

# Assessment Action Plan<sup>1</sup>

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

Performance Indicator	Definition				
Program: <b>MBA</b>	<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: <b>1</b>					
Course: <b>BUAD-658</b>					
CLO: <b>3</b>					
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 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 moved from 82.67% in 2017-	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	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	<p><b>2016-2017</b> See p. 2</p> <p><b>2017-2018</b> See p. 3</p> <p><b>2018-2019</b> See p. 4</p> <p><b>Overall Results</b> See p. 5</p>

<sup>1</sup> Please read instructions in last page carefully before drafting this action plan.

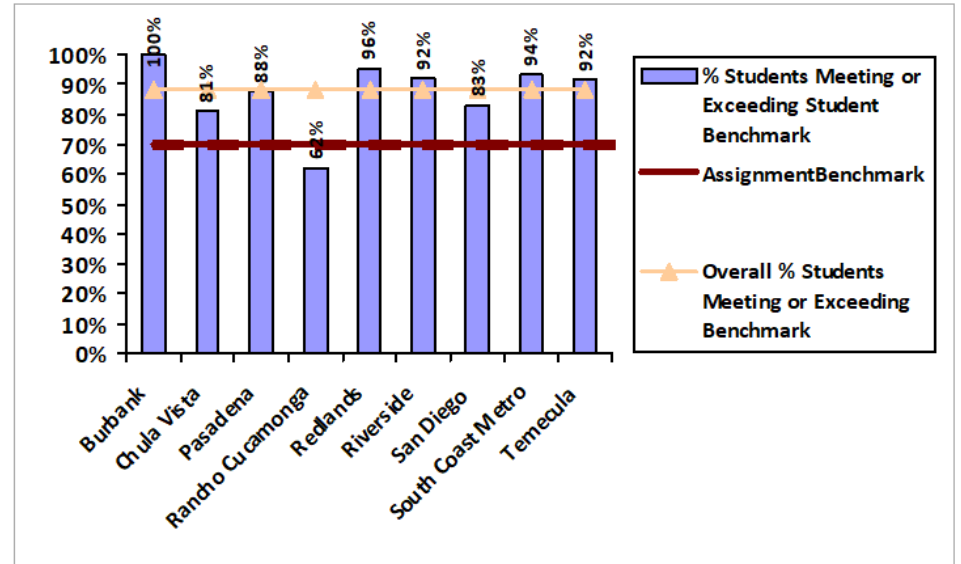
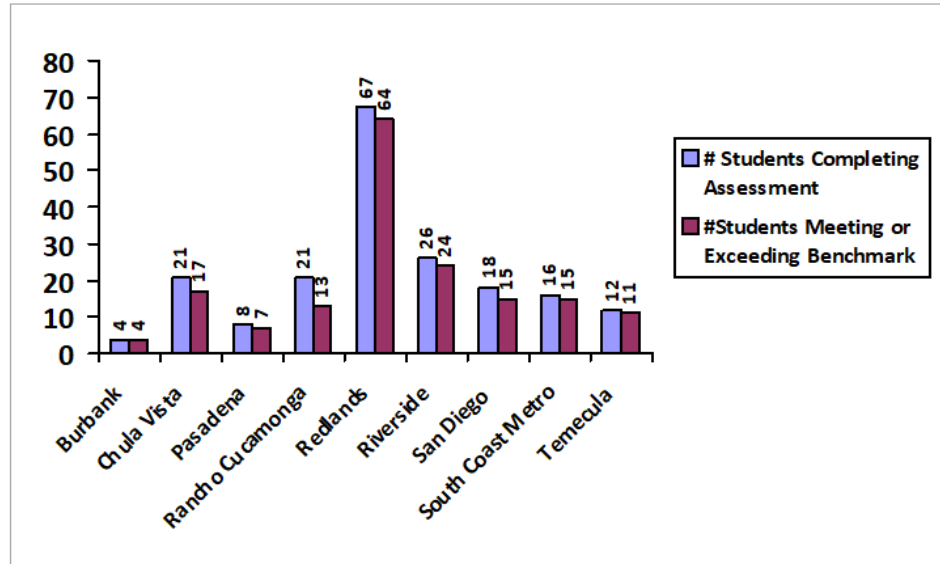
		<p>2018 to 89.92% in 2018-2019. As was the case in prior evaluation periods, performance was generally better on Q1 than Q2. All cohorts in the period under examination met the established benchmark for Q1, while only two cohorts in this period met the established benchmark for Q2. However, overall the results on Q2 have improved over the three periods from 2016.</p>	<p>statement analysis versus Q2, which deals with breakeven analysis and profit planning.</p> <p>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.</p> <p>As was the case in previous reporting periods, several conclusions could be drawn from these results.</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Perhaps the material associated with Q2 is too advanced for most students to grasp, while Q1 material is easier.</li> <li>3. Q2 itself (the assessment</li> </ol>	<p>would be to adjust the assessment instrument to account for this issue.</p> <p>However, since overall results (questions combined) indicate all cohorts meet the 70% threshold, I believe we should evaluate both questions taken together and leave the instrument as is.</p>	
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instrument) may be too difficult for most students to obtain the benchmark of 70%.

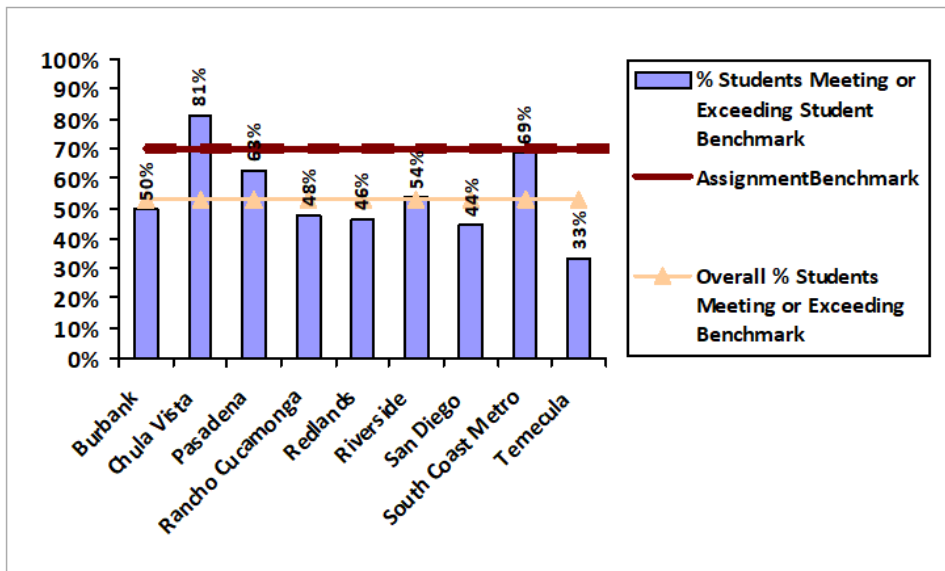
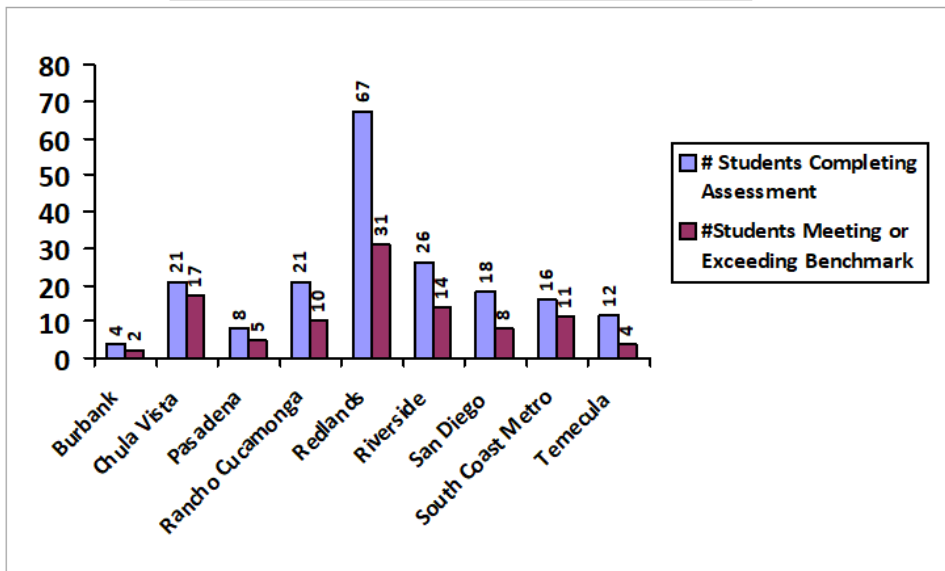
4. Perhaps the most likely conclusion from reviewing the data is that Q1 consists of 5 parts while Q2 consists of 3 parts. Therefore, for a student to reach the benchmark of 70% they would need to answer all three parts of Q2 correctly.

2016-2017

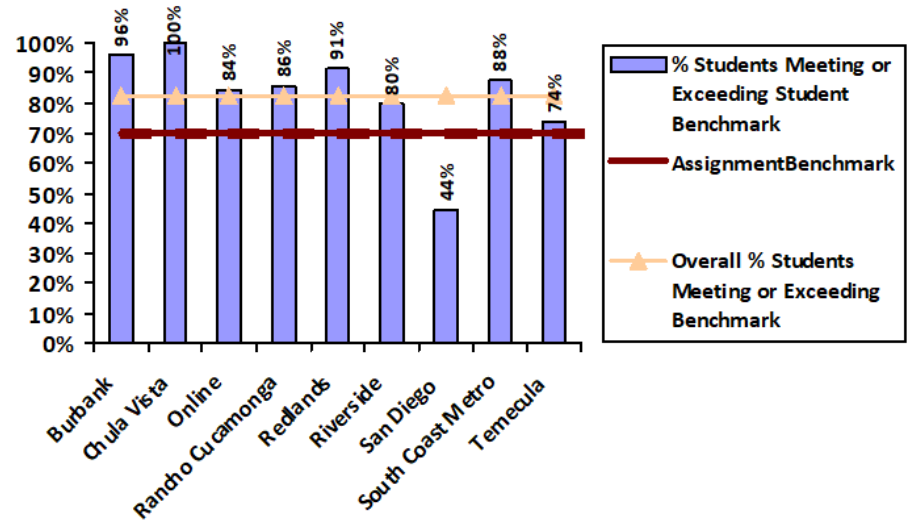
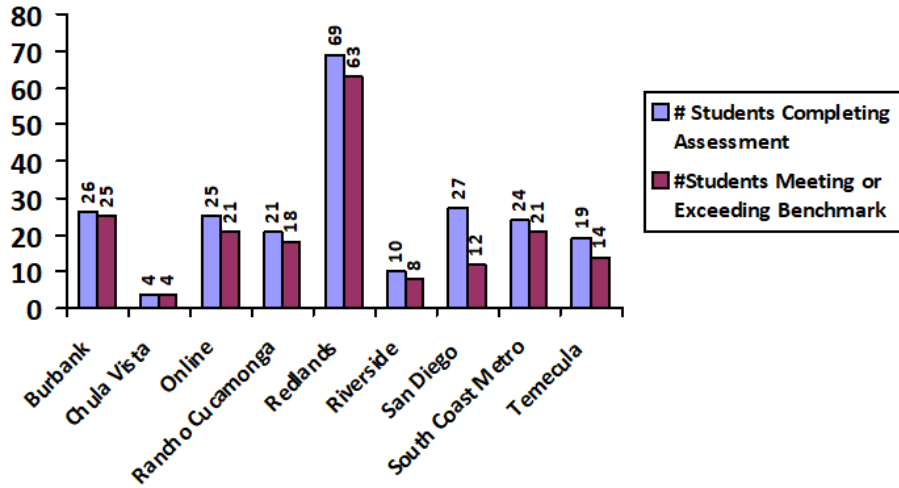
Assignment: Question 01



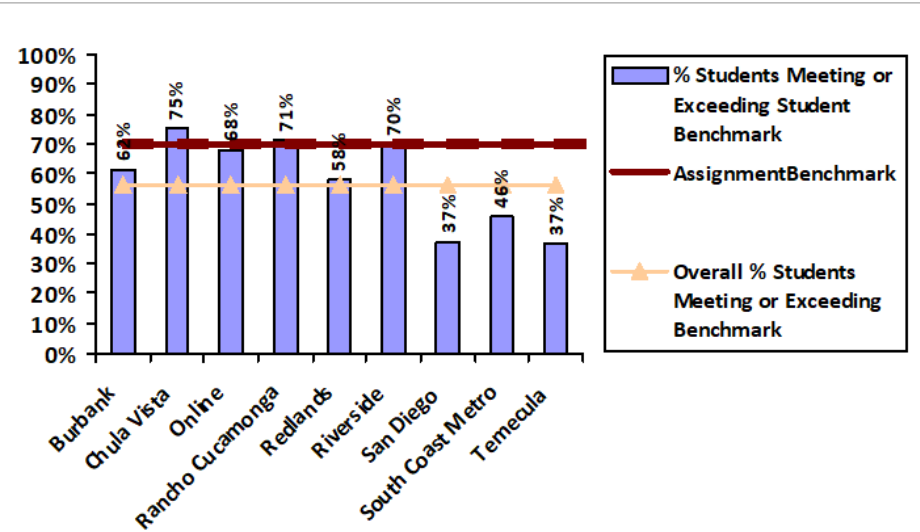
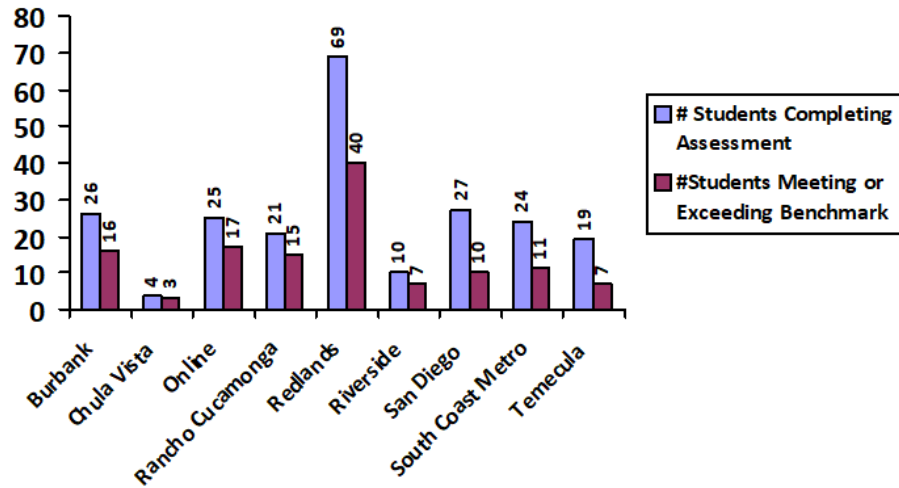
Assignment: Question 02



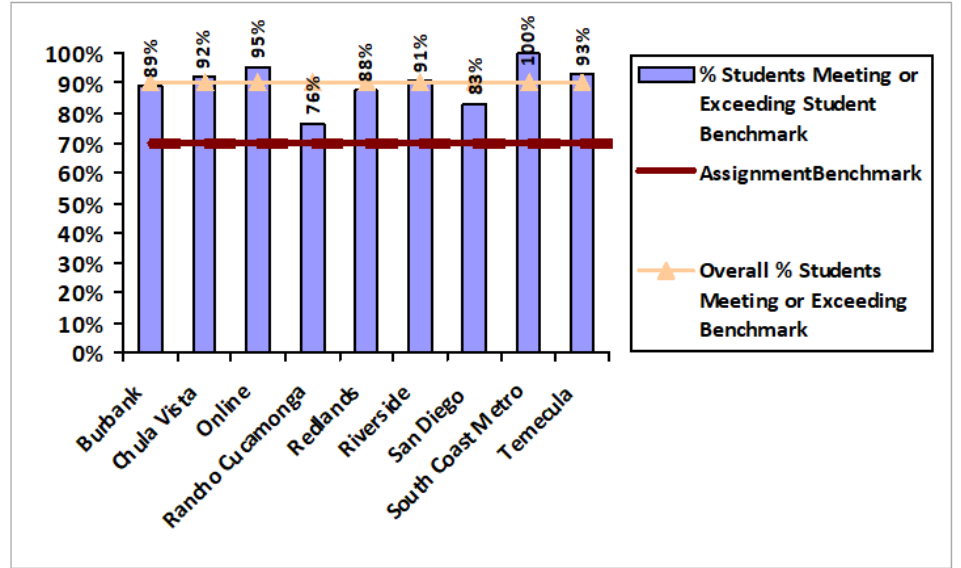
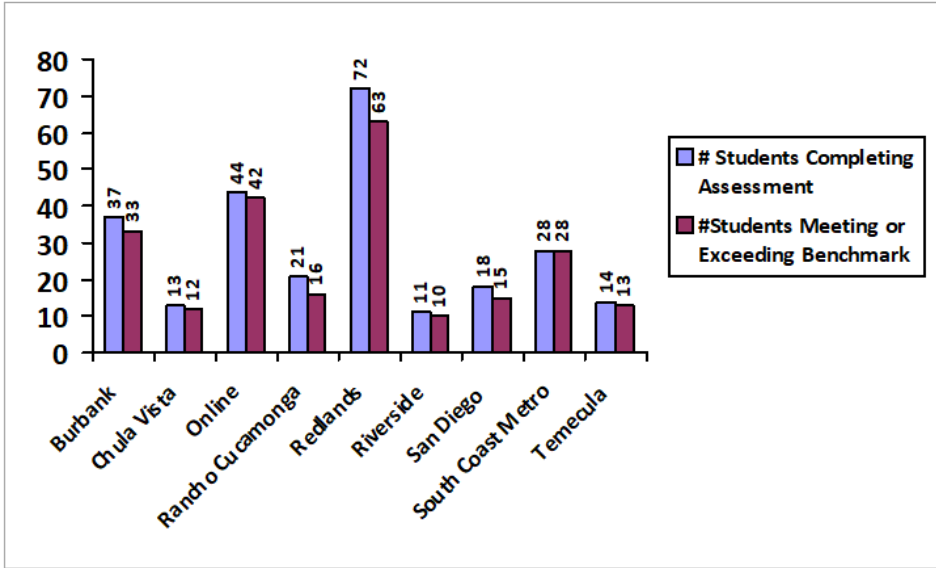
Assignment: Question 01



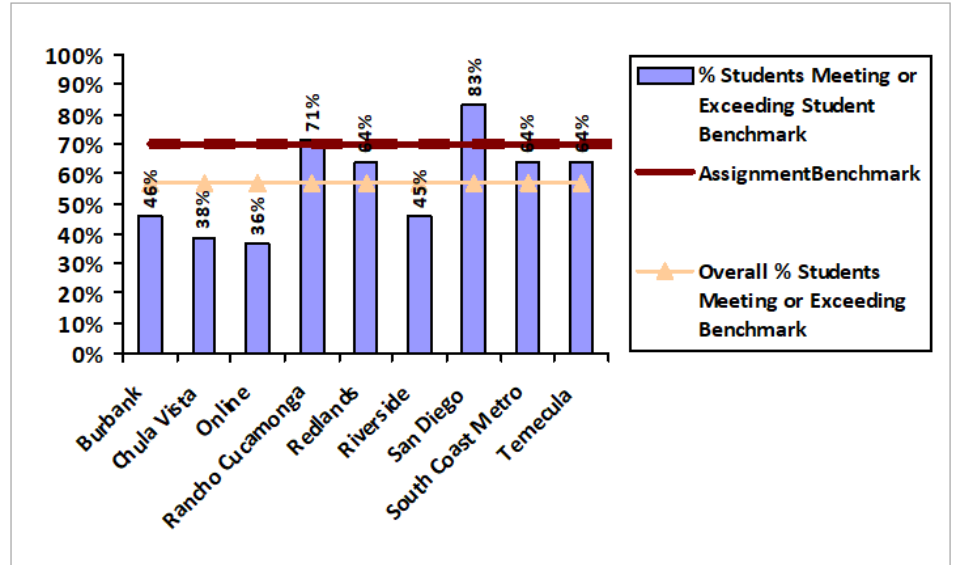
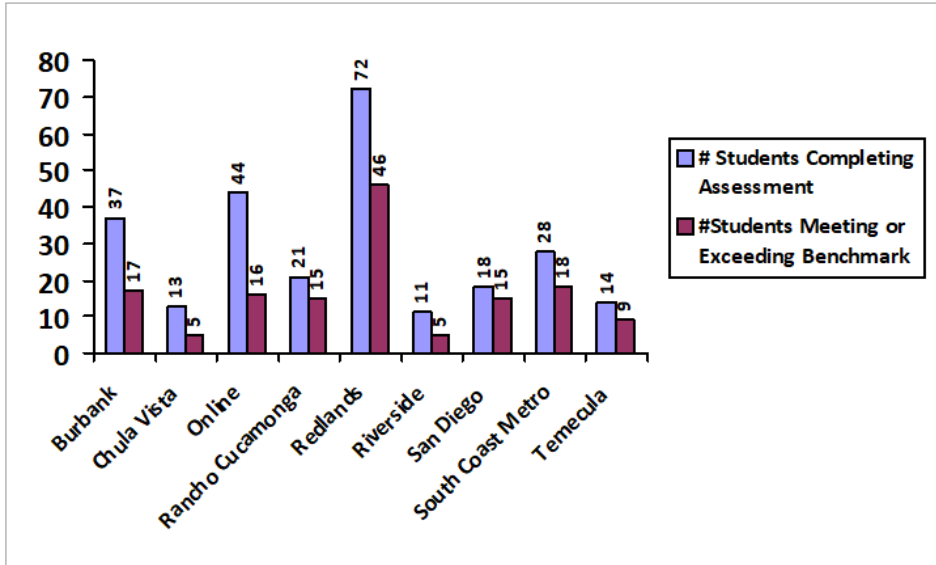
Assignment: Question 02



Assignment: Question 01

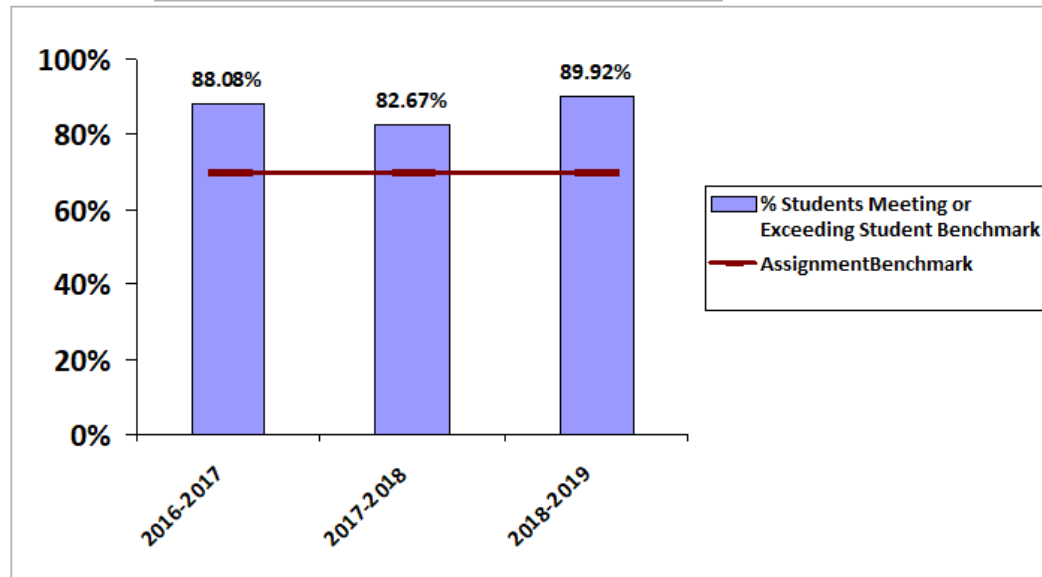


Assignment: Question 02

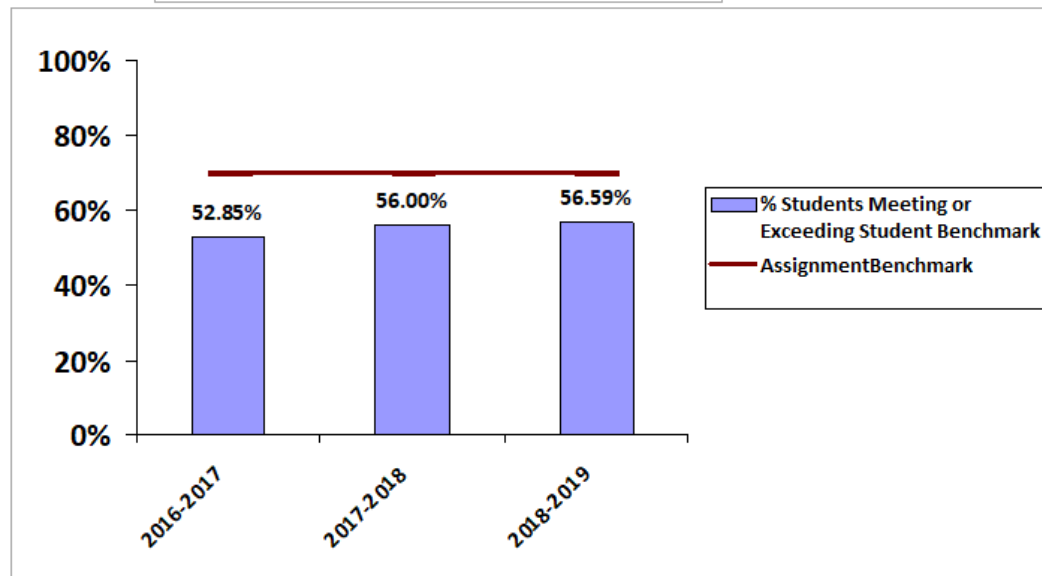


## Overall Results

Assignment:



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 Plan<sup>1</sup>

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

Performance Indicator	Definition
<b>Program:</b> MBA <b>PLO:</b> 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>
<b>Course:</b> BUAD-660 <b>Managerial Finance</b>	
<b>CLO:</b> 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	
<b>Analysis of Results</b>	

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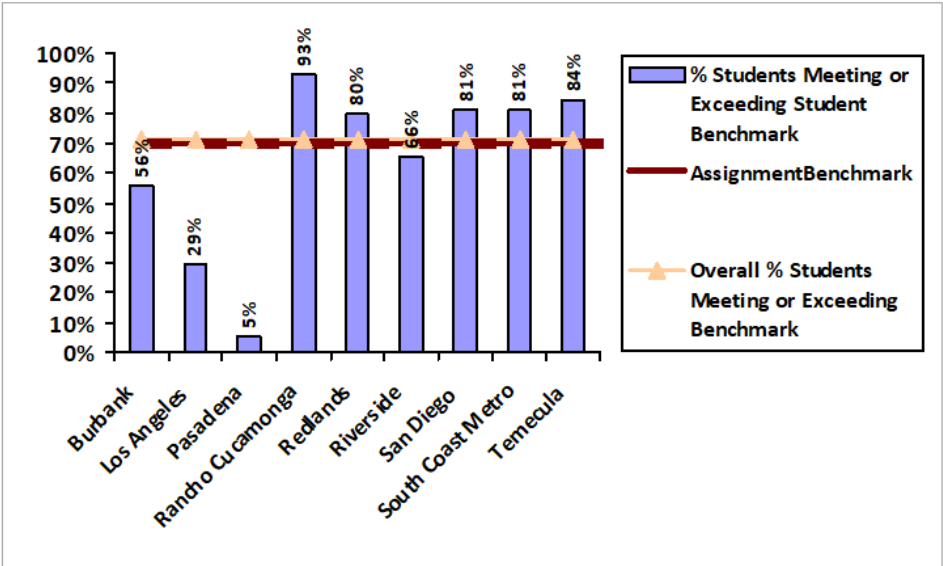
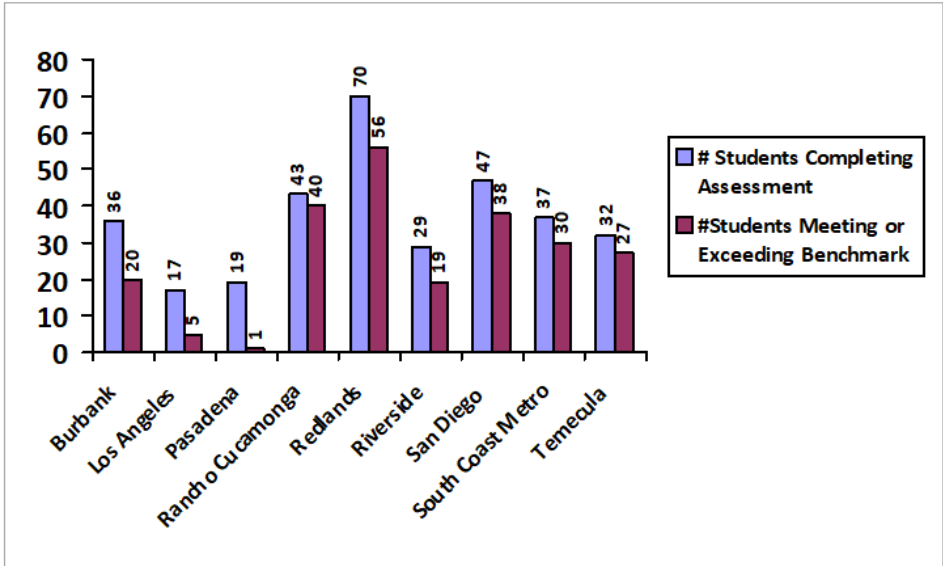
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)
<p>Measurable Goal: 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 68% for assessment periods 2016-2017, 2017-2018, and 2018-2019. The weight average for above periods were 71% (#students 330), 61% (# students 232), and 72% (# students 199) respectfully. So, for two periods out of three periods the WAP were above the benchmark of 70%. The overall WAP was over 68% which is below the benchmark of 70%, As result of at least two sessions offered in Los Angeles and San Diego Campus locations in the Fall 2017 term 2 did not perform well and negatively affected WAP.</p> <p>For period 2016-2017, 5 out of 10 locations met or exceeded benchmark, the other 5 location failed to meet the benchmark and fluctuated from 5% to 66% met the benchmark. It is not clear if students do not take the assessment test serious as instructors do not follow the recommendation that assessment test be graded as part of final exam.</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.</p> <ol style="list-style-type: none"> <li>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 previous periods. Also, Instructors are doing better in administering the assessment test and reporting the results.</li> <li>2. Students are provided the opportunity to participate on online math tutoring. Need to be more motivated to do so.</li> </ol>	<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 are doing well in the assessment test. The process for assessment has greatly been improved and seems to be consistent by all instructors in administering the assessment test. 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 assessment test be graded as part of final exam. we will look forward to ensuring that the assessment task is</p>	<p><b>2016-2017</b> See p. 2</p> <p><b>2017-2018</b> See p. 3</p> <p><b>2018-2019</b> See p. 4</p> <p><b>Overall Results</b> See p. 5</p>

		<p>For 2017-2018, only 61 % met the benchmark for the 10 locations. 5 out of 10 location met or exceeded the benchmark and the other 5 locations the percent met the benchmark was from 38% to 65%.</p> <p>For 2018-2019 period, for 10 location for total of 199 students, again 5 out of 10 locations met or exceeded the benchmark and the results for the other 5 locations were fluctuated from 50% to 64%.</p> <p>From 2018, online MBA offering has been provided to students. Students in online for this BUAD 660 (Managerial Finance) are performing better in the assessment test than on ground students as the results show.</p> <p>For 2017 Fall 1 term, one class was offered in Chula Vista location with 16 students took the assessment test. (100%) of students met or exceeded the Benchmark.</p> <p>Los Angeles, San Diego and South coast Plaza and Pasadena in 2017-2018 period did not performed well as well as were very weak and resulted to low WAP. There were total 40 students in these 4 Campus locations.</p> <p>As result of administering assessment test as part of final exam and graded as part of final students' grade, students 'participation in taking the</p>		<p>administered in a consistent manner i.e., embedded in a final exam that is graded and administered in the class during the final session. With an in-class exam there is very little opportunity for the students to collaborate but some instructors may "teach to the test". With an online test, we encounter the possibility of some students working collaboratively.</p> <ol style="list-style-type: none"> <li>1. Instructors to be sure students taking the assessments test by incorporating the test as part of the final course grade.</li> <li>2. To provide data on # of students registered in the course to compare to # of students taking the assessment test.</li> <li>3. The graphs indicate that for at least two sessions, the "0" of students met or exceeded the benchmark. Clearly students did not take the assessment test (2017-2018 period). As results the overall performance drastically suffered.</li> <li>4. 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</li> </ol>	
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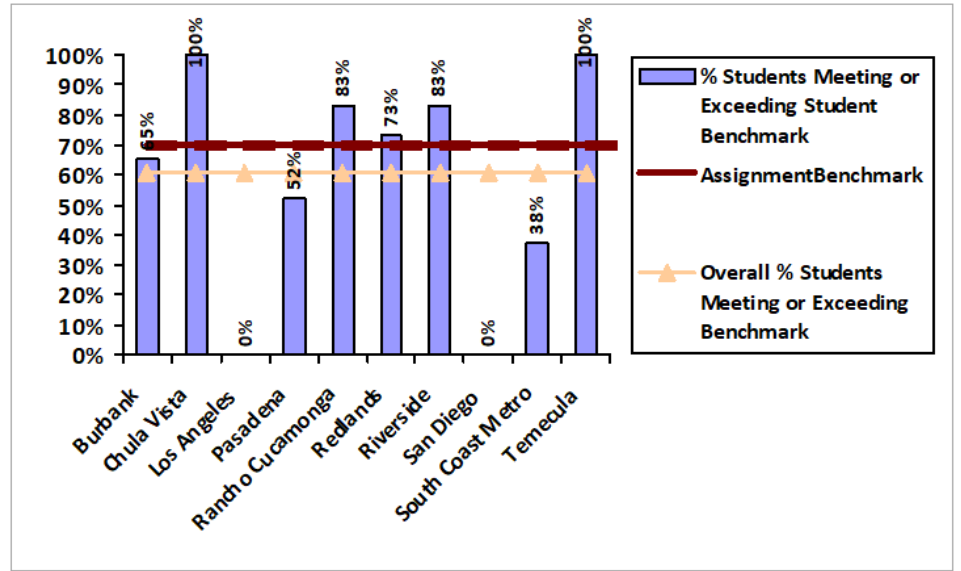
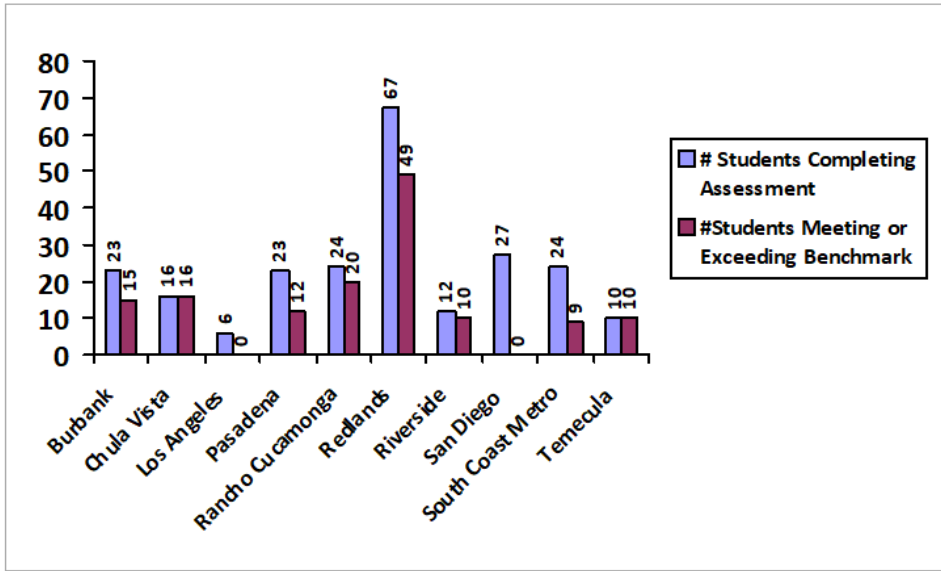
		assessment test may result in better outcome..		provided to them to improve their quantitative skills.	
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2016-2017

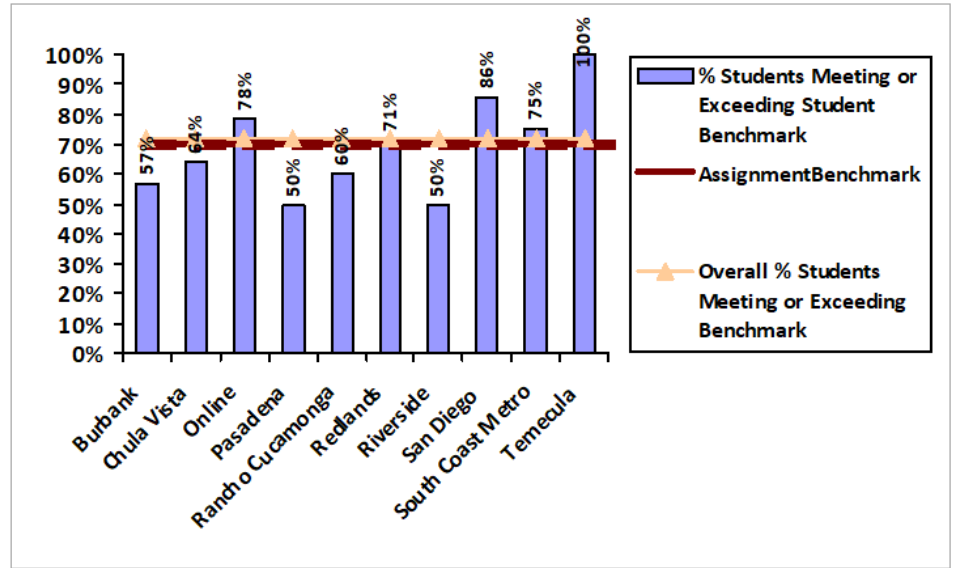
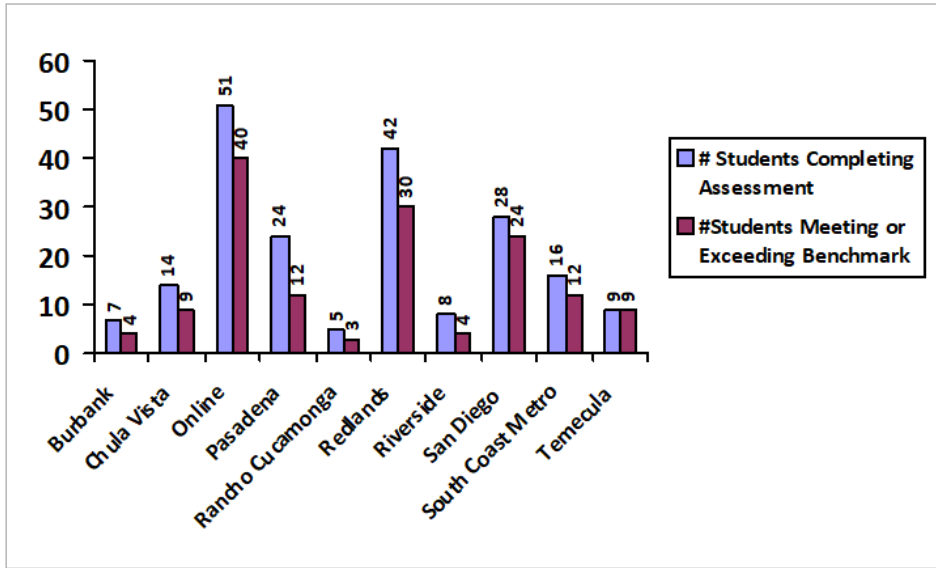
Assignment: Final Exam



Assignment: Final Exam

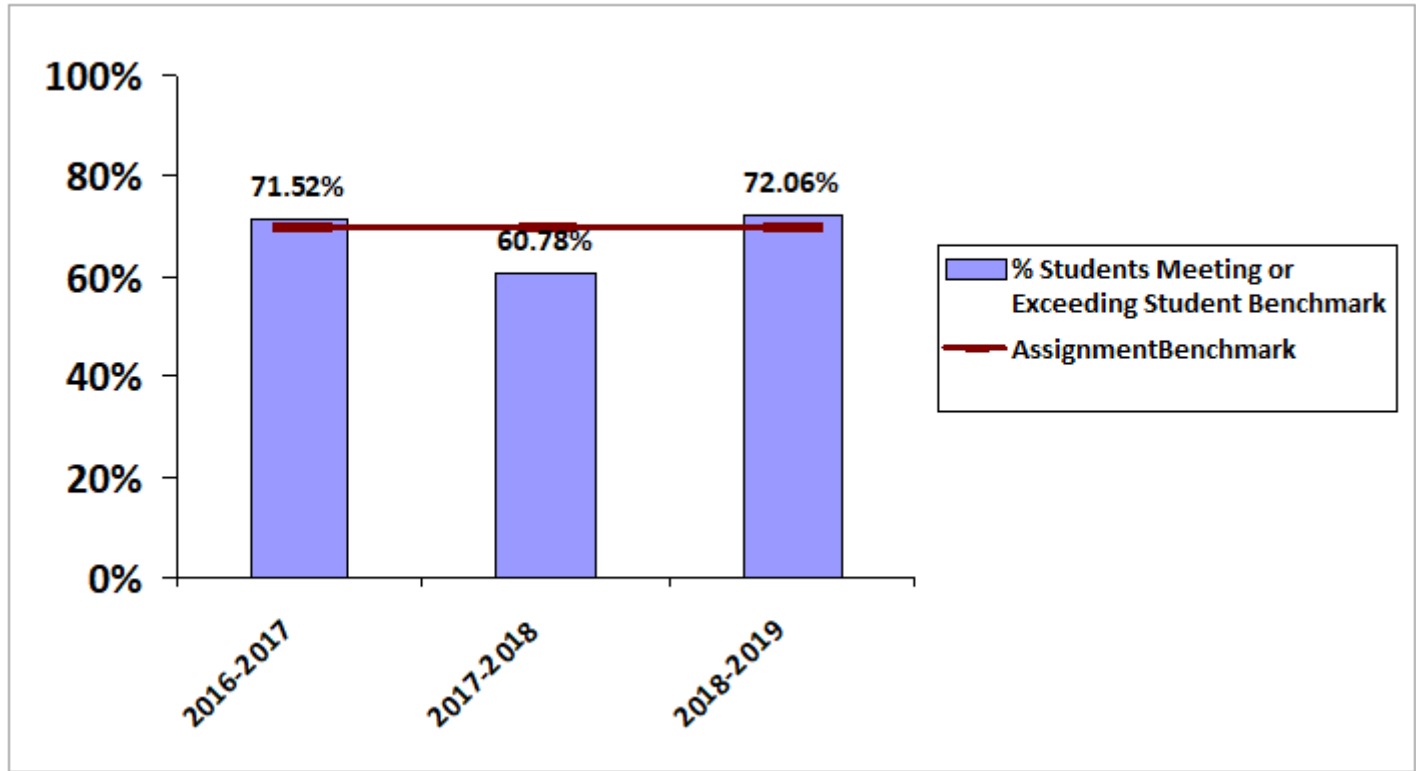


Assignment: Final Exam



### Overall Results

Assignment:



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## Assessment Action Plan<sup>1</sup>

**Commented [SJ1]:** I am not seeing any actual action plan here. When are you planning to get this done? Is it possible that the content of the course has problems?

