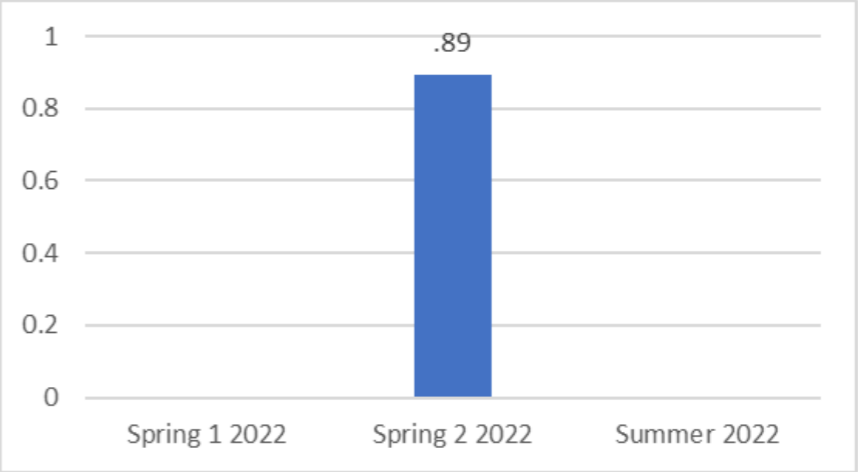
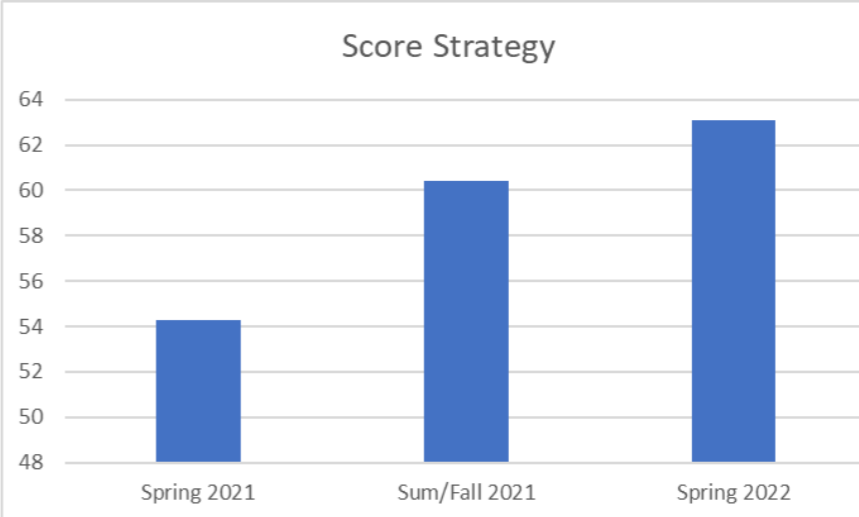
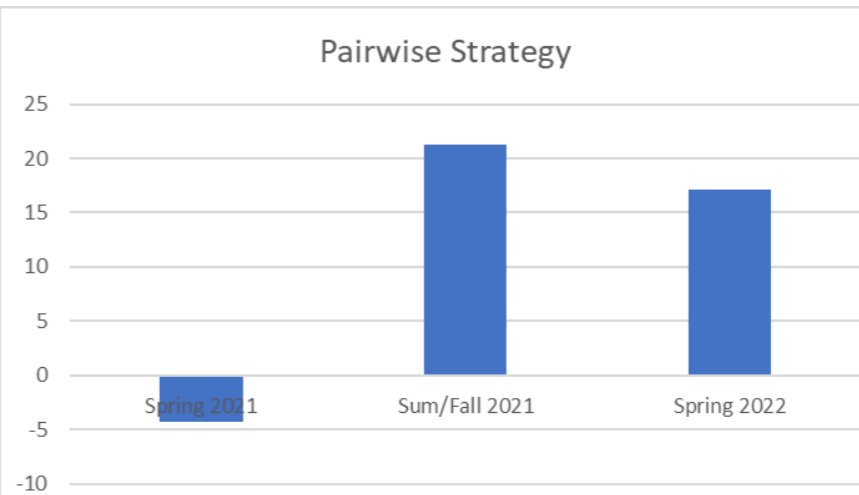


