



School of Business

Assessment Action Plans 2019-2020

Graduate Courses

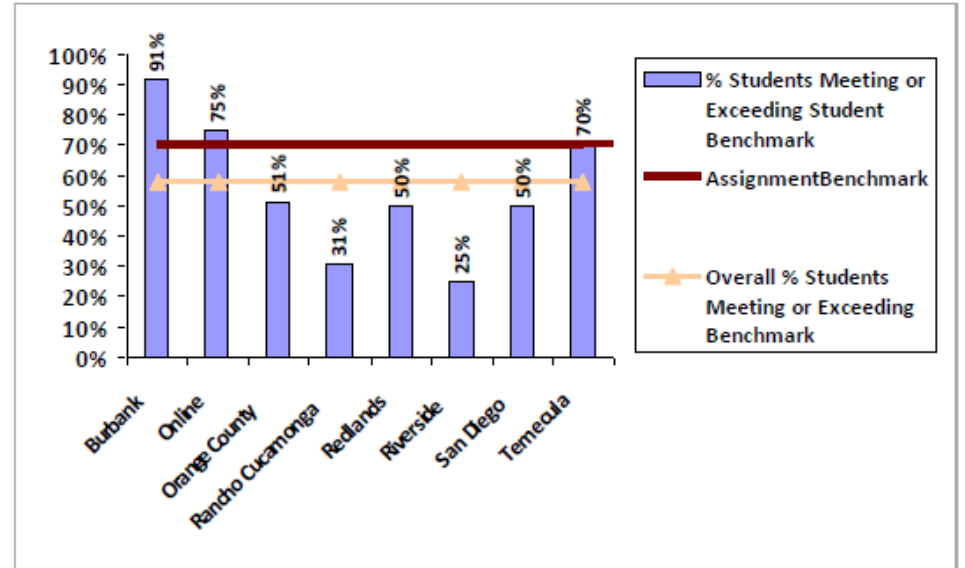
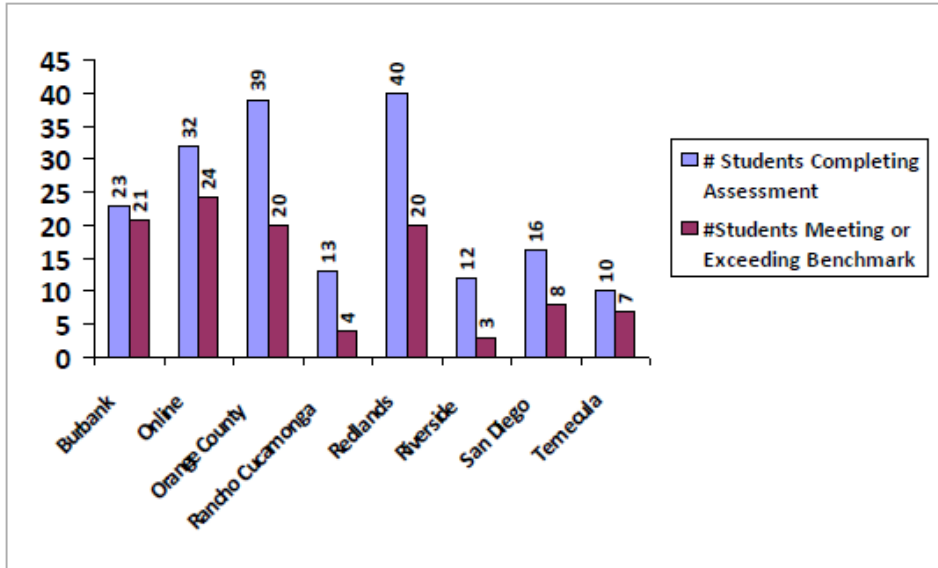
Assessment Action Plan¹

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

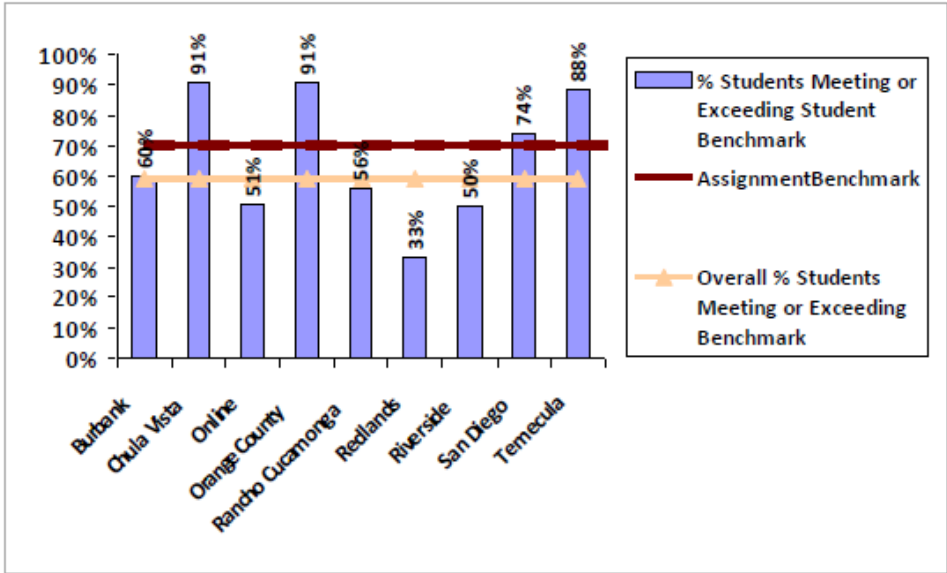
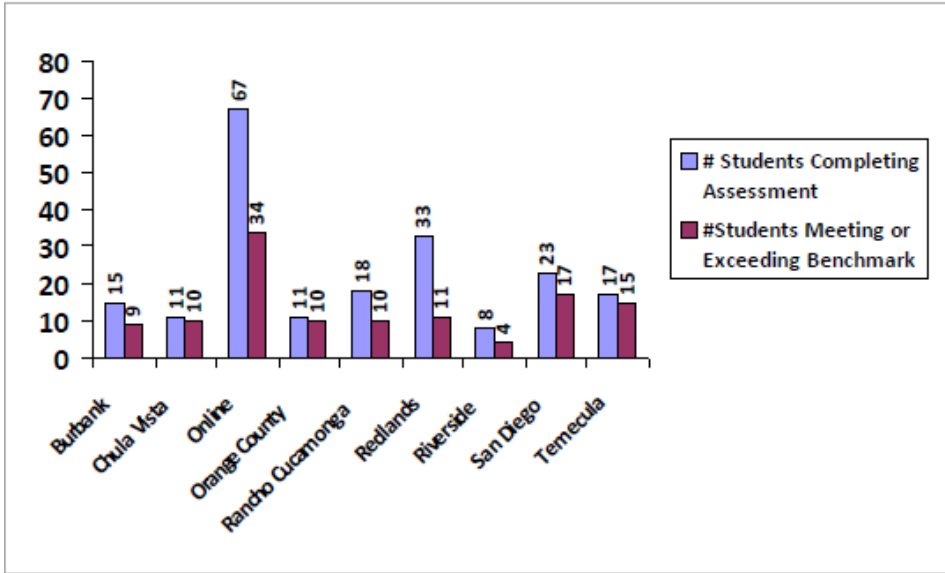
Performance Indicator	Definition				
Program: MBA	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work</p> <p><i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><i>Formative</i> – An assessment conducted during the student’s education.</p> <p><i>Summative</i> – An assessment conducted at the end of the student’s education.</p> <p><i>Internal</i> – An assessment instrument that was developed within the business unit.</p> <p><i>External</i> – An assessment instrument that was developed outside the business unit.</p> <p><i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
PLO: <e.g, 1>					
Course: BUAD-631					
CLO: <e.g. 4>					
Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measureable Goal: Our goal is that 70% of the students taking the Final Exam will meet or exceed the benchmark of 70% using a standardized assessment scoring sheet.	Final Exam, internally administered in an 8 week course using a standardized assessment scoring sheet.	Overall, the students meeting the benchmark has stayed the same between years, at 60%.	There is considerable variance between campuses and between years. The variance has come down a bit in 2019-2020 academic year.	Though the variance between campuses (in 2019-20) has come down it is important to analyze the data, comparing campuses that have not met the benchmark with those that have met the benchmark, with the following variables – faculty and the process of administering assessment quiz.	<p>2018-2019 See p. 2</p> <p>2019-2020 See p. 3</p> <p>Overall Results See p. 4</p>

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

Assignment: Final Exam

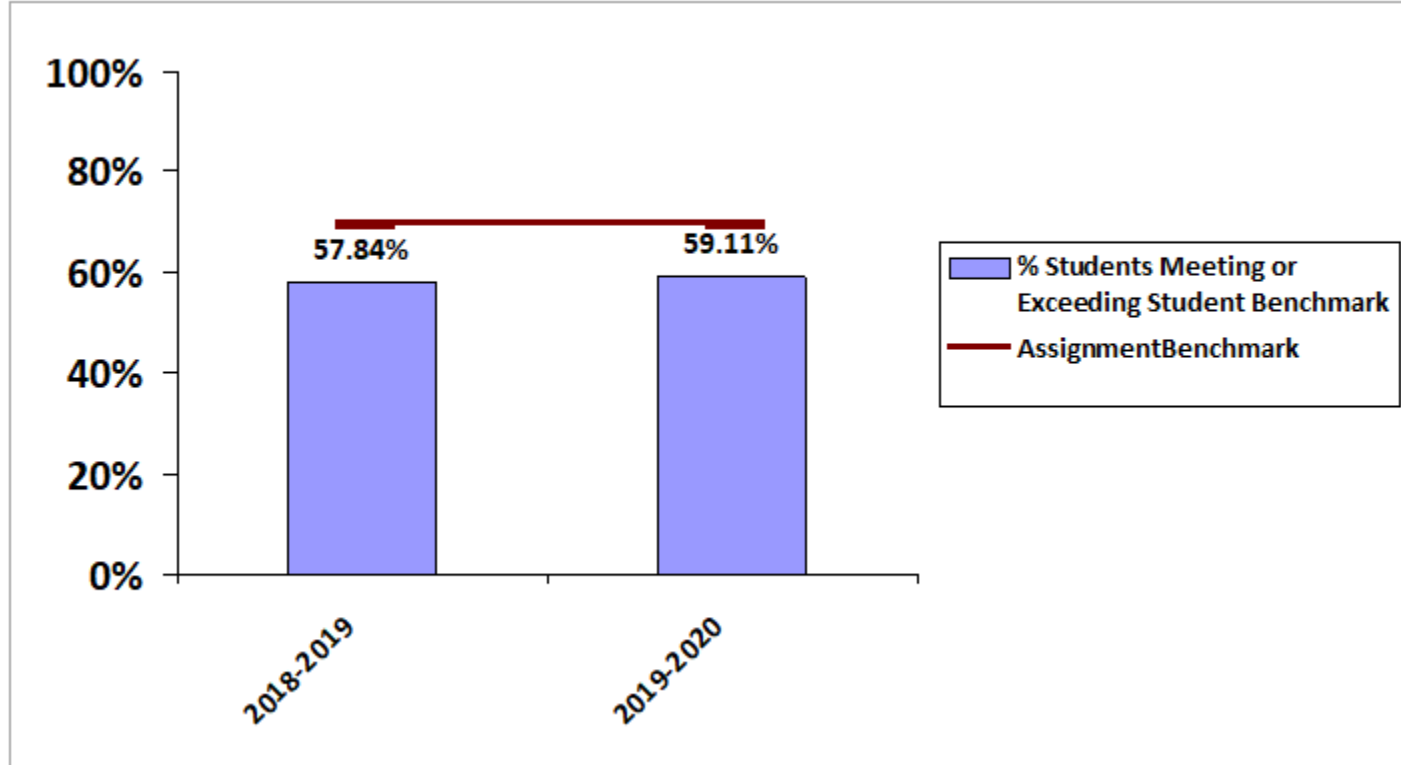


Assignment: Final Exam



Overall Results

Assignment:



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 - 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.
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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: MBA PLO: 1 Course: BUAD-658 CLO: 3	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.				
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Measurable Goal: Our goal is that 70% of the students taking the Final Exam will meet or exceed the benchmark of 70% using a standardized assessment scoring sheet.	Final Exam, internally administered in an 8-week course using a standardized assessment scoring sheet.	The results of both assessment questions taken together reveal that students meet or exceed the benchmark goal of 70%. Improvement was noted as student scores on Q1 moved from 82.67% in 2017- 2018 to	As in prior periods under evaluation, there is a wide variation in the quality of student responses to Topic 1 (Q1) v. Topic 2 (Q2). Students performed Significantly better on Q1, which deals with financial statement analysis versus Q2, which	If we accept, as I believe, the conclusion outlined in response #4 is correct (the data is that Q1 consists of 5 parts while Q2 consists of 3 parts. Therefore, for a student to reach the benchmark of 70% they would need to answer all three parts of Q2 correctly), the only way to correct this would be to adjust the	2017-2018 See p. 2 2018-2019 See p. 3 2019-2020 See p. 4 Overall Results See p. 5

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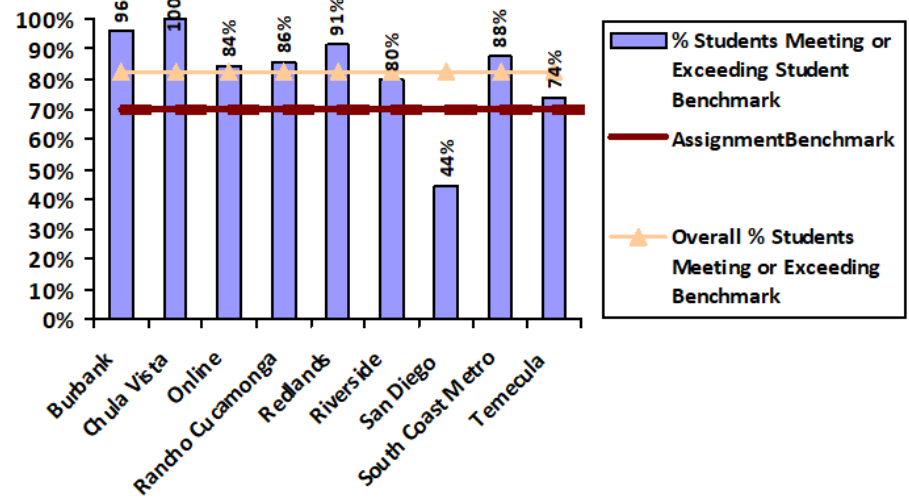
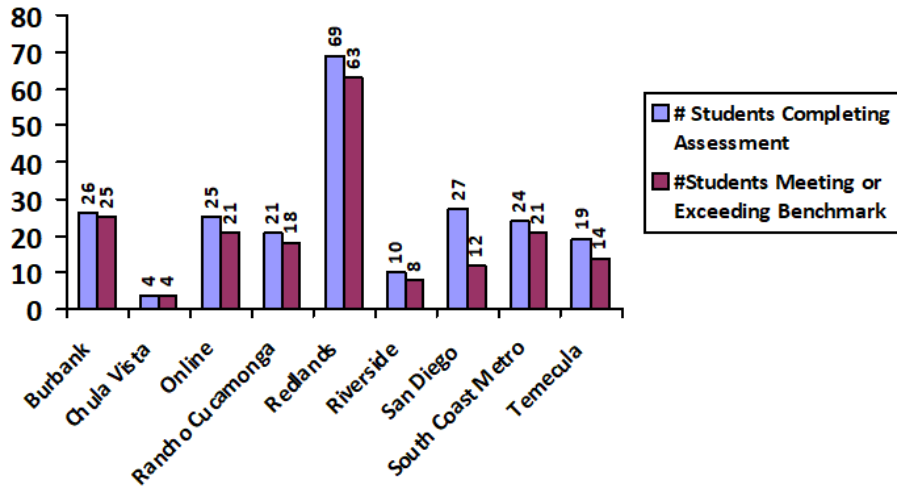
		<p>89.92% in 2018 – 2019 to 90.18 in 2019-2020. As was the case in prior evaluation periods, performance was significantly better on Q1 than Q2. All but one cohort in the period under examination (2019-2020) met the established benchmark for Q1, while only five of eight cohorts in this period met the established benchmark for Q2. However, overall the results on Q2 have improved over the three periods, going from 56% in 2017-18 to 70.54% in 2019-20.</p>	<p>deals with breakeven analysis and profit planning. There continues to be discrepancy in results among the reporting cohorts. Students in certain campuses performed better on both questions than students in the other cohorts. As was the case in previous reporting periods, several conclusions could be drawn from these results.</p> <ol style="list-style-type: none"> 1. It could be that instructors are not spending enough time covering the topics assessed in Q2 , or are spending too much time covering Q1 topics. 2. Perhaps the material associated with Q2 is too advanced for most students to grasp, while Q1 material is easier. 3. Q2 itself (the assessment instrument) may be too difficult for most students to 	<p>assessment instrument to account for this issue. However, since overall results (questions combined) indicate all cohorts meet the 70% threshold (and there has been improvement in the Q2 results over the three-year period), I believe we should continue to evaluate both questions taken together and leave the instrument as is.</p>	
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obtain the benchmark of 70%.

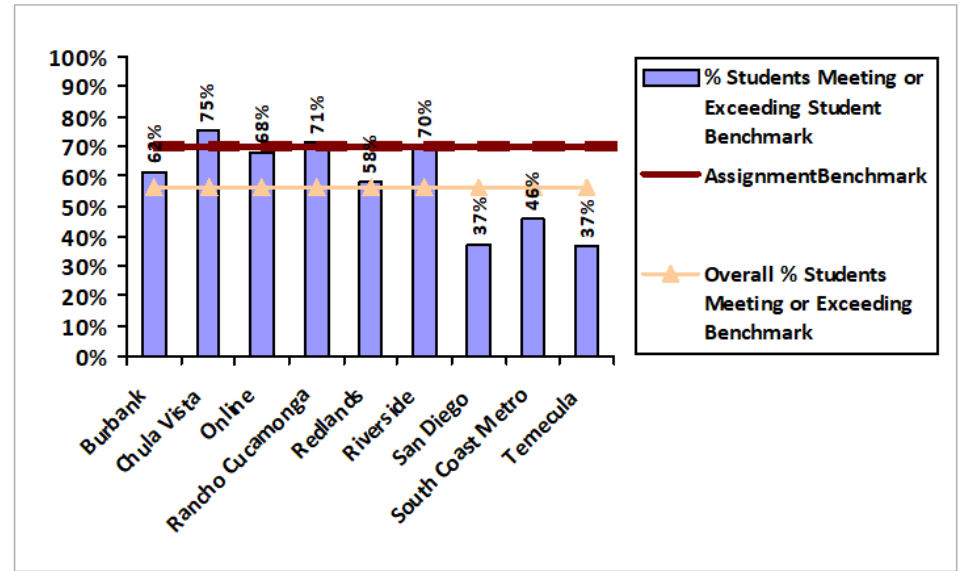
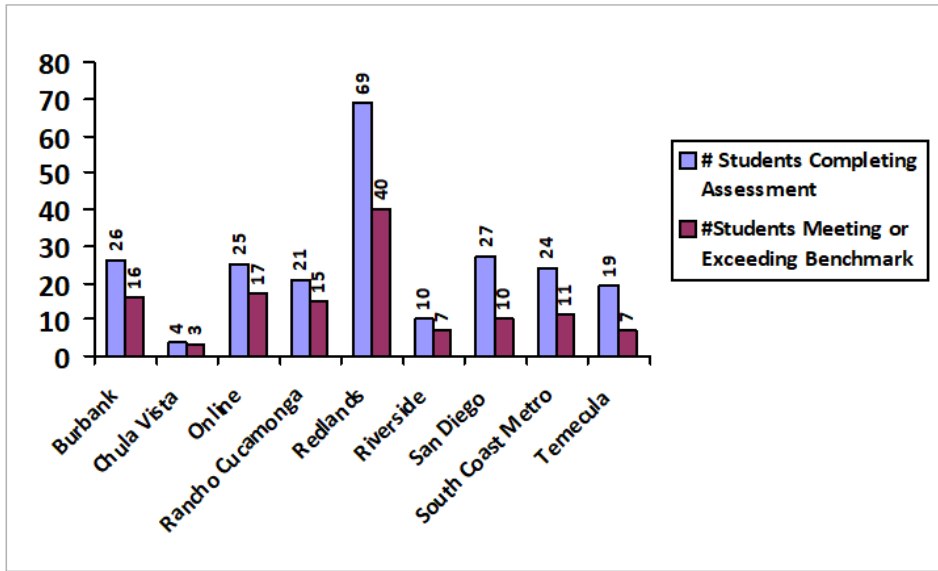
4. Perhaps the most likely conclusion from reviewing the data is that Q1 consists of 5 parts while Q2 consists of 3 parts. Therefore, for a student to reach the benchmark of 70% they would need to answer all three parts of Q2 correctly.

2017-2018

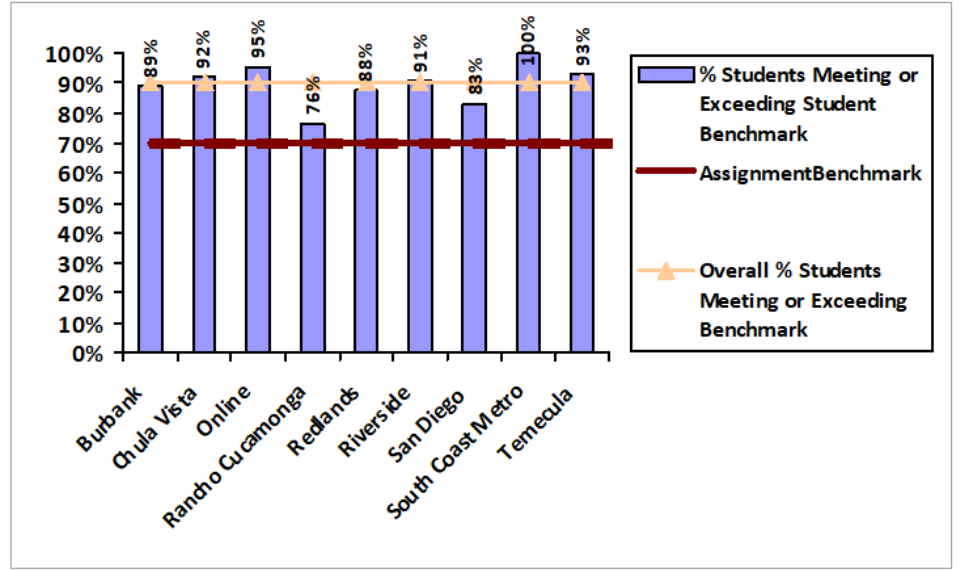
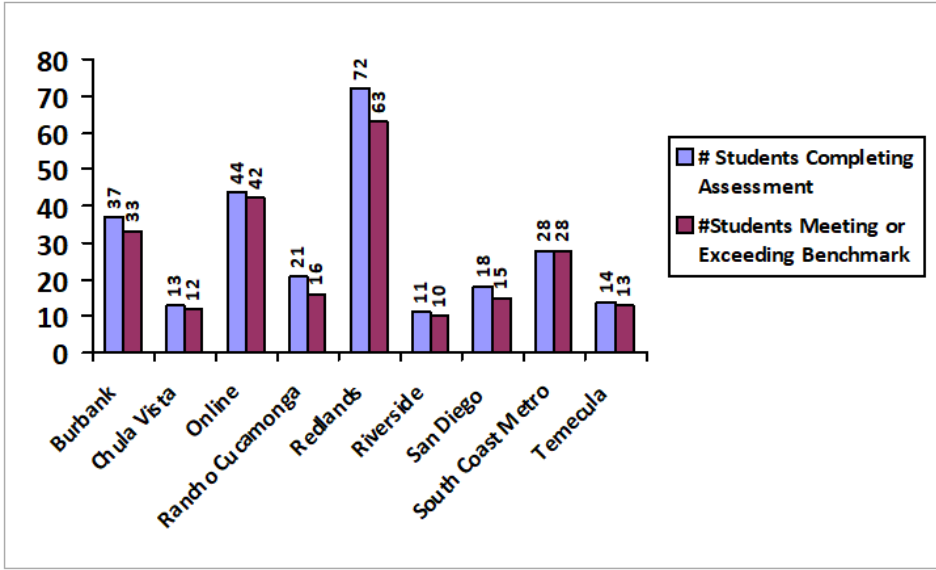
Assignment: Question 01



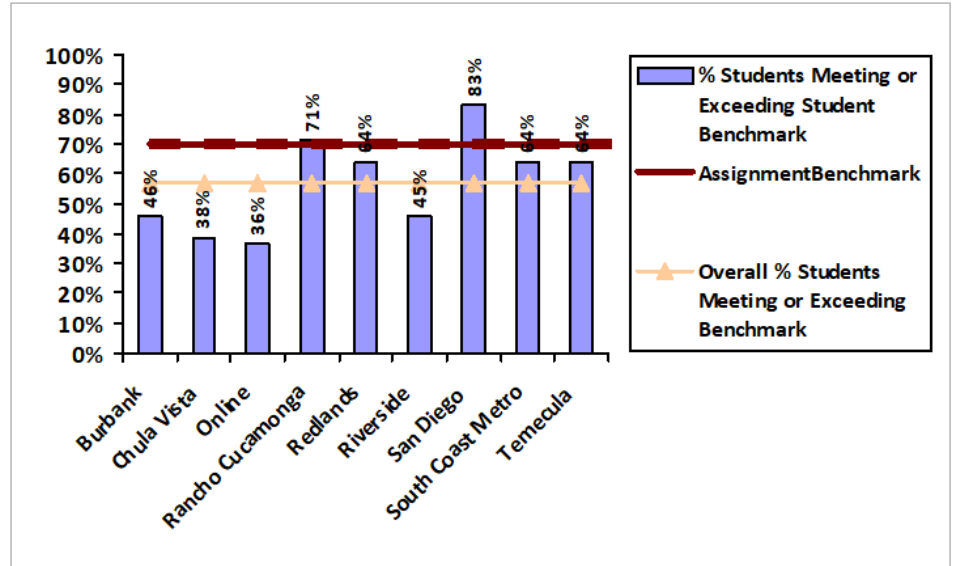
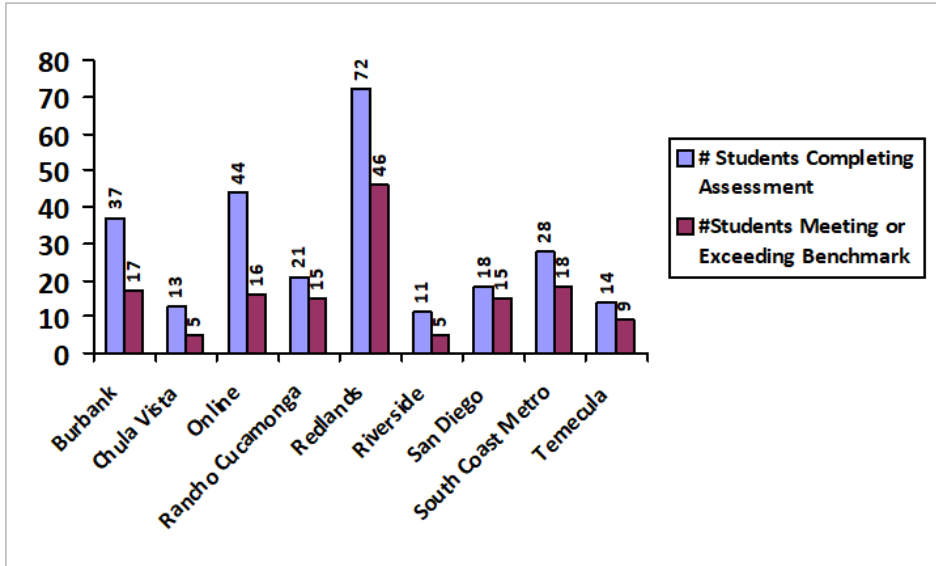
Assignment: Question 02



