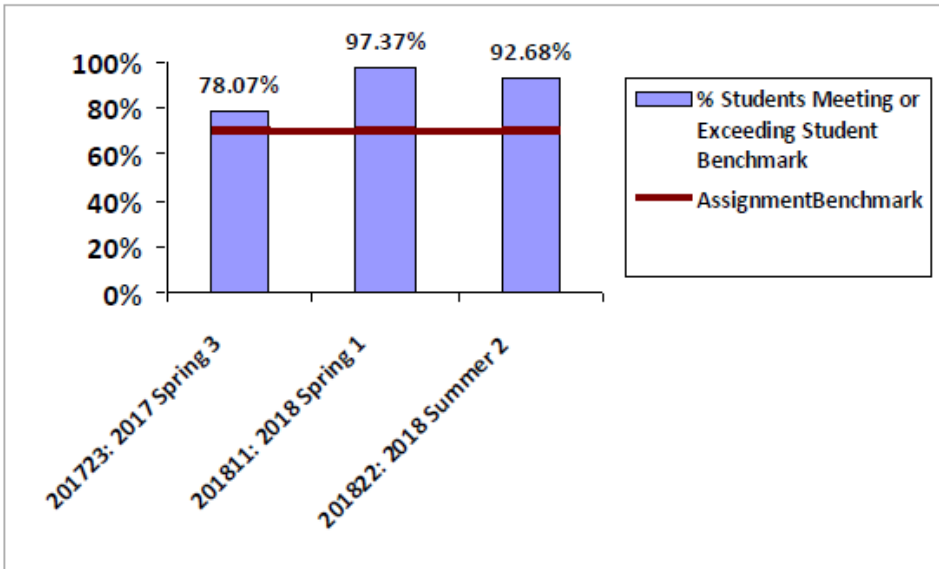


Assignment: Presentation

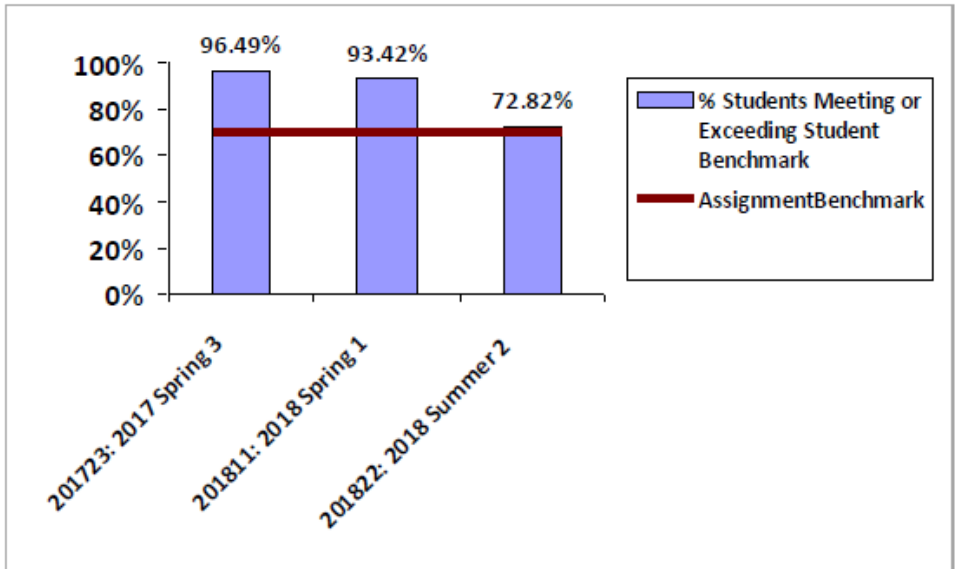


Overall Results

Assignment: Exam



Assignment: Presentation



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 - b. **Undergraduate**
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Assessment Action Plan¹

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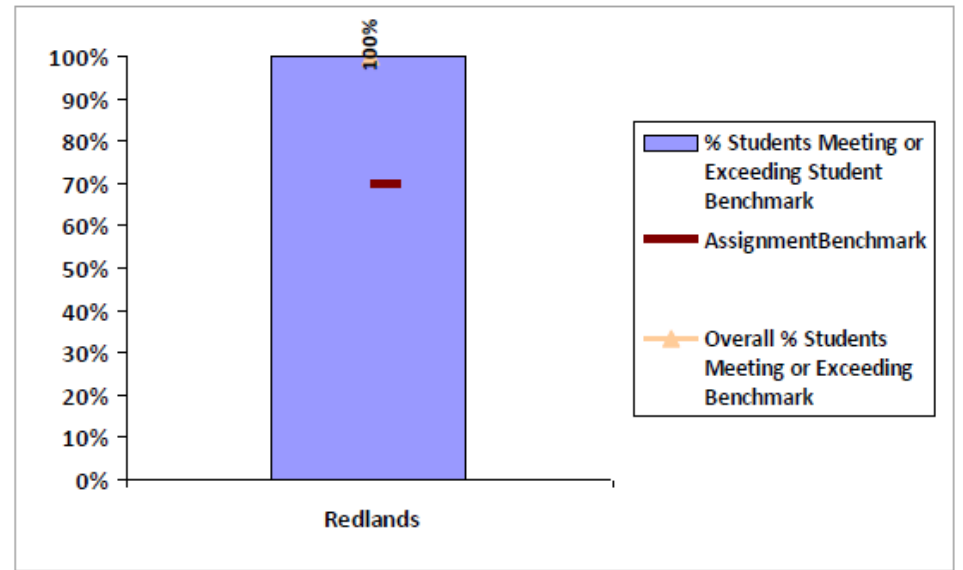
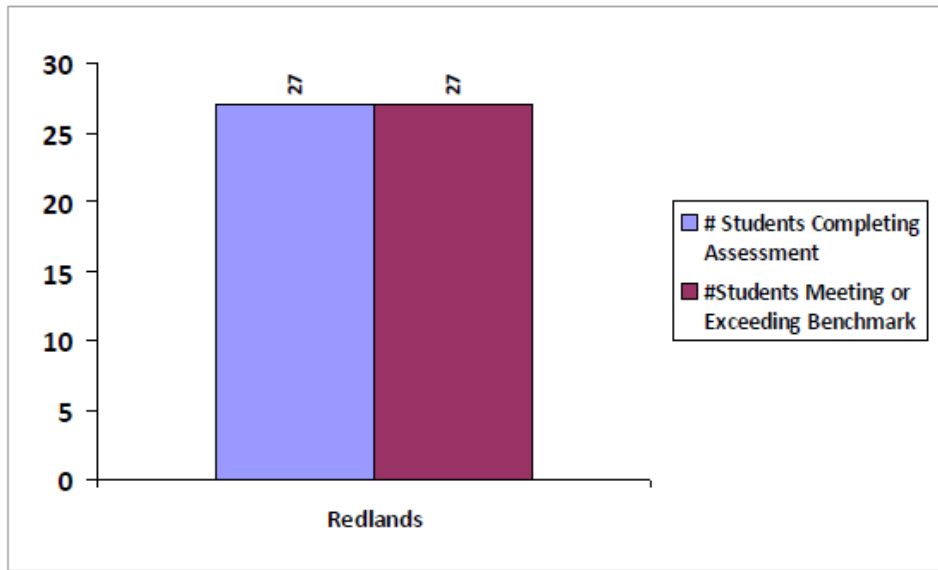
Performance Indicator	Definition				
Program: BSB	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed 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					
CLO: 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 analysis paper will meet or exceed the benchmark of 70%.	Analysis Paper, internally administered in an 8 week course using a standardized assessment rubric.	<p>In total, there were three terms of total 142 papers included in this analysis.</p> <p>Fall 2016 -27 completed papers</p> <p>Fall 2017 -18 completed papers</p>	<p>The first and second term results in the analysis are only from Redlands. Since the results cover both extremes, this makes them questionable. Similarly, in the third term, on average students met the benchmark, but with large</p>	<p>In reference to last year’s performance, the results still appeared unstable across different terms and there was large volatility across different terms and campuses. It’s hard to draw a solid conclusion at this point.</p> <p>As a measure to emphasize learning and long-term retention of</p>	<p style="text-align: center;">2016 Fall 3 See p. 2</p> <p style="text-align: center;">2017 Spring 1 See p. 3</p> <p style="text-align: center;">2017 Fall 1 See p. 4</p> <p style="text-align: center;">Overall Results See p. 5</p>

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		<p>Fall 2017-97 completed papers</p> <p>In the first term, All students met the benchmark. In the second term, none of the students did. In the third term, five of seven classes met the benchmark. Courses include students from BSM and BSB.</p>	<p>variation across campuses. This puts the measurement instrument into question.</p>	<p>material, traditional studying was moved to the learnsmart system by McGraw Hill that provides constant feedback to students but also trains their ability to answer questions. This will be rolled out across all BUSB 342 courses in the 2018 / 2019 academic year. The instructors suggest waiting until the results from this change are measurable before discussing additional curricular adjustments.</p> <p>In order to improve consistency of measurement over time and across campuses, the learnsmart system also allows to move to an objective assessment instrument that is instructor- independent and consistent over time. This will also be rolled out over the 2018/2019 academic year.</p>	
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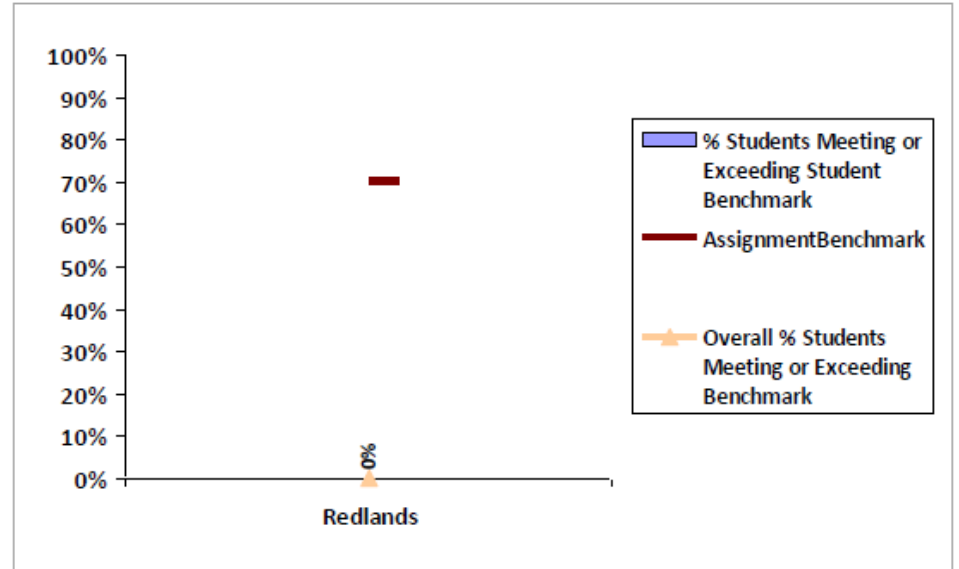
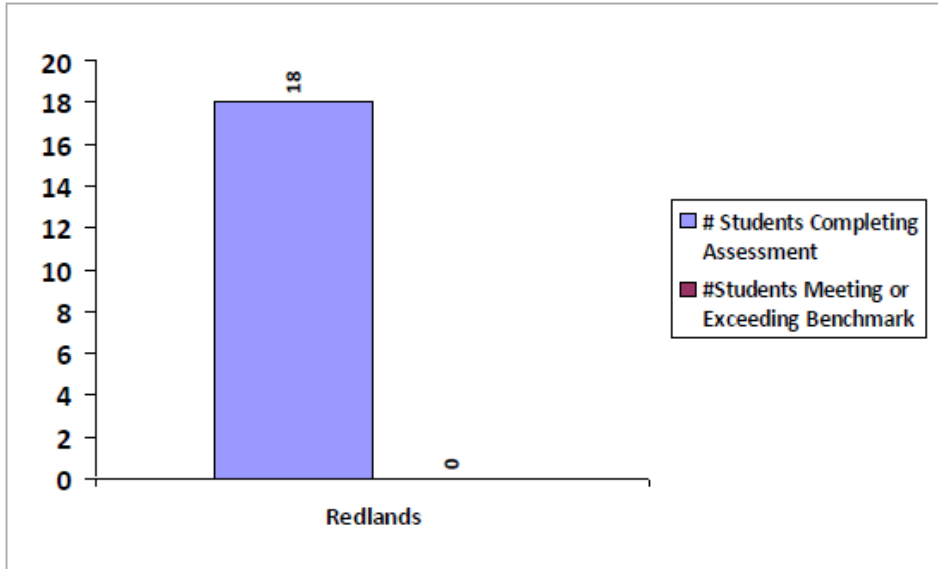
2016 Fall 3

Assignment: Analysis Paper

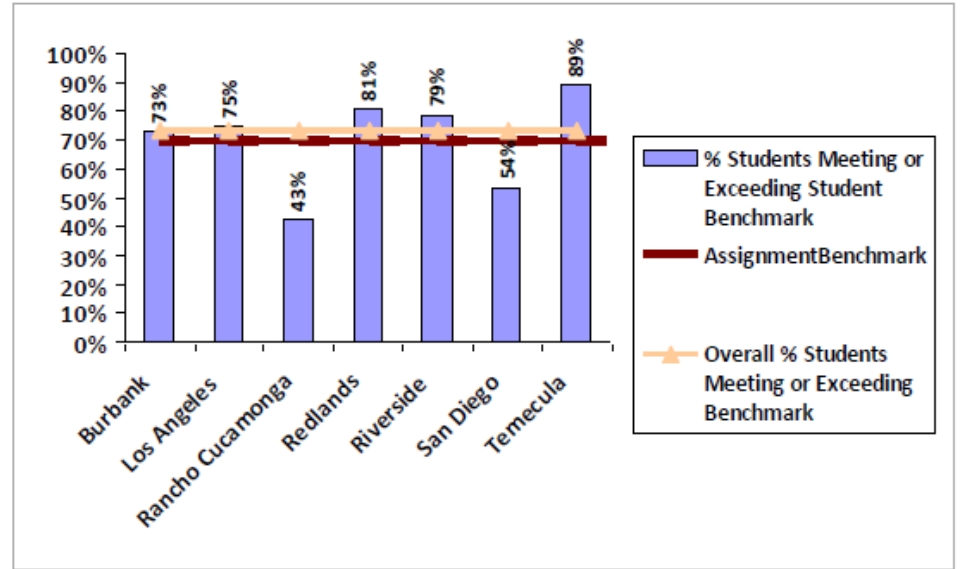
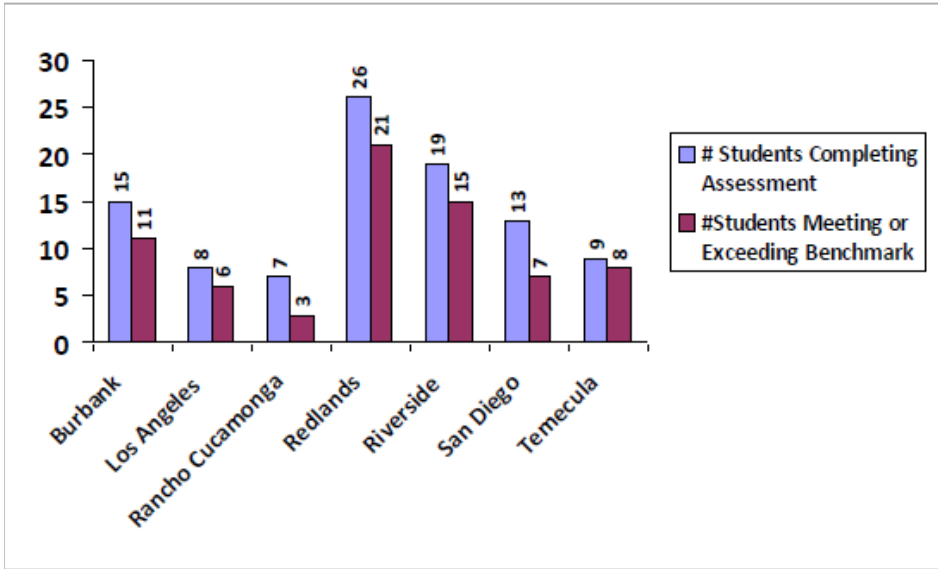


2017 Spring 1

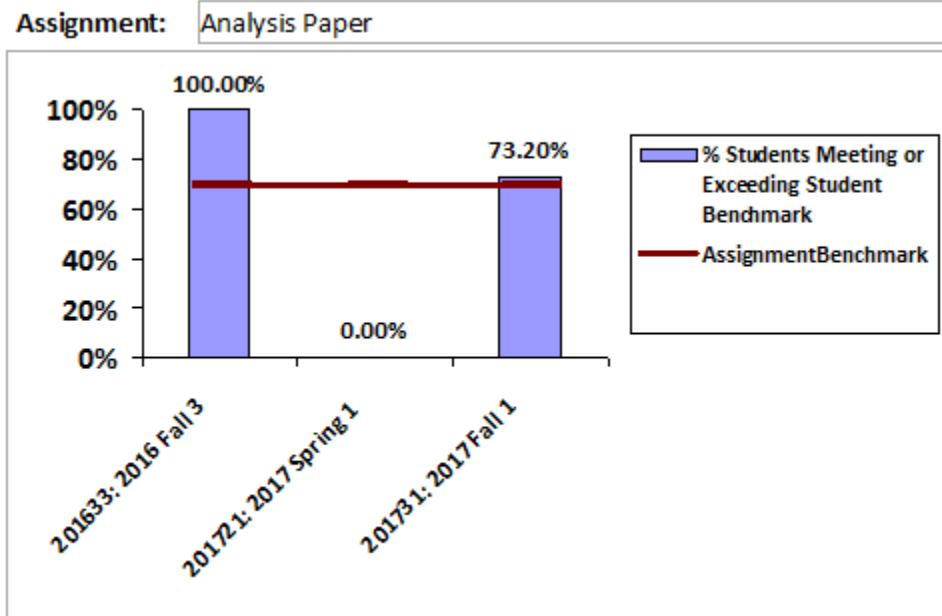
Assignment: Analysis Paper



Assignment: Analysis Paper



Overall Results



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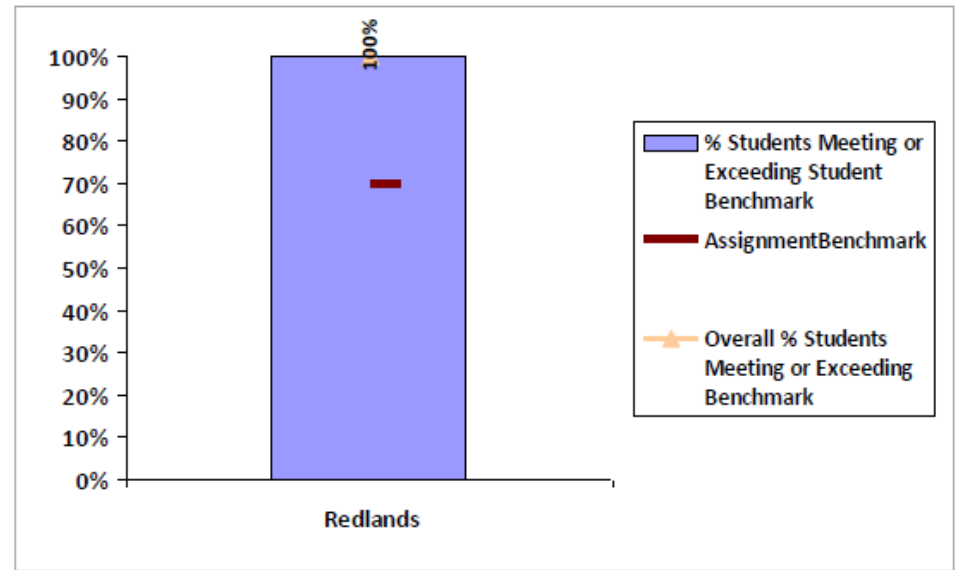
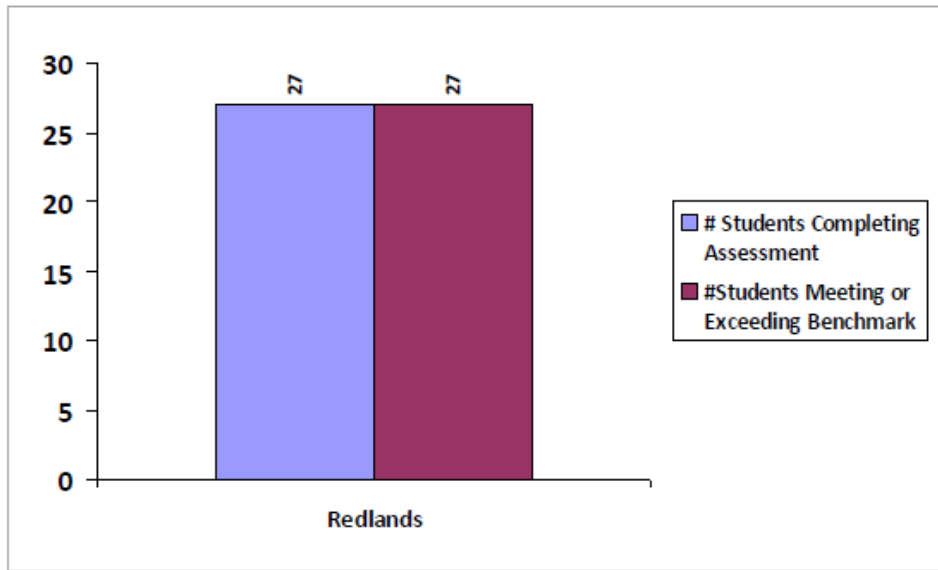
Performance Indicator	Definition				
Program: BSM	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed 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</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					
CLO: 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 analysis paper will meet or exceed the benchmark of 70%.	Analysis Paper, internally administered in an 8 week course using a standardized assessment rubric.	<p>In total, there were three terms of total 142 papers included in this analysis.</p> <p>Fall 2016 -27 completed papers</p> <p>Fall 2017</p>	<p>The first and second term results in the analysis are only from Redlands. Since the results cover both extremes, this makes them questionable. Similarly, in the third term, on average students met the benchmark, but with large variation across campuses. This puts</p>	<p>In reference to last year’s performance, the results still appeared unstable across different terms and there was large volatility across different terms and campuses. It’s hard to draw a solid conclusion at this point.</p>	<p style="text-align: center;">2016 Fall 3 See p. 2</p> <p style="text-align: center;">2017 Spring 1 See p. 3</p> <p style="text-align: center;">2017 Fall 1 See p. 4</p> <p style="text-align: center;">Overall Results See p. 5</p>

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

		<p>-18 completed papers</p> <p>Fall 2017 -97 completed papers</p> <p>In the first term, All students met the benchmark. In the second term, none of the students did. In the third term, five of seven classes met the benchmark. Courses include students from BSM and BSB.</p>	<p>the measurement instrument into question.</p>	<p>As a measure to emphasize learning and long-term retention of material, traditional studying was moved to the learnsmart system by McGraw Hill that provides constant feedback to students but also trains their ability to answer questions. This will be rolled out across all BUSB 342 courses in the 2018 / 2019 academic year. The instructors suggest waiting until the results from this change are measurable before discussing additional curricular adjustments.</p> <p>In order to improve consistency of measurement over time and across campuses, the learnsmart system also allows to move to an objective assessment instrument that is instructor- independent and consistent over time. This will also be rolled out over the 2018/2019 academic year.</p>	
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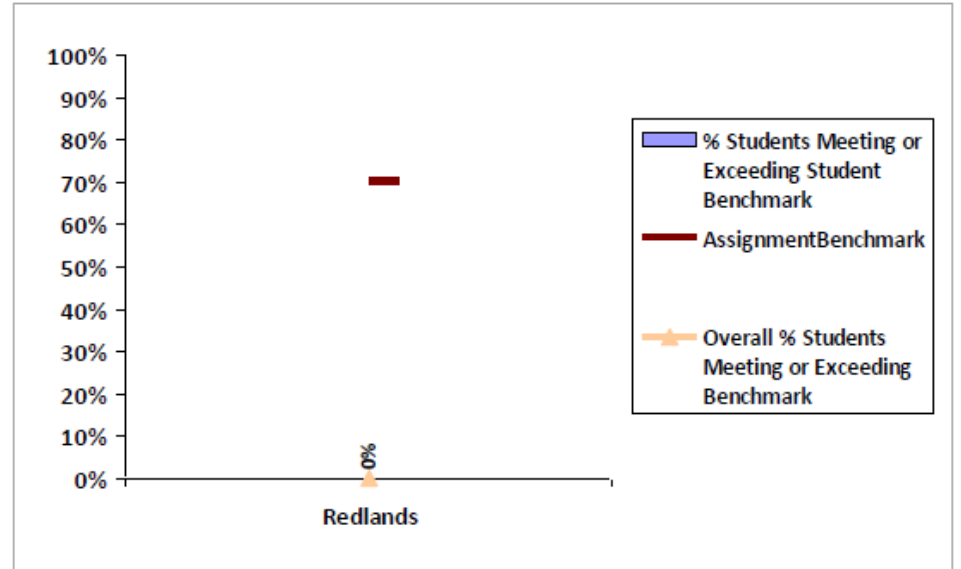
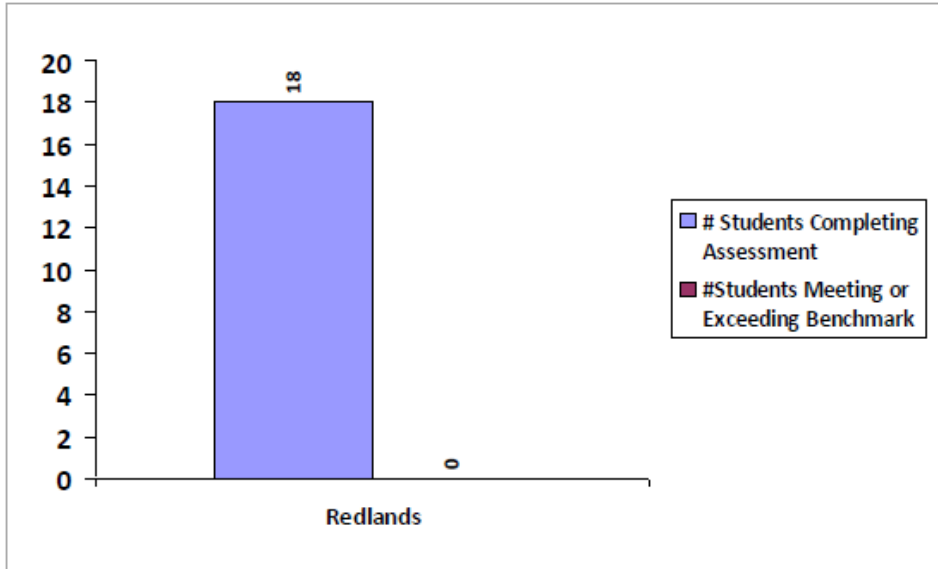
2016 Fall 3

