

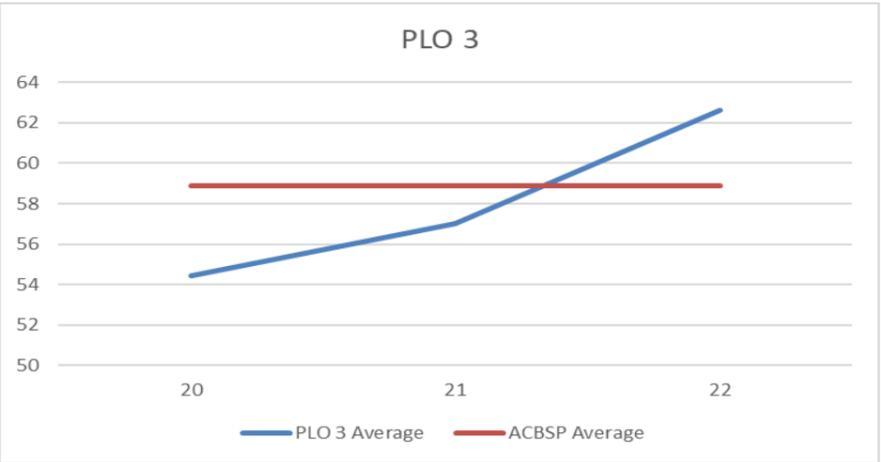
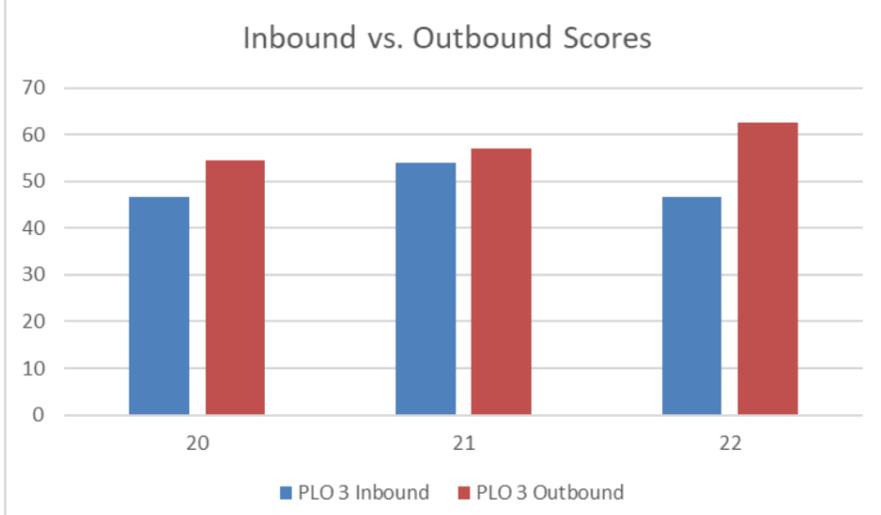
## Standard #4 Measurement and Analysis of Student Learning and Performance

<b>Student Learning Results: PLO 1</b>	<b>Students will be able to analyze, understand and evaluate how legal, social, economic and global issues affect business.</b>																												
	<b>Analysis of Results</b>																												
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																								
<p>1. Students average score within upper half percentile ranking of global, macroeconomic and legal dimensions of business categories</p> <p>2. Students' improvement from formative to summative survey meets or exceeds peer ACBSP Schools</p> <p>3. Outbound Student Performance meets or exceeds ACBSP Region 5 average scores.</p>	<p>Peregrine Survey Direct, Formative, Summative, External, Comparative</p>	<p>Students scored in the upper percentile on global issues. However, the results are on par with results from peer institutions. Students showed improvement from inbound to outbound test results.</p>	<p>The results suggest that outbound students are demonstrating an understanding of the business environment on par with peer institutions.</p>	<p>The proposed updated curriculum will offer a significant emphasis on the business environment. It is anticipated that this will strengthen student understanding in this area.</p>	<div style="text-align: center;"> <p>PLO 1</p> <table border="1" style="display: none;"> <caption>PLO 1 Average vs ACBSP</caption> <thead> <tr> <th>Year</th> <th>PLO 1 Average</th> <th>ACBSP</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>55</td> <td>45</td> </tr> <tr> <td>21</td> <td>54</td> <td>58</td> </tr> <tr> <td>22</td> <td>62</td> <td>58</td> </tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 10px;"> <p>Comparison of Inbound vs. Outbound Scores</p> <table border="1" style="display: none;"> <caption>Comparison of Inbound vs. Outbound Scores</caption> <thead> <tr> <th>Year</th> <th>PLO 1 Inbound</th> <th>PLO 1 Outbound</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>47</td> <td>56</td> </tr> <tr> <td>21</td> <td>52</td> <td>55</td> </tr> <tr> <td>22</td> <td>46</td> <td>63</td> </tr> </tbody> </table> </div>	Year	PLO 1 Average	ACBSP	20	55	45	21	54	58	22	62	58	Year	PLO 1 Inbound	PLO 1 Outbound	20	47	56	21	52	55	22	46	63
Year	PLO 1 Average	ACBSP																											
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## Standard #4 Measurement and Analysis of Student Learning and Performance