Standard #4 Measurement and Analysis of Student Learning and Performance

| Student Learning Results | Students can identify those activities that best align organizational ability with market opportunities in order to create value for relevant stakeholders | | | | | | | | | | | | |
|--|--|--|---|---|---|------|-------|---------------|----|---------------|------|-------------|----|
| | | Analysis of Results | | | | | | | | | | | |
| 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) | | | | | | | | |
| 80% of students will achieve High or Medium High | Analysis of written response to case analysis in the MBA 5910 capstone course - Summative, Direct, Internal | 89% of students achieved the desired benchmark | The results are satisfactory, but questionable due to sample size | The sample size was very small and so this may be revisited when more data is available |  <table border="1" style="display: none;"> <caption>Chart Data: Spring 2022</caption> <thead> <tr><th>Term</th><th>Value</th></tr> </thead> <tbody> <tr><td>Spring 1 2022</td><td>0</td></tr> <tr><td>Spring 2 2022</td><td>0.89</td></tr> <tr><td>Summer 2022</td><td>0</td></tr> </tbody> </table> | Term | Value | Spring 1 2022 | 0 | Spring 2 2022 | 0.89 | Summer 2022 | 0 |
| Term | Value | | | | | | | | | | | | |
| Spring 1 2022 | 0 | | | | | | | | | | | | |
| Spring 2 2022 | 0.89 | | | | | | | | | | | | |
| Summer 2022 | 0 | | | | | | | | | | | | |
| Student scores will show an upward trend on the related Peregrine subject matter areas | Review and analysis of Peregrine results - Summative, Direct, External, Comparison | The trend in scores was upward for the measured period | The results are satisfactory and so no action will be taken. | |  <table border="1" style="display: none;"> <caption>Chart Data: Score Strategy</caption> <thead> <tr><th>Term</th><th>Score</th></tr> </thead> <tbody> <tr><td>Spring 2021</td><td>54</td></tr> <tr><td>Sum/Fall 2021</td><td>60</td></tr> <tr><td>Spring 2022</td><td>63</td></tr> </tbody> </table> | Term | Score | Spring 2021 | 54 | Sum/Fall 2021 | 60 | Spring 2022 | 63 |
| Term | Score | | | | | | | | | | | | |
| Spring 2021 | 54 | | | | | | | | | | | | |
| Sum/Fall 2021 | 60 | | | | | | | | | | | | |
| Spring 2022 | 63 | | | | | | | | | | | | |
| Student pairwise results will show improvement between MBA 5010 and MBA 5910 | Review and analysis of Peregrine results - Summative, Direct, External, Comparison | With the exception of the first term, the students do show improvement over their MBA career | The results are satisfactory and so no action will be taken. | The sample size for the first term was very small and therefore can be ignored |  <table border="1" style="display: none;"> <caption>Chart Data: Pairwise Strategy</caption> <thead> <tr><th>Term</th><th>Value</th></tr> </thead> <tbody> <tr><td>Spring 2021</td><td>-2</td></tr> <tr><td>Sum/Fall 2021</td><td>21</td></tr> <tr><td>Spring 2022</td><td>17</td></tr> </tbody> </table> | Term | Value | Spring 2021 | -2 | Sum/Fall 2021 | 21 | Spring 2022 | 17 |
| Term | Value | | | | | | | | | | | | |
| Spring 2021 | -2 | | | | | | | | | | | | |
| Sum/Fall 2021 | 21 | | | | | | | | | | | | |
| Spring 2022 | 17 | | | | | | | | | | | | |