Assignment: Analysis Paper

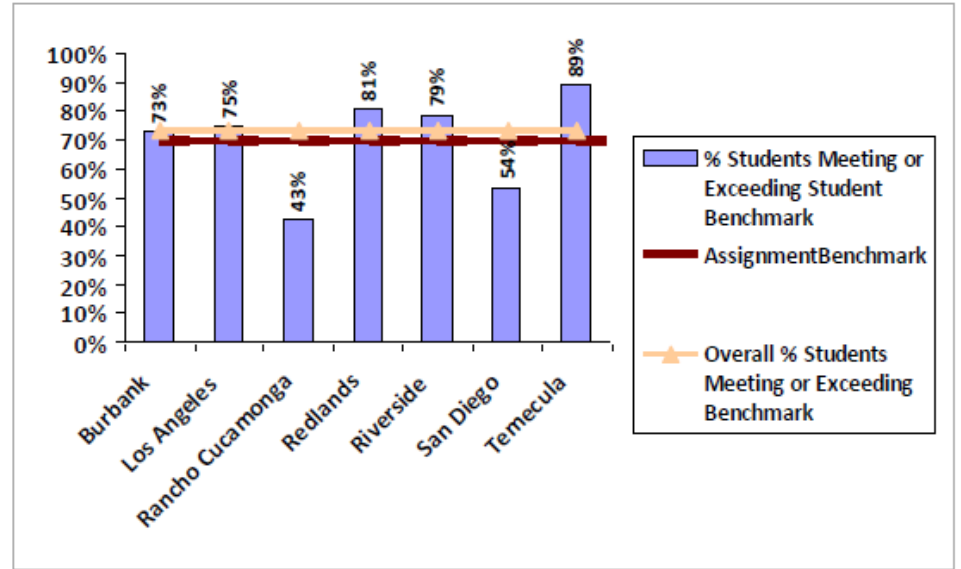
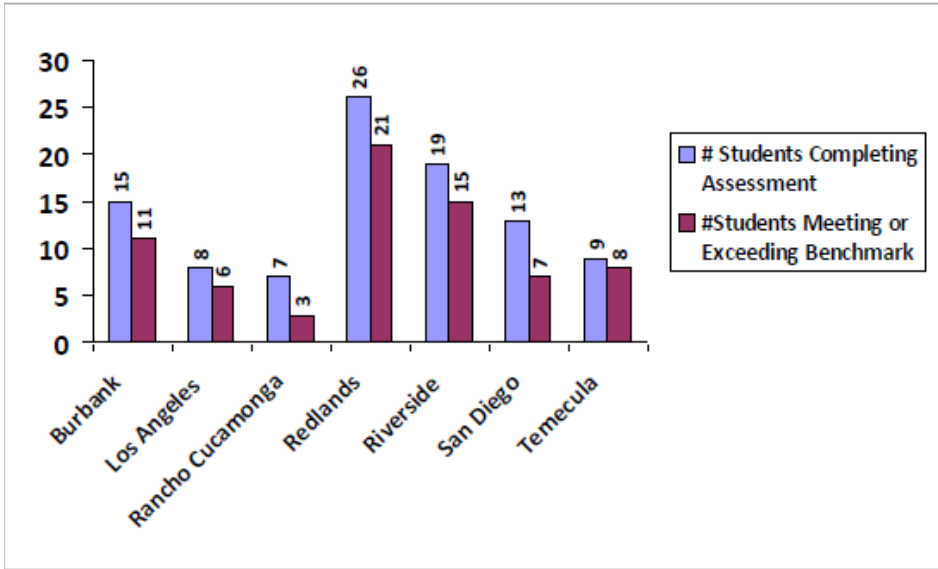


2017 Spring 1

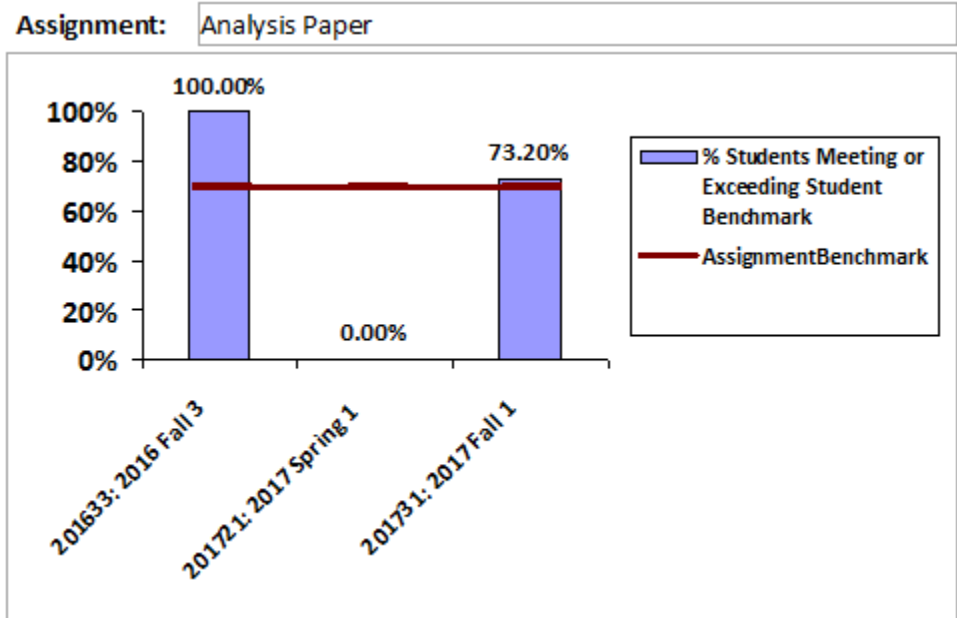
Assignment: Analysis Paper



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 PLO: 1: Explain fundamental business theories and concepts Course: BUSB 361 Financial Management clo: 3: Apply basic Principles of financial Analysis to a firm's Financial data to: a) Determine the Financial performance of the firm b) make financial Projections for the firm C) Make and support basic financial decisions	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,	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.

	internal, comparative, etc)				
Measurable Goal: 70% of the students completing the final paper will meet or exceed the benchmark of 70%.	Final Paper, internally administered in an 8 week course using a standardized assessment rubric.	<p>Results :</p> <p>The weighted average percentage (WAP) of students who met and exceeded the benchmark of 70% for papers was over 79% and for presentation was 84%. It is noted that for presentations for 2017 Spring 2 term at Rancho Cuc. Location were not administered and recorded by instructor .</p> <p>21 sections were offered across 7 campus locations with total of 231 students taking this assessment test 18out of 21 sections met or exceeded the Benchmark for final paper.</p> <p>The other 3 sections did not meet the benchmark and fluctuate between 46%.-56% with deficit of 14%-24% to reach the CLO benchmark.</p> <p>2017 Spring 2 term with 95 students offered at 7 locations,74%% of students met Or exceeded the benchmark in final paper.</p>	<p>The overall results as WAP reveal that the students 'performance For final paper and Presentation is met or Exceeded the Benchmark.</p> <p>21 sections were offered across 7 campus locations with total of 231 students taking this assessment test for final paper and 18 out of 21 sections met or exceeded the benchmark .</p> <p>The other 3 sections did not meet the benchmark with deficit of 14%-24% to reach the CLO benchmark. The results appear to be satisfactory with the average well above (2016 Fall 1) and the 70% benchmark. l. The average for 2017 Spring 2 was 74% which is 4%above the required</p>	<p><u>Action :</u></p> <p>1. Instructors to be sure to conduct the assessments of paper and presentations and report the results. one of clusters during 2017 term Spring 2 did not administered the presentations in Rancho Cucamonga. .</p> <p>2. We are getting a lot of complain from faculty about the Connect provided by McGrow Hill publisher and request to change the textbook with a better platform so students will benefit to practice examples and textbook instructions for the platform. I am currently in the process of looking at different textbooks. This decision to adapt a different book with a better platform was made by faculty during the Finance workshop during Professional Development conference in 2018.</p> <p>At this point, we believe the assessment instrument is working well and no course correction is warranted.</p>	<p>2017 Spring 2 See p. 3</p> <p>2017 Fall 2 See p. 4</p> <p>2018 Summer 1 See p. 5</p> <p>Overall Results See p. 6</p>

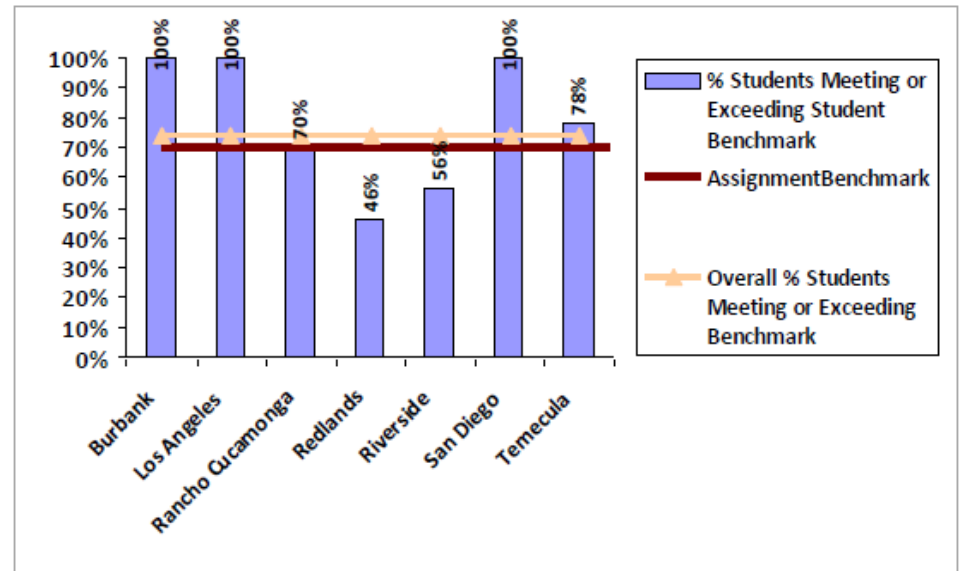
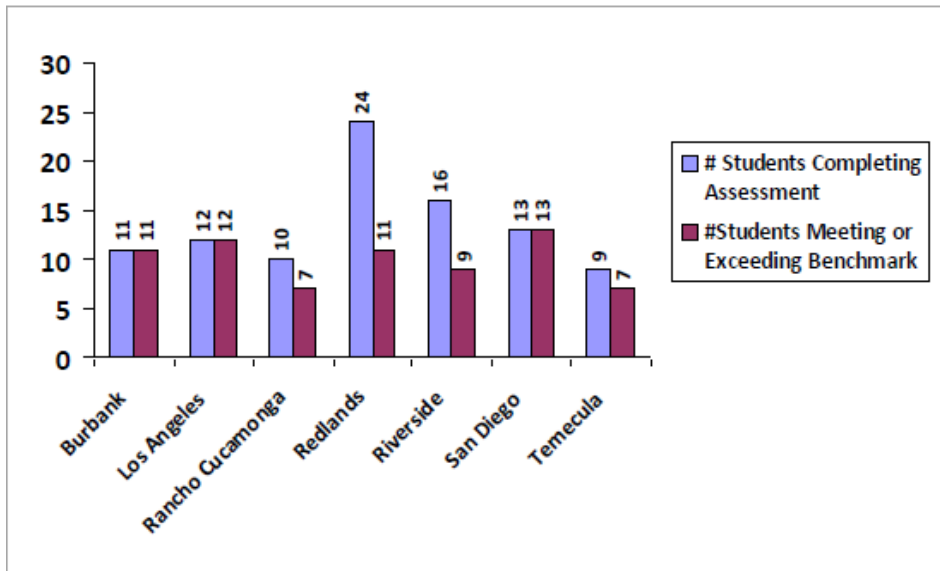
		<p>2017 Fall2 term with 65 students offered at 7 campus locations, over 86% of students for final paper met or exceeded the CLO benchmark.</p> <p>2018 Summer term at 7 locations, over 80% of student (#of students 71) For final paper met or exceeded the benchmark.</p>	<p>benchmark. Two regional campuses (Redlands and Riverside) from 7 regions fell short during 2017 Spring2 Term.</p> <p>The average for 2017 Fall 2 was over 86% which is 16% above the required benchmark. All 7 sections offered at 7 regional campus locations during 2017 Fall 2 term perform well above the required benchmark.</p> <p>The average for 2018 Summer 1 was over 80% which is 10% above the required benchmark. All 7 sections offered at 7 regional campus locations for 2018 Summer 1 term perform well above the required benchmark.</p>		
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<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 assessment rubric.</p>	<p>21 sections were offered across 7 campus locations with total of 218 students taking this assessment test 18 out of 20 sections met or exceeded the Benchmark for presentation of final paper. Students did not do presentation or instructor did not record the assessment test for one section in Rancho Cucamonga.</p> <p>The 2 sections which took the assessment test for presentations did not meet the benchmark and fluctuate between 48% -50% with deficit of 20%-22% to reach the CLO benchmark for final paper presentation.</p> <p>2017 Spring 2 term with 95 students offered at 7 locations, 74%% of students met Or exceeded the benchmark in final paper.</p> <p>2017 Fall2 term with 65 students offered at 7 campus locations, over 86% of students for final paper met or exceeded the CLO benchmark.</p> <p>2018 Summer term at 7</p>	<p>21 sections were offered across 7 campus locations with total of 218 students taking this assessment test for paper presentation and 17 out of 20 (the assessment test for presentation at one regional center was not conducted) sections met or exceeded the benchmark</p> <p>The other 3 sections did not meet the benchmark with deficit of 6%-24% to reach the CLO benchmark. However, the overall average was above the required benchmark for all regional centers. The results appear to be satisfactory with the average well above (2016 Fall 1) and the 70% benchmark for presentation. I. The average for 2017 Spring 2 was 79% which is 9%above the required benchmark.</p>	<p>Instructors to be sure to conduct the assessments of paper and presentations and report the results. one of clusters during 2017 term Spring 2 did not administered the presentations in Rancho Cucamonga. .</p>	<p>2017 Spring 2 See p. 3</p> <p>2017 Fall 2 See p. 4</p> <p>2018 Summer 1 See p. 5</p> <p>Overall Results See p. 6</p>
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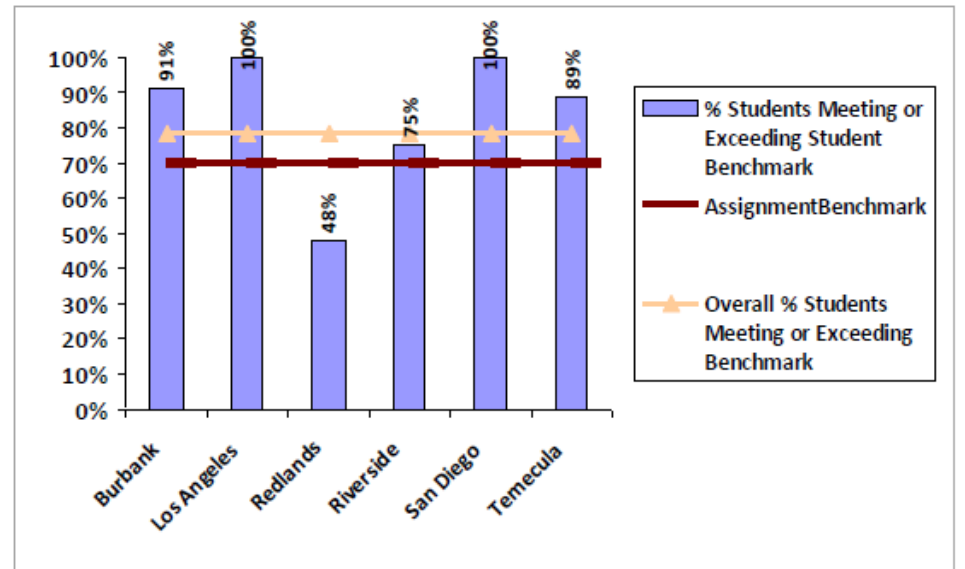
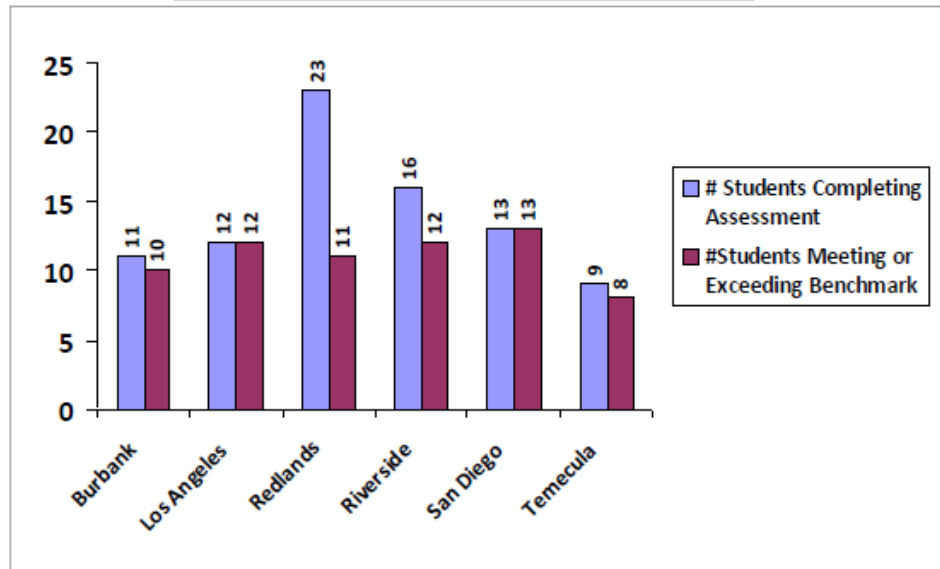
		<p>locations, over 80% of student (#of students 71) For final paper met or exceeded the benchmark.</p>	<p>Two regional campuses (Redlands and Riverside) from 7 regions fell short during 2017 Spring2 Term.</p> <p>.</p> <p>The average for 2017 Fall 2 was over 95% which is 25% above the required benchmark. All 7 sections offered at 7 regional campus locations during 2017 Fall 2 term perform well above the required benchmark.</p> <p>The average for 2018 Summer 1 was over 83% which is 13% above the required benchmark. 5 sections out of 7 offered at 7 regional campus locations for 2018 Summer 1 term perform well above the required benchmark for paper presentation.</p>		
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2017 Spring 2

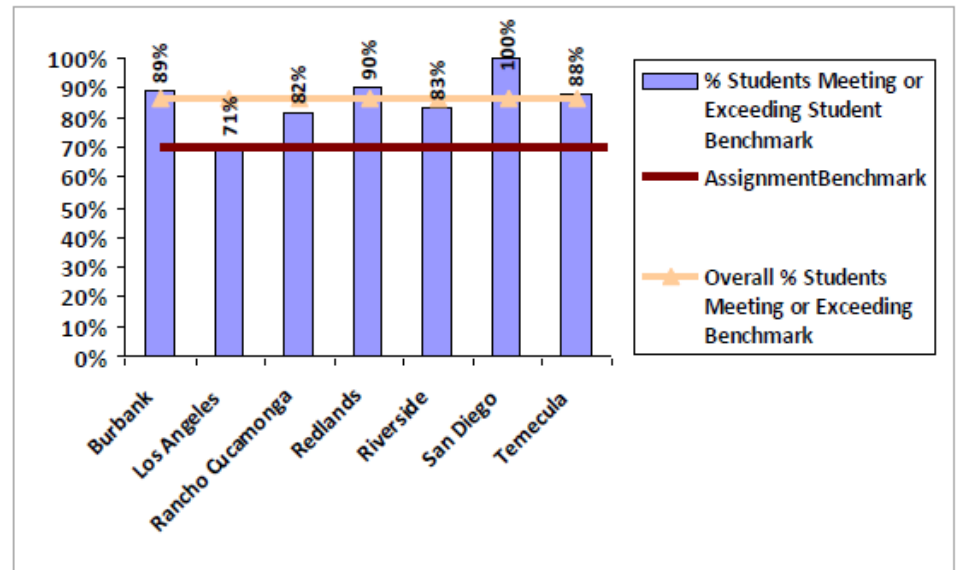
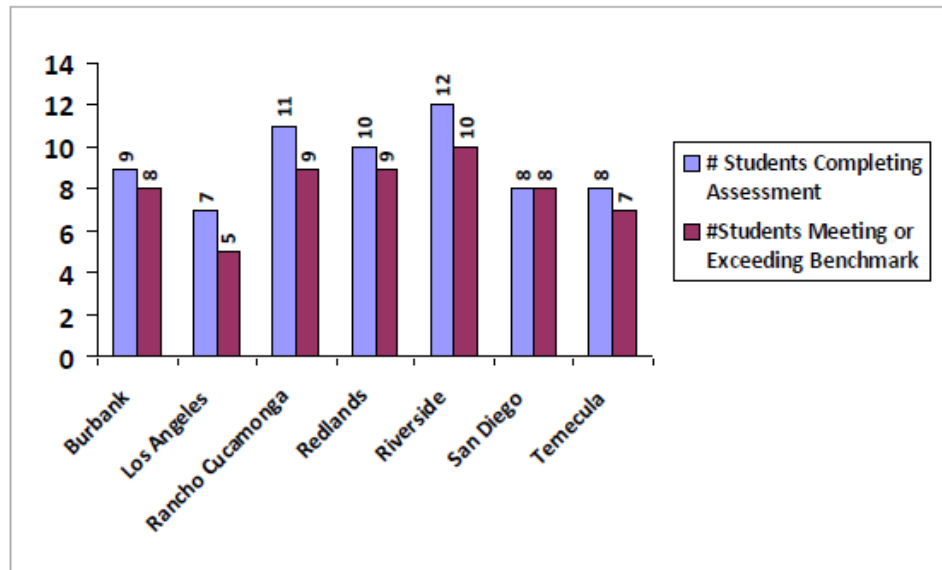
Assignment: Final Paper



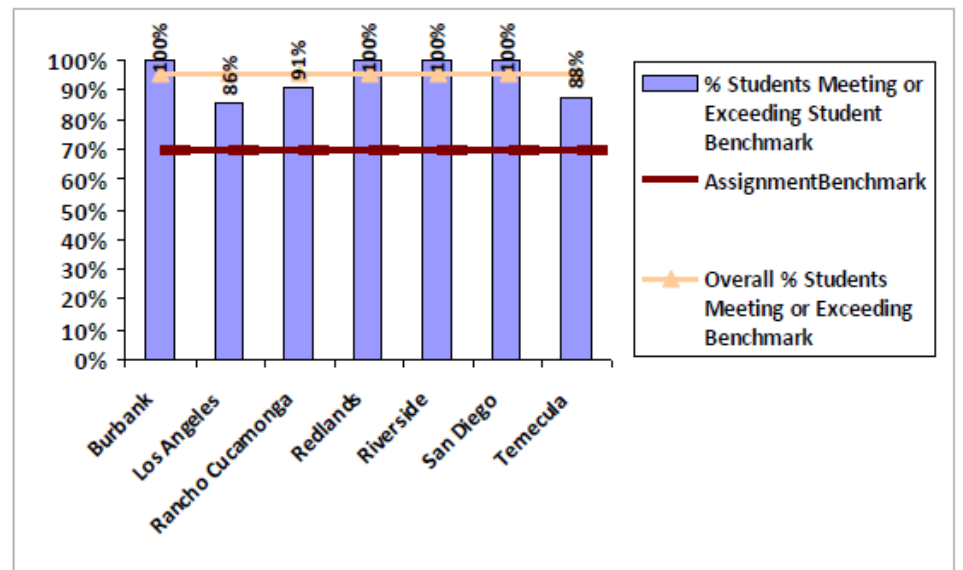
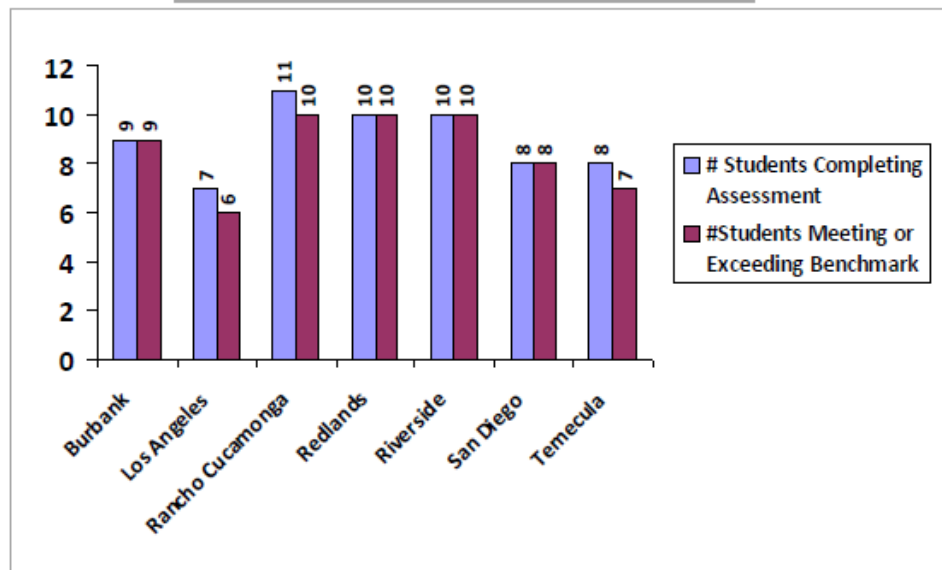
Assignment: Presentation