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

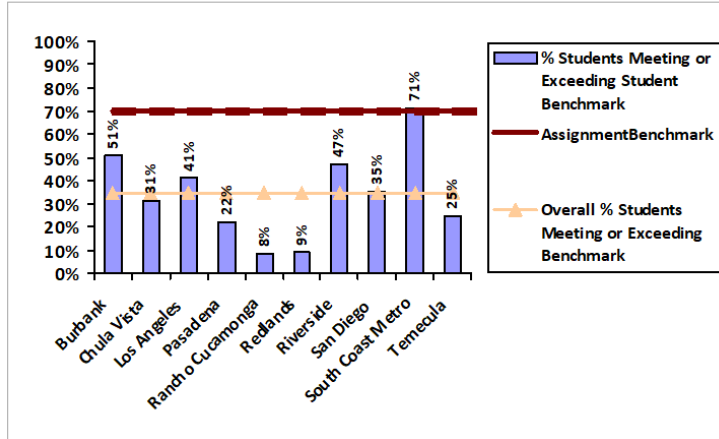
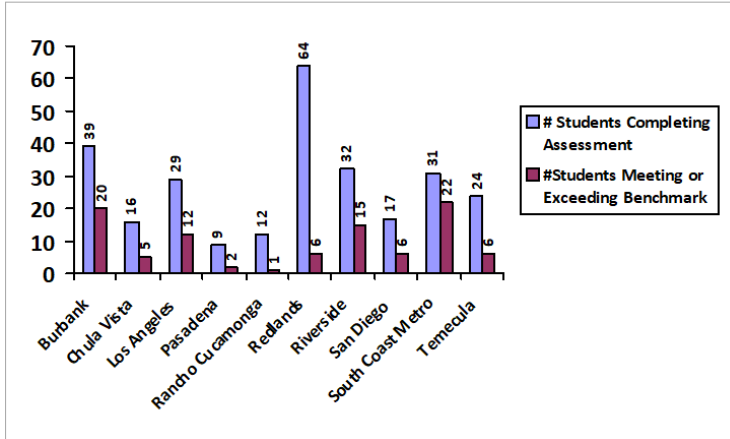
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<b>PLO:</b> 1					
<b>Course:</b> BUAD-683					
<b>CLO:</b> 5					
Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, 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: 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.	More than 60% of the students are not meeting the benchmark. This percentage varies from year to year – it has ranged from 50% to 65% in years 2016-2019.	The percentage meeting the benchmark is lower than desired. There is substantial variation between campuses.	There are three things that must be examined: (1) how can we increase the percentage of students meeting the benchmark, and (2) how can we understand the variance between campuses. (3) is the assessment instrument measuring what needs to be measured? (4) how can we insure the	<b>2016-2017</b> See p. 2  <b>2017-2018</b> See p. 3  <b>Overall Results</b> See p. 6

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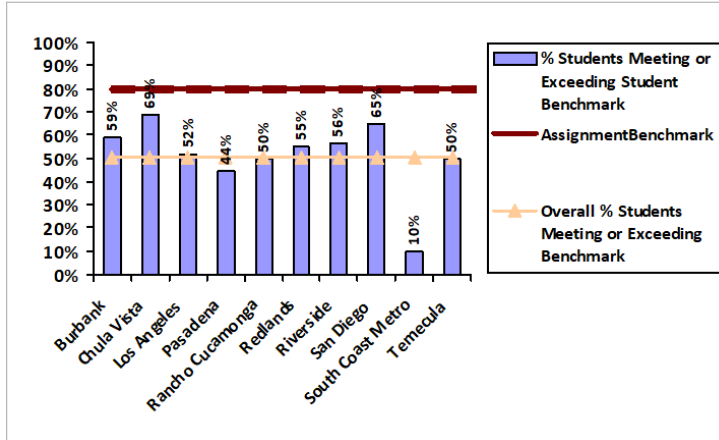
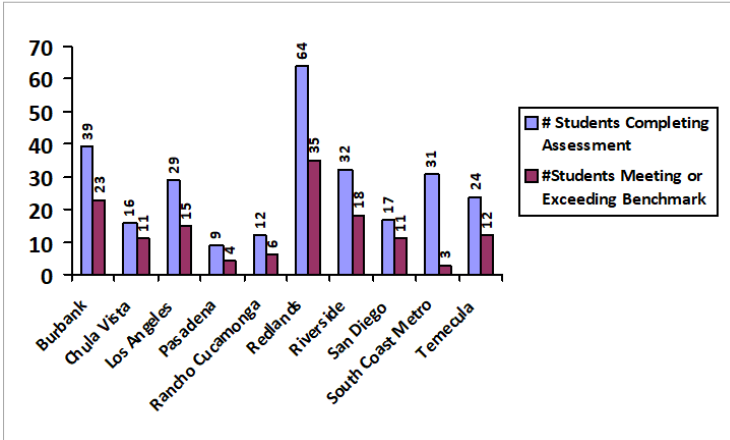
				assessment instrument is being used correctly?	
Measurable Goal: 70% of students taking the Final Exam will meet or exceed the benchmark of 70%.	Final Exam, internally administered in an 8 week course using a standardized assessment scoring sheet.				<p><b>2016-2017</b> See p. 2</p> <p><b>2017-2018</b> See p. 3</p> <p><b>2018-2019</b> See p. 4-5</p> <p><b>Overall Results</b> See p. 6</p>

2016-2017

Assignment: Questions

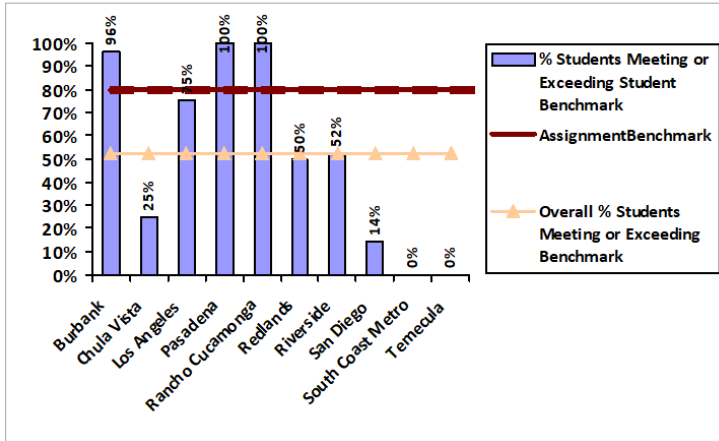
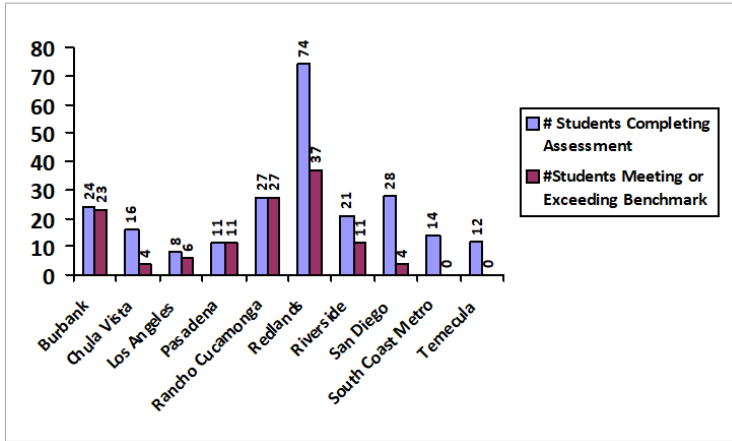


Assignment: Team Project

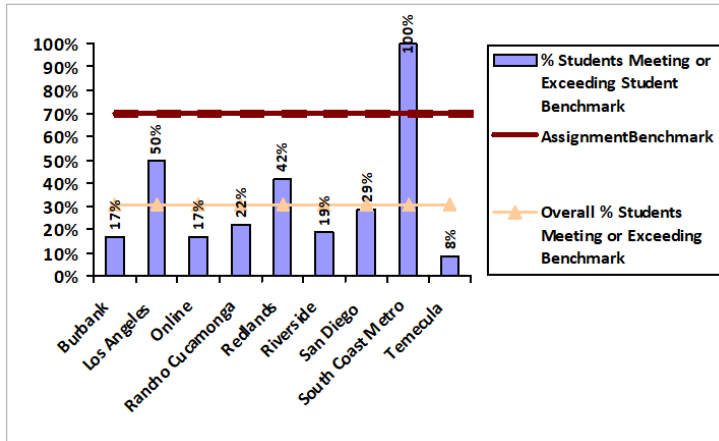
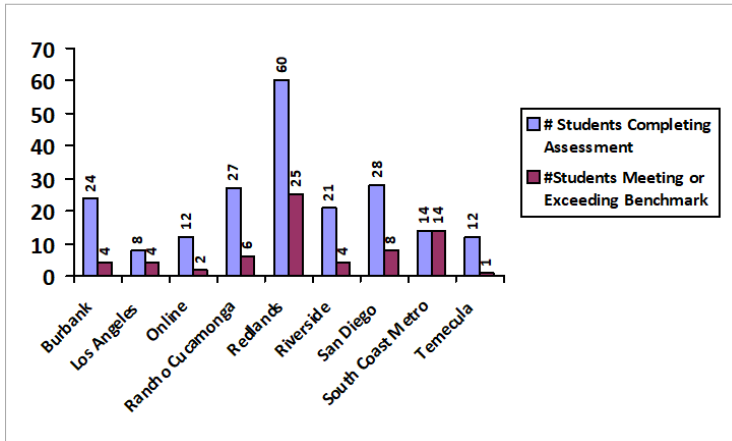


2017-2018

Assignment:

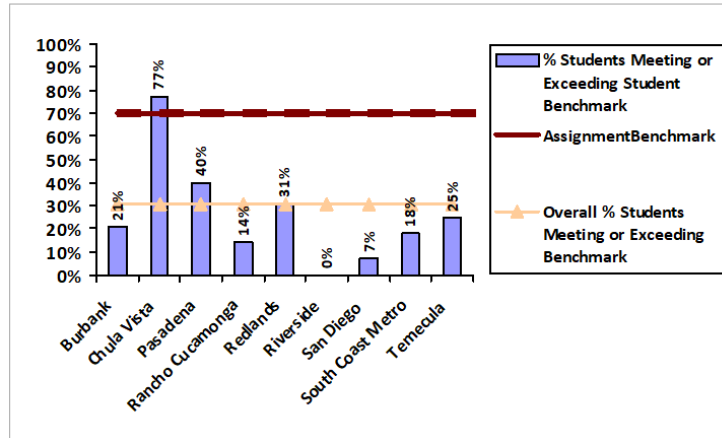
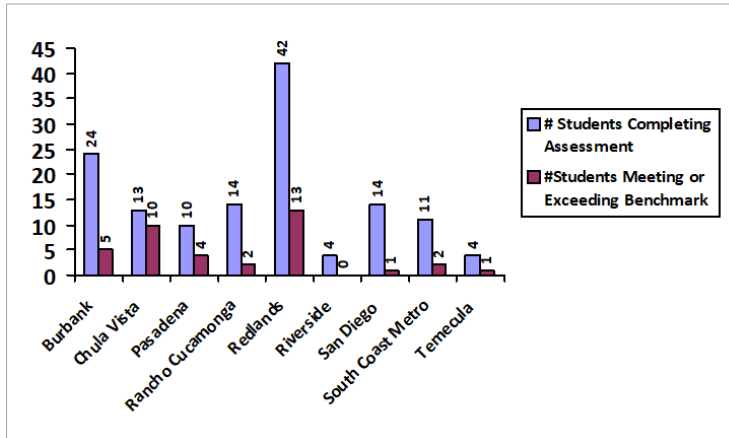


Assignment:



\*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.

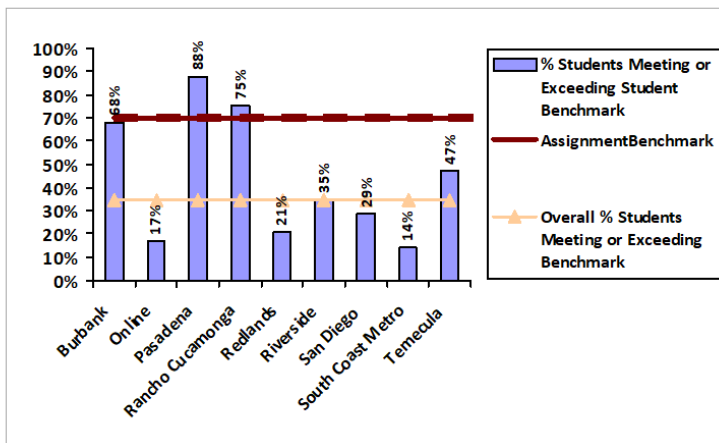
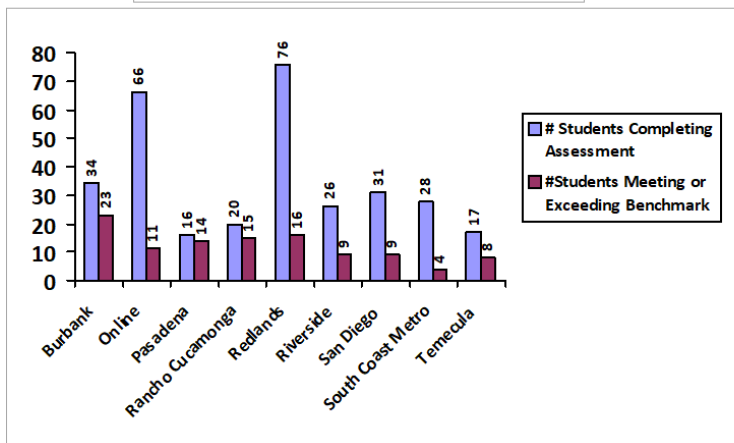
Assignment: Questions



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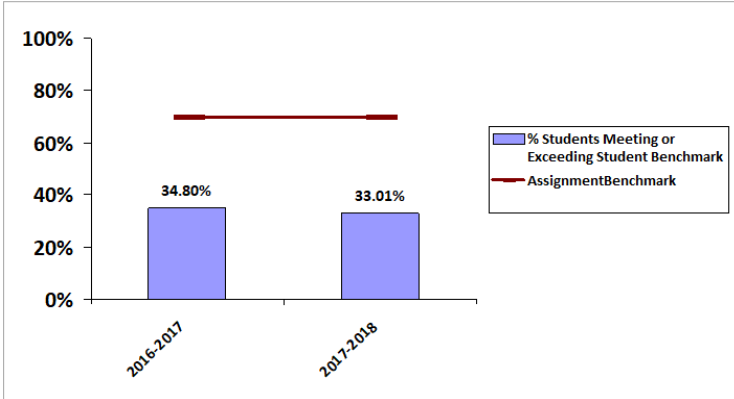
2018-2019

Assignment: Questions

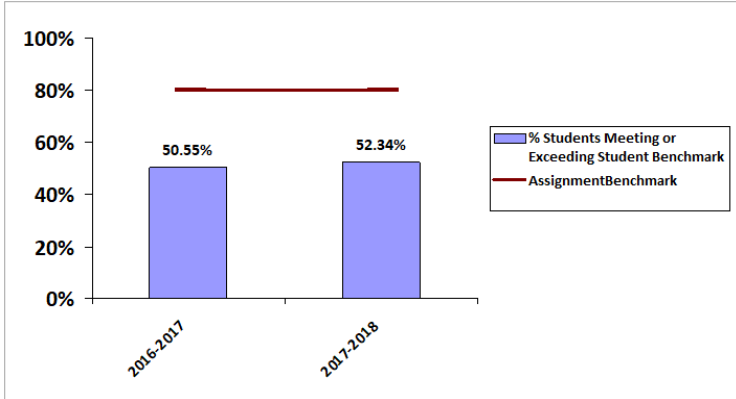


### Overall Results

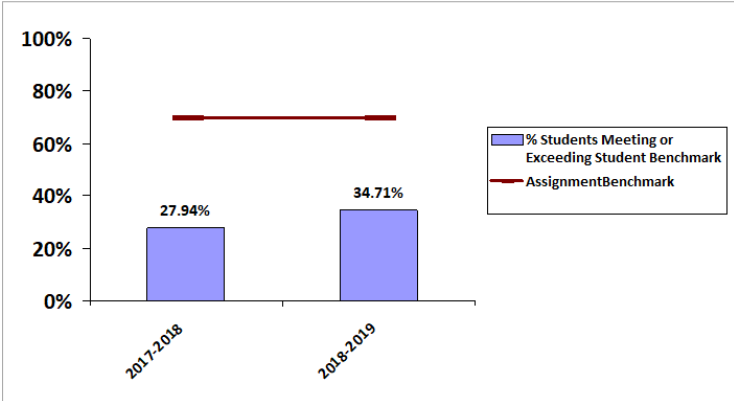
Assignment: Questions



Assignment: Team Project



Assignment: Questions



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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 Plan<sup>1</sup>

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

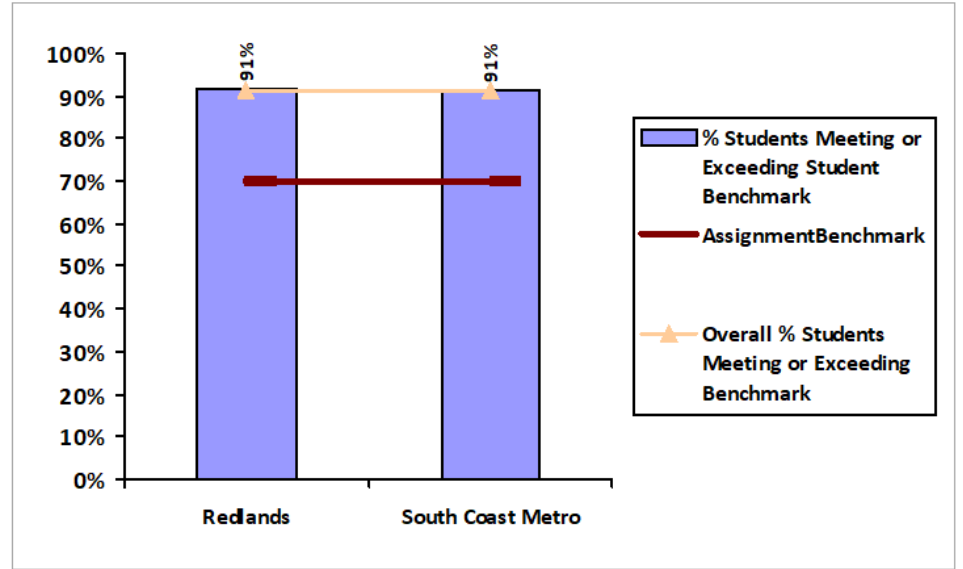
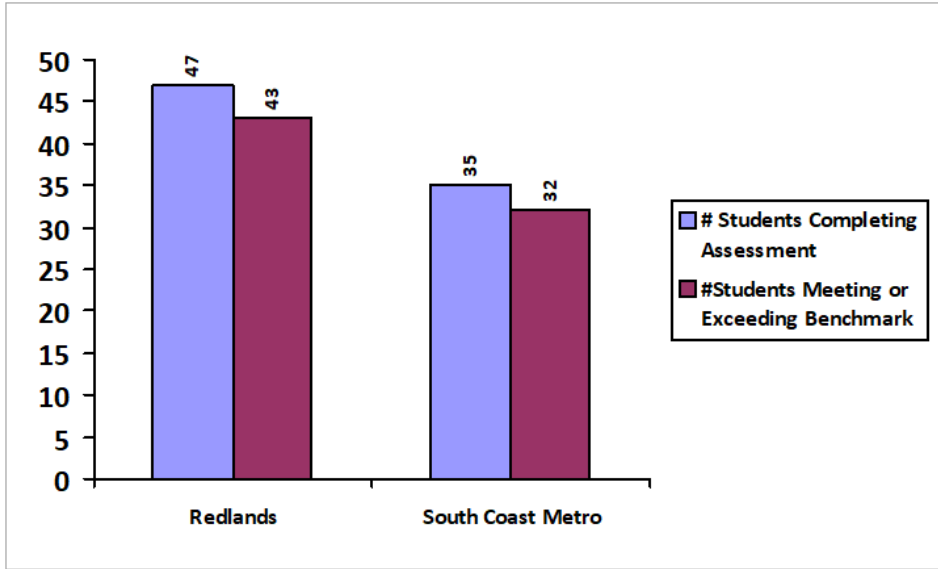
Performance Indicator	Definition				
Program: <b>MBA</b>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed 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: <b>FINC-661</b>					
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 are meeting the benchmark on average.	The assessment instrument appears to be valid and student learning is as per expectations.	No change needed.	<p><b>2016-2017</b> See p. 3</p> <p><b>2017-2018</b> See p. 4</p> <p><b>2018-2019</b> See p. 5</p> <p><b>Overall Results</b> See p. 6</p>

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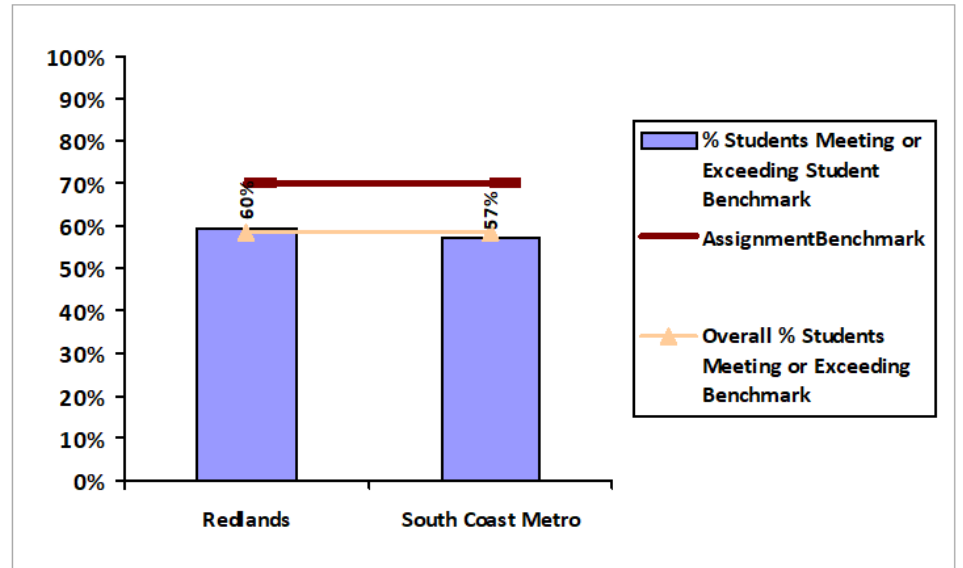
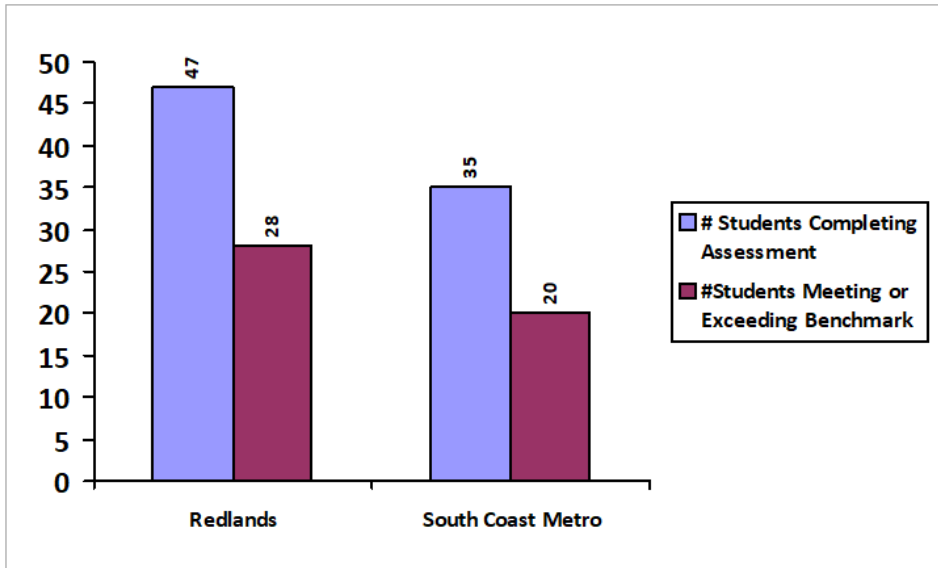
<p>70% of the students taking the learning outcomes assessment will meet or exceed the benchmark of 70%.</p>	<p>Short Answer Questions, internally administered in the final week of the 8-week course.</p>	<p>Students met the benchmark in the latest round.</p>	<p>The assessment instrument appears to be valid and student learning is as per expectations.</p>	<p>No change needed.</p>	<p><b>2016-2017</b> See p. 3</p> <p><b>2017-2018</b> See p. 4</p> <p><b>2018-2019</b> See p. 5</p> <p><b>Overall Results</b> See p. 6</p>
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2016-2017

Assignment: Multiple Choice Questions

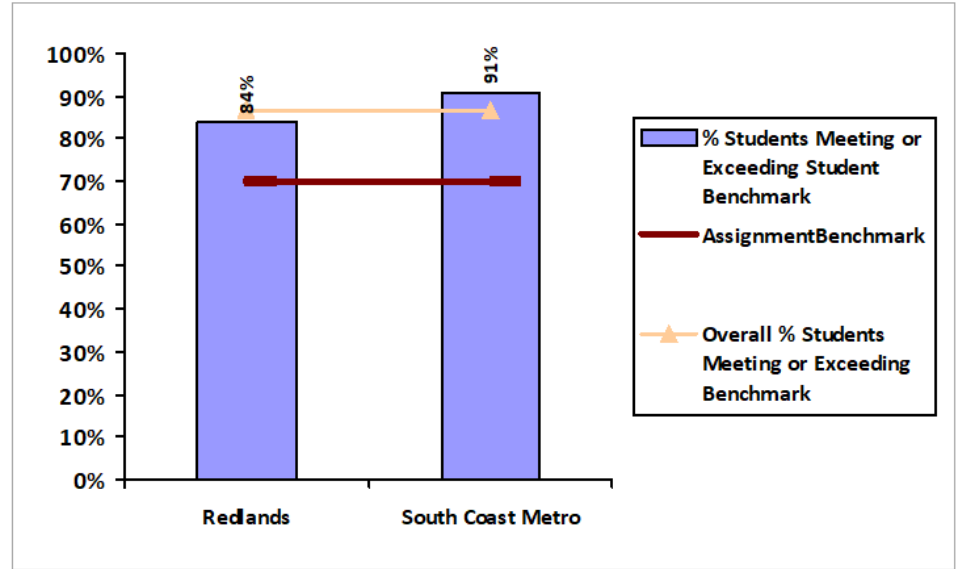
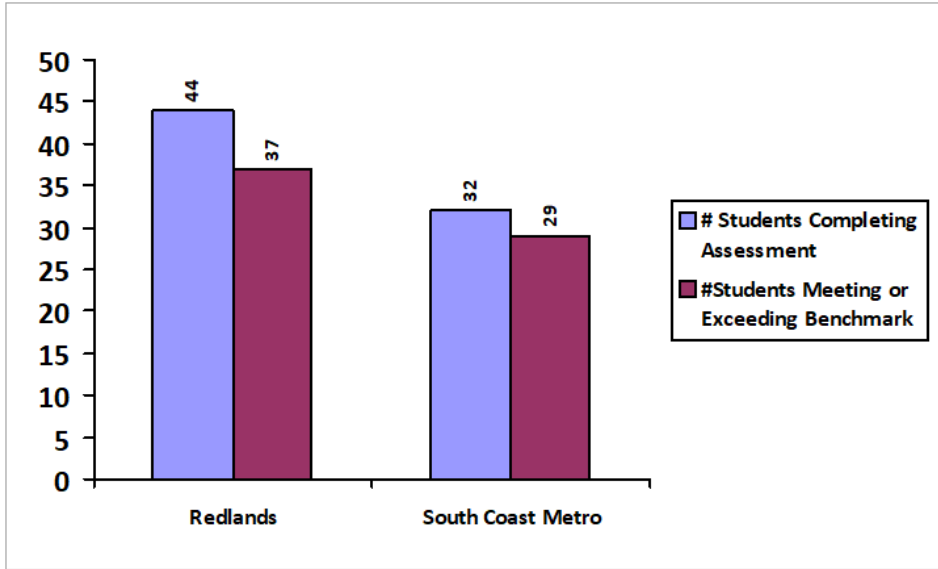


Assignment: Short Answer Questions

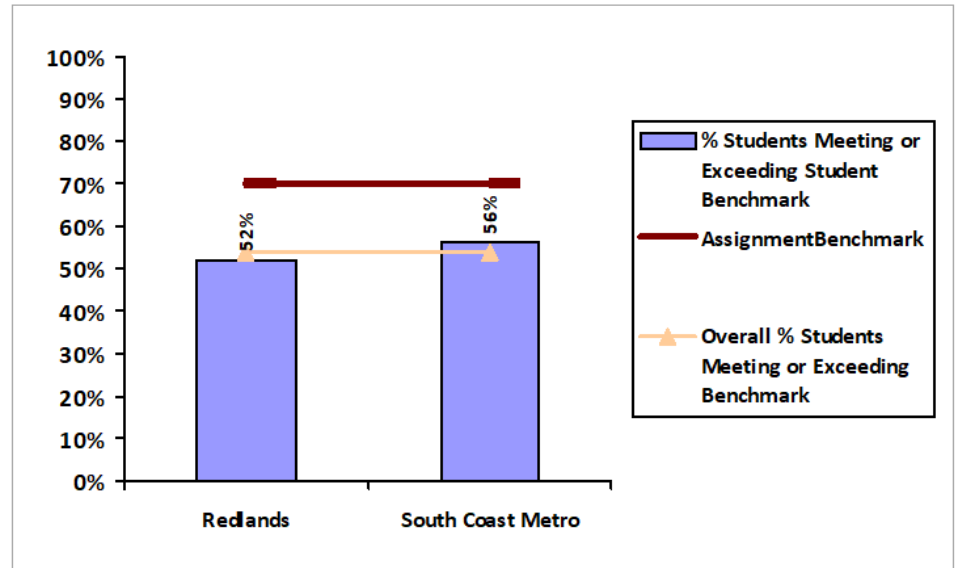
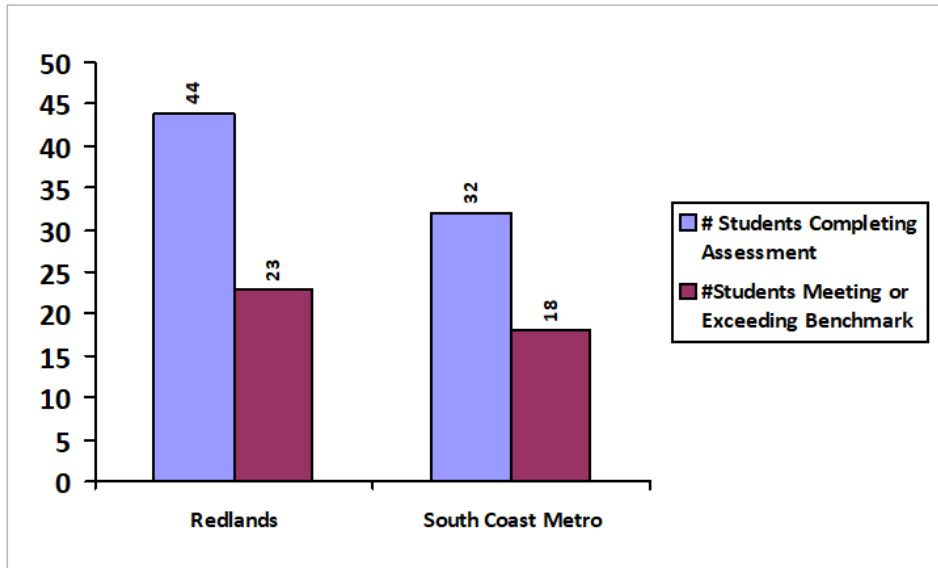


2017-2018

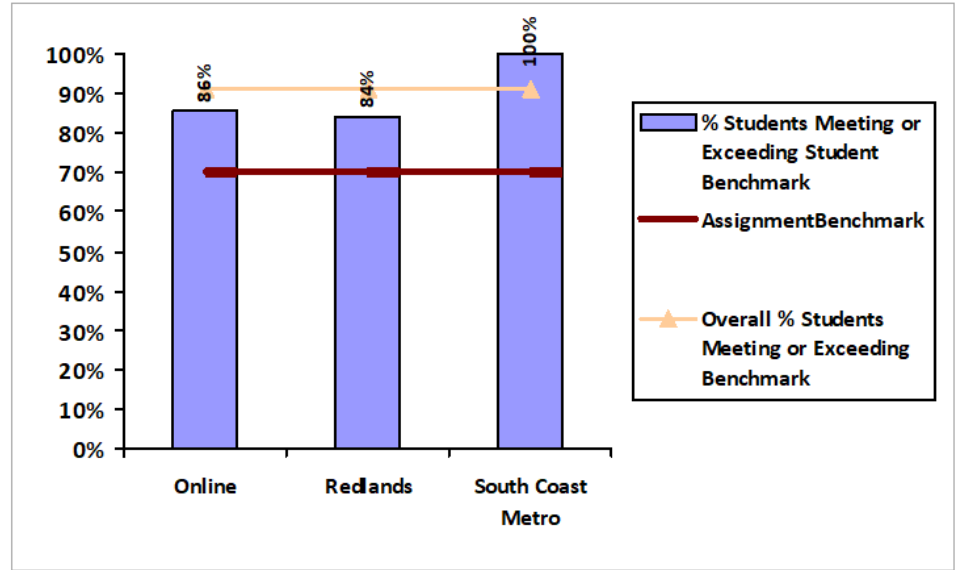
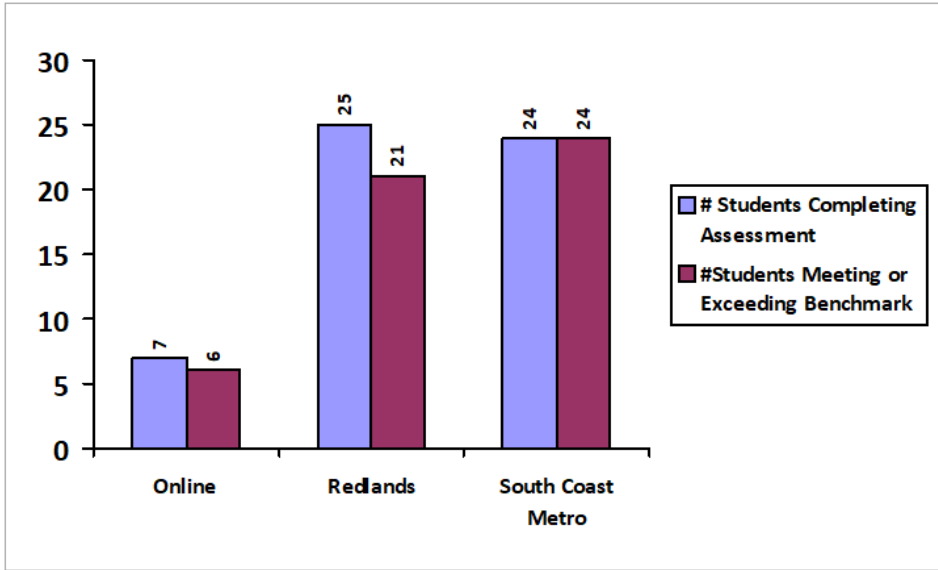
Assignment: Multiple Choice Questions



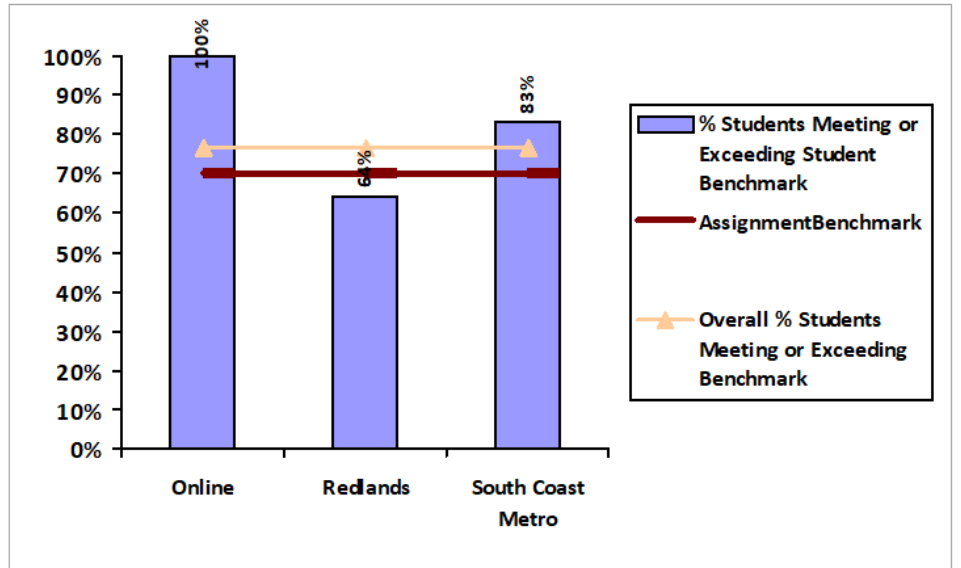
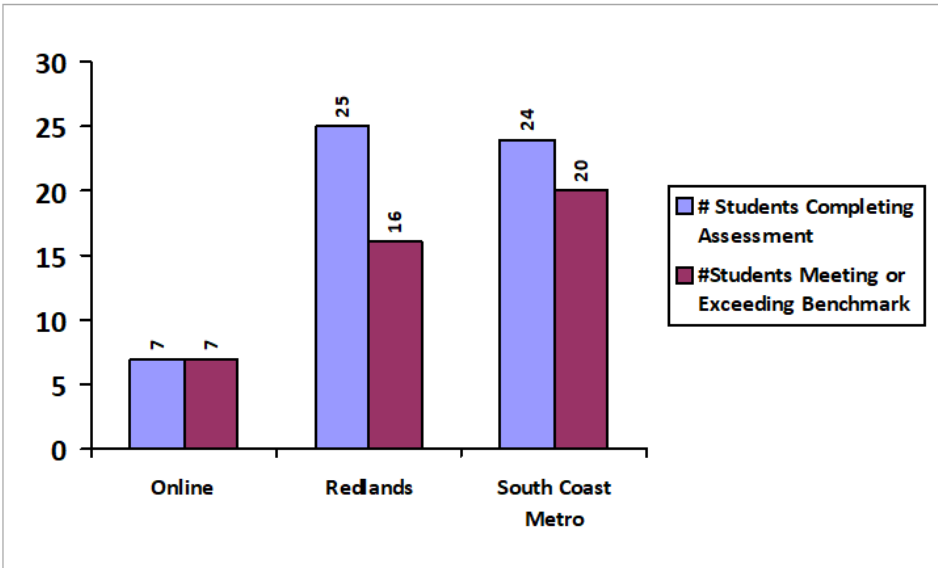
Assignment: Short Answer Questions



Assignment: Multiple Choice Questions

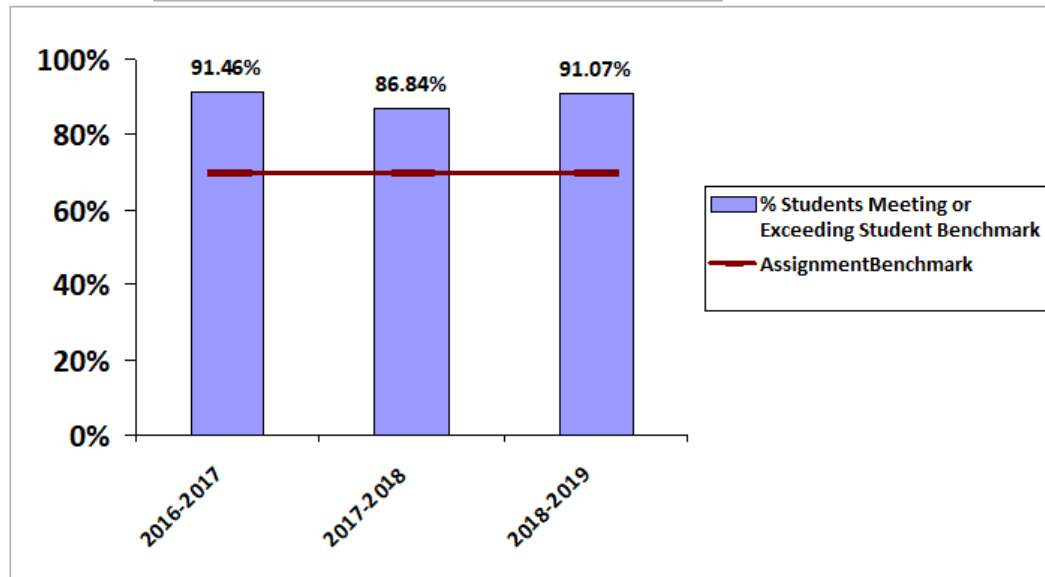


Assignment: Short Answer Questions

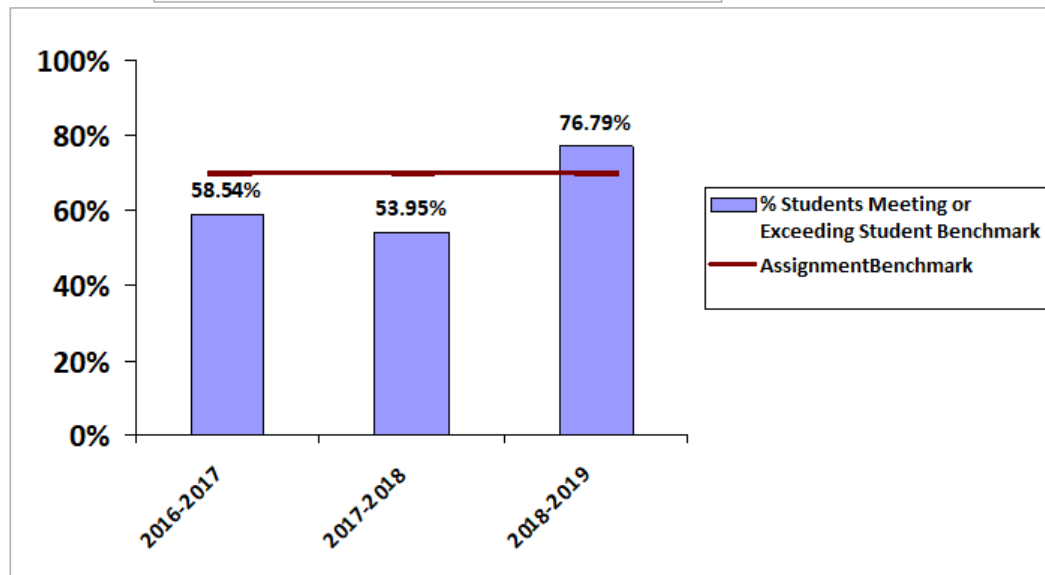


## Overall Results

Assignment:



Assignment:



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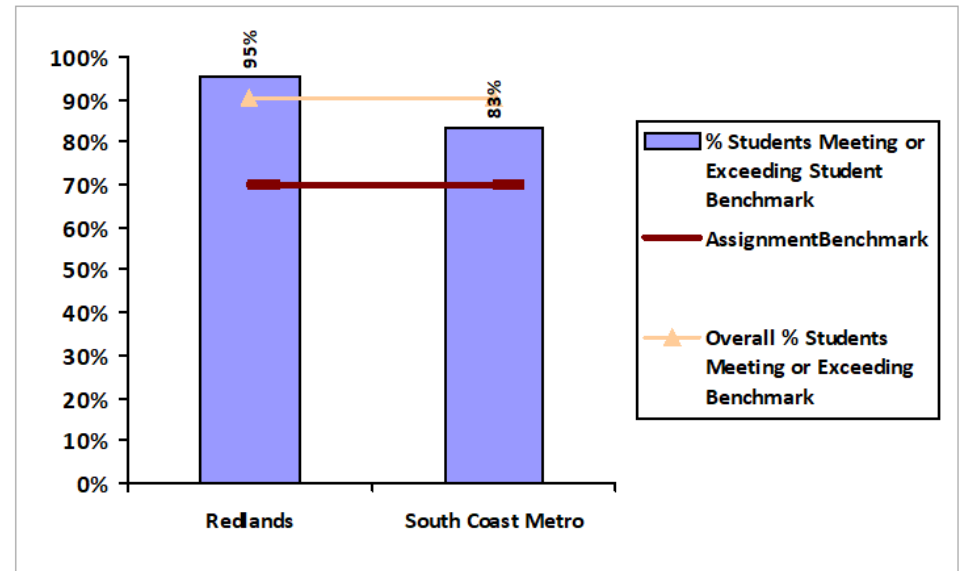
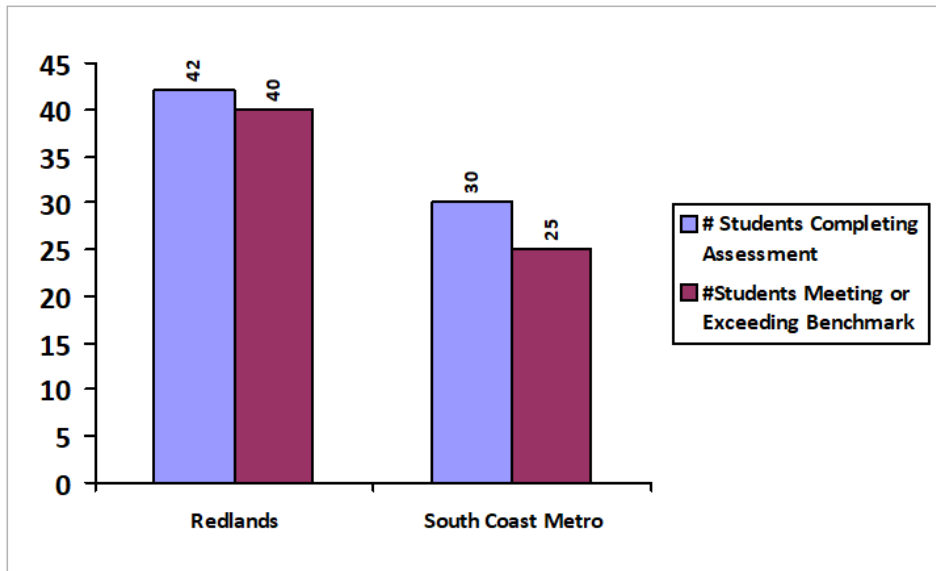
Performance Indicator	Definition				
Program: <b>MBA</b>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed 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: <b>FINC-662</b>					
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 assessment results from 2019 on-ground classes continue to show exceptional learning outcomes with 95% and 96% of students	While most of the on-ground students have met or exceeded the learning outcome benchmark, there is a concern that the answers to the assessment exam questions may have become available to	We will finish the three-year assessment cycle for the FINC662 course in 2018-2019 academic year. A new assessment tool needs to be designed after this assessment cycle. Specifically, portfolio construction projects will be the designated assessment instruments for MBA	

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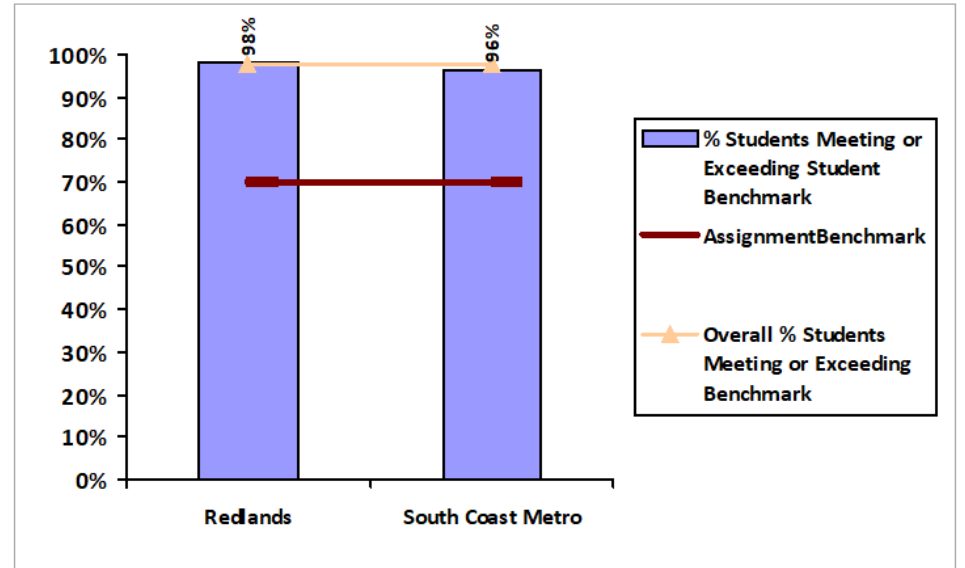
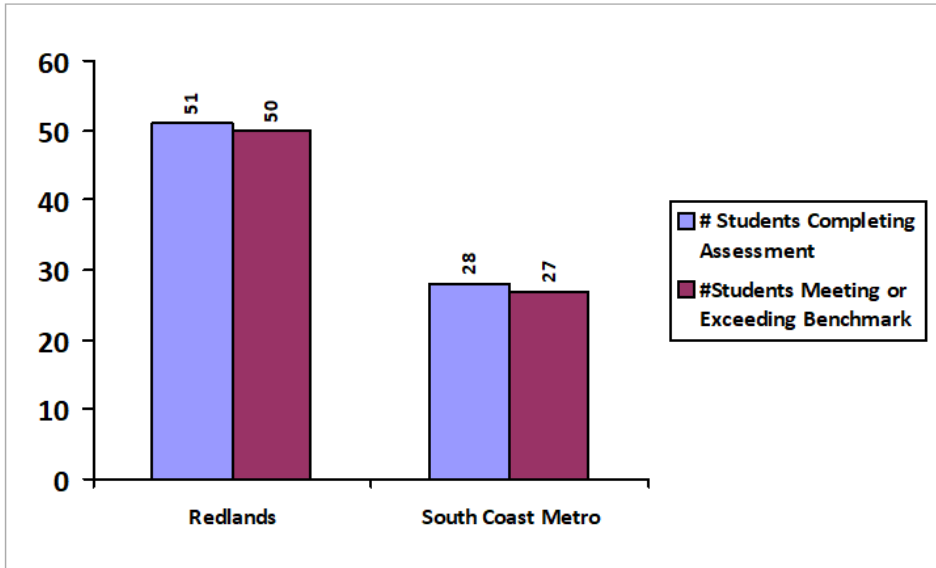
		<p>from South Coast Metro and Redlands campuses respectively meeting the learning outcome benchmark (i.e., score 70% or higher on the assessment exam). However, only 60% of online-course students (i.e., 3 out of 5 students who took the online course) met the learning outcome benchmark.</p>	<p>students after two and a half years of using the same exam. Although there is a small sample of the online students (i.e., 3 students) taking the assessment exam, their underperformance on the learning outcome assessment alerts more attention to the online course.</p>	<p>program learning outcome #1. Further, investment simulation (StockTrak) project and presentations will be the designated instruments for MBA program learning outcome #1, 2, and 3. Since these assessment instruments are group assignments/projects, a new assessment exam will be needed and designed to evaluate each individual student's performance and learning outcomes from those group assignments/projects.</p>	
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Assignment: Exam

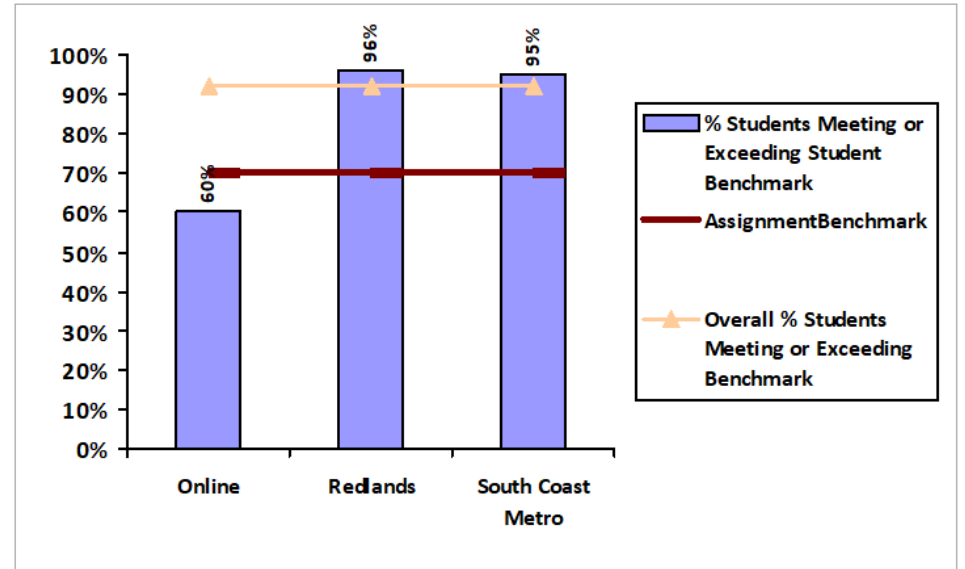
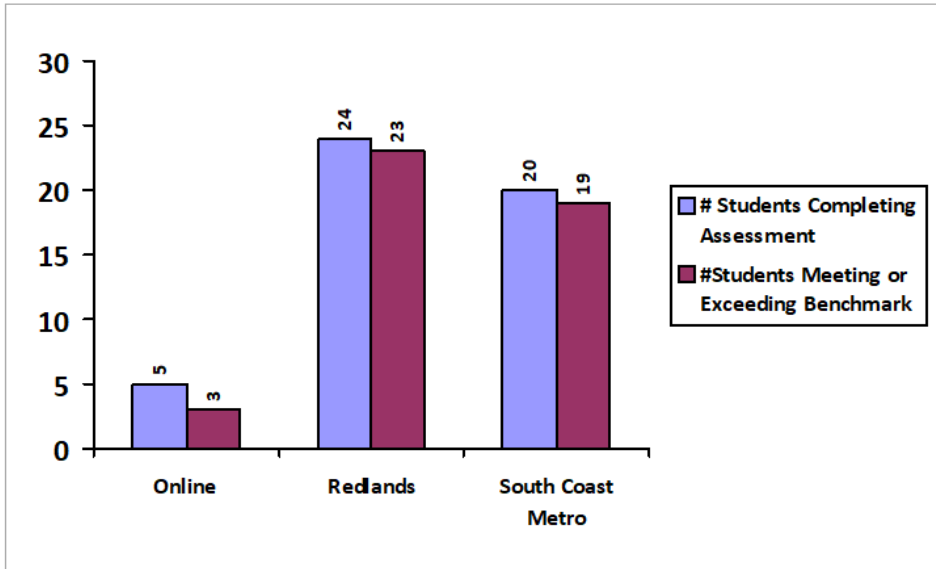


2017-2018

Assignment: Exam

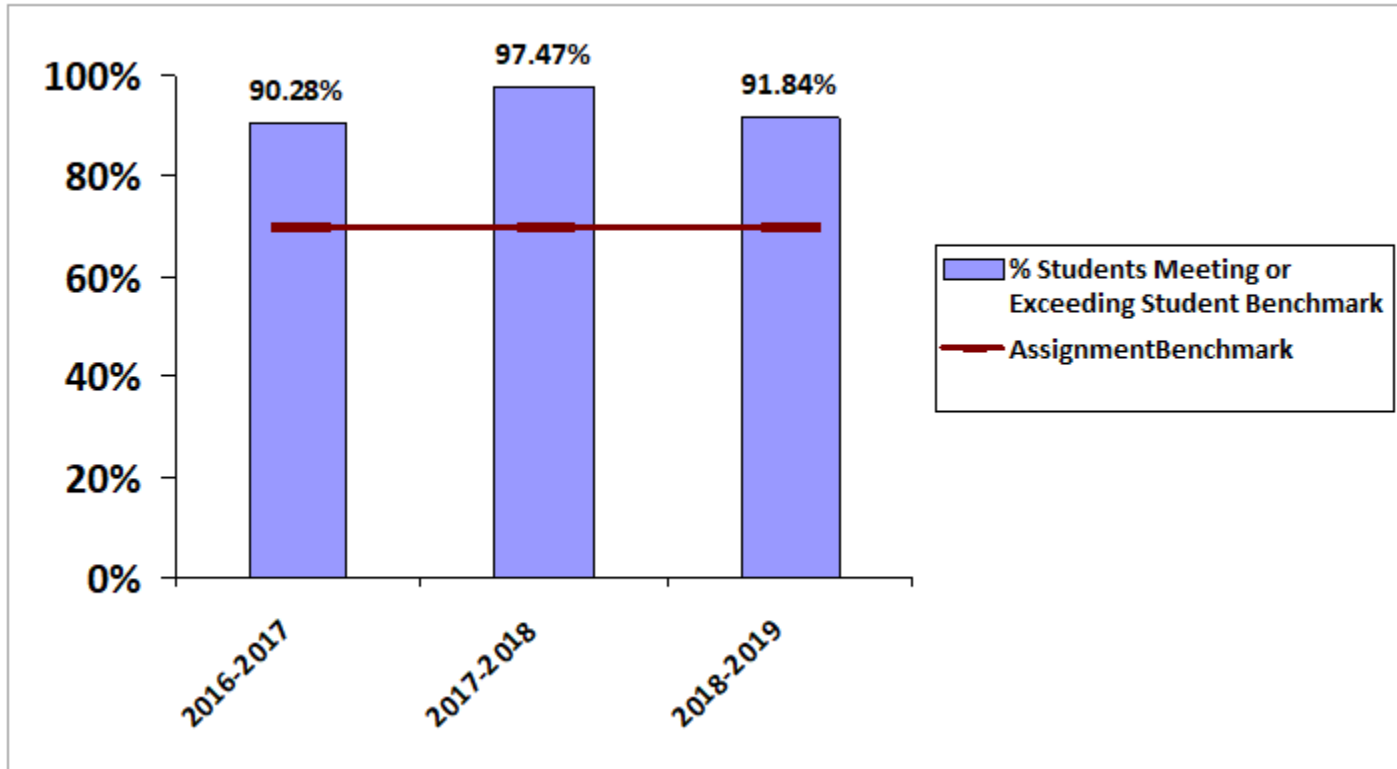


Assignment: Exam



### Overall Results

Assignment:



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# Assessment Action Plan<sup>1</sup>

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

Performance Indicator	Definition				
<b>Program:</b> 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>				
<b>PLO:</b>					
<b>Course:</b> GISB-691					
<b>CLO:</b>					
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 Performance Aspect for SLO 1 will meet or exceed the benchmark of 80%.	Performance Aspect 1, internally administered in an 8 week course using a standardized assessment scoring sheet.				<p><b>2016-2017</b> See p. 3</p> <p><b>2017-2018</b> See p. 5</p> <p><b>2018-2019</b> See p. 7</p> <p><b>Overall Results</b> See p. 8</p>

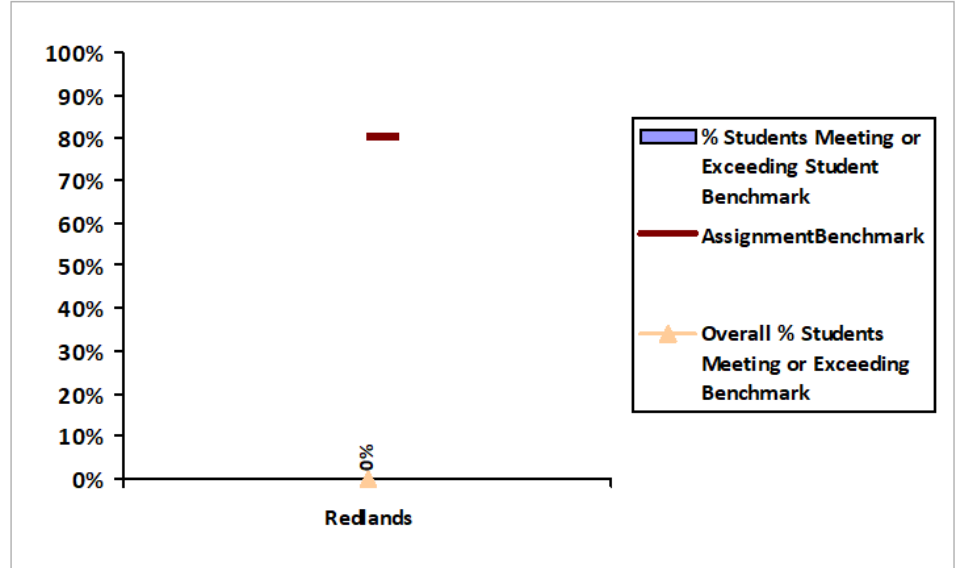
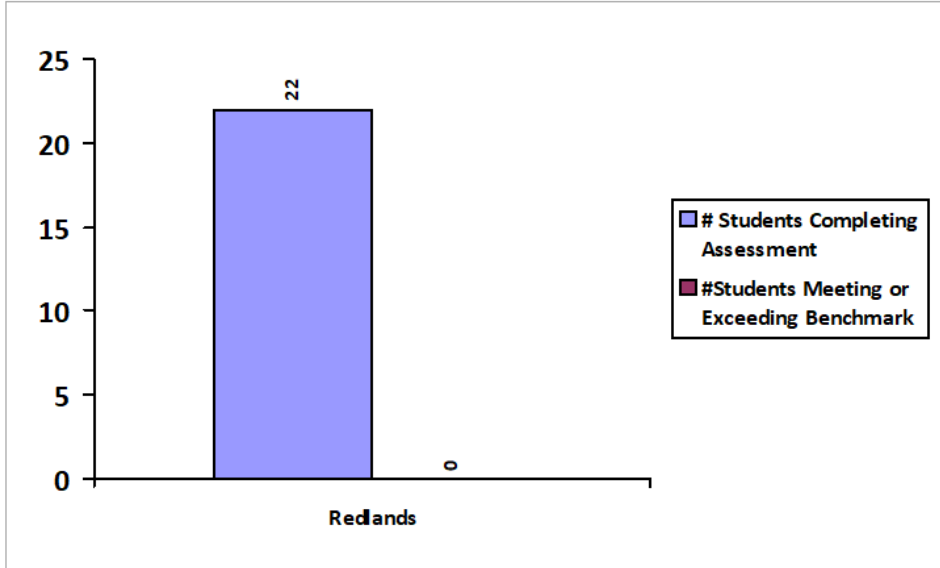
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<p>Measurable Goal: 80% of the students completing the Performance Aspect for SLO 2 will meet or exceed the benchmark of 80%.</p>	<p>Performance Aspect 2, internally administered in an 8 week course using a standardized assessment scoring sheet.</p>				<p><b>2016-2017</b> See p. 3</p> <p><b>2017-2018</b> See p. 5</p> <p><b>2018-2019</b> See p. 7</p> <p><b>Overall Results</b> See p. 9</p>
<p>Measurable Goal: 80% of the students completing the Performance Aspect for SLO 3 will meet or exceed the benchmark of 80%.</p>	<p>Performance Aspect 3, internally administered in an 8 week course using a standardized assessment scoring sheet.</p>				<p><b>2016-2017</b> See p. 4</p> <p><b>2017-2018</b> See p. 6</p> <p><b>2018-2019</b> See p. 8</p> <p><b>Overall Results</b> See p. 9</p>

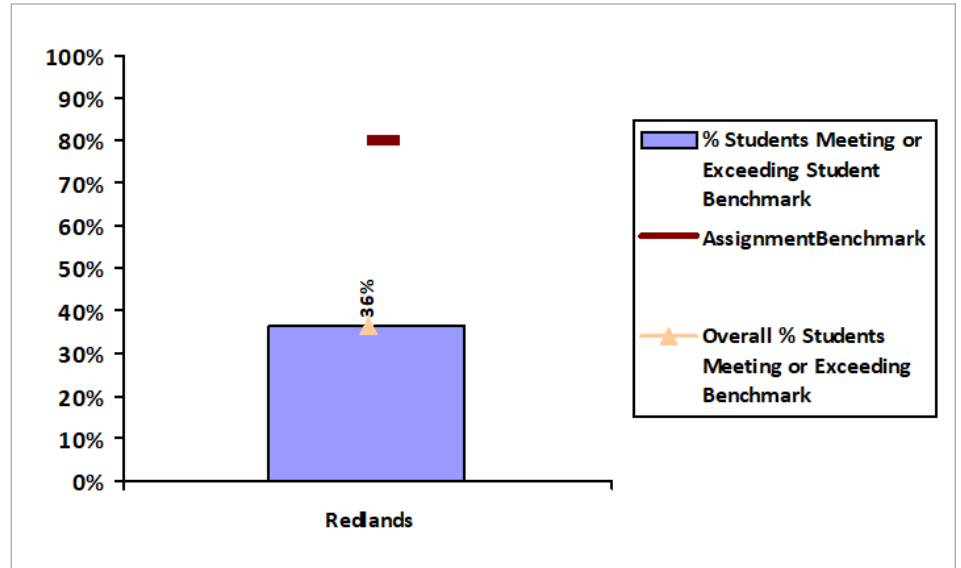
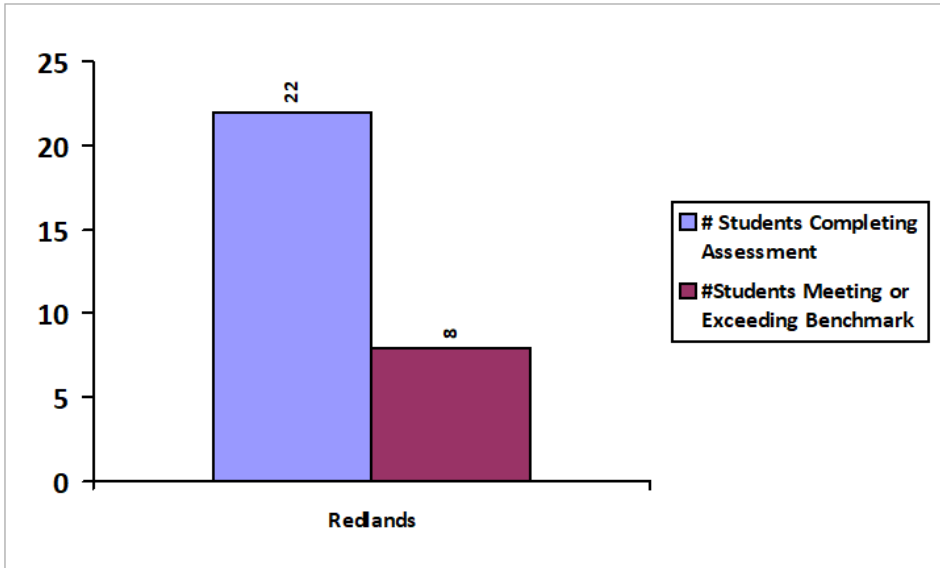


2016-2017

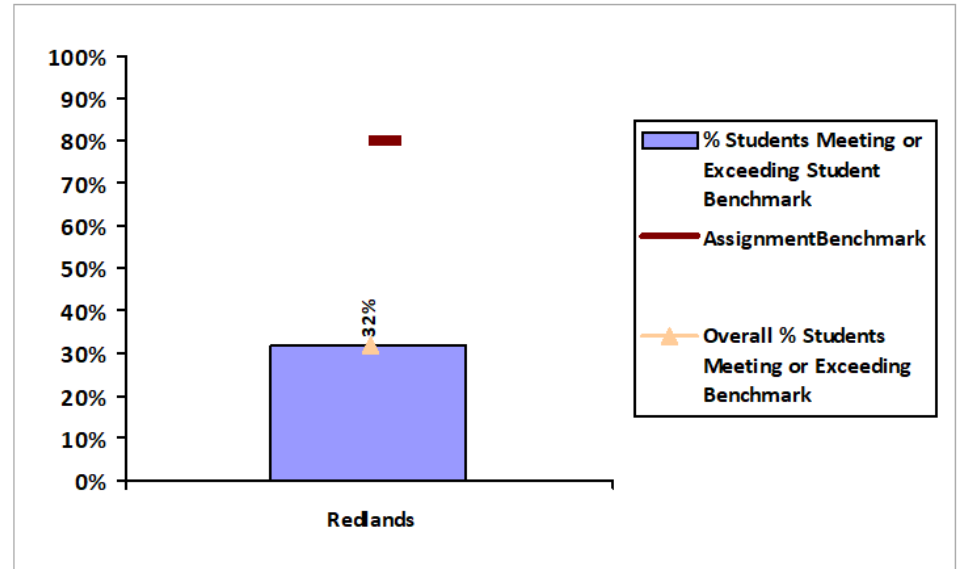
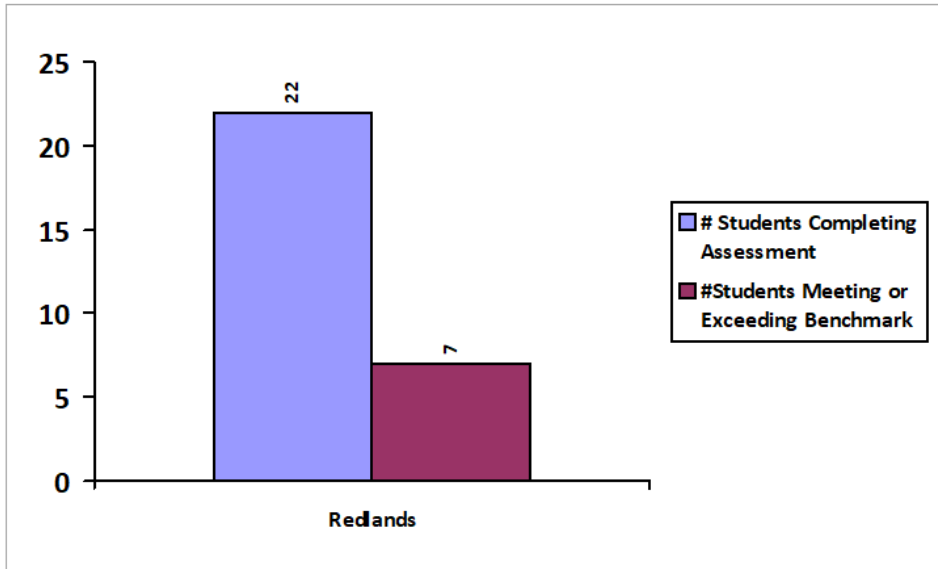
Assignment: Performance Aspects - SLO 1



Assignment: Performance Aspects - SLO 2

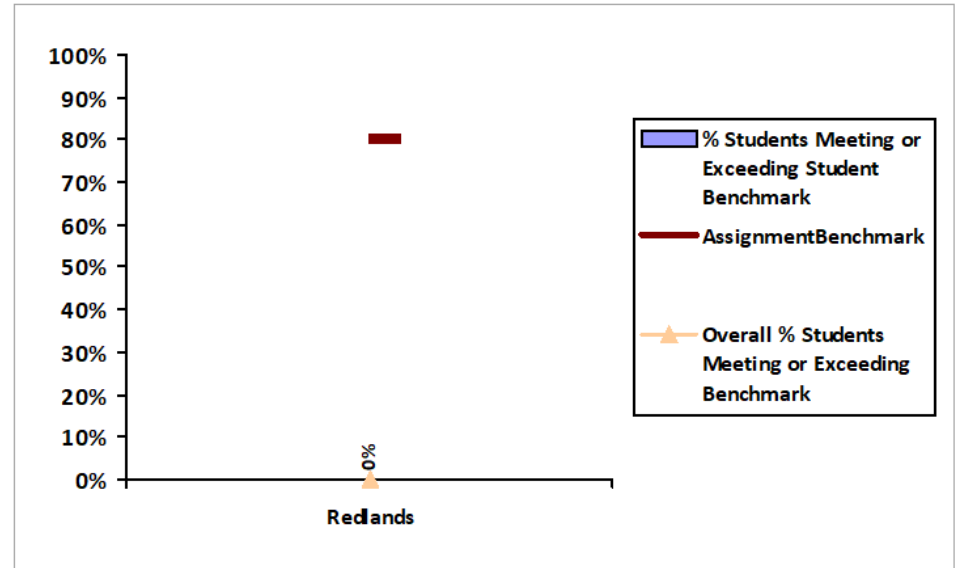
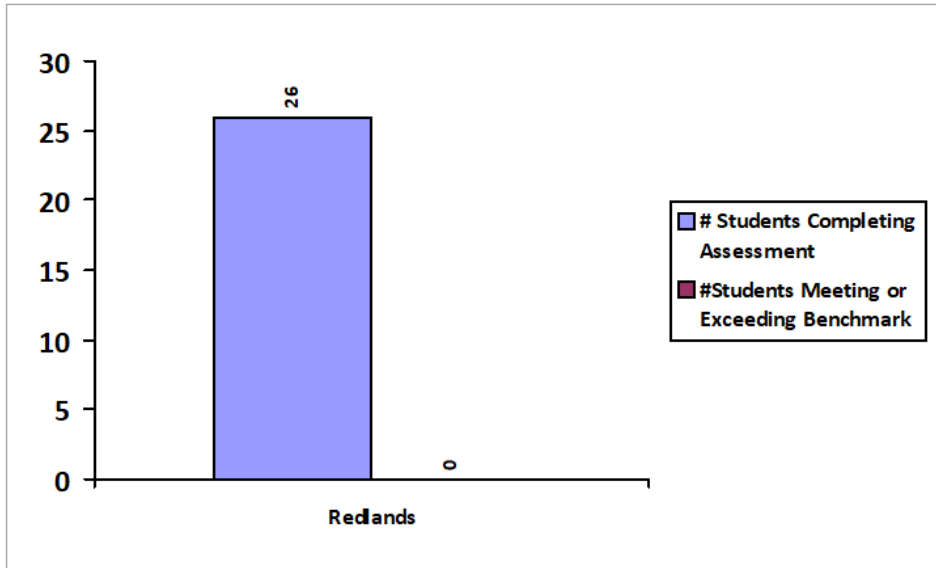


Assignment: Performance Aspects - SLO 3

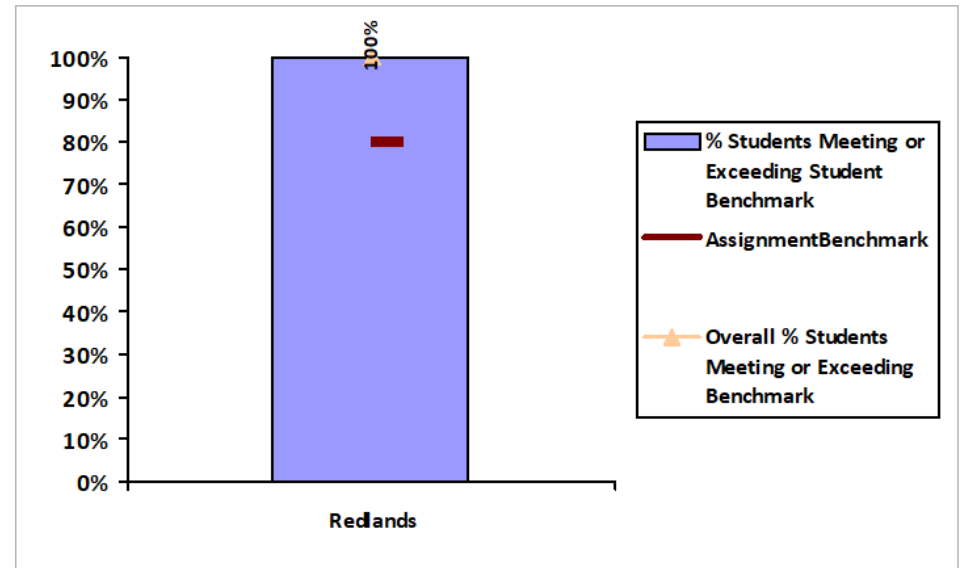
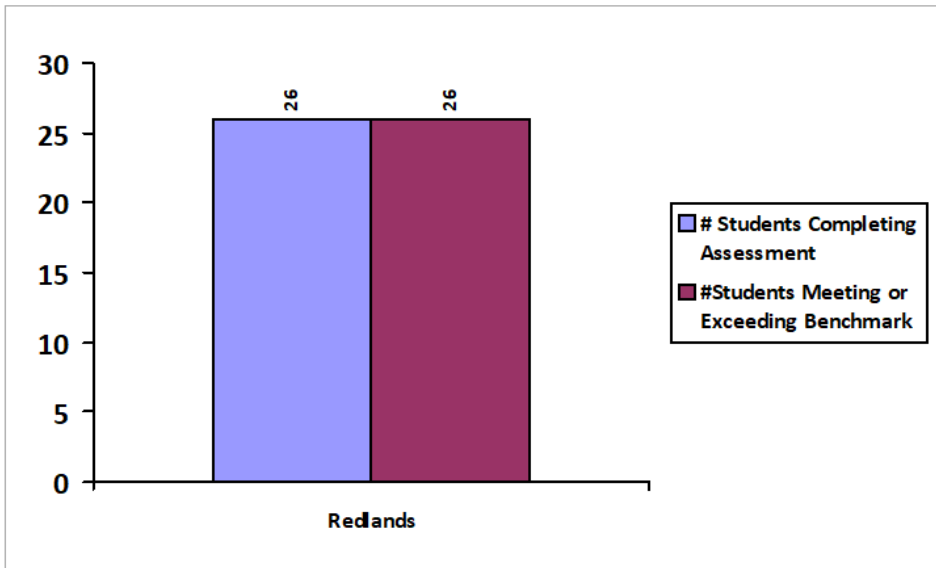


2017-2018

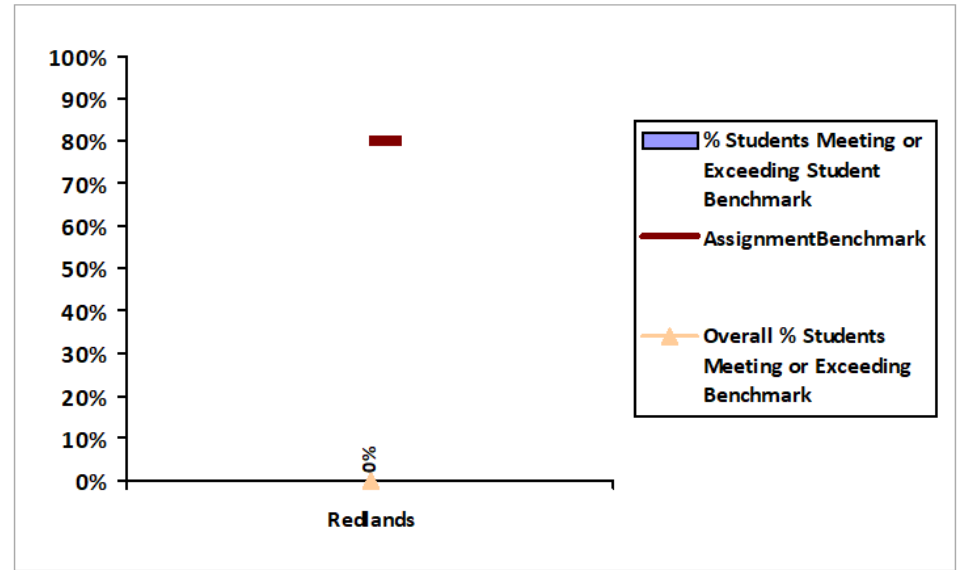
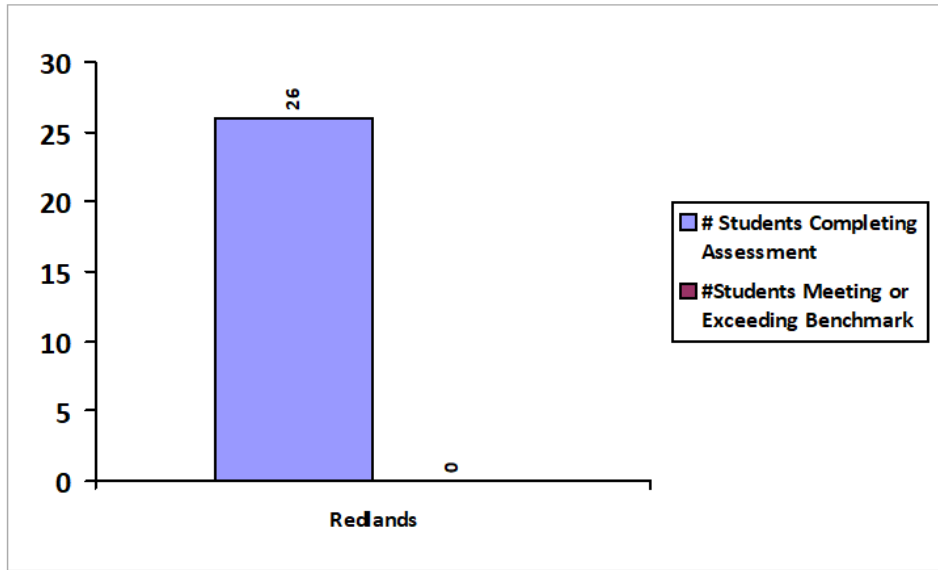
Assignment: Performance Aspects - SLO 1



Assignment: Performance Aspects - SLO 2

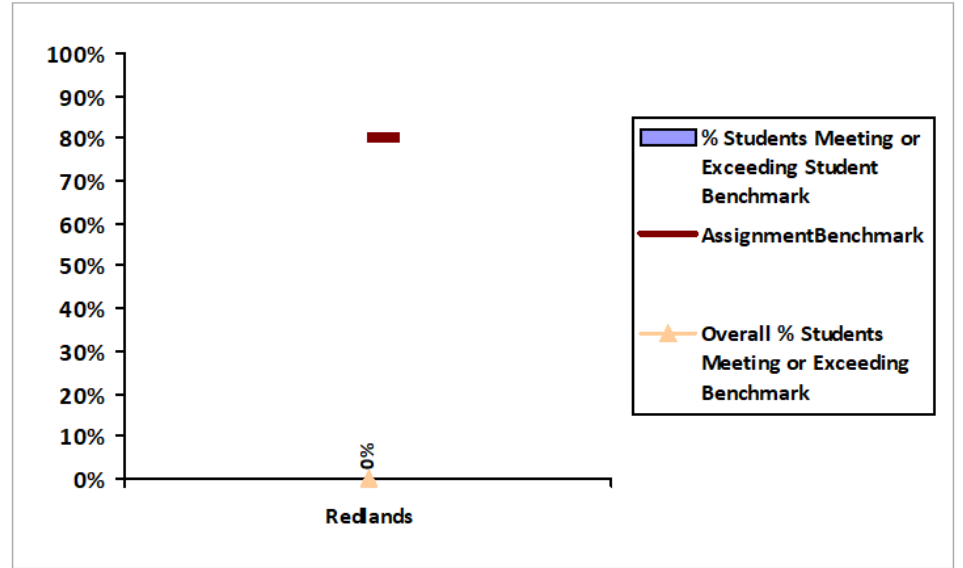
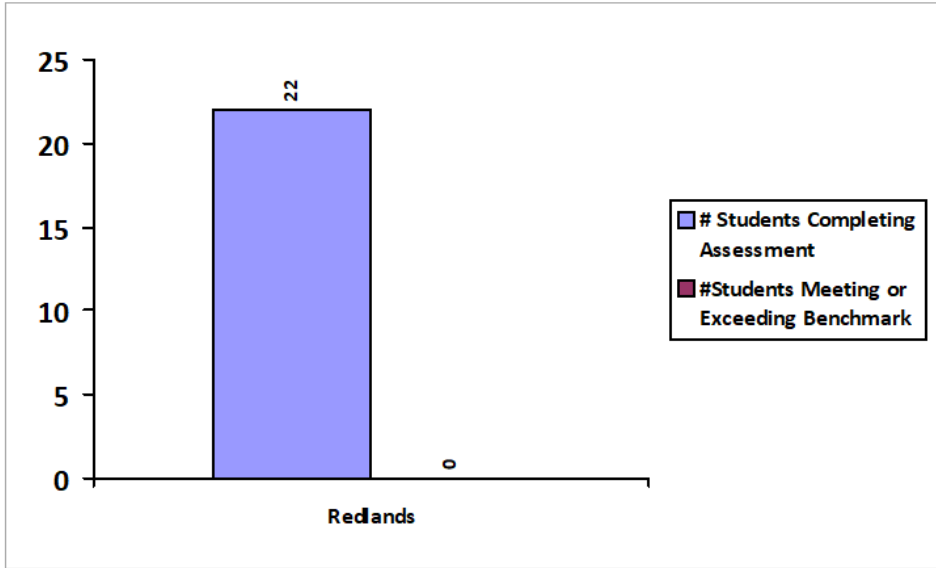


Assignment: Performance Aspects - SLO 3

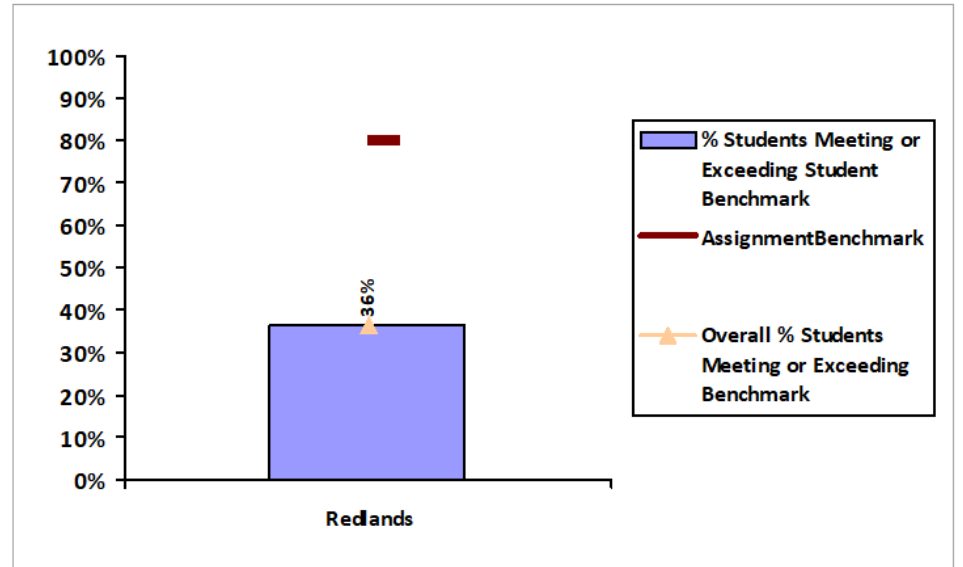
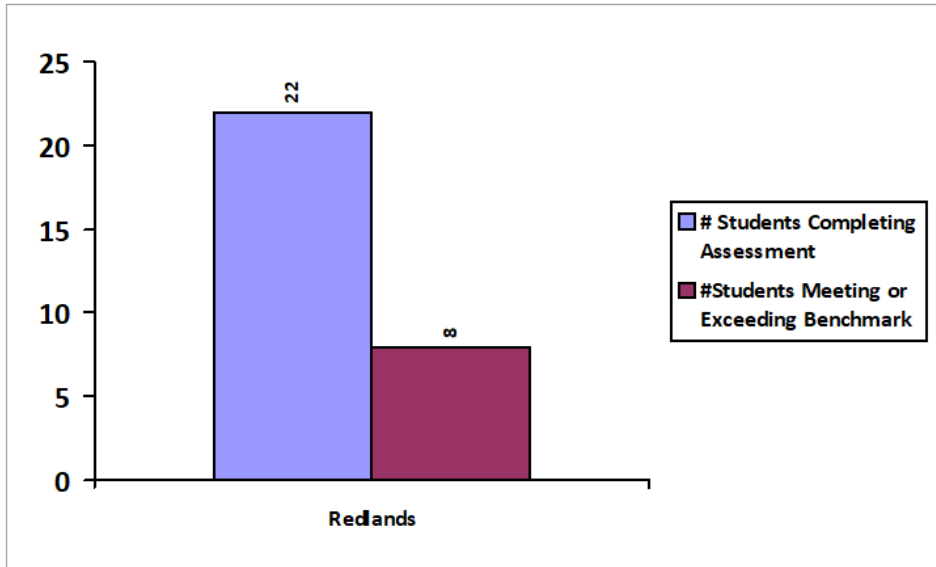


