

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition
1. Student Learning Results	<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>Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>

		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 data points preferred) (3-5
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				

*NOTE: Troy University offers a large number of degree programs. All of our programs use a variety of internal, external, formative, summative, and comparative assessments to measure learning outcomes across a wide variety of learning objectives. To keep the report brief, we have included data on one learning outcome per program showing annual results for as many periods as data is available. To demonstrate the variety of assessment types used, we have selected different types for each program (e.g., One program may show an example of an external test, while another program may show an example of rubric-based measure). We use a variety of measures and methods (e.g., rubrics applied to papers, case studies, or projects; tests – both internal and external) for each learning outcome, with at least one direct measure for each. We also use some indirect measures as supplements to assist with curriculum development. For each program, we have selected at least one of the direct measures for the selected learning outcome to show as an example. If you need to see more examples, we would be happy provide them. **Many learning outcomes or measures are new (as a result of program reviews discussed in the prior QAR) so data may not exist for periods prior to 2013-14.***

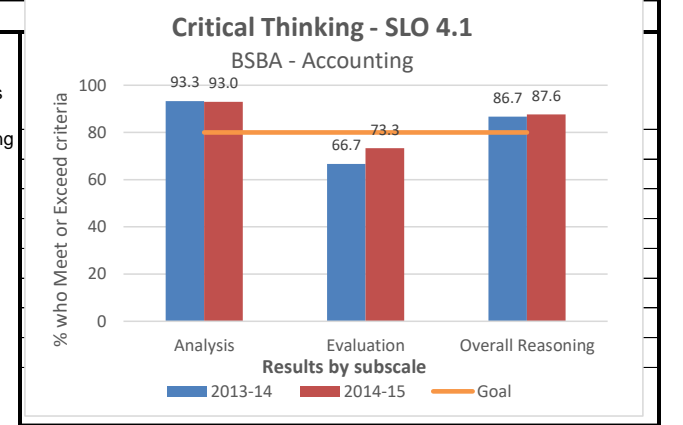
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																				
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																					
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																								
Program: BS in Business Administration – CORE (applies to all BSBA majors)																									
SLO 2.1: Students will write business documents using sound grammar and structure.																									
<p>Criteria: At least 70% of scores will meet or exceed expectations on each rubric subscale related to paragraph construction and mechanics.</p>	<p>Measure 2.1.1: BSBA Written Communications Rubric - internal, direct, formative, comparative* - select subscales - administered in BUS3382</p>	<p>2.1.1: % meets or exceeds All locations n=170 n=345 Subscale 2013-14 2014-15 Paragraphs 81.2 80.6 Mechanics 54.7 67.5</p>	<p>Results declined from the last cycle, but far more students were evaluated and in more locations. In mechanics, there was a substantial improvement compared to the last cycle. eTROY performed the best in mechanics and met expectations.</p>	<p>Improvement Plans: 2013-14: 1) Evaluate and develop new criteria for the capstone measure. 2) Provide a review of sound grammar and structure. 3) Develop/ implement an action learning exercise that provides instruction and activities in mechanics in multiple courses to build skills over time.</p>	<table border="1"> <caption>BSBA Core Results - SLO 2.1</caption> <thead> <tr> <th>Measure</th> <th>2013-14</th> <th>2014-15</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>2.1.1 Paragraphs (formative)</td> <td>81.2</td> <td>80.6</td> <td>67.5</td> </tr> <tr> <td>2.1.2 Paragraphs (summative)</td> <td>80.6</td> <td>70.0</td> <td>64.0</td> </tr> <tr> <td>2.1.1 Mechanics (formative)</td> <td>54.7</td> <td>67.5</td> <td>80.6</td> </tr> <tr> <td>2.1.2 Mechanics (summative)</td> <td>67.5</td> <td>80.6</td> <td>81.2</td> </tr> </tbody> </table>	Measure	2013-14	2014-15	2015-16	2.1.1 Paragraphs (formative)	81.2	80.6	67.5	2.1.2 Paragraphs (summative)	80.6	70.0	64.0	2.1.1 Mechanics (formative)	54.7	67.5	80.6	2.1.2 Mechanics (summative)	67.5	80.6	81.2
Measure	2013-14	2014-15				2015-16																			
2.1.1 Paragraphs (formative)	81.2	80.6	67.5																						
2.1.2 Paragraphs (summative)	80.6	70.0	64.0																						
2.1.1 Mechanics (formative)	54.7	67.5	80.6																						
2.1.2 Mechanics (summative)	67.5	80.6	81.2																						
<p>Criteria: At least 70% of scores will meet or exceed expectations on each rubric subscale related to paragraph construction and mechanics.</p>	<p>Measure 2.1.2: BSBA Written Communications Rubric - internal, direct, summative, comparative* - select subscales - administered in BUS4474</p>	<p>2.1.2: % meets or exceeds All locations n=124 n=470 Subscale 2013-14 2014-15 Paragraphs 80.6 70.0 Mechanics 63.7 64.0</p>	<p>Based on results from the 2013-14 cycle, action learning exercises were implemented in mechanics in various core courses to build writing skills in this area. Although results improved in this area in 2014-15, the exercise appears to have been inconsistently implemented across courses and locations.</p>	<p>2014-15: 1) All applicable courses, whether in-class or online, establish a Blackboard component that will contain instruction in mechanics as well as the existing action learning exercises. 2) Implementation and use of the material will be tracked using automated tools in Blackboard. 3) Instructor feedback will be provided to improve student learning and skill development in written assignments. 4) Poor results in this subscale at international sites should be addressed.</p>																					
					<p>NOTES: 1) Results shown are summary results for all locations. 2) Written communication was a new goal added in Fall 2013, so this rubric was not used prior to then. Previously, this SLO was evaluated using multiple choice questions on the BSBA capstone exam.</p>																				
	<p>CYCLE: Data is collected each time course is taught (fall, spring, summer), with assessment results evaluated by faculty annually</p>																								
	<p>Program assessment of student work is done by common external evaluators with expertise in business writing.</p>																								
	<p>* Results are compared by location as well as by delivery method (online vs. lecture) relative to the college overall</p>																								
	<p>NOTE: SLO 2.1 is one of two learning outcomes related to Goal 2 (Written Communication Skills). SLO 2.2 evaluates student writing for organization and appropriateness for the circumstance.</p>																								
					<p>NOTE: In the graph, results are not provided by term as these courses are not taught at each location every term. Consequently, the graphs shown provide results for the full academic year so that all locations are represented. We have included data for Fall 2015 and part of Spring 2016 to show trends over time and the required 3-5 data points.</p>																				