Assignment: Final Paper

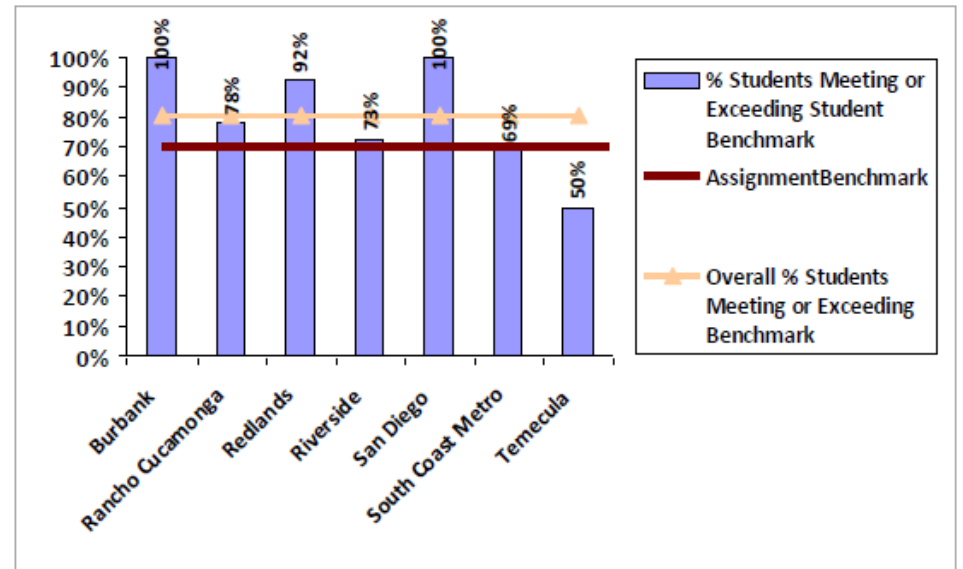
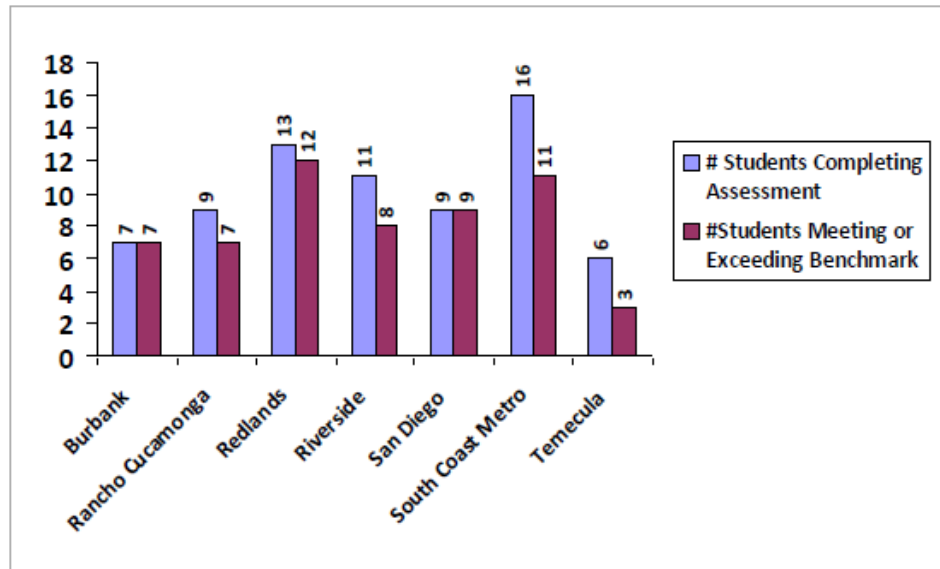


Assignment: Presentation

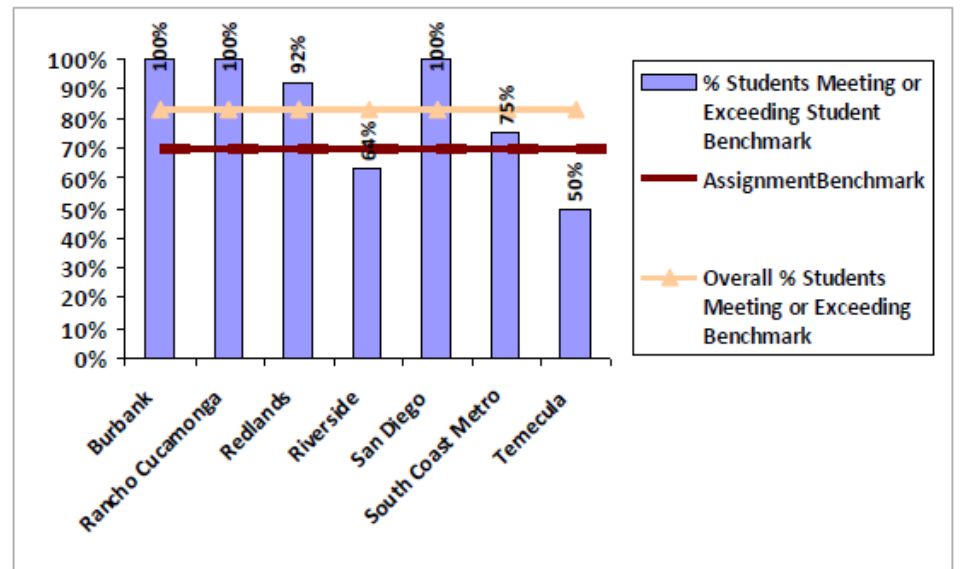
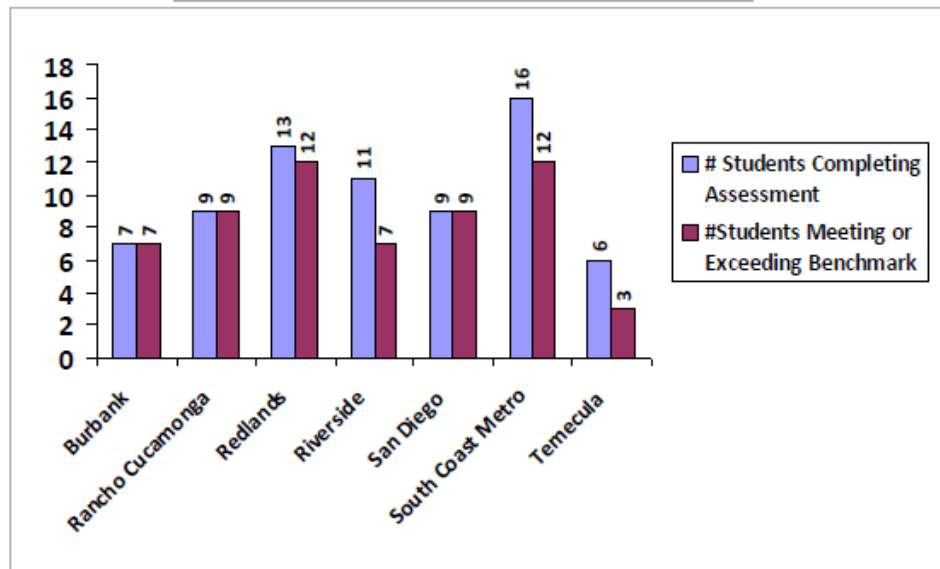


2018 Summer 1

Assignment: Final Paper

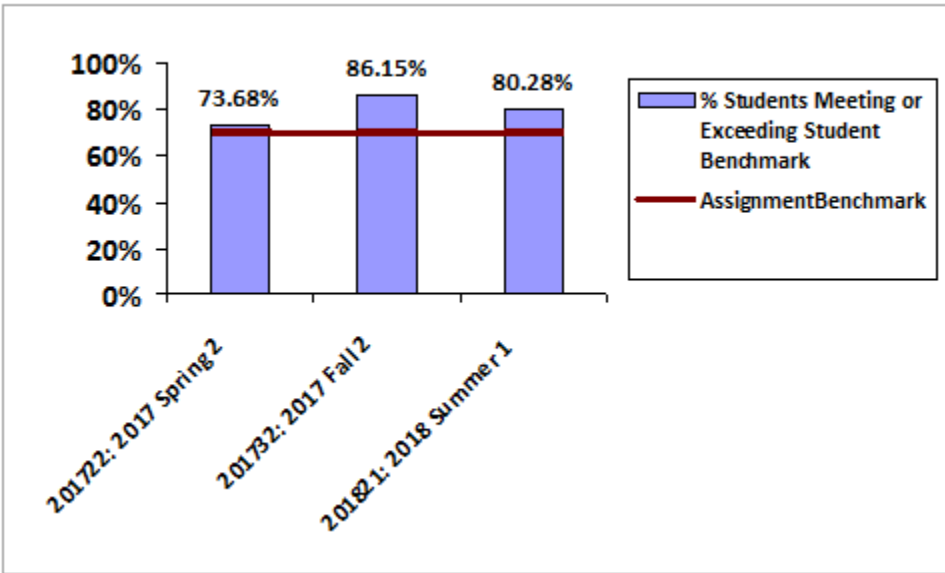


Assignment: Presentation

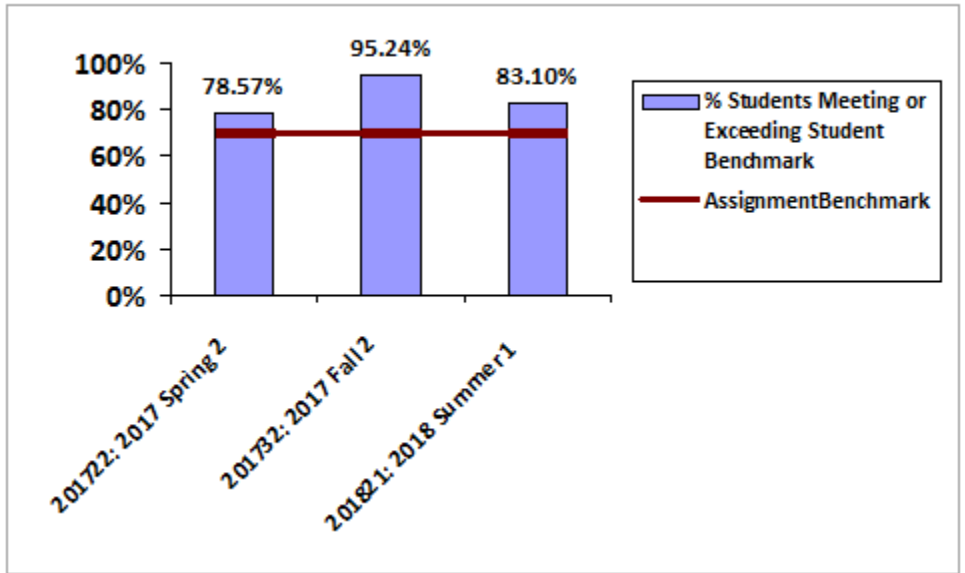


Overall Results

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.
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 - 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.
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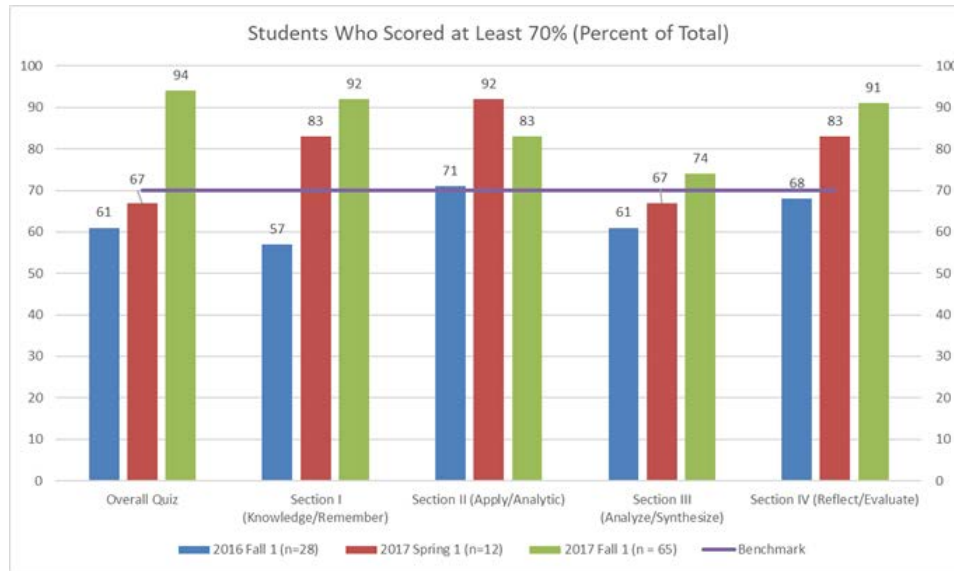
Assessment Action Plan¹

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: 4					
Course: BUSB-370					
CLO: 3					
Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? <small>(Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)</small>	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)

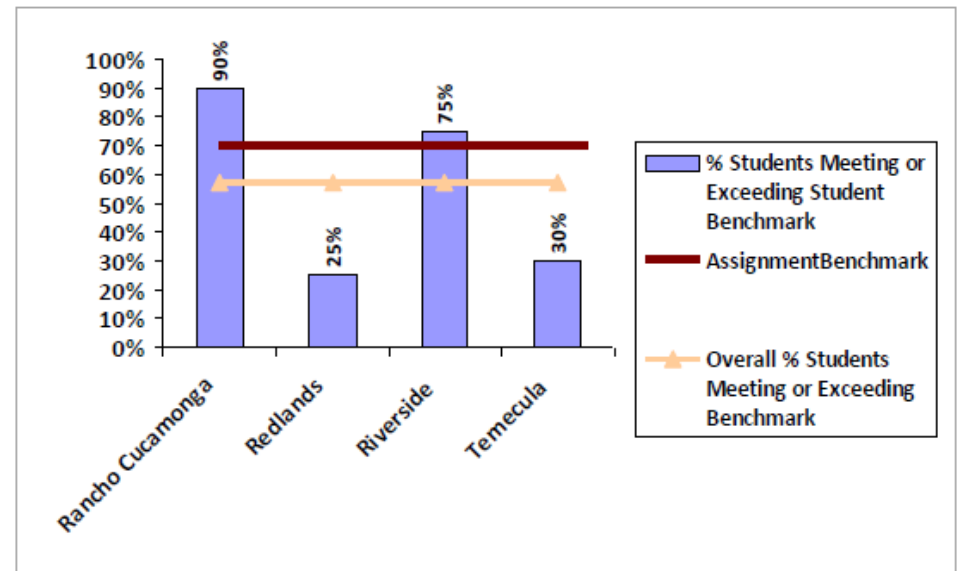
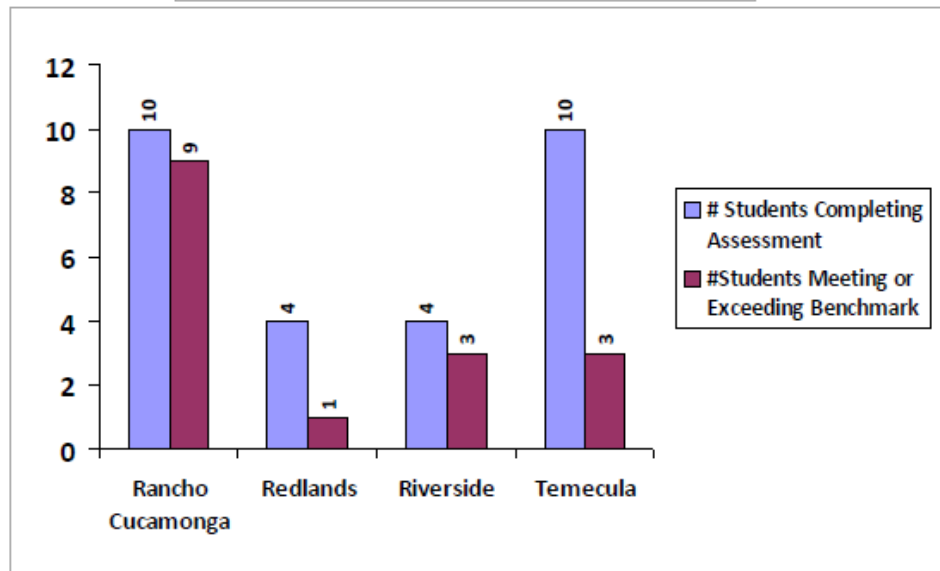
¹ Please read instructions in last page carefully before drafting this action plan.

<p>Measurable Goal: 70% of the students completing the analysis paper will meet or exceed the benchmark of 70%.</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, internal, comparative.</p>	<p>In the 3 terms – 2016 Fall 1 (term 1), 2017 Spring 1 (term 2), 2017 Fall 1 (term 3), there were n = 28 (4 sections), 12 (1 section), and 65 (7 sections) respectively.</p> <p>Overall, 82% students scored at least 70% in the course assessment quiz.</p> <p>61%, 67%, and 94% students in the 3 terms scored at least 70%; thus the benchmark was not achieved in 2 out of 3 terms.</p> <p>Given limited sample size of observations in term 2, it is more reasonable to say that the benchmark was achieved in 1 of 2 terms. Encouragingly this is the term with the largest sample size of students.</p> <p>See graph on page 2.</p>	<p>Overall, in all 4 areas of the quiz – Remembering Knowledge, Application of Knowledge, Analysis, and Evaluation (of Results), 82%, 81%, 70%, and 94% of students overall scored 70% or more. In other words, the assignment benchmark was achieved or exceeded for individual sections of the quiz as well. This is encouraging.</p> <p>In Fall 2016 (term 1), 9 – 13% students failed to accomplish benchmark in Section I (Knowledge) and Section III (Analyze/Synthesize). This may be attributed to low performance noticed in 2 cohorts during that term in Redlands (4 students only) and Temecula (10 students).</p> <p>In Fall 2017 (term 3) – the term with the largest sample size s, performance exceeded benchmark in all 4 areas of the quiz.</p>	<p>At this time, based on the performance in the 3 cycles covered in this report, no immediate action other than continued monitoring of student performance is recommended.</p> <p>Results were presented and discussed at breakout session with OM instructors at the SB Faculty Dev Conf in Sept 2018. Prior to the start of Fall 2018 (Sept – Oct 2018), Model Syllabus co-authors Azari & Sarkar agreed that the assessment quiz had an over-emphasis on Quality Control and did not address Project Management, a key topic area. Consequently, the assessment quiz was revised. 3 questions on Quality Control were replaced by questions on Project Management.</p> <p>This change in the assessment instrument was communicated to the Program Director (Xin Zhao) and was also presented to OM adjunct instructors at the SB Faculty Dev Conf in Sept 2018.</p>	<p>2016 Fall 1 See p. 3</p> <p>2017 Spring 1 See p. 5</p> <p>2017 Fall 1 See p. 7</p> <p>Overall Results See p. 9</p>
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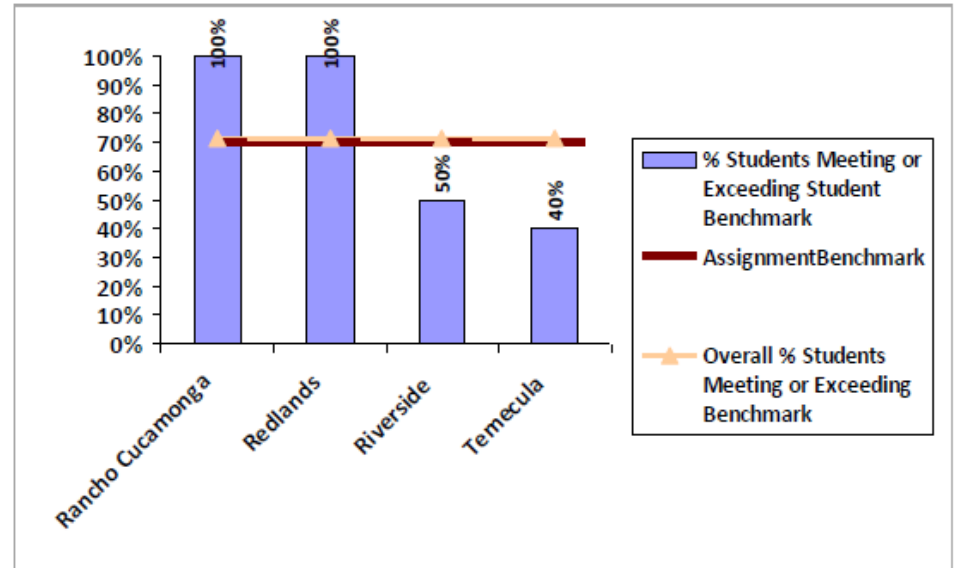
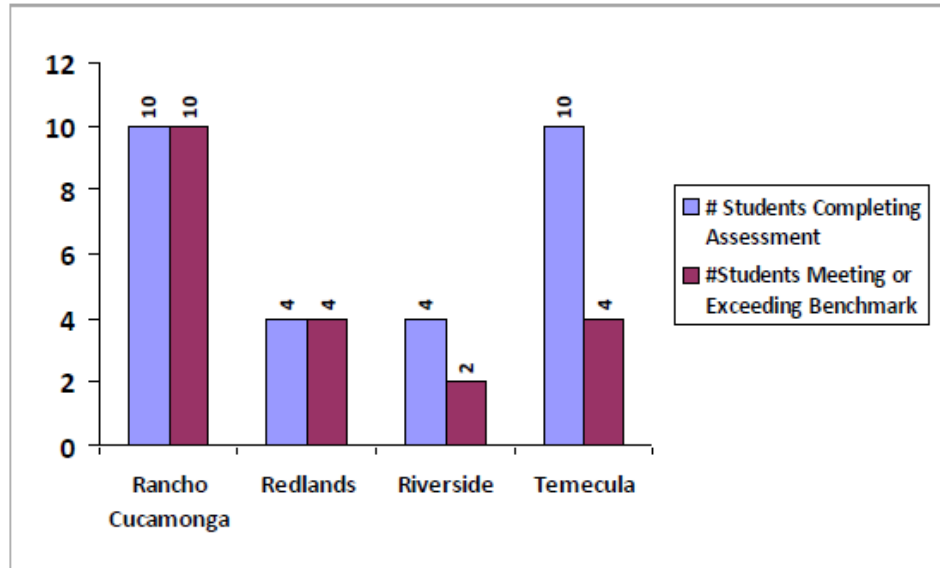