2018-2019

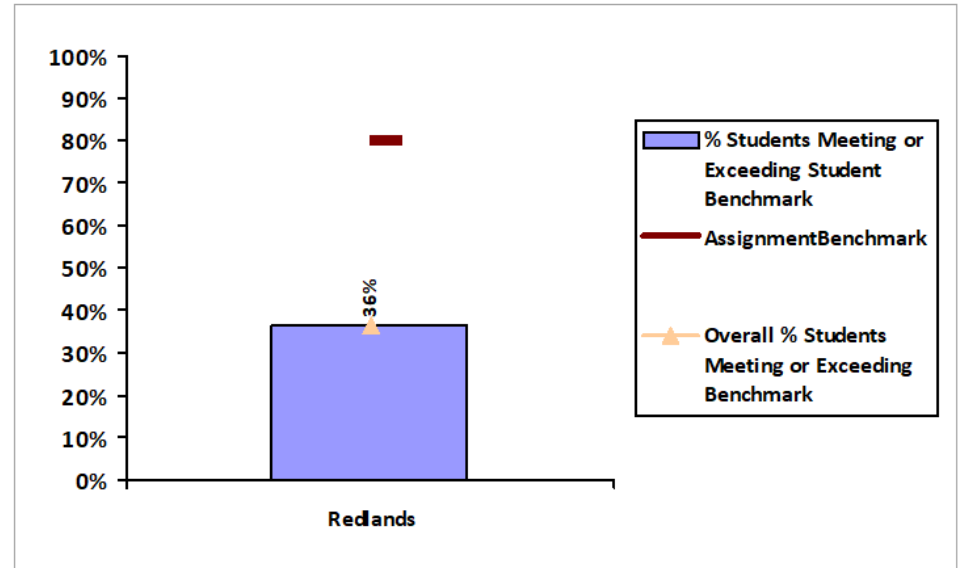
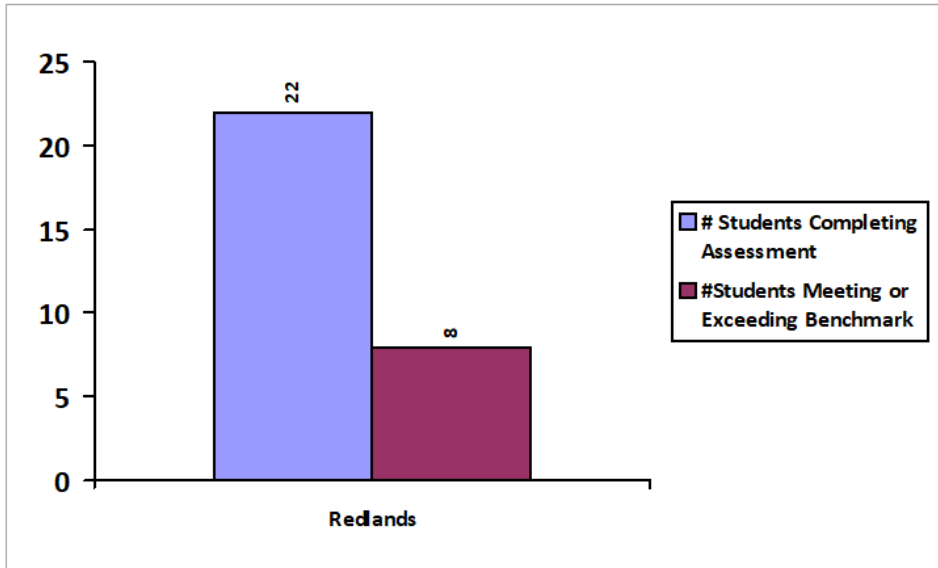
Assignment: Performance Aspects - SLO 1



Assignment: Performance Aspects - SLO 2

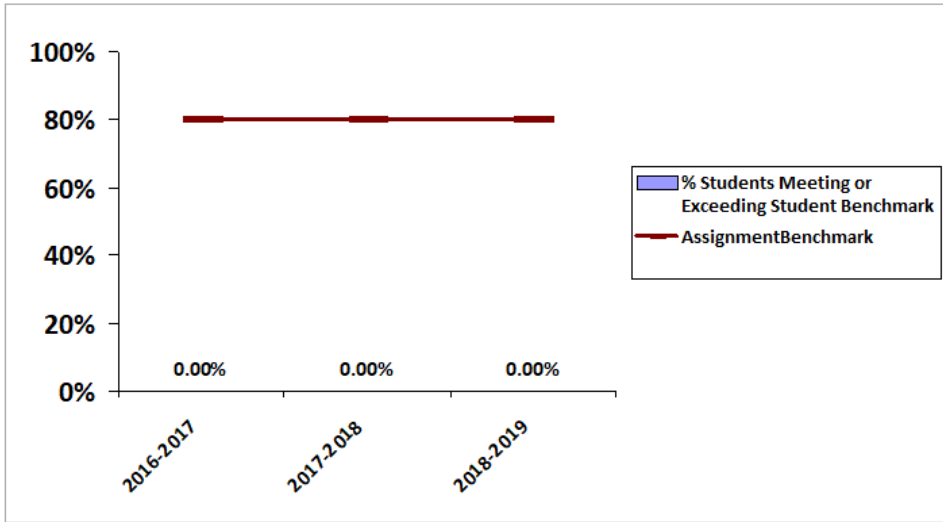


Assignment: Performance Aspects - SLO 3

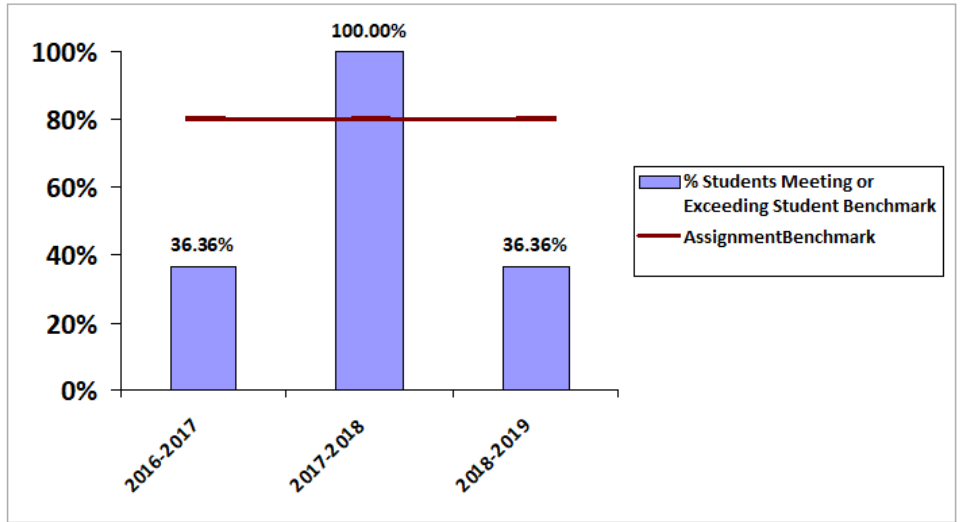


## Overall Results

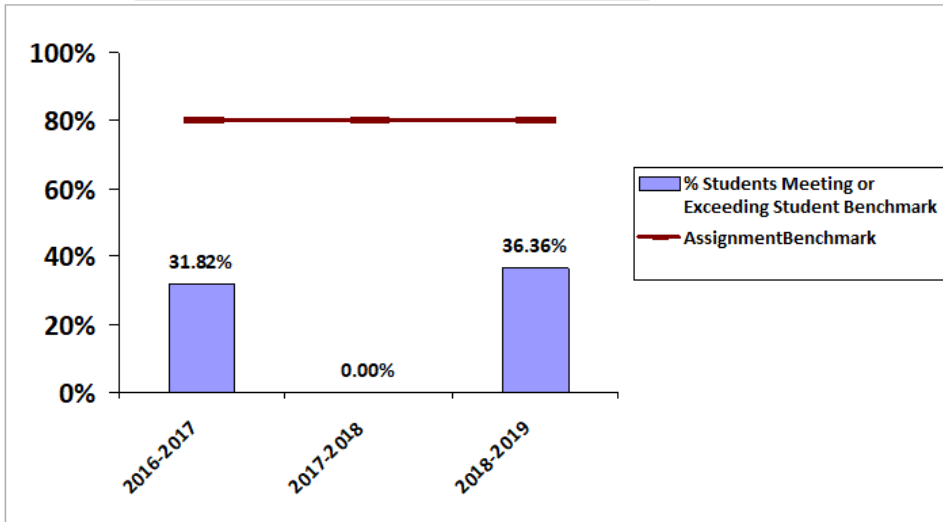
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Assignment: Performance Aspects - SLO 2



Assignment: Performance Aspects - SLO 3



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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)*
    - 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 Plan<sup>1</sup>

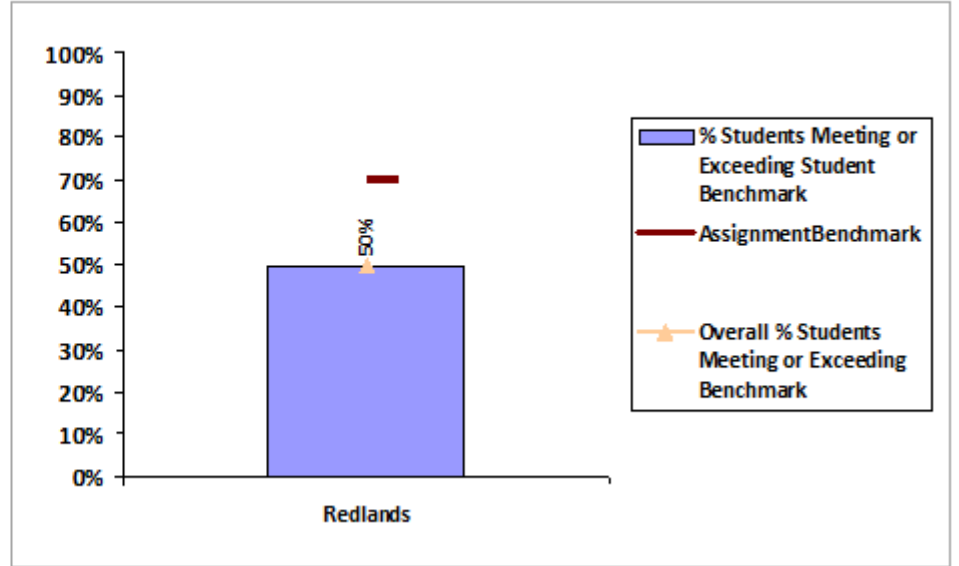
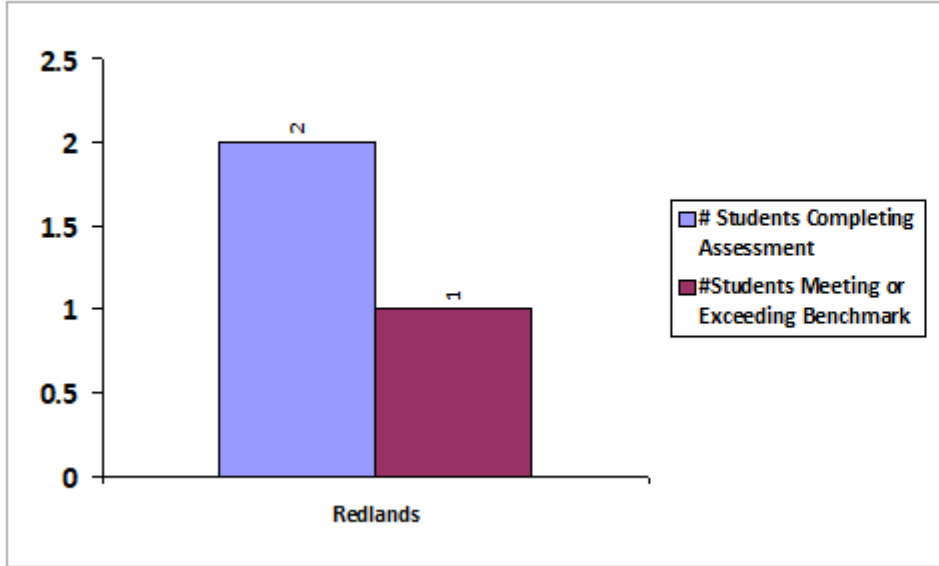
This table will be used to supply data for ACBSP Criterion 4.2 Reporting Results and Trends

Performance Indicator	Definition				
Program: <b>MBA</b>	<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: <b>GISB-692</b>					
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 an increase of 14% to a level exceeding the benchmark by 13%.	Course learningl shows evidence of improvement	No action is taken.	<p><b>2016-2017</b> See p. 2</p> <p><b>2017-2018</b> See p. 3</p> <p><b>2018-2019</b> See p. 4</p> <p><b>Overall Results</b> See p. 5</p>

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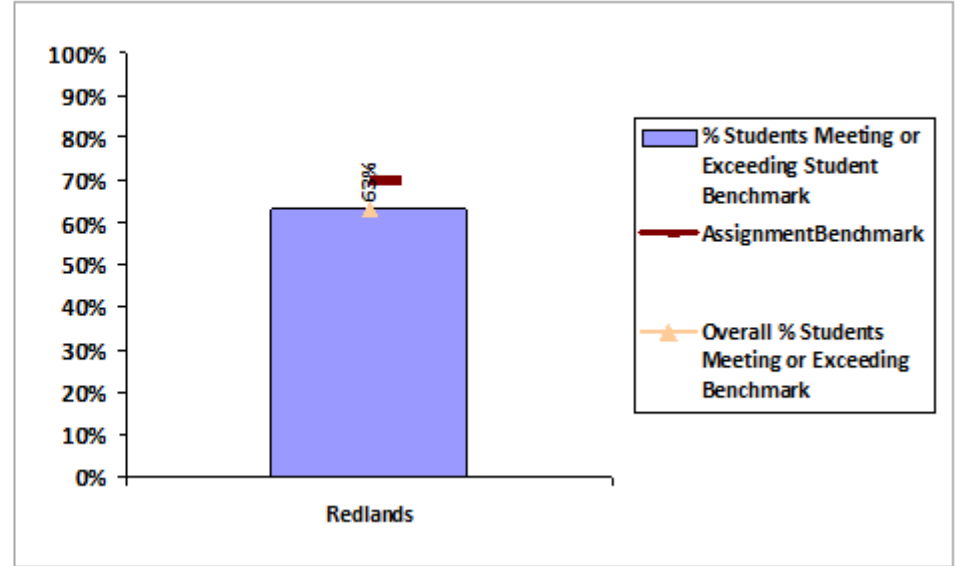
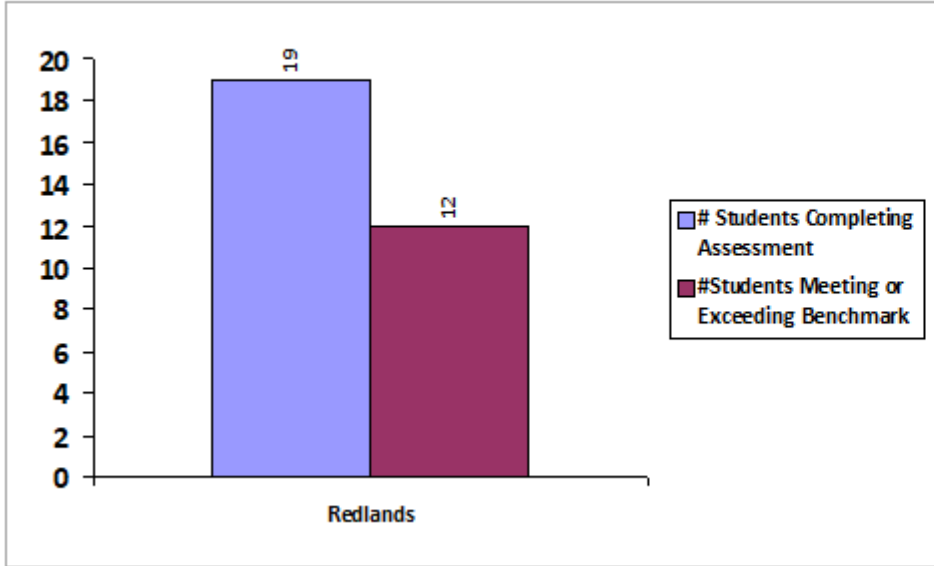
2016-2017

Assignment: Questions

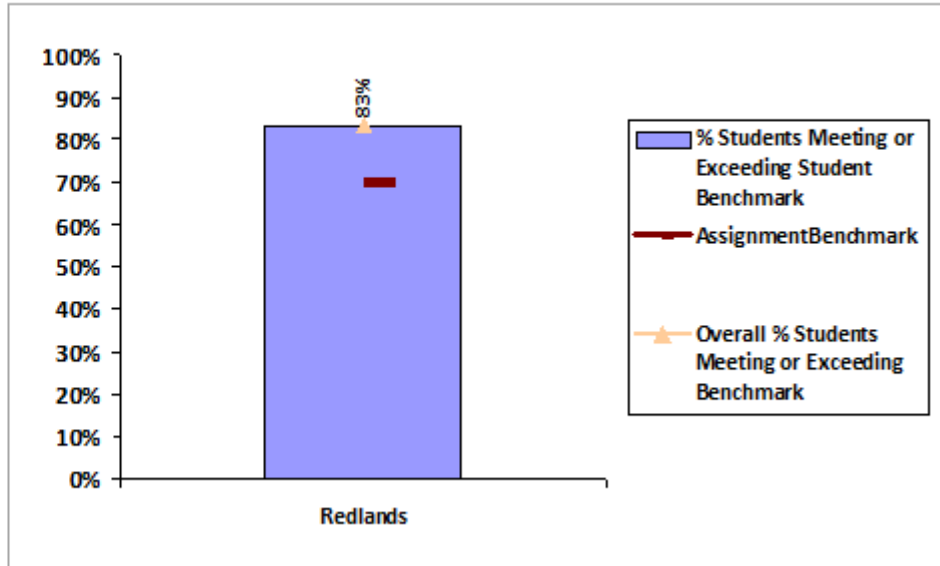
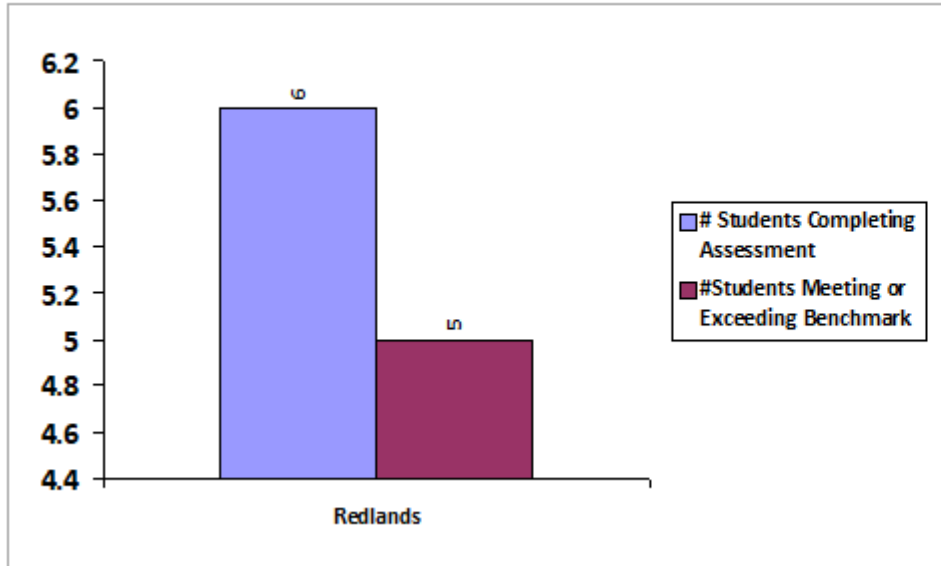


2017-2018

Assignment: Questions

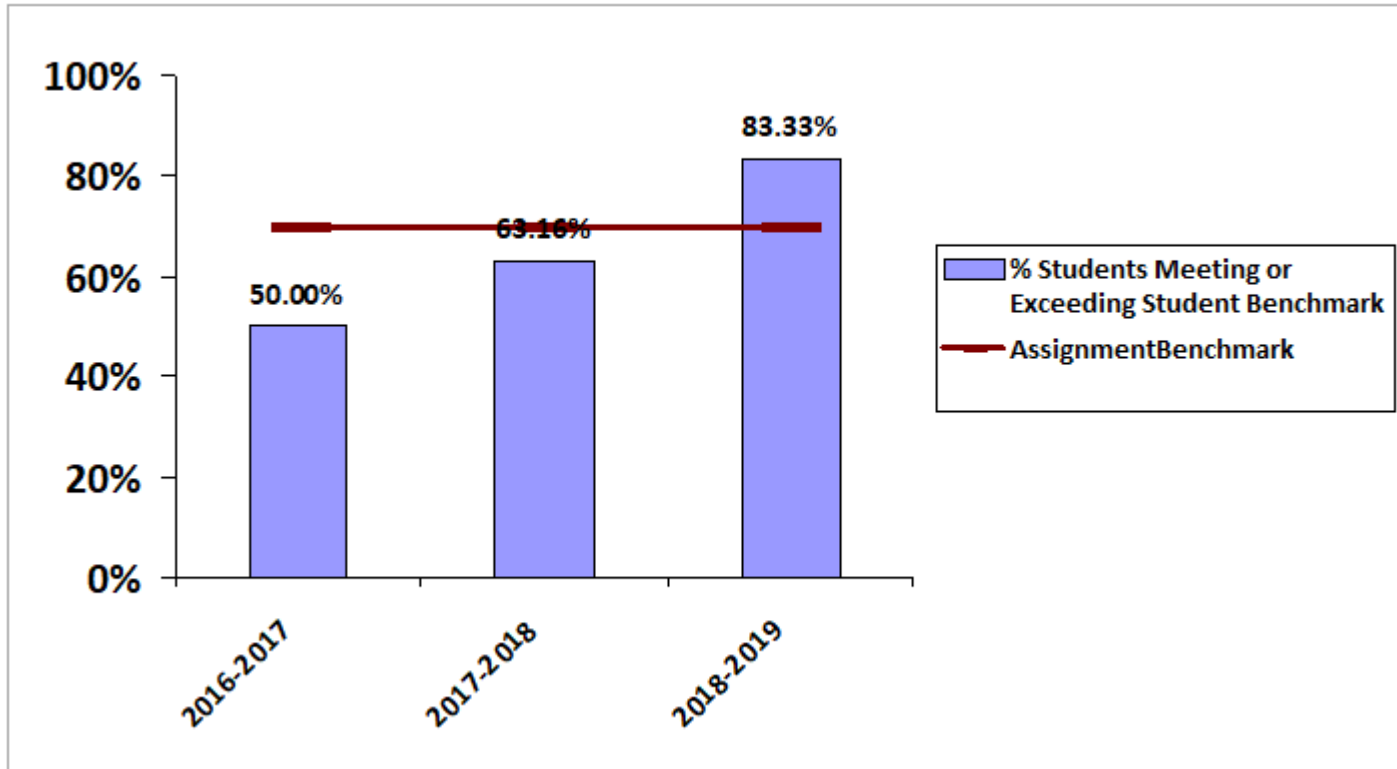


Assignment: Questions



### 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.
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# Assessment Action Plan<sup>1</sup>

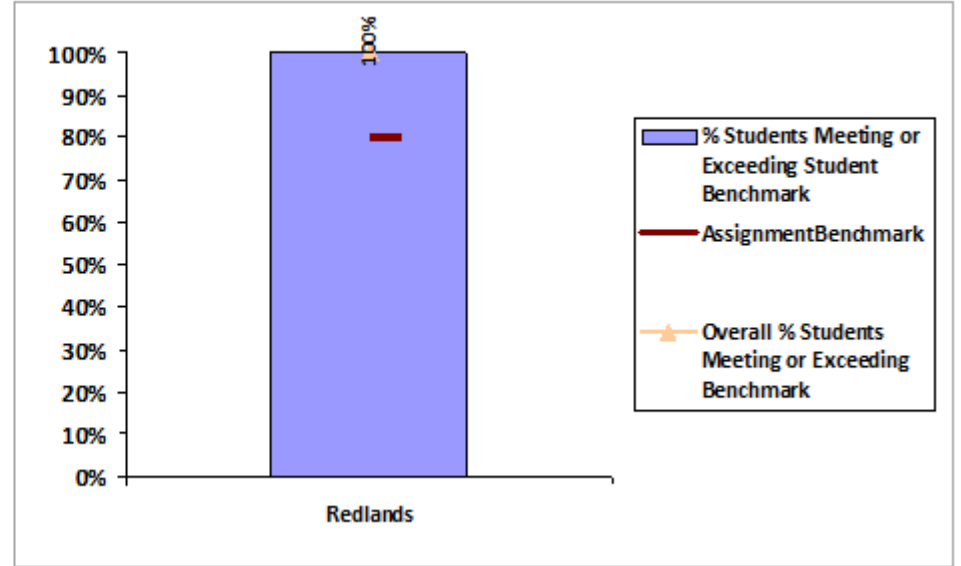
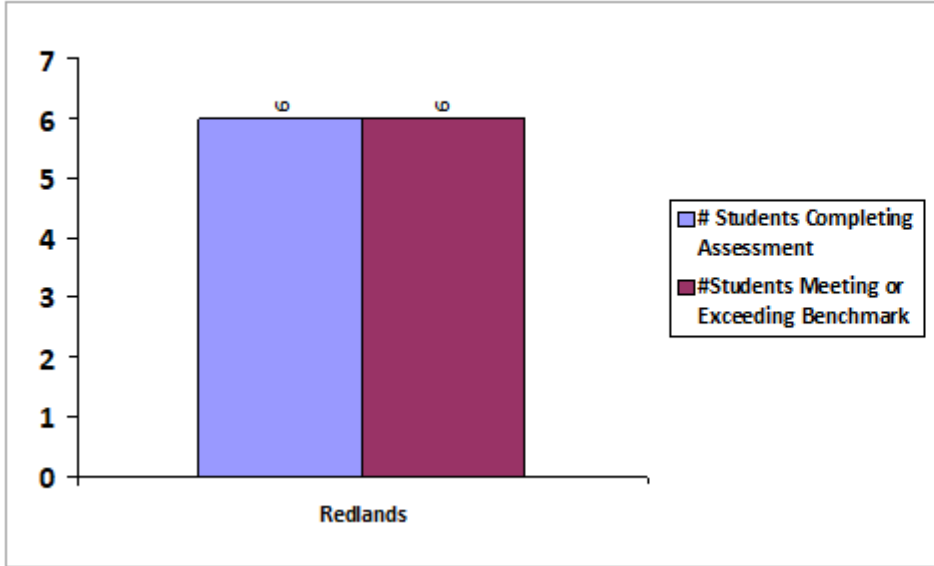
This table will be used to supply data for ACBSP Criterion 4.2 Reporting Results and Trends

Performance Indicator	Definition				
<b>Program:</b> 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>				
<b>PLO:</b>					
<b>Course:</b> GISB-694					
<b>CLO:</b>					
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 dropped well below the goal in 18-19.	Some changes may be necessary in the teaching of the GISB 694 course.	GISB 694 Instructors will be contacted to pay attention to making improvements to achieve better student learning in the course.  Teaching and student learning in the course will be emphasized in the upcoming GIS Teaching Workshop in September of 2020	<p><b>2016-2017</b> See p. 2</p> <p><b>2017-2018</b> See p. 3</p> <p><b>2018-2019</b> See p. 4</p> <p><b>Overall Results</b> See p. 5</p>

<sup>1</sup> Please read instructions in last page carefully before drafting this action plan.

2016-2017

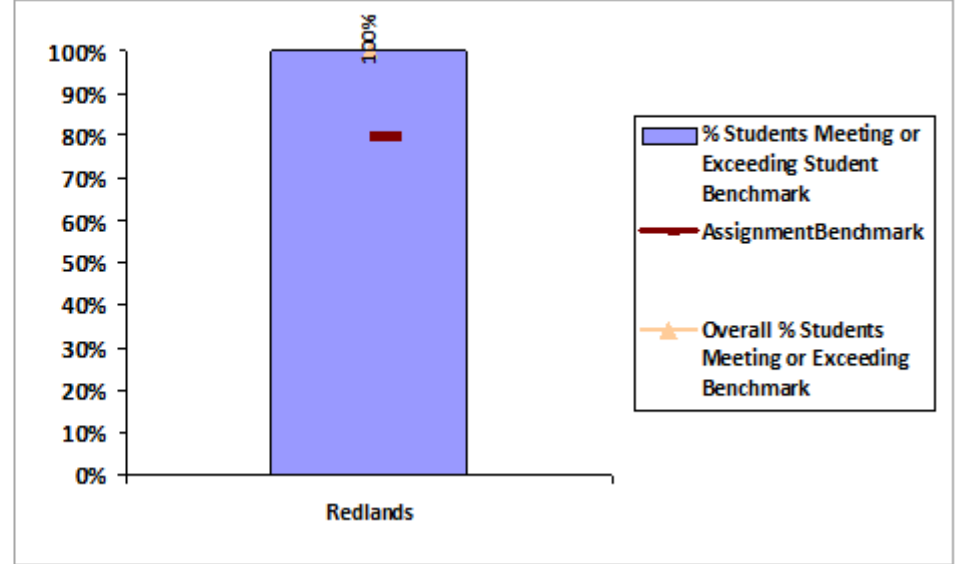
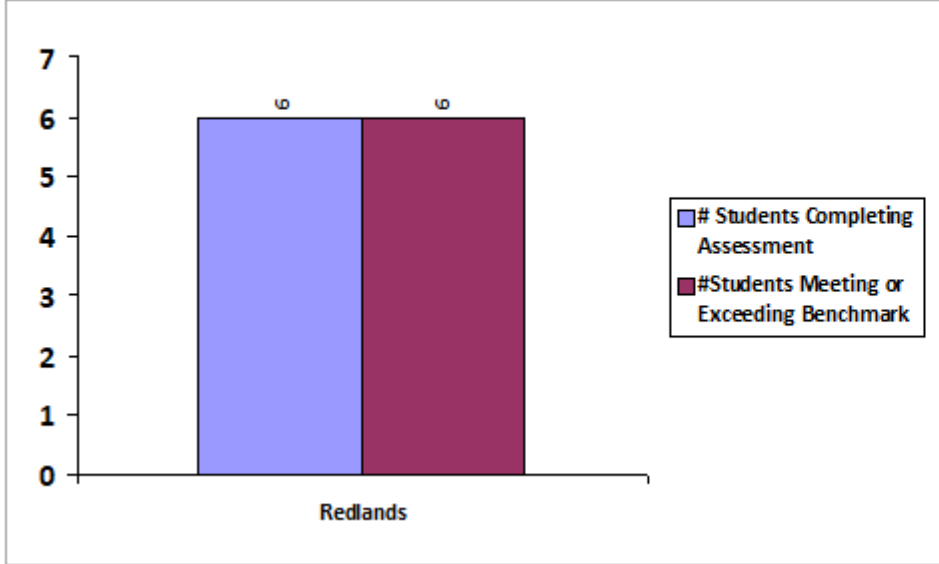
Assignment: Team Project





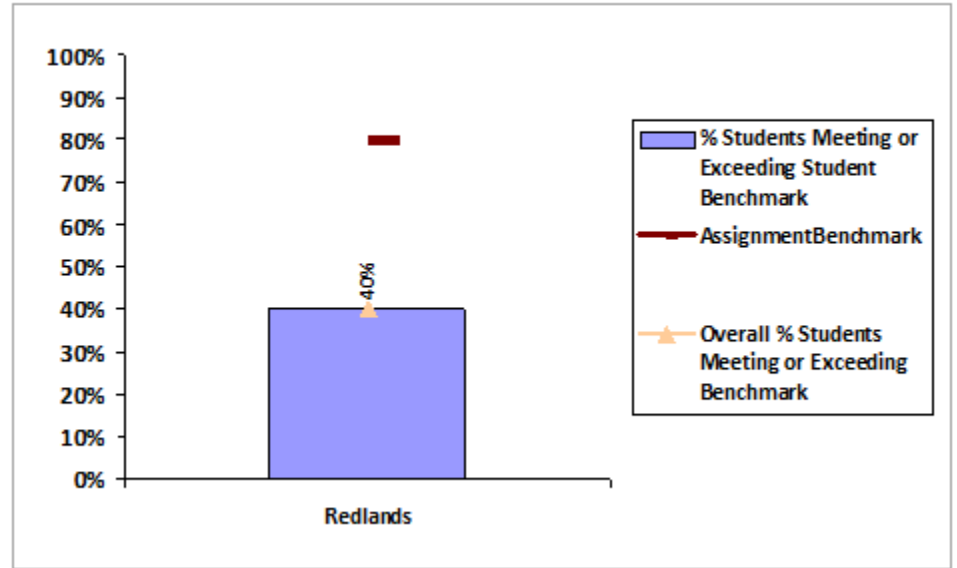
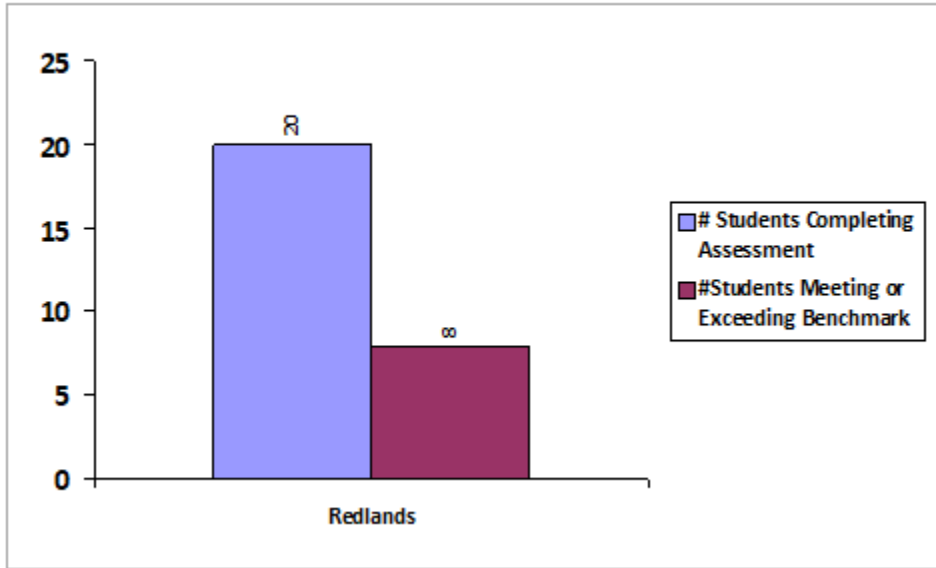
2017-2018

Assignment: Team Project



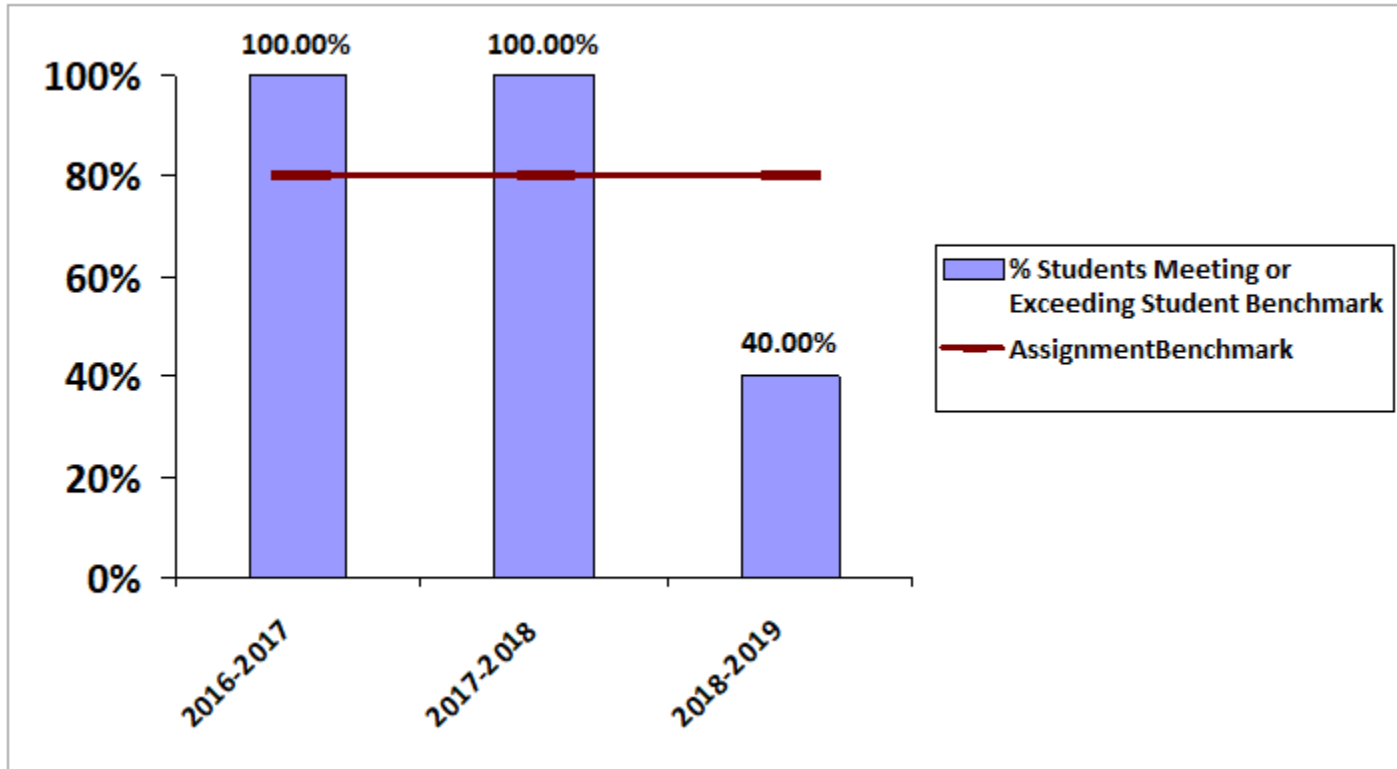
2018-2019

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 Plan<sup>1</sup>

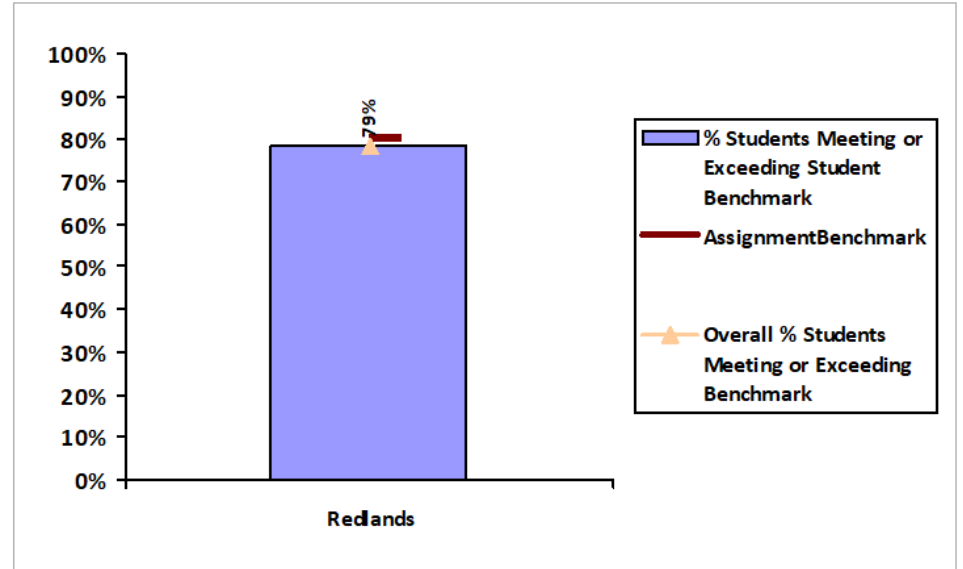
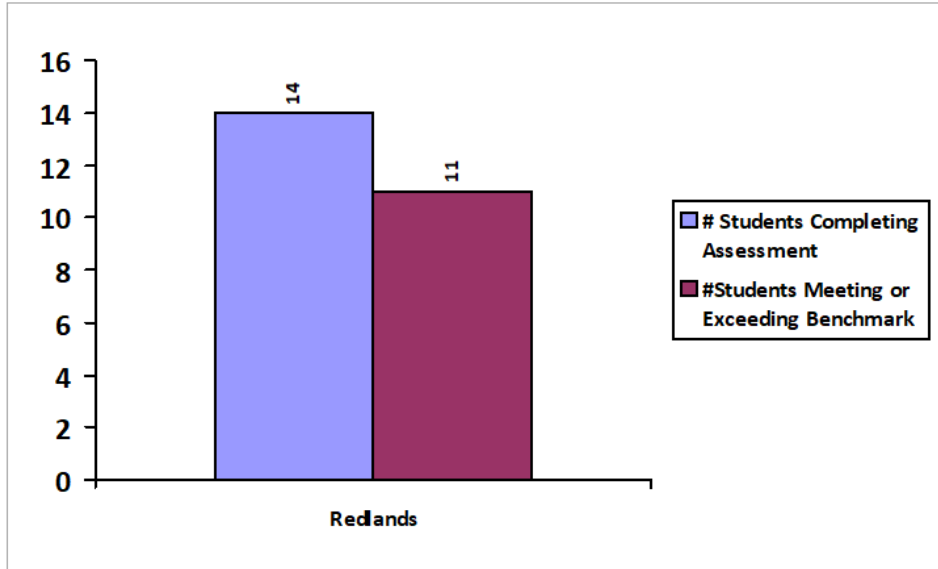
This table will be used to supply data for ACBSP Criterion 4.2 Reporting Results and Trends

Performance Indicator	Definition				
<b>Program:</b> 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>				
<b>PLO:</b>					
<b>Course:</b> GISB-695					
<b>CLO:</b>					
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.	Results lower than prior year by 7%. and underneath benchmark	Since relatively small number of students measured (19) this is regarded as a sampling variation. 19-20 future results will be examined to see if there is a trend.	No action taken.	<p><b>2016-2017</b> See p. 2</p> <p><b>2017-2018</b> See p. 3</p> <p><b>2018-2019</b> See p. 4</p> <p><b>Overall Results</b> See p. 5</p>