Student Learning Results: PLO 2	Students will be able to use appropriate tools and technology to critically analyze and interpret key business information.																												
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																								
<p>1. Students average score in the upper half of Peregrine survey for Quantitative, Information Systems and operations management.</p> <p>2. Students' improvement from formative to summative survey meets or exceeds peer ACBSP Schools.</p> <p>3. Outbound Student Performance meets or exceeds ACBSP Region 5 average scores.</p>	<p>Peregrine Survey Direct, Formative, Summative, External, Comparative</p>	<p>Students scored in the upper percentile in quantitative, IS and operations management categories.</p>	<p>Students performed well in all categories. Results are on par with peer institutions.</p>	<p>The new degree program proposal has a greater emphasis on operations management and hard skills..</p>	<div style="text-align: center;"> <p><b>PLO 3</b></p> <table border="1"> <caption>PLO 3 Average vs ACBSP Average</caption> <thead> <tr> <th>Year</th> <th>PLO 3 Average</th> <th>ACBSP Average</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>54.5</td> <td>59.0</td> </tr> <tr> <td>21</td> <td>57.0</td> <td>59.0</td> </tr> <tr> <td>22</td> <td>62.5</td> <td>59.0</td> </tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 10px;"> <p><b>Inbound vs. Outbound Scores</b></p> <table border="1"> <caption>Inbound vs. Outbound Scores</caption> <thead> <tr> <th>Year</th> <th>PLO 3 Inbound</th> <th>PLO 3 Outbound</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>47</td> <td>54</td> </tr> <tr> <td>21</td> <td>53</td> <td>57</td> </tr> <tr> <td>22</td> <td>47</td> <td>62</td> </tr> </tbody> </table> </div>	Year	PLO 3 Average	ACBSP Average	20	54.5	59.0	21	57.0	59.0	22	62.5	59.0	Year	PLO 3 Inbound	PLO 3 Outbound	20	47	54	21	53	57	22	47	62
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Student Learning Results: PLO 3	Students will be able to use appropriate tools and technology to critically analyze and interpret key business information.																												
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																								
<p>1. Students average score in the upper half of Peregrine survey for Quantitative, Information Systems and operations management.</p> <p>2. Students' improvement from formative to summative survey meets or exceeds peer ACBSP Schools.</p> <p>3. Outbound Student Performance meets or exceeds ACBSP Region 5 average scores.</p>	<p>Peregrine Survey Direct, Formative, Summative, External, Comparative</p>	<p>Students scored in the upper percentile in quantitative, IS and operations management categories.</p>	<p>Students performed well in all categories. Results are on par with peer institutions.</p>	<p>The new degree program proposal has a greater emphasis on operations management and hard skills..</p>	<div style="text-align: center;">  <p><b>PLO 3</b></p> <table border="1" style="display: none;"> <caption>PLO 3 Average vs ACBSP Average</caption> <thead> <tr> <th>Year</th> <th>PLO 3 Average</th> <th>ACBSP Average</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>54.5</td> <td>59</td> </tr> <tr> <td>21</td> <td>57</td> <td>59</td> </tr> <tr> <td>22</td> <td>62.5</td> <td>59</td> </tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 10px;">  <p><b>Inbound vs. Outbound Scores</b></p> <table border="1" style="display: none;"> <caption>Inbound vs. Outbound Scores</caption> <thead> <tr> <th>Year</th> <th>PLO 3 Inbound</th> <th>PLO 3 Outbound</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>47</td> <td>54</td> </tr> <tr> <td>21</td> <td>53</td> <td>57</td> </tr> <tr> <td>22</td> <td>47</td> <td>62</td> </tr> </tbody> </table> </div>	Year	PLO 3 Average	ACBSP Average	20	54.5	59	21	57	59	22	62.5	59	Year	PLO 3 Inbound	PLO 3 Outbound	20	47	54	21	53	57	22	47	62
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## Standard #4 Measurement and Analysis of Student Learning and Performance