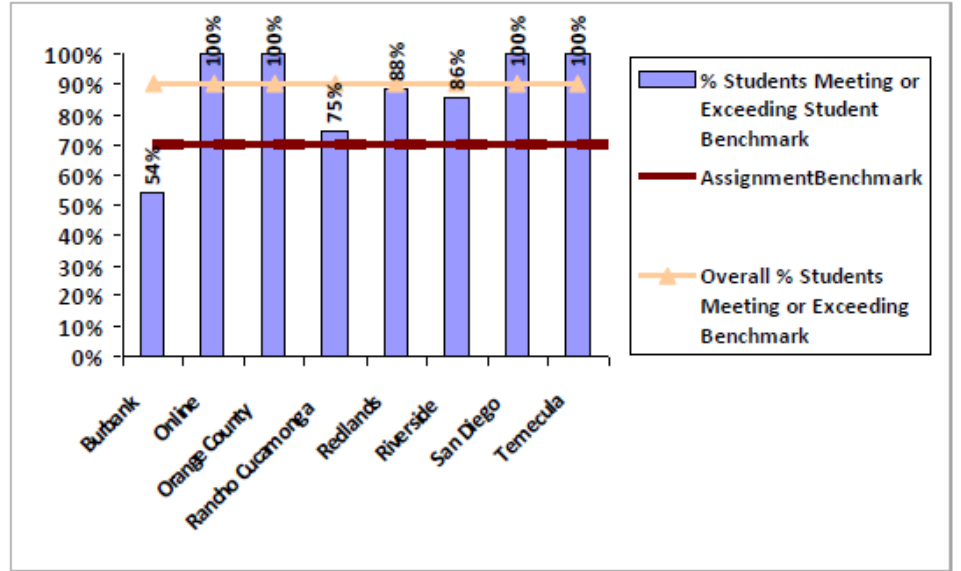
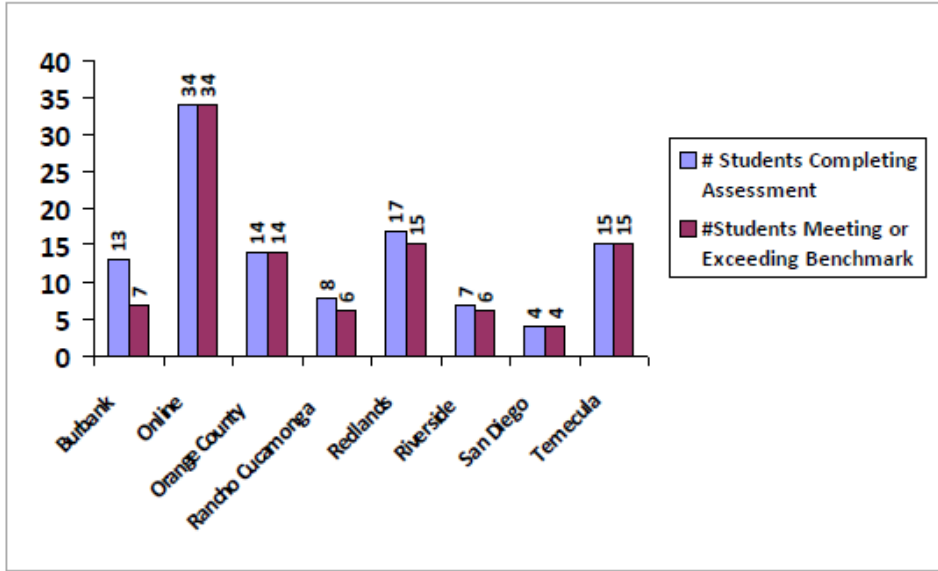
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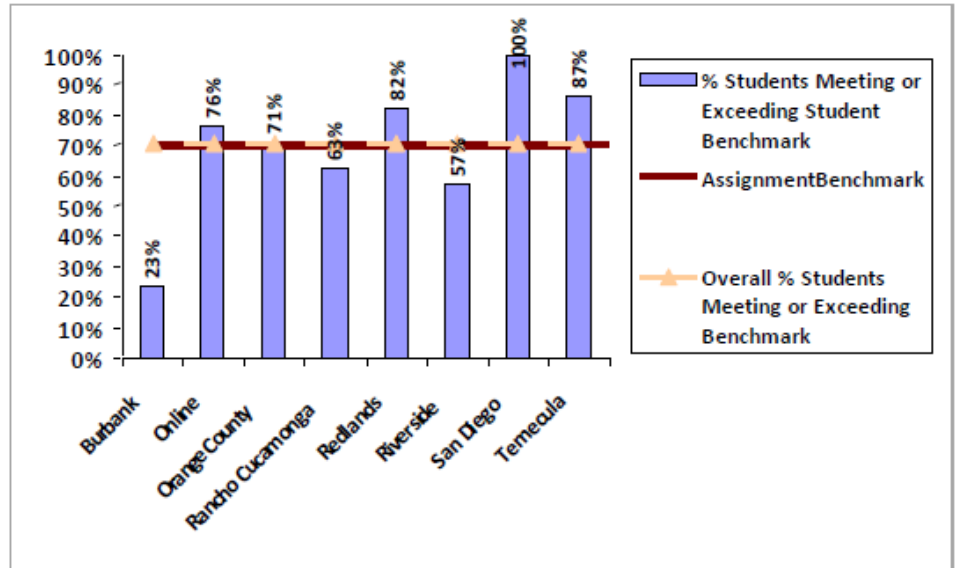
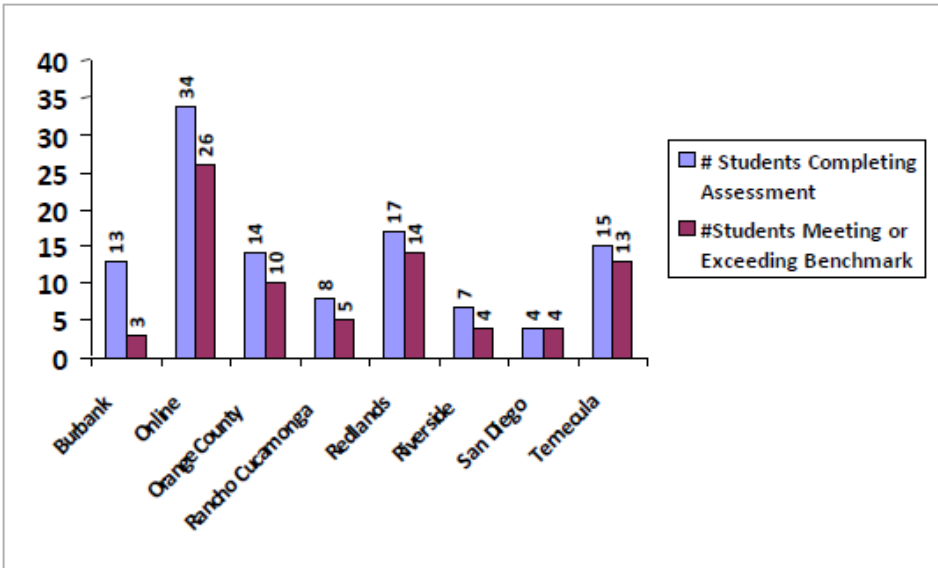
Assignment: Question 02



Assignment: Question 01

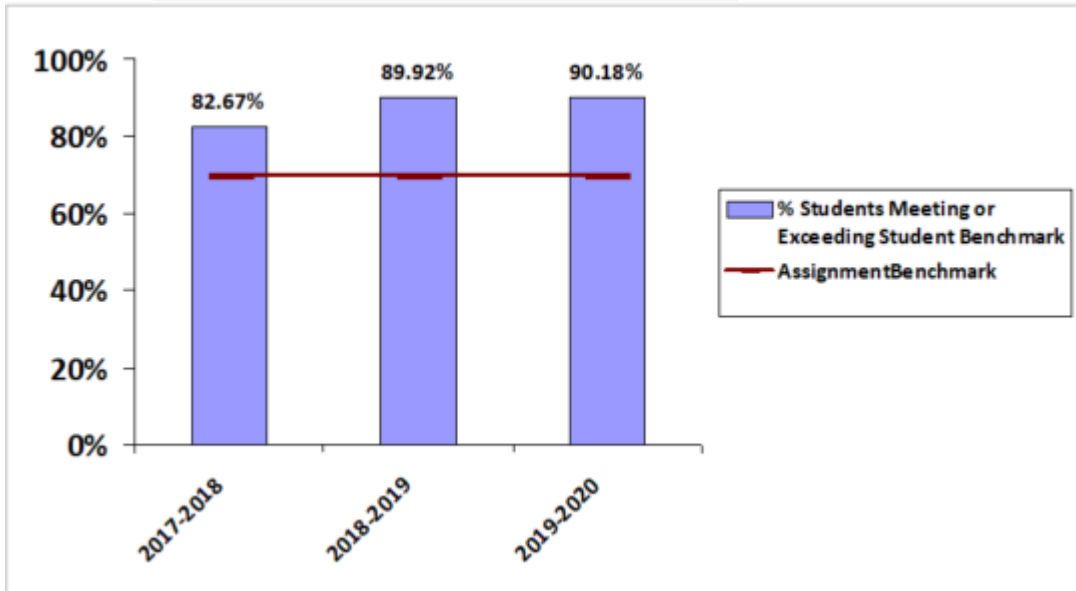


Assignment: Question 02

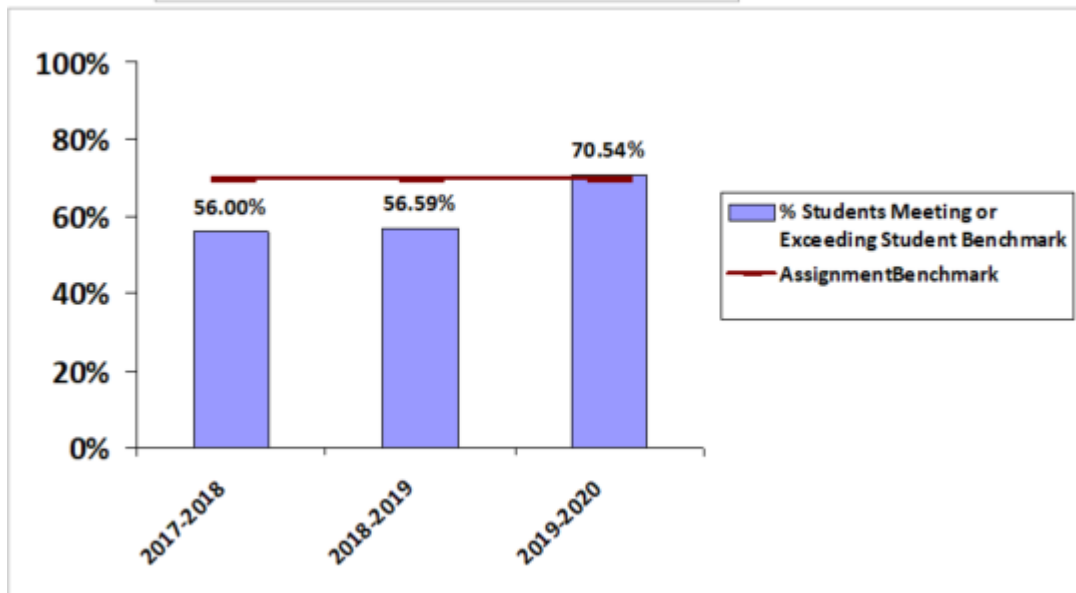


Overall Results

Assignment:



Assignment:



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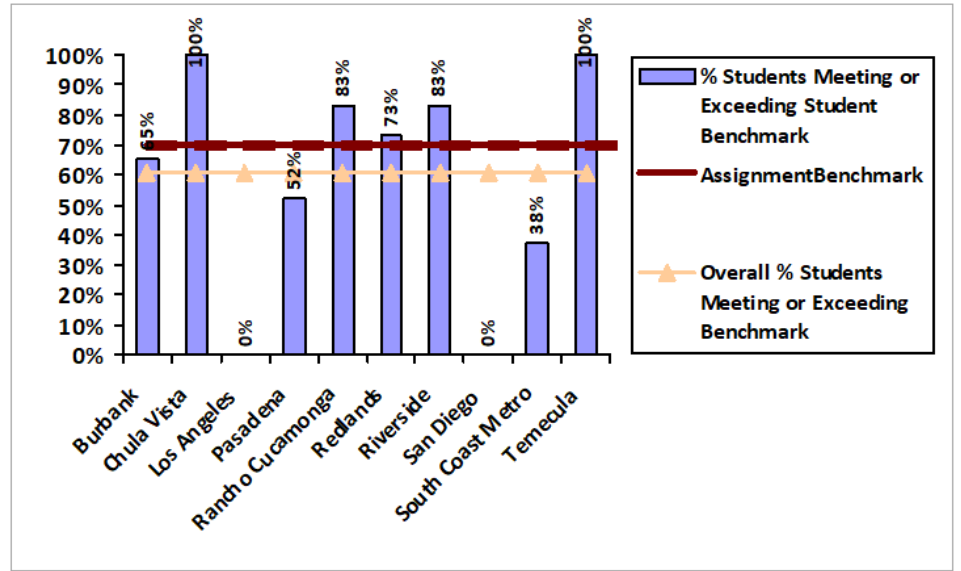
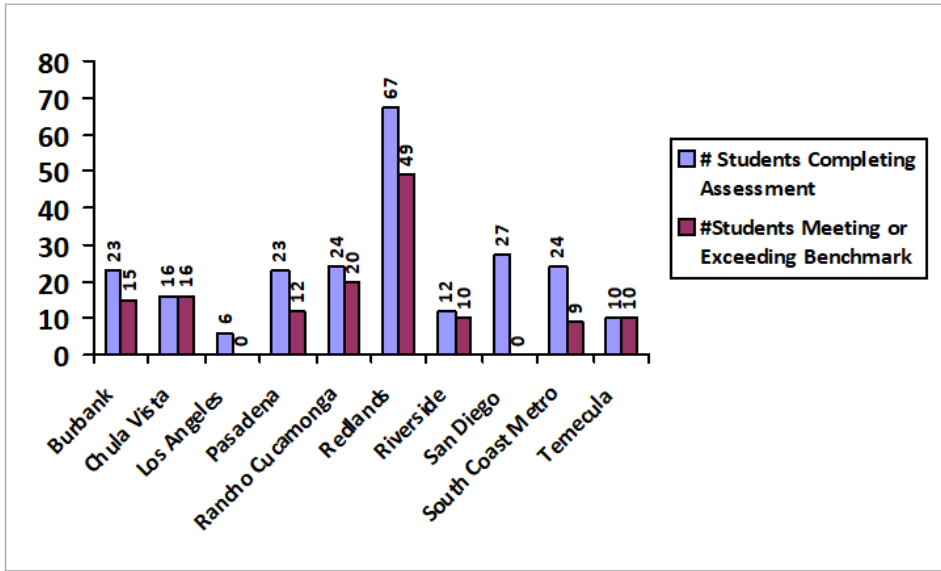
Performance Indicator	Definition
Program: MBA PLO: 1, 2 1. Use and apply business knowledge from disciplines such as accounting, finance, marketing, management, information systems, operations, and global business to generate/create business solutions 2. Illustrate persuasive communication using written, oral, and analytical expression	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination</i>). Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work <i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. <i>Formative</i> – An assessment conducted during the student’s education. <i>Summative</i> – An assessment conducted at the end of the student’s education. <i>Internal</i> – An assessment instrument that was developed within the business unit. <i>External</i> – An assessment instrument that was developed outside the business unit. <i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>
Course: BUAD-660 Managerial Finance	
CLO: 1, 2 1. analyze critically the function of finance in organization 2. perform mathematical calculations necessary to: a. synthesize financial theory and practice b. assess the financial performance of the firm c. make and support financial decisions	
Analysis of Results	

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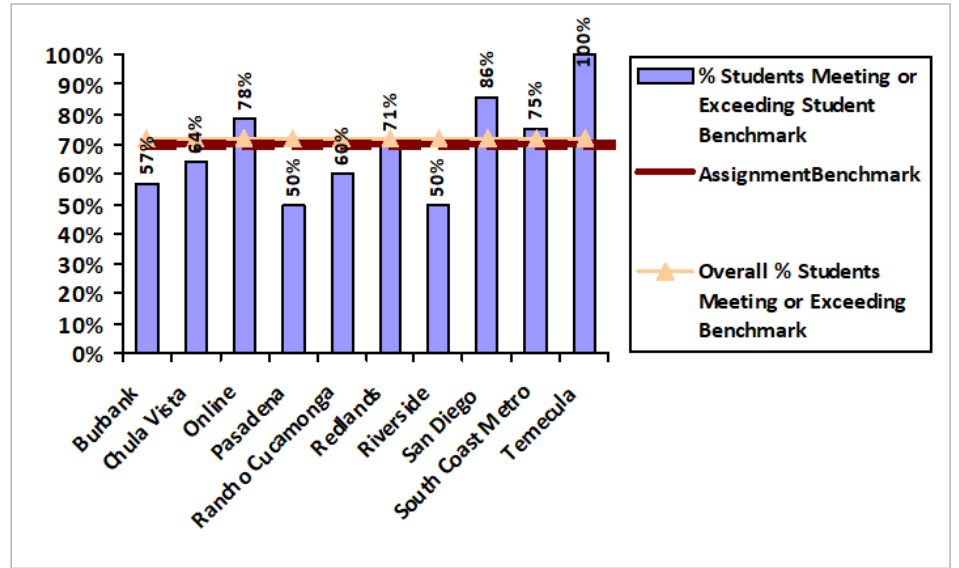
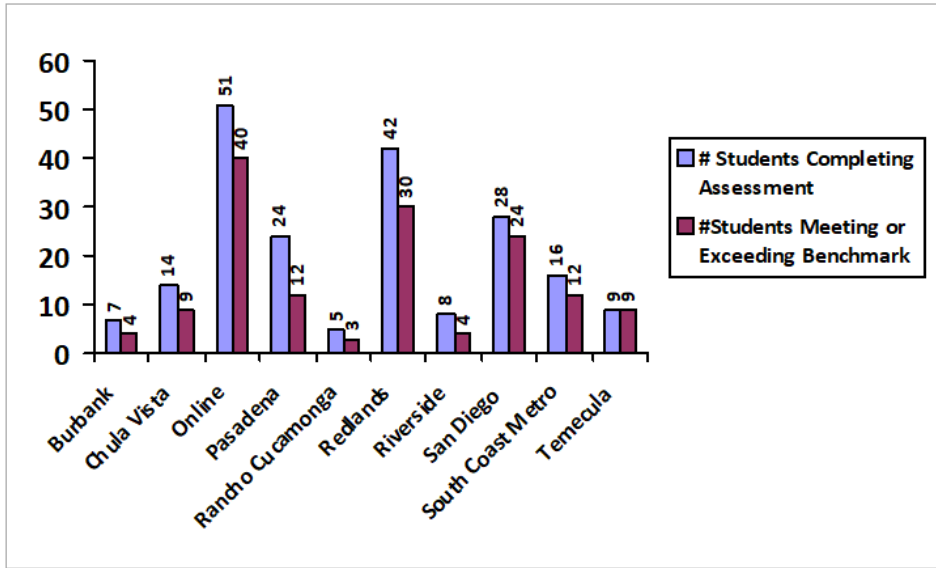
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<p>Measurable Goal: Our goal is that 70% of the students taking the Final Exam will meet or exceed the benchmark of 70% using a standardized assessment scoring sheet.</p>	<p>Final Exam, internally administered in an 8-week course using a standardized assessment scoring sheet.</p>	<p>Results: Overall, the weighted average percentage (WAP) of students who met or exceeded the benchmark was around 71% for assessment periods 2017-2018, and 2018-2019 and 2019-2020. The weight average for above periods were 61% (# of students 232), and 72% (# of students 199) and 83% (# of students 167) respectfully. So, for two periods out of three periods the WAP were above the benchmark of 70%. The overall WAP was over 71% which is above the benchmark of 70%, As result of at least 3 sessions offered in Pasadena and 2 sessions in Rancho Cucamonga Campus locations in the two terms did not perform well and negatively affected WAP. For period 2017-2018, 5 out of 8 locations students' performance met or exceeded benchmark, the other 3 locations did not meet the benchmark. It might be as result of some students did not take the assessment test. Instructors do not follow the recommendation that assessment test be graded as part of final exam, so students</p>	<p>Analysis: The instrument was designed as a multiple choice exam with fifteen questions intended to be embedded in a final exam that could also include short-answer questions. The instrument was provided to all instructors to administer the assessment test..</p> <p>1. Students may not perform as expected in different Campus locations Depending on their preparations and knowledge of the subject and math skills and ability to think critically. The Results of the assessment have been improved over earlier periods. Also, Instructors are doing better in administering the assessment test and reporting the results.</p> <p>Students are provided the opportunity to take advantage of online math tutoring. Need to provide more motivations to do so.</p>	<p>Action: The instrument is working Well as expected. As we are aware that online MBA is offered to our students and the results of this assessment include our online students 'performance and students in online program in this course appear to be doing well in the assessment test. The process for assessment has been improved and seems to be consistent by all instructors in administering the assessment test. Faculty are recommended that students to take the assessment tests on Moodle and be graded part of final exam grade. The professional Development conference has helped in communicating the School of Business expectations to Adjunct faculty and the need of administration of assessment test. It is not clear if students do not take the assessment test serious as instructors do not follow the recommendation that</p>	<p>2017-2018 See p. 3</p> <p>2018-2019 See p. 4</p> <p>2019-2020 See p. 5</p> <p>Overall Results See p. 6</p>

		<p>have reason not to miss the assessment test. For 2018-2019, 72 % students' performance met the benchmark for the 10 locations total of 199 students. 6 out of 10 locations met or exceeded the benchmark and the other 4 locations. For 2019-2020 period, for 10 locations for total of 167 students, again 8 out of 10 locations students' performance met or exceeded the benchmark and the results for the other 2 locations were fluctuated from 33% to 50%. This again could be as result of missing data. From 2018, online MBA offering has been provided to students. Students in online for BUAD 660 (Managerial Finance) are performing well as their final exam grade include the assessment test grade.</p> <p>Los Angeles, San Diego and South coast Plaza and Pasadena in 2017-2018 period did not performed well and resulted too low WAP. There was total 40 students in these 4 Campus locations. As result of administering assessment test as part of final exam and graded as part of final students' grade, students 'participation in taking the assessment test may result in better assessment outcome.</p>		<p>assessment test be graded as part of final exam. we will look forward to ensuring that the assessment task is administered in a consistent manner i.e., embedded in a final exam that is graded and administered in the class and/or Moodle during the final session.</p> <ol style="list-style-type: none"> 1. Instructors to be sure students taking the assessments test by incorporating the test as part of the final course grade. 2. To provide data on # of students registered in the course to compare to # of students taking the assessment test. 3. Our students in the MBA need more tutorial help in math and quantitative skills. Also, students are required to be reminded by instructors to take advantage of the resources provided to them to improve their quantitative skills. 	
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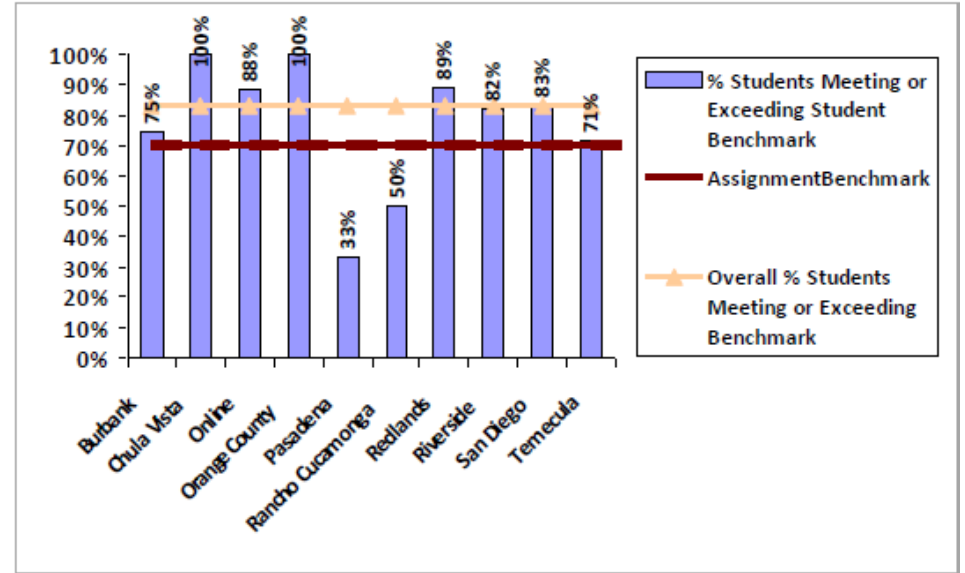
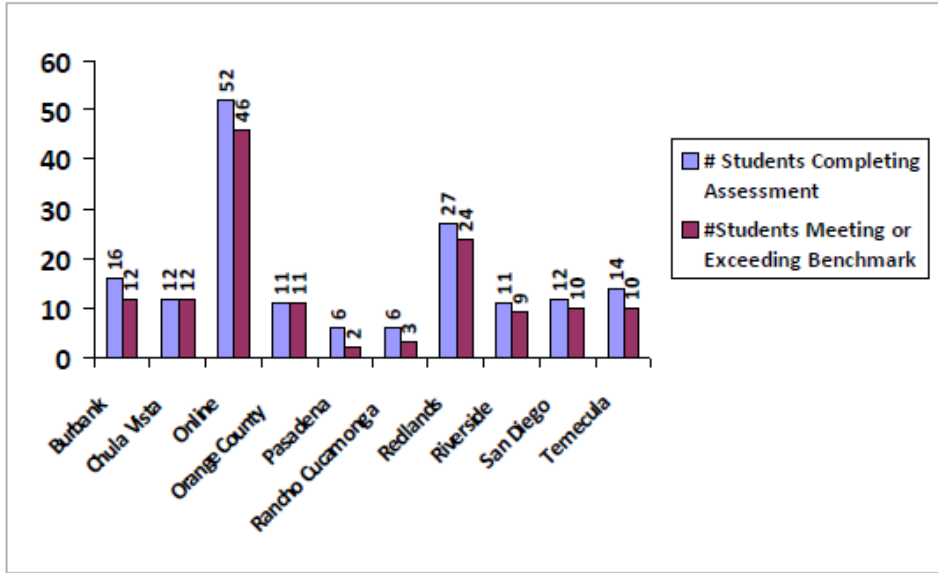
Assignment: Final Exam



Assignment: Final Exam

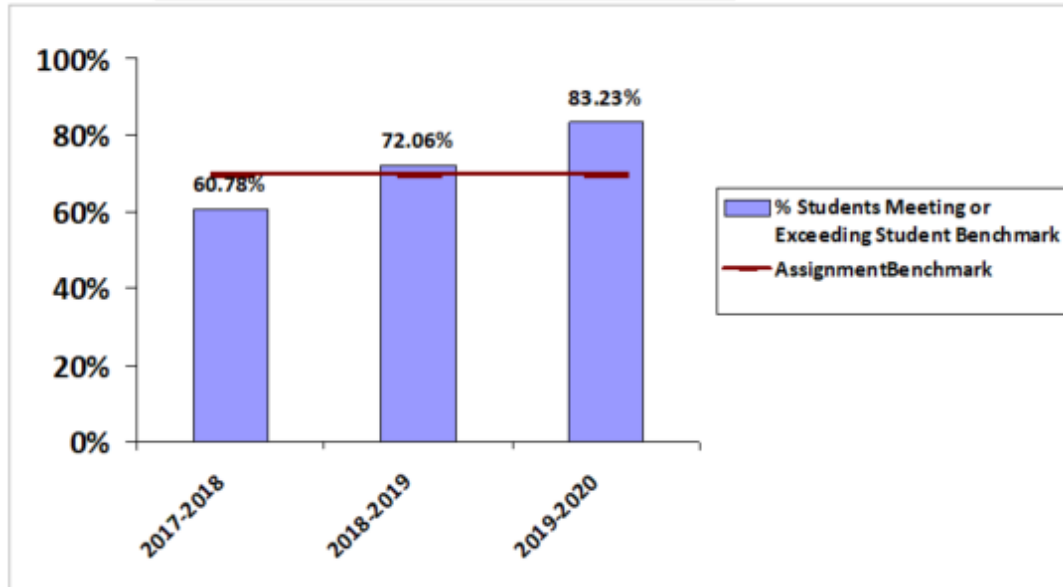


Assignment: Moodle Exam



Overall Results

Assignment: Moodle Exam



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Assessment Action Plan¹

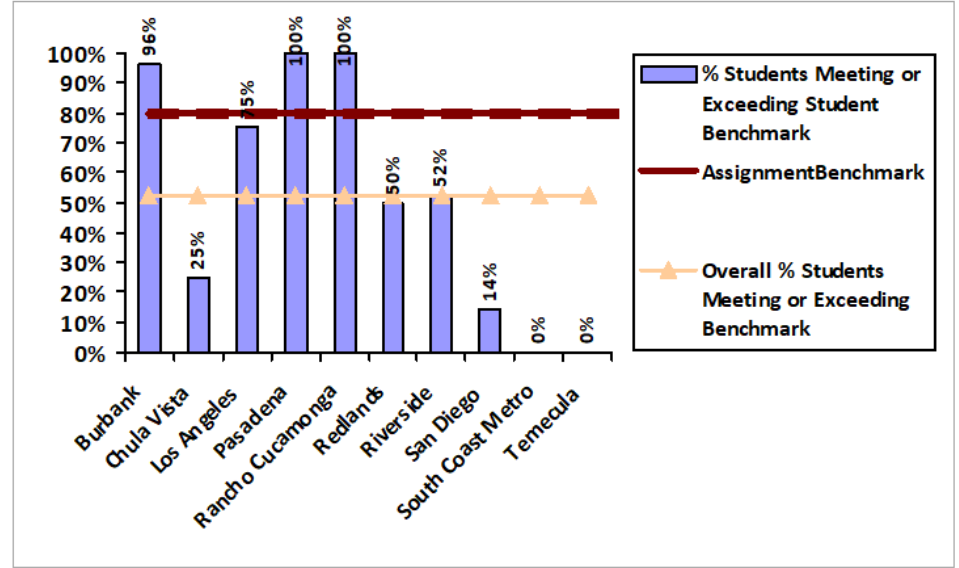
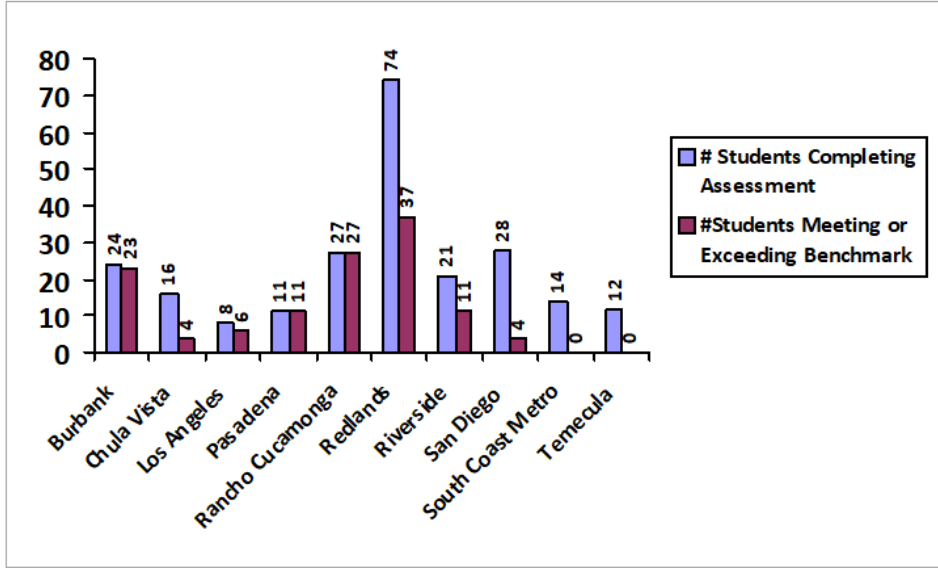
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Measurable Goal: 80% of students taking the Final Exam will meet or exceed the benchmark of 80%.	Team Project Presentation, internally administered in an 8 week course using a standardized assessment scoring sheet.	Current results for year 2019-2020 are improved compared to 2 years earlier. Regionally, Chula Vista, Rancho, and Redlands are somewhat weaker than the other locations.	The overall results of students exceeding benchmark are up by 70% from 2017-2018 to 2019-2020. This jump would have been even higher, if the assessment exam were updated (it’s 3 years old)..	Since the multiple-choice assessment tool is 3 years old, it needs to be updated. The textbook is in new edition. I am the newly assigned faculty to assess BUAD 683 (since 1/1/2021). I plan to update the model syllabus and the assessment test later in the spring	<p>2017-2018 See p. 3</p> <p>Overall Results See p. 6</p>