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)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				

Program: BS in Business Administration – Accounting Major (BSBA – Accounting)

SLO 4.1: Students will demonstrate the skills necessary to critically analyze sources of information.

<p>Criteria: At least 80% of students will have a raw score of: >=3 on the analysis subscale; >=4 on the evaluation subscale; >=13 on overall reasoning skills</p>	<p>Measure 4.1.1: California Critical Thinking Skills Test (CCTST) - external, direct, summative, comparative* - Subscales: analysis, evaluation, overall reasoning skills - Course: MGT4476</p>	<p>4.1.1: % meets or exceeds <i>All locations</i> <i>n=60</i> <i>n=56</i> Subscale 2013-14 2014-15 Analysis 93.3 93.0 Evaluation 66.7 73.3 Reasoning 86.7 87.6</p>	<p>1) Expectations met for analysis and reasoning skills but were not met for evaluation, although results improved between the two cycles. 2) In 2013-14, a gap was identified as current courses do not do focused formal instruction in evaluation. Will add instruction and exercises. 3) In 2014-15, an analysis of the courses using the action learning exercise showed incomplete implementation and follow-up on the exercises. 4) Accounting majors improved in all three CCTST subscales since the formative administration of this test (see last column).</p>	<p>Improvement Plans: 2013-14: 1) Provide a review of critical thinking skills in selected courses. 2) Develop and implement an action learning exercise that provides short critical thinking instruction and activities in evaluation in multiple courses to build skills over time. 2014-15: 1) Ensure consistent implementation of action learning exercise in evaluation by developing an instructional video to teach these skills in all courses and use standardized instructions. 2) Implementation and use of the material will be tracked using automated tools in Blackboard, with reports issued to course coordinators and chairs.</p>
<p>Criteria: At least 80% of students will meet or exceed expectations in each rubric subscale.</p>	<p>Measure 4.1.2: Case Analysis Rubric - internal, direct, summative, comparative* - Subscales: problem identification, quality of evidence, business analysis, considers other perspectives - Course: ACT4480 (Professional Development)</p>	<p>4.1.2: During 2013-14, this course was not offered due to teachout of students in older catalogs who did not take this course. During 2014-15, enrollment in this new course was too low so the course was cancelled. The course was taught in 2015-16.</p>		
	<p>CYCLE: Data is collected each time course is taught with assessment results evaluated by faculty annually</p>	<p>NOTES: 1) Results shown are summary results for all locations. 2) The CCTST was offered for the first time in 2013-14. Results are collected every term but results are evaluated for the full academic year due to enrollment patterns.</p>		
	<p>* Results are compared by location relative to the college overall. This program is not offered online.</p>			



1/ Prior to 2013-14, overall reasoning skills were assessed using embedded test questions in LAW2221. Results for accounting majors were as follows (target: 70%):
2010-11 66.2; **2011-12** 68.0; **2012-13** 62.6.
 2/ A formative assessment of critical thinking skills is also done using the CCTST as part of the BSBA Core in BUS3310. Results were as follows:

	Anal.	Eval.	Overall	n
2013-14	87.8	61.0	75.6	41
2014-15	93.8	71.9	76.6	64

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)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				

Program: BS in Business Administration – Economics Major (BSBA – Economics)

SLO 5.2: Students will demonstrate an understanding of the core elements of macroeconomics.