Standard #4 Measurement and Analysis of Student Learning and Performance

| Student Learning Results: PLO 2 | Students can identify opportunities to improve internal processes toward the goal of increasing operational efficiency, market reach, and/or customer satisfaction | | | | |
|--|--|---|--|--|---|
| | | Analysis of Results | | | |
| 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) |
| 80% of students will achieve High or Medium High | Analysis of written response to case analysis in the MBA 5910 capstone course - Summative, Direct, Internal | 79% of students achieved the desired benchmark | The results are very slightly below the benchmark | Since the discrepancy was very small, we will wait for further results before taking any action | <p style="text-align: center;">PLO 2</p> <p style="text-align: center;">0.789473684</p> |
| Student scores will show an upward trend on the related Peregrine subject matter areas | Review and analysis of Peregrine results - Summative, Direct, External, Comparison | For most of the related subject areas, the trend was upward as desired. Org Behavior and Marketing showed a very small downward turn in the third observation | The results are very slightly below the goal | Since the discrepancy was very small, we will wait for further results before taking any action | <p style="text-align: center;">Score by Subject</p> |
| Student pairwise results will show improvement between MBA 5010 and MBA 5910 | Review and analysis of Peregrine results - Summative, Direct, External, Comparison | The first term showed negative results. With one exception, the remaining observations showed improved performance between 5010 and 5910 | The results are satisfactory with the one HRM exception. | The one contrary result may be an anomaly and so we will wait for more data before taking action | <p style="text-align: center;">Pairwise by Subject</p> |

Standard #4 Measurement and Analysis of Student Learning and Performance

| Student Learning Results: PLO 3 | Students can determine the potential financial impact of a given value creating activity | | | | | | | | | | | | |
|--|---|--|---|---|--|------|-------|---------------|------|---------------|------|-------------|------|
| Performance Measure | What is your measurement instrument or process? | Analysis of Results | | | Insert Graphs or Tables of Resulting Trends (3-5 data points preferred) | | | | | | | | |
| | | Current Results | Analysis of Results | Action Taken or Improvement made | | | | | | | | | |
| 80% of students will achieve High or Medium High | Analysis of written response to case analysis in the MBA 5910 capstone course - Summative, Direct, Internal | 84% of students achieved the desired benchmark | The results are satisfactory, but questionable due to sample size | The sample size was very small and so this may be revisited when more data is available | <table border="1" style="margin: 5px auto; border-collapse: collapse;"> <caption>PLO 3 Data</caption> <thead> <tr> <th>Term</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Spring 1 2022</td> <td>0.00</td> </tr> <tr> <td>Spring 2 2022</td> <td>0.85</td> </tr> <tr> <td>Summer 2022</td> <td>0.00</td> </tr> </tbody> </table> | Term | Value | Spring 1 2022 | 0.00 | Spring 2 2022 | 0.85 | Summer 2022 | 0.00 |
| Term | Value | | | | | | | | | | | | |
| Spring 1 2022 | 0.00 | | | | | | | | | | | | |
| Spring 2 2022 | 0.85 | | | | | | | | | | | | |
| Summer 2022 | 0.00 | | | | | | | | | | | | |
| Student scores will show an upward trend on the related Peregrine subject matter areas | Review and analysis of Peregrine results - Summative, Direct, External, Comparison | There was a slight downward turn in the results between Summer/Fall 2021 and Spring 2022 | The discrepancy is small and so may be an anomaly | Since the discrepancy was very small, we will wait for further results before taking any action | <table border="1" style="margin: 5px auto; border-collapse: collapse;"> <caption>Score Finance Data</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2021</td> <td>49</td> </tr> <tr> <td>Sum/Fall 2021</td> <td>55</td> </tr> <tr> <td>Spring 2022</td> <td>54</td> </tr> </tbody> </table> | Term | Score | Spring 2021 | 49 | Sum/Fall 2021 | 55 | Spring 2022 | 54 |
| Term | Score | | | | | | | | | | | | |
| Spring 2021 | 49 | | | | | | | | | | | | |
| Sum/Fall 2021 | 55 | | | | | | | | | | | | |
| Spring 2022 | 54 | | | | | | | | | | | | |
| Student pairwise results will show improvement between MBA 5010 and MBA 5910 | Review and analysis of Peregrine results - Summative, Direct, External, Comparison | The pairwise results show improving relative performance over time | These results are very positive | No action is necessary | <table border="1" style="margin: 5px auto; border-collapse: collapse;"> <caption>Pairwise Finance Data</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2021</td> <td>2</td> </tr> <tr> <td>Sum/Fall 2021</td> <td>19</td> </tr> <tr> <td>Spring 2022</td> <td>25</td> </tr> </tbody> </table> | Term | Score | Spring 2021 | 2 | Sum/Fall 2021 | 19 | Spring 2022 | 25 |
| Term | Score | | | | | | | | | | | | |
| Spring 2021 | 2 | | | | | | | | | | | | |
| Sum/Fall 2021 | 19 | | | | | | | | | | | | |
| Spring 2022 | 25 | | | | | | | | | | | | |