2016 Fall 1

Assignment: Section I: Knowledge/Remember

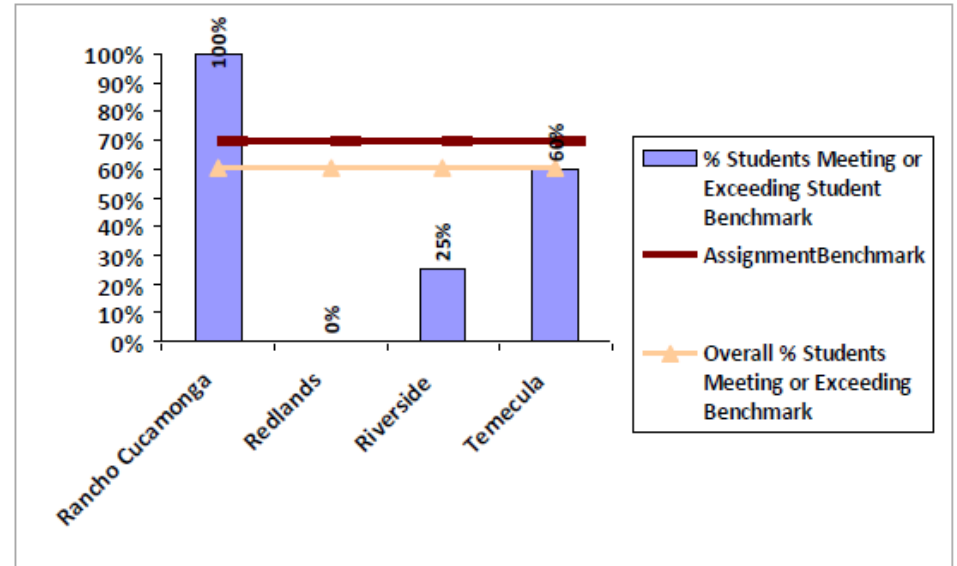
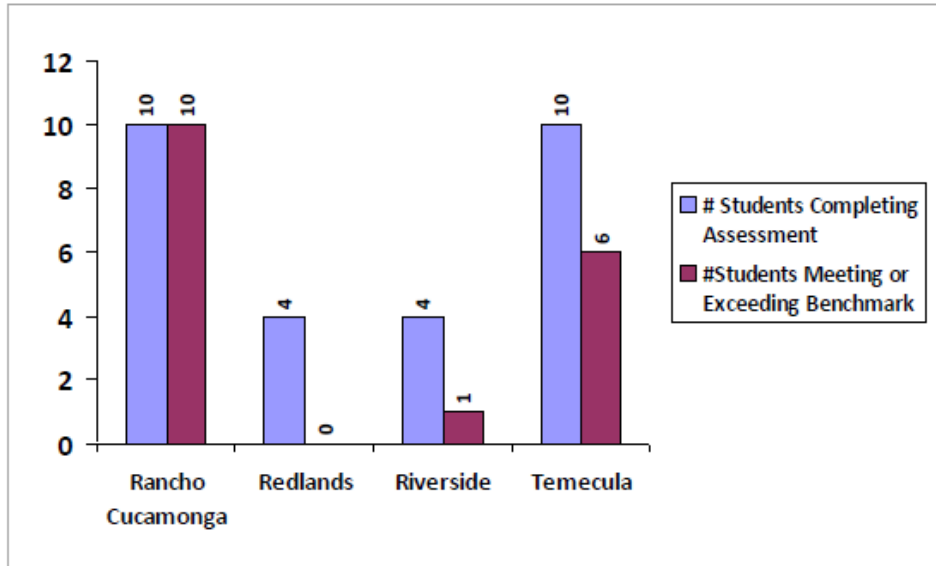


Assignment: Section II: Apply/Analytic

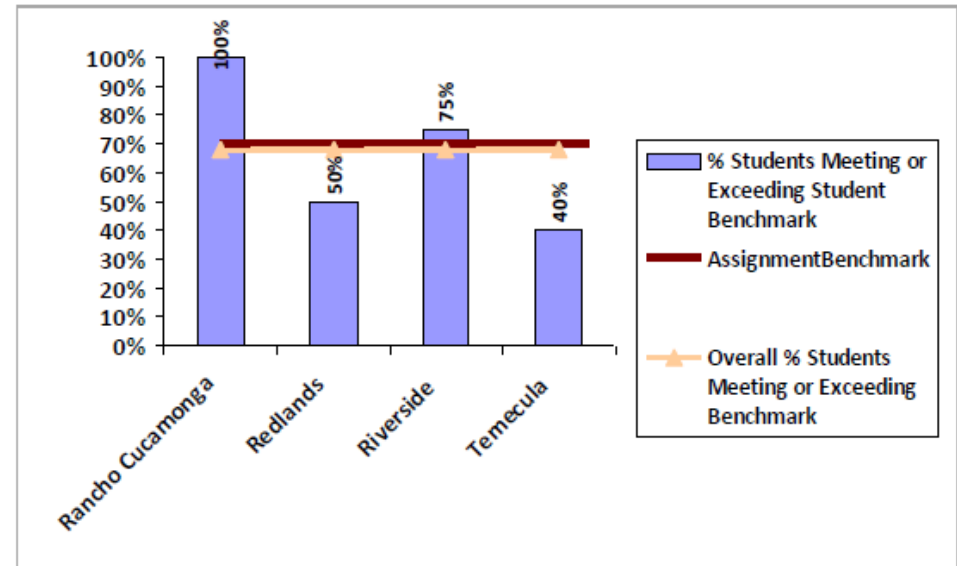
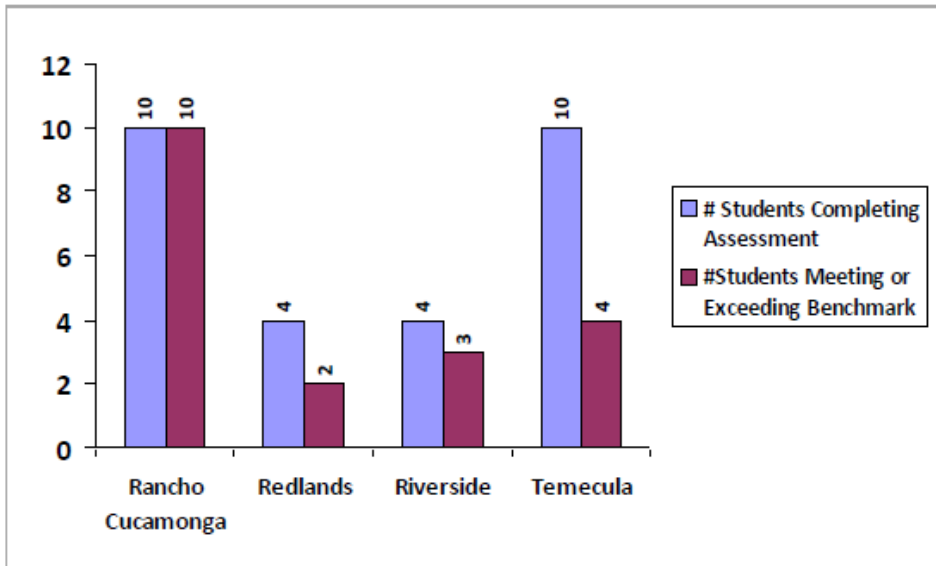


2016 Fall 1 (continued)

Assignment: Section III: Analyze/Synthesize

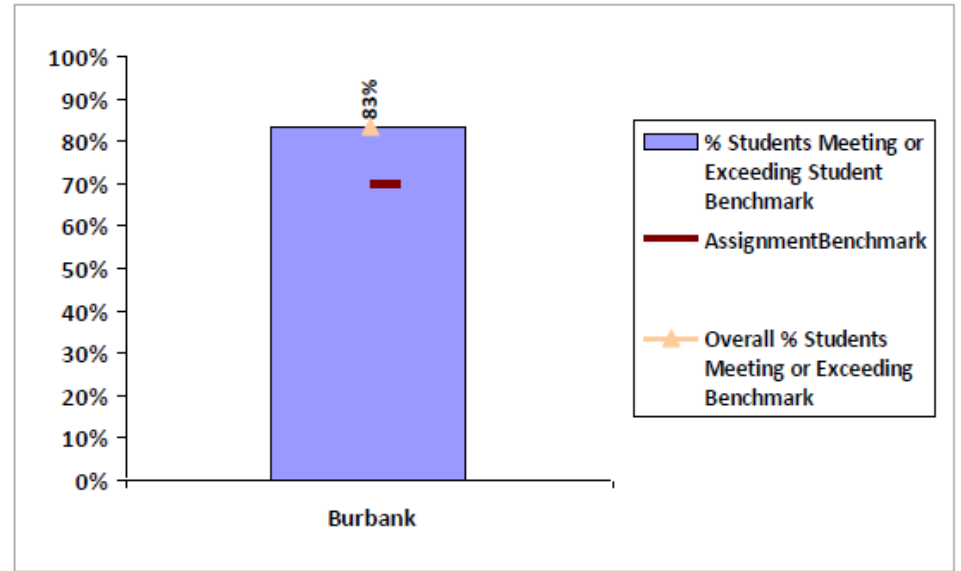
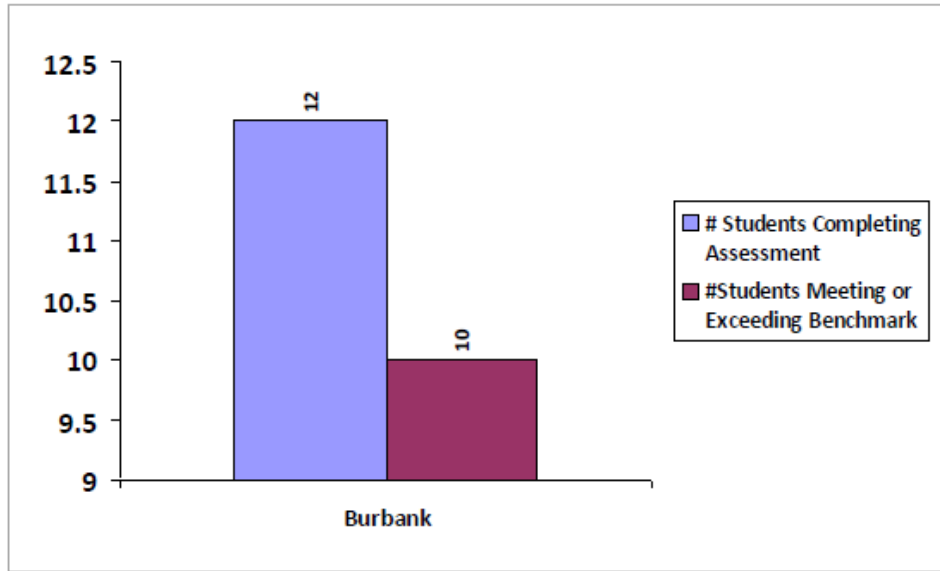


Assignment: Section IV: Reflect/Evaluate

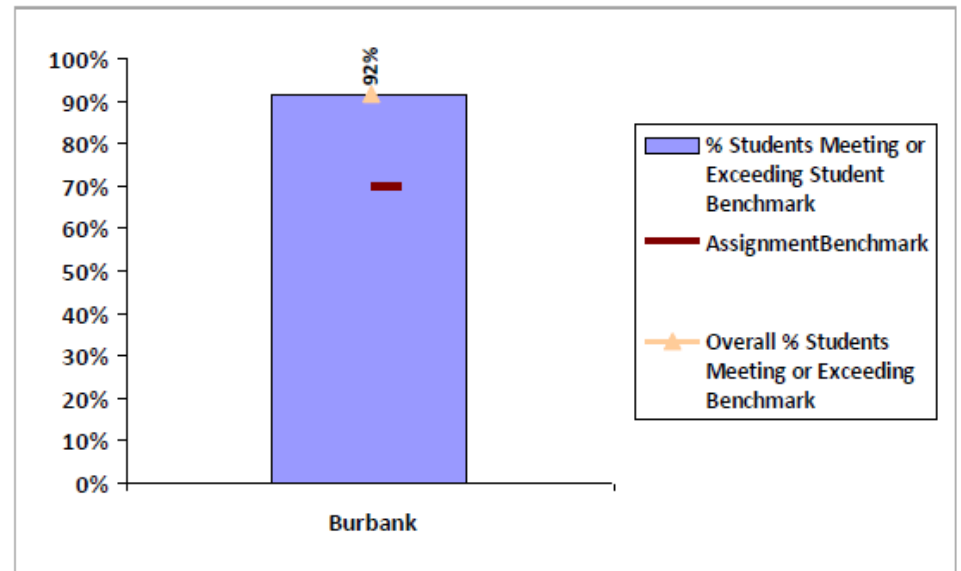
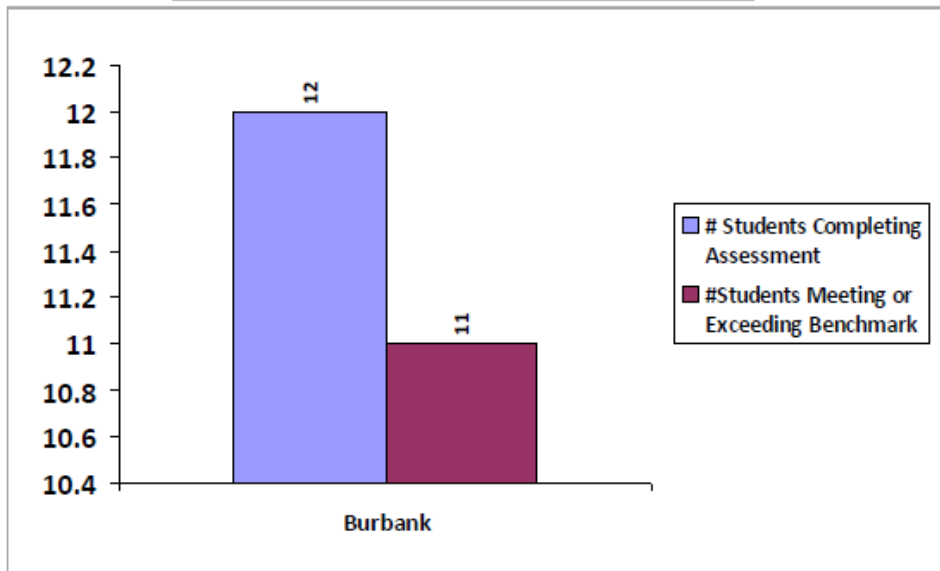


2017 Spring 1

Assignment: Section I: Knowledge/Remember

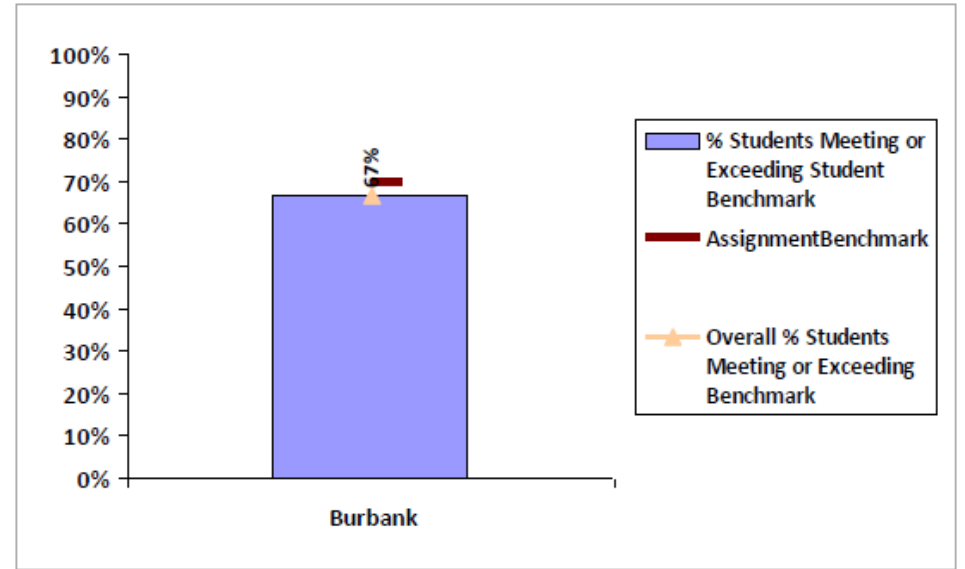
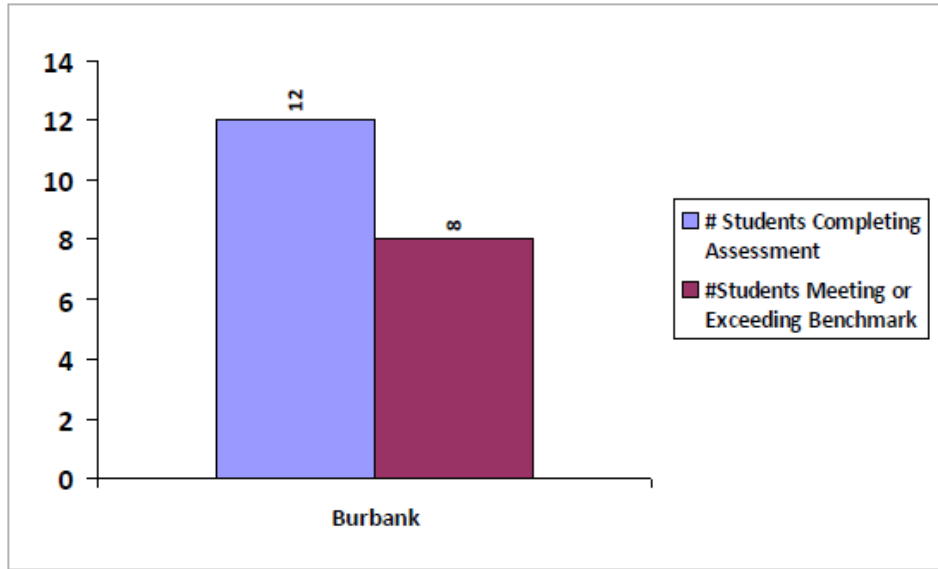


Assignment: Section II: Apply/Analytic

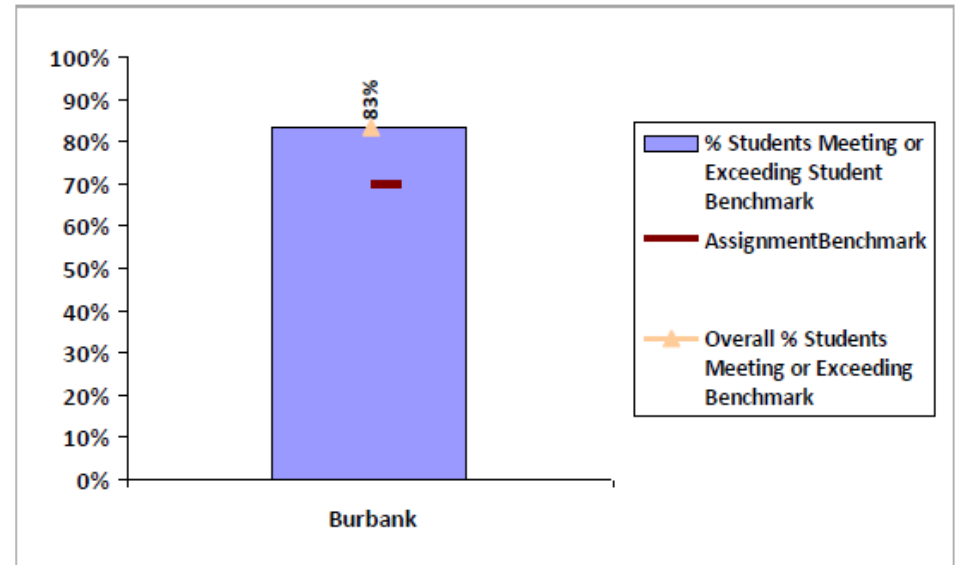
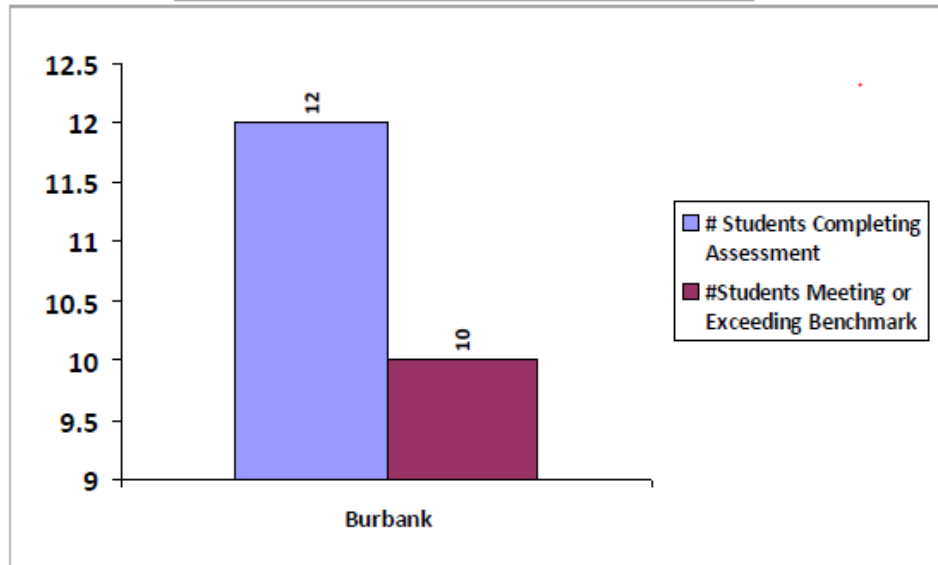


2017 Spring 1 (continued)

Assignment: Section III: Analyze/Synthesize

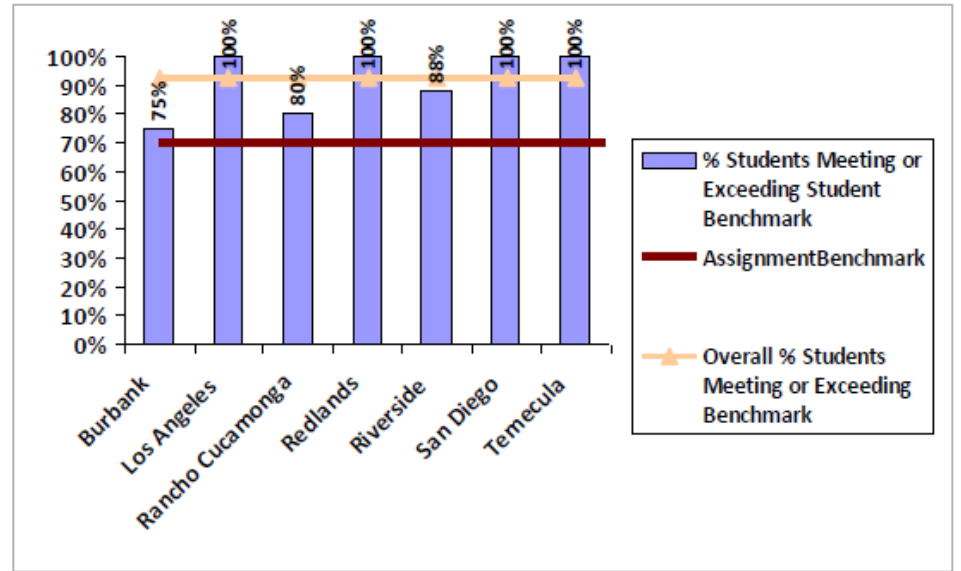
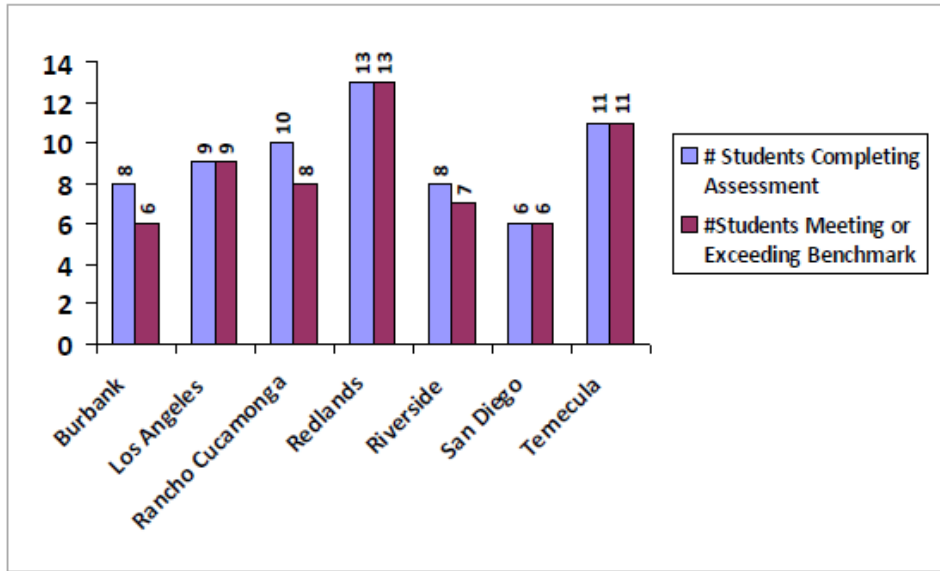