<p>Criteria: At least 70% of students will score 70% or higher overall and in each subscale area.</p>	<p>Measure 5.2.1: Macroeconomic Fundamentals Test - internal, direct, formative - Subscales: Supply-Demand Analysis, Inflation/Unemployment, Aggregate Demand/Supply, Trade Impact and Policy - Course: ECO3351</p>	<p>5.2.1: Results for Troy, AL * % above 70 Subscale 2013-14 2014-15 S/D analysis 87.0 n/a Inflation/UE 78.3 n/a AD/AS 60.9 n/a Trade/Policy 78.3 n/a</p>	<p>1) Although we met expectations on Measure 5.2.1, subscale and item analysis showed a weakness in money supply and monetary policy in particular.</p> <p>2) Multiple problems with the assessments themselves were discovered, with some not mapping well to fundamental concepts or the assessment being given too early in the course to accurately measure student learning within the major. These issues can be corrected by redesigning the assessment tools and/or how they are evaluated.</p>	<p>Improvement Plans:</p> <p>2013-14: 1) Administer the new assessments in all courses taught during the next cycle. 2) Faculty will provide additional exercises and instruction in the areas where weaknesses were noted.</p>	<div style="text-align: center;"> <p>Macroeconomic Fundamentals Test SLO 5.2 BSBA - Economics</p> <table border="1" style="margin: 10px auto;"> <caption>Macroeconomic Fundamentals Test Data</caption> <thead> <tr> <th>Category</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>Intn'l Trade/ Policy</td> <td>78.3</td> <td>78.3</td> </tr> <tr> <td>Aggregate D/S</td> <td>60.9</td> <td>60.9</td> </tr> <tr> <td>Inflation/Unempl</td> <td>78.3</td> <td>78.3</td> </tr> <tr> <td>Supply/Demand</td> <td>87.0</td> <td>87.0</td> </tr> </tbody> </table> </div>	Category	2014-15	2013-14	Intn'l Trade/ Policy	78.3	78.3	Aggregate D/S	60.9	60.9	Inflation/Unempl	78.3	78.3	Supply/Demand	87.0	87.0
Category	2014-15	2013-14																		
Intn'l Trade/ Policy	78.3	78.3																		
Aggregate D/S	60.9	60.9																		
Inflation/Unempl	78.3	78.3																		
Supply/Demand	87.0	87.0																		
<p>Criteria: At least 80% of students will meet or exceed expectations on the macroeconomic fundamentals subscale.</p>	<p>Measure 5.2.2: Exit Exam Rubric - internal, direct, summative - Assignment: Exit Exam (essay) - Subscales: monetary and fiscal policy tools, policy results, policy problems - Course: ECO4459 or FIN4438 (concentration capstones)</p>	<p>5.2.2: Results for Troy, AL * % meets or exceeds Subscale 2013-14 2014-15 Policy Tools n/a 25.0 Policy Results n/a 25.0 Policy Problems n/a 0.0</p>	<p>3) As it is a new program, the number of students evaluated is very small, making inferences difficult. This was a particular problem with Measure 5.2.2 (n=4).</p>	<p>2014-15: 1) Administer the new assessments in all courses taught during the next cycle. 2) Ensure that all assessments are scored properly so that results can be used to inform future improvements. 3) Faculty will provide additional exercises and instruction in the areas where weaknesses were noted.</p>																
<p>CYCLE: Data is collected each time course is taught (spring), with assessment results evaluated by faculty annually.</p>	<p><i>* This program is only offered on the Troy campus in lecture format.</i></p>	<p>NOTES: 1) This new degree program began in 2013-14 so no historical data is available. Each assessment course is offered once per year. 2) Measure 5.2.1 was not administered in 2014-15, but it was administered in Spring 2016. 3) Measure 5.2.2 was not administered in 2013-14 as this was the first year of the program so no students had reached the capstone course yet. In 2014-15, n=4.</p>																		

NOTE: As this is a new major, there are not yet 3-5 data points as most students are taking introductory classes in the BSBA core rather than intermediate or upper level classes. Both assessment courses are only offered once per year. As so few students have taken the assessments to date, we have not split out results by concentration (e.g., n=4 for Measure 5.2.2).