Student Learning Results: PLO 4	Students will be able to apply concepts regarding ethics and corporate responsibility and how they impact managerial decisions.																												
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																								
<p>1. Student scores average in upper half for Peregrine Business Ethics category.</p> <p>2. Students' improvement from formative to summative survey meets or exceeds peer ACBSP Schools</p> <p>3. Outbound Student Performance meets or exceeds ACBSP Region 5 average scores.</p>	<p>Peregrine Survey Direct, Formative, Summative, External, Comparative</p>	<p>Students scored in the upper percentile on business ethics. The results are on par with results from peer institutions.</p>	<p>Students performed well in all categories. Results are on par with peer institutions.</p>	<p>The new degree program proposal has a greater emphasis on operations management and hard skills..</p>	<div style="text-align: center;"> <p>PLO 4</p> <table border="1" style="display: none;"> <caption>PLO 4 Outbound vs ACBSP</caption> <thead> <tr> <th>Year</th> <th>PLO 4 Outbound</th> <th>ACBSP</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>56</td> <td>58.5</td> </tr> <tr> <td>21</td> <td>56.5</td> <td>58.5</td> </tr> <tr> <td>22</td> <td>63</td> <td>58.5</td> </tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 10px;"> <p>Inbound vs. Outbound Scores</p> <table border="1" style="display: none;"> <caption>Inbound vs. Outbound Scores</caption> <thead> <tr> <th>Year</th> <th>PLO 4 Inbound</th> <th>PLO 4 Outbound</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>50</td> <td>56</td> </tr> <tr> <td>21</td> <td>56</td> <td>56</td> </tr> <tr> <td>22</td> <td>49</td> <td>63</td> </tr> </tbody> </table> </div>	Year	PLO 4 Outbound	ACBSP	20	56	58.5	21	56.5	58.5	22	63	58.5	Year	PLO 4 Inbound	PLO 4 Outbound	20	50	56	21	56	56	22	49	63
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## Standard #4 Measurement and Analysis of Student Learning and Performance

Student Learning Results: PLO 5	Students will be able to build upon ambiguous and incomplete information to draft, support and defend innovative solutions to complex managerial challenges.																												
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																								
<p>1. Students score in top half of “Business Intregation” section in Peregrine Survey</p> <p>2. Students’ improvement from formative to summative survey meets or exceeds peer ACBSP Schools.</p> <p>3. Outbound Student Performance meets or exceeds ACBSP Region 5 average scores.</p>	<p>Peregrine Survey Direct, Formative, Summative, External, Comparative</p>	<p>Students scored in the upper percentile on business integration. The results are on par with results from peer institutions. Students showed improvement from inbound to outbound test results.</p>	<p>Results indicate that students are performing adequately with regards to business integration skills compared to peer schools.</p>	<p>The new degree proposal will have a new both an experiential component and integrative component in order to emphasize solution development.</p>	<div style="text-align: center;"> <p><b>PLO 5</b></p> <table border="1"> <caption>PLO 5 Outbound vs ACBSP</caption> <thead> <tr> <th>Year</th> <th>PLO 5 Outbound</th> <th>ACBSP</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>59.2</td> <td>61.0</td> </tr> <tr> <td>21</td> <td>59.5</td> <td>61.0</td> </tr> <tr> <td>22</td> <td>65.5</td> <td>61.0</td> </tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <p><b>Inbound vs. Outbound Scores</b></p> <table border="1"> <caption>Inbound vs. Outbound Scores</caption> <thead> <tr> <th>Year</th> <th>PLO 5 Inbound</th> <th>PLO 5 Outbound</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>50</td> <td>60</td> </tr> <tr> <td>21</td> <td>55</td> <td>60</td> </tr> <tr> <td>22</td> <td>50</td> <td>65</td> </tr> </tbody> </table> </div>	Year	PLO 5 Outbound	ACBSP	20	59.2	61.0	21	59.5	61.0	22	65.5	61.0	Year	PLO 5 Inbound	PLO 5 Outbound	20	50	60	21	55	60	22	50	65
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