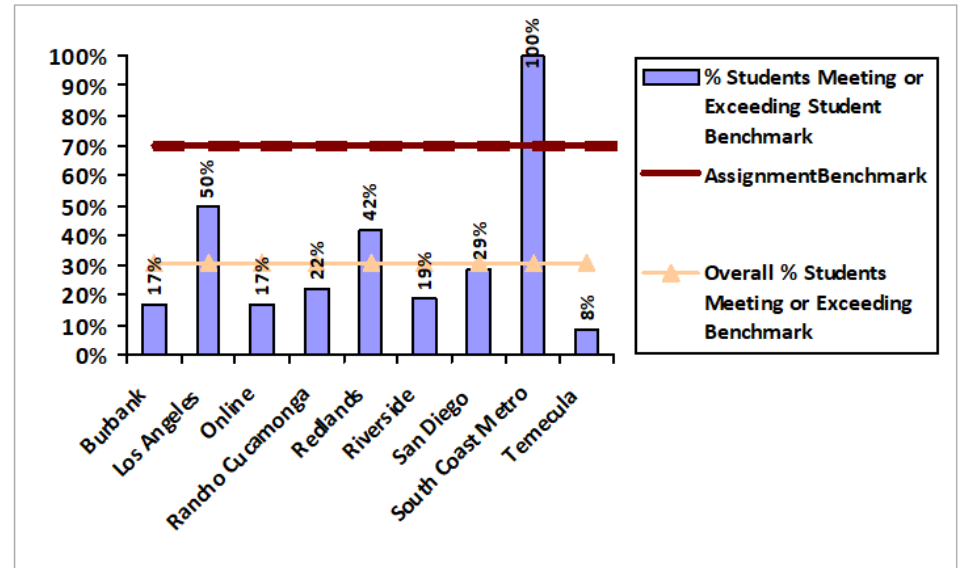
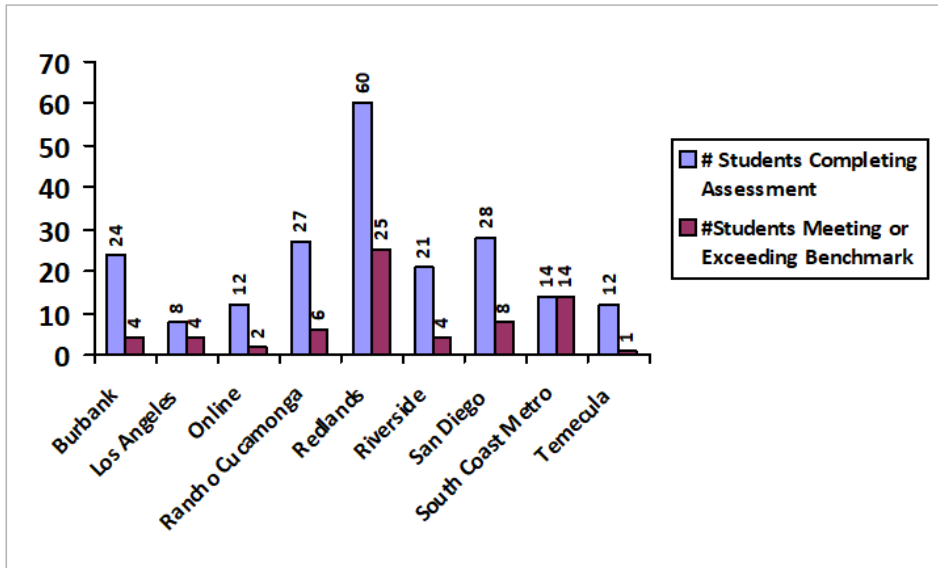
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<p>Measurable Goal: 70% of students taking the Final Exam will meet or exceed the benchmark of 70%.</p>	<p>Final Exam, internally administered in an 8 week course using a standardized assessment scoring sheet.</p>				<p>2017-2018 See p. 3-4</p> <p>2018-2019 See p. 5</p> <p>2019-2020 See p. 6</p> <p>Overall Results See p. 7</p>
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Assignment: Team Project

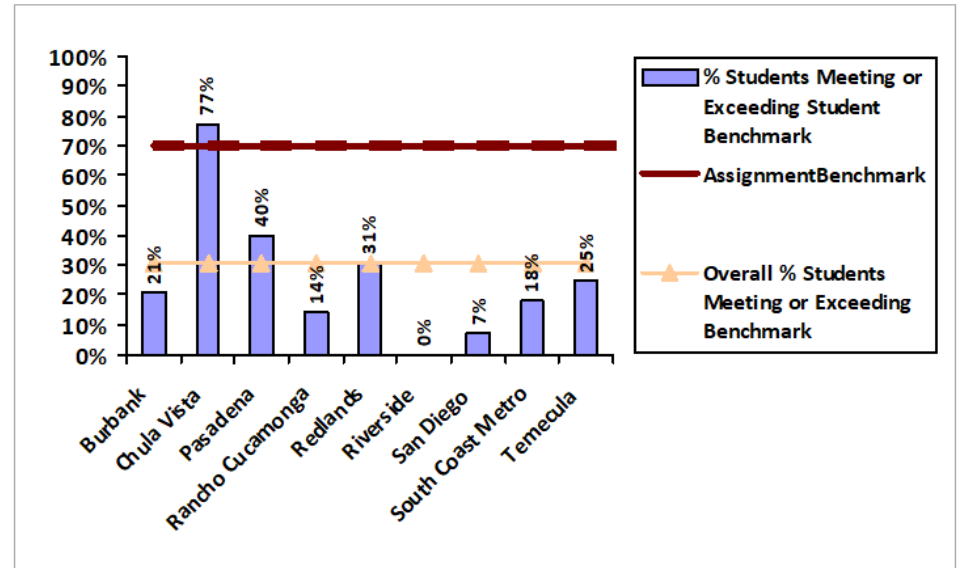
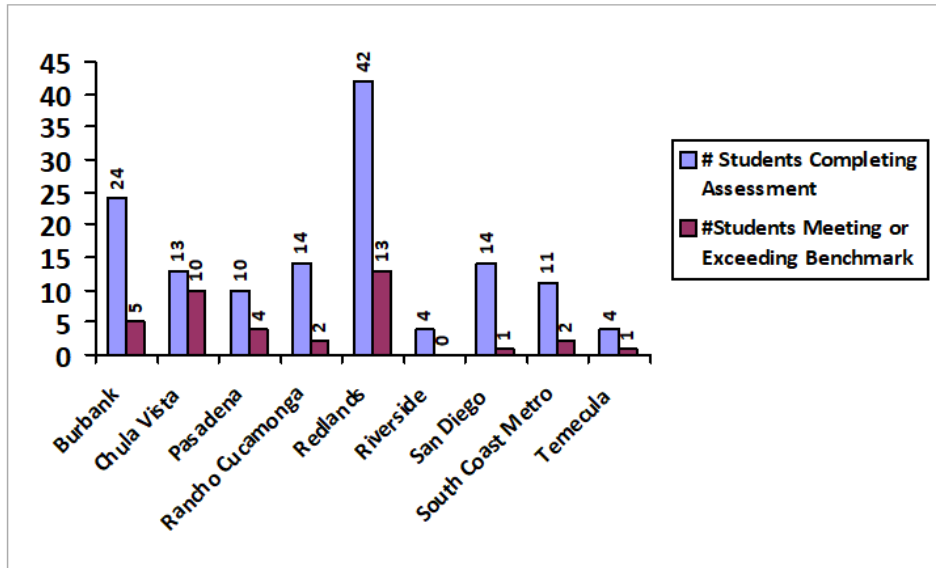


Assignment: Questions



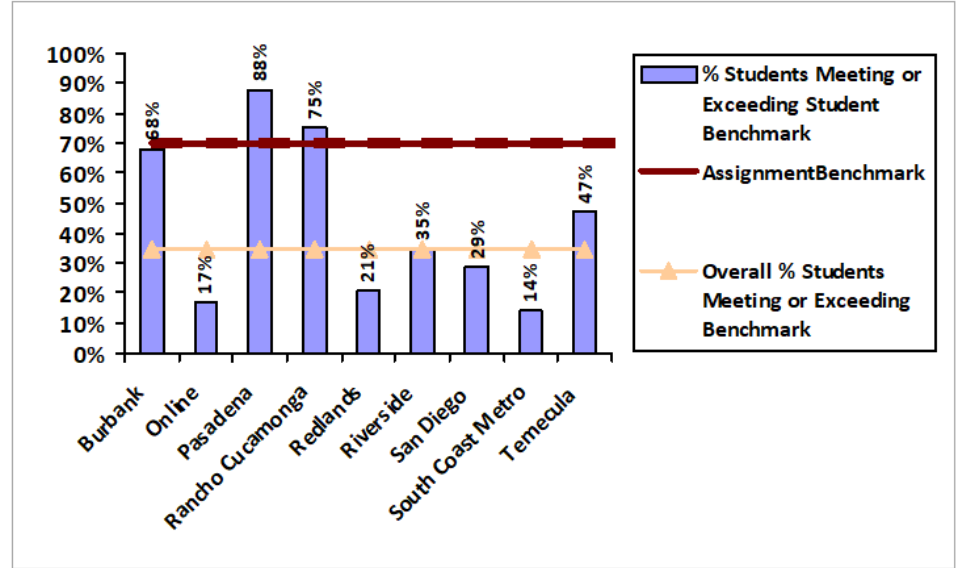
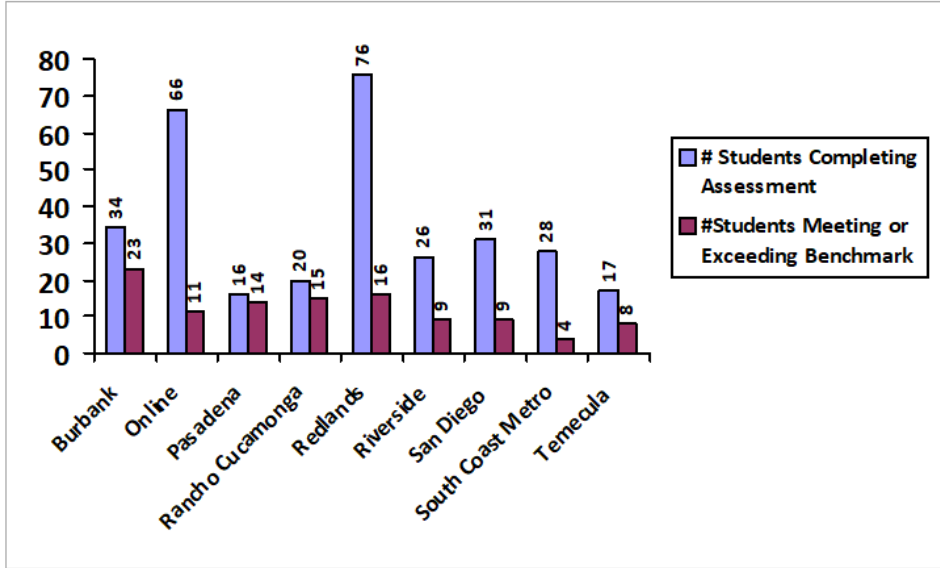
*BUAD-683 changed the questions on the exam assessment tool in 2018 Spring 1. This chart represents data from 2017 Spring 3 – 2017 Fall 2.

Assignment: Questions

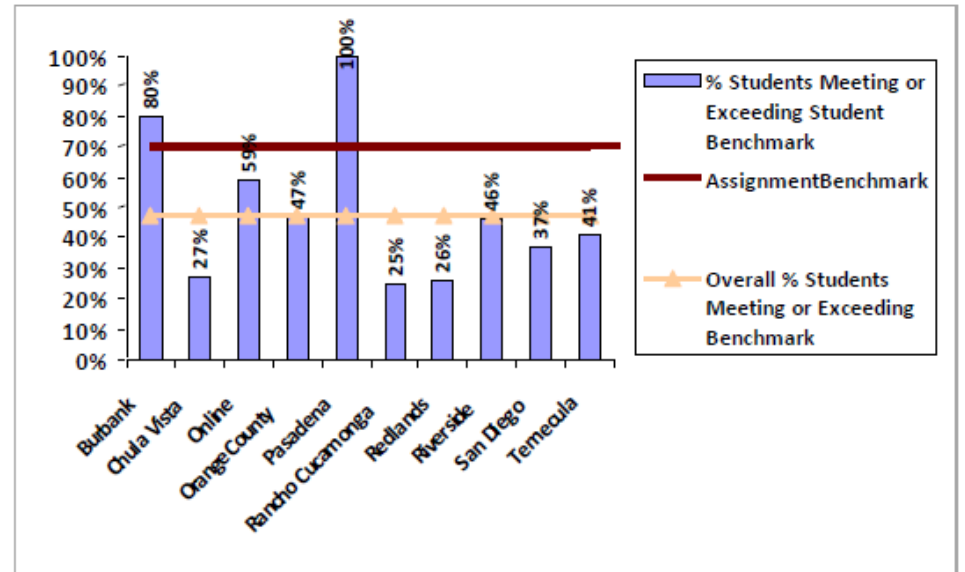
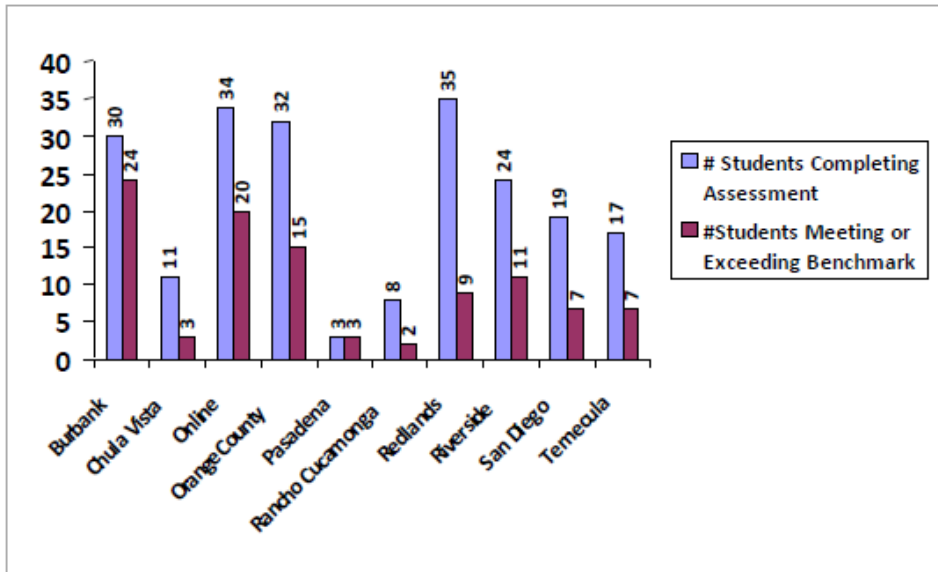


*BUAD-683 changed the questions on the exam assessment tool in 2018 Spring 1. This chart represents data from 2018 Spring 1 – 2018 Spring 2.

Assignment: Questions

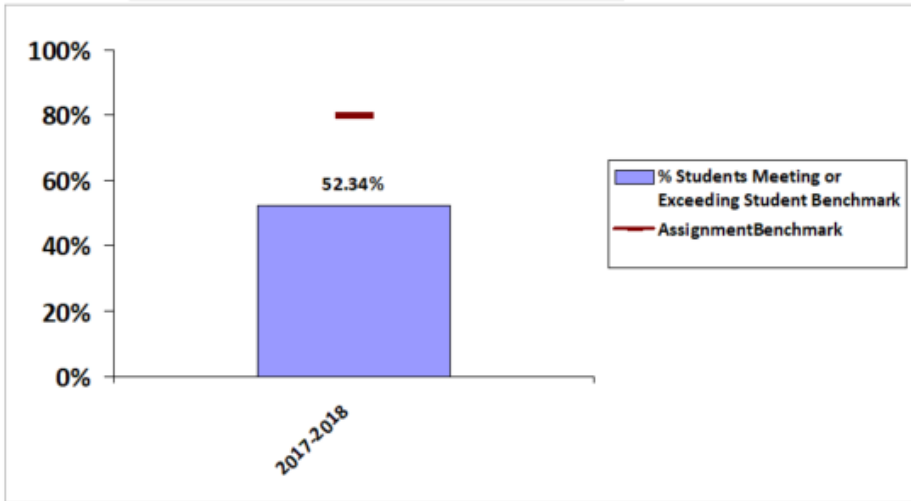


Assignment: Questions

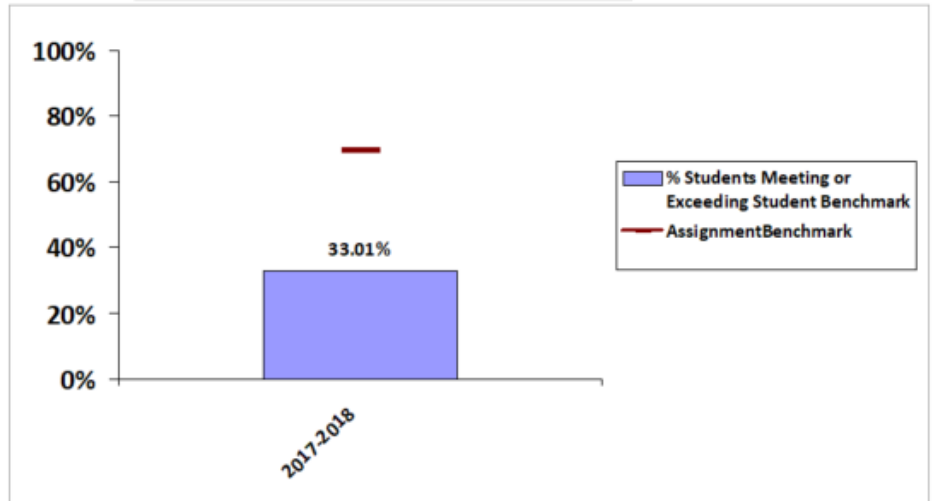


Overall Results

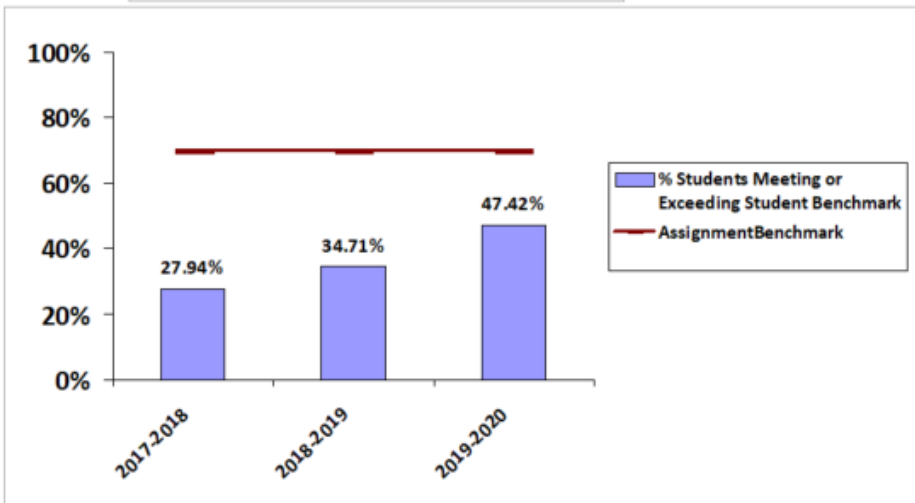
Assignment: Team Project



Assignment: Questions



Assignment: Questions



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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

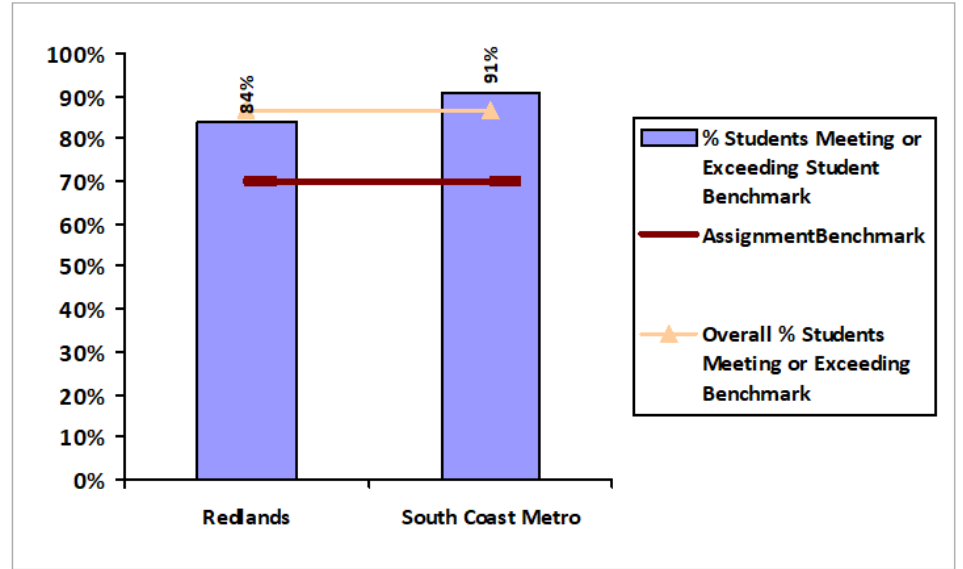
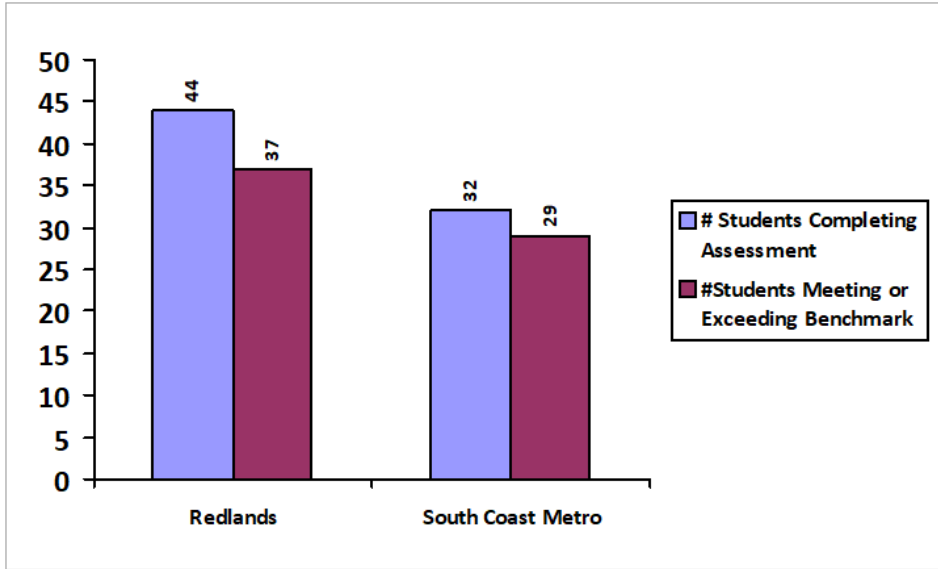
Performance Indicator	Definition				
Program: MBA	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed 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:					
Course: FINC-661					
CLO:					
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 taking the learning outcomes assessment will meet or exceed the benchmark of 70%.	Multiple Choice Questions, internally administered in the final week of the 8-week course.	Students in all three locations (Redlands, SCM, Online) exceeded the benchmark.	Continuous improvement is observed over the three observation periods.	No action is needed at this time. Will continue to monitor the assessment outcomes.	<p>2017-2018 See p. 3</p> <p>2018-2019 See p. 4</p> <p>2019-2020 See p. 5</p> <p>Overall Results See p. 6</p>

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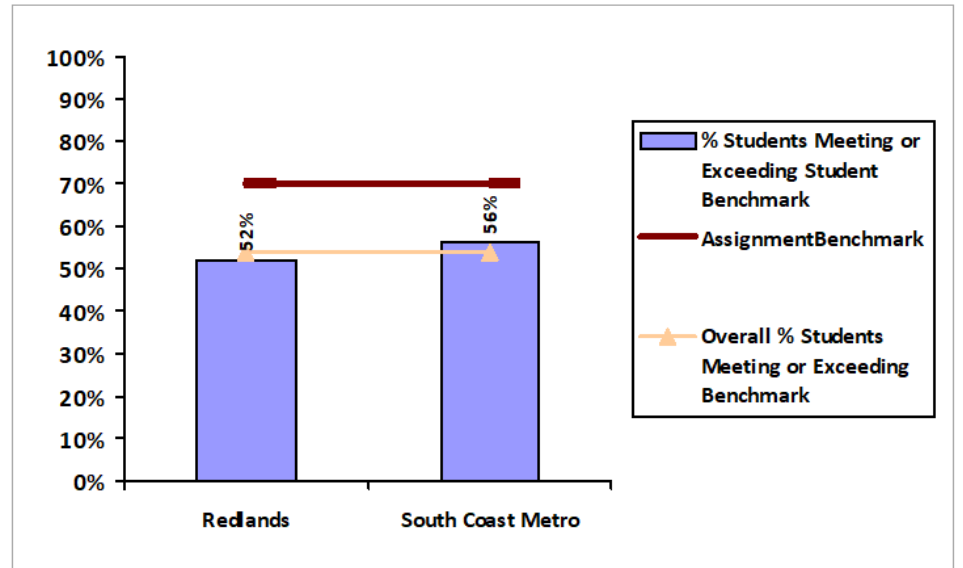
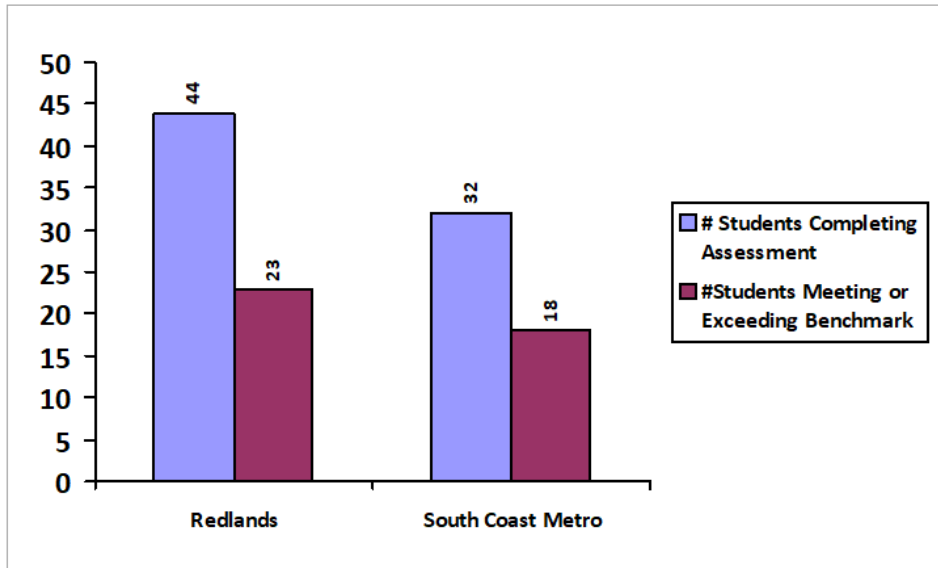
<p>70% of the students taking the learning outcomes assessment will meet or exceed the benchmark of 70%.</p>	<p>Short Answer Questions, internally administered in the final week of the 8-week course.</p>	<p>Students in all three locations (Redlands, SCM, Online) exceeded the benchmark.</p>	<p>Continuous improvement is observed over the three observation periods.</p>	<p>No action is needed at this time. Will continue to monitor the assessment outcomes.</p>	<p>2017-2018 See p. 3</p> <p>2018-2019 See p. 4</p> <p>2019-2020 See p. 5</p> <p>Overall Results See p. 6</p>
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2017-2018

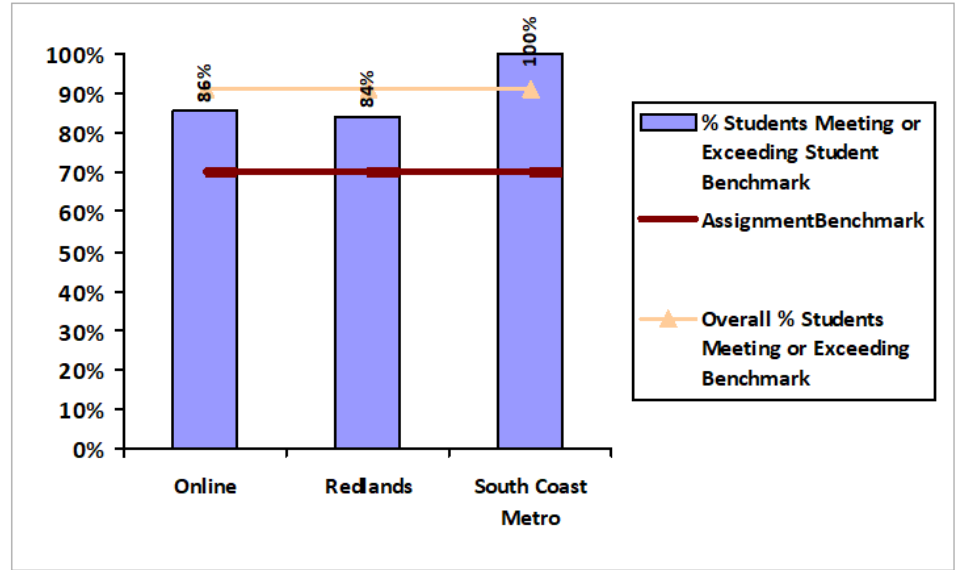
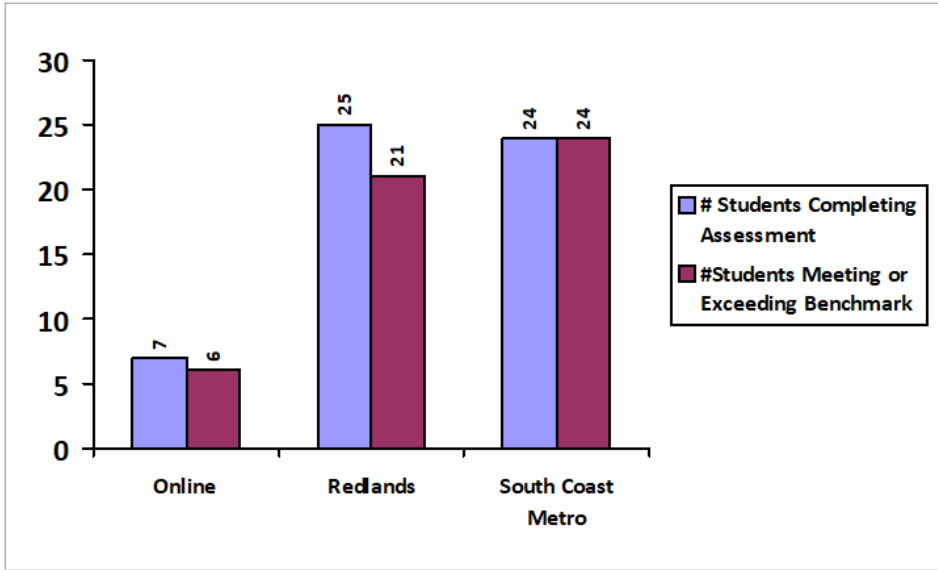
Assignment: Multiple Choice Questions