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)																											
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																												
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																															
Program: BS in Business Administration – Global Business Major (BSBA – Global Business)																																
SLO5.1: Students will recognize and explain factors that impact businesses operating in a global environment.																																
<p>Criteria: At least 70% will meet or exceed expectations in the rubric subscale areas for recognition and explanation.</p>	<p>Measure 5.1.1: Cultural Differences Rubric (II)</p> <ul style="list-style-type: none"> • internal, direct, formative, comparative* • Assignment: Case Study • Subscales: Identify Cultural Differences, Explain Impact on Business Practice • Course: MGT 4478 	<p>5.1.1: Results for all locations % meets or exceeds</p> <table border="1"> <thead> <tr> <th>Subscale</th> <th>2013-14</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>Identification</td> <td>n/a</td> <td>70.0</td> </tr> <tr> <td>Explanation</td> <td>n/a</td> <td>68.3</td> </tr> <tr> <td>SLO 5.1 Mean</td> <td></td> <td>69.2</td> </tr> </tbody> </table>	Subscale	2013-14	2014-15	Identification	n/a	70.0	Explanation	n/a	68.3	SLO 5.1 Mean		69.2	<p>1) We were unable to administer Measure 5.1.1 in 2013-14 due to the course being crosslisted to teach out older majors. In 2014-15, this measure was administered for the first time.</p> <p>2) Overall, we did not meet expectations for this measure (69.2% vs. target of 70%). By subscale, we met expectations for the identification of cultural differences subscale but did not meet them for the explanation of the impact of cultural differences on business practice. Results for summer 2015 seem to be an anomaly due to misunderstanding of project requirements. Project instructions should be clarified to avoid this problem in the future.</p>	<p>Improvement Plans:</p> <p>2013-14:</p> <ol style="list-style-type: none"> 1) Administer all measures in the next assessment cycle if program teachout allows. 2) Ensure that the embedded test questions for Measure 5.1.2 are administered in all locations. <p>2014-15:</p> <ol style="list-style-type: none"> 1) Appoint a course coordinator to ensure consistent instruction and use of required assessment measures. 2) Rewrite Measure 5.1.1 instructions so that students and instructors understand the rubric requirements. 3) Limit the capstone class to students who have taken all prerequisites in the Global Business major core. 4) Add additional questions to the capstone exam to cover a broader range of key topics in the major core. 	<p align="center">BSBA - Global Business SLO 5.1 Cultural Differences Rubric (target = 70%)</p> <table border="1"> <caption>BSBA - Global Business SLO 5.1 Cultural Differences Rubric Data</caption> <thead> <tr> <th>Subscale</th> <th>14FA (n=17)</th> <th>15SP (n=30)</th> <th>15SU (n=13)</th> <th>2014-15 (n=60)</th> </tr> </thead> <tbody> <tr> <td>Differences</td> <td>82.4%</td> <td>70.0%</td> <td>53.8%</td> <td>70.0%</td> </tr> <tr> <td>Impact</td> <td>82.4%</td> <td>70.0%</td> <td>46.2%</td> <td>68.3%</td> </tr> </tbody> </table> <p><i>NOTE: As this is a new learning outcome and measure, there are no historical results available. This measure was not administered in 2013-14 due to crosslisting to assist the teachout of older programs. Although data is collected every term, the course is not offered at every site every term. Consequently, the results by term may vary based on the locations included. For assessment analysis, we rely on the means per year (overall and by subscale) as well as the means by location and delivery method as our plans for improvement are implemented for a full academic year. Prior to 2013-14, we collected data on international topics through the 4-year Business MFT international subscale.</i></p>	Subscale	14FA (n=17)	15SP (n=30)	15SU (n=13)	2014-15 (n=60)	Differences	82.4%	70.0%	53.8%	70.0%	Impact	82.4%	70.0%	46.2%	68.3%
Subscale	2013-14	2014-15																														
Identification	n/a	70.0																														
Explanation	n/a	68.3																														
SLO 5.1 Mean		69.2																														
Subscale	14FA (n=17)	15SP (n=30)	15SU (n=13)	2014-15 (n=60)																												
Differences	82.4%	70.0%	53.8%	70.0%																												
Impact	82.4%	70.0%	46.2%	68.3%																												
<p>Criteria: At least 70% of the questions in each subscale area will be correctly answered (recognition and explanation).</p>	<p>Measure 5.1.2: Embedded Exam Questions</p> <ul style="list-style-type: none"> - internal, direct, summative, comparative* - Subscales: International Economics, International Management, International Human Resource Management - Course: MGT4478 	<p>5.1.2: Results for all locations % correct</p> <table border="1"> <thead> <tr> <th>Subscale</th> <th>2013-14</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>Intn'l Eco</td> <td>87.8</td> <td>80.2</td> </tr> <tr> <td>Intn'l HRM</td> <td>66.8</td> <td>68.6</td> </tr> <tr> <td>Intn'l Mgt</td> <td>73.2</td> <td>81.7</td> </tr> </tbody> </table>	Subscale	2013-14	2014-15	Intn'l Eco	87.8	80.2	Intn'l HRM	66.8	68.6	Intn'l Mgt	73.2	81.7	<p>3) Item analysis of Measure 5.1.2 revealed a problem with one test question. The question was rewritten to better map to the program objectives.</p>																	
Subscale	2013-14	2014-15																														
Intn'l Eco	87.8	80.2																														
Intn'l HRM	66.8	68.6																														
Intn'l Mgt	73.2	81.7																														
	<p>CYCLE: Data is collected each time course is taught (fall, spring, summer), with assessment results evaluated by faculty annually</p>	<p>NOTES:</p> <ol style="list-style-type: none"> 1) Results shown are summary results for all locations. 2) During 2013-14, MGT4478 was taken by non-majors to allow the teachout of students from older catalogs. Consequently, Measure 5.1.1 could not be used as planned. Data was collected for this measure during every term the course was taught in 2014-15, however. A limited set of embedded test questions were used during 2013-14 and 2014-15 that could be used by both majors and non-majors (results shown are for BSBA-Global Business majors only). During 2015-16, this course was restricted to students who took all core classes for this major. 																														
	<p>* Results are compared by location as well as by delivery method (online vs. lecture) relative to the program overall</p>																															

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)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				

Program: BS in Business Administration – Global Business Major - Entrepreneurship Concentration

SLO 3.2: Students will demonstrate corporate social responsibility (CSR) in making business decisions.

NOTE: No students graduated in this concentration during 2013-14 or 2014-15, so the concentration assessments have not yet been given. Data below represents results for Entrepreneurship students who are still completing BSBA core requirements.