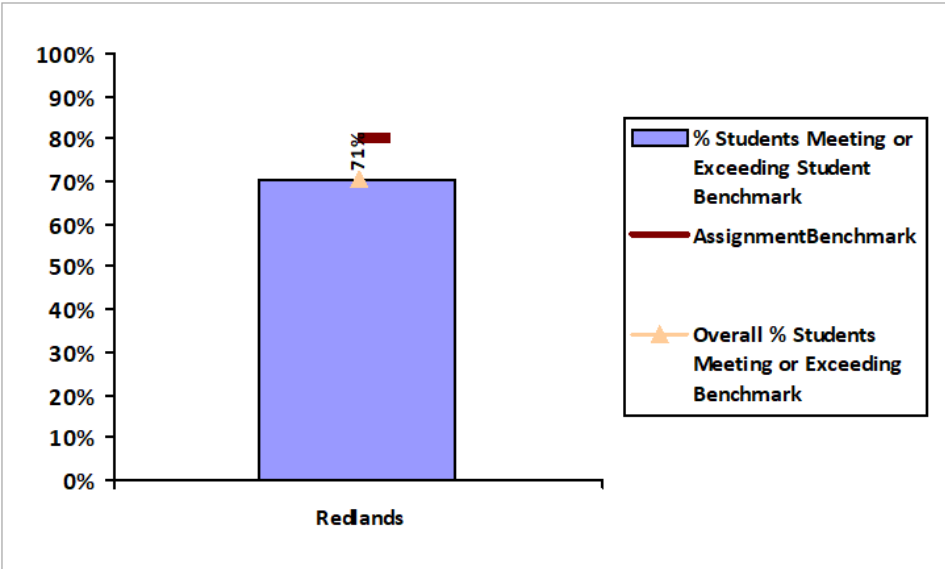
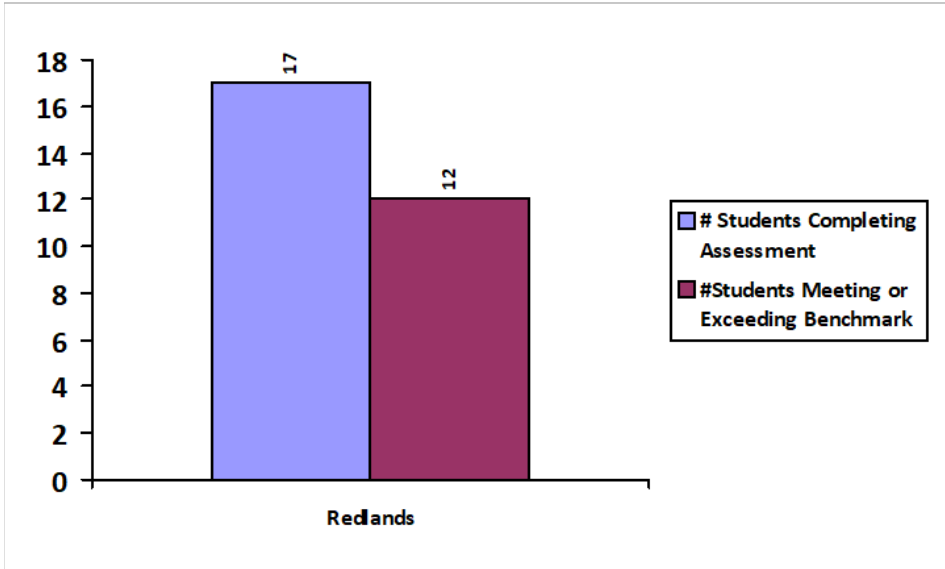
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2016-2017

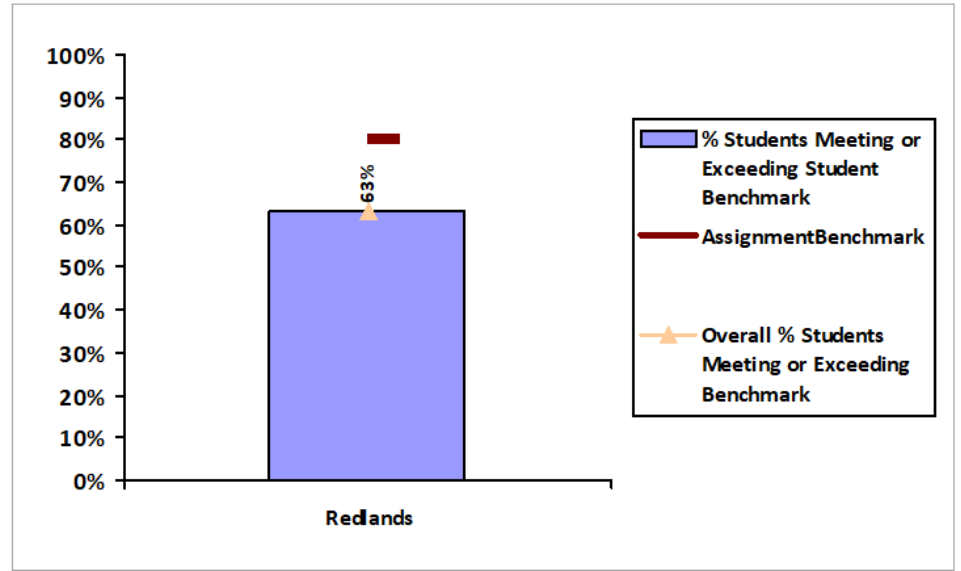
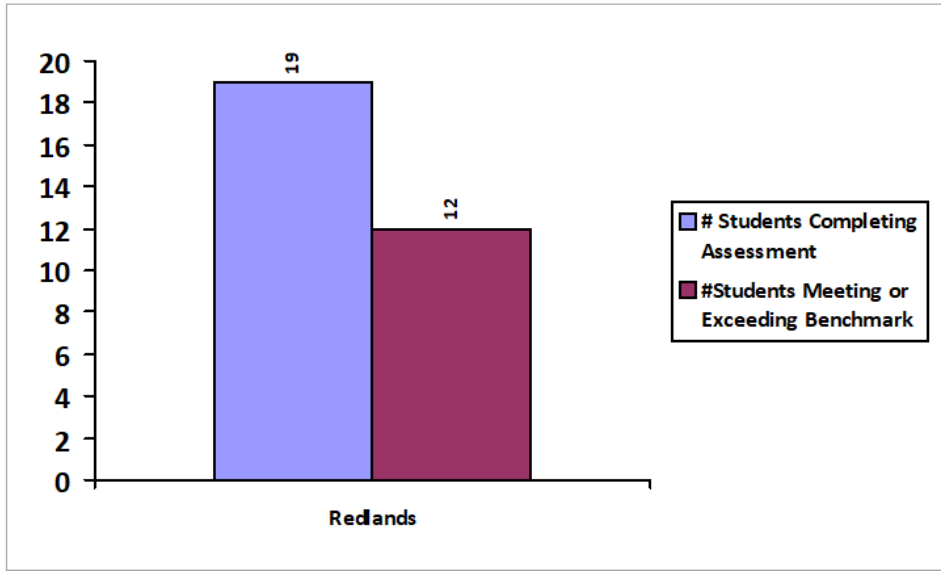
Assignment: Final Project



Assignment: Final Project



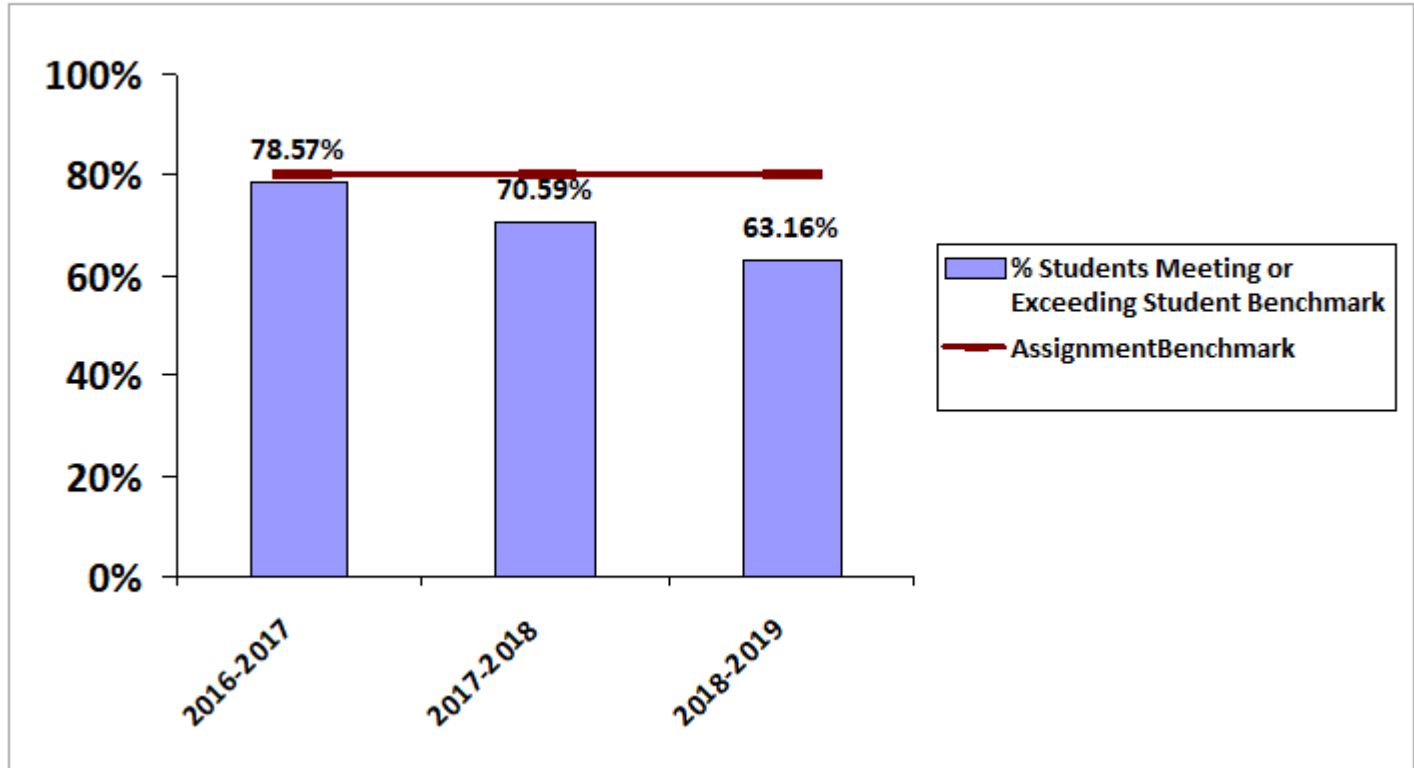
Assignment: Final Project





### Overall Results

Assignment:



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

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  - a. **Graduate**
    - i. If assignment is being assessed using a rubric: 80% of the students will meet or exceed the benchmark score of 80% using a standardized rubric.
    - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
  - b. **Undergraduate**
    - i. *If assignment is being assessed using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized rubric. (Different from Graduate benchmark)*
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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 Plan<sup>1</sup>

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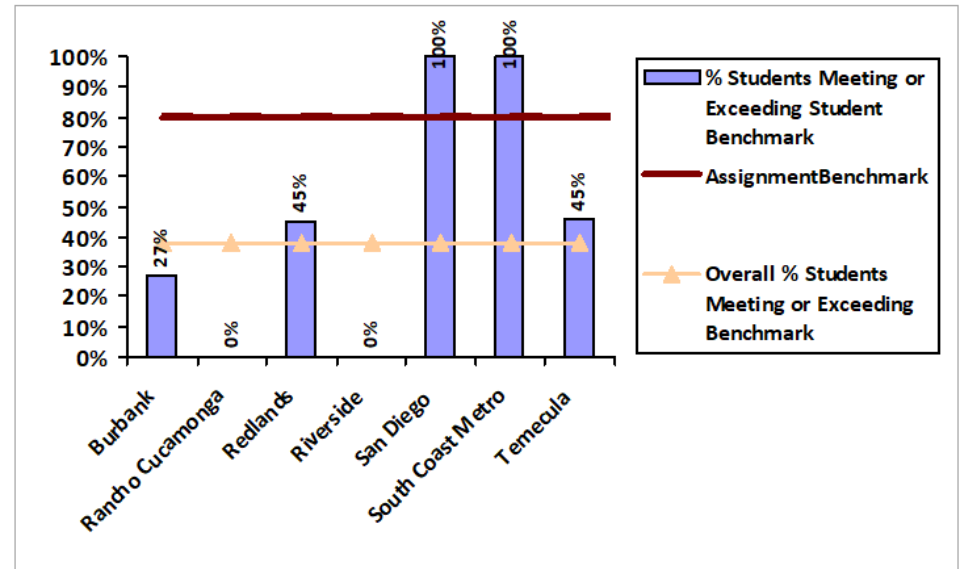
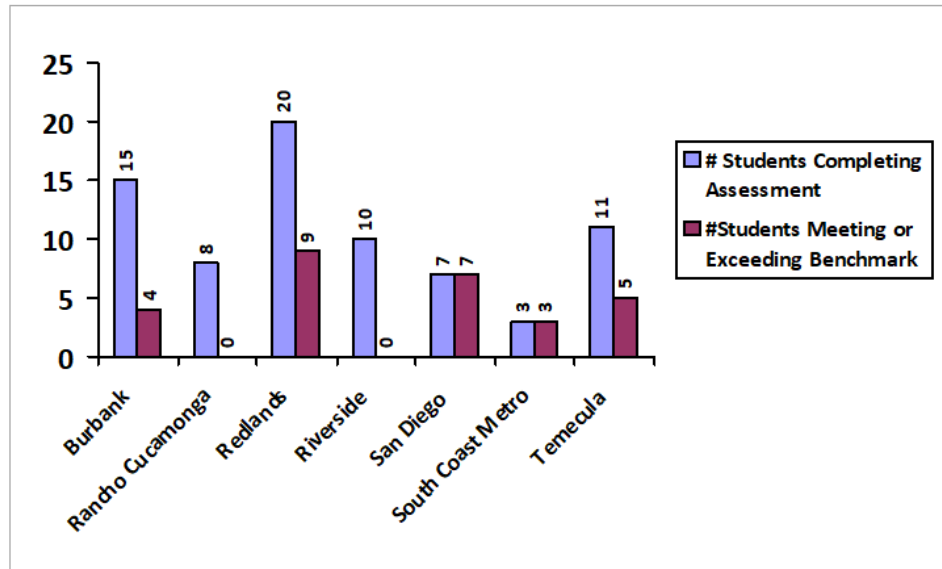
Performance Indicator	Definition				
<b>Program:</b> MBA <b>PLO:</b> 3, 4 <b>Course:</b> INTB-655 <b>CLO:</b> 2, 3	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: 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.				
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%.	Country Risk Assessment, internally administered in an 8 week course using a standardized assessment rubric.	A bimodal outcome with several groups achieving 100% and others at 0% or below 50%.	The current bimodal outcome is similar to results from previous years. Overall average has improved slightly from last assessment.	Training of adjunct faculty to use the Excel worksheet structure occurred in October 2019. Monitor to determine if it is being implemented correctly. Contact upcoming instructors to address questions.	<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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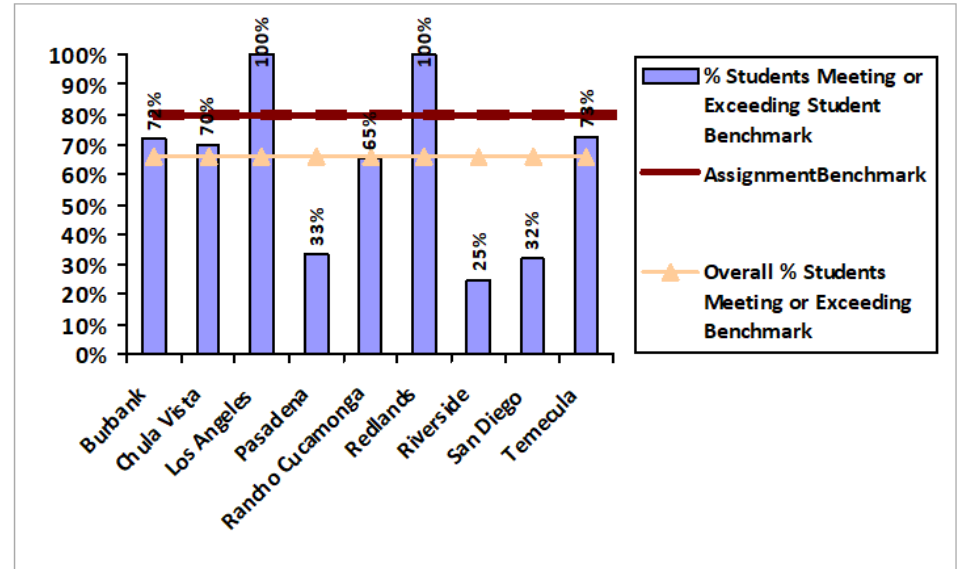
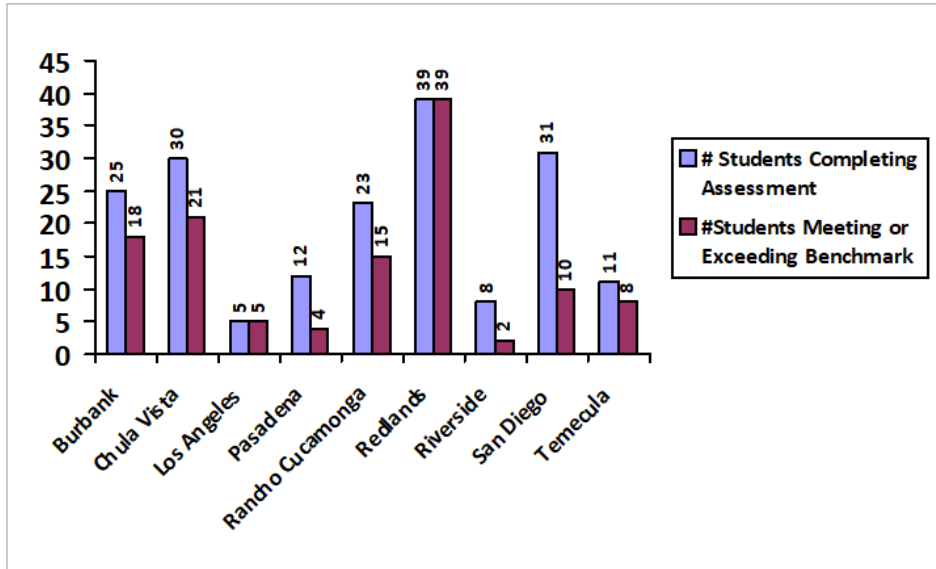
2016-2017

Assignment: Country Risk Assessment



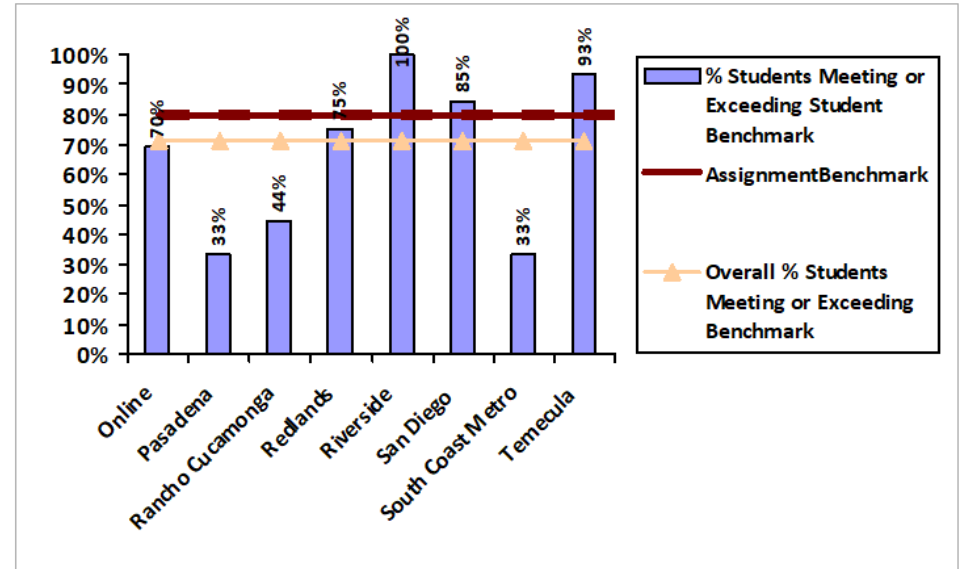
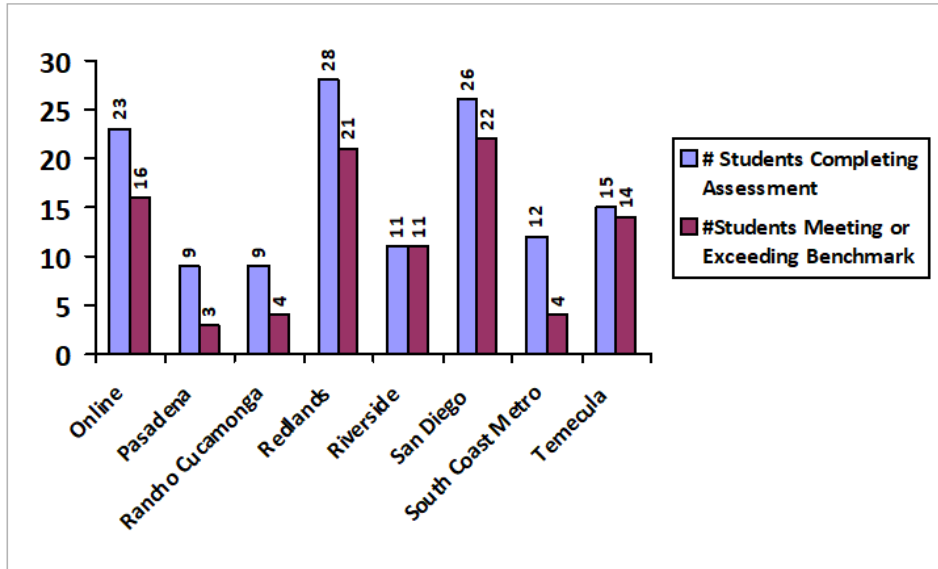
2017-2018

Assignment: Country Risk Assessment



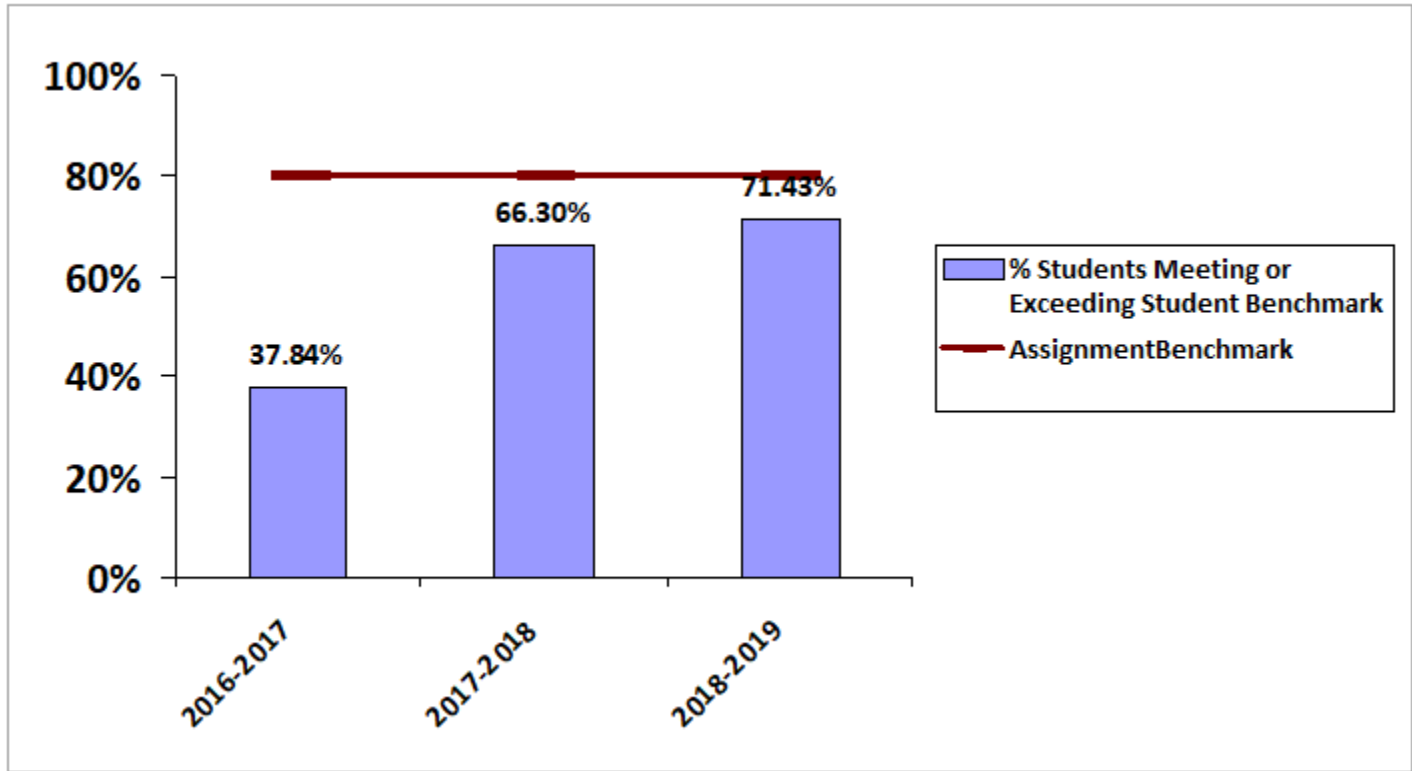
2018-2019

Assignment: Country Risk Assessment



### Overall Results

Assignment:



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

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  - a. **Graduate**
    - i. If assignment is being assessed using a rubric: 80% of the students will meet or exceed the benchmark score of 80% using a standardized rubric.
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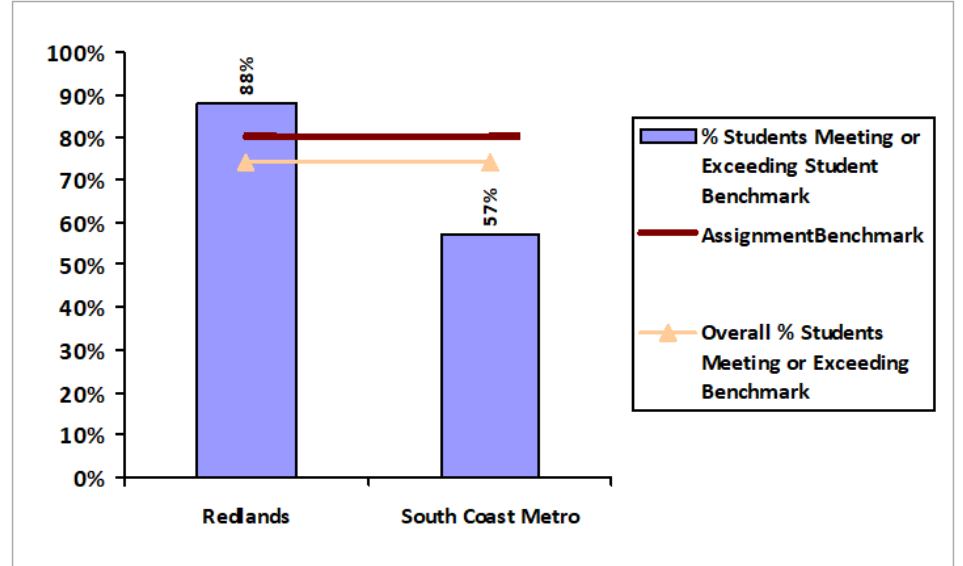
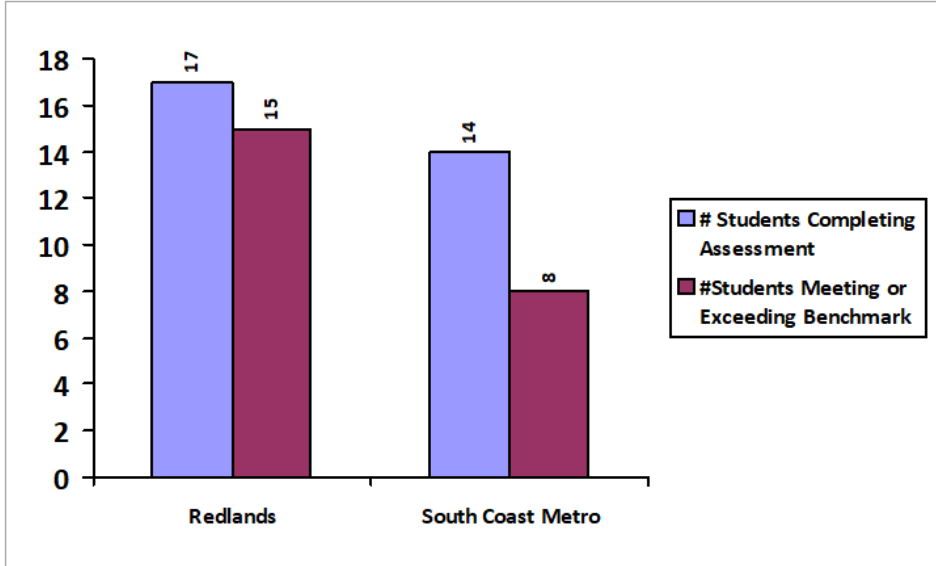
# Assessment Action Plan<sup>1</sup>

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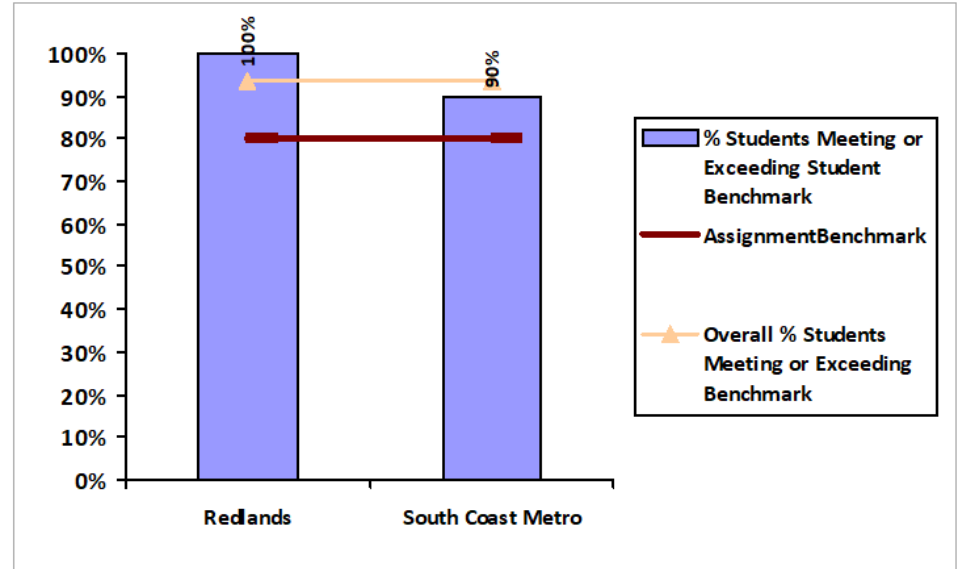
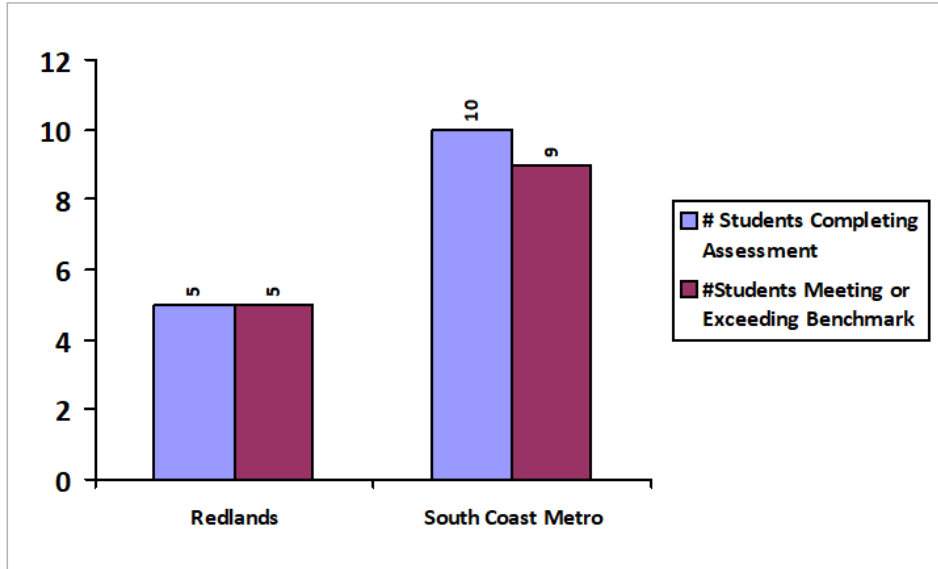
Performance Indicator	Definition				
Program: <b>MBA</b>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed 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: <b>INTB-690</b>					
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 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.	Measurable goal reached with recent student groups	Goal attained in all regions. Not sure if and how 100% of students are in fact reaching all course objectives.	Assignment under revision in preparation for online course offering.	<p><b>2016-2017</b> See p. 2</p> <p><b>2017-2018</b> See p. 3</p> <p><b>2018-2019</b> See p. 4</p> <p><b>Overall Results</b> See p. 5</p>

<sup>1</sup> Please read instructions in last page carefully before drafting this action plan.

Assignment: Operational Cash Management Analysis

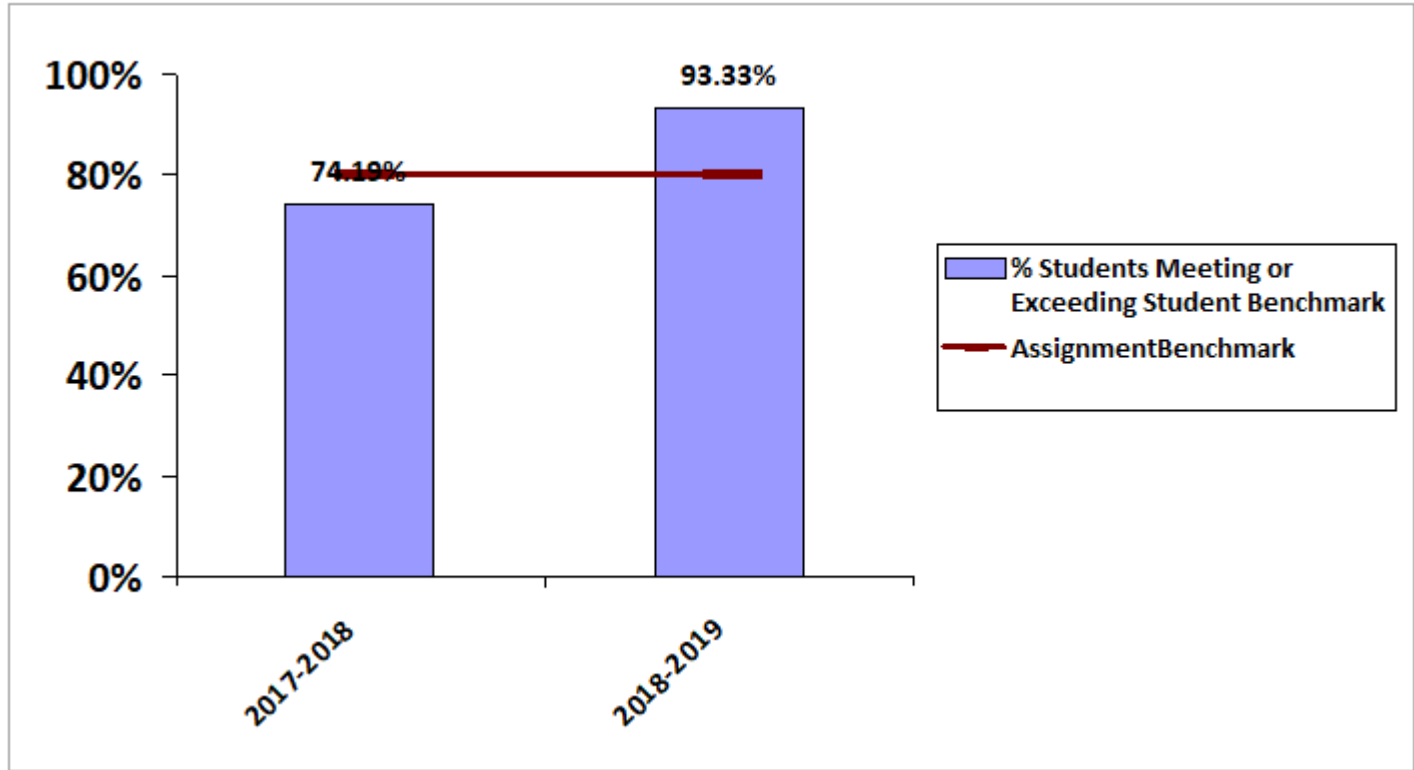


Assignment: Operational Cash Management Analysis



### 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.

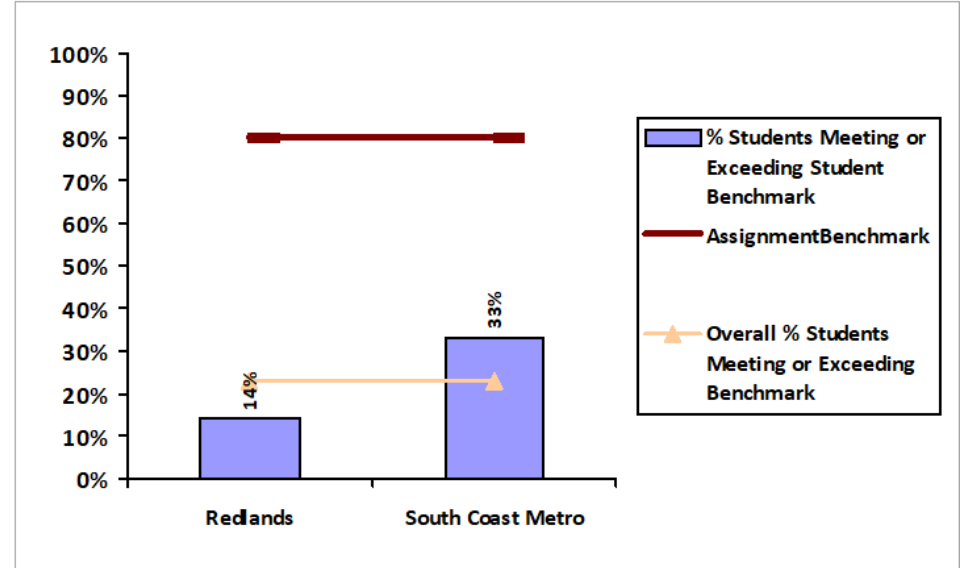
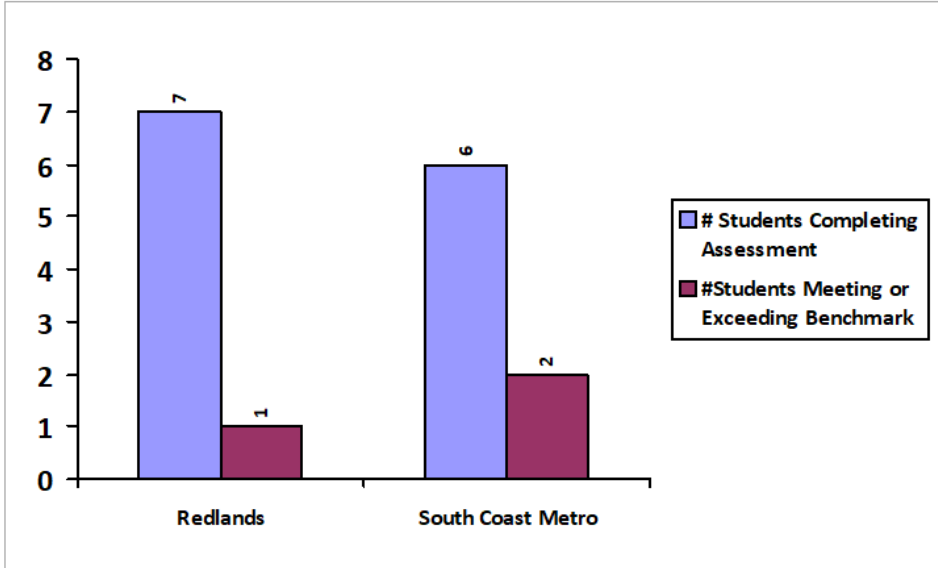
# Assessment Action Plan<sup>1</sup>

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

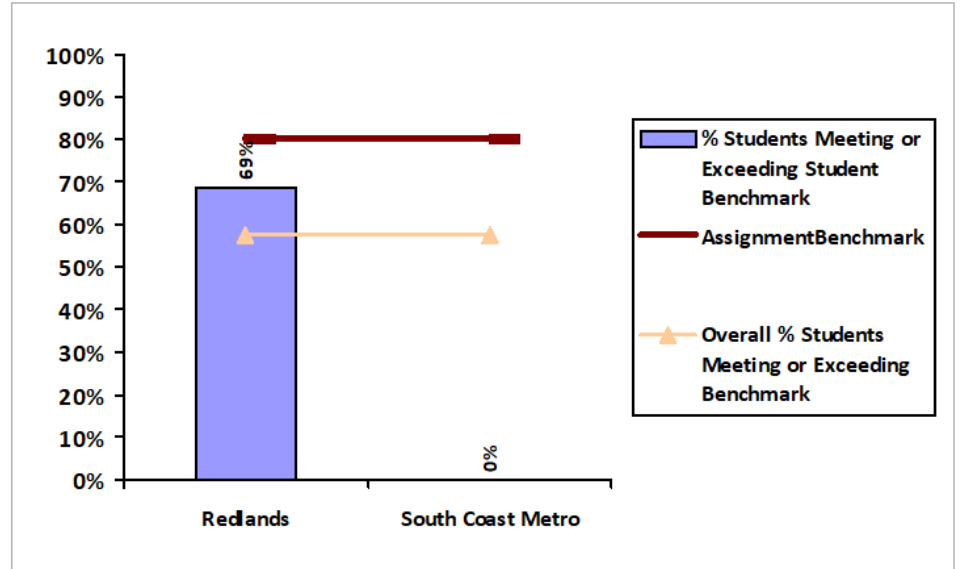
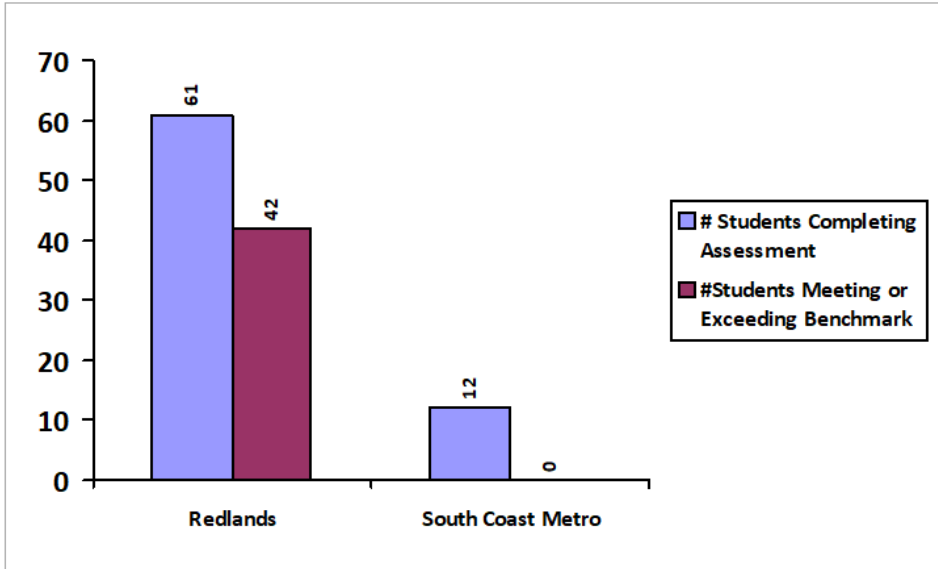
Performance Indicator	Definition				
<b>Program:</b> MBA	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed 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>				
<b>PLO:</b>					
<b>Course:</b> INTB-693					
<b>CLO:</b>					
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 Imprimante Case Study will meet or exceed the benchmark of 80%.	Imprimante Case Study, internally administered in an 8 week course using a standardized assessment rubric.	Results indication that none of the classes met the benchmark.	I have taught most of these sections over the last year. My data indicate that 3 of 5 classes met the benchmark. The information here claims otherwise. I will go with my data.	Would like to get reports with disaggregated data based on each of the three course outcomes rather than an average of all three. Need to see in which areas students might encounter difficulties.	<p><b>2016-2017</b> See p. 2</p> <p><b>2017-2018</b> See p. 3</p> <p><b>2018-2019</b> See p. 4</p> <p><b>Overall Results</b> See p. 5</p>

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Assignment: Country Risk Assessment