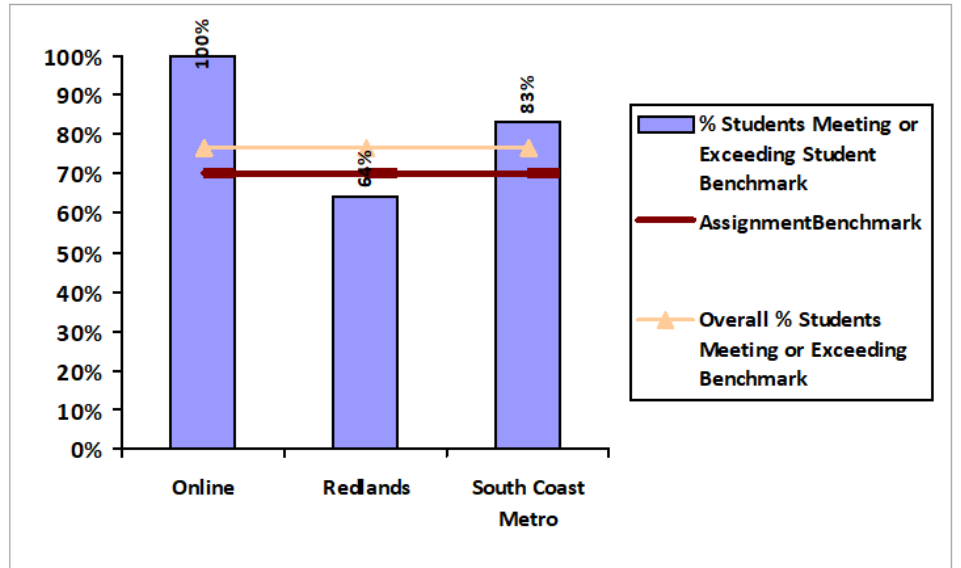
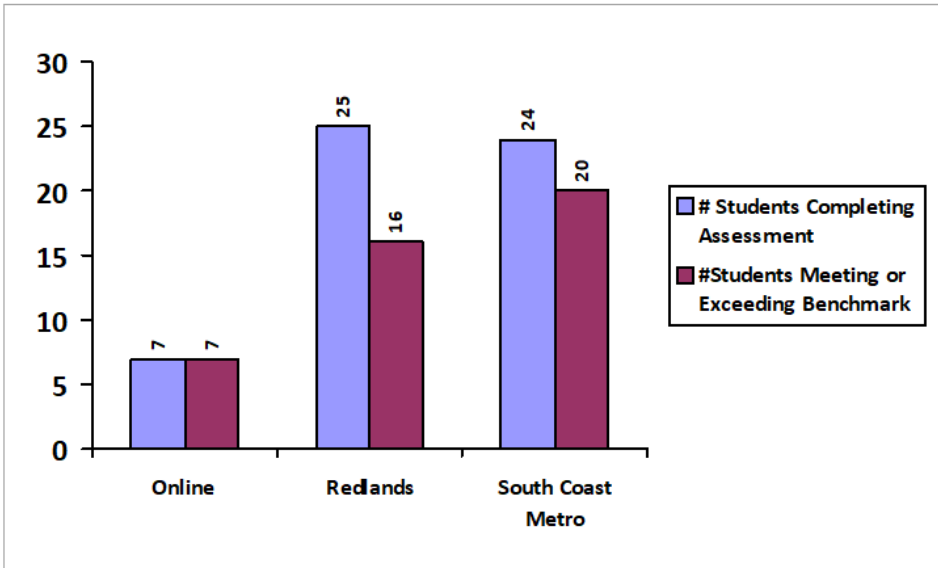
Assignment: Short Answer Questions



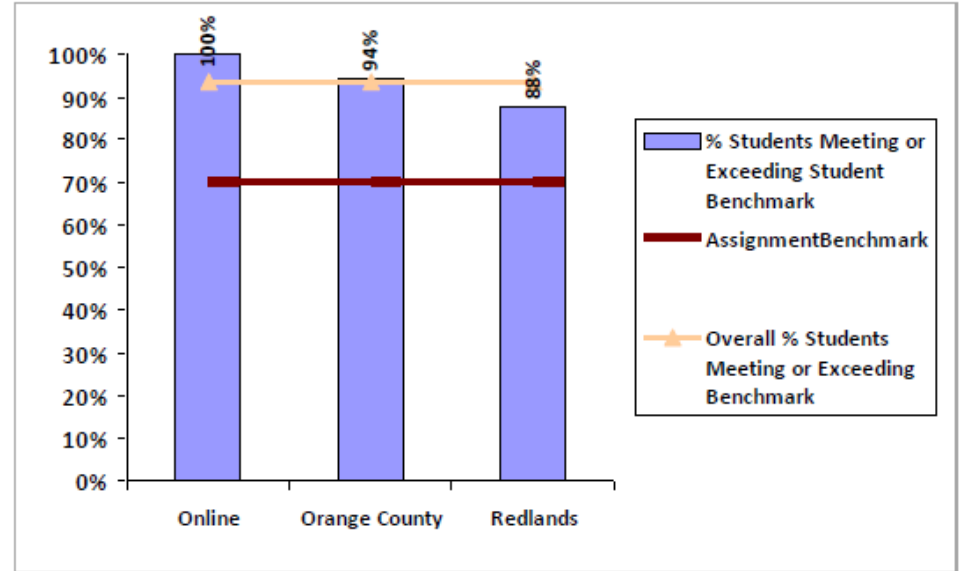
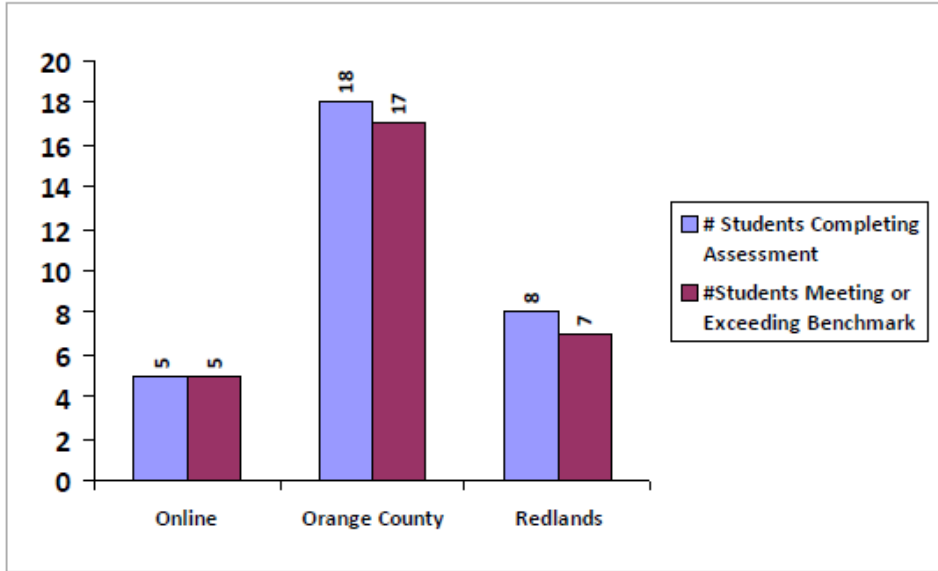
Assignment: Multiple Choice Questions



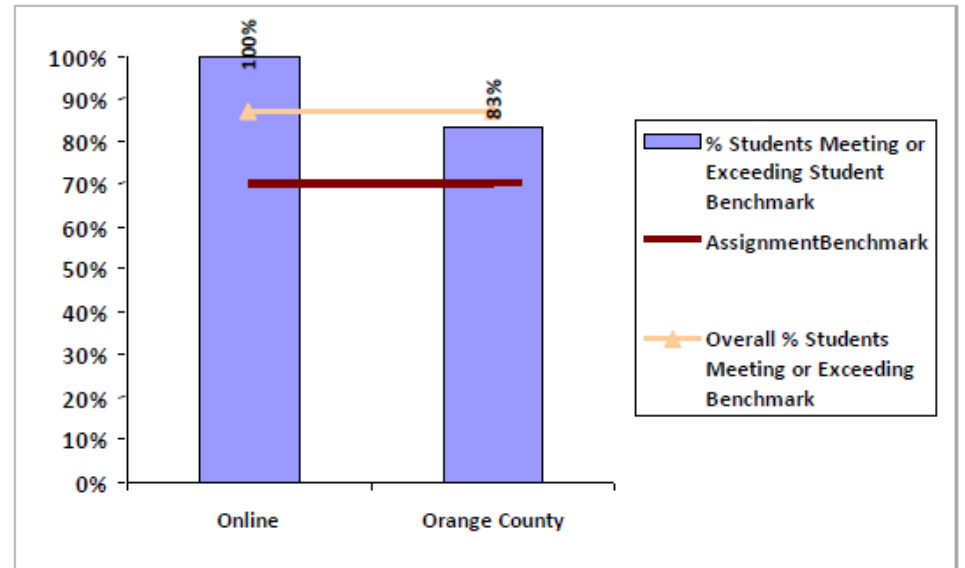
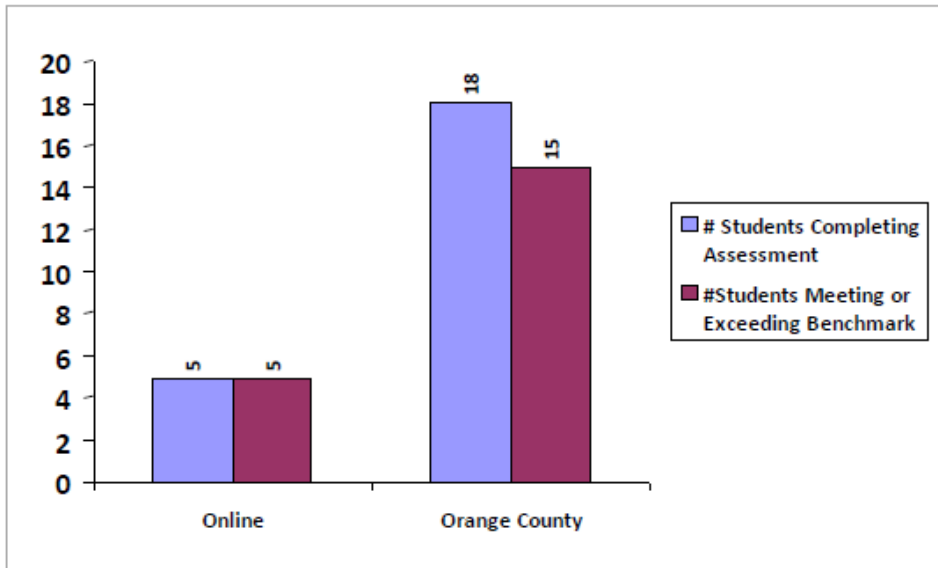
Assignment: Short Answer Questions



Assignment: Multiple Choice Questions

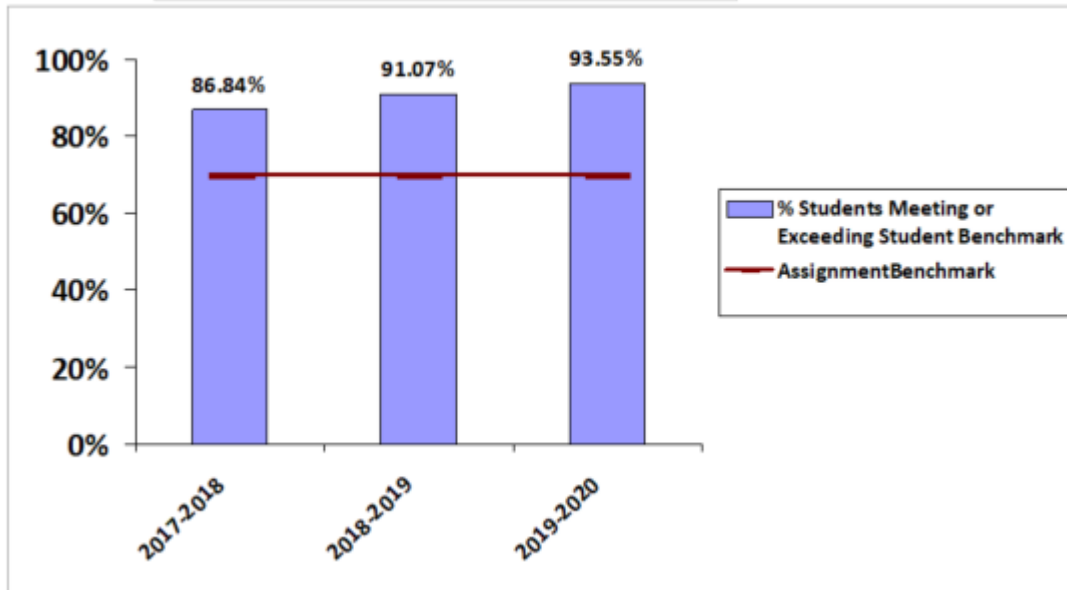


Assignment: Short Answer Questions

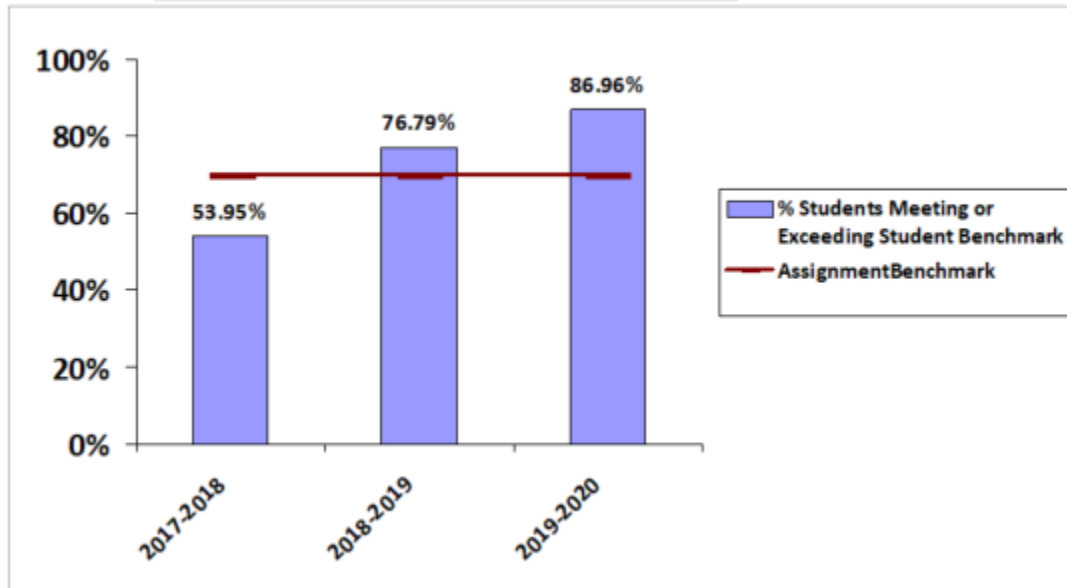


Overall Results

Assignment:



Assignment:



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 - 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.
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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

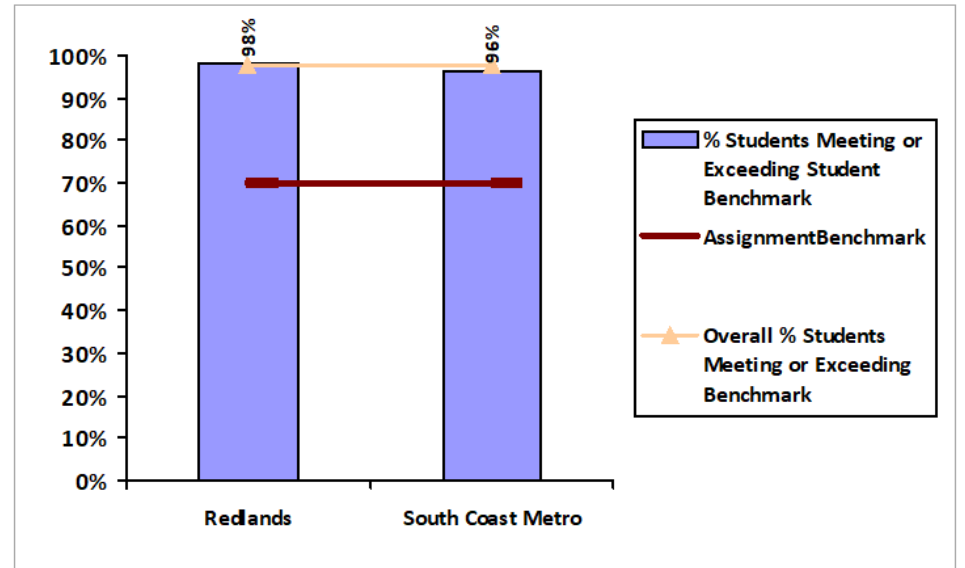
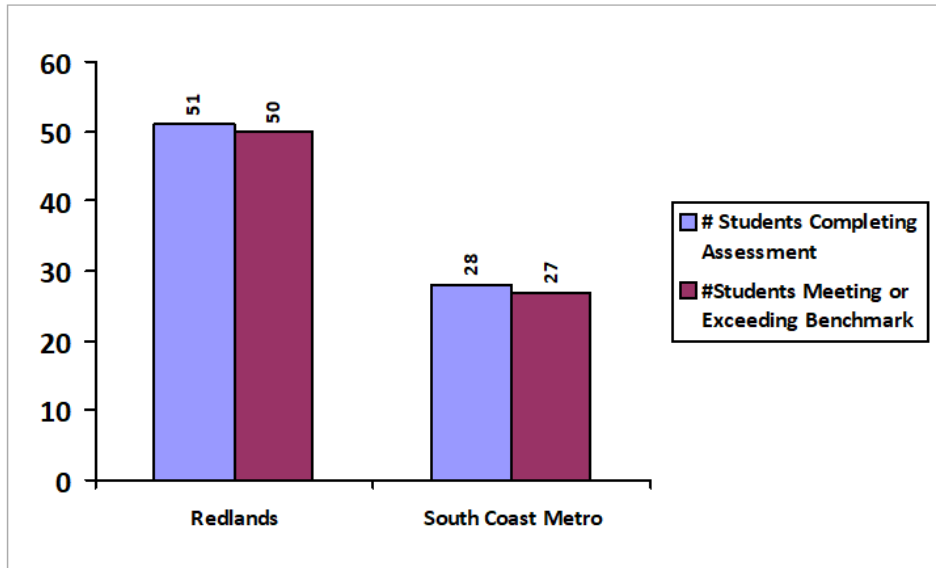
This table will be used to supply data for ACBSP Criterion 4.2 Reporting Results and Trends

Performance Indicator	Definition				
Program: MBA	<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:					
Course: FINC-662					
CLO:					
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: Our goal is that 70% of the students taking the learning outcomes assessment will meet or exceed the benchmark of 70% out of a total 100% scoring sheet.	From 2016 Spring 1 to 2019 Spring 3, the standardized assessment exam was used, which was internally administered in the final week of the 8-week course.	The overall results indicate that most students are exceeding the benchmark. However, it appears that the graph suggesting that 97% of students have met the benchmark is incorrect.	While the SCM group has met the benchmark, there appears to have been some shortfall in 2019-20 in the Redlands group. One possible explanation is that the teaching modality in the latter part of 2019-20 was online due to the pandemic.	I have just taken over the coordination role for this course from Prof Charng Yi Chen, who retired in early 2021. I plan to review the syllabus and assessment instrument in consultation with adjuncts in AY 2021-22. I will also monitor subsequent results to see if the shortfall in 2019-20 was a one-off or if there is a deeper pedagogical issue.	<p>2017-2018 See p. 2</p> <p>2018-2019 See p. 3</p> <p>2019-2020 See p. 4</p> <p>Overall Results See p. 5</p>

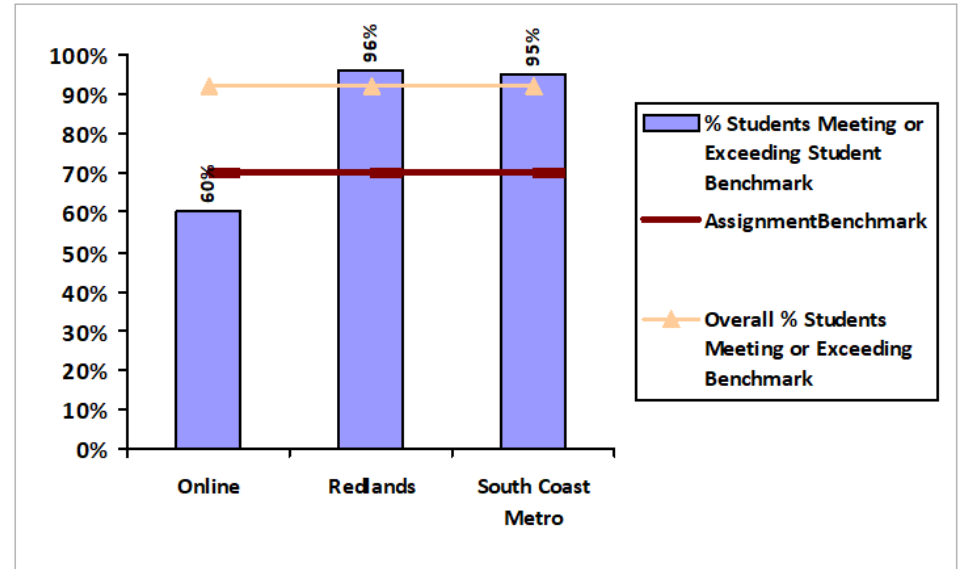
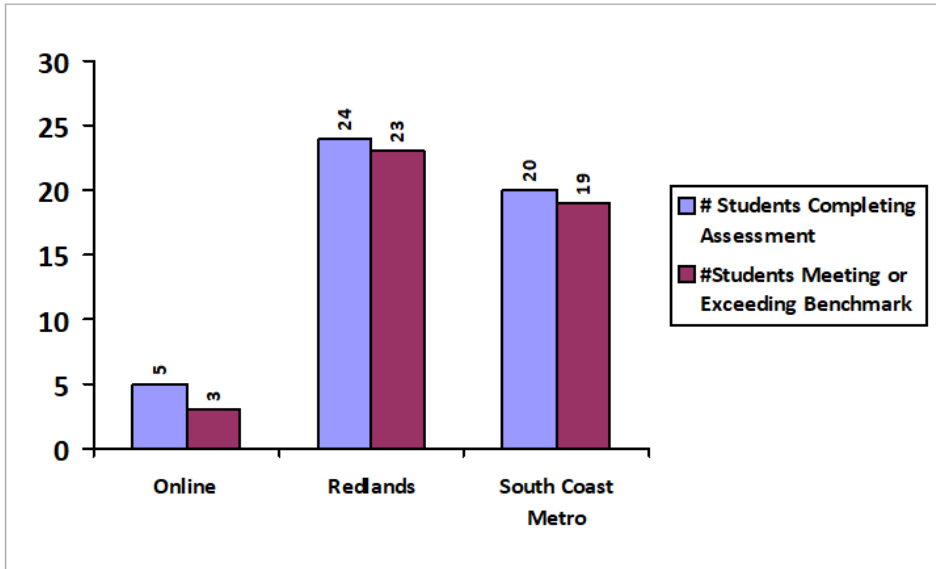
¹ Please read instructions in last page carefully before drafting this action plan.

2017-2018

Assignment: Exam

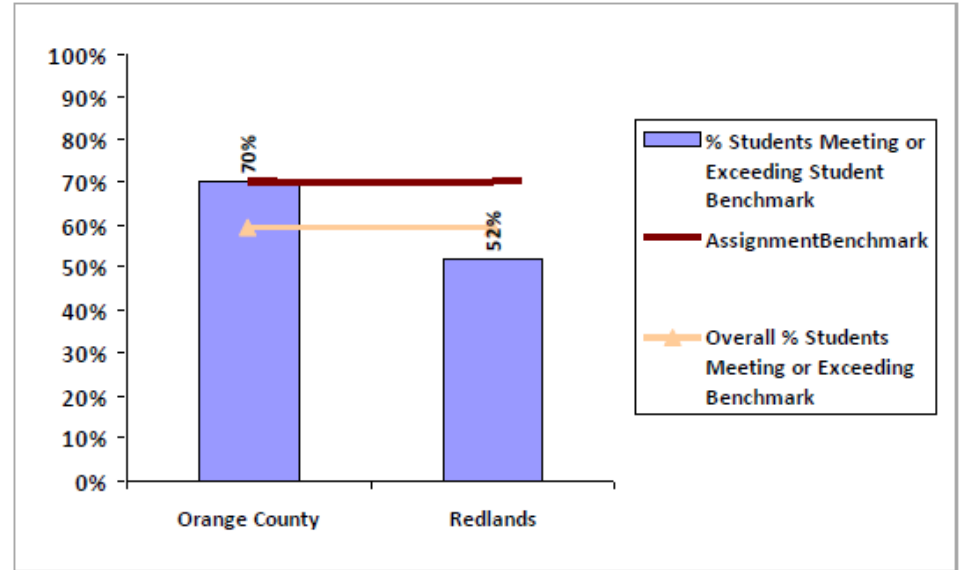
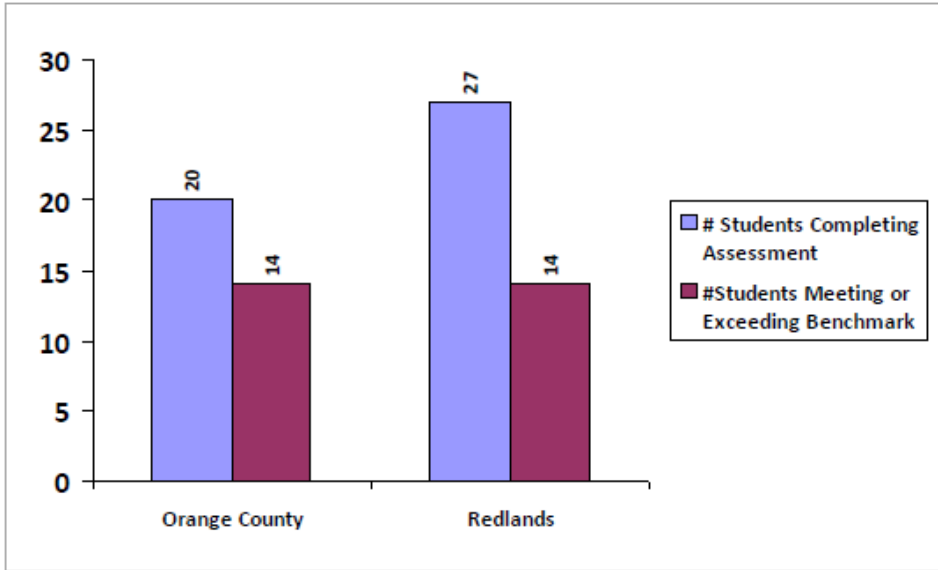