Standard #4 Measurement and Analysis of Student Learning and Performance

| Student Learning Results: PLO 4 | Students can evaluate the potential ESG impact of a given value creating activity | | | | | | | | | | | | |
|--|---|--|---|---|--|------|-------|---------------|------|---------------|------|-------------|------|
| | | Analysis of Results | | | | | | | | | | | |
| 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) | | | | | | | | |
| 80% of students will achieve High or Medium High | Analysis of written response to case analysis in the MBA 5910 capstone course - Summative, Direct, Internal | 95% of students achieved the desired benchmark | The results are satisfactory, but questionable due to sample size | The sample size was very small and so this may be revisited when more data is available | <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>PLO 4 Data</caption> <thead> <tr> <th>Term</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Spring 1 2022</td> <td>0.00</td> </tr> <tr> <td>Spring 2 2022</td> <td>0.95</td> </tr> <tr> <td>Summer 2022</td> <td>0.00</td> </tr> </tbody> </table> | Term | Value | Spring 1 2022 | 0.00 | Spring 2 2022 | 0.95 | Summer 2022 | 0.00 |
| Term | Value | | | | | | | | | | | | |
| Spring 1 2022 | 0.00 | | | | | | | | | | | | |
| Spring 2 2022 | 0.95 | | | | | | | | | | | | |
| Summer 2022 | 0.00 | | | | | | | | | | | | |
| Student scores will show an upward trend on the related Peregrine subject matter areas | Review and analysis of Peregrine results - Summative, Direct, External, Comparison | There was a very small upward trend over the past two terms | The difference is almost certainly not statistically significant | No action will be taken | <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Score Ethics Data</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2021</td> <td>52</td> </tr> <tr> <td>Sum/Fall 2021</td> <td>60</td> </tr> <tr> <td>Spring 2022</td> <td>60</td> </tr> </tbody> </table> | Term | Score | Spring 2021 | 52 | Sum/Fall 2021 | 60 | Spring 2022 | 60 |
| Term | Score | | | | | | | | | | | | |
| Spring 2021 | 52 | | | | | | | | | | | | |
| Sum/Fall 2021 | 60 | | | | | | | | | | | | |
| Spring 2022 | 60 | | | | | | | | | | | | |
| Student pairwise results will show improvement between MBA 5010 and MBA 5910 | Review and analysis of Peregrine results - Summative, Direct, External, Comparison | The pairwise results show improving relative performance over time | These results are satisfactory | No action is necessary | <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Pairwise Ethics Data</caption> <thead> <tr> <th>Term</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Spring 2021</td> <td>-2</td> </tr> <tr> <td>Sum/Fall 2021</td> <td>12</td> </tr> <tr> <td>Spring 2022</td> <td>8</td> </tr> </tbody> </table> | Term | Value | Spring 2021 | -2 | Sum/Fall 2021 | 12 | Spring 2022 | 8 |
| Term | Value | | | | | | | | | | | | |
| Spring 2021 | -2 | | | | | | | | | | | | |
| Sum/Fall 2021 | 12 | | | | | | | | | | | | |
| Spring 2022 | 8 | | | | | | | | | | | | |