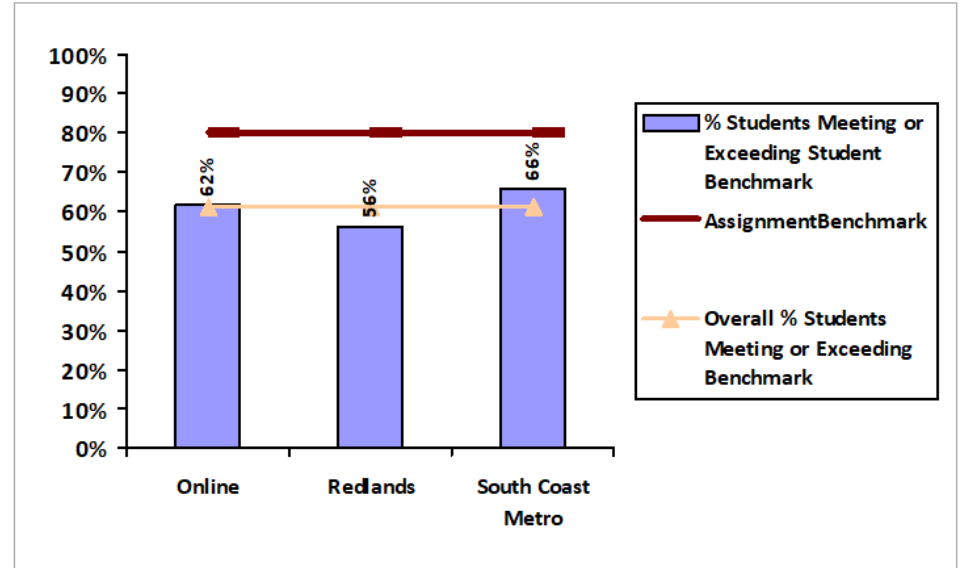
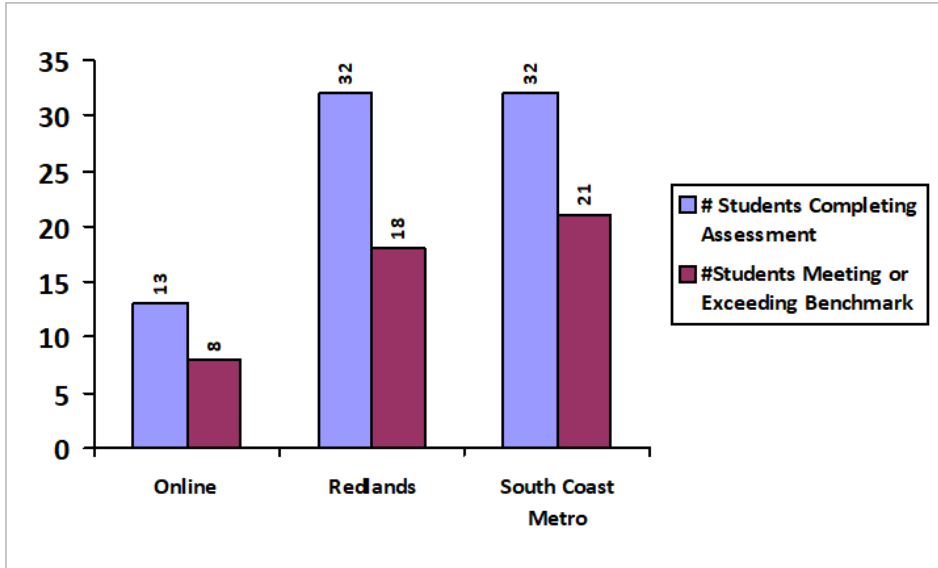


Assignment: Country Risk Assessment





Assignment: Country Risk Assessment



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  - a. **Graduate**
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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 Plan<sup>1</sup>

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

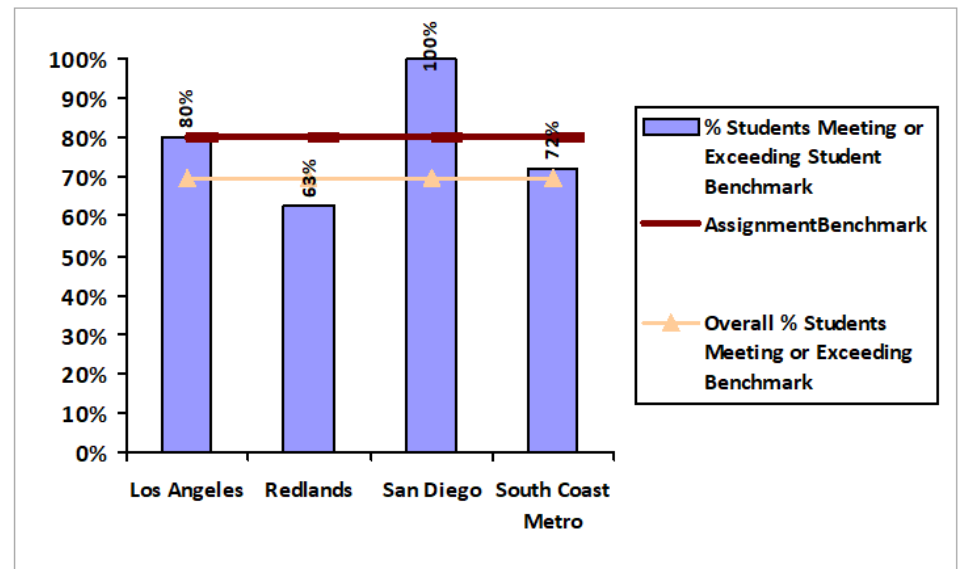
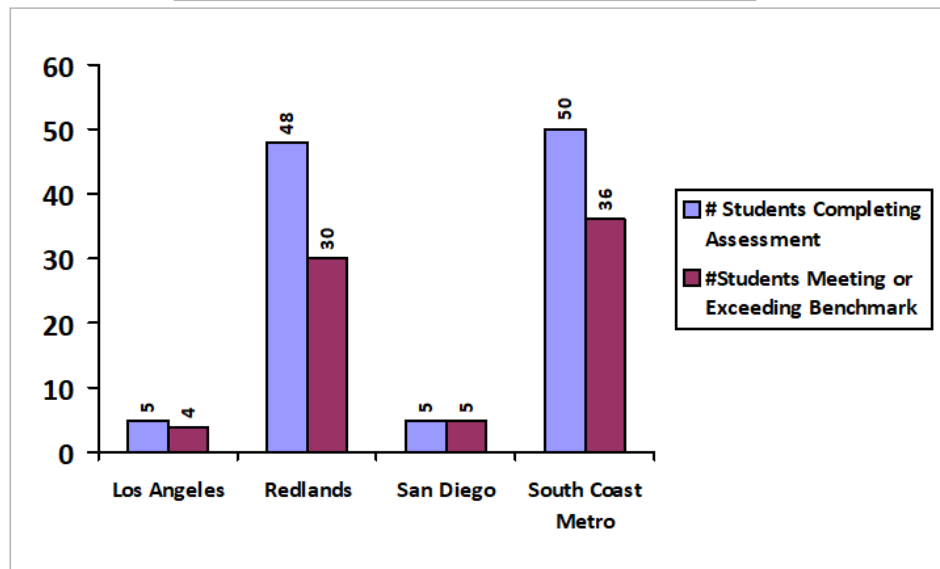
Performance Indicator	Definition				
<b>Program:</b> MBA Concentration Learning Outcome: 3	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party 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.				
<b>Course:</b> INTB-694					
<b>CLO:</b> 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 above 80% was only in one of the three periods. For 2016-17, 69% of students met the expected CLO proficiency level. For 2017-18, 88% of students met the	It is concerning to see that in two out of the three years, our students were not meeting the internal assessment standard for this CLO. There was also great variation over time and across campuses/modalities. We need to look into the cause of this and	Starting 2018, we have used the breakout session at the Faculty Development Conference to exercise normalization and calibration of grading so that assessment standards could be applied with more consistence. This practice will be	<p style="text-align: center;"><b>2016-2017</b> See p. 2</p> <p style="text-align: center;"><b>2017-2018</b> See p. 3</p> <p style="text-align: center;"><b>2018-2019</b> See p. 4</p> <p style="text-align: center;"><b>Overall Results</b> See p. 5</p>

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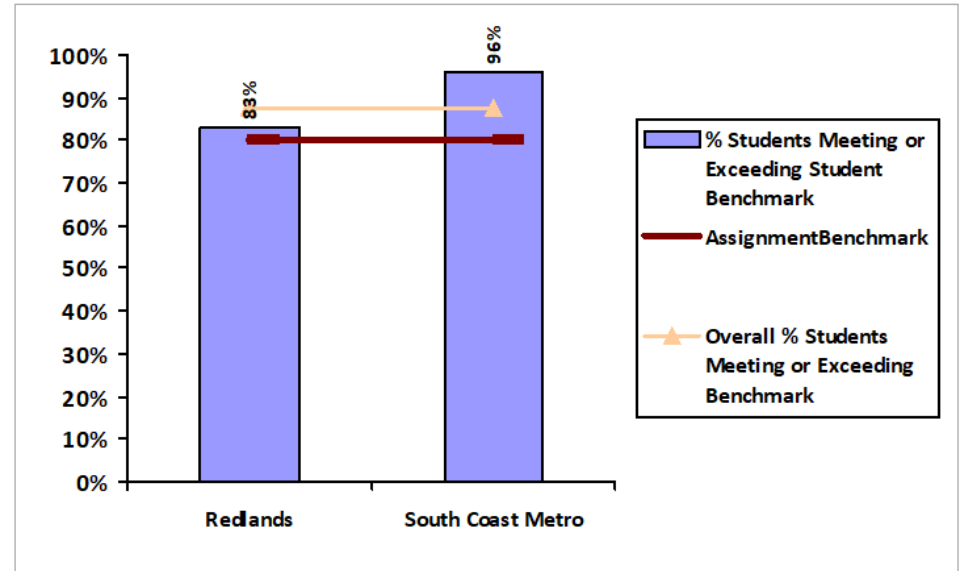
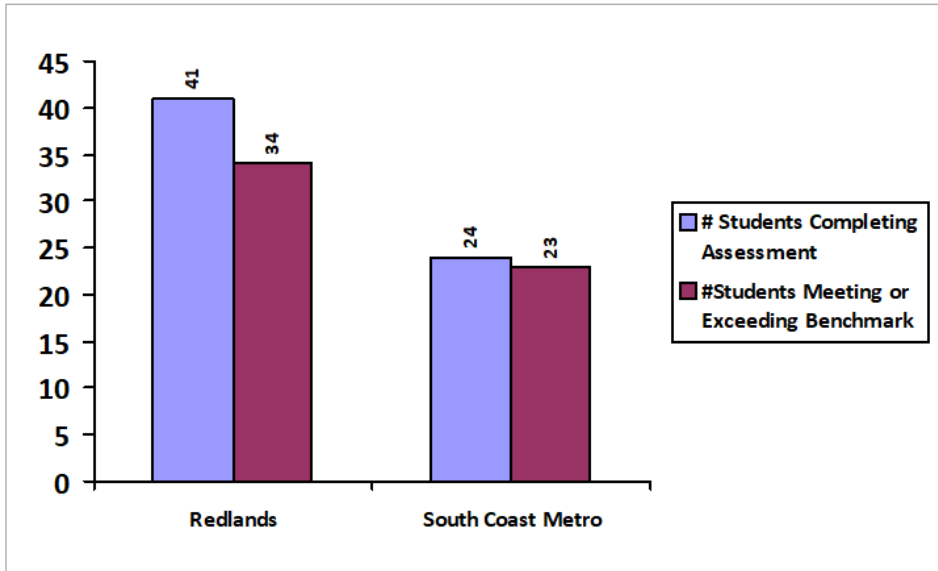
		<p>expected CLO proficiency level. For 2018-19, 73% of students met the expected CLO proficiency level.</p>	<p>take immediate action.</p>	<p>continued in the future conferences.</p> <p>In addition, we will combine this internal assessment result with external assessment result from Peregrine and CampSim to see if our students are performing below standard in both ways. If yes, we will need to have bigger discussion on the curriculum design. If not, maybe we could have a look at the measurement itself to see if this was an appropriate tool to use.</p>	
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2016-2017

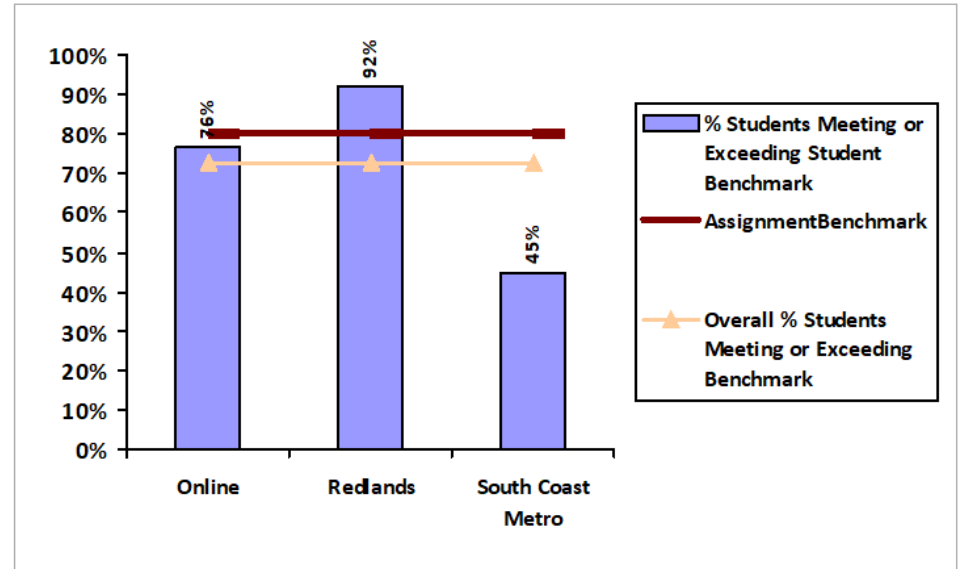
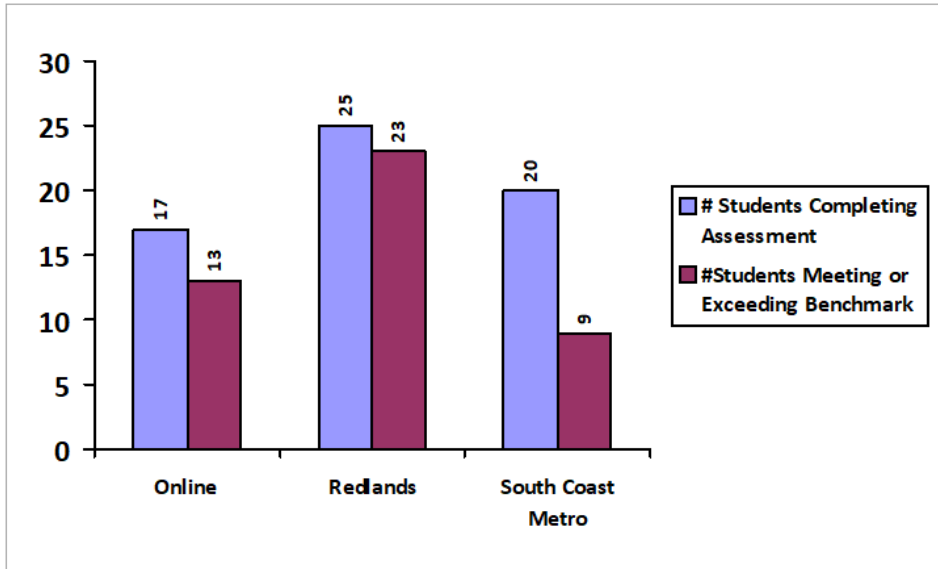
Assignment: Individual Article Analysis



Assignment: Individual Article Analysis

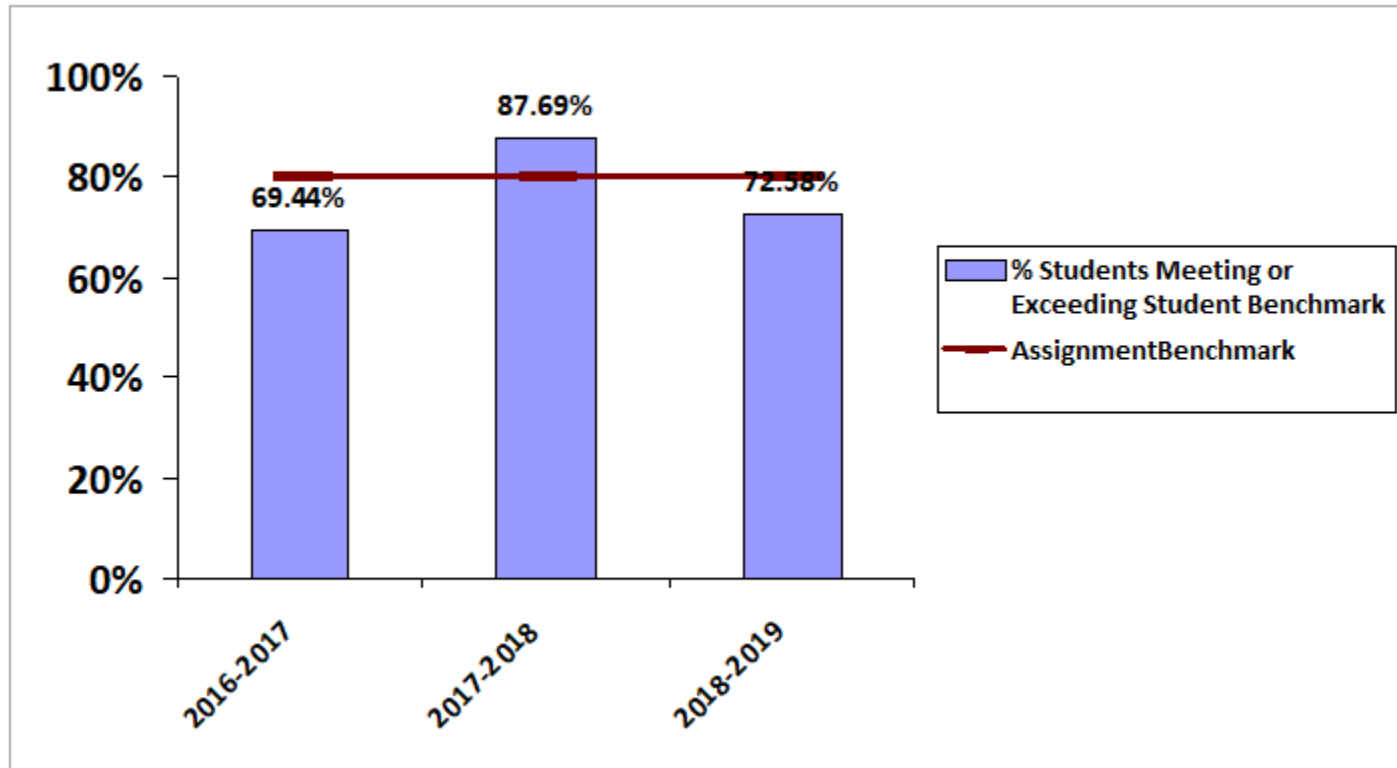


Assignment: Individual Article Analysis



## Overall Results

Assignment: Individual Article Analysis



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.
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# Assessment Action Plan<sup>1</sup>

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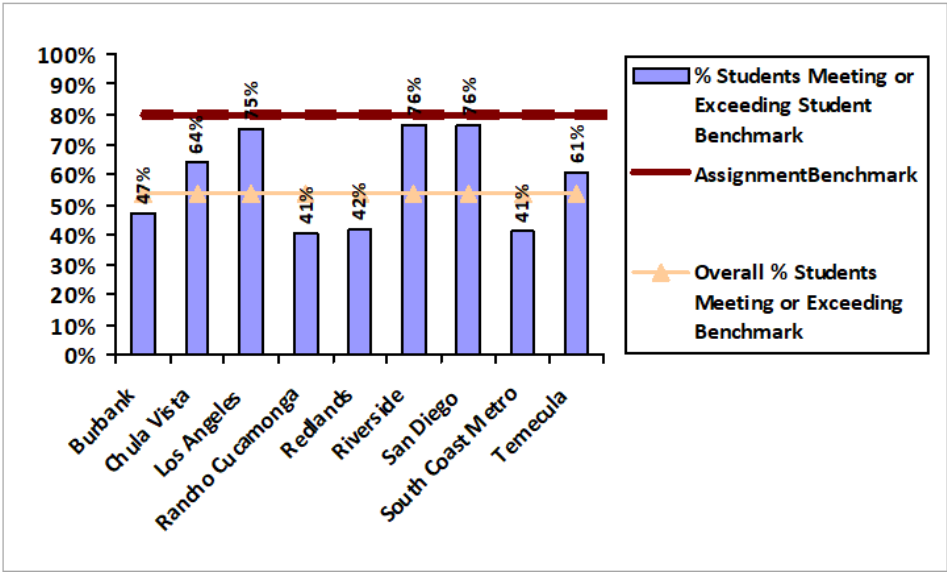
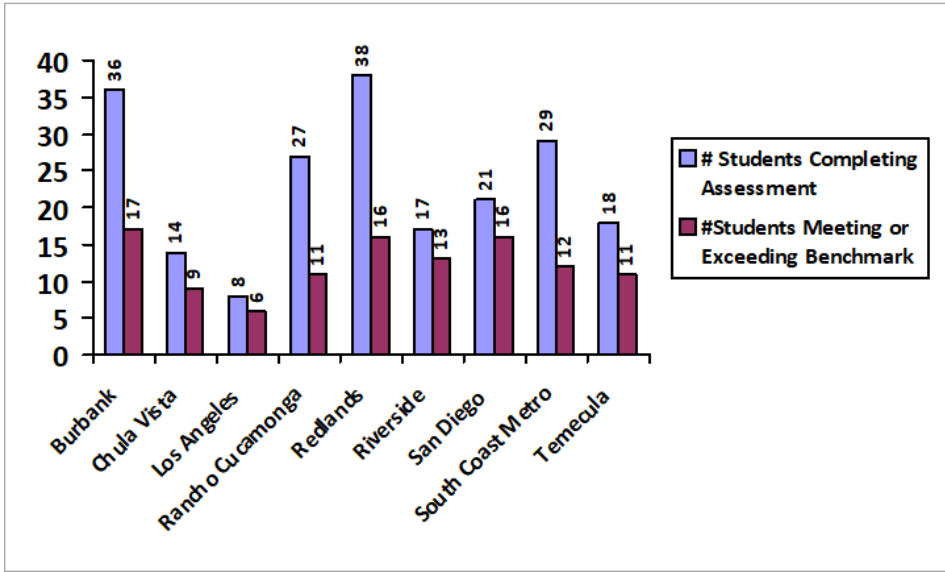
Performance Indicator	Definition				
Program: MBA	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed 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: 2, 4					
Course: MGMT-667					
CLO: 3, 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)
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 2016-17, 53% of students met	The 7% average should be interpreted in light of the 78.2 average rubric score. MBA students are doing relatively well even though not enough of them have crossed the 80% SLO mastery threshold. More	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	<p><b>2016-2017</b> See p. 4</p> <p><b>2017-2018</b> See p. 5</p> <p><b>2018-2019</b> See p. 6</p> <p><b>Overall Results</b> See pp. 7-8</p>

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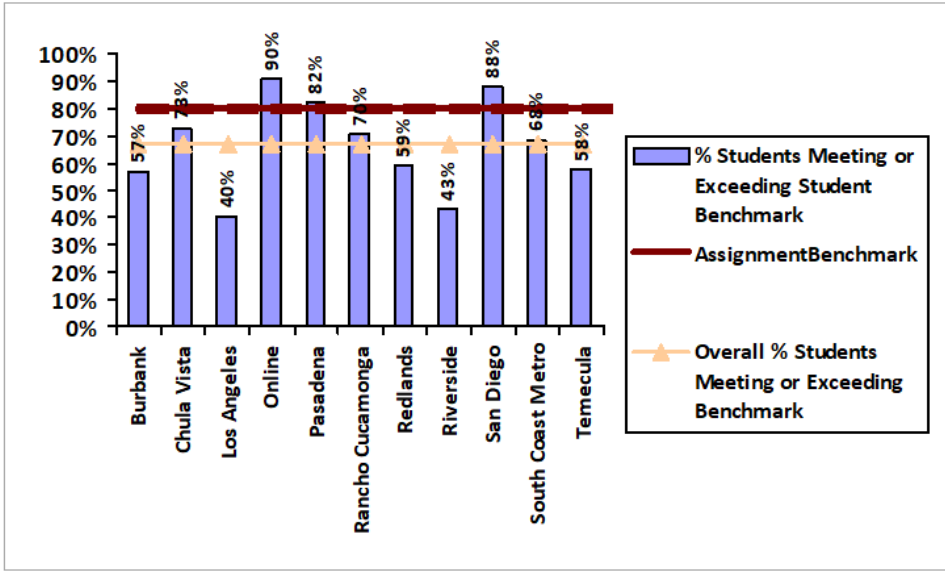
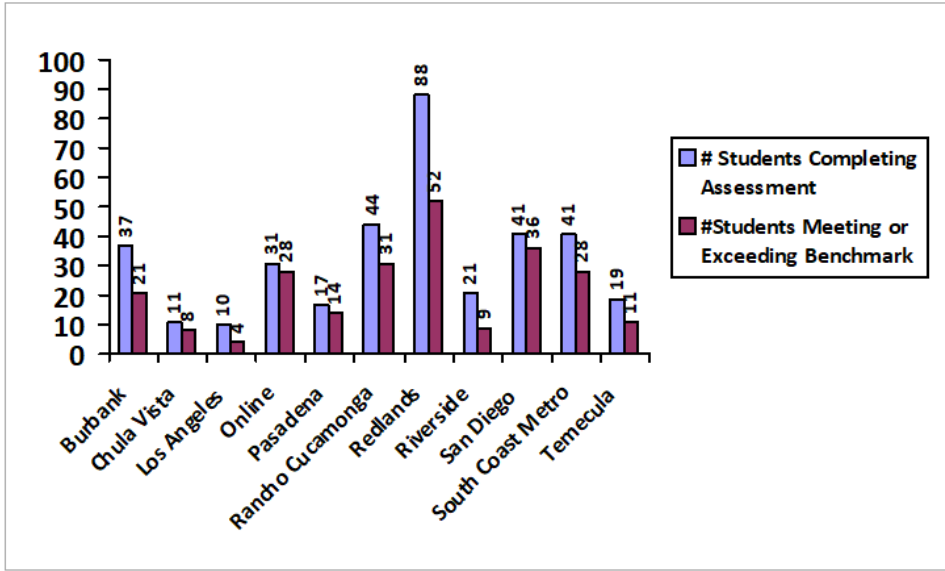
<p>To meet CLO mastery requirements, eighty percent of the students must score 8 out of 10 on this paper using a common rubric prepared by faculty and administrators.</p>	<p>preparation for the term paper. Term Papers (and their optional presentations) are assessed in each class using a DIRECT, SUMMATIVE and INTERNALLY GENERATED (faculty) Assessment Rubric.</p>	<p>the expected SLO threshold. In 2017-18, 67% of students met the expected SLO threshold. For AY 2018-19, 76% of students met the expected SLO mastery level.</p> <p>Across campuses and the stated time periods, there were 9 sections out of 30 where students met the 80% standard. 6 additional sections were within 10% of meeting this standard.</p> <p>In terms of rubric average, scores ranged from 7.7 to 8.5 for the three time periods considered. In addition, the average score across all periods is 8.2. This is very close to the 80% (8 out of 10) standard.</p>	<p>importantly, rubric scores increased across the three time periods.</p> <p>We can attribute this to consistent norming exercises at the Faculty 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 <b>better framework explanation, among others.</b> 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</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"> <li>• 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.</li> <li>• inform adjunct faculty of available educational (textbooks, cases, teaching aids) and student support resources (Moodle features, additional software/apps, etc.)</li> </ul>	
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			<p>receive the necessary resources and training for such tasks.</p>	<ul style="list-style-type: none"> <li>• allow faculty to share their professional expertise (e.g. legal background)</li> <li>• provide continuing support for assessment and classroom management related issues (dealing with disabled students, etc.)</li> </ul> <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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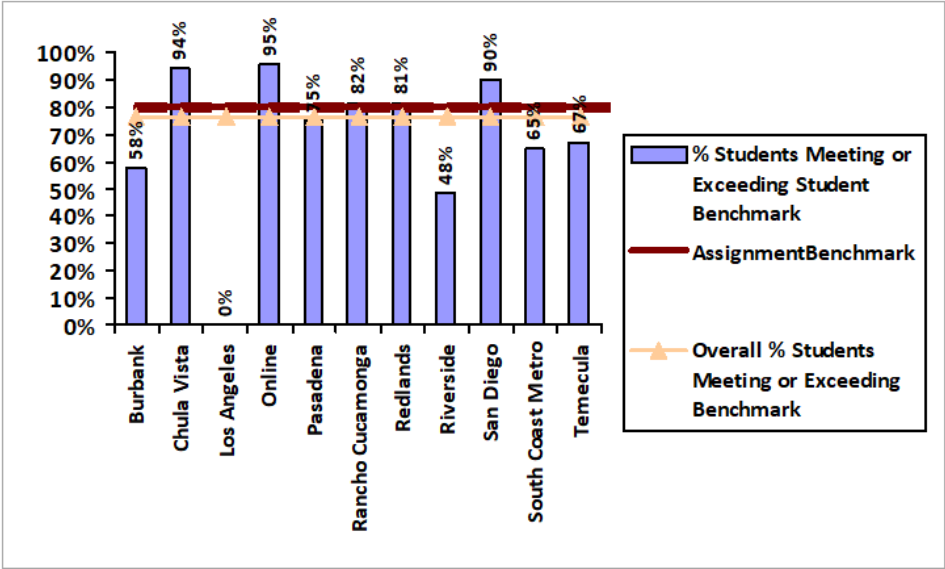
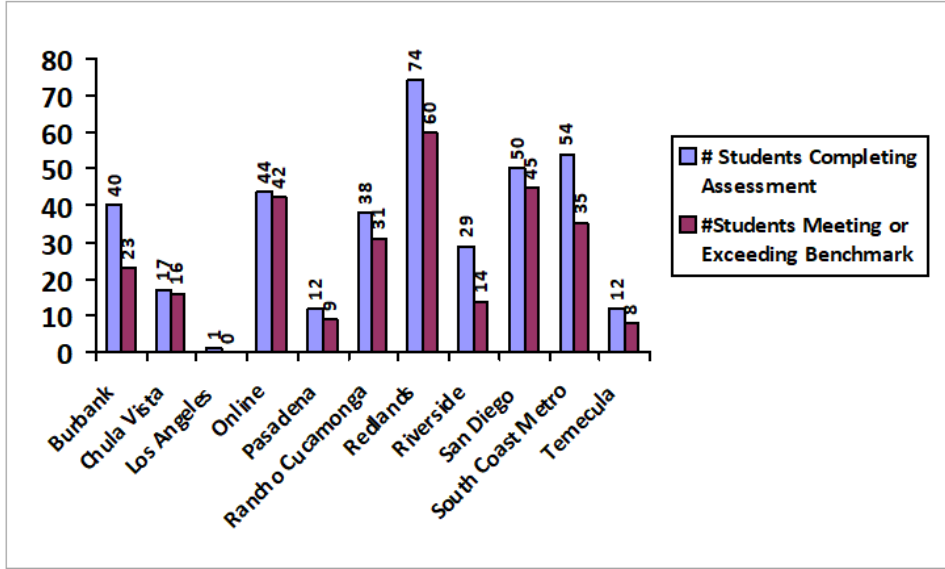
Assignment:



Assignment:

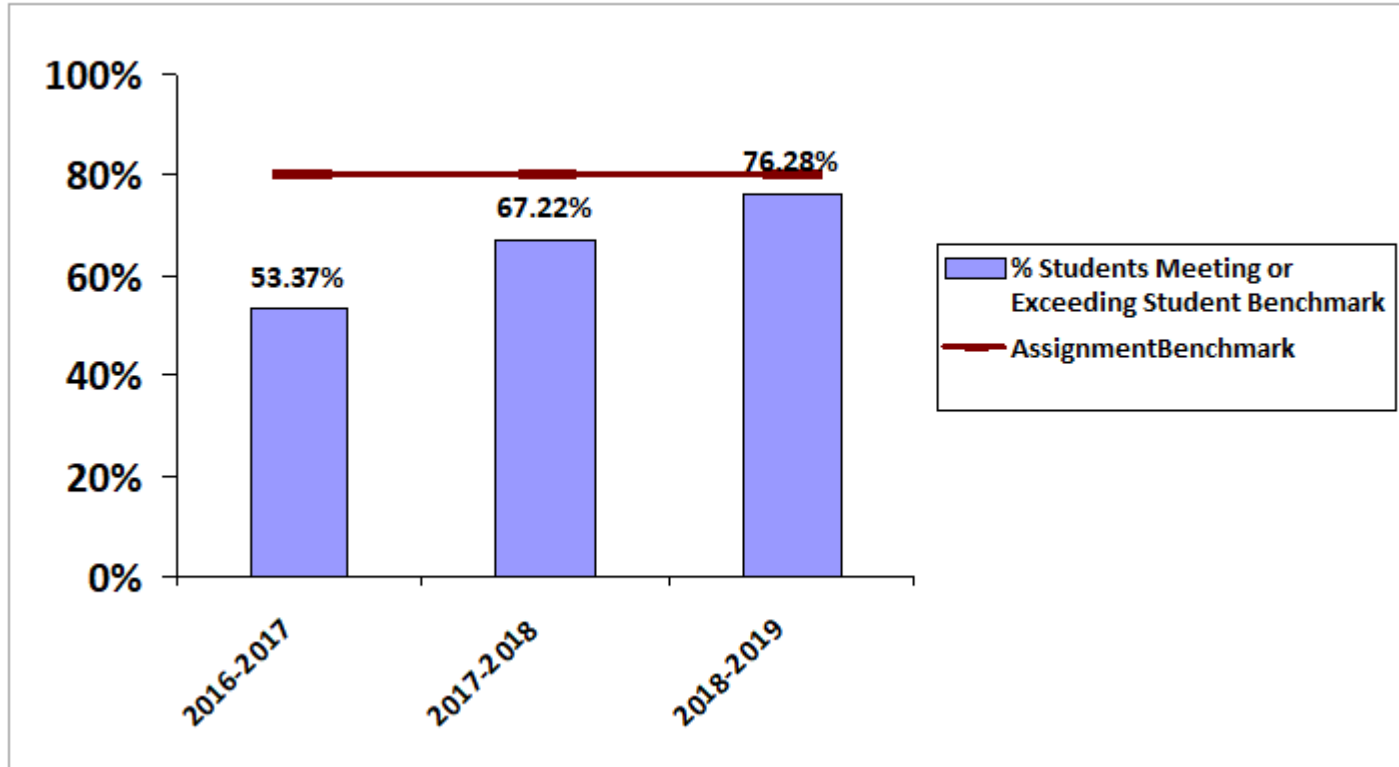


Assignment:

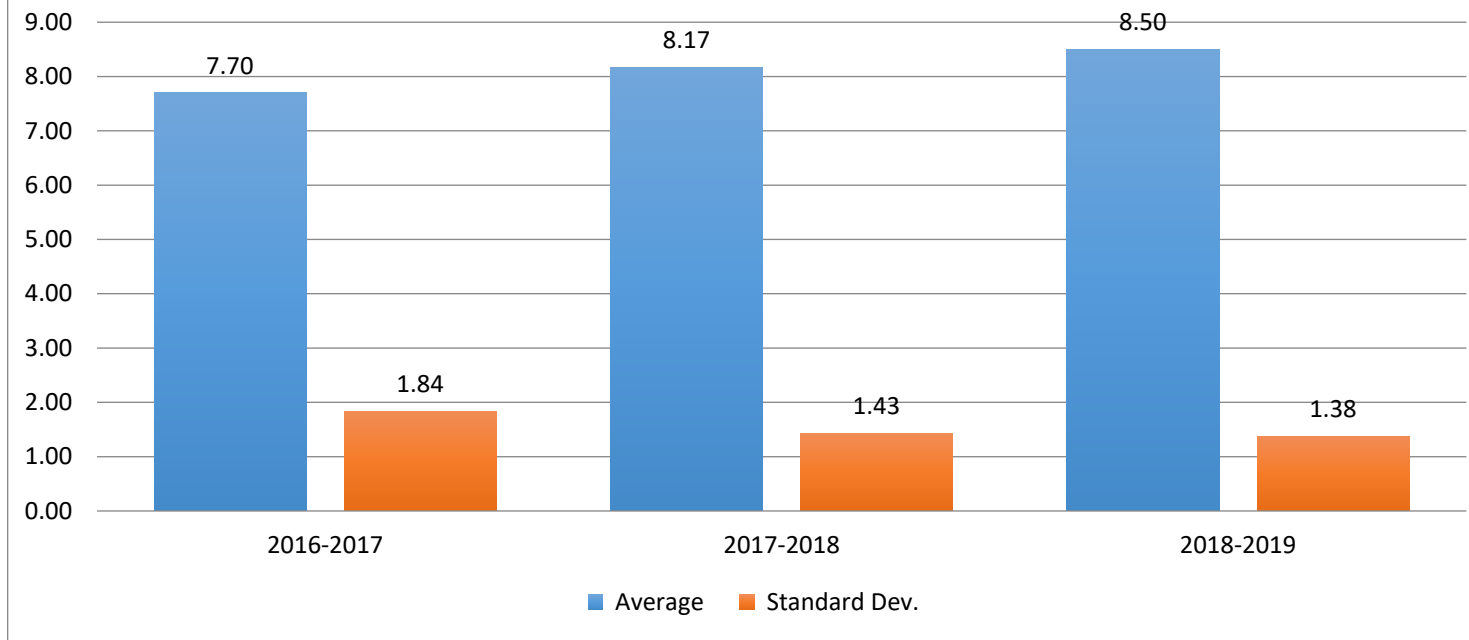


## Overall Results

Assignment:



## Overall Rubric Scores





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# Assessment Action Plan<sup>1</sup>

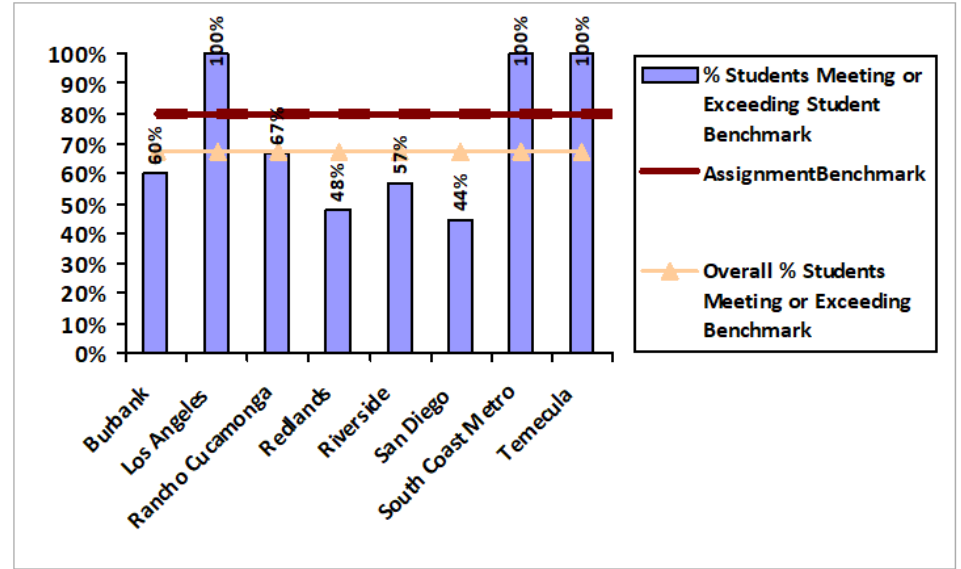
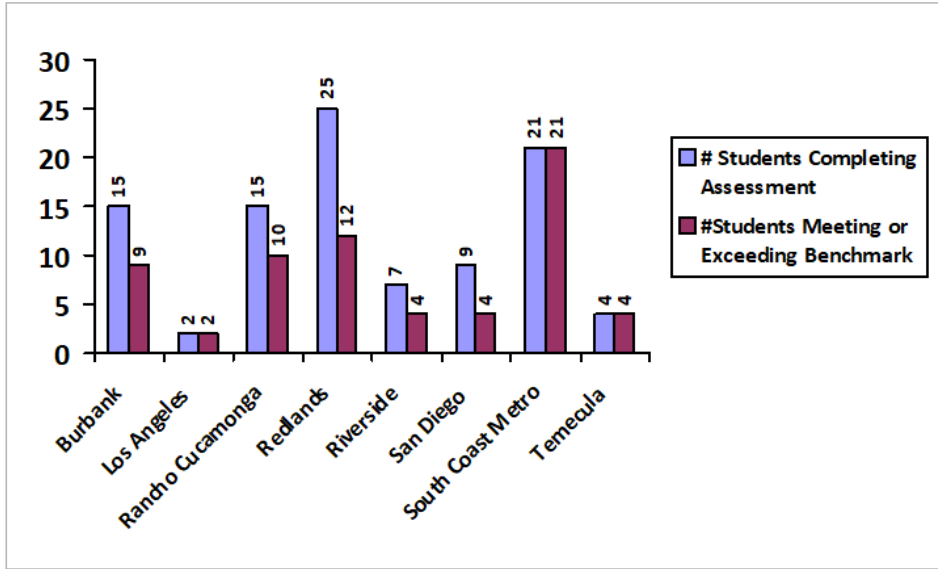
This table will be used to supply data for ACBSP Criterion 4.2 Reporting Results and Trends

Performance Indicator	Definition					
Program: <b>MSOL</b>	<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: <b>MGMT-674</b>						
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 students taking the Final Exam will meet or exceed the benchmark of 80%.	Term Paper Option A, internally administered in an 8 week course.	Term Paper Option A has been eliminated from the model syllabus and assessment process in Jan. 2018. The assessment result should include “Term Paper” as the only option.	Term Paper Option A has been eliminated from the model syllabus and assessment process in Jan. 2018. The assessment result should include “Term Paper” as the only option. Refer to the analysis below.	Term Paper Option A has been eliminated from the model syllabus and assessment process in Jan. 2018. The assessment result should include “Term Paper” as the only option. Refer to the analysis below.	<p><b>2016-2017</b> See p. 3</p> <p><b>2017-2018</b> See p. 4</p> <p><b>2018-2019</b> See p. 5</p> <p><b>Overall Results</b> See p. 6</p>	

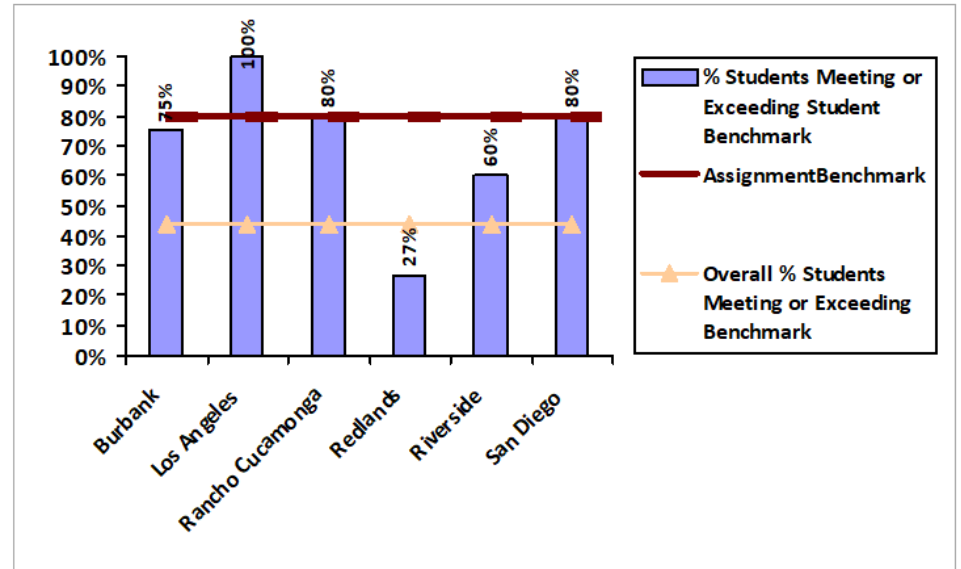
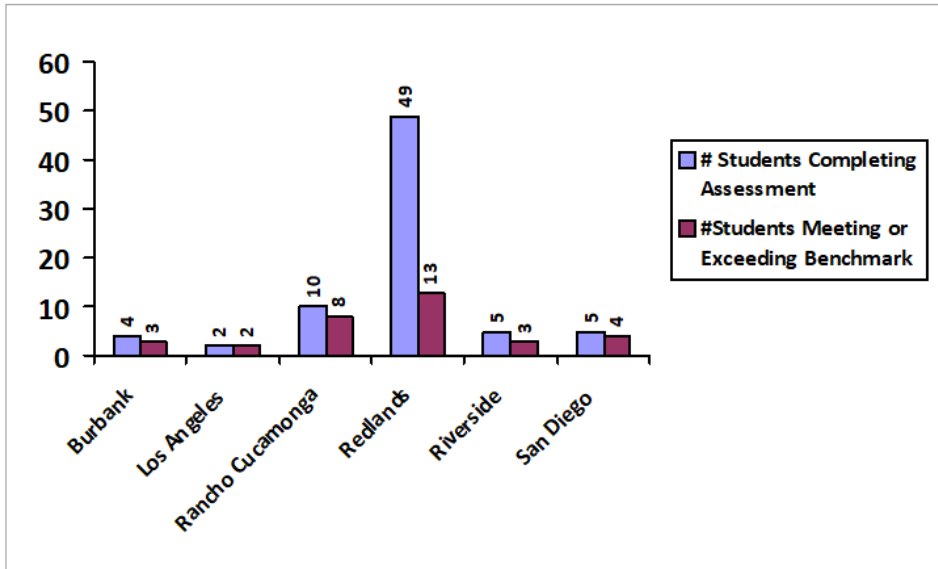
<sup>1</sup> Please read instructions in last page carefully before drafting this action plan.