Assignment: Exam



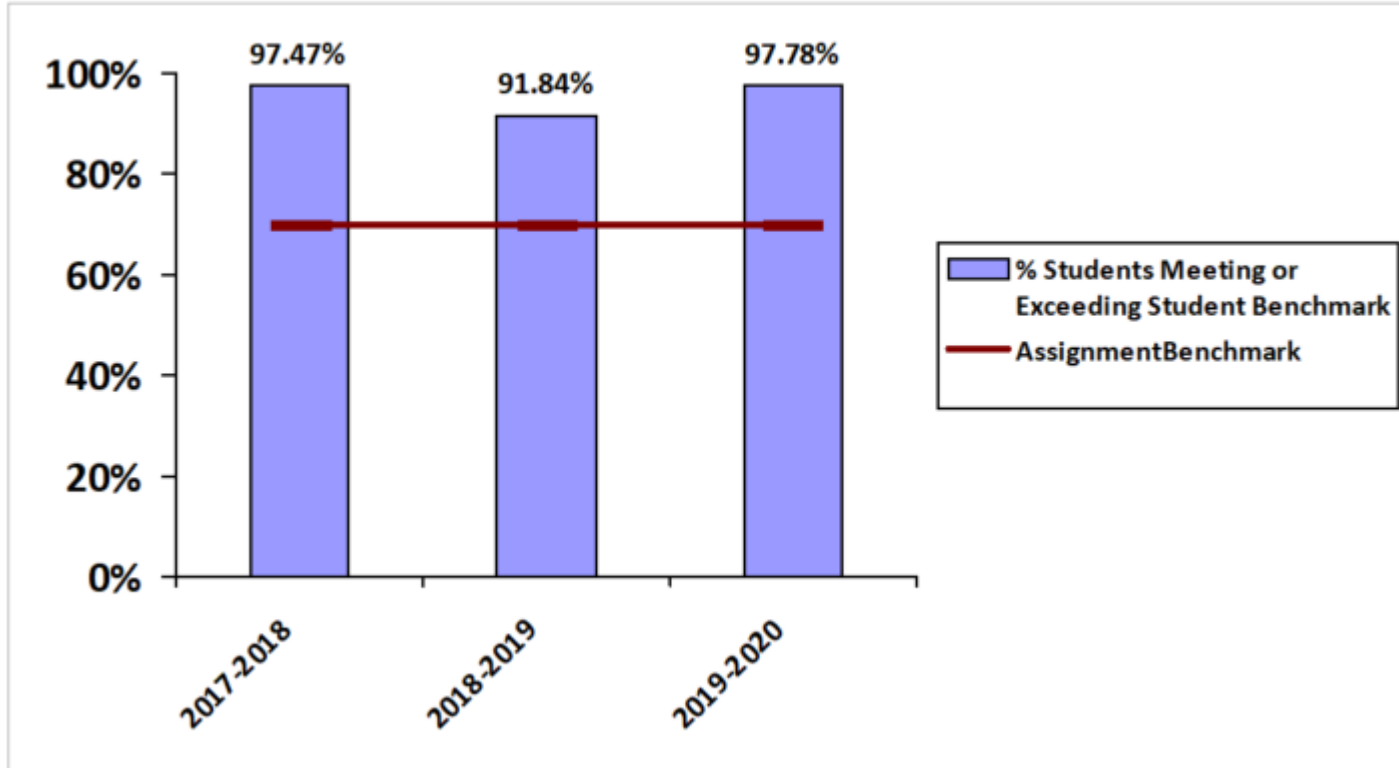
2019-2020

Assignment: Moodle Exam



Overall Results

Assignment: Moodle Exam



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Assessment Action Plan¹

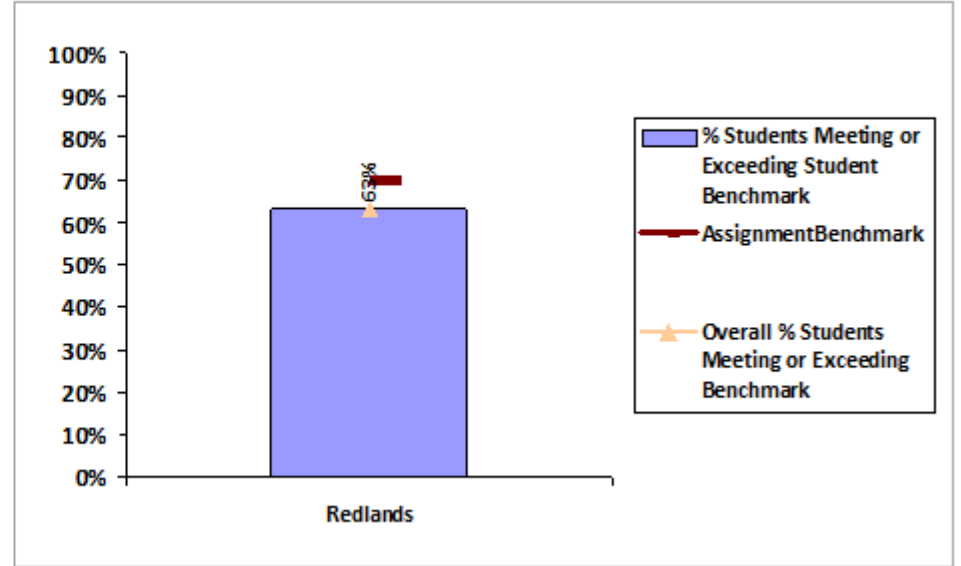
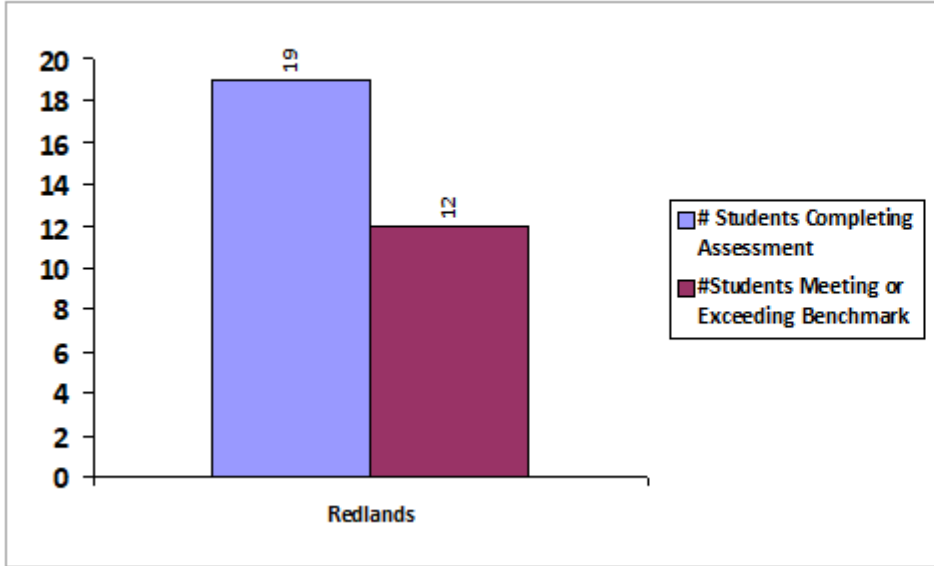
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PLO:					
Course: GISB-692					
CLO:					
Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current 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 multiple choice portion of the final exam will meet or exceed the benchmark of 70% using a standardized assessment scoring sheet.	Final exam administered in an 8 week course using a standardized assessment scoring sheet.	Current results show a steady increase from 2017-2018 to 2029-202p in students exceeding the benchmark. 100% of students exceeded the benchmark in 2019-2020	Course learning shows evidence of improvement.	No action is taken. The course will continue to be improved through its inclusion in the all-day GIS Teaching Workshop planned for Sept. of 2020.	<p>2017-2018 See p. 2</p> <p>2018-2019 See p. 3</p> <p>2019-2020 See p. 4</p> <p>Overall Results See p. 5</p>

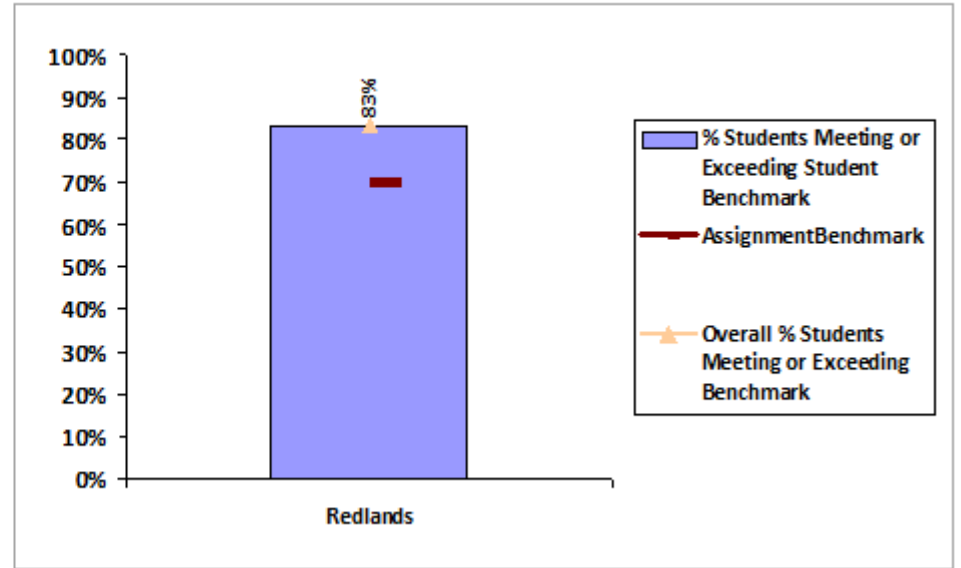
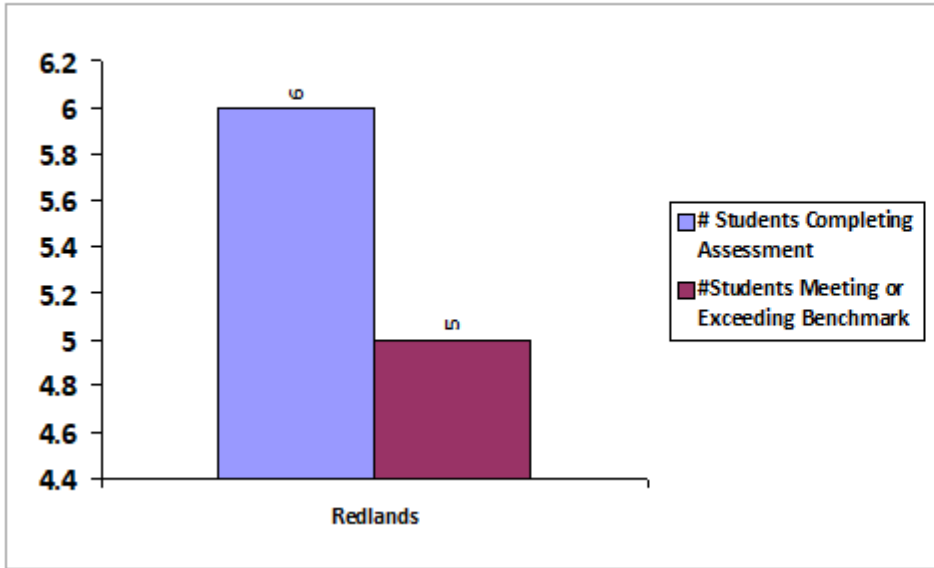
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2017-2018

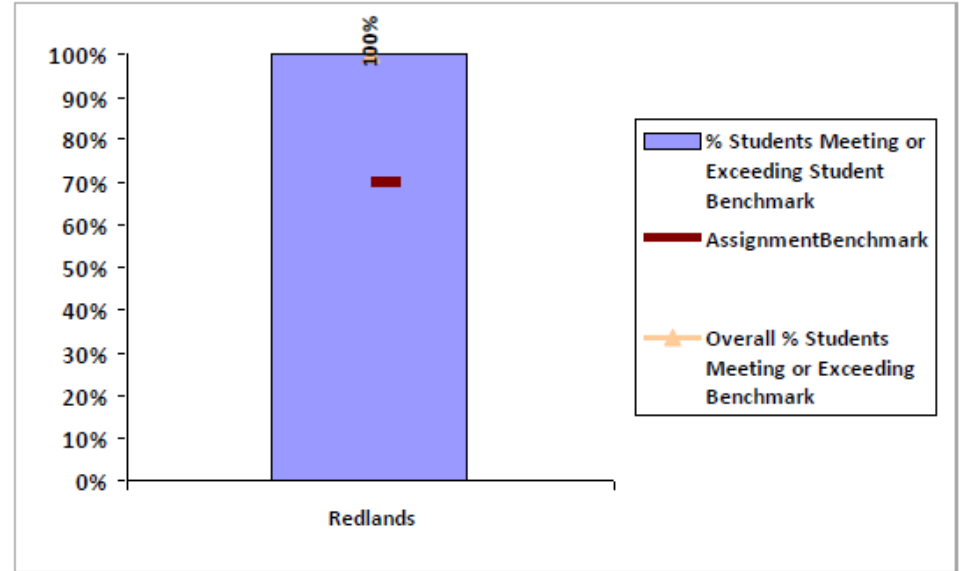
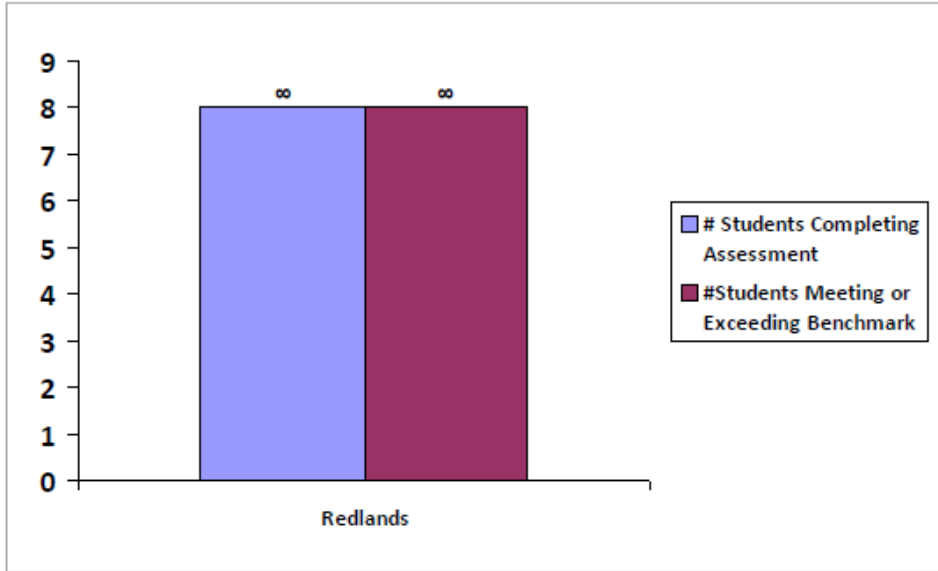
Assignment: Questions



Assignment: Questions

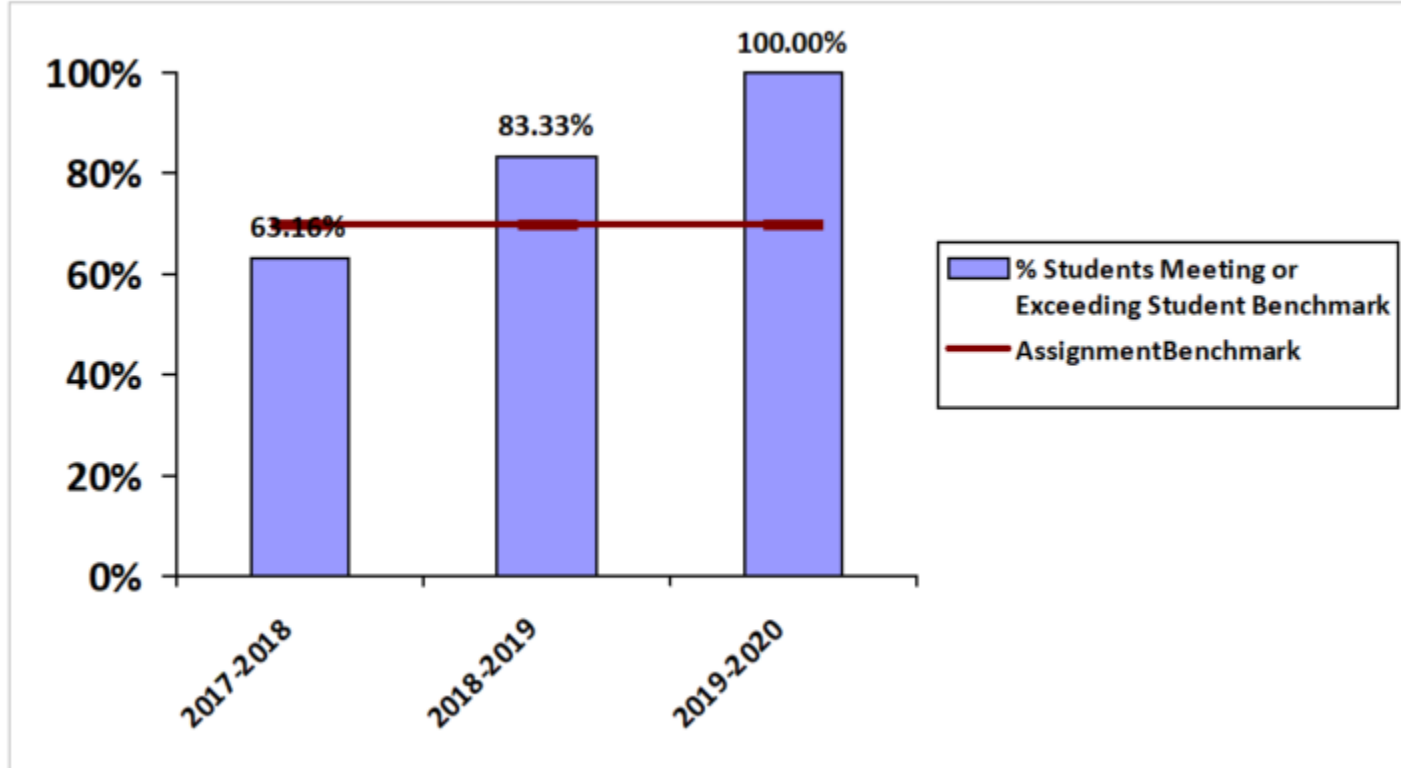


Assignment: Questions



Overall Results

Assignment:



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Assessment Action Plan¹

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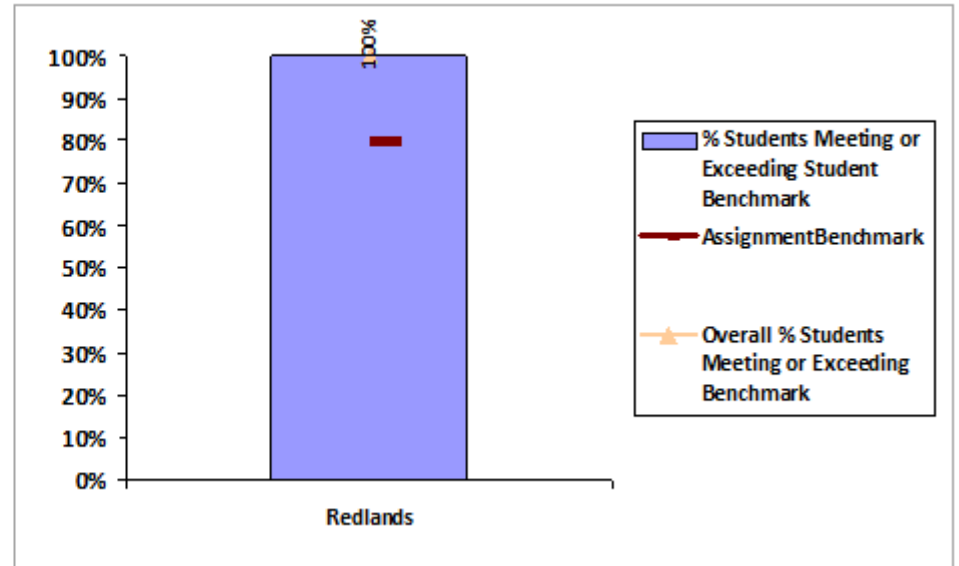
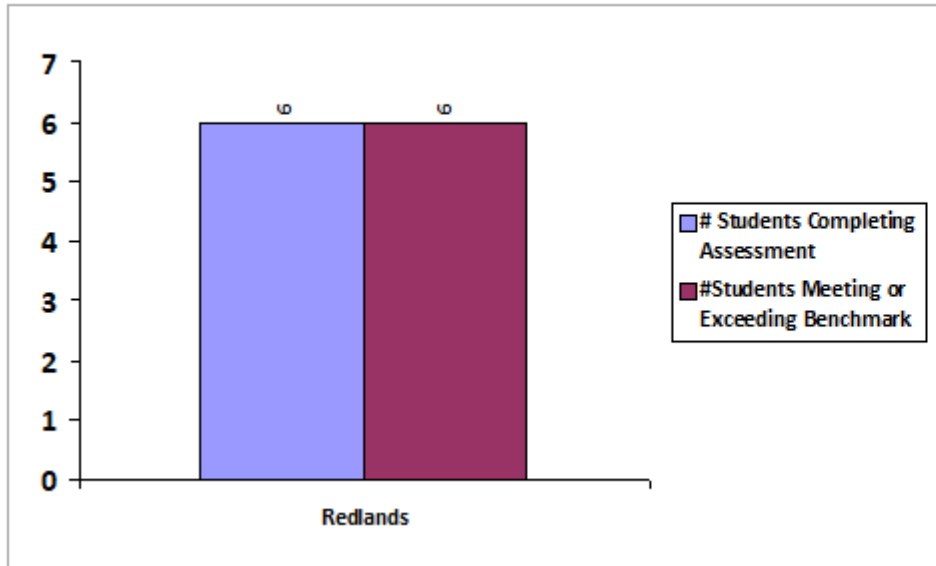
Performance Indicator	Definition				
Program: MBA	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed 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:					
Course: GISB-694					
CLO:					
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: Our goal is that 80% of the students taking the multiple choice portion of the final exam will meet or exceed the benchmark of 80% using a standardized assessment scoring sheet.	Team Project, administered in an 8 week course using a standardized assessment scoring sheet.	Results have decreased over the period 2017-2018 to 2019-2020.	One reason for the decrease might have been partially due to the absence of full-time faculty to teach the course in 2019-2020 due to the sabbatical leave of one f.t. faculty and departure of another f.t. faculty from UofR.. Another contributing reason	The return from sabbatical leave of a fulltime faculty and better training of an adjunct faculty should improve results for 2020-2021. In addition, the GISB 694 course will be emphasized at the all-day GIS Teaching Workshop planned for September of 2021.	<p>2017-2018 See p. 2</p> <p>2018-2019 See p. 3</p> <p>2019-2020 See p. 4</p> <p>Overall Results See p. 5</p>

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

is the advent of the Covid-19 pandemic in March of 2020.

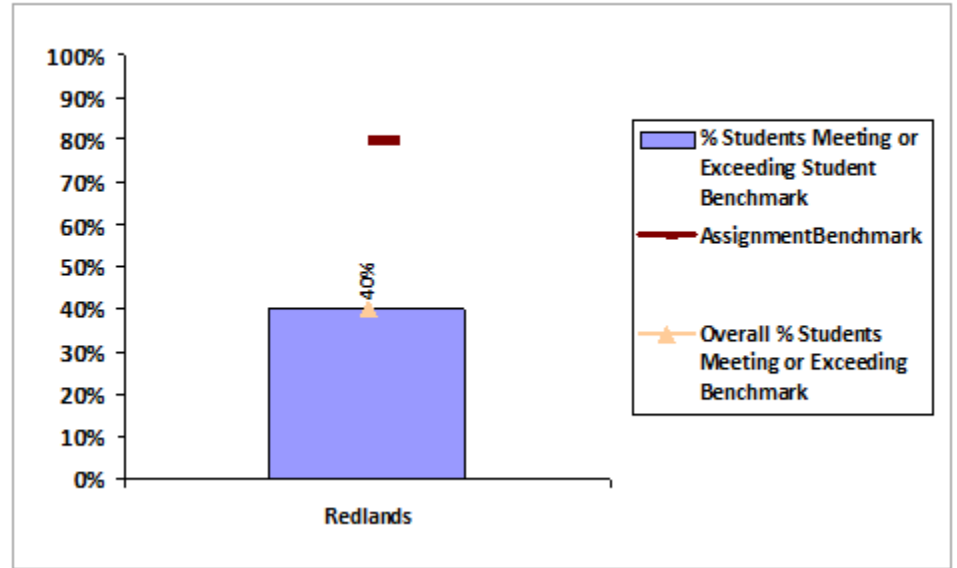
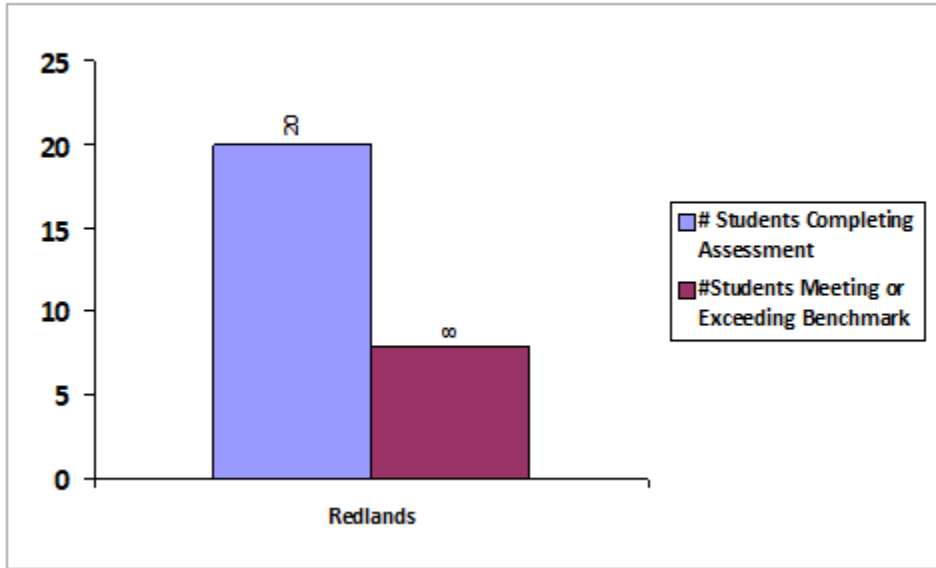
2017-2018

Assignment: Team Project



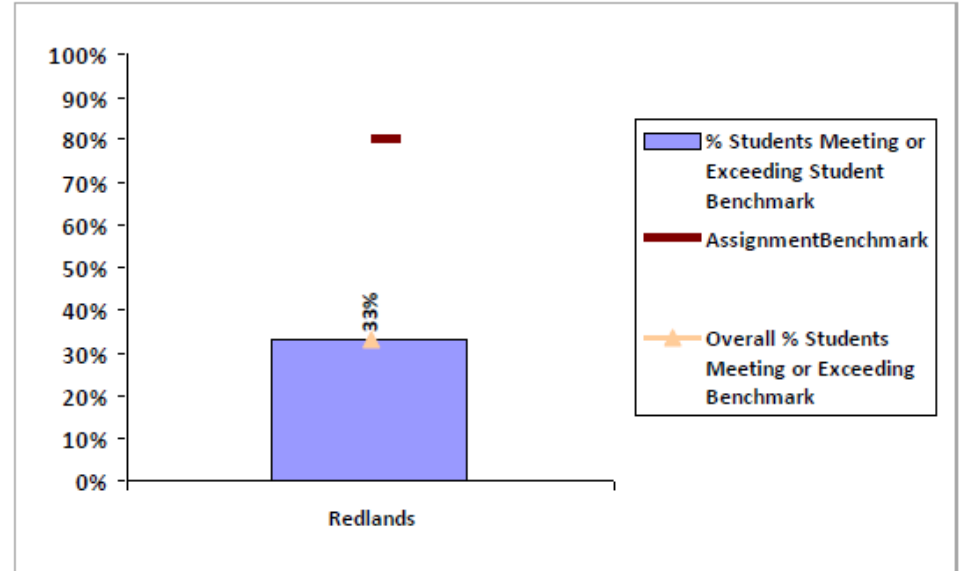
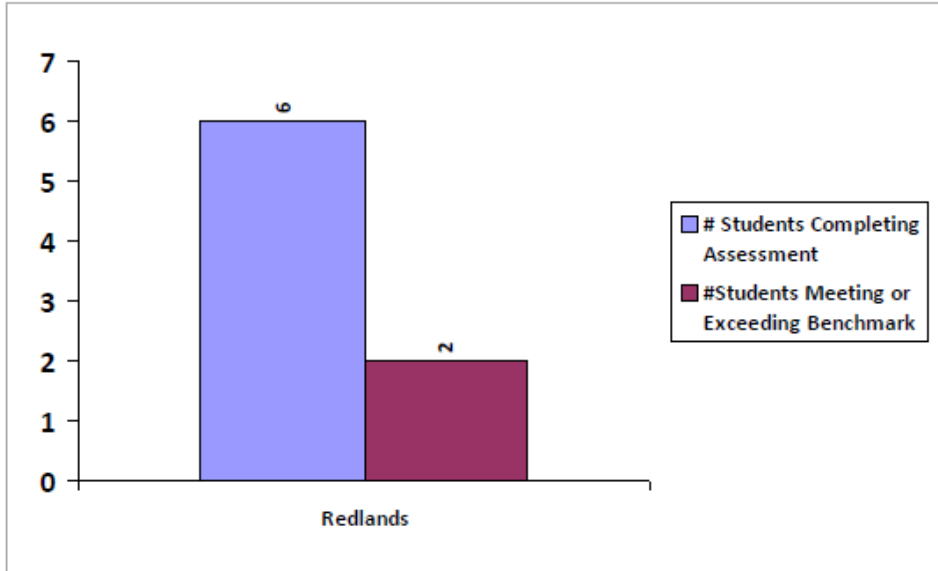
2018-2019

Assignment: Team Project



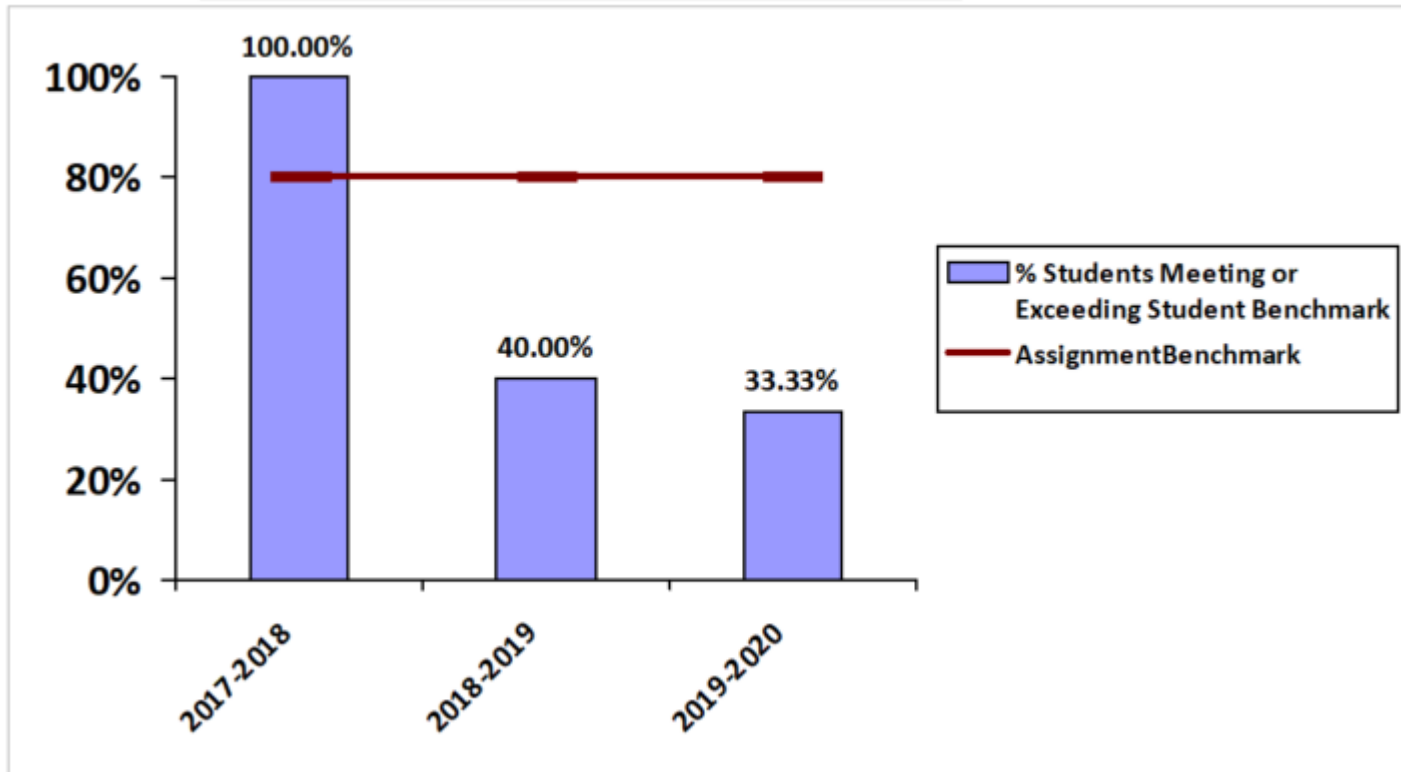
2019-2020

Assignment: Team Project



Overall Results

Assignment:



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

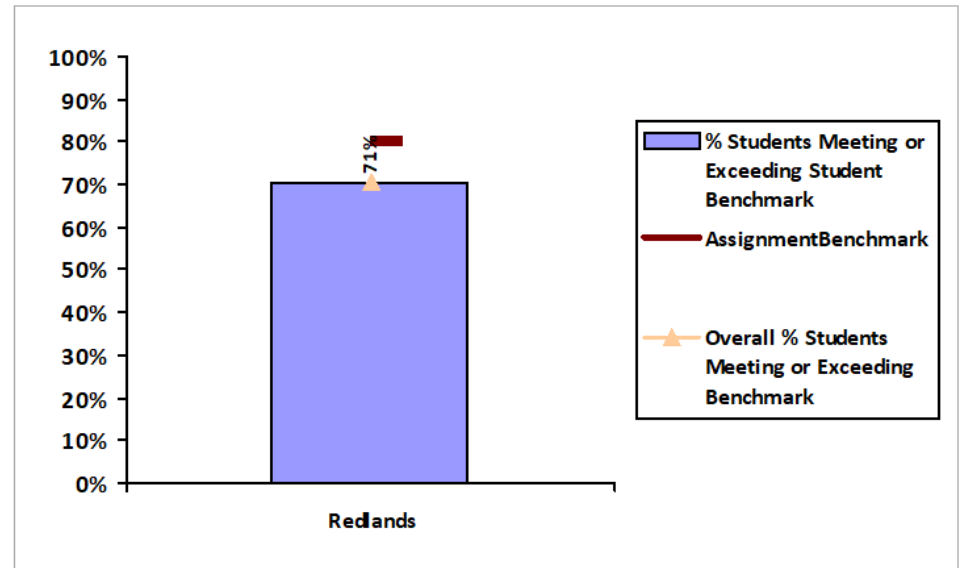
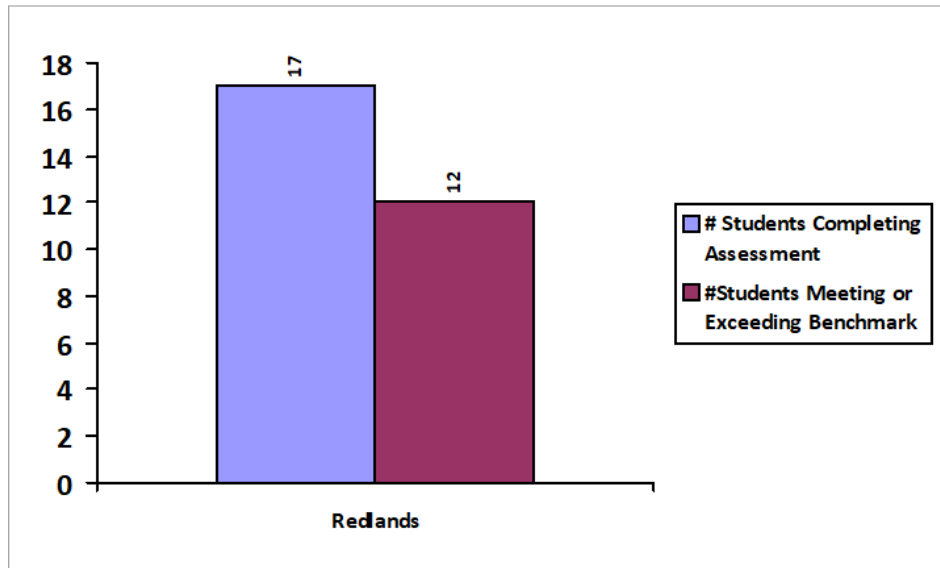
Performance Indicator	Definition				
Program: MBA	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed 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:					
Course: GISB-695					
CLO:					
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: 80% of the students completing the final project will meet or exceed the benchmark of 80%.	Final Project, internally administered in an 8 week course using a standardized assessment rubric.	The results for 2019-2020 are significantly under the benchmark. They had lowered compared to being fairly close to the benchmark in 2017-2018 and 2018-2019.	The lowered result for 2019-2020 might be partly due to the faculty member who taught the GISB 695 course was teaching it for the first time. Also, the course was taught as the Covid-19 pandemic was rising rapidly at its beginning. The course was	The GISB 695 course will be emphasized in the GIS Teaching Workshop planned for September of 2021. The online aspect of the course will be stressed in the workshop and a new faculty assigned to teach it will be in attendance. That faculty has already been learning about the course. The other section will be taught by	<p>2017-2018 See p. 2</p> <p>2018-2019 See p. 3</p> <p>2019-2020 See p. 4</p> <p>Overall Results See p. 5</p>

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

			switched suddenly to fully online and the students were impacted by the adjustment to the pandemic. The course mixed online and initially on-the-ground students. It makes sense that the online students approached the benchmark closely, while the initially on-the-ground students had significantly lower scores.	a long-time experienced GISB 695 faculty.	
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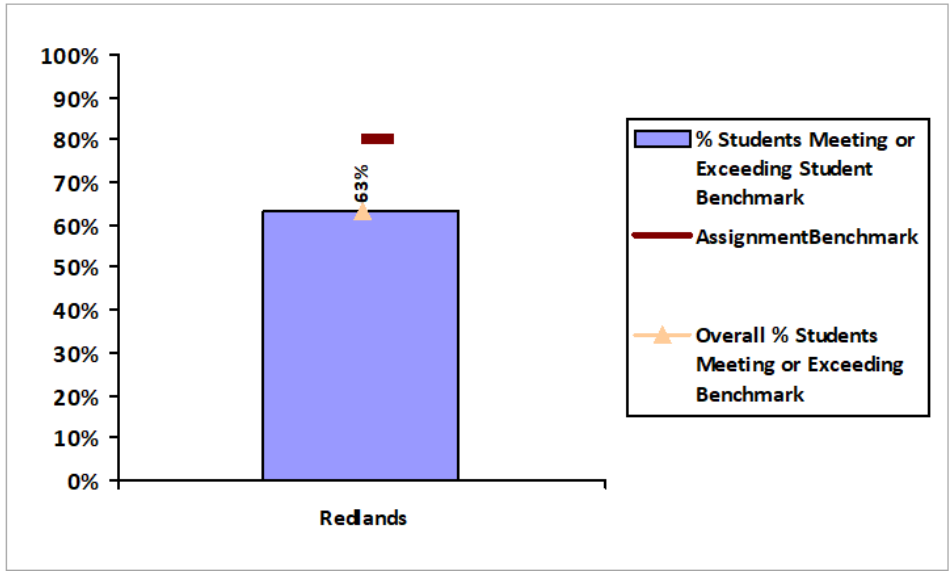
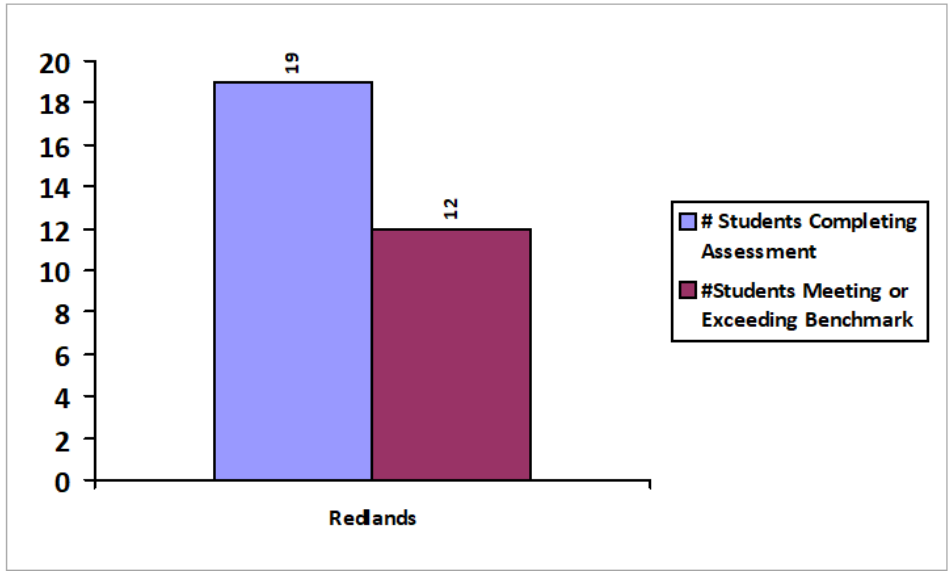
2017-2018

Assignment: Final Project

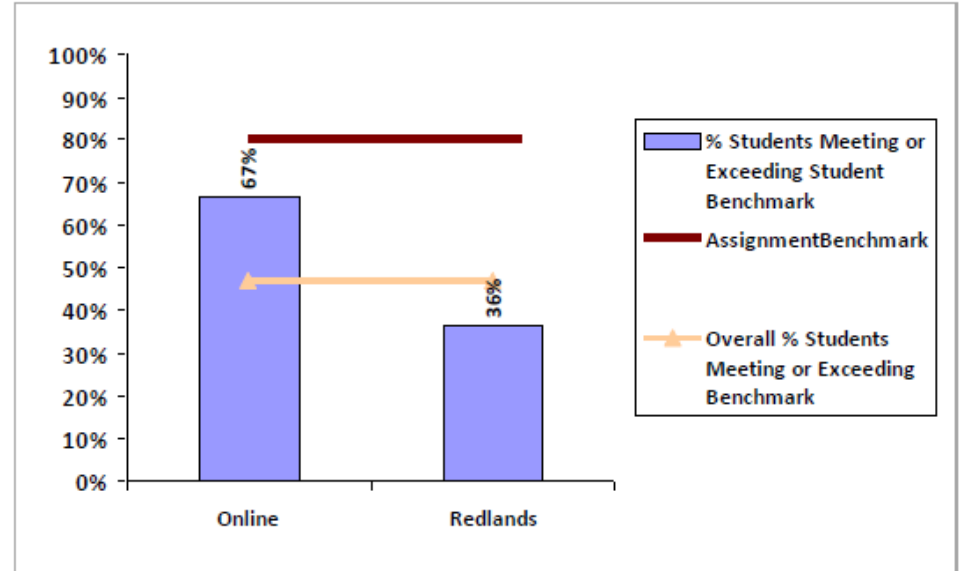
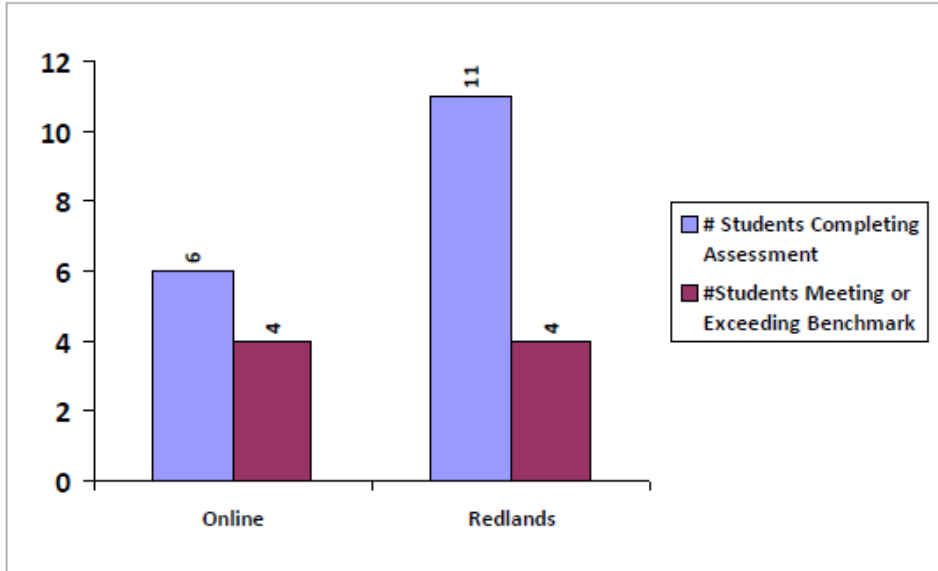


2018-2019

Assignment: Final Project

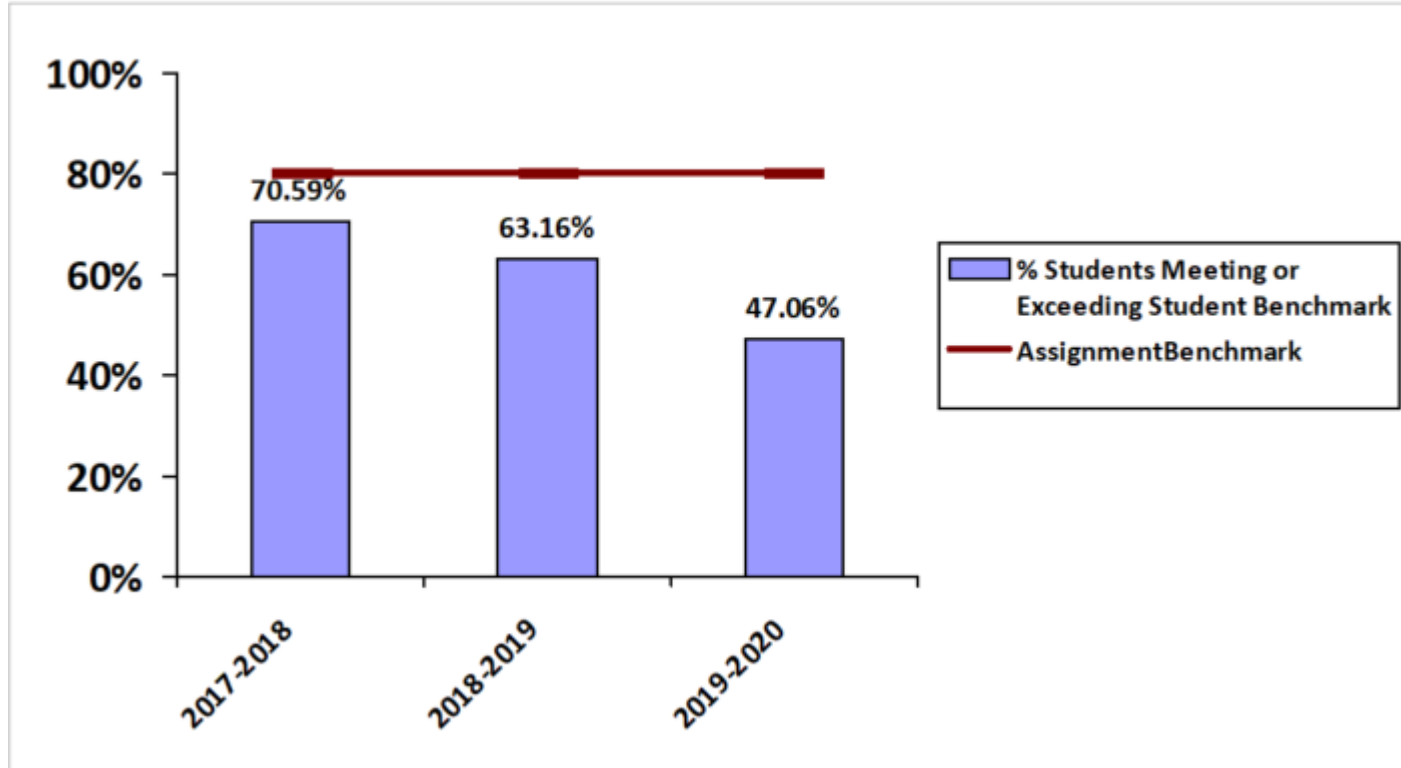


Assignment: Final Project



Overall Results

Assignment:



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

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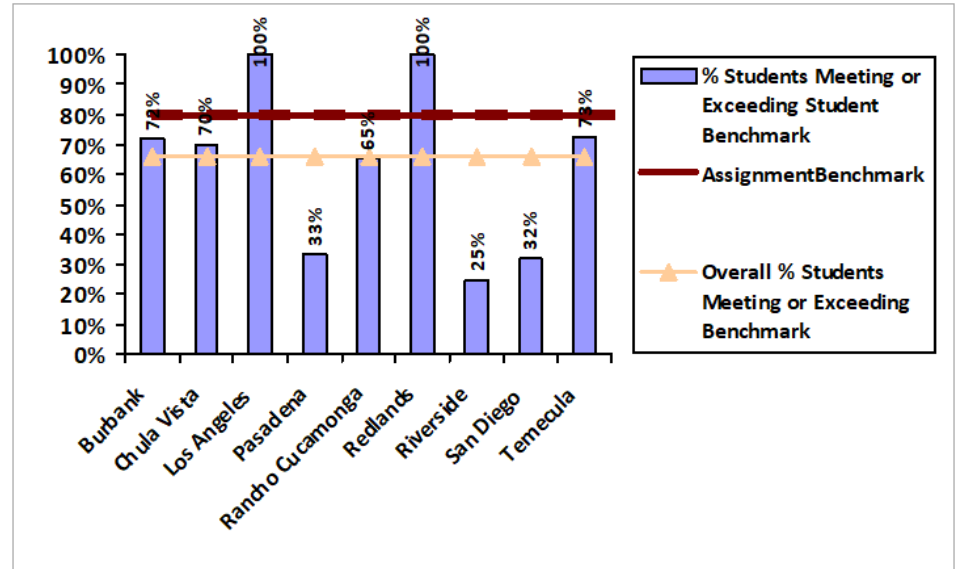
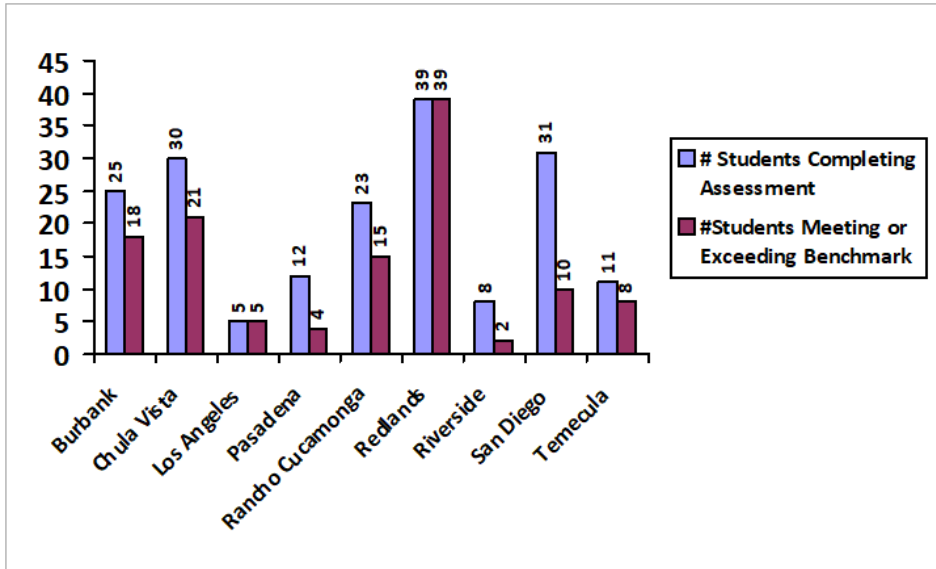
Performance Indicator	Definition				
Program: MBA	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed 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, 4					
Course: INTB-655					
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)

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<p>Measurable Goal: 80% of the students completing the Country Risk Assessment will meet or exceed the benchmark of 80%.</p>	<p>Country Risk Assessment, internally administered in an 8 week course using a standardized assessment rubric.</p>	<p>A mixed outcome with several groups achieving 100% and others below.</p>	<p>Overall average has dropped slightly from last assessment.</p>	<p>Continue training of adjunct faculty to use the Excel worksheet structure. Monitor to determine if it is being implemented correctly. Contact upcoming instructors to address questions.</p>	<p>2017-2018 See p. 3</p> <p>2018-2019 See p. 4</p> <p>2019-2020 See p. 5</p> <p>Overall Results See p. 6</p>
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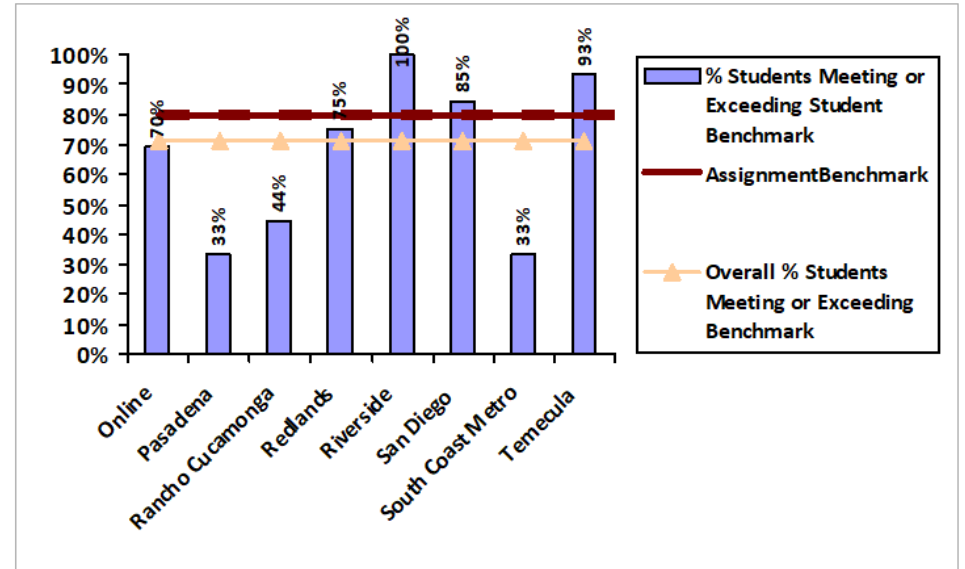
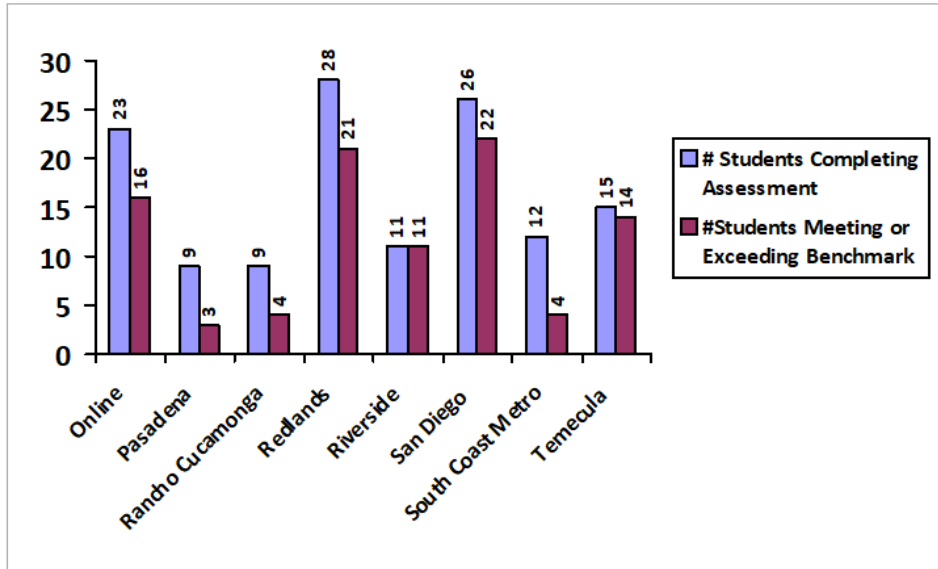
2017-2018

Assignment: Country Risk Assessment



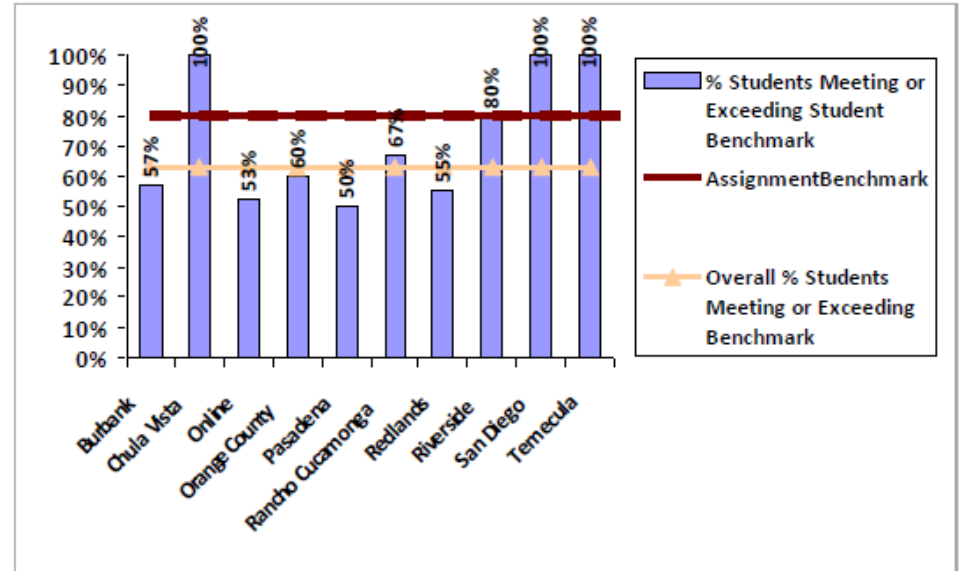
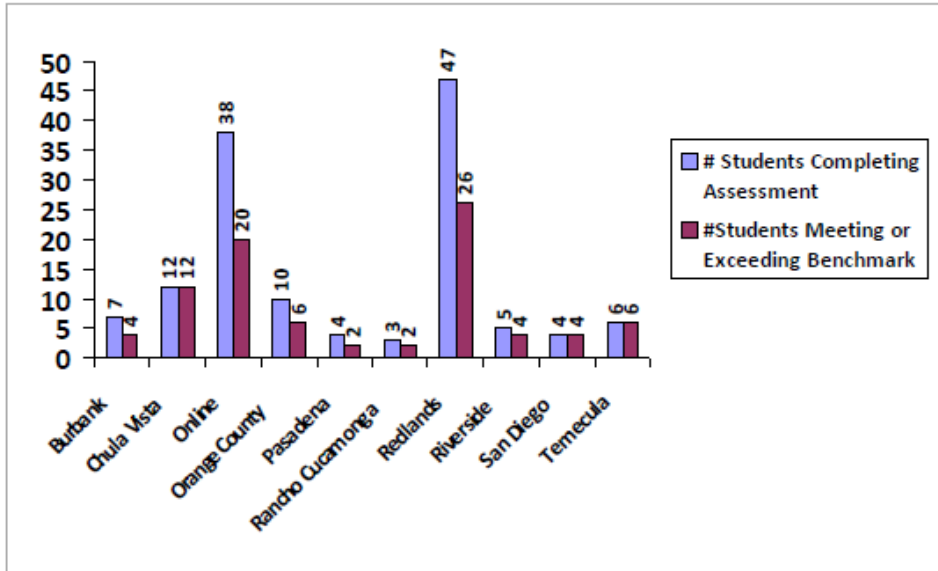
2018-2019

Assignment: Country Risk Assessment



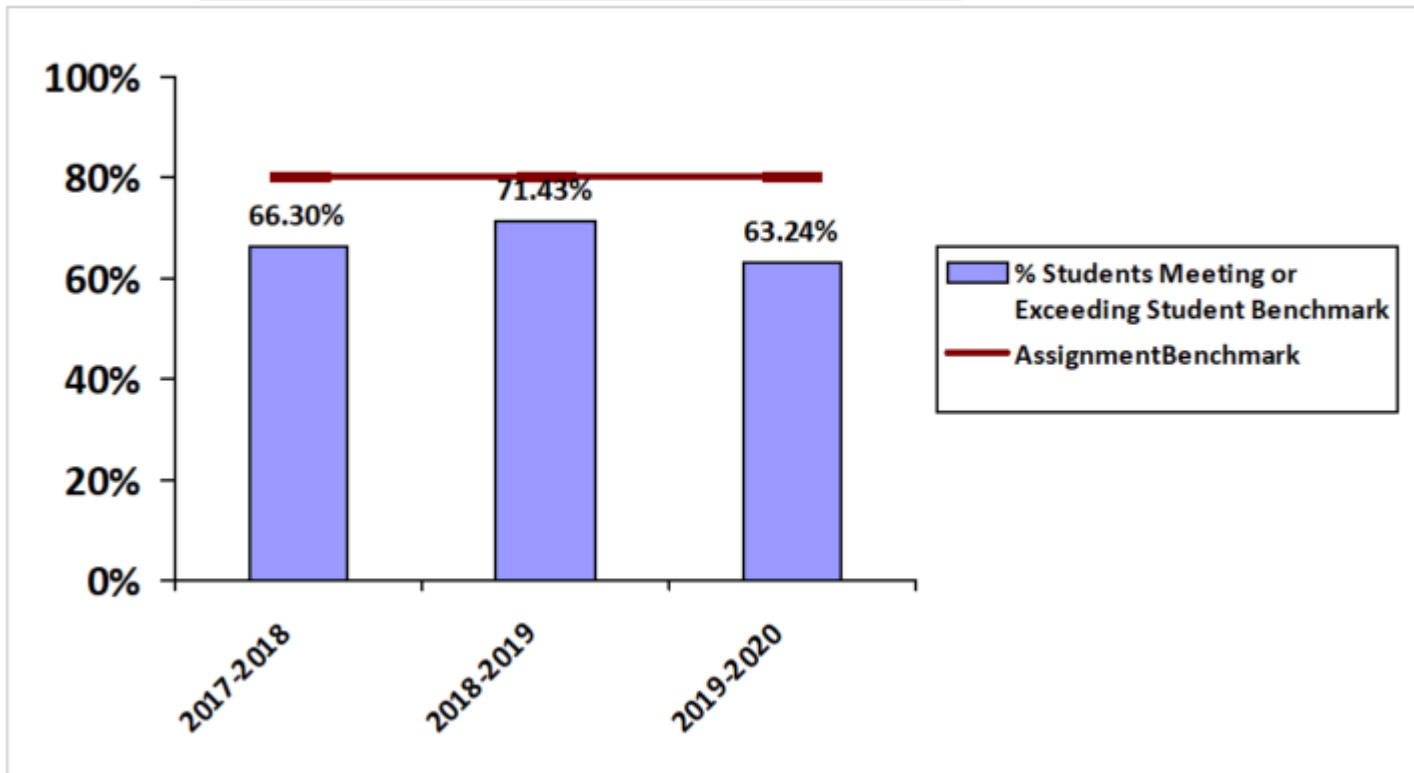
2019-2020

Assignment: Country Risk Assessment



Overall Results

Assignment:



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.
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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

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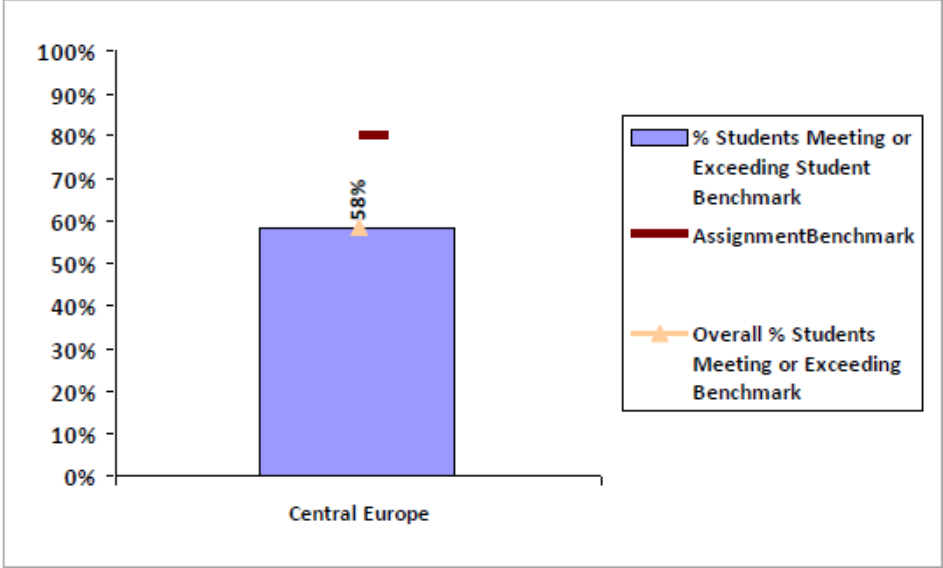
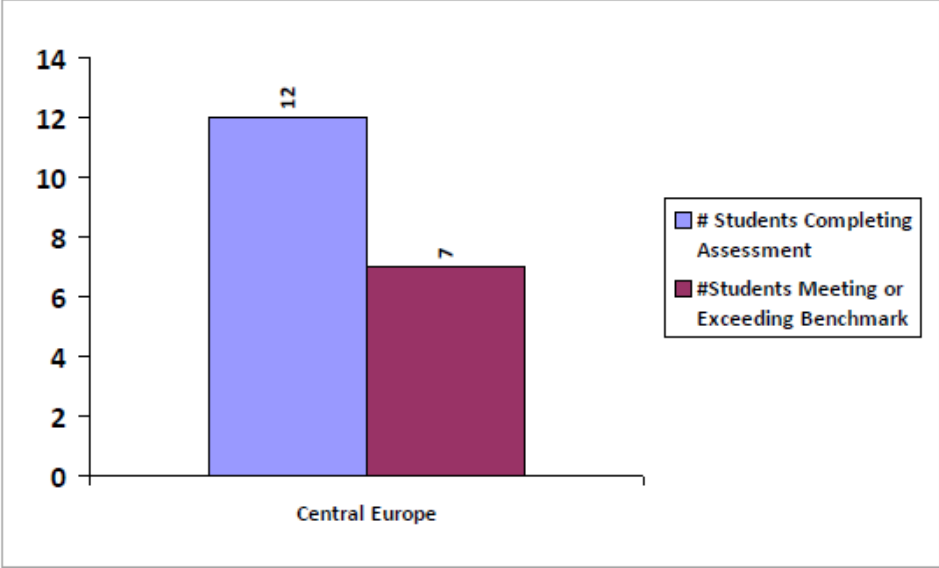
Performance Indicator	Definition				
Program: MBA	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work</p> <p><i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><i>Formative</i> – An assessment conducted during the student’s education.</p> <p><i>Summative</i> – An assessment conducted at the end of the student’s education.</p> <p><i>Internal</i> – An assessment instrument that was developed within the business unit.</p> <p><i>External</i> – An assessment instrument that was developed outside the business unit.</p> <p><i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
PLO: <e.g, 1>					
Course: INTB-670					
CLO: <e.g. 4>					
Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measureable Goal: Our goal is that 80% of the students completing the Travel Learning Journal will meet or exceed the benchmark of 80% using a standardized assessment scoring sheet.	Travel Learning Journal, internally administered in an 8 week course using a standardized assessment scoring sheet.	Although only one of the four cohorts under review met the benchmark, there was significant improvement from 2018-19 to 2019-2020 (58% to 73%).	Since the assessment instrument is subjectively graded, depending on the program and instructor, results can vary significantly. Also, since the sample size for each program is relatively small, this can have	Since significant improvement from 2018-19 to 2019-2020 was noted, no revisions are recommended at this time.	<p>2018-2019 See p. 2</p> <p>2019-2020 See p. 3</p> <p>Overall Results See p. 4</p>

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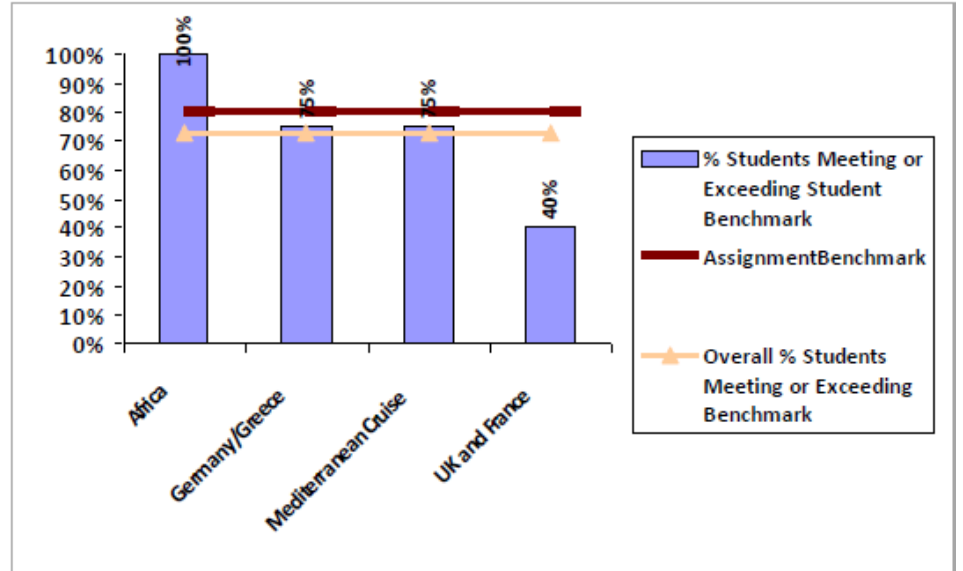
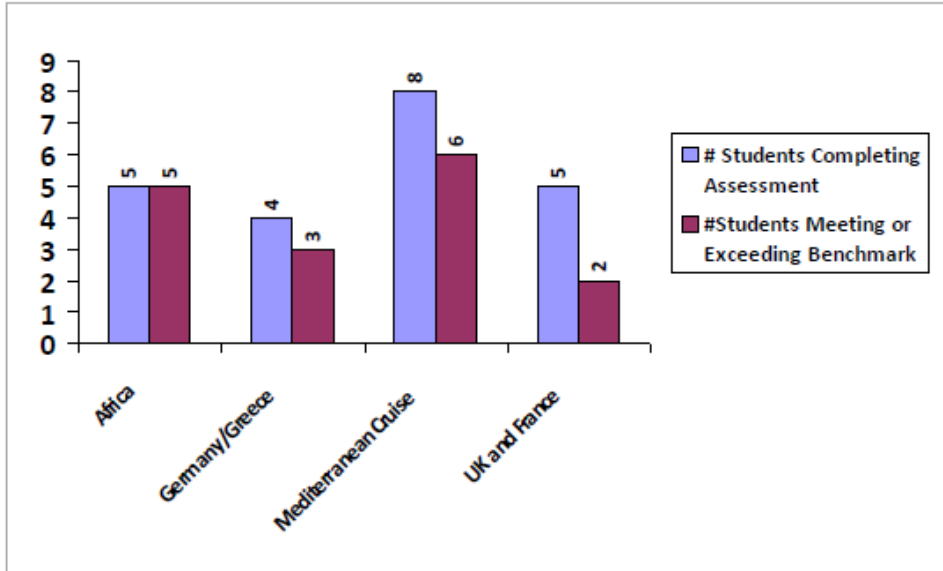
			a significant impact on the results (for example, since there were only 5 students assessed on the UK/France Program, since only 2 reached benchmark, this skewed the result to the downside).		
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2018-2019

Assignment:

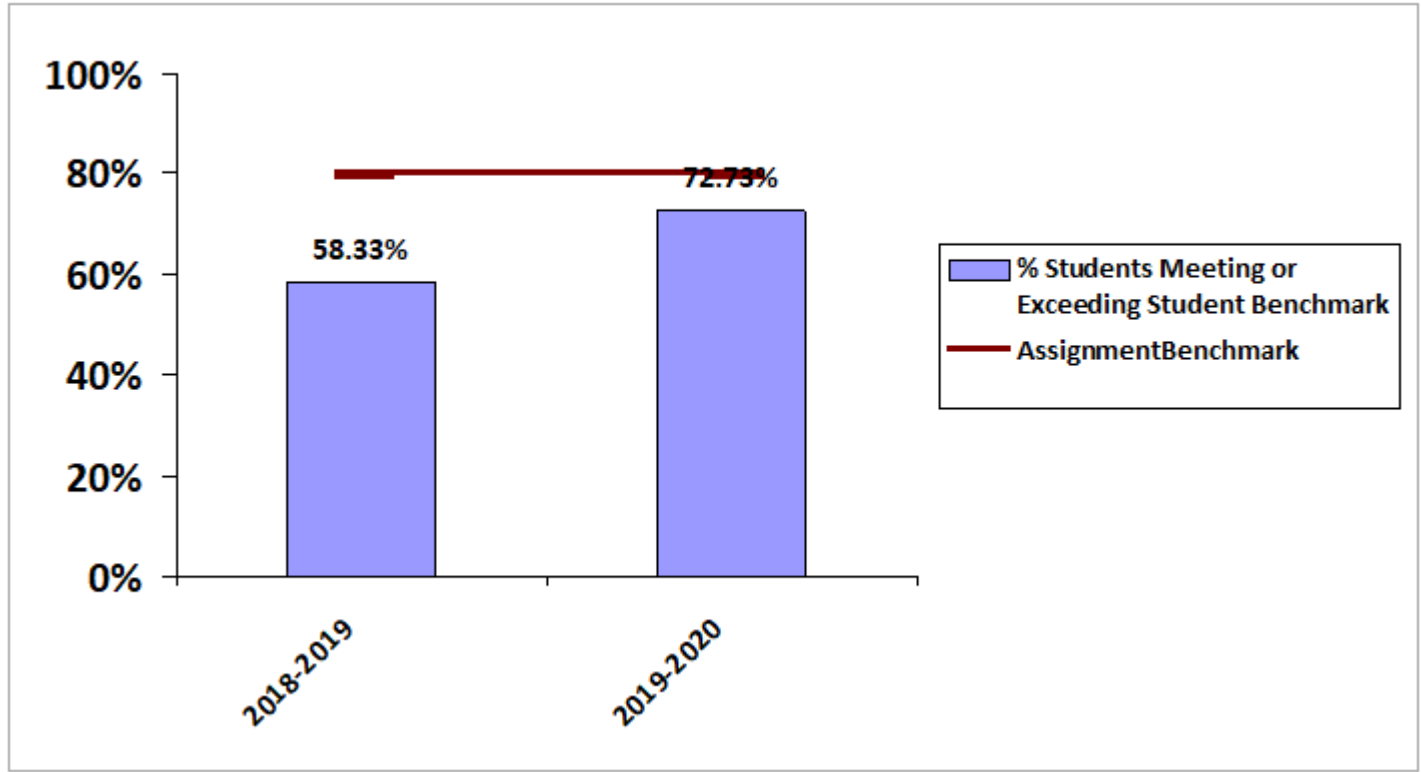


Assignment:



Overall Results

Assignment:



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2. **Measurable Goal:** What is your goal/benchmark?
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 - 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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7. Consult Program Director if you have any questions.

Assessment Action Plan¹

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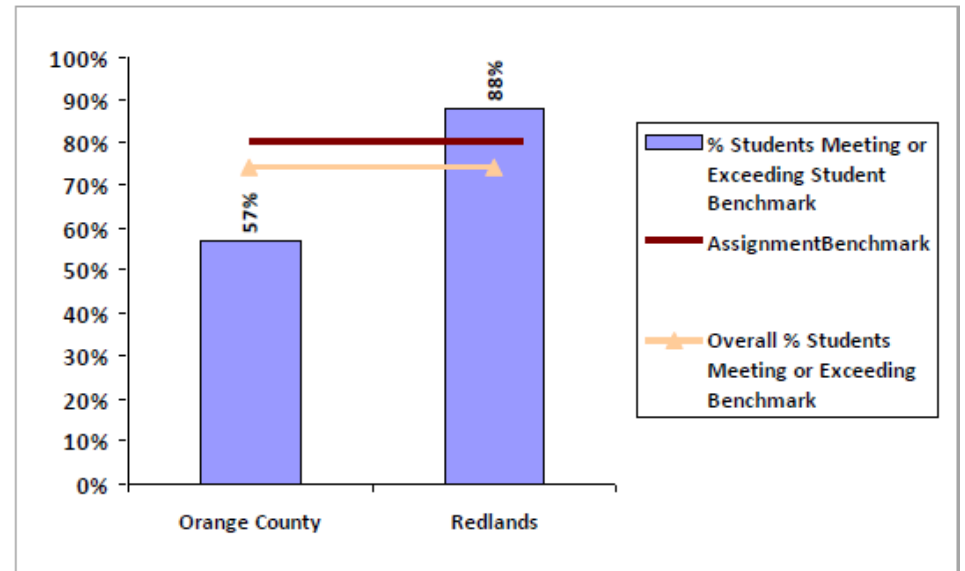
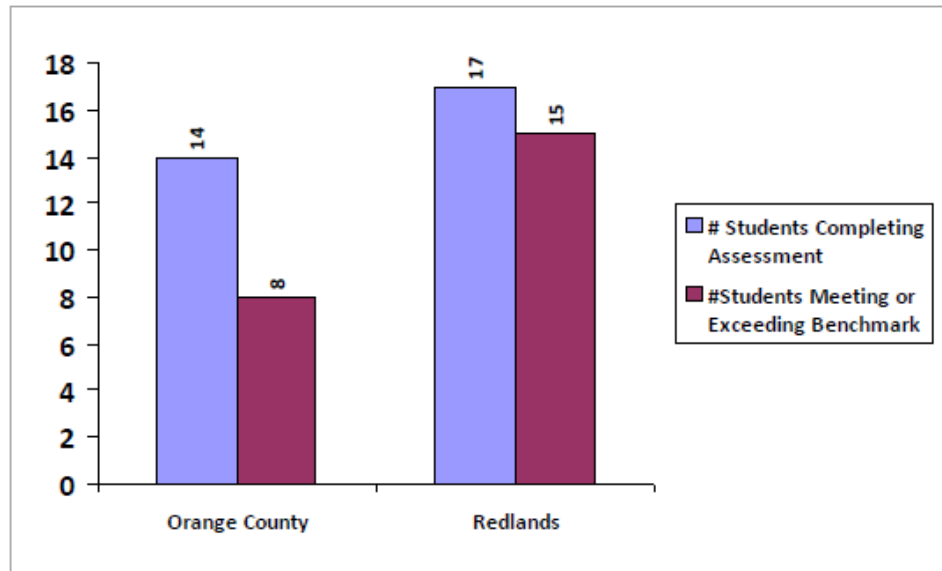
Performance Indicator	Definition				
Program: MBA	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed 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:					
Course: INTB-690					
CLO:					
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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Measurable Goal: 80% of the students completing the Country Risk Assessment will meet or exceed the benchmark of 80%.	Operational Cash Management Analysis, internally administered in an 8 week course using a standardized assessment rubric.	Results indicate drop in % of students meeting benchmark in IR.	2019-20 students did not meet the benchmark.	Assignment revised for online course offering. Will await further data to make determination.	<p>2016-2017 See p. 2</p> <p>2017-2018 See p. 3</p> <p>2018-2019 See p. 4</p> <p>Overall Results See p. 5</p>
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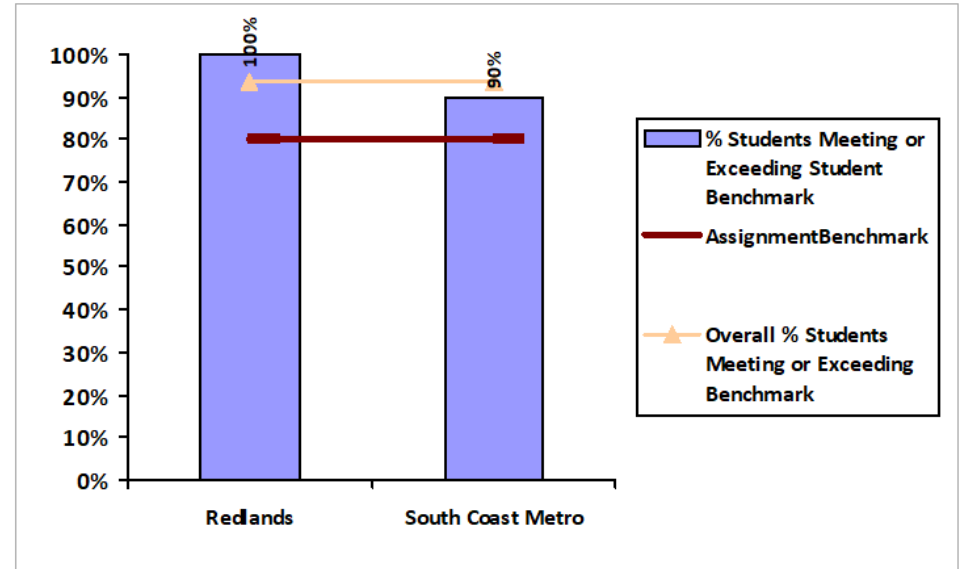
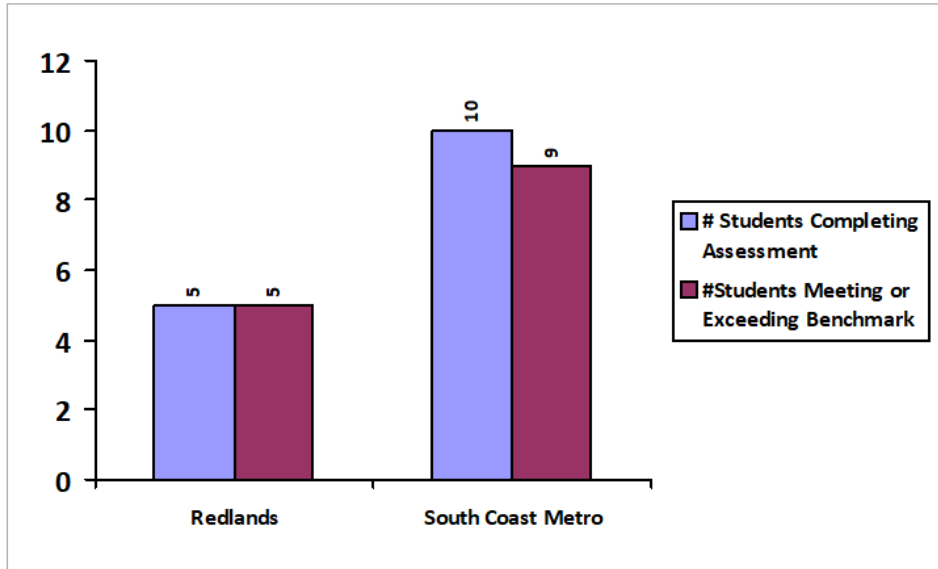
2017-2018

Assignment: Operational Cash Management Analysis



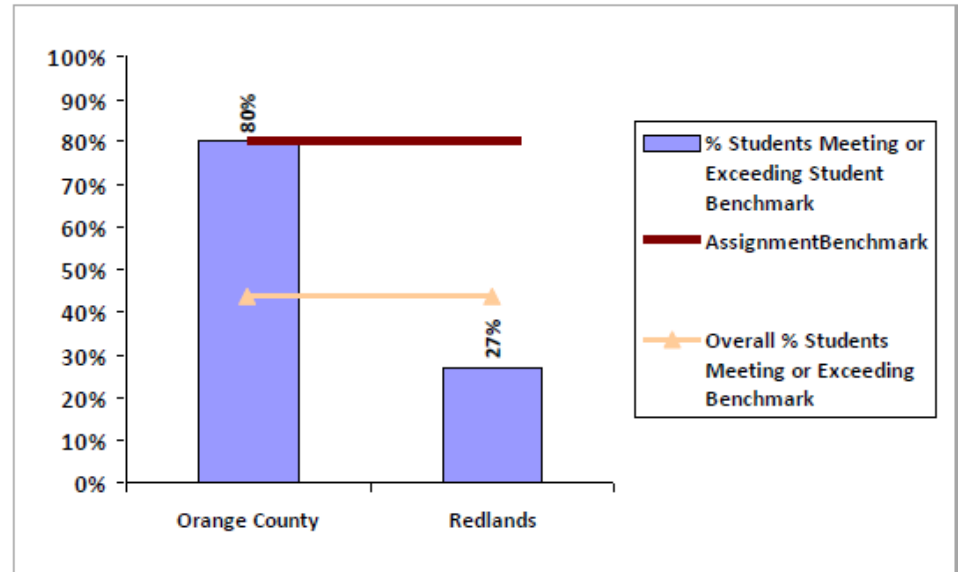
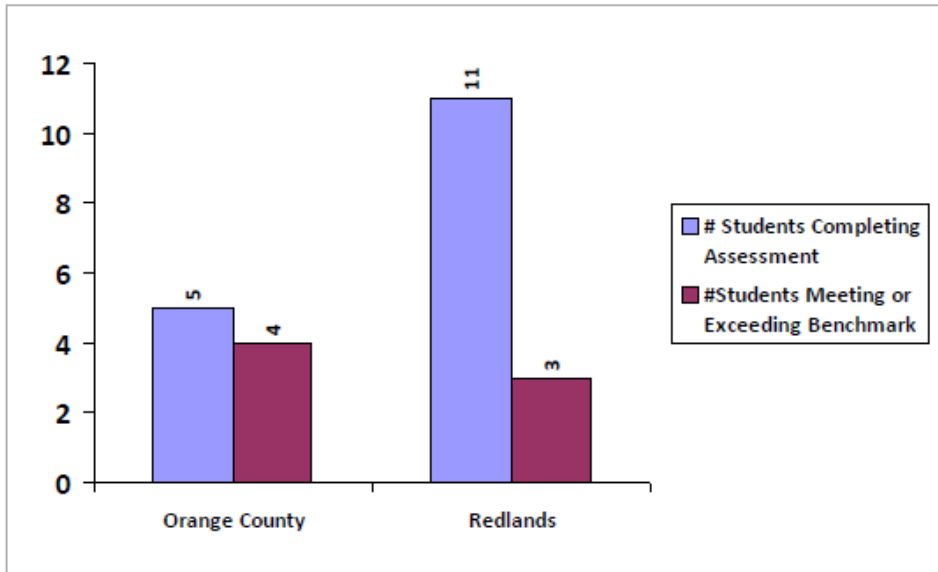
2018-2019

Assignment: Operational Cash Management Analysis



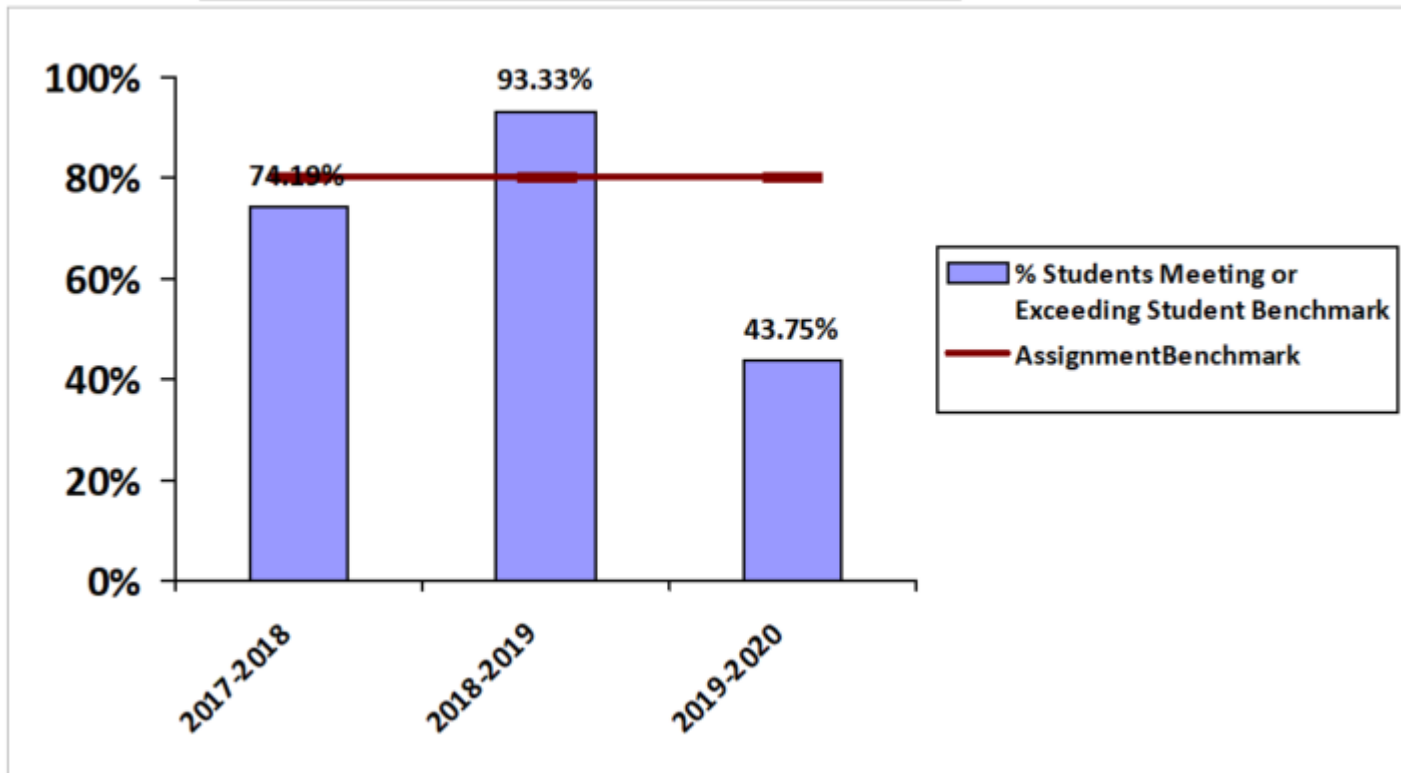
2019-2020

Assignment: Operational Cash Management Analysis



Overall Results

Assignment:



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

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 - a. **Graduate**
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 - c. Other: Consult Program Director.
3. **What is your measurement instrument or process:** It is important that the assessment instrument (embedded assignment in course, assessment quiz/exam) is explicitly identified. If using an embedded assignment in course, identify the assignment clearly so that it matches the course Master Syllabus word-for-word. Indicate type of assessment conducted by this assignment. Refer to different assessment types indicated in the first page of this template.
4. **Current Results:** Be brief and to the point, and tie it back to the Measurable Goal. Indicate clearly if the Measurable Goal/Benchmark was achieved or not in the time period covered in this action plan.
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

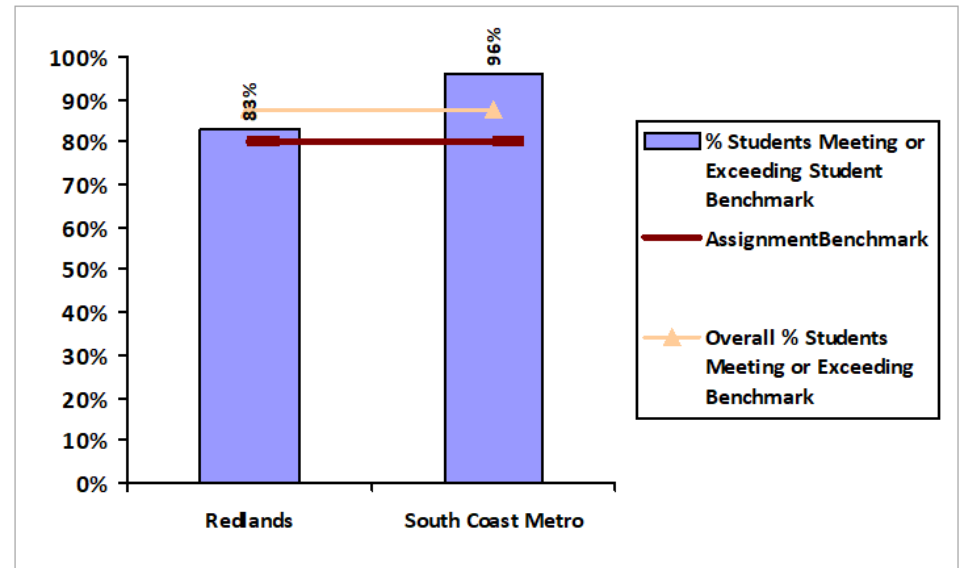
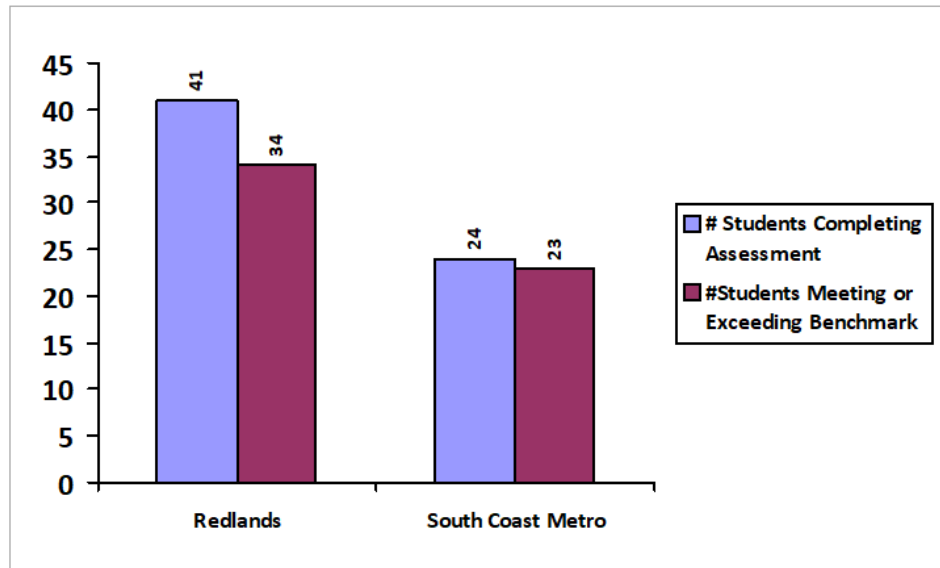
Performance Indicator	Definition				
Program: MBA Concentration Learning Outcome: 3	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party 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: INTB-694					
CLO: 1					
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: 80% of the students completing the Individual Article Analysis will meet or exceed the benchmark of 80%.	Individual Article Analysis, internally administered in an 8 week course using a standardized assessment rubric.	The weighted average percentage of students who met the passing threshold was way below 80% last AY. For 2017-18, 88% of students met the expected CoLO proficiency level. For 2018-19, 73% of students met the expected CoLO	We do notice this sharp downward trend and great variation over the last three years. We need to investigate if this has anything to do with some data error or possibly disruptions caused by the Pandemic.	A closer look at the data reveals that those classes from which students did not meet the benchmark were all taught by adjunct instructors. As the syllabus author, Dr. Xin Zhao will contact all other instructors to discuss their practice of using this assessment and try to figure out if	2017-2018 See p. 2 2018-2019 See p. 3 2019-2020 See p. 4 Overall Results See p. 5