<p>Criteria: At least 70% of scores will meet or exceed expectations overall and in all sub-scales of the rubric.</p>	<p>Measure 3.2.1: BSBA CSR Rubric</p> <ul style="list-style-type: none"> • interal, direct, formative, comparative* • Subscales: Awareness, Recognition, Analysis, Plans/Chooses Course of Action • Assignment: Case Study (Pre-Test) • Course: BUS4474 (Business & Society) 	<p>3.2.1: Results for all locations</p> <p>% meets or exceeds</p> <table border="1"> <thead> <tr> <th>Subscale</th> <th>FA14</th> <th>SP15</th> <th>FA15</th> <th>Mean</th> </tr> </thead> <tbody> <tr> <td>Awareness</td> <td>100</td> <td>50</td> <td>100</td> <td>75</td> </tr> <tr> <td>Recognizes</td> <td>100</td> <td>50</td> <td>100</td> <td>75</td> </tr> <tr> <td>Analysis</td> <td>100</td> <td>50</td> <td>100</td> <td>75</td> </tr> <tr> <td>Decision</td> <td>100</td> <td>50</td> <td>100</td> <td>75</td> </tr> </tbody> </table>	Subscale	FA14	SP15	FA15	Mean	Awareness	100	50	100	75	Recognizes	100	50	100	75	Analysis	100	50	100	75	Decision	100	50	100	75	<p>2013-14: This is the first time the rubric has been used so no prior data exists for comparison. An analysis of the courses that develop chooses/plans course of action skills indicated a current gap and room for improvement in instruction related to this skill. The current developmental courses introduce ancillary “chooses/plans course of action” concepts and practice as part of learning the core course concepts. However, there were no focused exercises directly related to “chooses/plans course of action” skills.</p>	<p>Improvement Plans: (for BSBA core)</p> <p>2013-14: Provide a review of how to identify and apply common CSR frameworks and develop and implement an action learning exercise that provides instructions and activities in “chooses/plans course of action” skills. Instructor feedback in terms of comments and grading should be provided to improve student learning and development of this skill. This exercise should be implemented after the mid-point of BUS 4474 to increase student focus on this skill.</p> <p>2014-15: Online courses will implement the online Blackboard written “chooses/plans course of action” skills” exercise that assigns a reading and exercise. In-class courses will implement the same exercise using either Blackboard or in-class assignment handouts. The exercise in “chooses/plans course of action” skills” will be progressively reinforced by the practice of these skills in each applicable course.</p>	<p style="text-align: center;">BSBA - Global Bus - Entrepreneurship SLO 3.2 CSR Rubric</p> <table border="1"> <caption>BSBA - Global Bus - Entrepreneurship SLO 3.2 CSR Rubric Data</caption> <thead> <tr> <th>Subscale</th> <th>2014 FA (n=1)</th> <th>2015 SP (n=2)</th> <th>2015 FA (n=1)</th> <th>To Date (n=4)</th> </tr> </thead> <tbody> <tr> <td>Awareness</td> <td>100</td> <td>50</td> <td>50</td> <td>50</td> </tr> <tr> <td>Recognition</td> <td>100</td> <td>50</td> <td>100</td> <td>75</td> </tr> <tr> <td>Analysis</td> <td>100</td> <td>50</td> <td>100</td> <td>75</td> </tr> <tr> <td>Decision</td> <td>100</td> <td>50</td> <td>100</td> <td>75</td> </tr> <tr> <td>Overall</td> <td>100</td> <td>50</td> <td>75</td> <td>70</td> </tr> </tbody> </table> <p style="text-align: center;">Results by Term for each subscale</p> <p style="text-align: center;"> ■ 2014 FA (n=1) ■ 2015 SP (n=2) ■ 2015 FA (n=1) ■ To Date (n=4) </p>	Subscale	2014 FA (n=1)	2015 SP (n=2)	2015 FA (n=1)	To Date (n=4)	Awareness	100	50	50	50	Recognition	100	50	100	75	Analysis	100	50	100	75	Decision	100	50	100	75	Overall	100	50	75	70
Subscale	FA14	SP15	FA15	Mean																																																								
Awareness	100	50	100	75																																																								
Recognizes	100	50	100	75																																																								
Analysis	100	50	100	75																																																								
Decision	100	50	100	75																																																								
Subscale	2014 FA (n=1)	2015 SP (n=2)	2015 FA (n=1)	To Date (n=4)																																																								
Awareness	100	50	50	50																																																								
Recognition	100	50	100	75																																																								
Analysis	100	50	100	75																																																								
Decision	100	50	100	75																																																								
Overall	100	50	75	70																																																								
<p>Criteria: At least 80% of scores will meet or exceed expectations overall and in all sub-scales of the rubric.</p>	<p>Measure 3.2.2: BSBA CSR Rubric</p> <ul style="list-style-type: none"> • interal, direct, summative, comparative* • Subscales: Awareness, Recognition, Analysis, Plans/Chooses Course of Action • Assignment: Case Study (Post-Test) • Course: BUS4474 (Business & Society) 	<p>3.2.2: Results for all locations</p> <p>% meets or exceeds</p> <table border="1"> <thead> <tr> <th>Subscale</th> <th>FA14</th> <th>SP15</th> <th>FA15</th> <th>Mean</th> </tr> </thead> <tbody> <tr> <td>Awareness</td> <td>100</td> <td>50</td> <td>0</td> <td>50</td> </tr> <tr> <td>Recognizes</td> <td>100</td> <td>50</td> <td>100</td> <td>75</td> </tr> <tr> <td>Analysis</td> <td>100</td> <td>50</td> <td>100</td> <td>75</td> </tr> <tr> <td>Decision</td> <td>100</td> <td>50</td> <td>100</td> <td>75</td> </tr> </tbody> </table>	Subscale	FA14	SP15	FA15	Mean	Awareness	100	50	0	50	Recognizes	100	50	100	75	Analysis	100	50	100	75	Decision	100	50	100	75	<p>2014-15: Last year improvements were made to overcome a gap in “chooses/plans course of action” by adding an action learning exercise that provided short instructions and activities and required students to write their reflections on “chooses/plans course of action” with feedback and grading provided by the instructors on the exercise. An overall analysis of the results indicates a slight decrease in overall performance, but locational and instructional inconsistencies between campuses.</p>																																
Subscale	FA14	SP15	FA15	Mean																																																								
Awareness	100	50	0	50																																																								
Recognizes	100	50	100	75																																																								
Analysis	100	50	100	75																																																								
Decision	100	50	100	75																																																								
	<p>CYCLE: Data is collected each time course is taught (fall, spring, summer), with assessment results evaluated by faculty annually</p>	<p>NOTES:</p> <p>1) Results shown are summary results for all locations.</p>																																																										
	<p>* Results are compared by location as well as by delivery method (online vs. lecture) relative to the program overall</p>	<p>2) During 2013-14, no students in this concentration took this course, so there are no assessment results to report. Older programs were being taught out primarily that year.</p>																																																										
					<p><i>Results shown are for BSBA - Global Business - Entrepreneurship concentration students only, rather than for the BSBA core as a whole. There were no students in this concentration in 2013-14 who took this assessment.</i></p>																																																							