Assignment: Section IV: Reflect/Evaluate

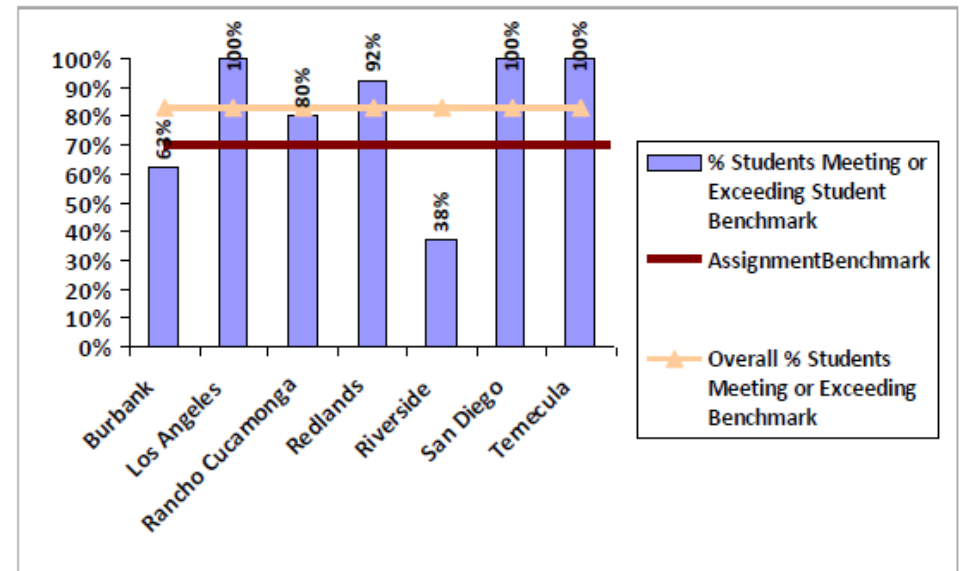
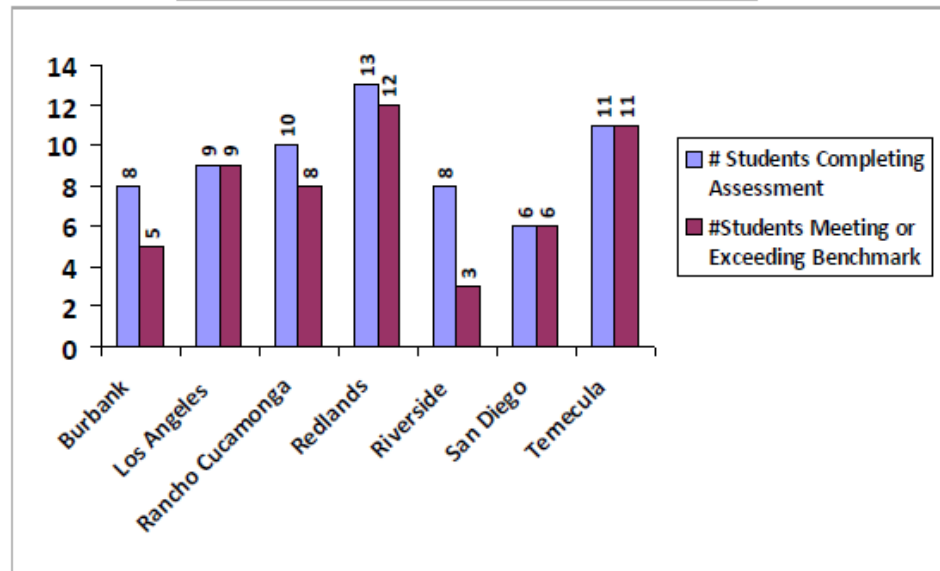


2017 Fall 1

Assignment: Section I: Knowledge/Remember

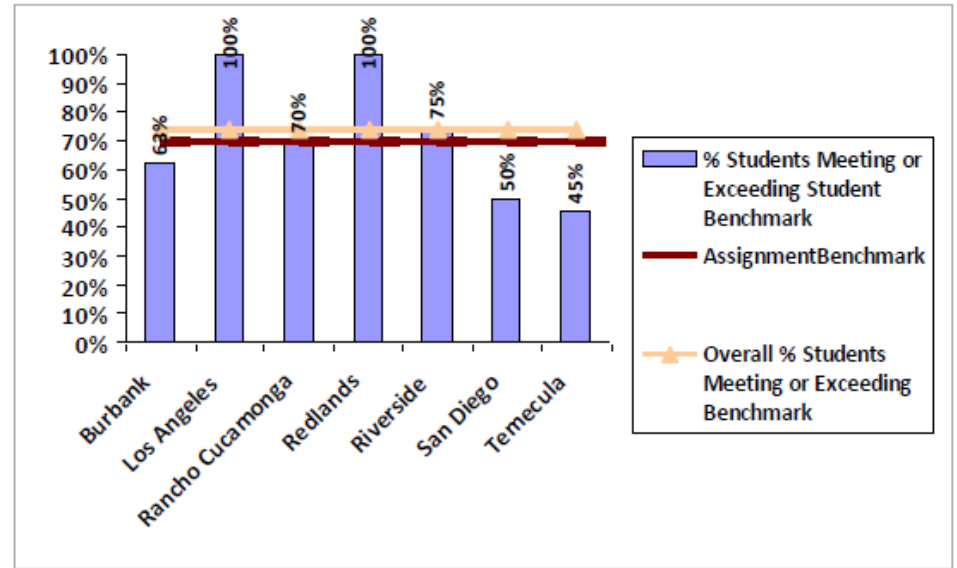
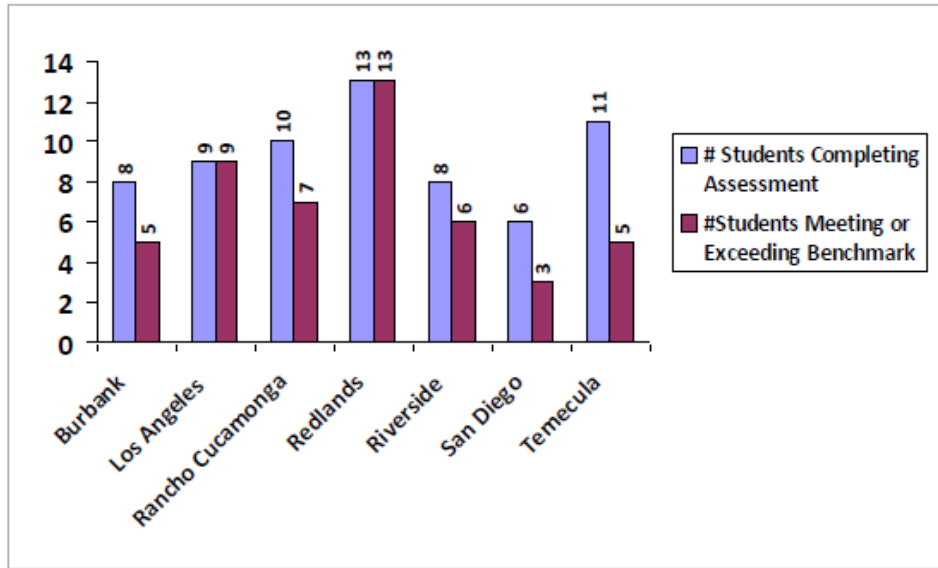


Assignment: Section II: Apply/Analytic

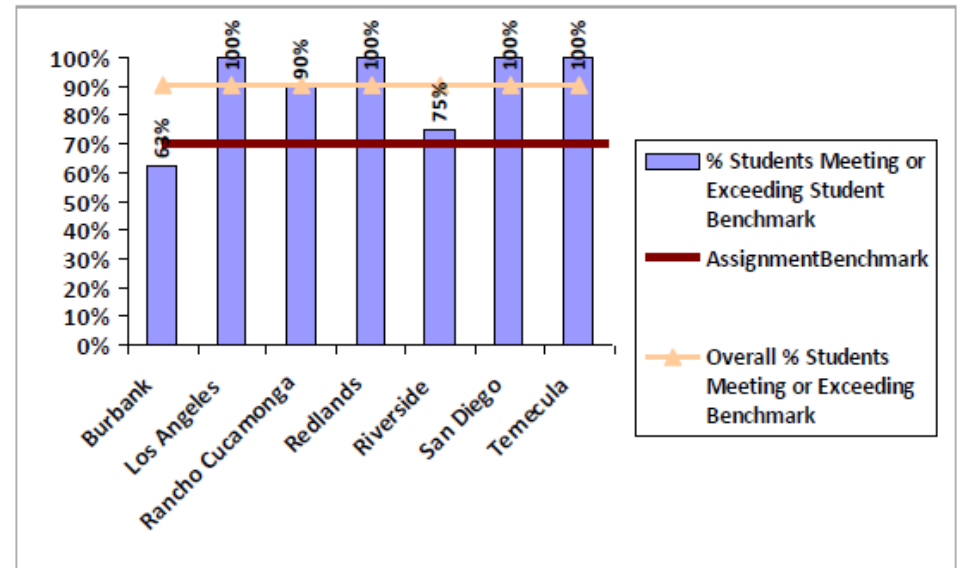
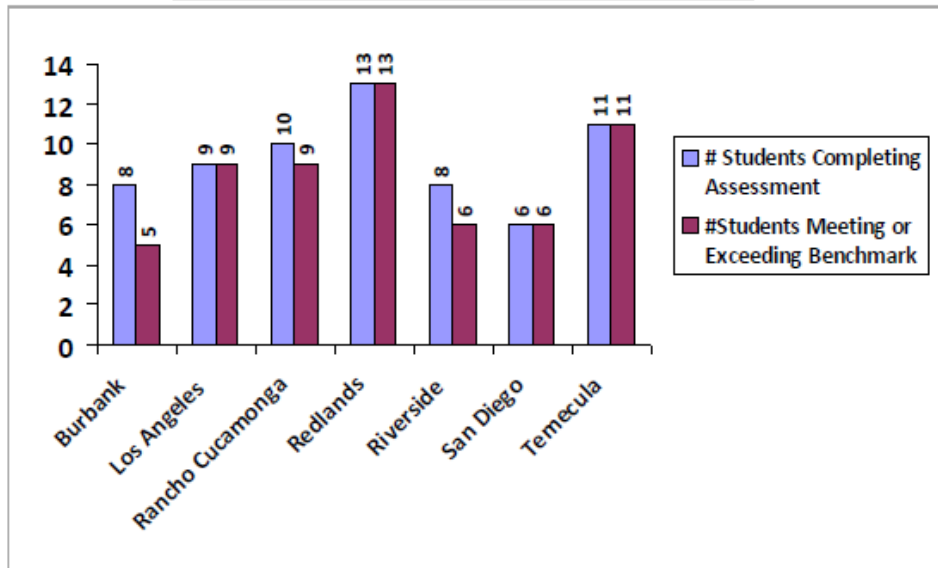


2017 Fall 1 (continued)

Assignment: Section III: Analyze/Synthesize

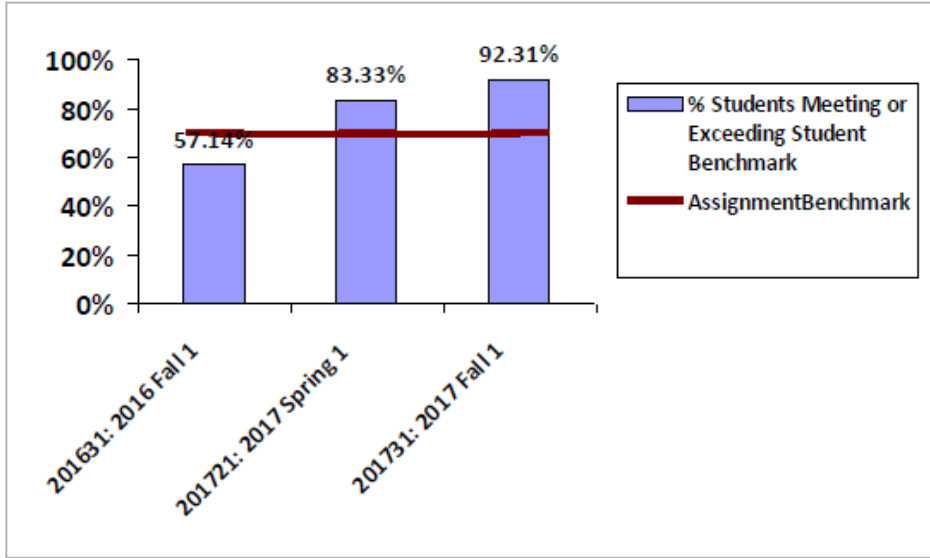


Assignment: Section IV: Reflect/Evaluate

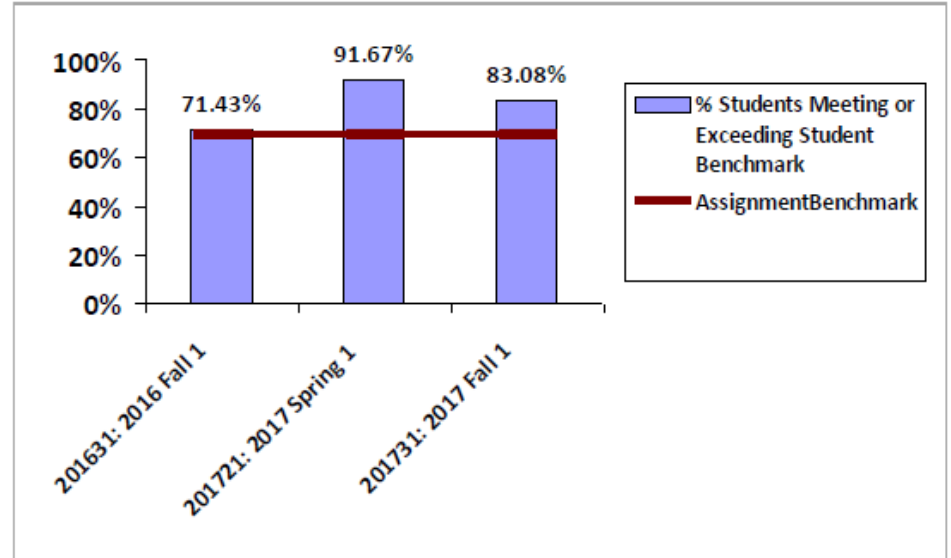


Overall Results

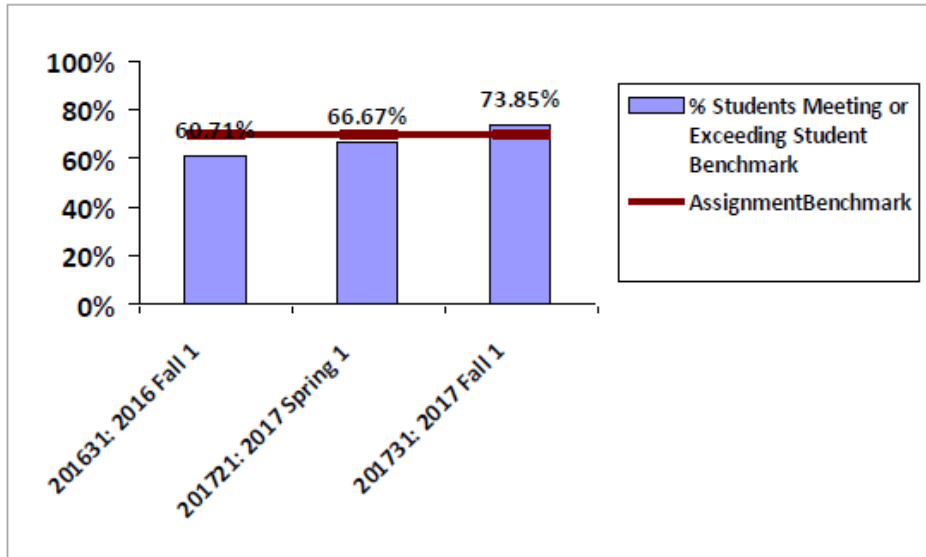
Assignment: Section I: Knowledge/Remember



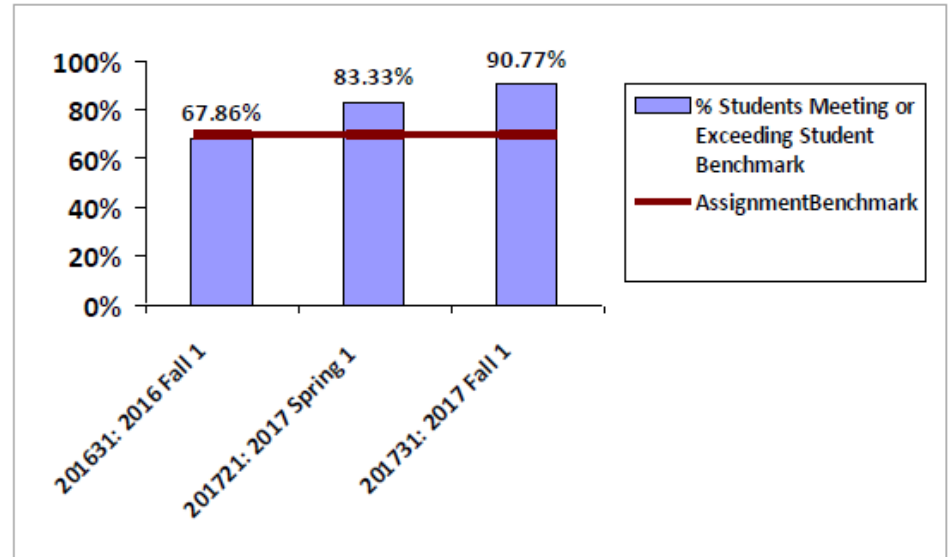
Assignment: Section II: Apply/Analytic



Assignment: Section III: Analyze/Synthesize



Assignment: Section IV: Reflect/Evaluate



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

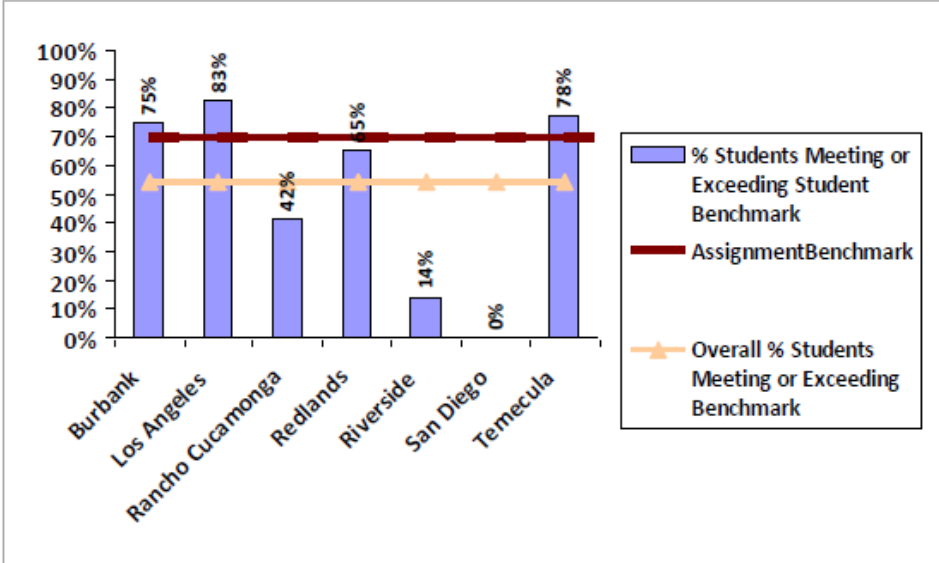
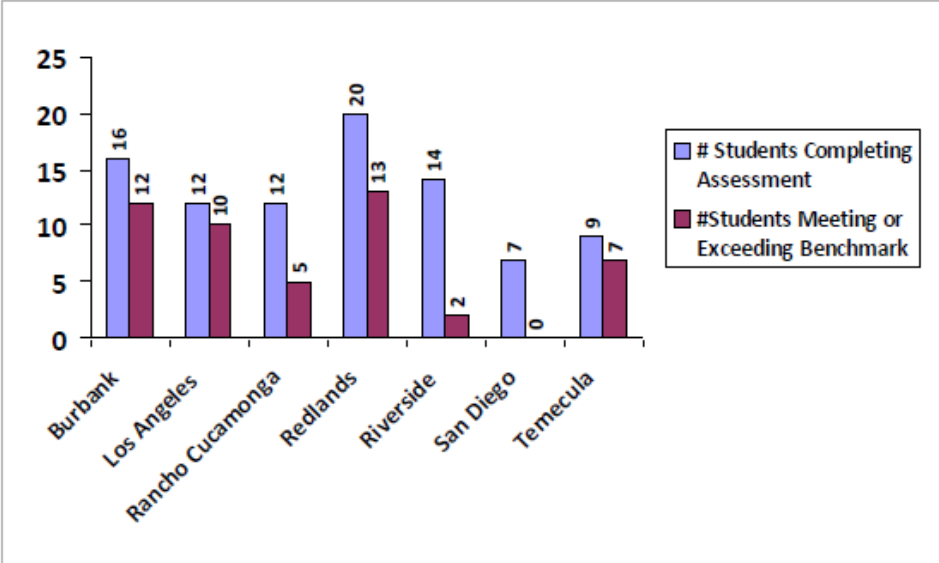
Performance Indicator	Definition				
Program: BSB	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed 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, 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.	In 2017, 76% of students exceeded banchmark, showing improvement from Fall of 2016. Temecula campus offering continues to trail in assessment results	The improvement in 2017 reflects better training of faculty and improved technology support from campus. Course at Temecula campus continues to trail in results, so needs attention.	The BUSB 433 course was overhauled in Spring and Summer of 2018, with new cloud-based Esri software, new labs, and one of the 2 textbooks upgraded. Faculty teaching BUSB 433 were trained on the revised course in Fall of 2018 sessions.	<p>2016 Fall 2 See p. 2</p> <p>2017 Spring 2 See p. 3</p> <p>2017 Fall 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.

				Attention needs to be paid to the choice of Temecula instructors, and if they are inexperienced in the course, special training of them may be necessary.	
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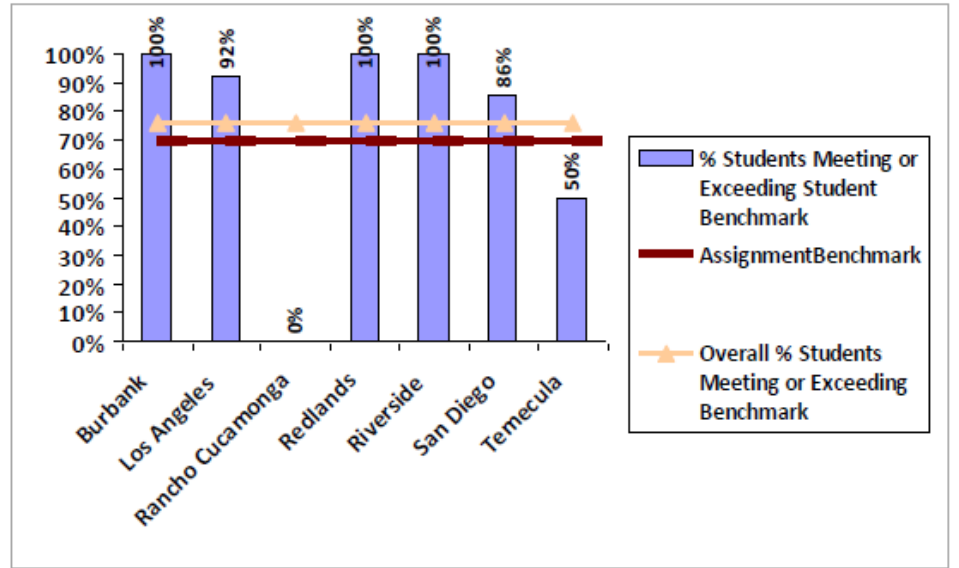
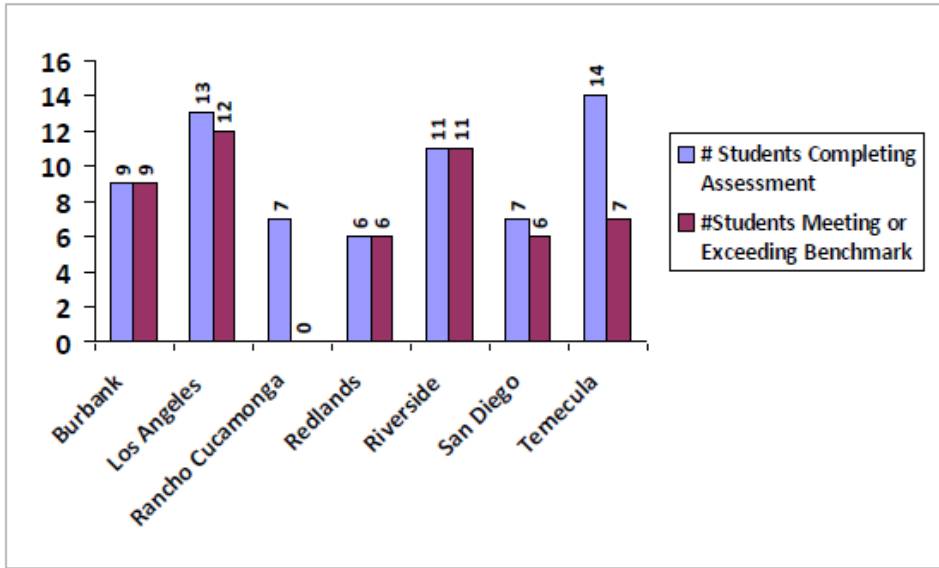
2016 Fall 2

Assignment:



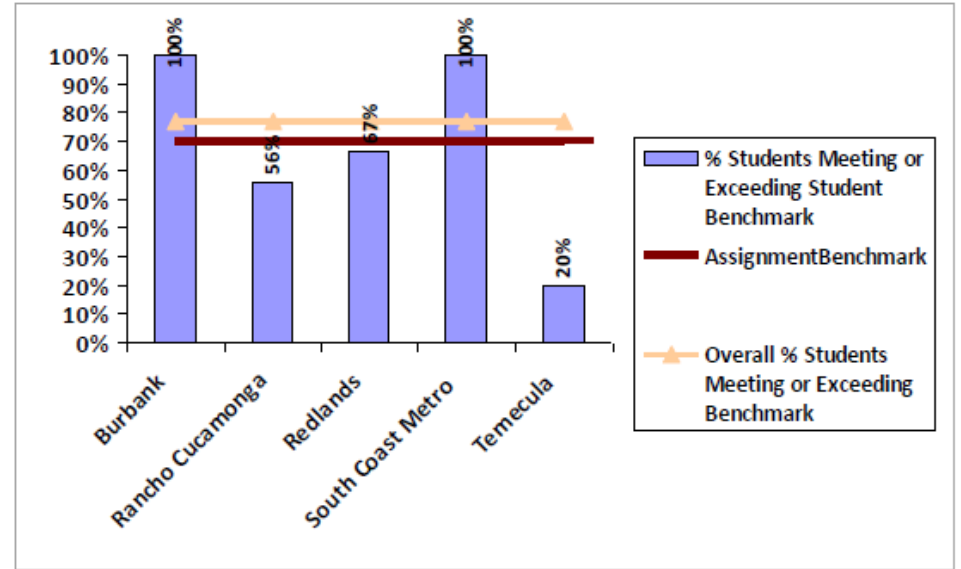
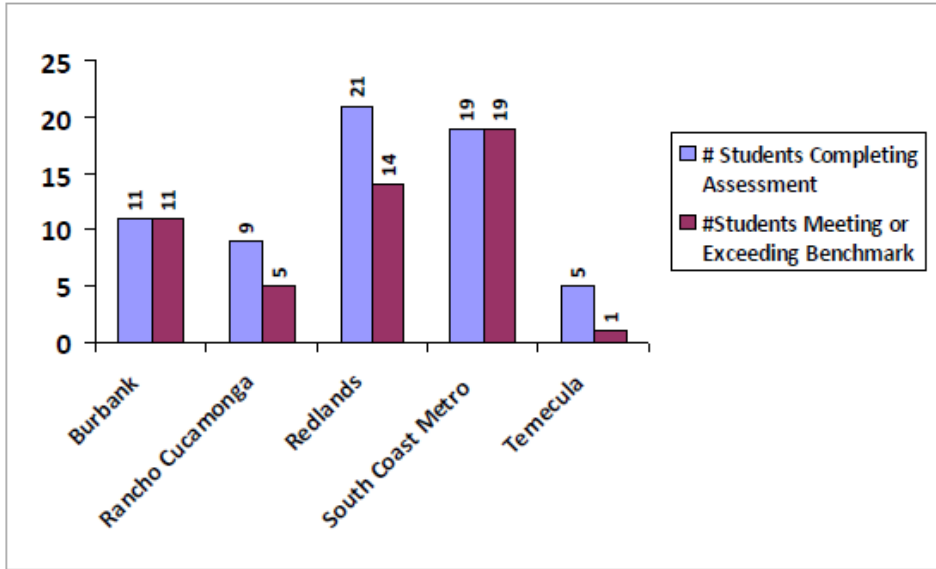
2017 Spring 2

Assignment: Presentation

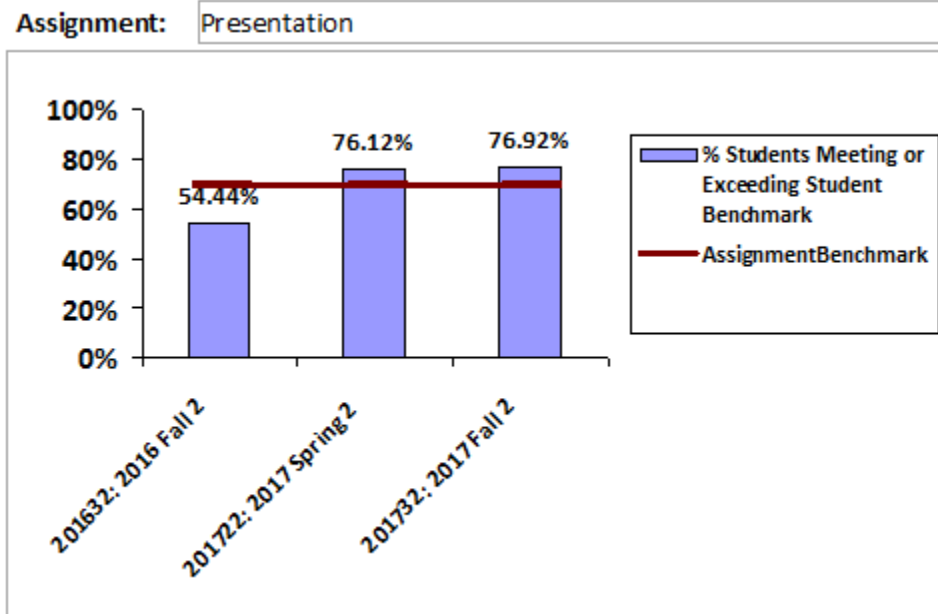


2017 Fall 2

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**
 - 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

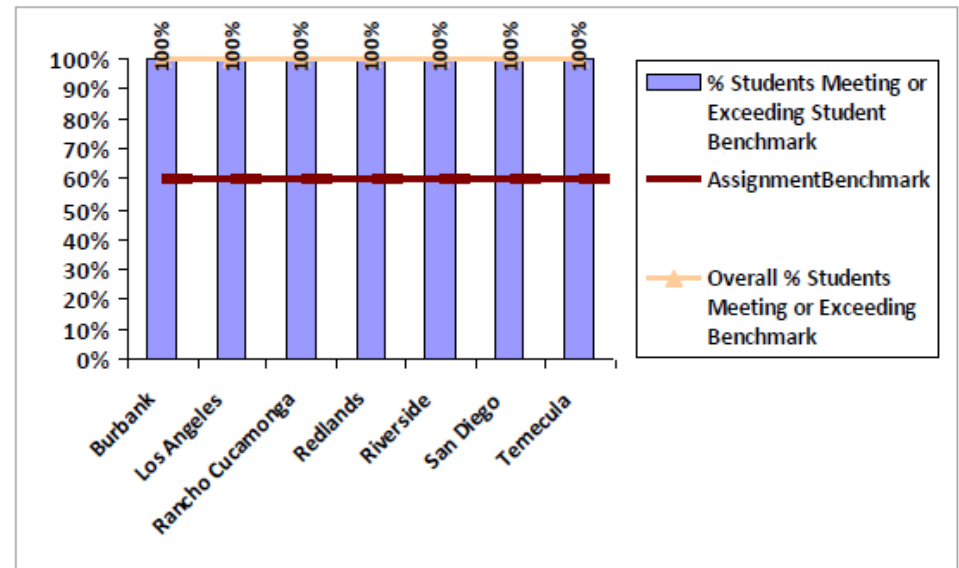
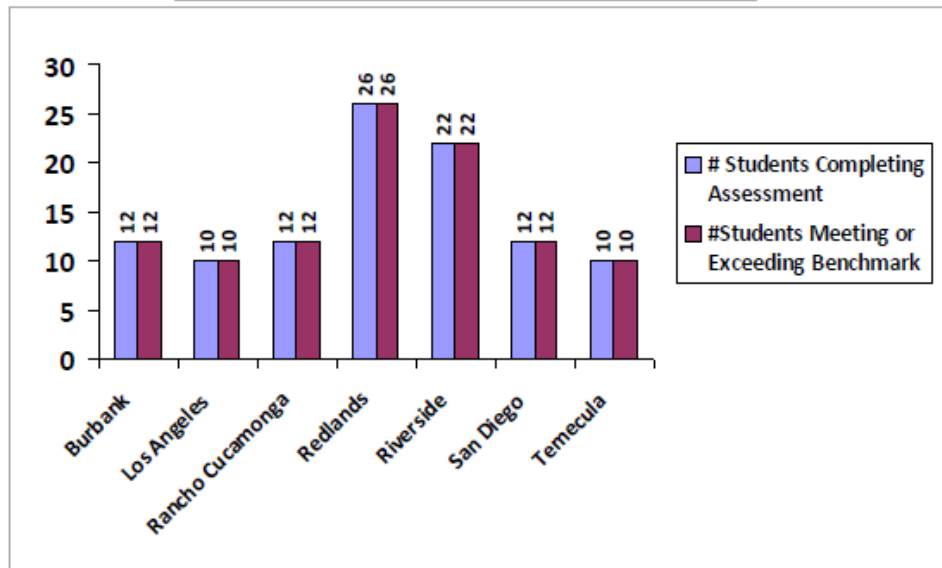
Performance Indicator	Definition				
Program: BSB	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed 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: 5					
Course: BUSB 481					
CLO: 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 case analysis will meet or exceed the benchmark of 70%.	Case Analysis, internally administered in an 8 week course using a standardized rubric.	The results show that all of the students in Fall 2017 and Summer 2018 met or exceeded the benchmark except in San Diego and Temecula, but they were also above the benchmark. They are much	This course was redesigned last year to integrate the Triple Bottom line (people, planet, profit) with sustainable strategic management. The rubric was not too rigorous as I wanted faculty to get used to the new content in the course. It	Now that several people have taught the new syllabus, it would be a good time for a debrief and a norming exercise on the rubric to see if we need to raise expectations.	<p>2017 Fall 2 See p. 2</p> <p>2018 Summer 1 See p. 3</p> <p>2018 Summer 2 See p. 4</p> <p>Overall Results See p. 5</p>

¹ Please read instructions carefully before drafting this action plan.

		improved from the previous cycle.	appears that students are meeting the PLO: 5. Synthesize knowledge and competencies to develop a holistic perspective of business activities.		
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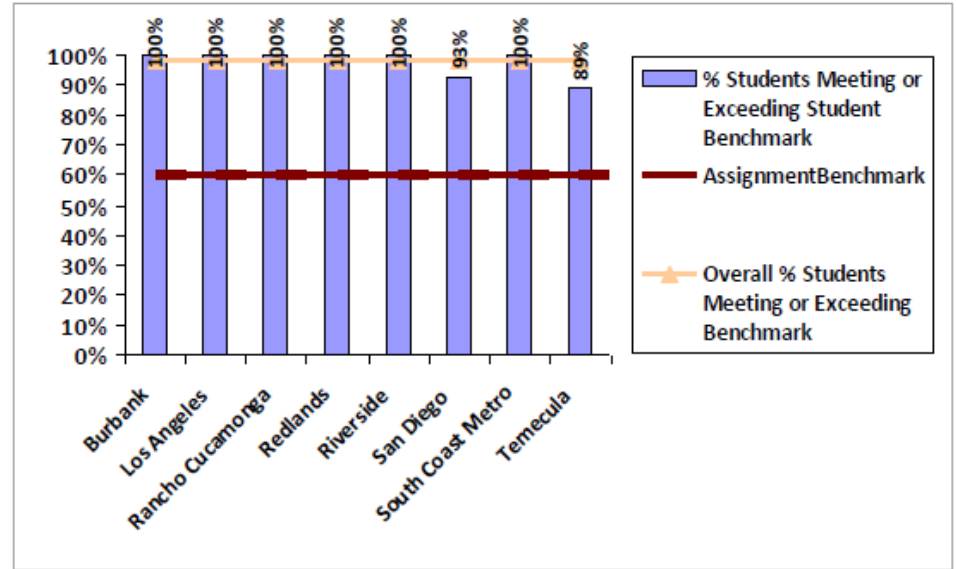
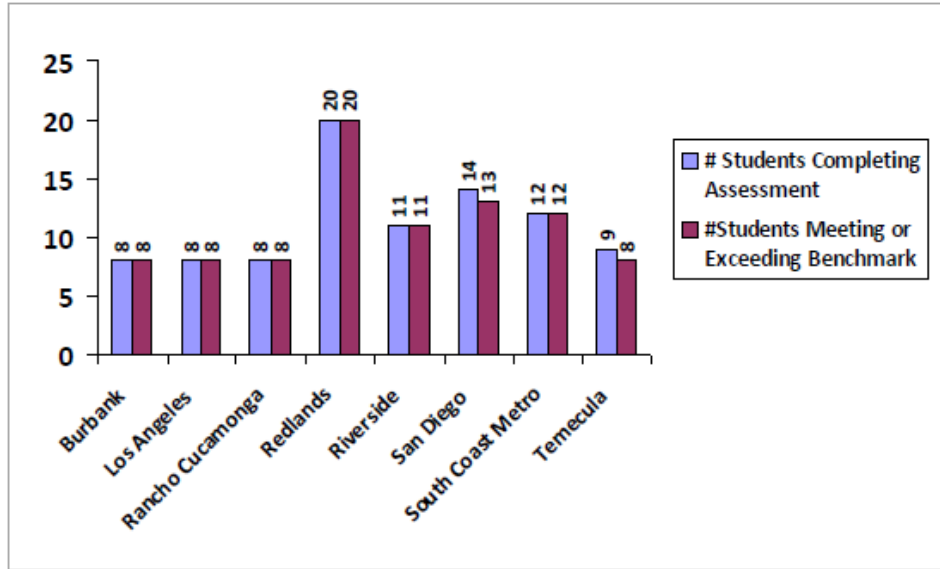
2017 Fall 2

Assignment: Case Analysis



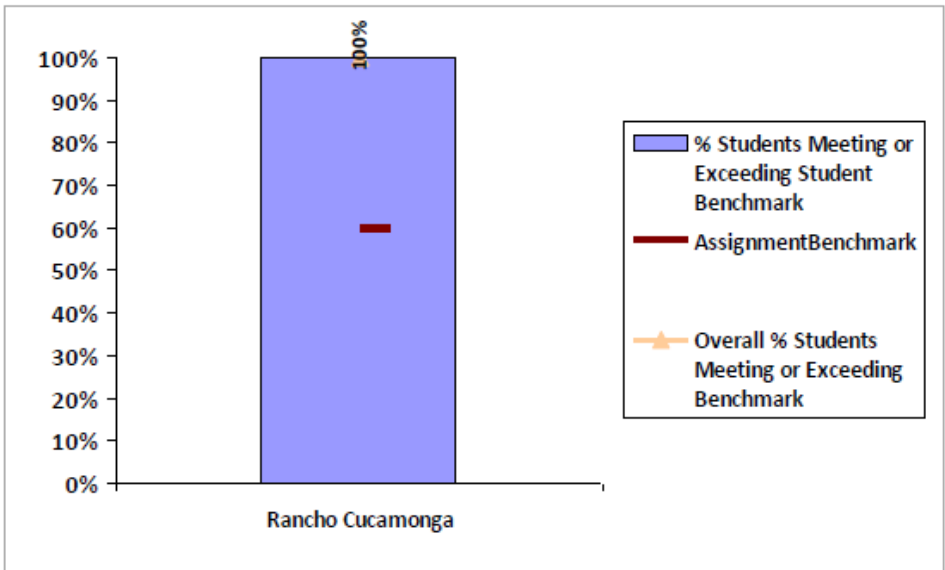
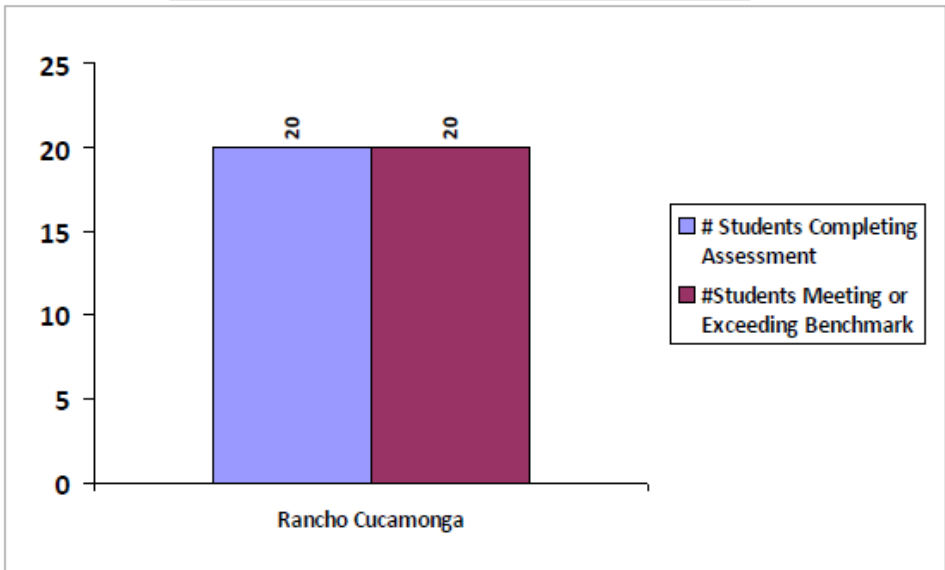
2018 Summer 1

Assignment: Case Analysis

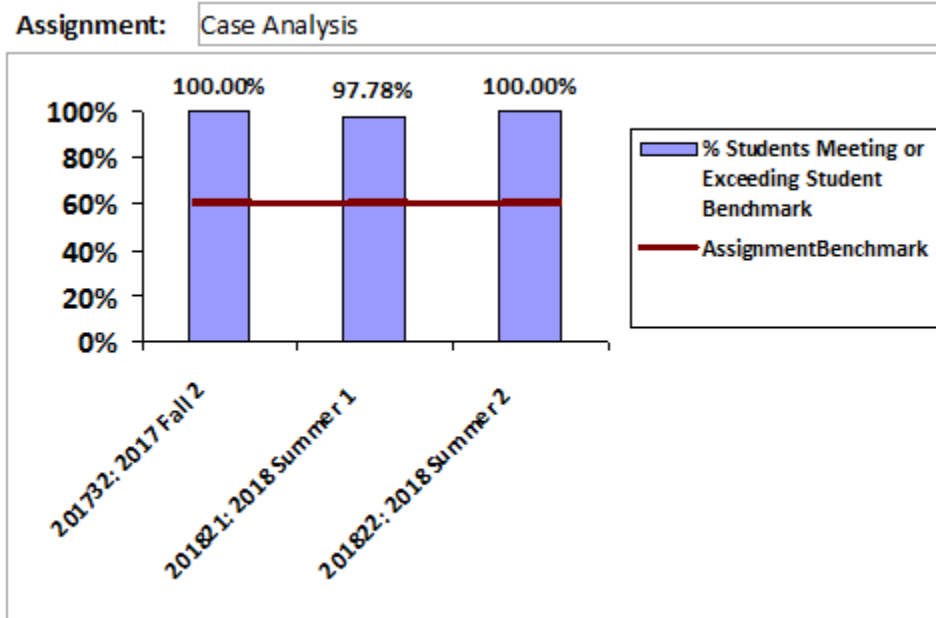


2018 Summer 2

Assignment: Case Analysis



Overall Results

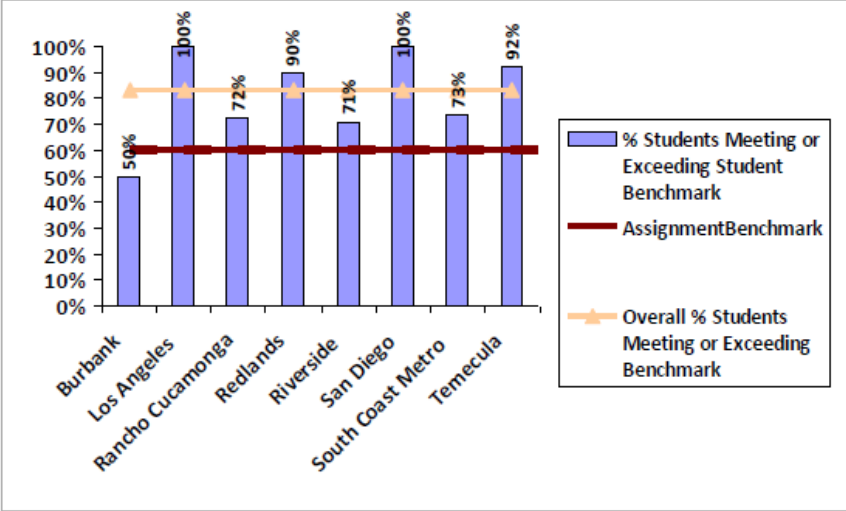
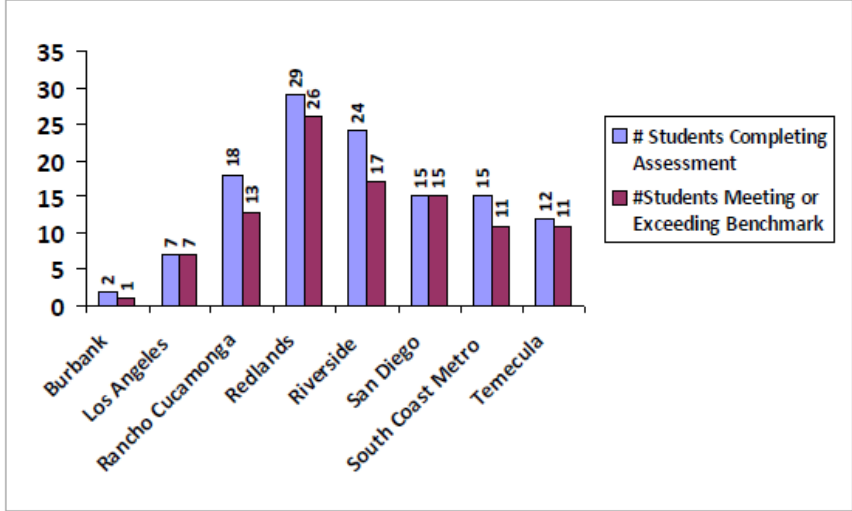


INSTRUCTIONS: Please read these instructions carefully before drafting this action plan.

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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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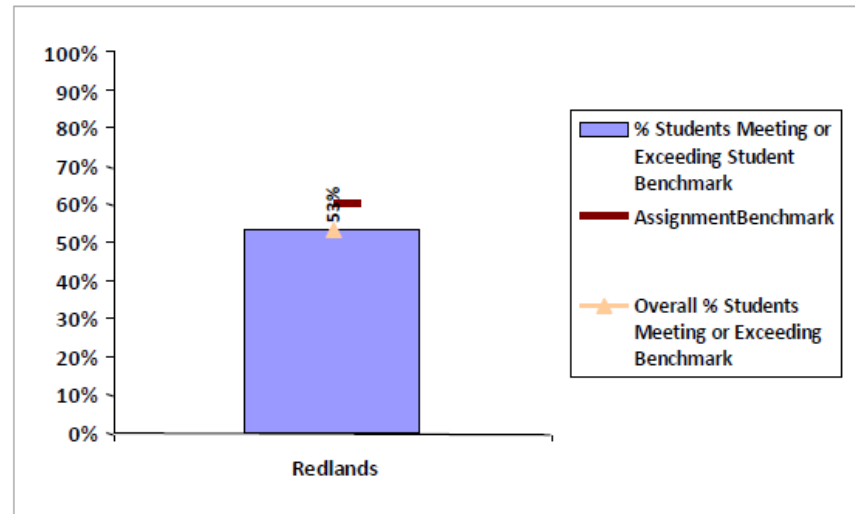
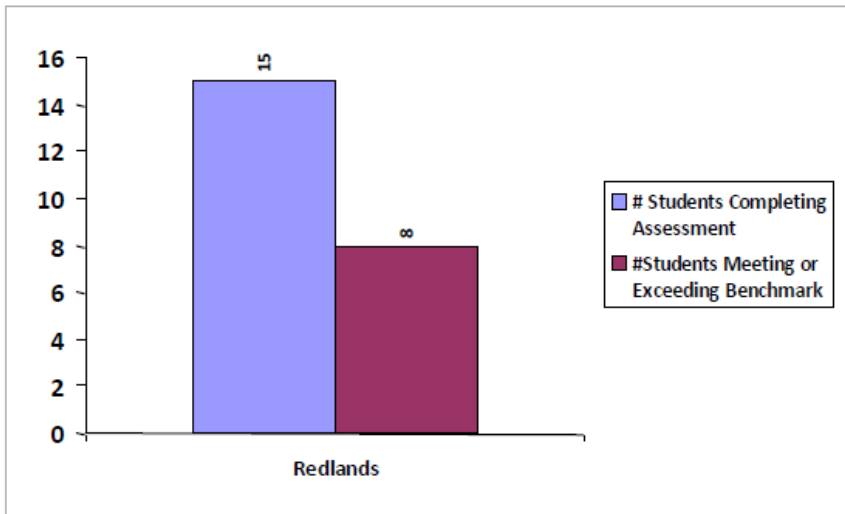
2015 FALL 2 (201532)

Assignment: Case Analysis



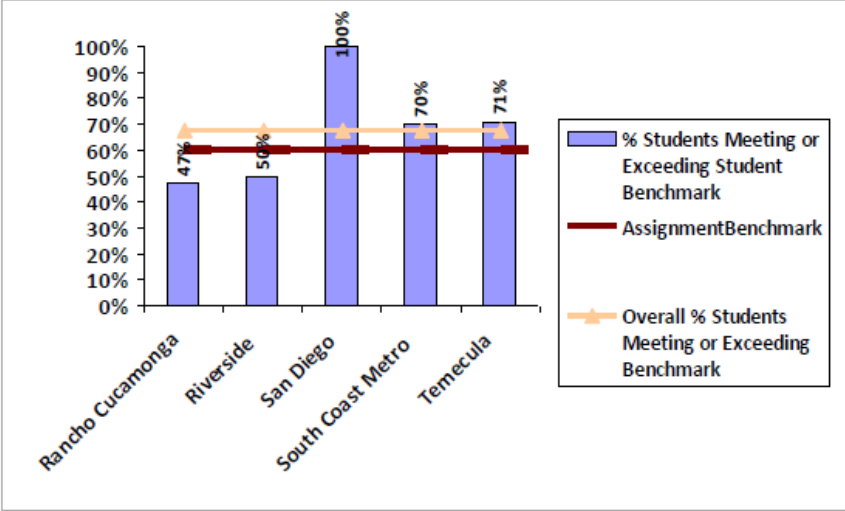
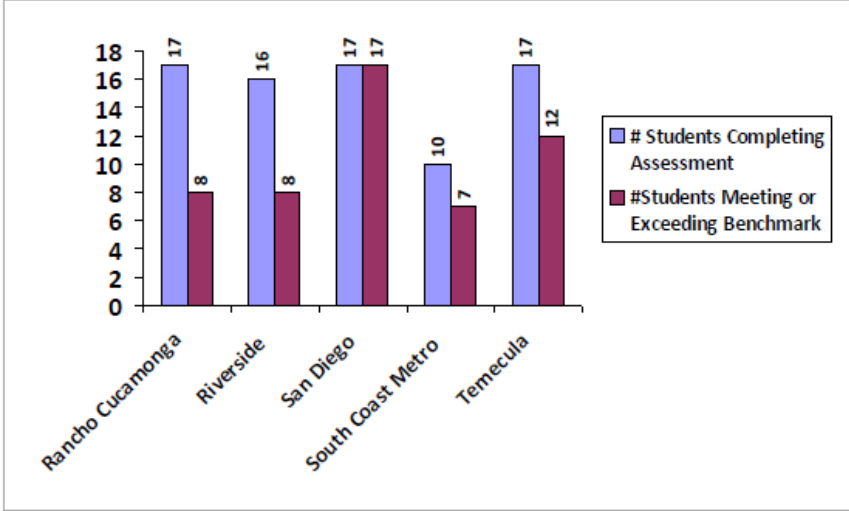
2016 SPRING 1 (201621)

Assignment: Case Analysis

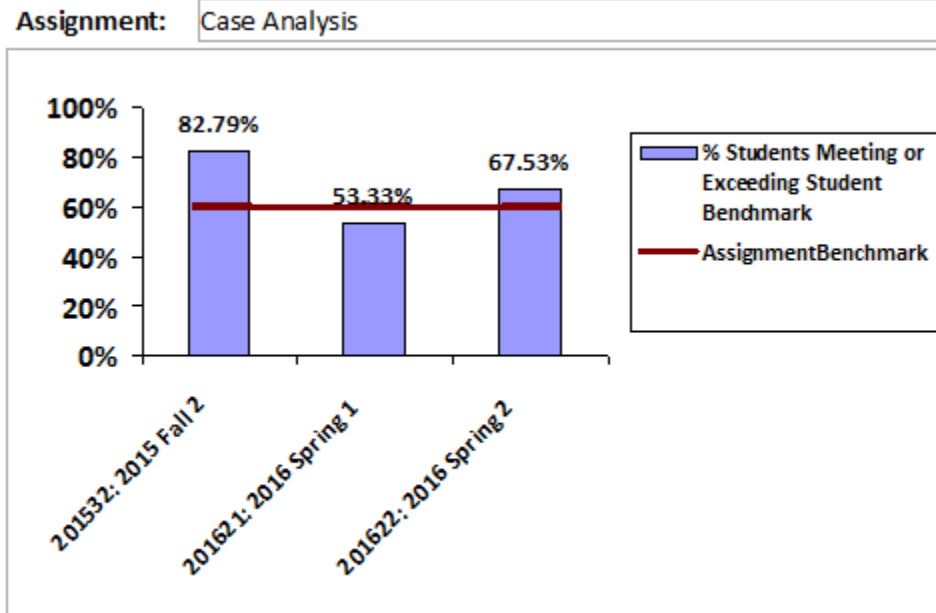


2016 SPRING 2 (201622)

Assignment: Case Analysis



OVERALL RESULTS



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>
PLO: 1, 5	
Course: BUSB 485	

¹ Please read instructions carefully before drafting this action plan.