		Refer to the analysis below.			
Measurable Goal: 80% of students taking the Final Exam will meet or exceed the benchmark of 80%.	Term Paper Option B, internally administered in an 8 week course.	The overall 2018-2019 results were consistent with the previous year, which showed overall 84.55% of students met or exceeded benchmark. In specific, most campuses met or nearly met/exceeded benchmark except for Redlands due to the extremely small sample size (2 students).	The model syllabus for MGMT 674 has been revised in 2017-2018 by including only one option for the final paper (previously option B), which allows a relatively bigger sample size for the assessment. The corresponding assessment form and rubrics have been adopted for administration. Therefore, only one assessment for term paper should be included in the assessment.	-Conversations with the assessment team are needed to ensure that the correct assessment documents will be used in the future. -The action plan form should be revised by including only "Final Paper" as the option. -Conversations with the instructors are needed in order to ensure that all the instructors use the correct model syllabus and assessment form. -Continue to collect data to enlarge the sample size in order to have a better trend analysis.	<p><b>2016-2017</b> See p. 3</p> <p><b>2017-2018</b> See p. 4</p> <p><b>2018-2019</b> See p. 5</p> <p><b>Overall Results</b> See p. 6</p>

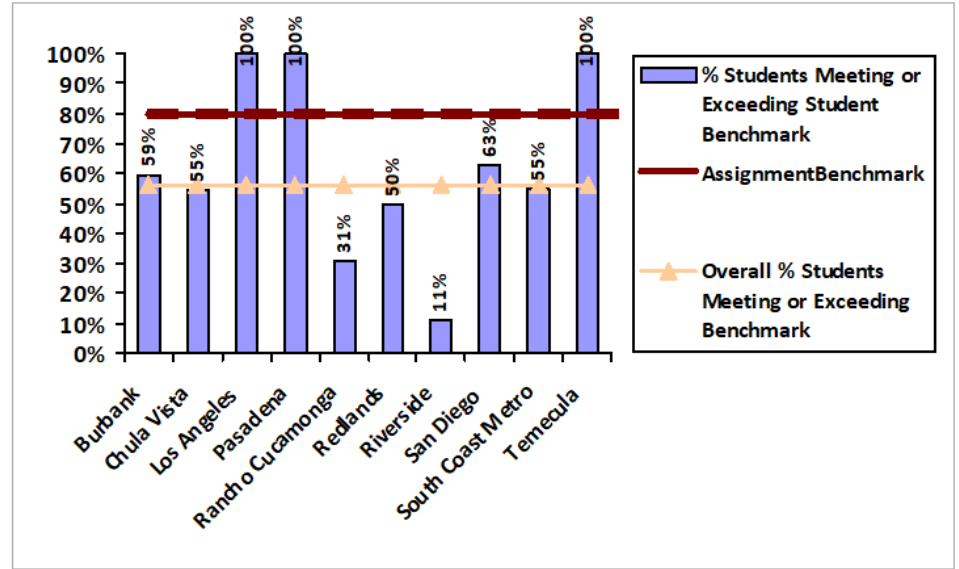
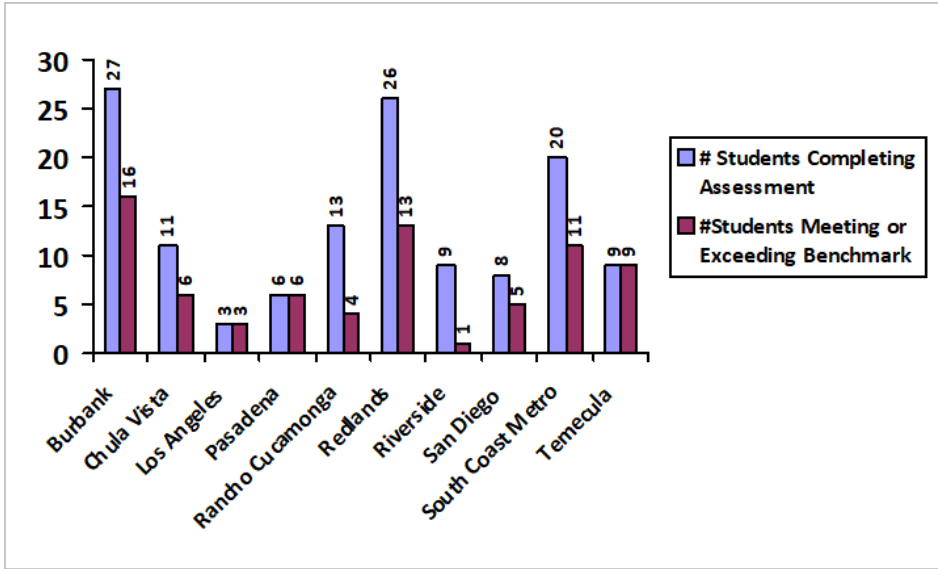
Assignment: Term Paper Option A



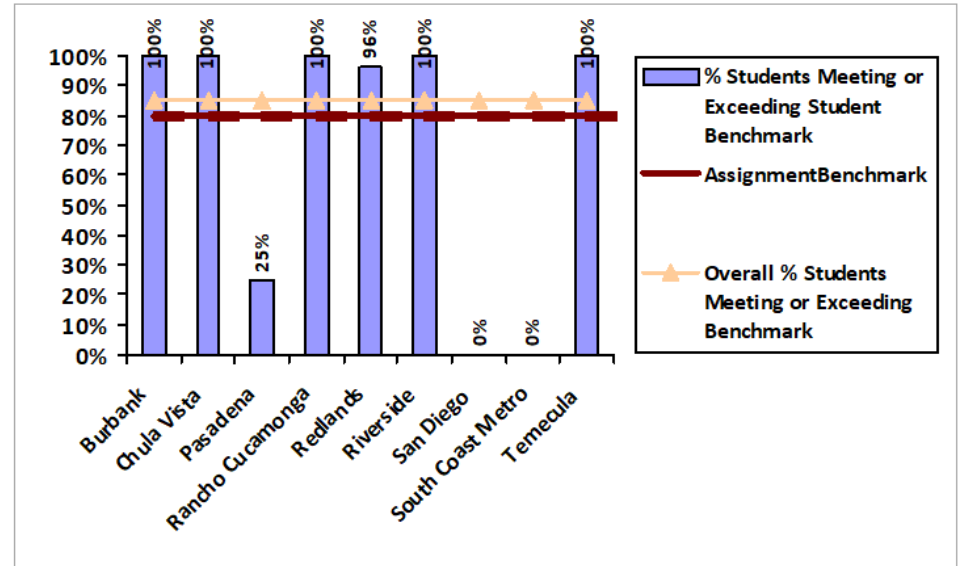
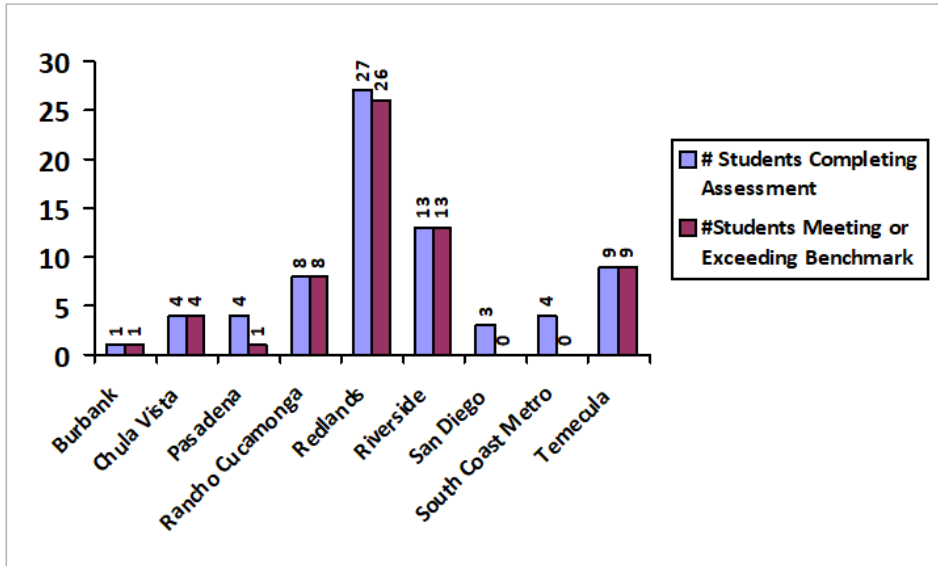
Assignment: Term Paper Option B



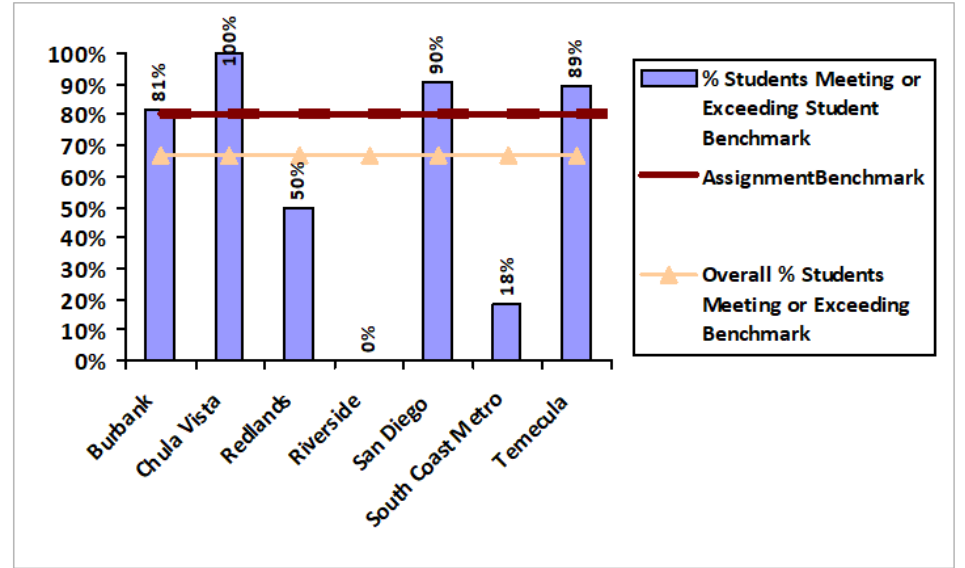
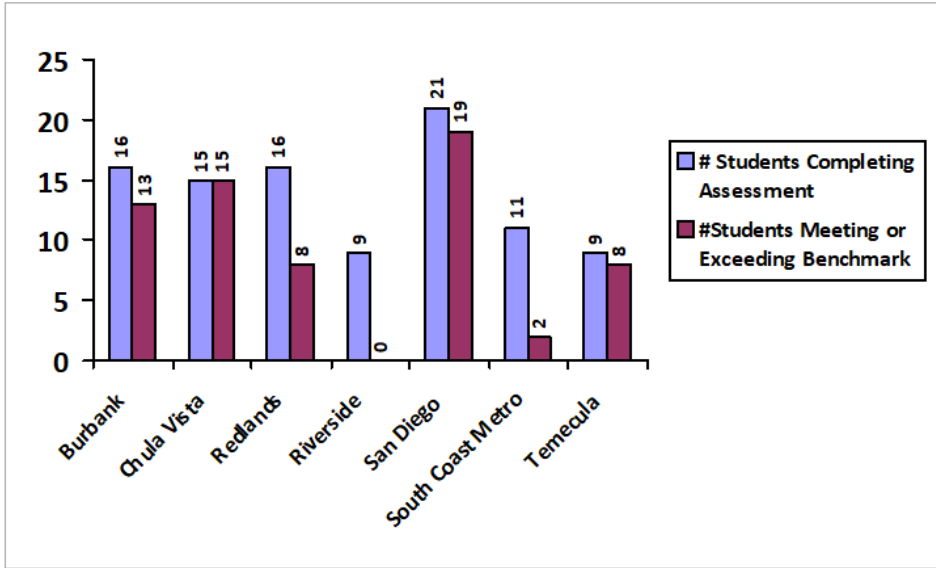
Assignment:



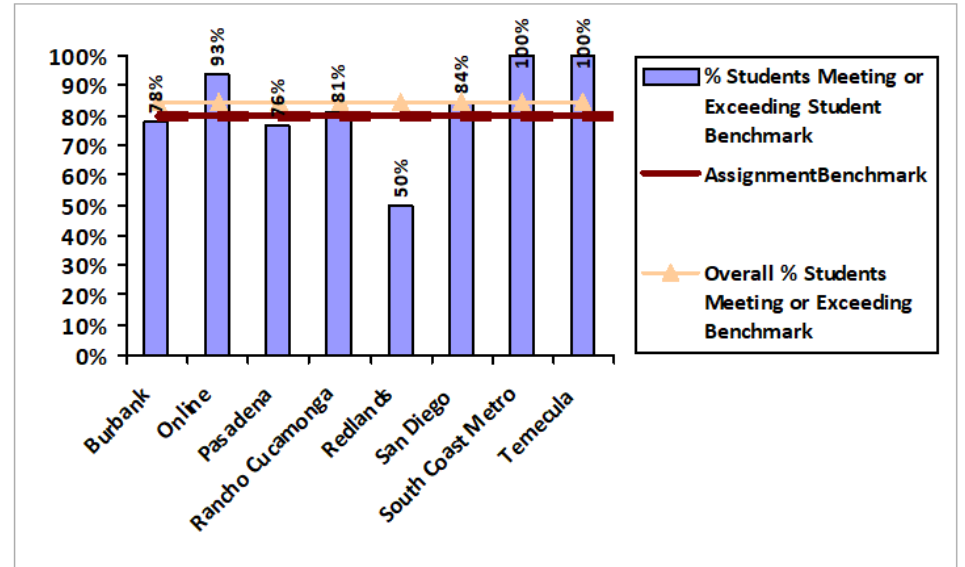
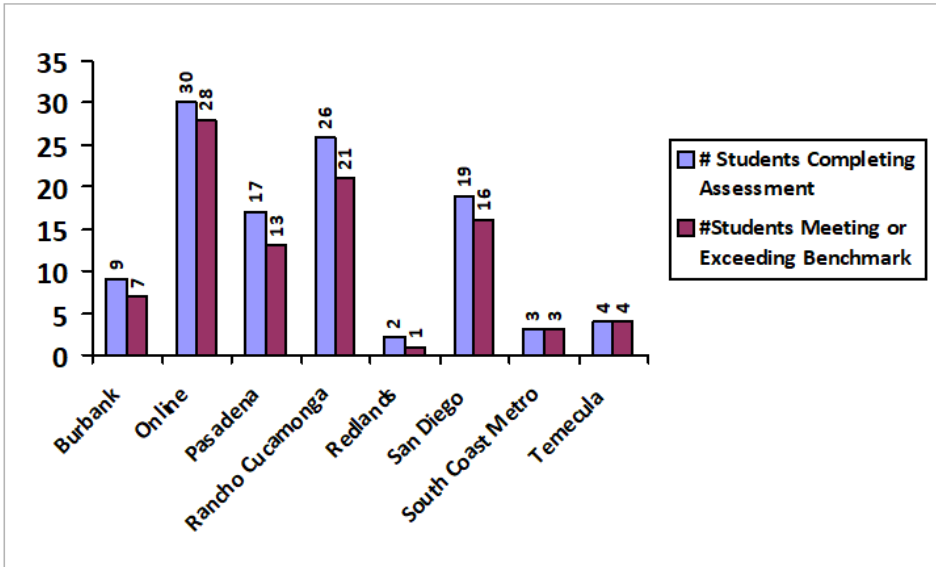
Assignment:



Assignment:

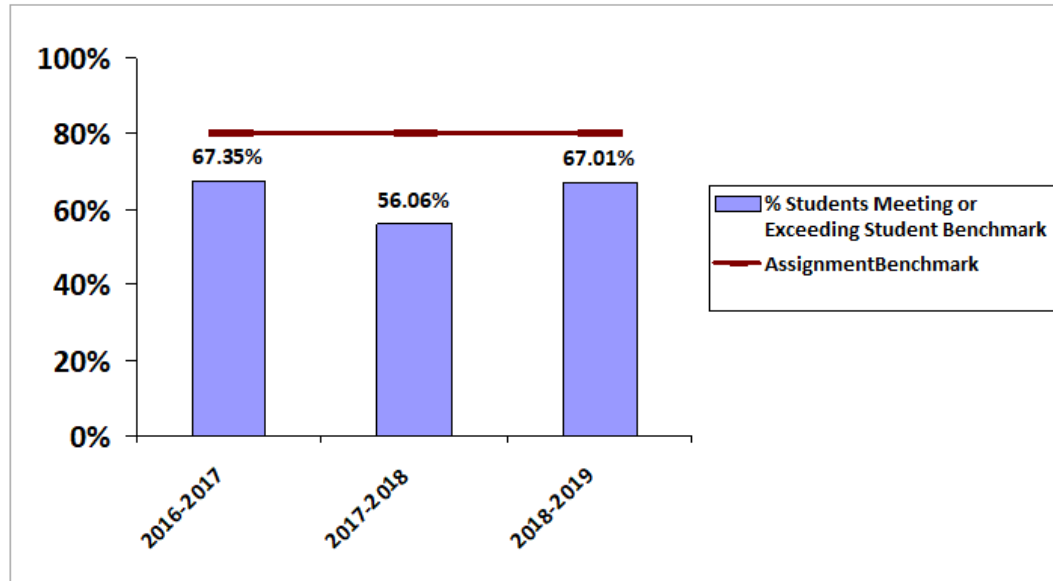


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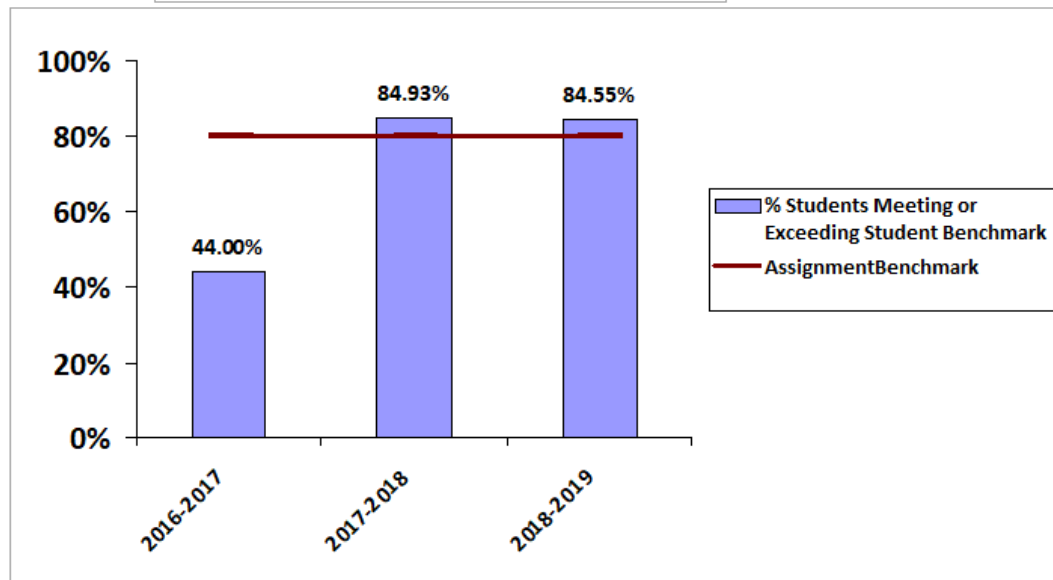


## Overall Results

Assignment:



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 Plan<sup>1</sup>

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

Performance Indicator	Definition
<b>Program:</b> MBA <b>PLO:</b> 1, 2, 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:
<b>Course:</b> <e.g. BUAD 696)	<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.
<b>CLO:</b> 1, 3, 4	<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.

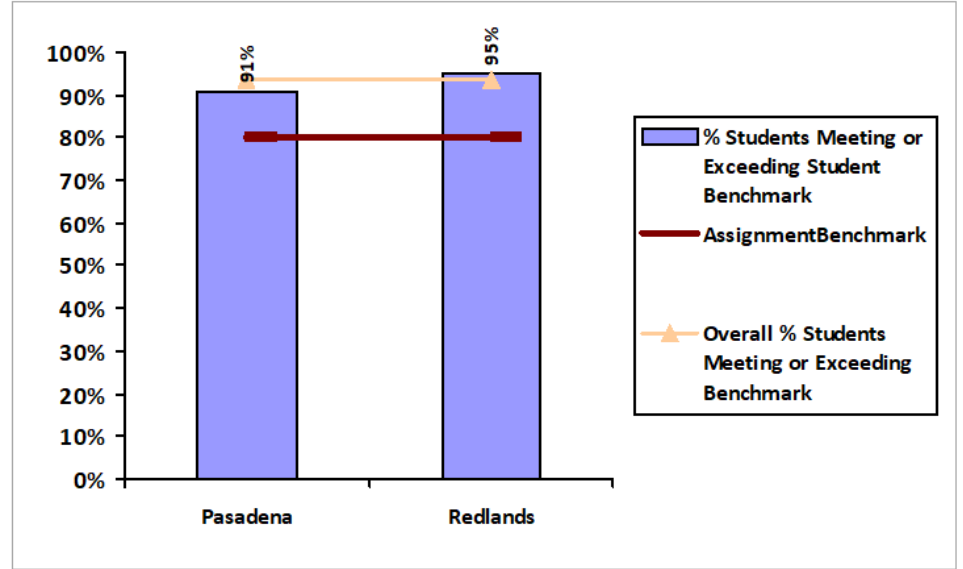
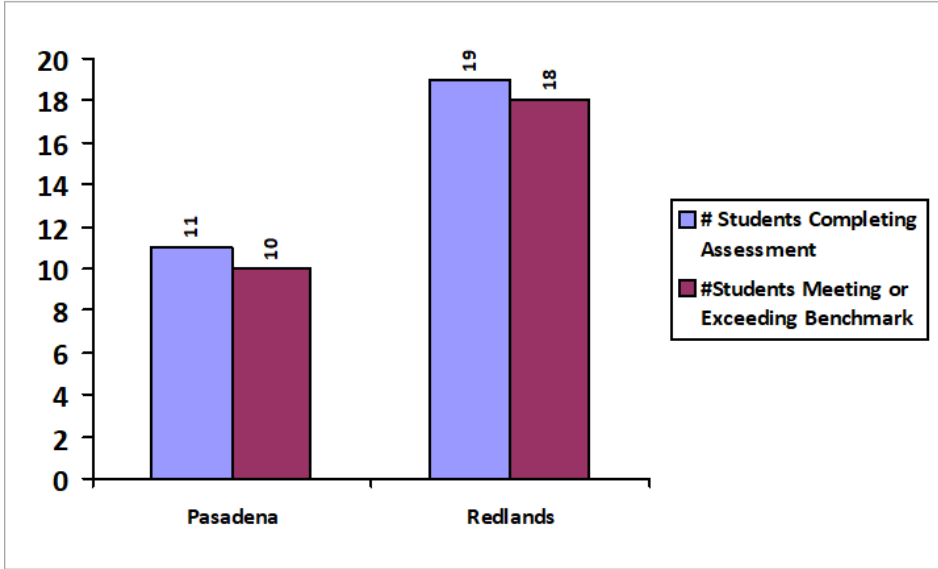
<sup>1</sup> Please read instructions in last page carefully before drafting this action plan.

**Analysis of Results**

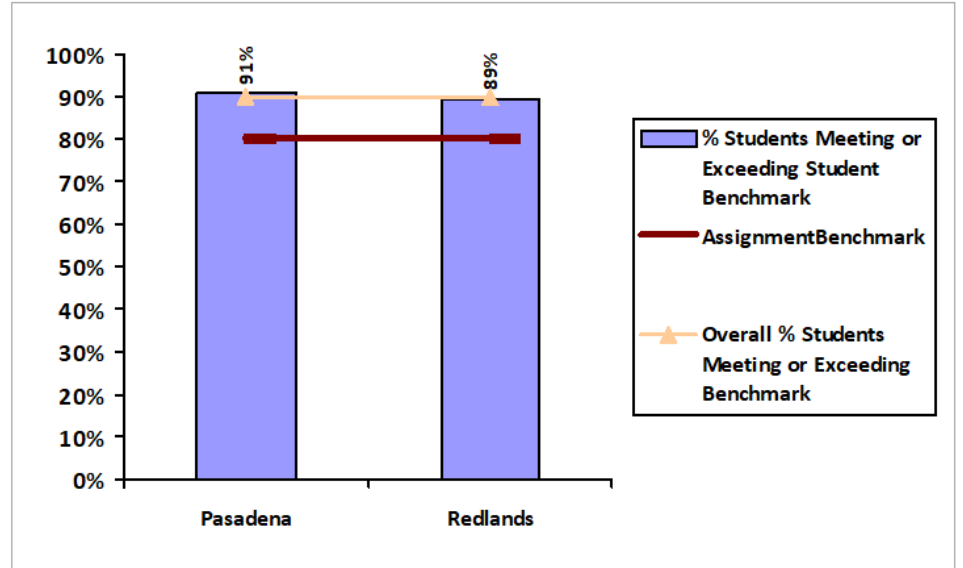
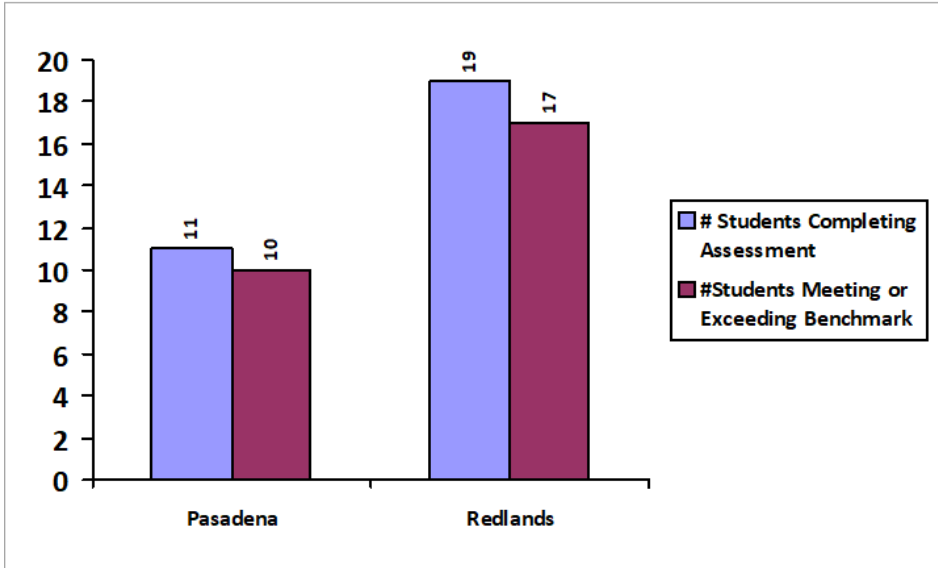
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)
80% of the students will meet or exceed the 80% benchmark score using a standardized assessment scoring sheet.	Marketing Concept Report in an 8 week course using a standardized assessment scoring sheet. Direct, Formative.				<p align="center"><b>2016-2017</b> See p. 4</p> <p align="center"><b>2017-2018</b> See p. 6</p> <p align="center"><b>Overall Results</b> See p. 10</p>
80% of the students will meet or exceed the 80% benchmark score using a standardized assessment scoring sheet.	Marketing Presentation in an 8 week course using a standardized assessment scoring sheet. Direct, Formative				<p align="center"><b>2016-2017</b> See p. 4</p> <p align="center"><b>2017-2018</b> See p. 6</p> <p align="center"><b>2018-2019</b> See p. 8</p> <p align="center"><b>Overall Results</b> See p. 10</p>

<p>80% of the students will meet or exceed the 80% benchmark score using a standardized assessment scoring sheet.</p>	<p>Team Collaboration in an 8 week course using a standardized assessment scoring sheet. Direct, Formative</p>				<p><b>2016-2017</b> See p. 5</p> <p><b>2017-2018</b> See p. 7</p> <p><b>2018-2019</b> See p. 8</p> <p><b>Overall Results</b> See p. 10</p>
<p>80% of the students will meet or exceed the 80% benchmark score using a standardized assessment scoring sheet.</p>	<p>Marketing Plan Report in an 8 week course using a standardized assessment scoring sheet. Direct, Formative</p>				<p><b>2018-2019</b> See p. 9</p> <p><b>Overall Results</b> See p. 10</p>

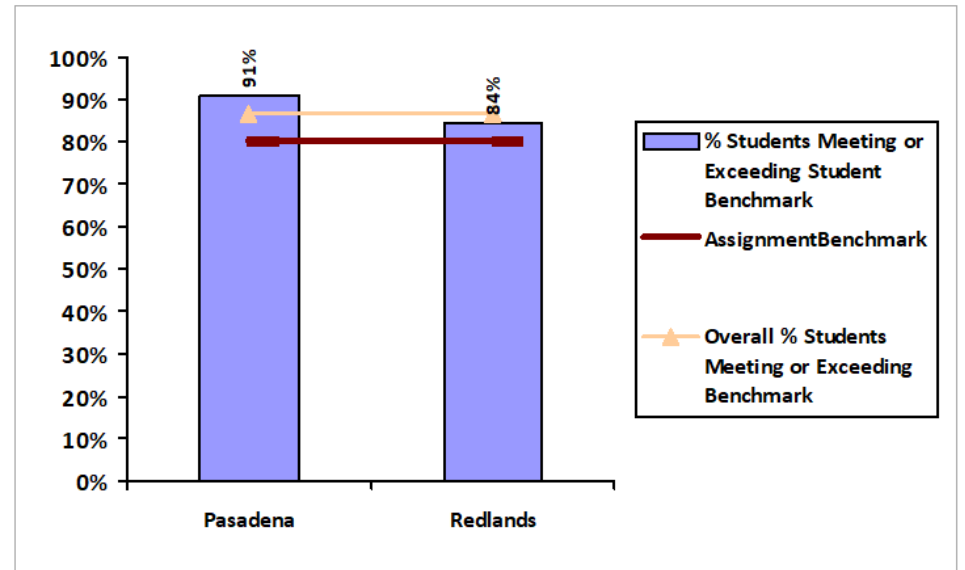
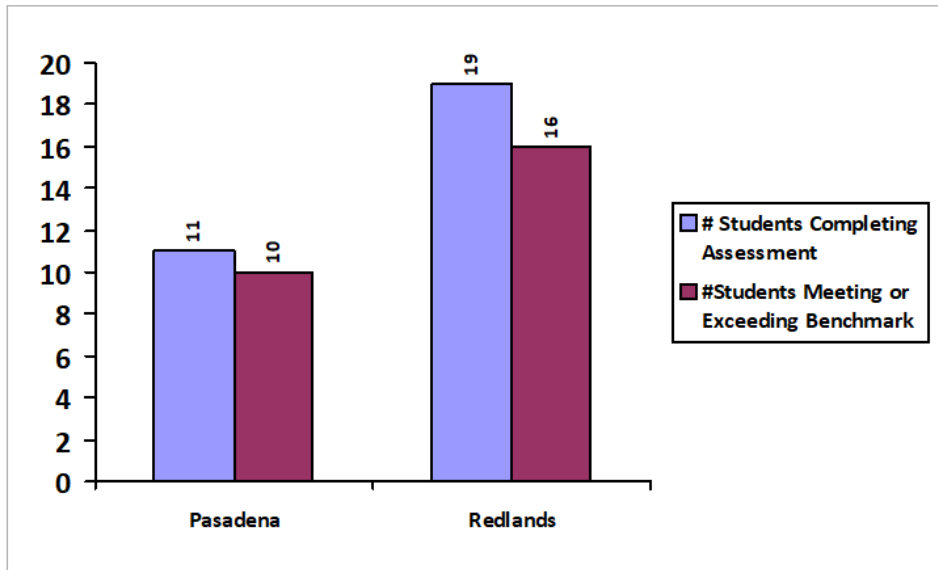
Assignment: Marketing Concept Report



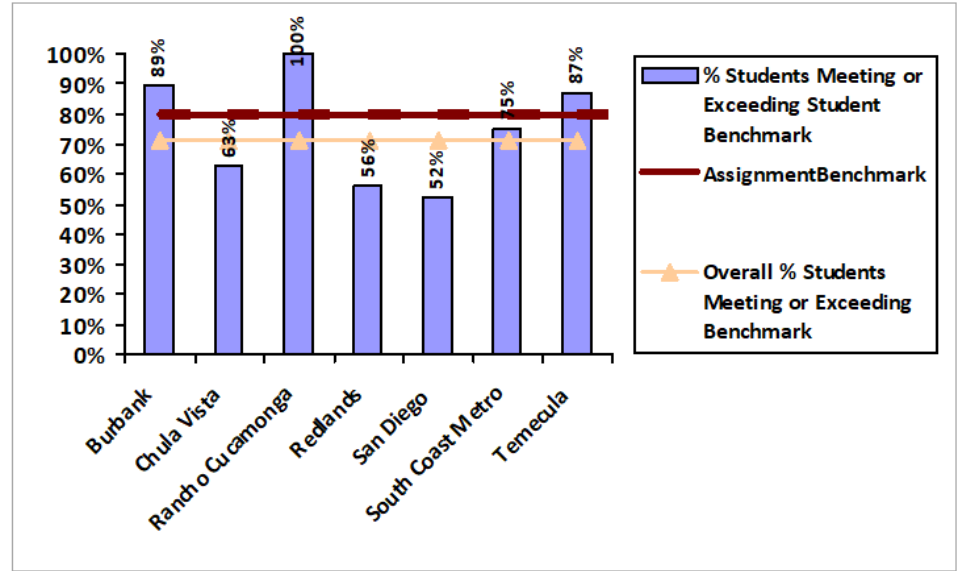
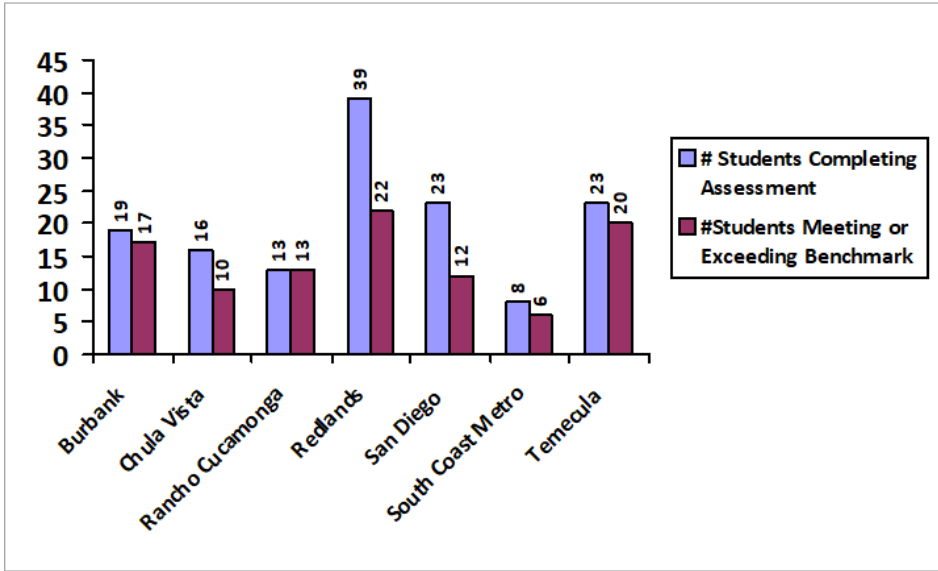
Assignment: Marketing Presentation



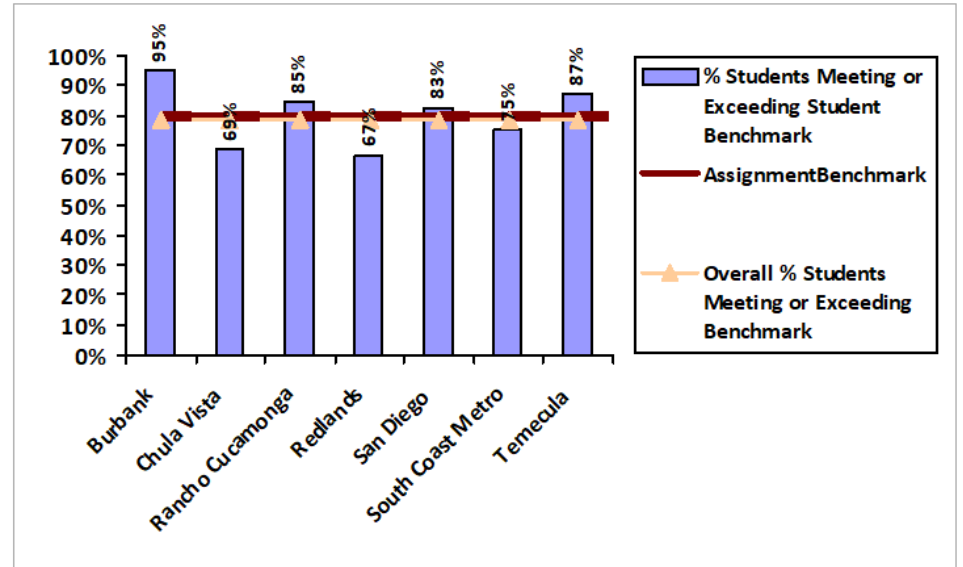
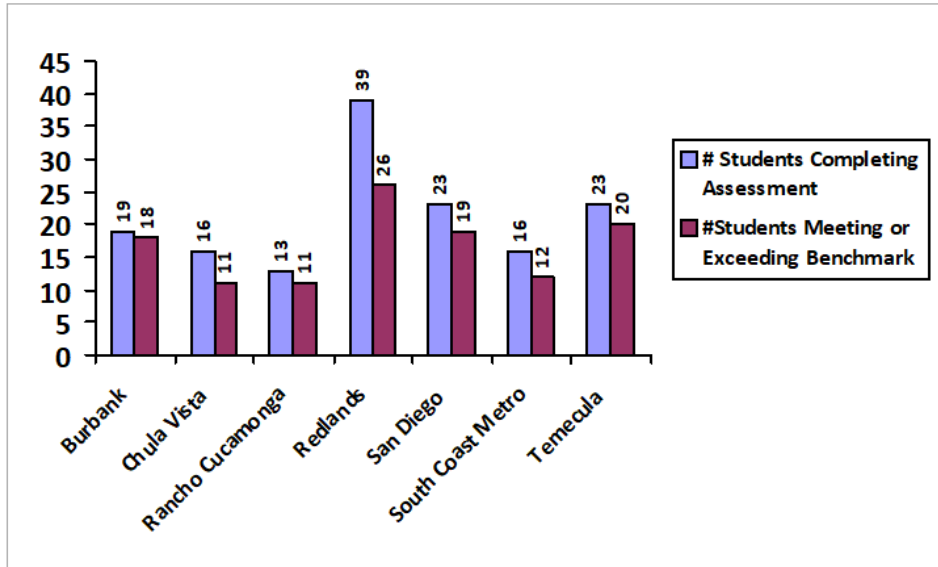
Assignment: Team Collaboration



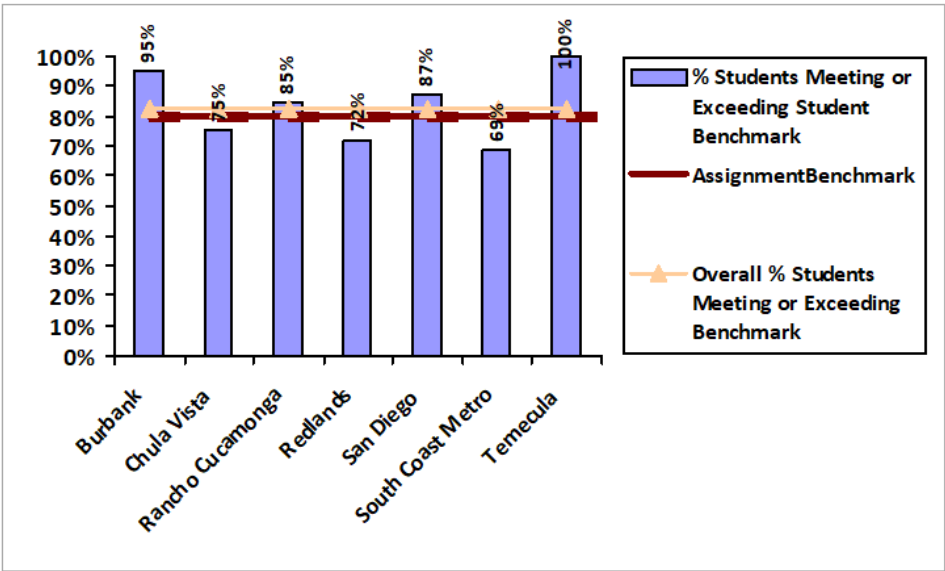
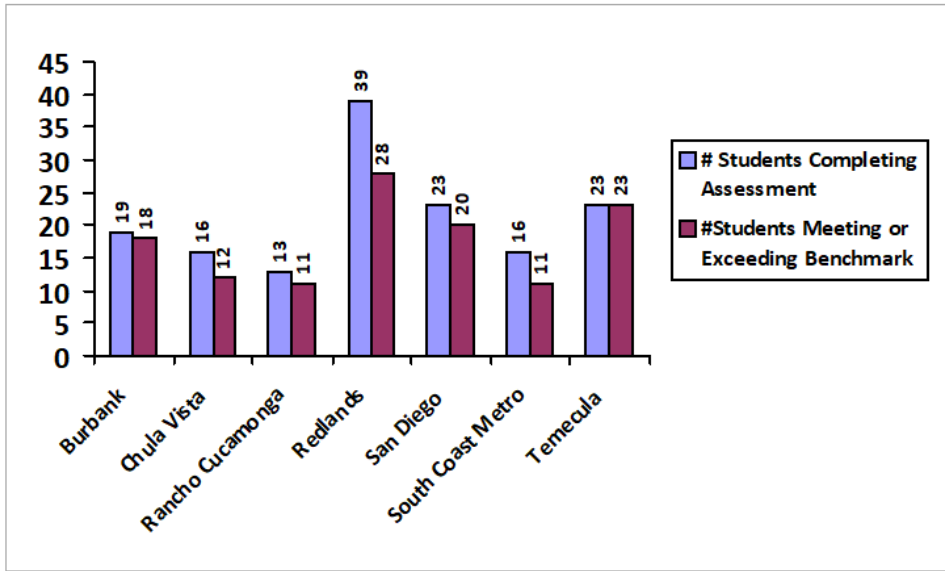
Assignment: Marketing Concept Report