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)																		
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																			
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																						
Program: BS in Business Administration – Global Business Major - Finance Concentration (also includes BSBA - Finance Major being taught out)																							
SLO 5.3B: Students will demonstrate an understanding of and the ability to apply finance theory and practices beyond the functional level as they relate to organizational performance																							
<i>NOTE: During 2013-14 and 2014-15, students in the old BSBA Finance Major were still being taught out. Data is presented here for BSBA Finance Major student as students in the new concentration have not yet reached the capstone.</i>																							
Criteria: At least 70% of the questions in each subscale area will be correctly answered.	Measure 5.3.1B: Financial Fundamentals Test • interal, direct, formative, comparative* • Course: FIN4437 (Financial Institutions)	5.3.1B: This assessment could not be administered during 2013-14 and 2014-15 due to crosslisting of classes to accommodate the teachout of several programs. Results should be available for 2015-16.	1) Enrollment in the new concentration has been too low to fully implement all planned assessment measures. 2) Overall, we failed to meet expectations both on the old program capstone in recent years as well as the new exit exam administered in 2014-15. Item analysis of Measure 5.3.2B revealed weakness in valuation, financial markets/institutions, and risk and return. Additional required exercises and instruction in this area should be implemented in all sections. 3) Further, these areas show a drop from prior-years' results. It should be noted that the number of students is still quite small, making the drawing of inferences from these data difficult.	Improvement Plans: 2013-14: 1) Add an action learning exercise covering concepts in risk and return. 2) Increase instructor feedback to students on exercises and homework in these areas. 2014-15: 1) Retain the action learning exercise as item analysis revealed continued weakness in risk and return concepts. 2) Add a required assignment with an instructional video for the valuation topic where results were weakest. 3) Administer the new financial fundamentals assessment in FIN4437 in 2015-16 and analyze the results.	<table border="1"> <caption>BSBA - Finance Major * SLO 5.3 Exit Exam Results</caption> <thead> <tr> <th>Year</th> <th>Overall SLO 5.3.2B</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2010-11</td> <td>74.4</td> <td>70</td> </tr> <tr> <td>2011-12</td> <td>72.1</td> <td>70</td> </tr> <tr> <td>2012-13</td> <td>71.8</td> <td>70</td> </tr> <tr> <td>2013-14</td> <td>79.2</td> <td>70</td> </tr> <tr> <td>2014-15</td> <td>63.7</td> <td>70</td> </tr> </tbody> </table>	Year	Overall SLO 5.3.2B	Goal	2010-11	74.4	70	2011-12	72.1	70	2012-13	71.8	70	2013-14	79.2	70	2014-15	63.7	70
Year	Overall SLO 5.3.2B	Goal																					
2010-11	74.4	70																					
2011-12	72.1	70																					
2012-13	71.8	70																					
2013-14	79.2	70																					
2014-15	63.7	70																					
Criteria: At least 70% of the questions in each subscale area will be correctly answered (comprehension, application).	Measure 5.3.2B: Concentration Exit Exam • interal, direct, summative, comparative* • Subscales: Concepts, Application ** • Course: FIN4431 (Bank Management; capstone)	5.3.2B: Results for all locations % correctly answered <table border="1"> <thead> <tr> <th>Subscale ></th> <th>Concepts</th> <th>Application</th> </tr> </thead> <tbody> <tr> <td>2010-11</td> <td>72.9</td> <td>75.2</td> </tr> <tr> <td>2011-12</td> <td>66.2</td> <td>75.4</td> </tr> <tr> <td>2012-13</td> <td>66.6</td> <td>74.7</td> </tr> <tr> <td>2013-14</td> <td>67.9</td> <td>85.6</td> </tr> <tr> <td>2014-15 (2)</td> <td>56.2</td> <td>67.9</td> </tr> </tbody> </table>	Subscale >	Concepts	Application	2010-11	72.9	75.2	2011-12	66.2	75.4	2012-13	66.6	74.7	2013-14	67.9	85.6	2014-15 (2)	56.2	67.9			
Subscale >	Concepts	Application																					
2010-11	72.9	75.2																					
2011-12	66.2	75.4																					
2012-13	66.6	74.7																					
2013-14	67.9	85.6																					
2014-15 (2)	56.2	67.9																					
	CYCLE: Data is collected each time course is taught, with assessment results evaluated by faculty annually. * Results are compared by location as well as by delivery method (online vs. lecture) relative to the program overall. ** Item analysis is also conducted for each test to determine areas of weakness by topic to facilitate plans for improvement	NOTES: 1) Results shown are summary results for all locations. 2) Measure 5.3.2B: A revised exam was pilot tested in 2014-15, so results are not comparable to prior years (which used the old program capstone exam)																					
					<i>* In 2014-15, a modified version of the new exit exam was used instead of the old program capstone, so results are not comparable to prior years. Results are for students in the BSBA Finance Major who are still being taught out as students in the new concentration have not yet reached the capstone course.</i>																		

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)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				

Program: BS in Business Administration – Global Business Major - General Business Concentration

SLO 4.2: Students will demonstrate that they possess functional business knowledge.