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

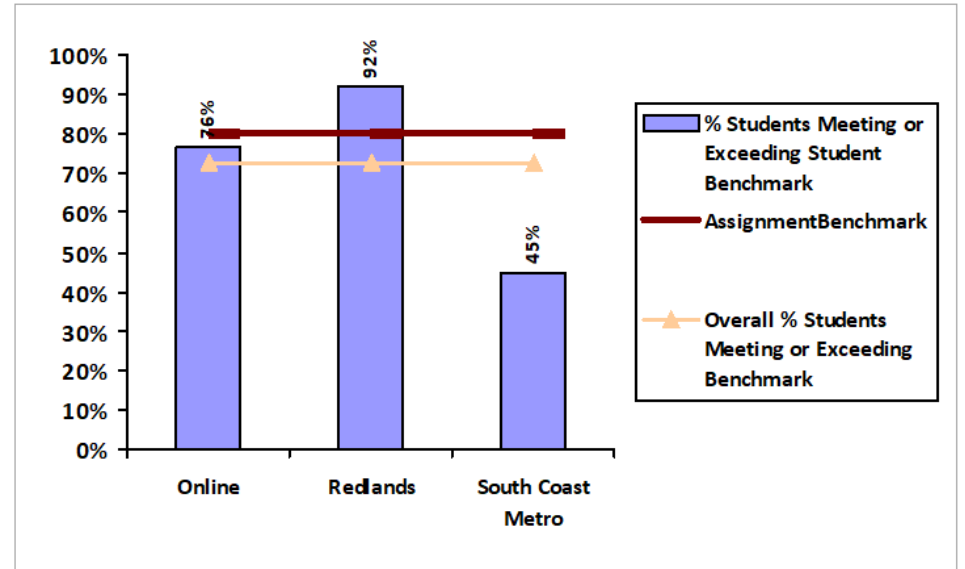
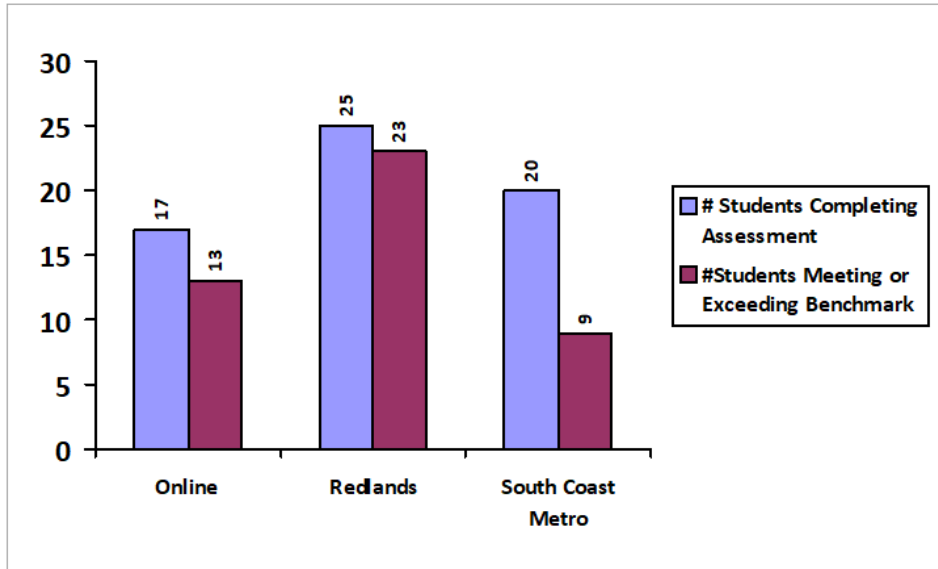
		proficiency level. For 2019-2020, 65% of students met the expected CoLO proficiency level.		there is any revision or clarification we need to make before the next Faculty Development Conference.	
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2017-2018

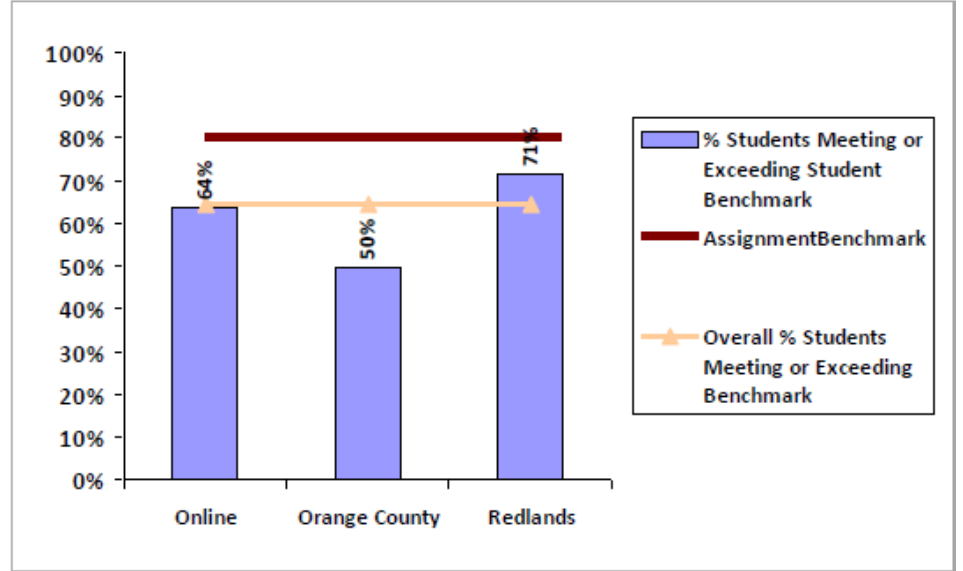
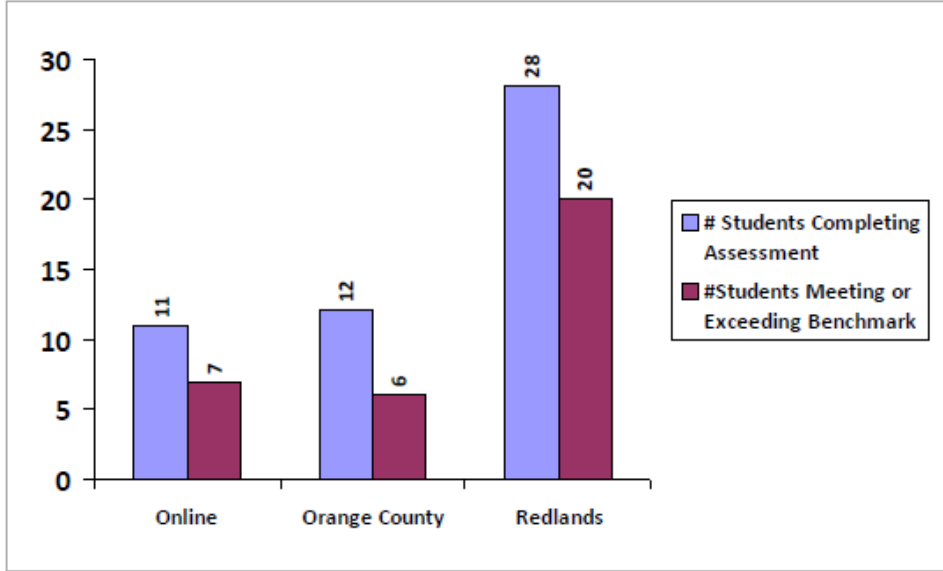
Assignment: Individual Article Analysis



Assignment: Individual Article Analysis

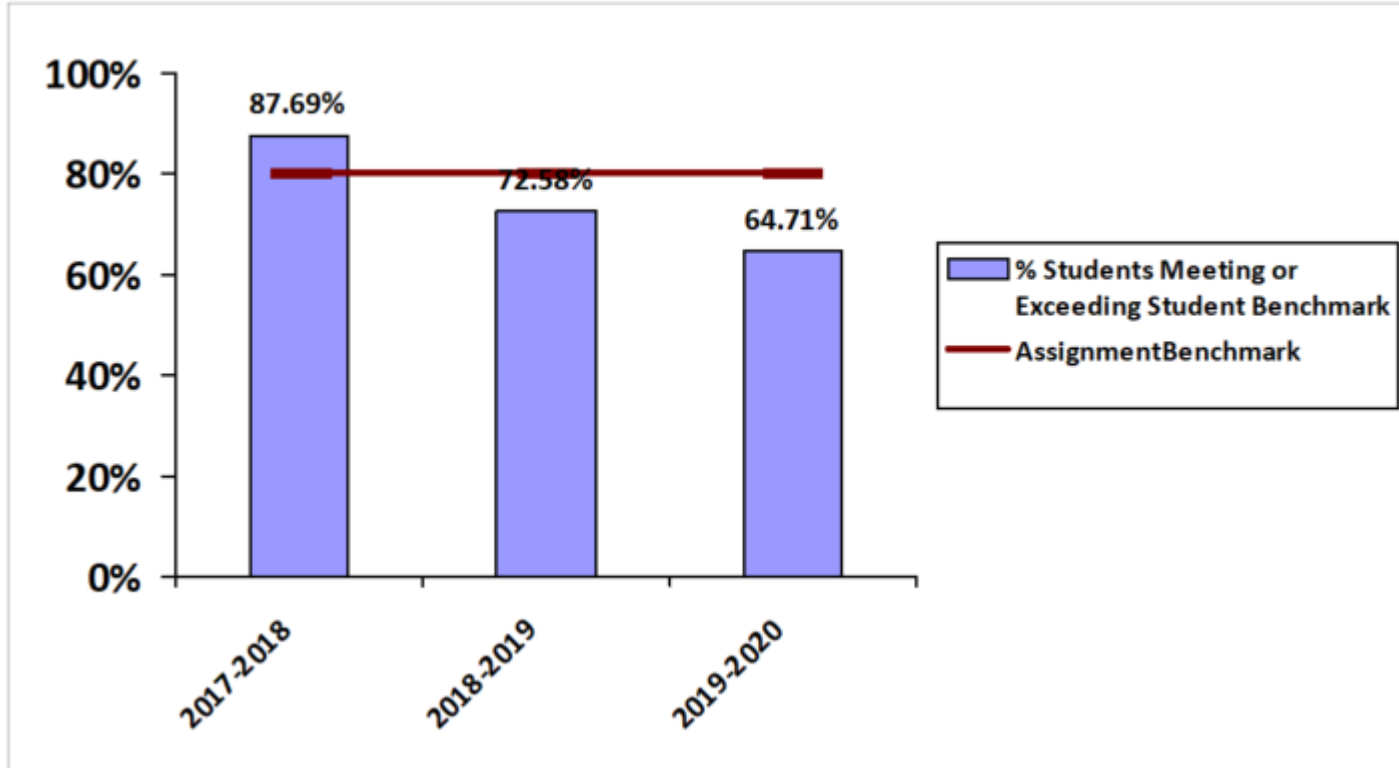


Assignment: Individual Article Analysis



Overall Results

Assignment: Individual Article Analysis



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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: MBA PLO: 2, 4 Course: MGMT-667 CLO: 3, 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					
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MGMT 667 students will demonstrate mastery in generating effective managerial decisions that integrate concepts, principles, and theories from related fields through a standardized term paper.	Over an eight-week term, MGMT 667 students write a term paper prepared according to standardized assessment directions specified in the class syllabus. Students may be asked to write a term paper proposal in	The weighted average percentage of students who met the 80% passing threshold was 67% for the three time periods under study. In 2017-18, 67% of students met	MBA students are doing relatively well even though not enough of them have crossed the 80% SLO mastery threshold. We can attribute this to consistent norming exercises at the Faculty	Concretely accomplishing the goals mentioned in the results column has already been initiated. To ensure quality and consistency of data, ethics faculty underwent further rubric training during the Faculty development conference for the past three years. The	2017-2018 See p. 4 2018-2019 See p. 5 2019-2020 See p. 6 Overall Results See pp. 7-8

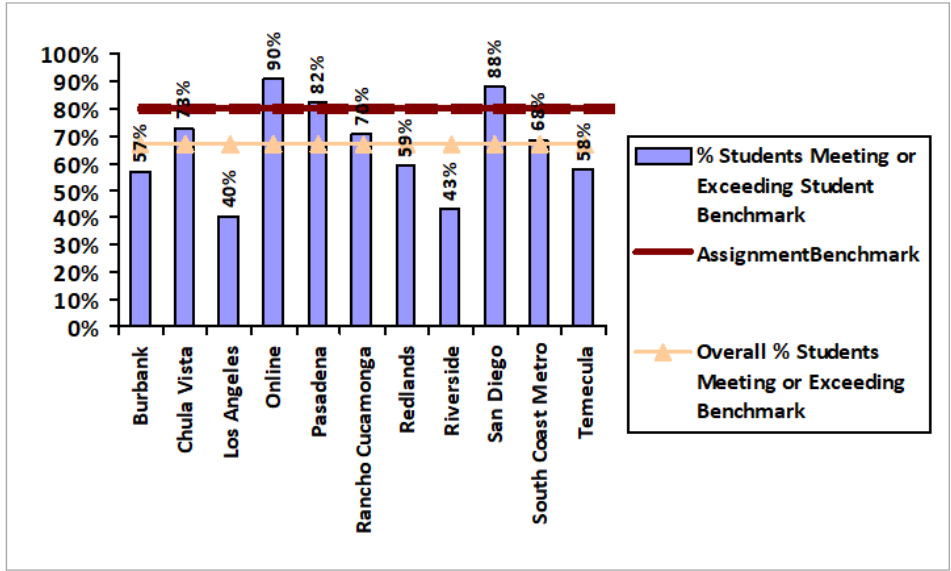
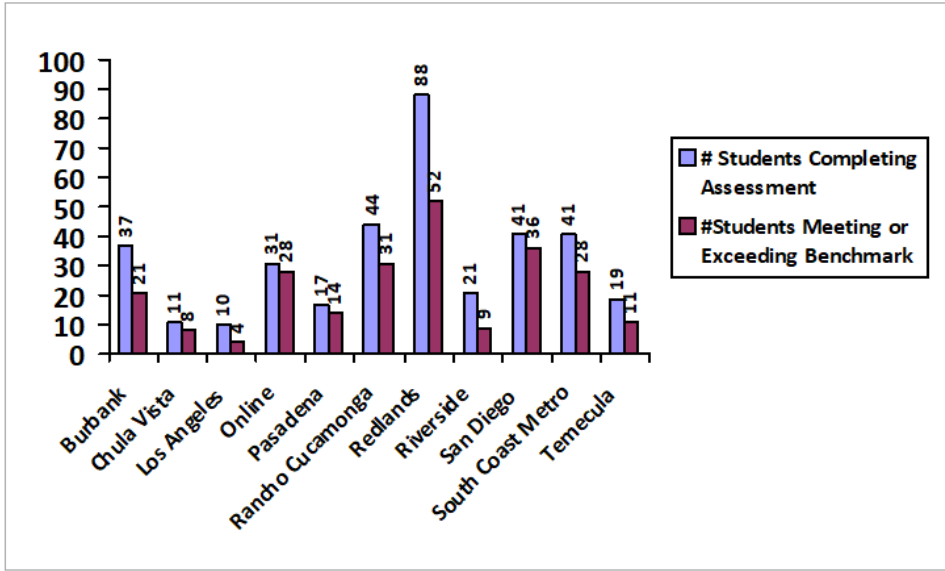
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<p>To meet CLO mastery requirements, eighty percent of the students must score 8 out of 10 on this paper using a common rubric prepared by faculty and administrators.</p>	<p>preparation for the term paper. Term Papers (and their optional presentations) are assessed in each class using a DIRECT, SUMMATIVE and INTERNALLY GENERATED (faculty) Assessment Rubric.</p>	<p>the expected SLO threshold. For AY 2018-19, 76% of students met the expected SLO mastery level. In 2019-20, 67% of students met the expected SLO threshold.</p> <p>Across campuses and the stated time periods, there were 11 sections out of 30 where students met the 80% standard. 3 additional sections were within 10% of meeting this standard.</p>	<p>Development conferences.</p> <p>However, faculty should continue provide struggling students the necessary educational resources to improve their performance through writing tutors, constant student feedback for written work, and better framework explanation, among others. Faculty must also challenge students who are close to the 80% threshold to exert additional effort to meet the standard. To ensure proper and effective assessment, faculty should continue receive the necessary resources and training for such tasks.</p> <p>The online environment presents a unique struggle for faculty</p>	<p>session calibrated their grading and assessment standards to ensure greater consistency across all students. In addition, it improved directions and/or prompts in the model syllabus, especially those that help students with proper business communication and framework use.</p> <p>To improve teaching, future development conferences should:</p> <ul style="list-style-type: none"> • Stress the importance of using an ethical framework in generating decisions, especially with students who face more challenges understanding and applying them. This is especially salient during the later terms of the year as the data show. • inform adjunct faculty of available educational (textbooks, cases, teaching aids) and student support resources (Moodle features, additional software/apps, etc.) 	
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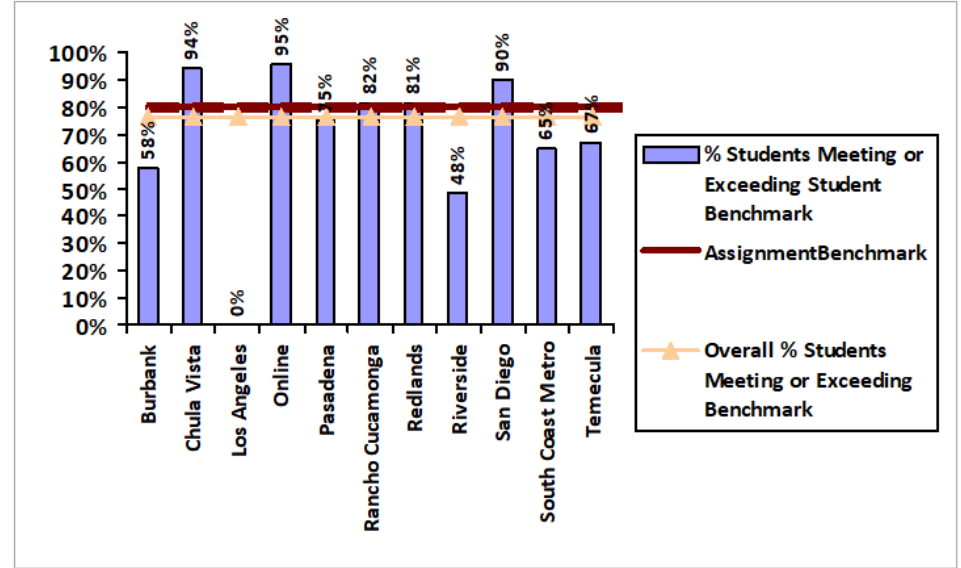
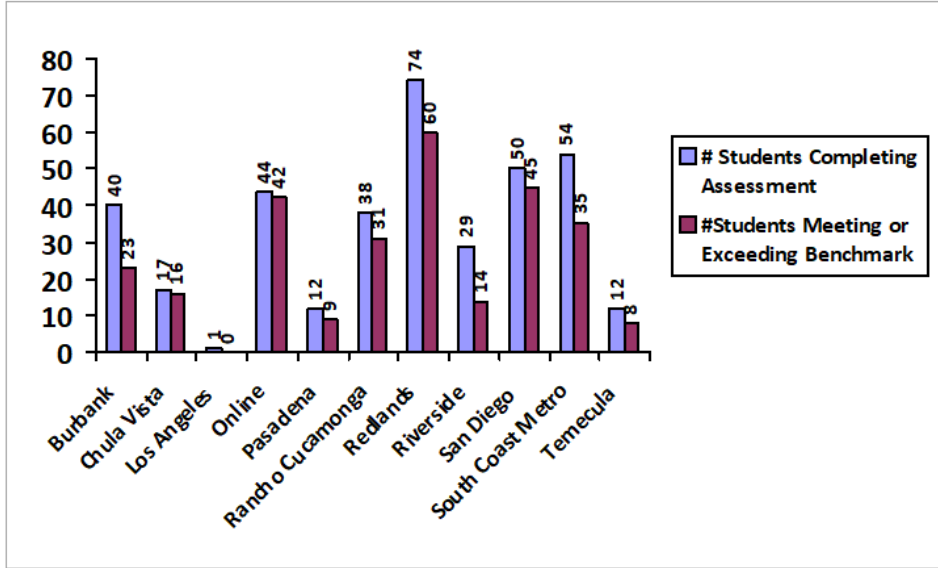
			<p>to help students – and the APOC should make sure that they are properly supported.</p> <p>An interesting dimension here lies in how the numbers may have been affected by the pandemic = both in the number of instructors teaching the classes (collapsing classes reduces the need for faculty, and classes were assigned to those who were extremely familiar with the course), and the judgment applied in assessing the final papers (which could have been less given pandemic pressures on student life). This online move can also be associated the decline in percentages – as students struggled with balancing conflicting needs</p>	<ul style="list-style-type: none"> • allow faculty to share their professional expertise (e.g. legal background) • provide continuing support for assessment and classroom management related issues (dealing with disabled students, etc.) <p>Rubric norming sessions will continue to be undertaken to ensure that instructors are consistent in its application and use.</p> <p>To help students perform better, the School should offer English writing workshops especially in the Spring terms to help improve written and oral communication skills.</p>	
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			<p>during the pandemic.</p> <p>These aspects should be considered in future analysis.</p>		
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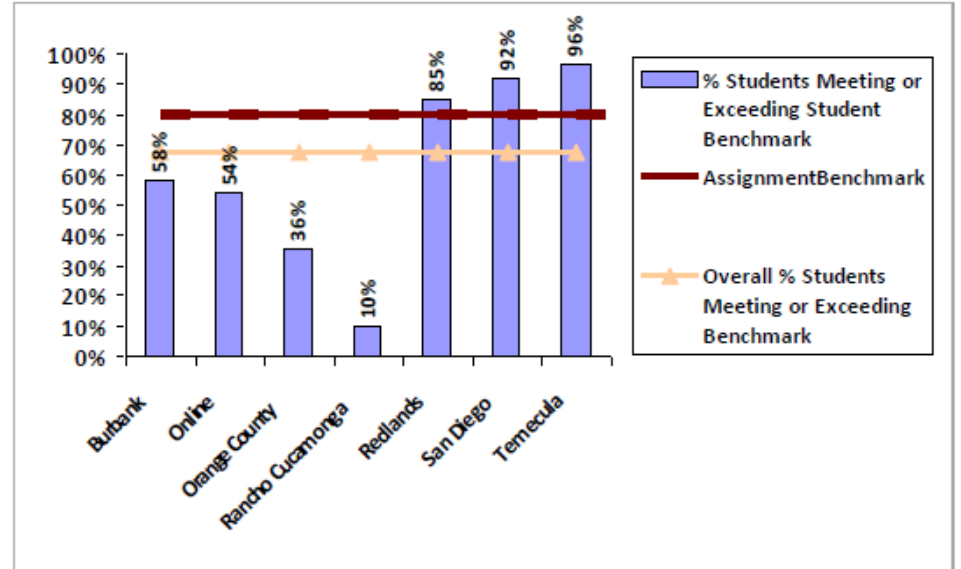
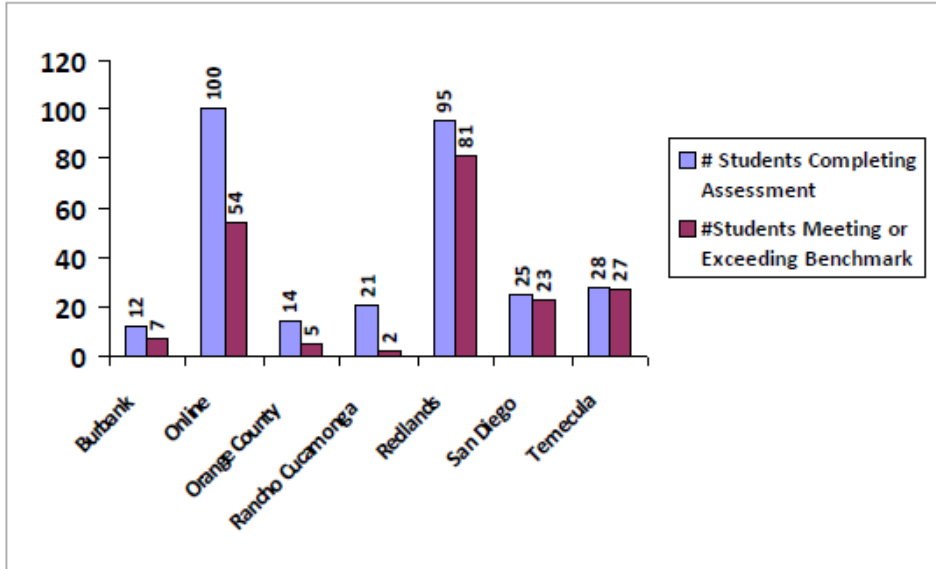
Assignment:



Assignment:

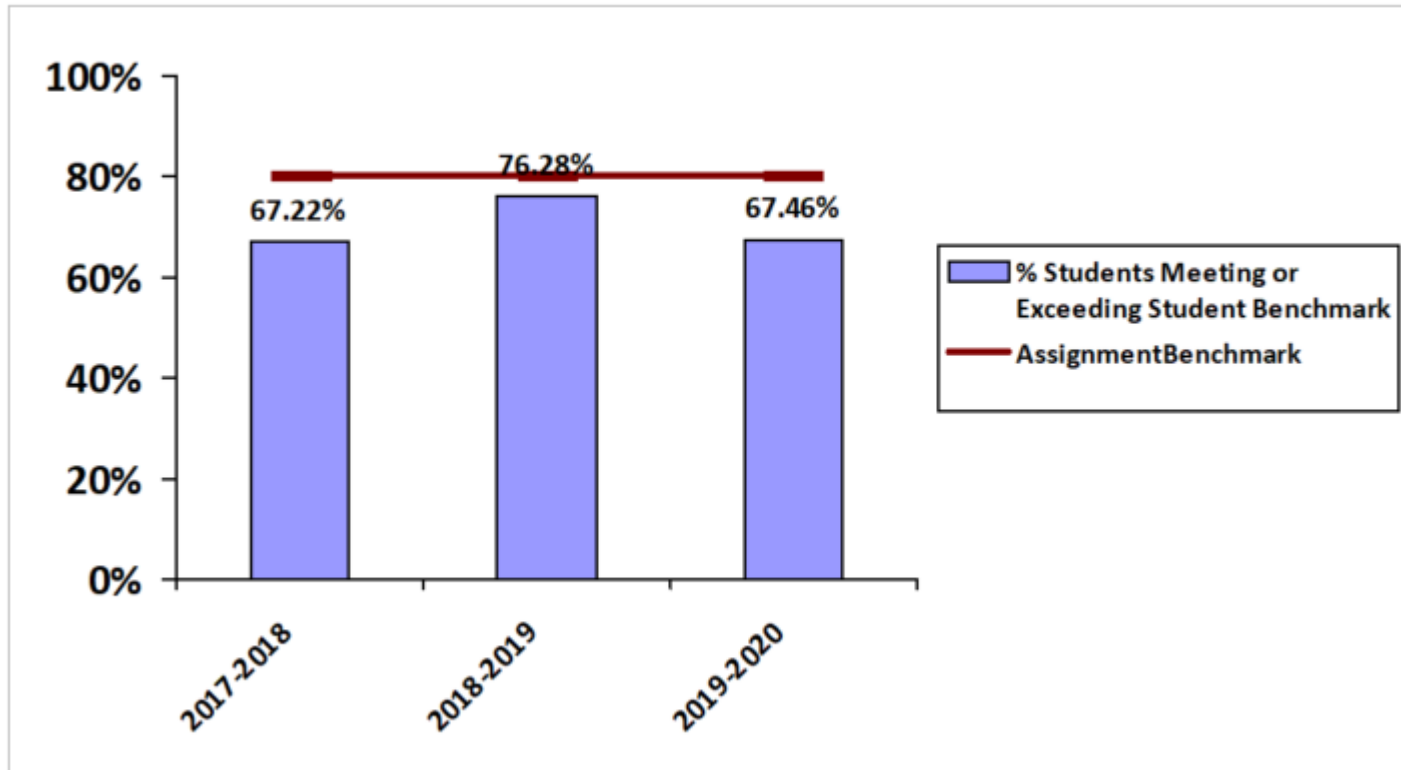


Assignment: Term Paper



Overall Results

Assignment:



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