CLO: 1, 5

Formative – An assessment conducted during the student’s education.

Summative – An assessment conducted at the end of the student’s education.

Internal – An assessment instrument that was developed within the business unit.

External – An assessment instrument that was developed outside the business unit.

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.

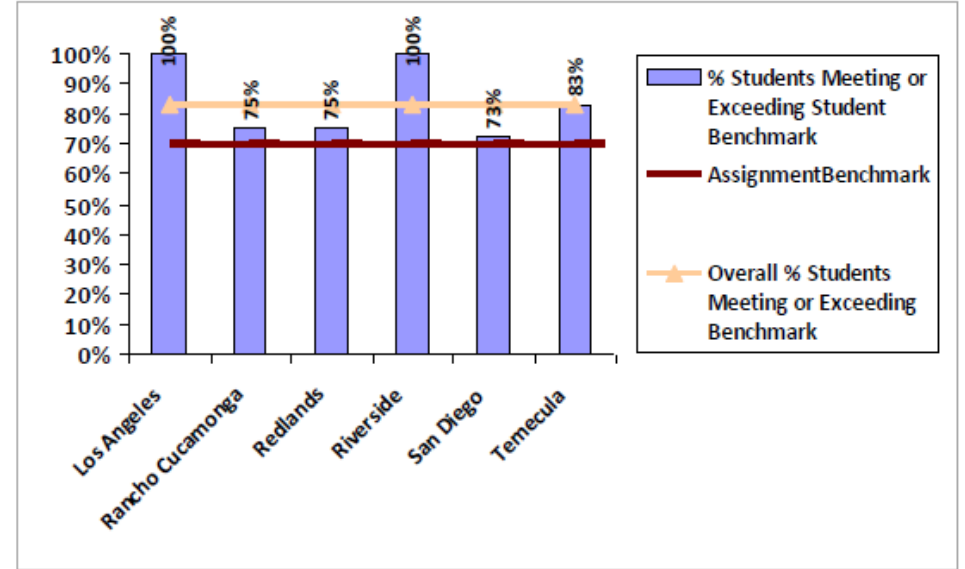
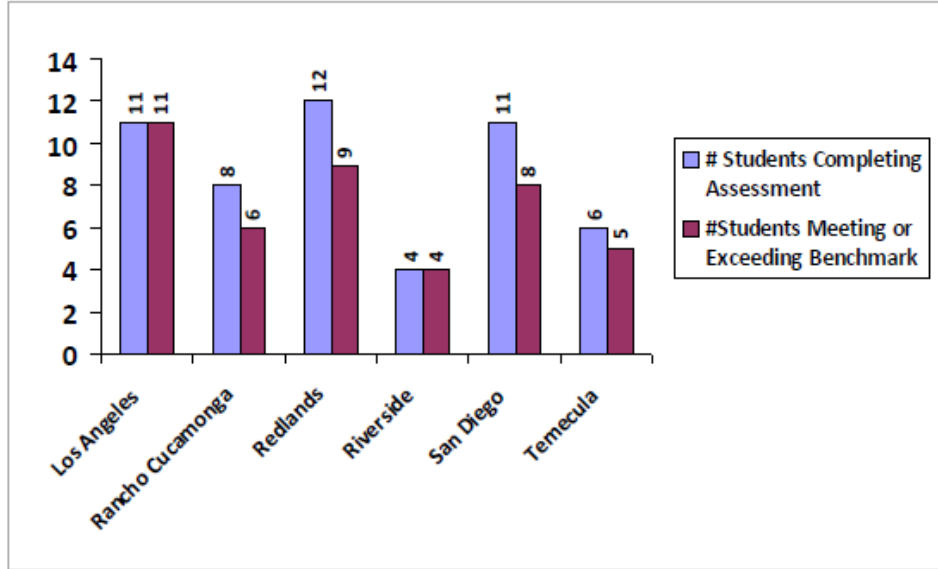
Analysis of Results

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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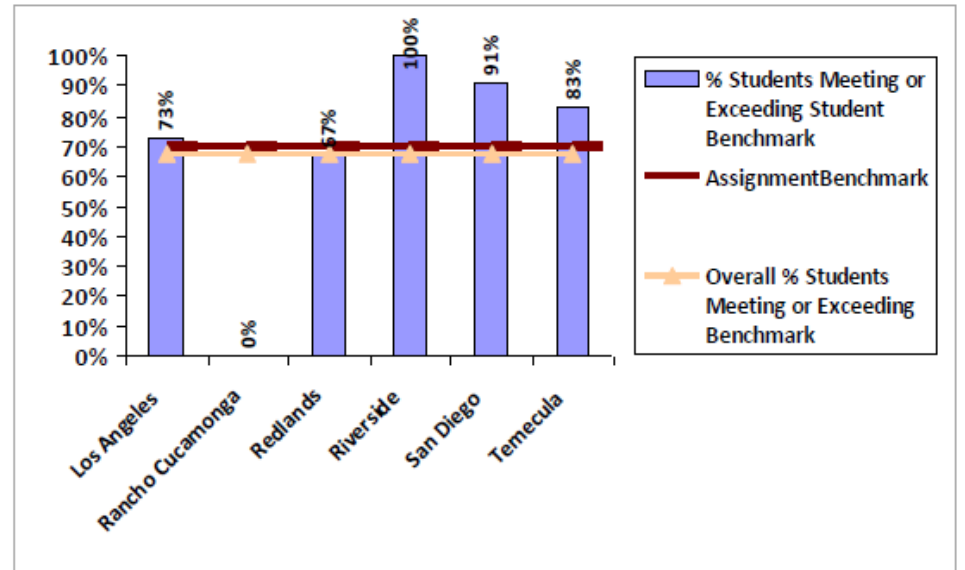
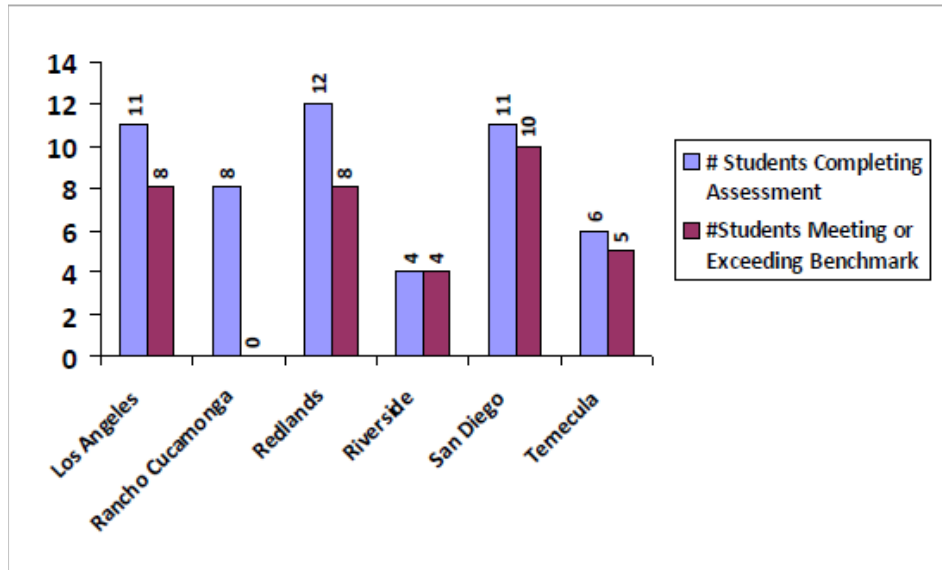
<p>Measurable Goal: 70% of the students completing the final paper will meet or exceed the benchmark of 70%.</p>	<p>Final Paper, internally administered in an 8 week course using a standardized rubric.</p>	<p>Most students appear to have met or exceeded the benchmark except in Rancho and Burbank.</p>			<p>Students in some of the regional campuses are having difficulty with the final paper.</p>	<p>Work with faculty teaching the course to see if changes are needed.</p>	<p>2017 Spring 3 See p. 3</p> <p>2018 Spring 1 See p. 4</p> <p>2018 Summer 2 See p. 5</p> <p>Overall Results See p. 6</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>Most students appear to have met or exceeded the benchmark except in Riverside and Rancho.</p>	<p>Students in some of the regional campuses are having difficulty with the presentation.</p>		<p>Work with faculty teaching the course to see if changes are needed.</p>			<p>2017 Spring 3 See p. 3</p> <p>2018 Spring 1 See p. 4</p> <p>2018 Summer 2 See p. 5</p> <p>Overall Results See p. 6</p>

2017 Spring 3

Assignment: Final Paper

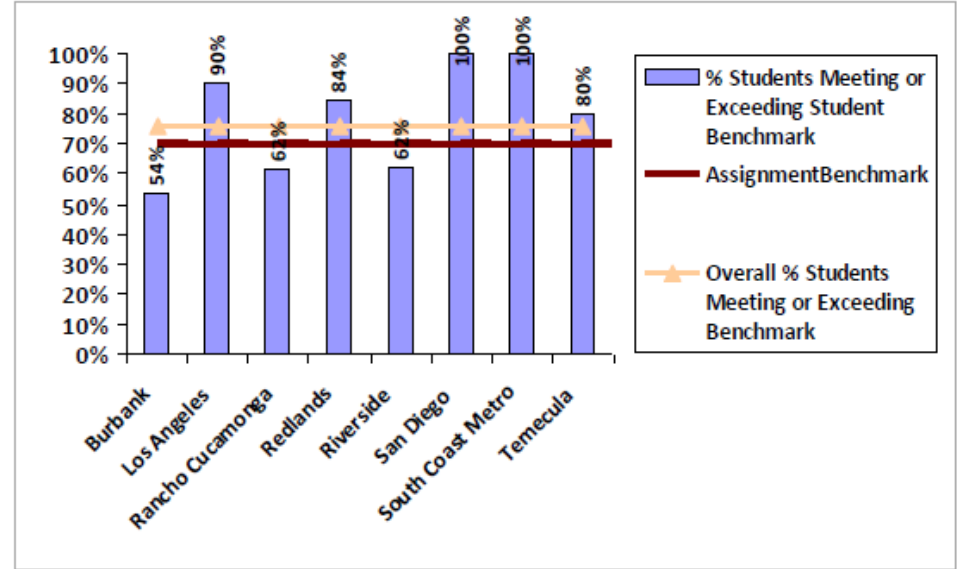
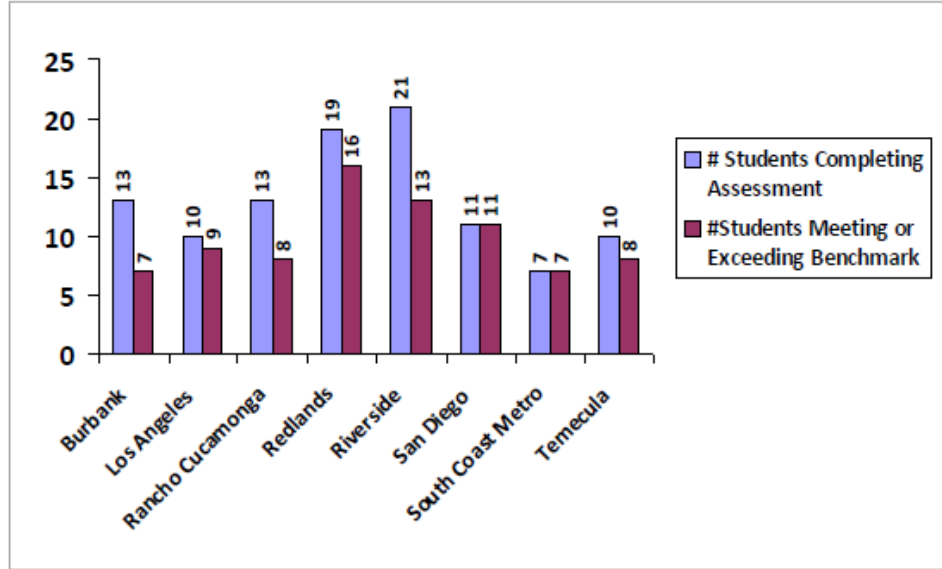


Assignment: Presentation

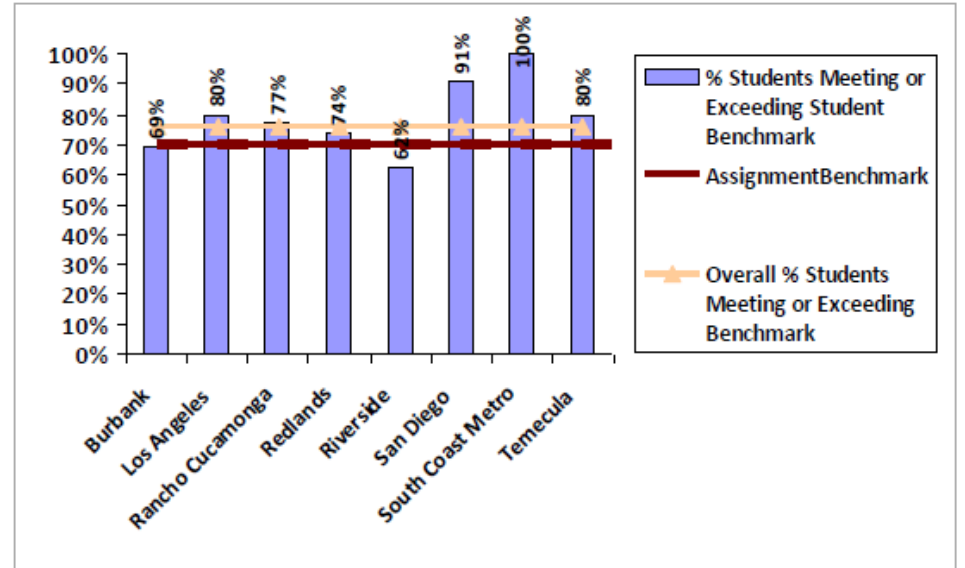
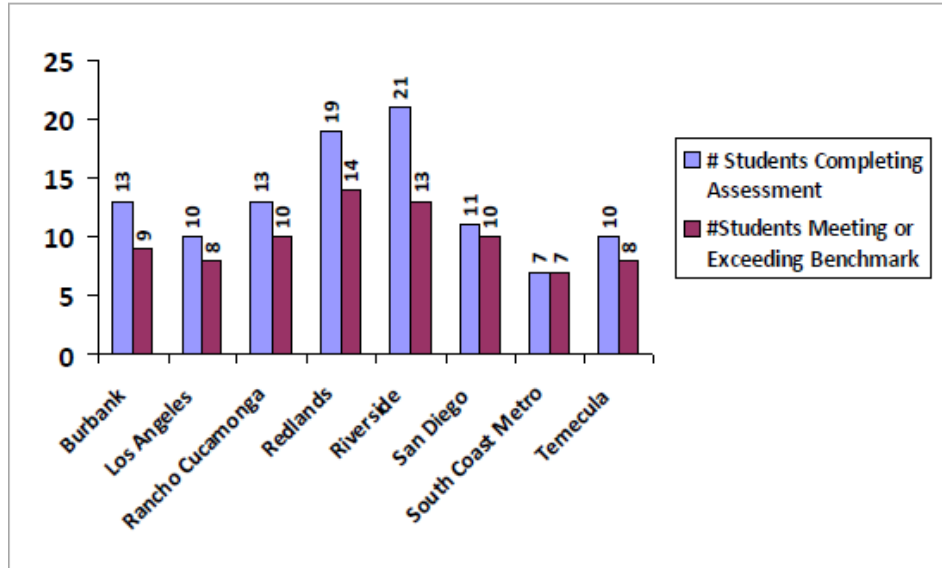


2018 Spring 1

Assignment: Final Paper

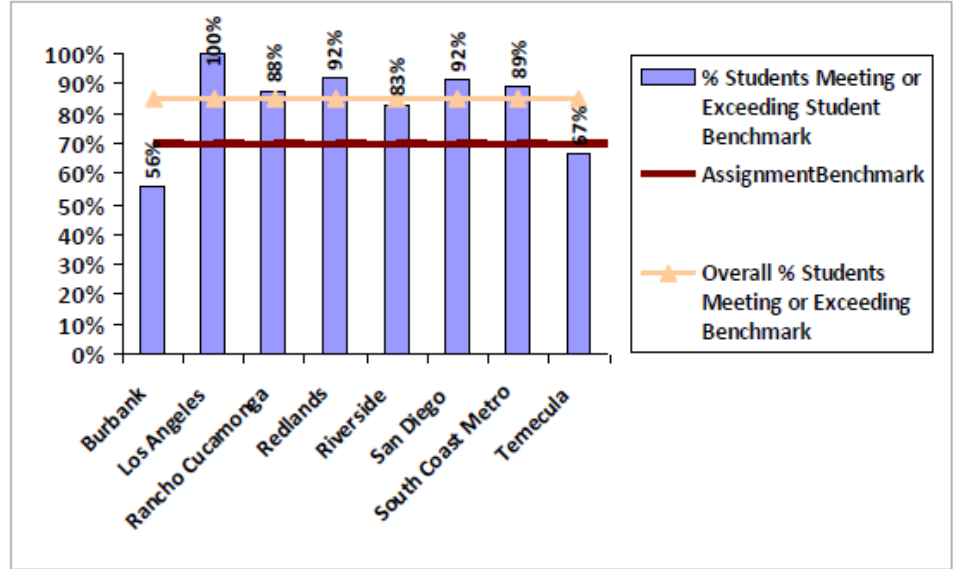
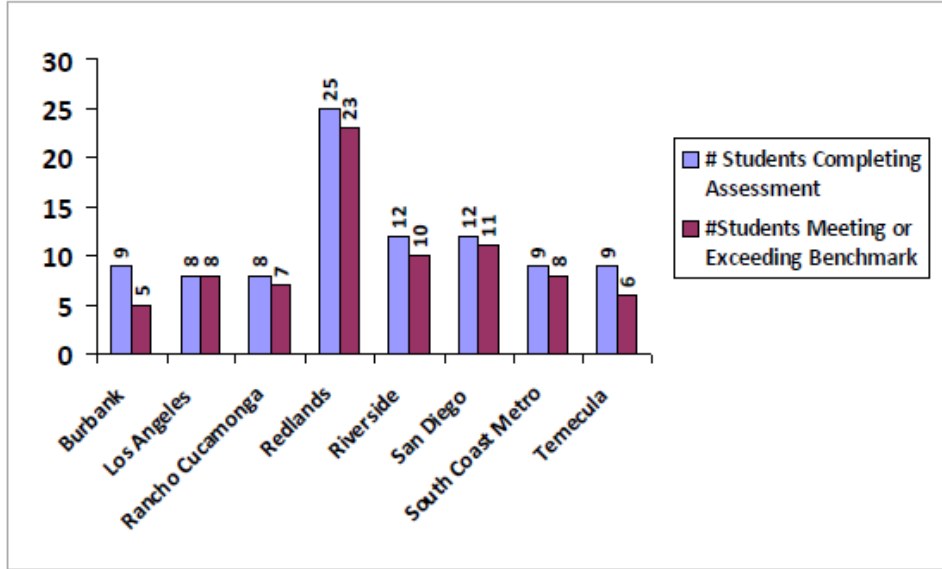


Assignment: Presentation

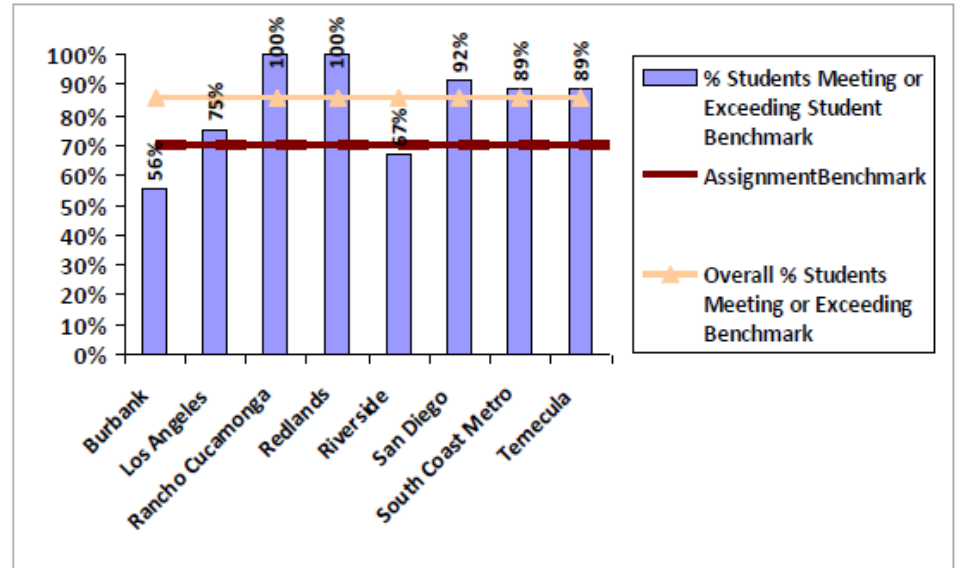
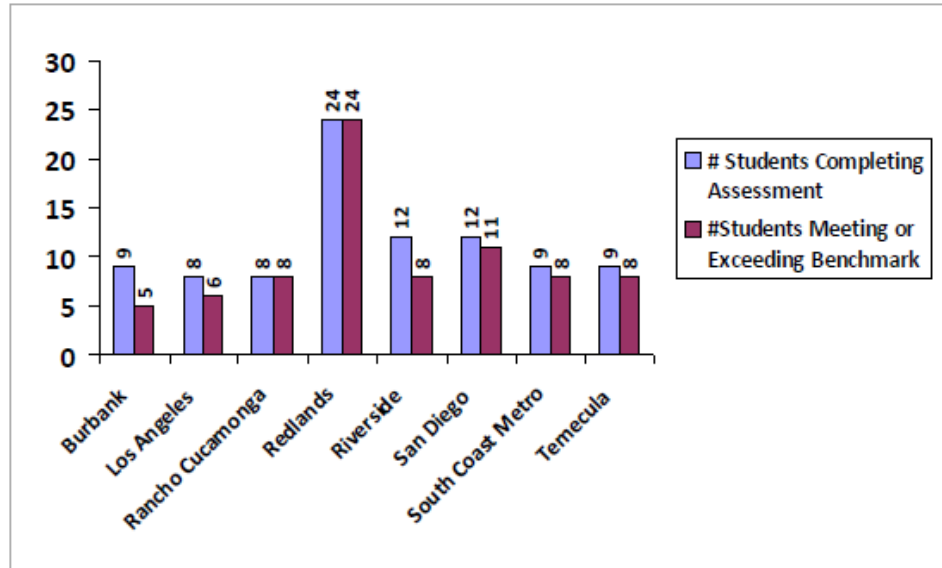