NOTE: During 2013-14 and 2014-15, the majority of students were in the old General Business Major, so the capstone course in this concentration could not be taught. The course was taught in 2015-16. Data provided are for BSBA - Global Business - General Business concentration students for BSBA Core SLO 4.2.

<p>Criteria: The Troy % correct will be at or above the national mean for each subscale.</p>	<p>Measure 4.1.1: Two-Year ETS Major Field Test in Business</p> <ul style="list-style-type: none"> external, direct, formative, comparative* Principles assessed: Management, Marketing, Accounting, and Economics Course: BUS3310 	<p>4.1.1: Results for all locations</p> <p>% diff national mean</p> <table border="1"> <thead> <tr> <th>Subscale ></th> <th>ACT</th> <th>ECO</th> <th>MGT</th> <th>MKT</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>+4.9%</td> <td>-0.6%</td> <td>-0.8%</td> <td>+3.8%</td> </tr> <tr> <td>2014-15</td> <td>-2.7%</td> <td>+0.7%</td> <td>-2.5%</td> <td>+0.9%</td> </tr> <tr> <td>2015-16</td> <td>-3.4%</td> <td>-1.6%</td> <td>-0.8%</td> <td>+0.5%</td> </tr> </tbody> </table>	Subscale >	ACT	ECO	MGT	MKT	2013-14	+4.9%	-0.6%	-0.8%	+3.8%	2014-15	-2.7%	+0.7%	-2.5%	+0.9%	2015-16	-3.4%	-1.6%	-0.8%	+0.5%	<p>1) Accounting: Item analysis showed weaknesses in managerial accounting concept application, long-term liabilities, and analysis of financial statements.</p> <p>2) Economics: Item analysis revealed a weakness in international trade and policy in particular, in addition to some differences by location.</p> <p>3) Finance: Weaknesses were noted in the calculation of risk and return, but this varied by location.</p> <p>4) Legal/Social: Item analysis of the various measures showed weakness in crimes and tort law in particular.</p> <p>5) Marketing: A weakness in the marketing of social causes was noted, which should be addressed.</p> <p>6) Management: A gap was noted in group/team dynamics in particular.</p> <p>7) QBA: A gap in statistical process control was noted on the summative measures in particular.</p> <p>8) Info Systems: Item analysis revealed a weakness in systems development.</p>	<p>Improvement Plans:</p> <p>2013-14:</p> <ol style="list-style-type: none"> Implement action learning exercises in the areas of weakness in both online and lecture classes. These exercises will be implemented either in Blackboard or with in-class exercises using handouts. Accounting will address their area of weakness using additional homework questions. Progressive reinforcement of these concepts in multiple classes will be done as possible. <p>2014-15:</p> <ol style="list-style-type: none"> Retain the action learning exercises. To ensure consistent implementation, these exercises will be placed in Blackboard for all delivery methods and locations and tracked using Blackboard tools. Instructional videos using lecture capture will be added to reinforce concepts in these areas. Videos will be placed in Blackboard to accompany the exercises. Increase instructor feedback to students to assess progress and reinforce student learning in each course. Add prerequisites to ensure that BUS4480 serves as the capstone course for this concentration. A business simulation will be used to provide assessment data. 	<p>BSBA - Global Bus - General Bus Conc.</p> <p>Measure 4.1.1 by Subscale</p> <p>Troy % correct - National % correct</p> <table border="1"> <caption>Data for Measure 4.1.1 by Subscale</caption> <thead> <tr> <th>Subscale</th> <th>2013-14</th> <th>2014-15</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>ACT</td> <td>4.9%</td> <td>-2.7%</td> <td>-3.4%</td> </tr> <tr> <td>ECO</td> <td>-0.6%</td> <td>0.7%</td> <td>-1.6%</td> </tr> <tr> <td>MGT</td> <td>-0.8%</td> <td>-2.5%</td> <td>-0.8%</td> </tr> <tr> <td>MKT</td> <td>3.8%</td> <td>0.9%</td> <td>0.5%</td> </tr> </tbody> </table>	Subscale	2013-14	2014-15	2015-16	ACT	4.9%	-2.7%	-3.4%	ECO	-0.6%	0.7%	-1.6%	MGT	-0.8%	-2.5%	-0.8%	MKT	3.8%	0.9%	0.5%								
Subscale >	ACT	ECO	MGT	MKT																																																	
2013-14	+4.9%	-0.6%	-0.8%	+3.8%																																																	
2014-15	-2.7%	+0.7%	-2.5%	+0.9%																																																	
2015-16	-3.4%	-1.6%	-0.8%	+0.5%																																																	
Subscale	2013-14	2014-15	2015-16																																																		
ACT	4.9%	-2.7%	-3.4%																																																		
ECO	-0.6%	0.7%	-1.6%																																																		
MGT	-0.8%	-2.5%	-0.8%																																																		
MKT	3.8%	0.9%	0.5%																																																		