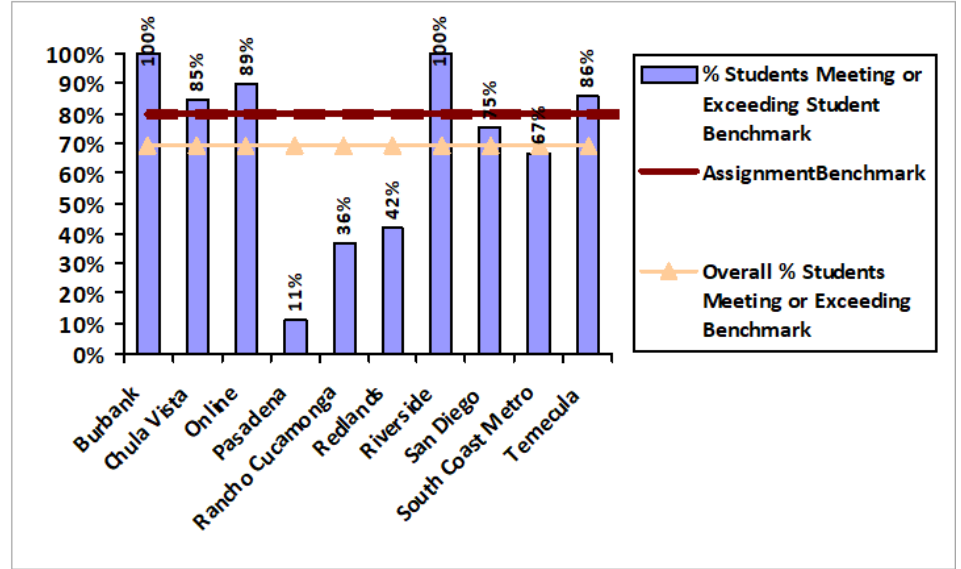
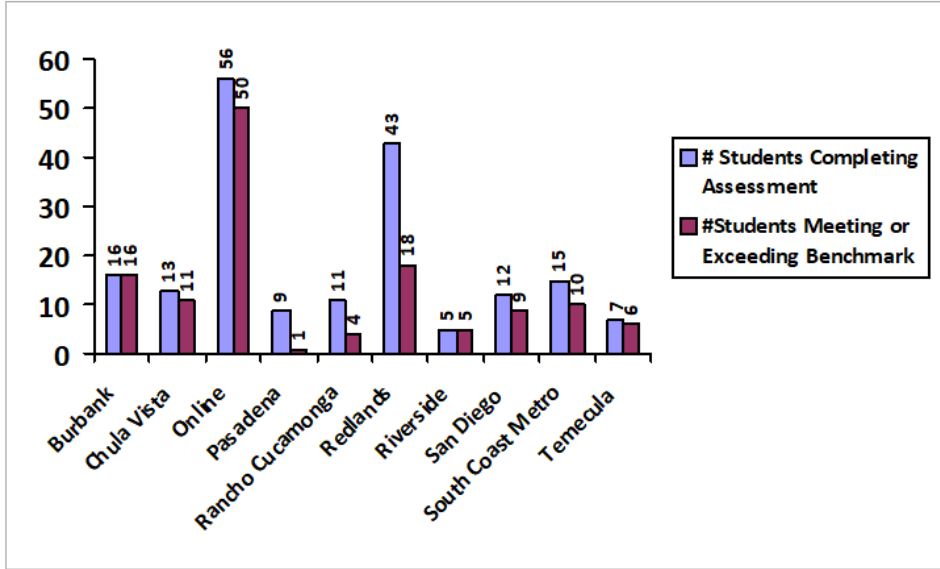
Assignment: Marketing Presentation



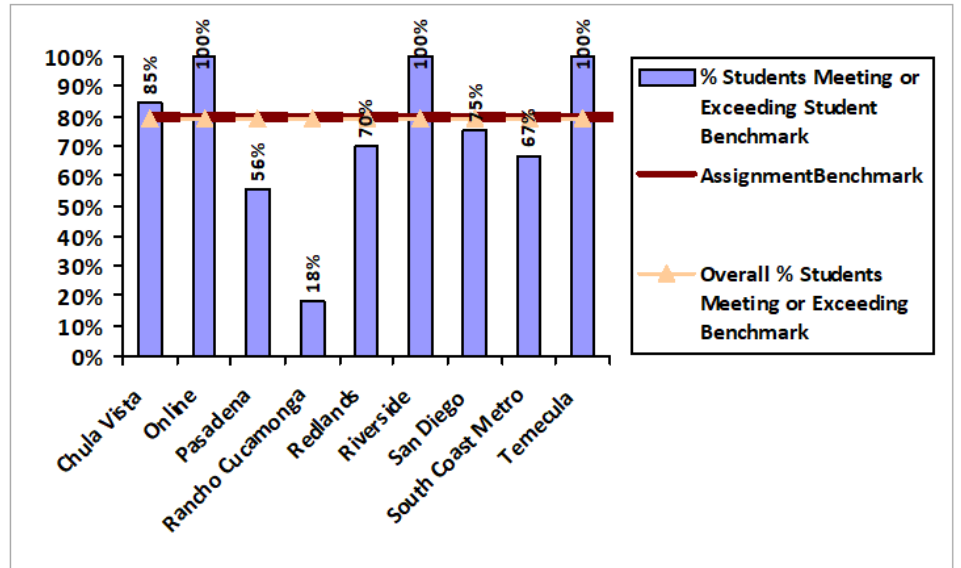
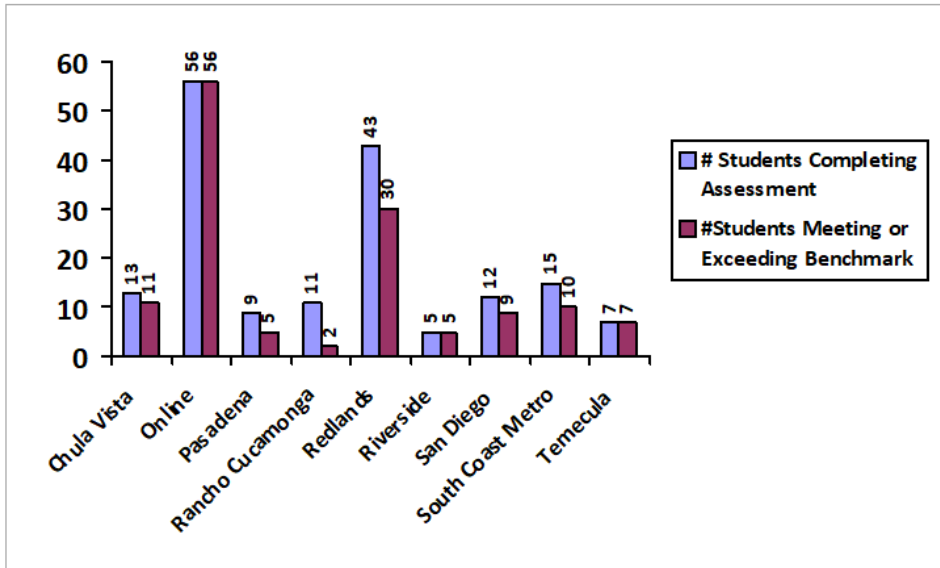
Assignment: Team Collaboration



Assignment: Marketing Presentation

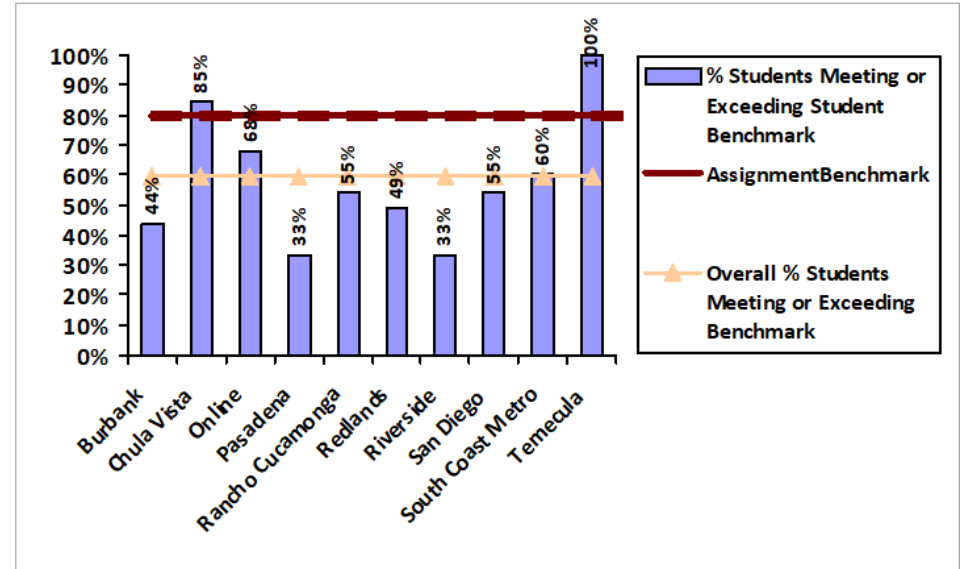
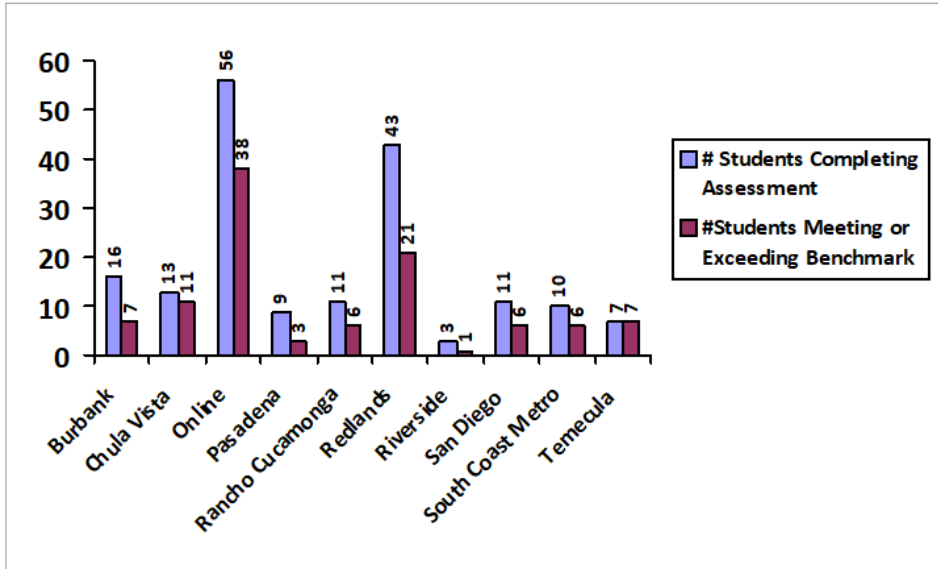


Assignment: Team Collaboration



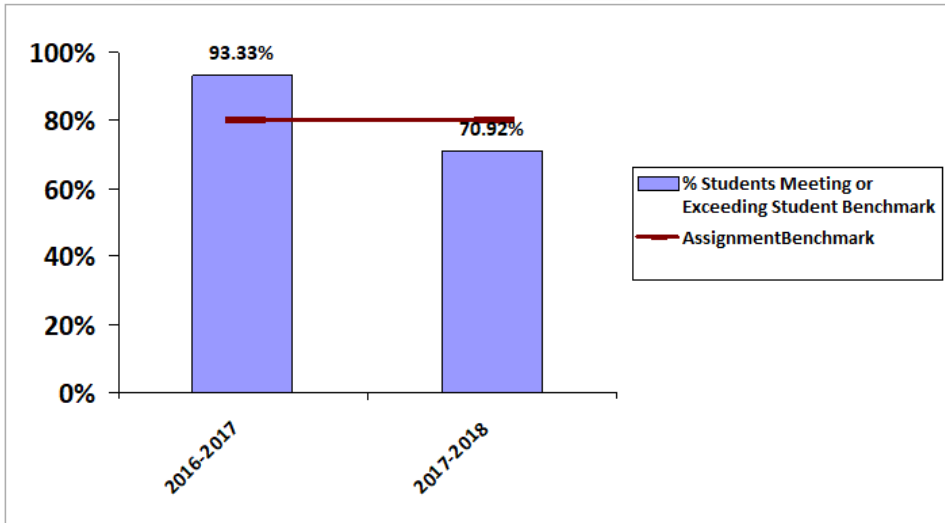


Assignment: Marketing Plan Report

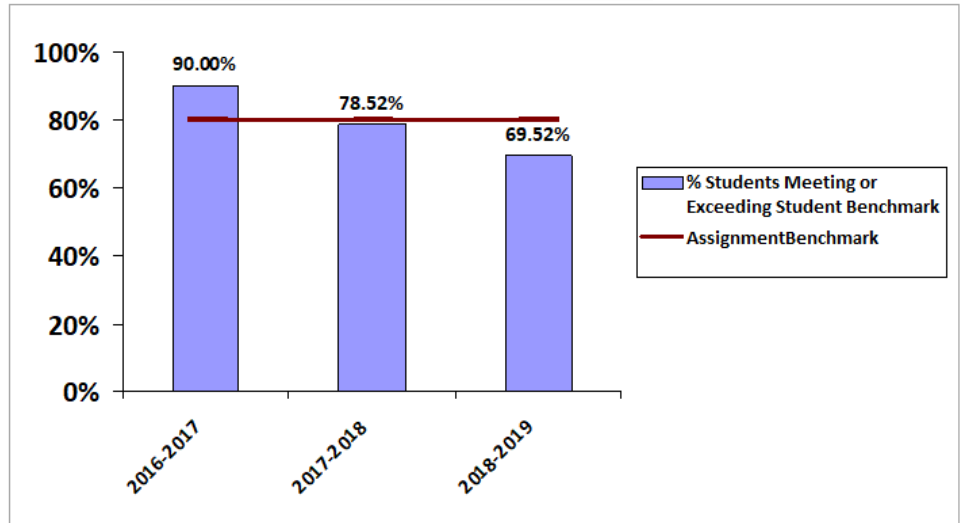


## Overall Results

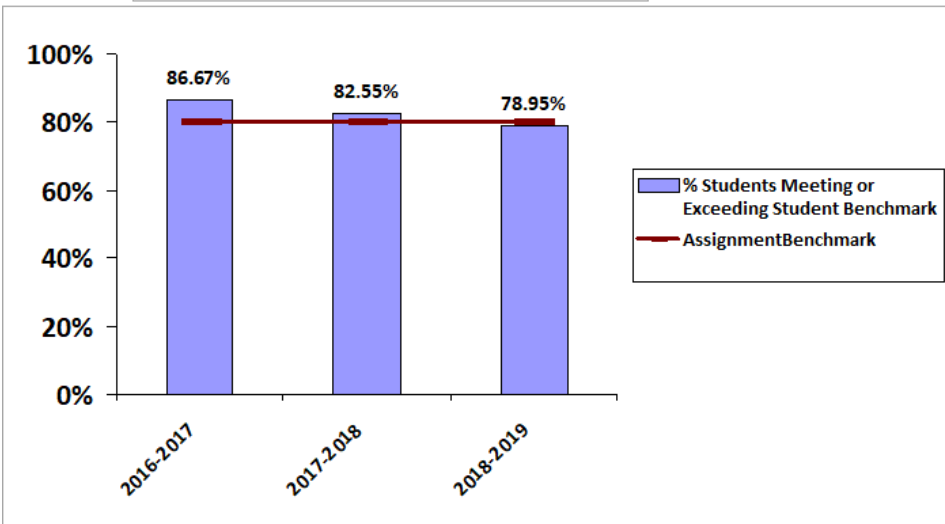
Assignment:



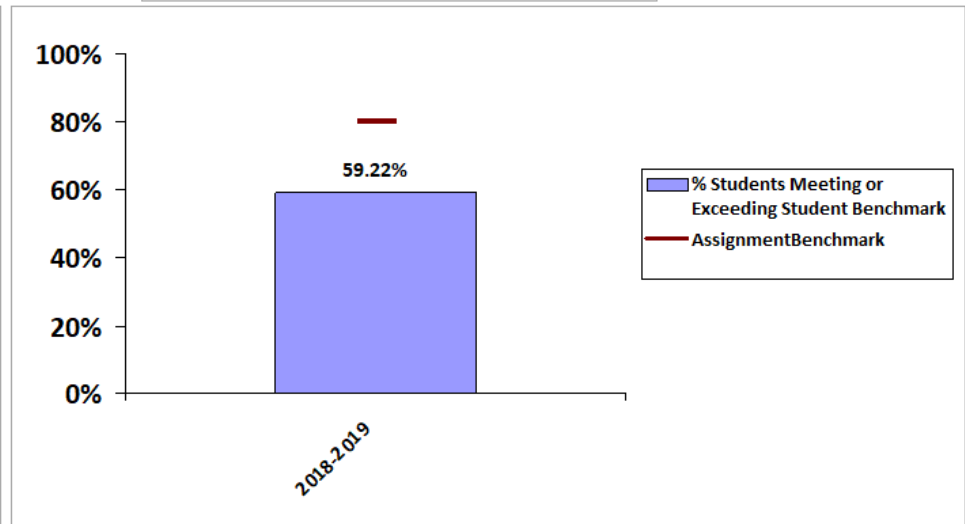
Assignment:



Assignment:



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 Plan<sup>1</sup>

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

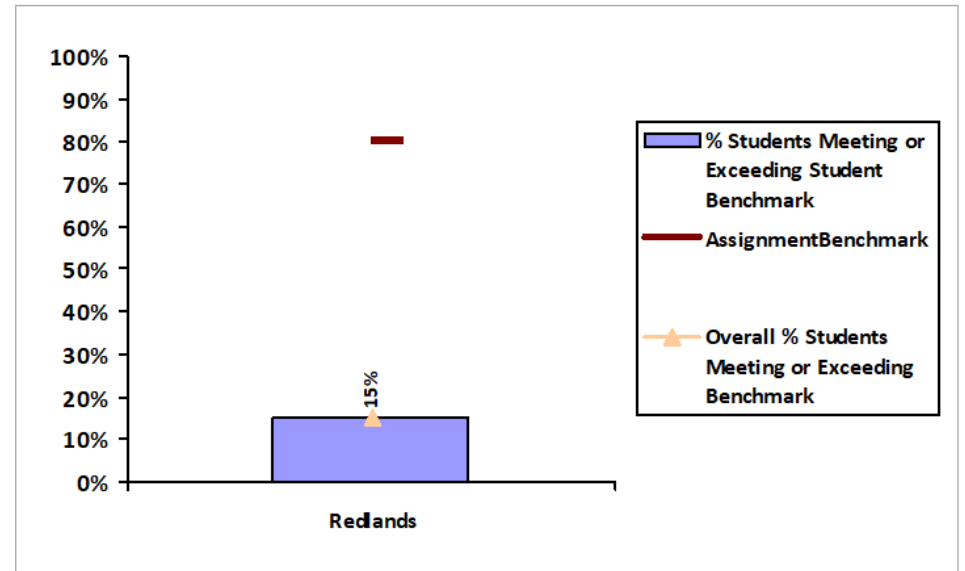
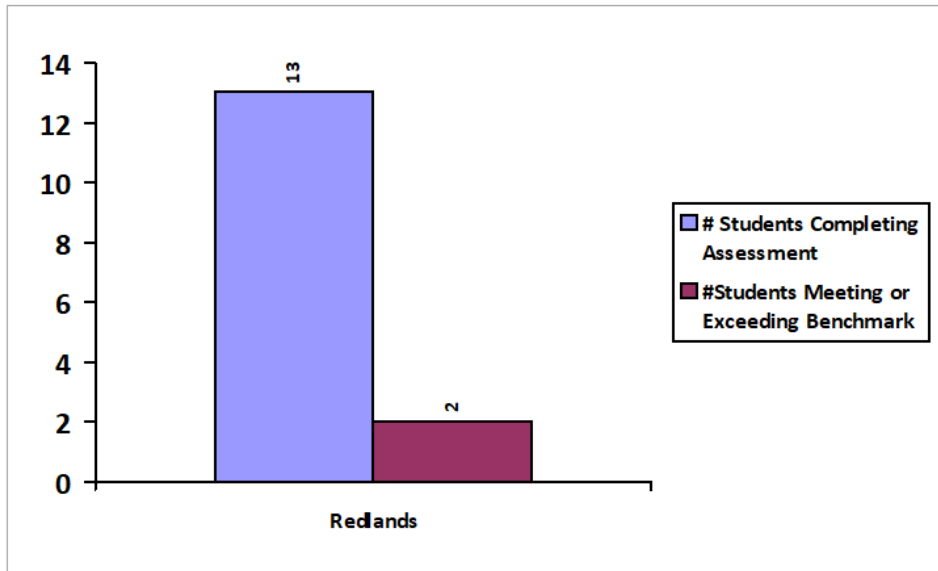
Performance Indicator	Definition				
Program: MBA-Marketing Concentration	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, 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>				
Concentration Learning Outcome: 1					
Course: MGMT-683					
Course Learning Outcome: 2 and 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)

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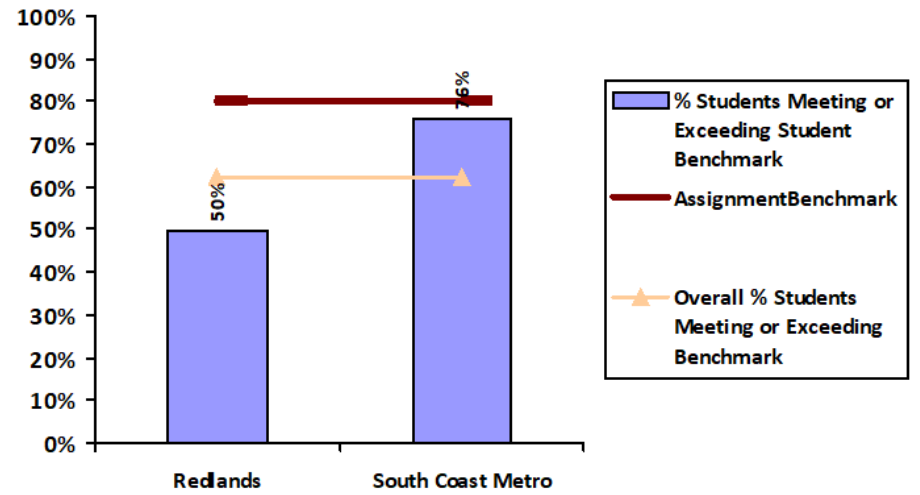
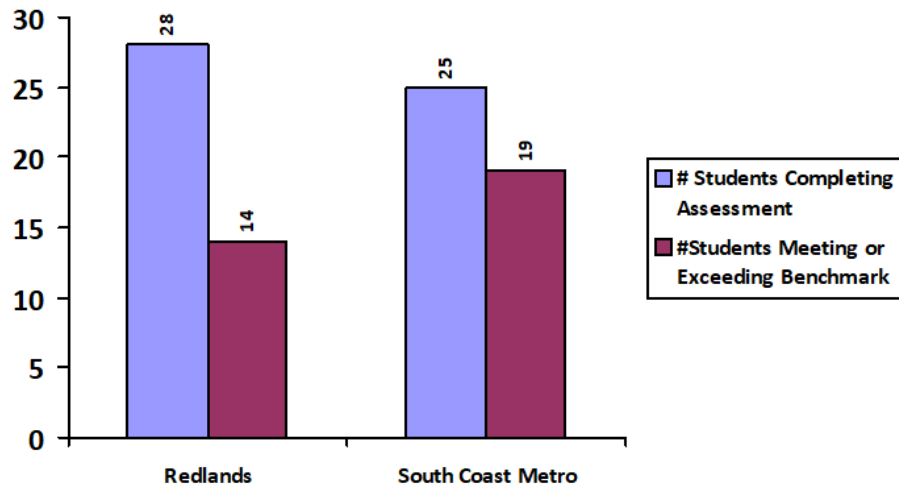
<p>80% of the students will meet or exceed the 80% benchmark score using a standardized assessment rubric.</p>	<p>Completion of Case Analysis in an 8 week course using a standardized assessment rubric.</p>	<p><b>For 2016-17, only 15% of students met the expected CLO proficiency level. For 2017-18, 62% of students met the expected CLO proficiency level. For 2018-19, only 34% of students met the expected CLO proficiency level.</b></p>	<p>It is very concerning to see that in all three years, our students were not meeting the internal assessment standard for this CLO. And there was also great variation over time and across campuses/modalities</p>	<p>A closer look at the data reveals that those classes from which students did not meet the benchmark were all taught by adjunct instructors. It seems that there could have been some confusion on how to use the rubrics for assessment. 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 there is any revision or clarification we need to make before the next Faculty Development Conference.</p>	<p><b>2016-2017</b> See p. 2</p> <p><b>2017-2018</b> See p. 3</p> <p><b>2018-2019</b> See p. 4</p> <p><b>Overall Results</b> See p.5</p>
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**2016-2017**

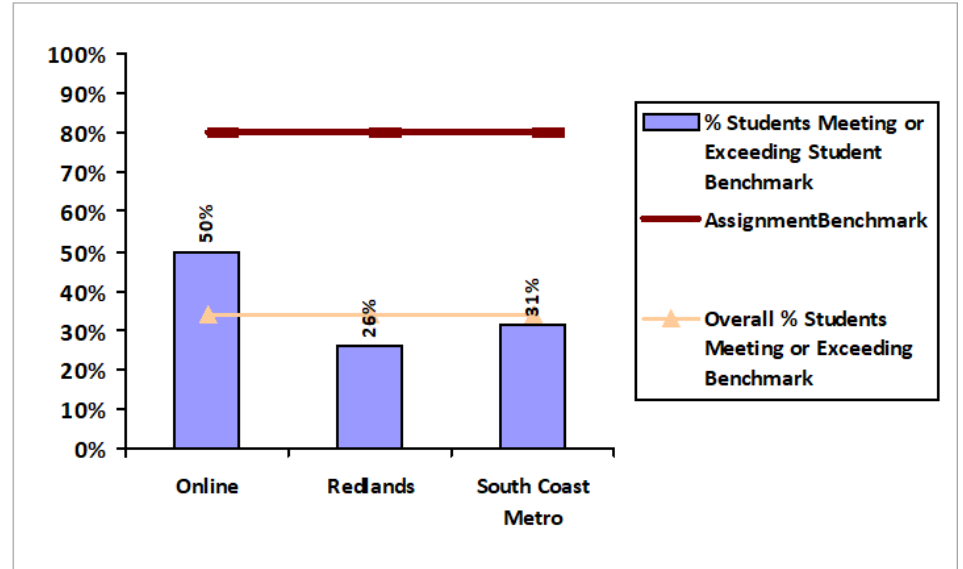
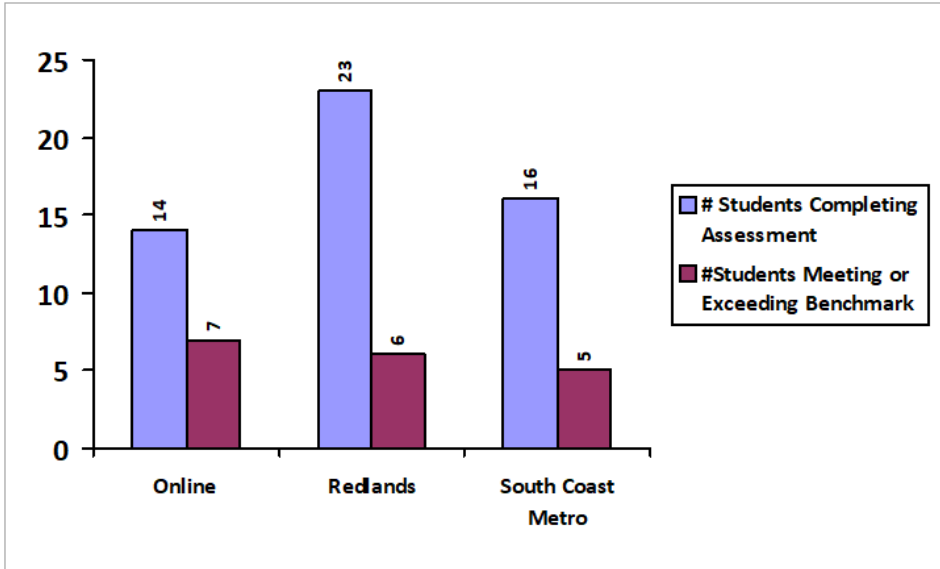
Assignment: Case Analysis



Assignment: Case Analysis



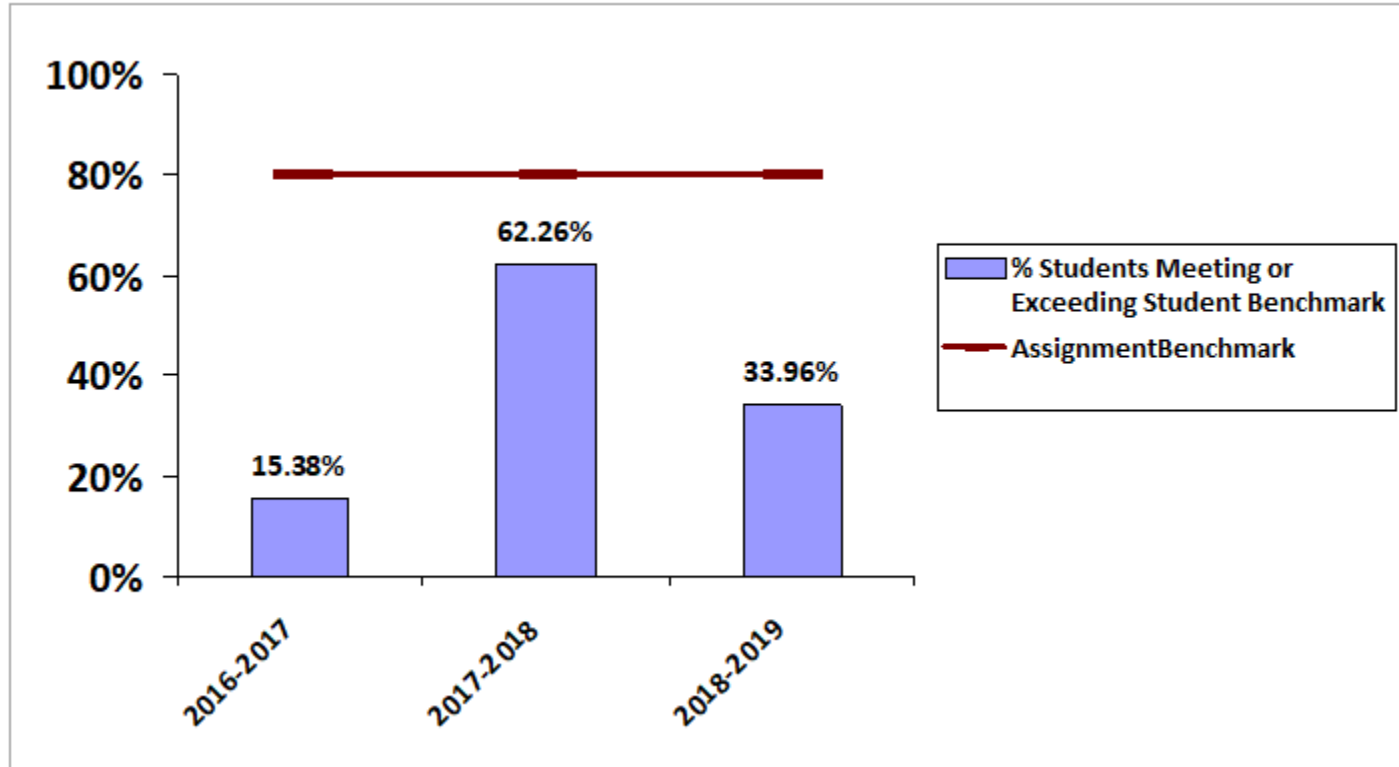
Assignment: Case Analysis





## 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)*
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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.

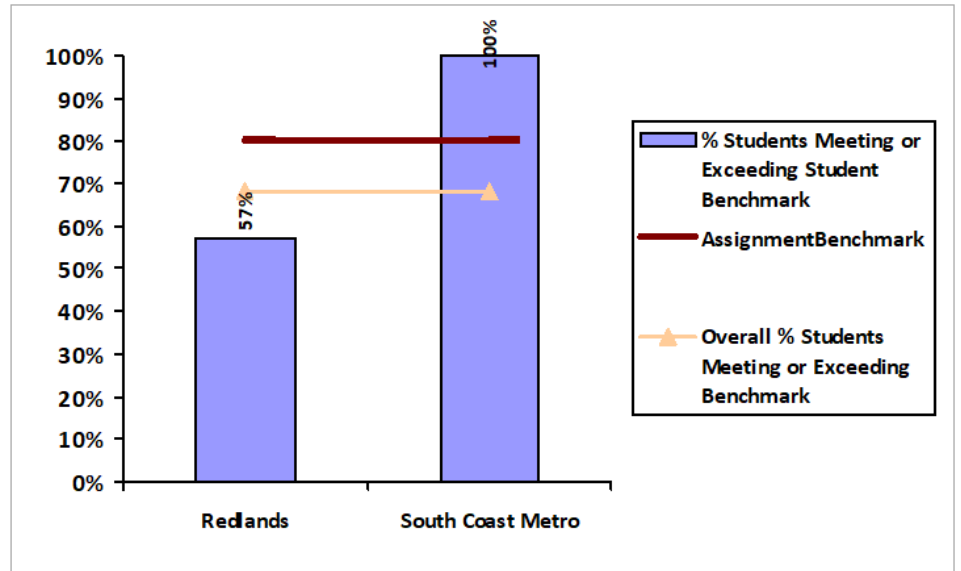
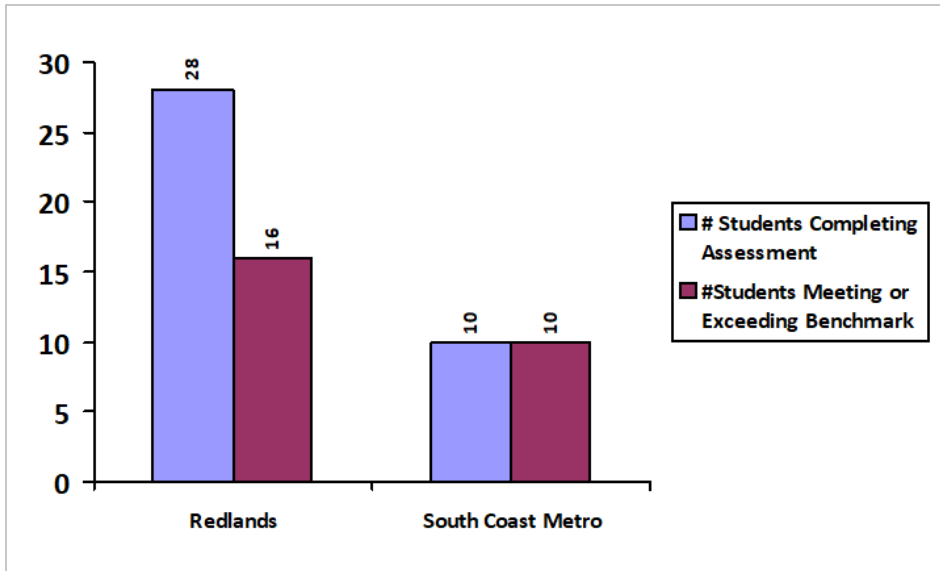
# Assessment Action Plan<sup>1</sup>

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

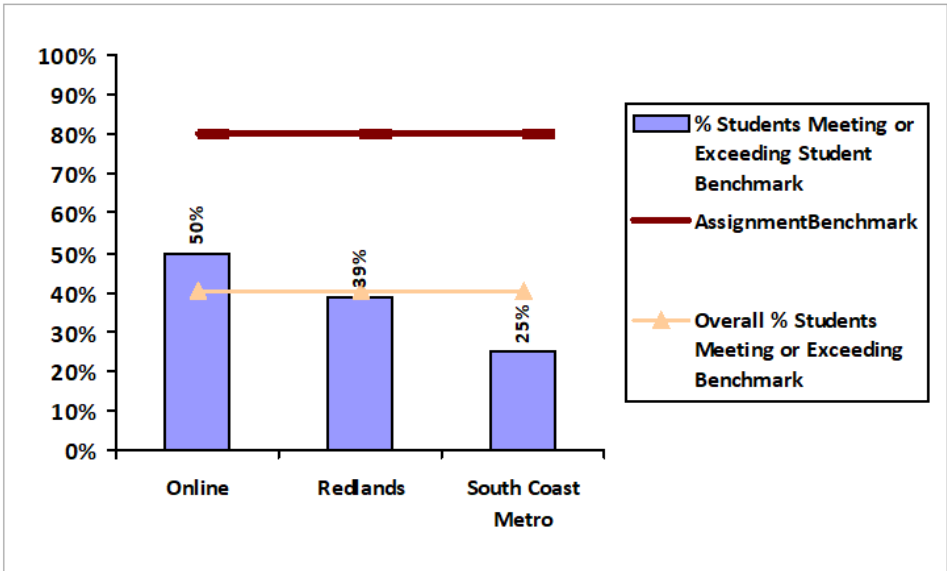
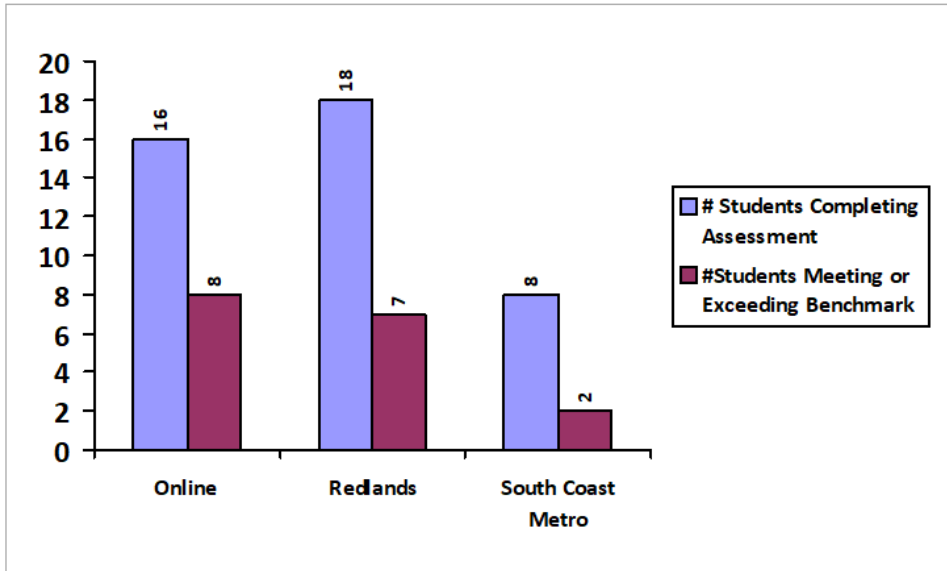
Performance Indicator	Definition				
Program: <MBA>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed 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: <e.g. BUAD 696>					
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)
80% of the students will meet or exceed the 80% benchmark score using a standardized assessment rubric.	Completion of Marketing Analysis in an 8 week course using a standardized assessment rubric.				<p><b>2017-2018</b> See p. 2</p> <p><b>2018-2019</b> See p. 3</p> <p><b>Overall Results</b> See p. 4</p>

<sup>1</sup> Please read instructions in last page carefully before drafting this action plan.

Assignment: Marketing Plan

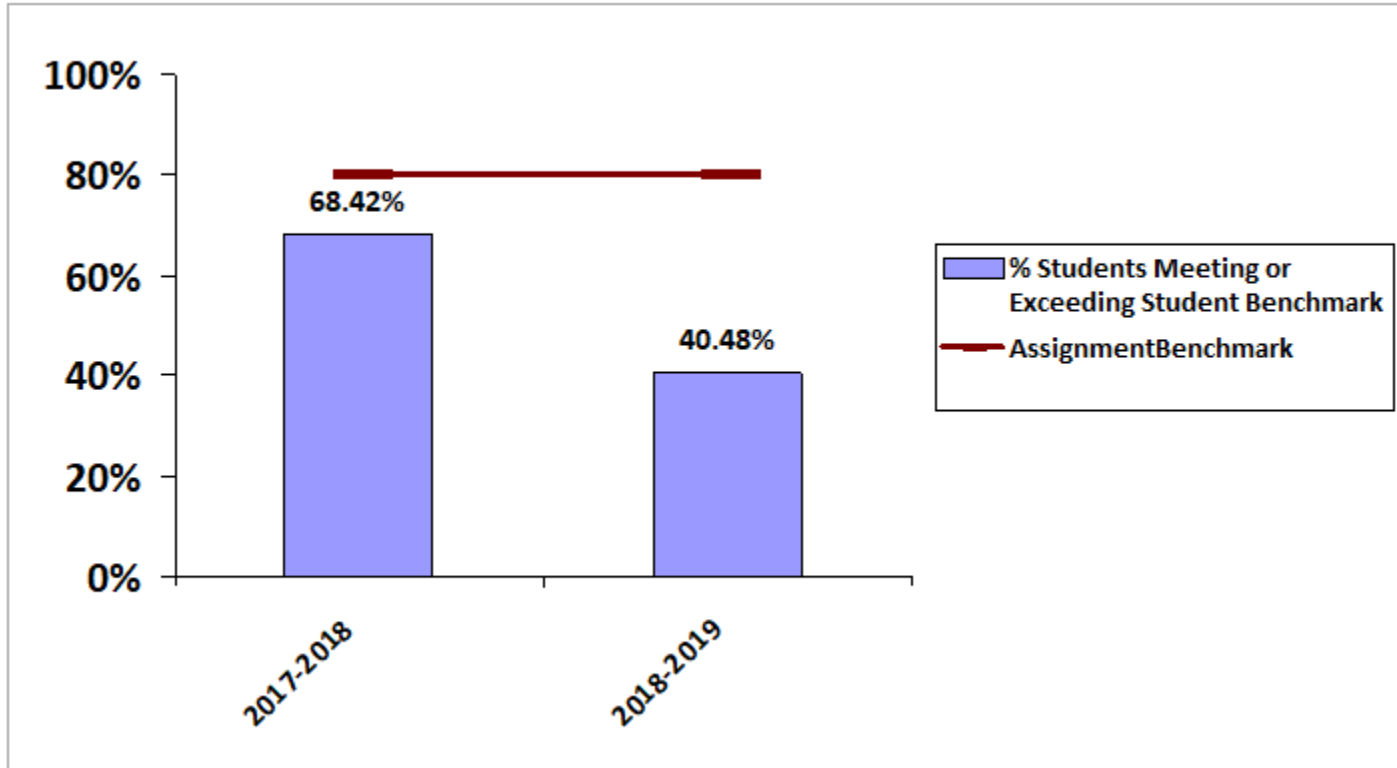


Assignment: Marketing Plan



### 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.