2018 Summer 2

Assignment: Final Paper

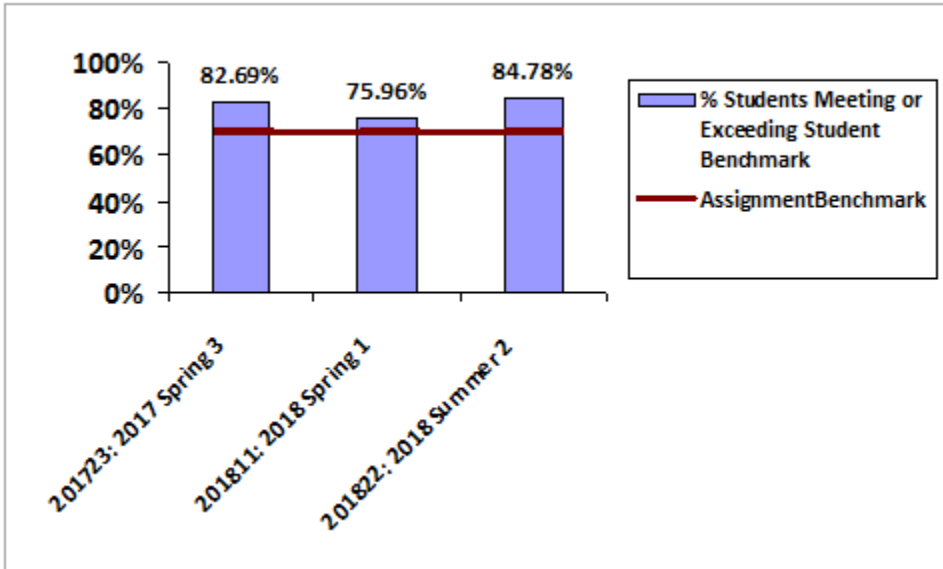


Assignment: Presentation

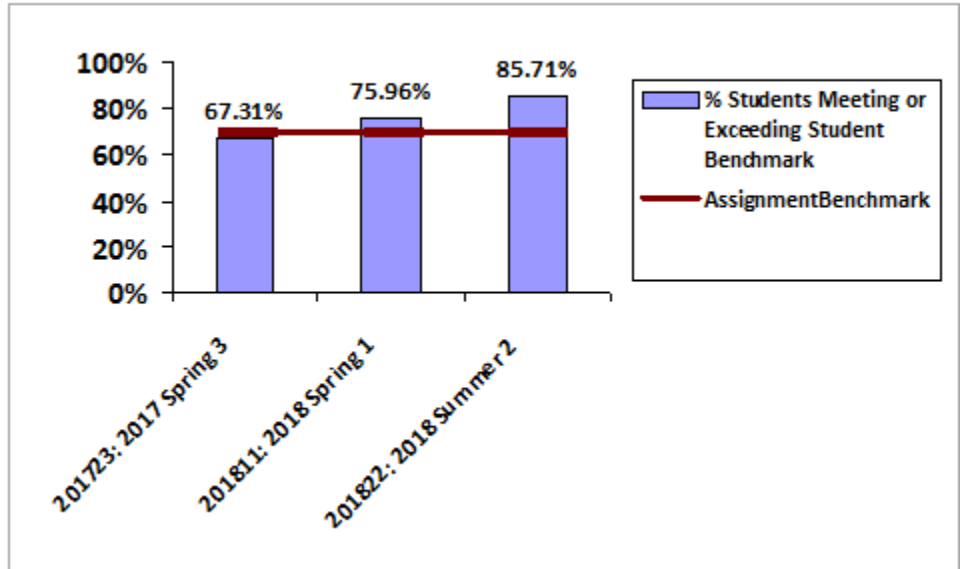


Overall Results

Assignment: Final Paper



Assignment: Presentation

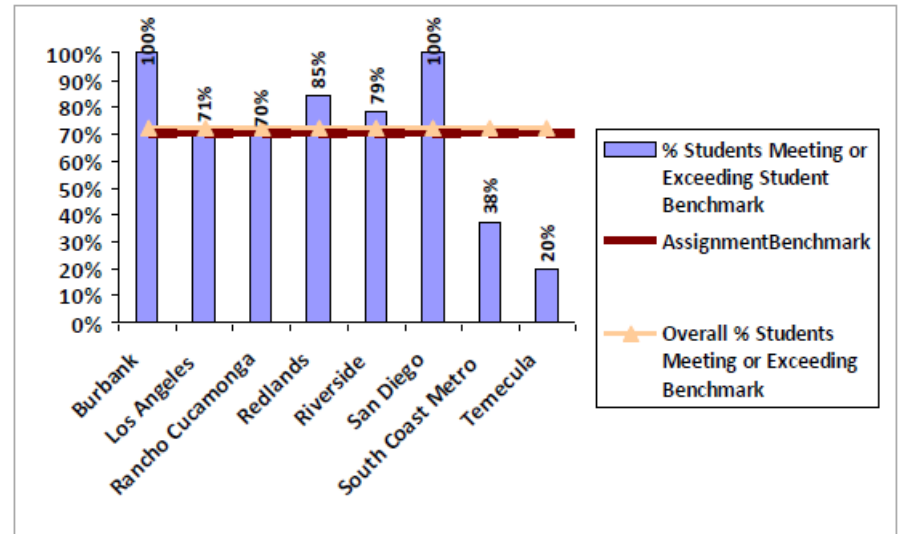
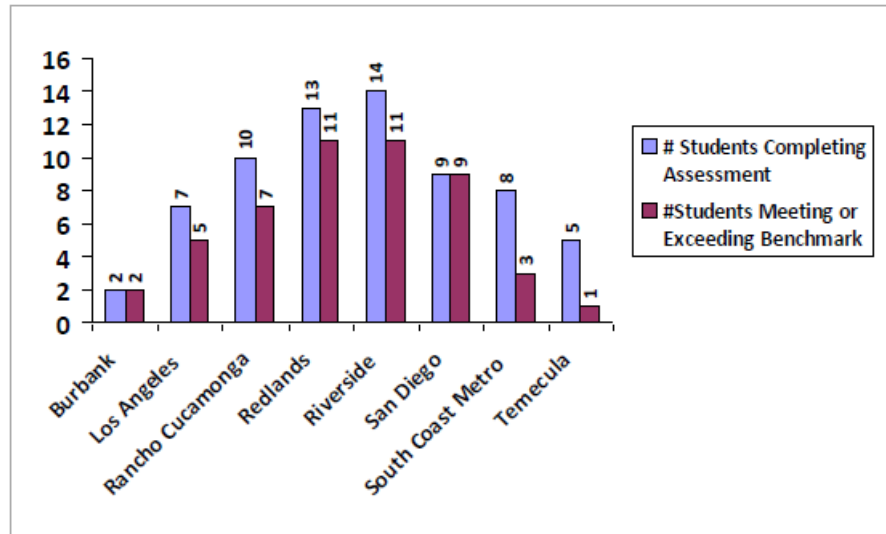


INSTRUCTIONS: Please read these instructions carefully before drafting this action plan.

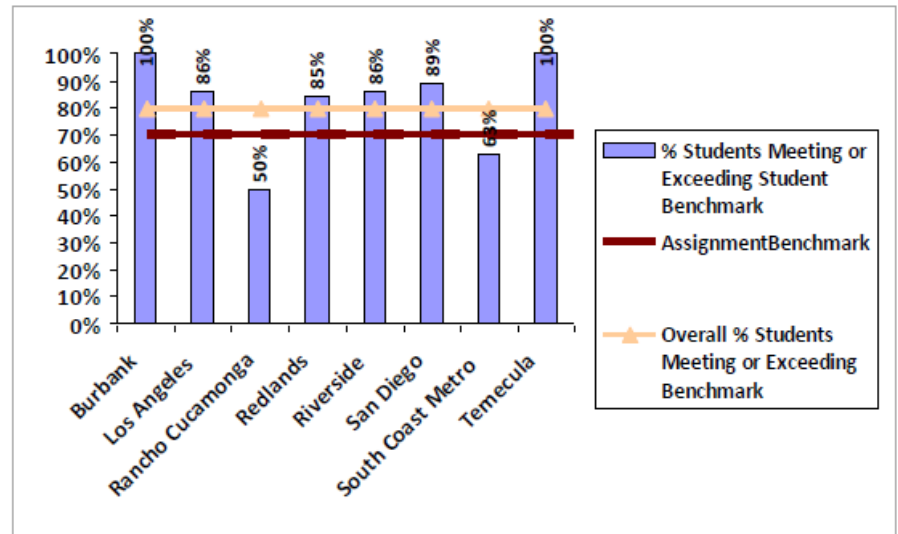
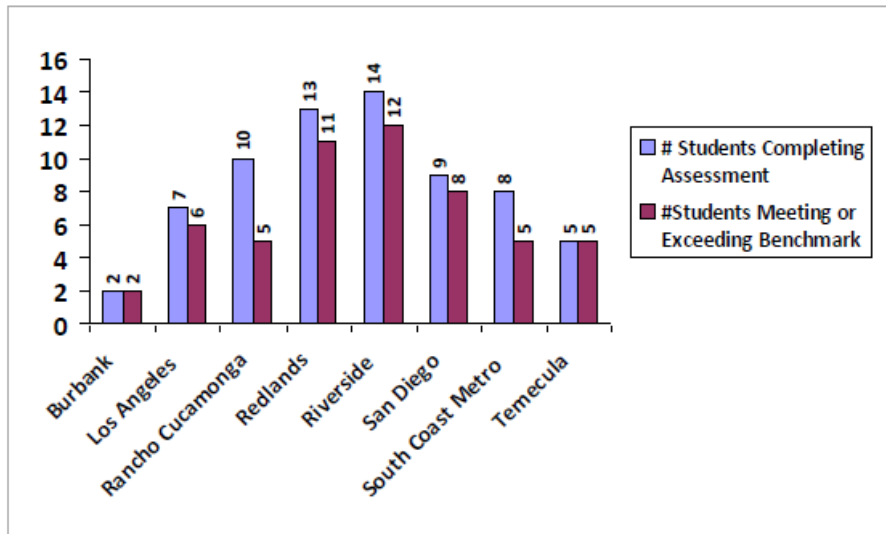
1. Please ensure that the text highlighted in red in the first page of this template is filled in meticulously.
2. **Measurable Goal:** What is your goal/benchmark?
 - a. **Graduate**
 - i. If assignment is being assessed using a rubric: 80% of the students will meet or exceed the benchmark score of 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)*
 - 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.

2015 FALL 3

Assignment: Final Paper

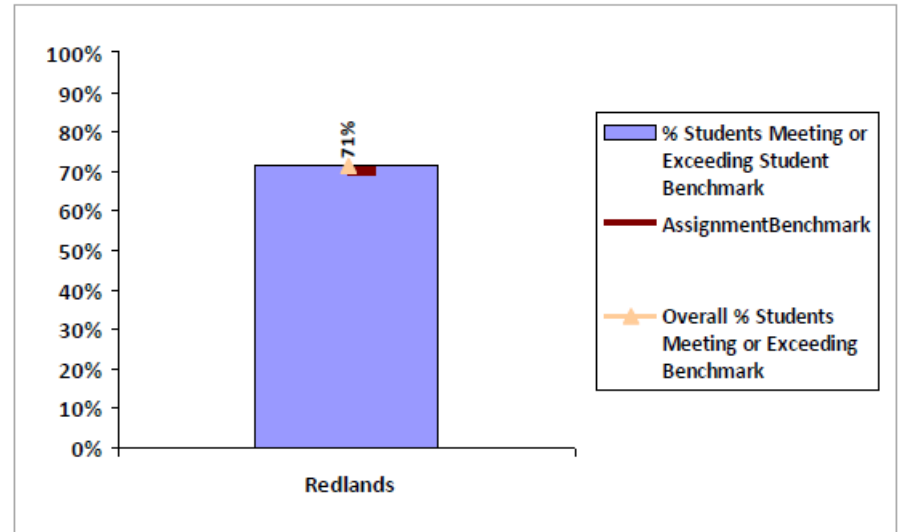
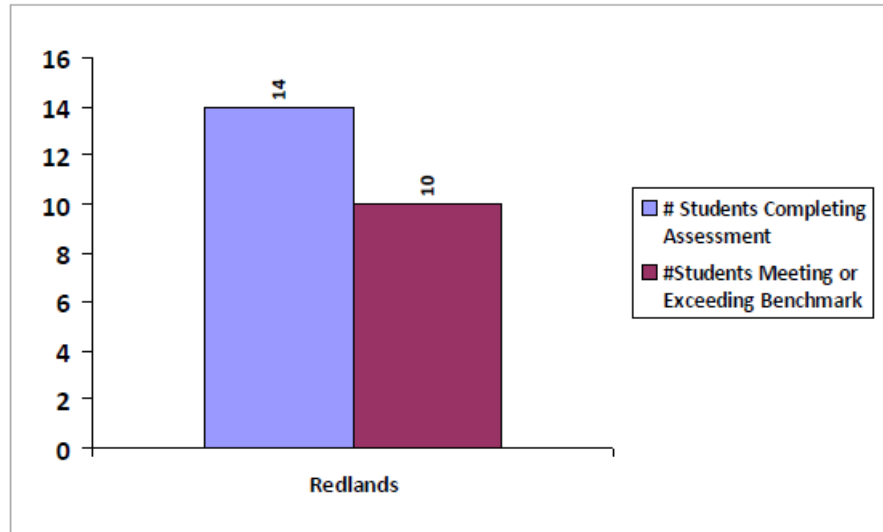


Assignment: Presentation

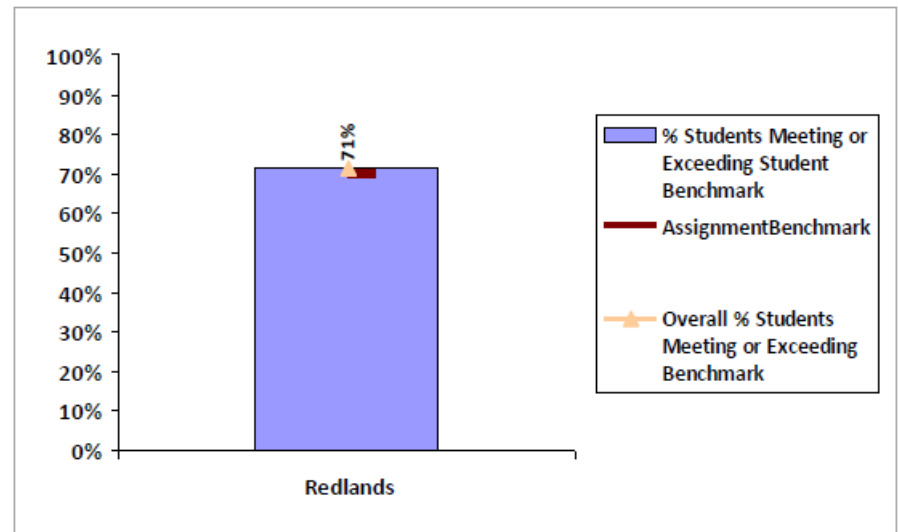
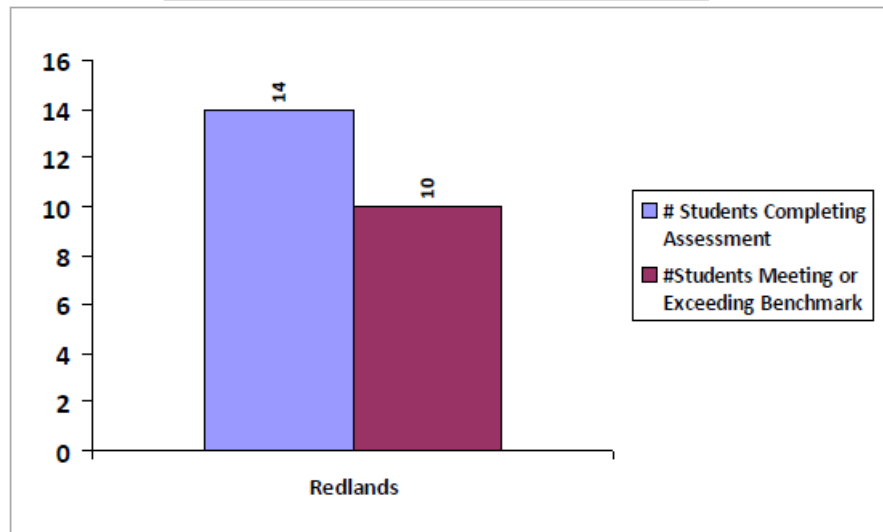


2016 SPRING 2

Assignment: Final Paper

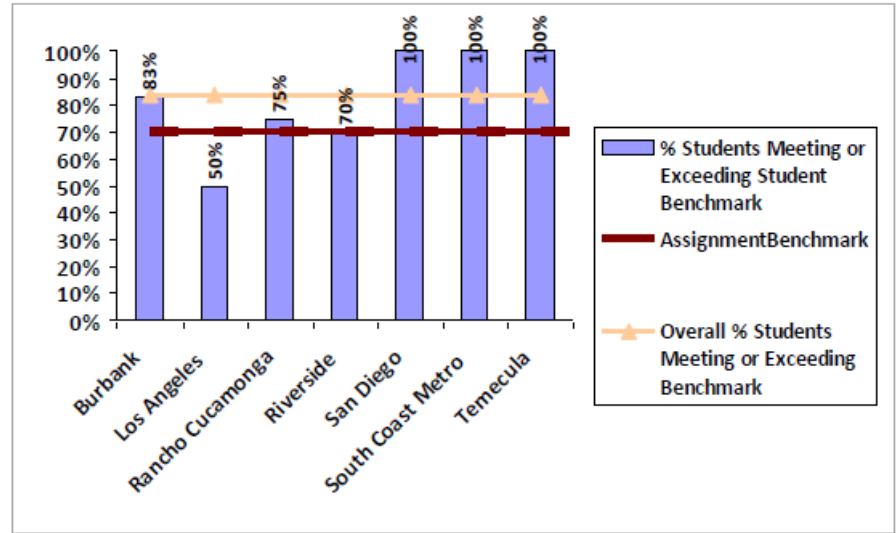
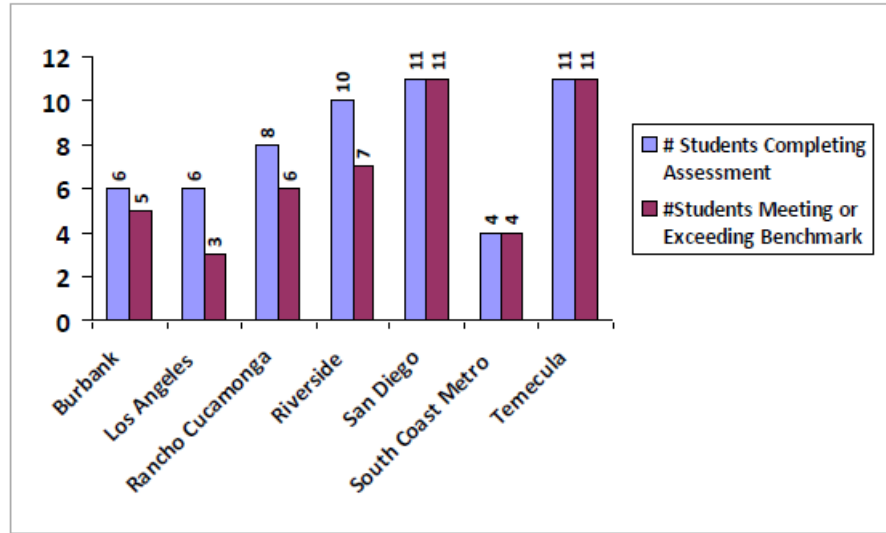


Assignment: Presentation

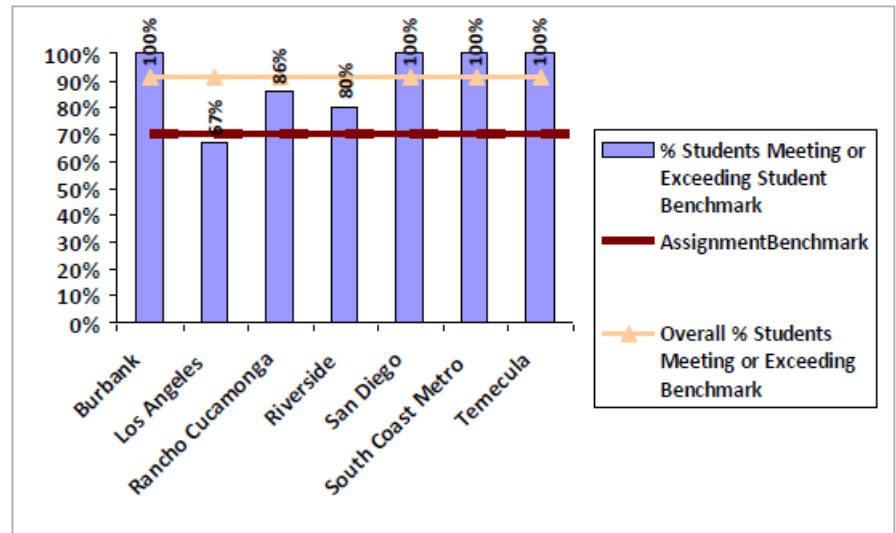
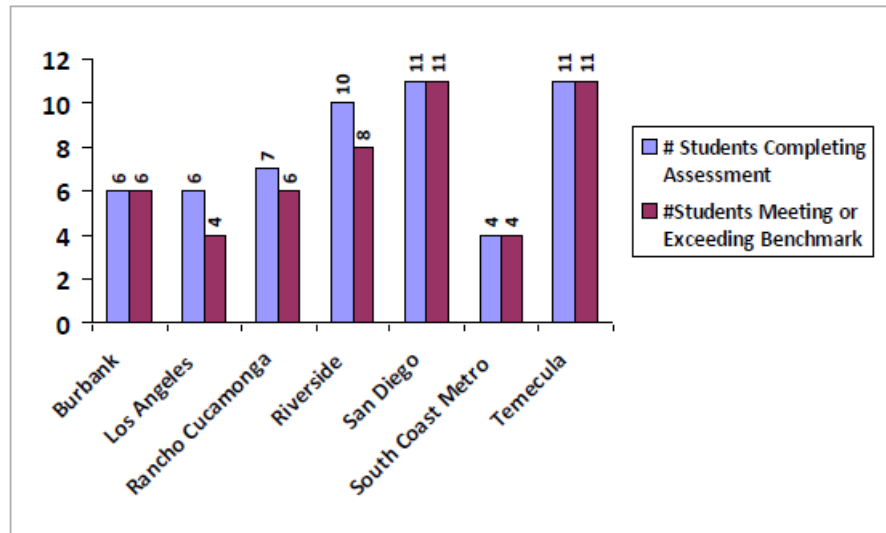


2016 SPRING 3

Assignment: Final Paper

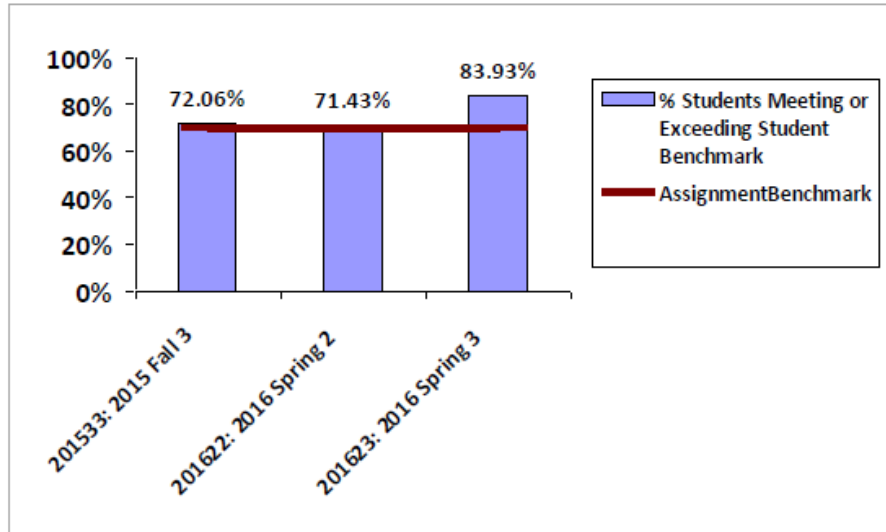


Assignment: Presentation



OVERALL RESULTS

Assignment: Final Paper



Assignment: Presentation