<p>Criteria: The scaled score in each subscale area will be 70 or higher.</p>	<p>Measure 4.1.2: Embedded Exam Questions</p> <ul style="list-style-type: none"> internal, direct, formative, comparative* Principles assessed: Business Statistics, Business Law Courses: QM2241, LAW2221 	<p>4.1.2: Results for all locations</p> <p>overall scaled score</p> <table border="1"> <thead> <tr> <th>Area ></th> <th>Law/Ethics</th> <th>Bus Stat</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>71.3</td> <td>79.5</td> </tr> <tr> <td>2014-15</td> <td>69.6</td> <td>70.6</td> </tr> <tr> <td>2015-16</td> <td>67.7</td> <td>75.4</td> </tr> </tbody> </table>	Area >	Law/Ethics	Bus Stat	2013-14	71.3	79.5	2014-15	69.6	70.6	2015-16	67.7	75.4			<p>BSBA - Global Bus - General Bus Conc.</p> <p>Measure 4.1.4 by Subscale</p> <p>Troy % correct - National % correct</p> <table border="1"> <caption>Data for Measure 4.1.4 by Subscale</caption> <thead> <tr> <th>Subscale</th> <th>2013-14</th> <th>2014-15</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>ACT</td> <td>-3.7%</td> <td>-3.3%</td> <td>-0.6%</td> </tr> <tr> <td>ECO</td> <td>-1.6%</td> <td>-2.6%</td> <td>-5.2%</td> </tr> <tr> <td>FIN</td> <td>-1.5%</td> <td>+3.6%</td> <td>+3.3%</td> </tr> <tr> <td>IS</td> <td>+1.5%</td> <td>-8.4%</td> <td>+1.5%</td> </tr> <tr> <td>LAW</td> <td>-15.0%</td> <td>-10.0%</td> <td>-10.0%</td> </tr> <tr> <td>MGT</td> <td>-1.5%</td> <td>-1.5%</td> <td>-1.5%</td> </tr> <tr> <td>MKT</td> <td>+1.5%</td> <td>+1.5%</td> <td>+1.5%</td> </tr> <tr> <td>QBA</td> <td>+1.5%</td> <td>+1.5%</td> <td>+1.5%</td> </tr> </tbody> </table>	Subscale	2013-14	2014-15	2015-16	ACT	-3.7%	-3.3%	-0.6%	ECO	-1.6%	-2.6%	-5.2%	FIN	-1.5%	+3.6%	+3.3%	IS	+1.5%	-8.4%	+1.5%	LAW	-15.0%	-10.0%	-10.0%	MGT	-1.5%	-1.5%	-1.5%	MKT	+1.5%	+1.5%	+1.5%	QBA	+1.5%	+1.5%	+1.5%
Area >	Law/Ethics	Bus Stat																																																			
2013-14	71.3	79.5																																																			
2014-15	69.6	70.6																																																			
2015-16	67.7	75.4																																																			
Subscale	2013-14	2014-15	2015-16																																																		
ACT	-3.7%	-3.3%	-0.6%																																																		
ECO	-1.6%	-2.6%	-5.2%																																																		
FIN	-1.5%	+3.6%	+3.3%																																																		
IS	+1.5%	-8.4%	+1.5%																																																		
LAW	-15.0%	-10.0%	-10.0%																																																		
MGT	-1.5%	-1.5%	-1.5%																																																		
MKT	+1.5%	+1.5%	+1.5%																																																		
QBA	+1.5%	+1.5%	+1.5%																																																		
<p>Criteria: The scaled score in each subscale area will be 70 or higher.</p>	<p>Measure 4.1.3: BSBA Degree Capstone Examination</p> <ul style="list-style-type: none"> internal, direct, summative, comparative* Areas evaluated: Accounting, Economics, Management, Quantitative Methods, Finance, Marketing, Business Law, Information Systems, Strategy Course: MGT4476 (BSBA capstone) 	<p>4.1.3: Results for all locations</p> <table border="1"> <thead> <tr> <th></th> <th>overall</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2011-12</td> <td>60.1</td> <td>2</td> </tr> <tr> <td>2012-13</td> <td>69.1</td> <td>3</td> </tr> <tr> <td>2013-14</td> <td>77.3</td> <td>5</td> </tr> <tr> <td>2014-15</td> <td>68.9</td> <td>10</td> </tr> </tbody> </table> <p>* To save space, only the overall score is shown. Most concentration students were still in lower level classes.</p>		overall	n	2011-12	60.1	2	2012-13	69.1	3	2013-14	77.3	5	2014-15	68.9	10																																				
	overall	n																																																			
2011-12	60.1	2																																																			
2012-13	69.1	3																																																			
2013-14	77.3	5																																																			
2014-15	68.9	10																																																			
<p>Criteria: The Troy % correct will be at or above the national mean for each subscale.</p>	<p>Measure 4.1.4: 4-year ETS Major Field Test in Business</p> <ul style="list-style-type: none"> external, direct, formative, comparative* Areas evaluated: Accounting, Economics, Management, Quantitative Methods, Finance, Marketing, Law/ Ethics, Information Systems Course: MGT4476 (BSBA capstone) 	<p>4.1.1: Results for all locations</p> <p>% diff national mean</p> <table border="1"> <thead> <tr> <th>Subscale ></th> <th>ACT</th> <th>ECO</th> <th>MGT</th> <th>MKT</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>-3.7%</td> <td>-1.6%</td> <td>-1.5%</td> <td>+1.5%</td> </tr> <tr> <td>2014-15</td> <td>-3.3%</td> <td>-2.6%</td> <td>+3.6%</td> <td>-8.4%</td> </tr> <tr> <td>2015-16</td> <td>-0.6%</td> <td>-5.2%</td> <td>+3.3%</td> <td>+1.5%</td> </tr> </tbody> </table> <p>* Due to space limitations, only select subscale results are shown. See graph for all subscales.</p>	Subscale >	ACT	ECO	MGT	MKT	2013-14	-3.7%	-1.6%	-1.5%	+1.5%	2014-15	-3.3%	-2.6%	+3.6%	-8.4%	2015-16	-0.6%	-5.2%	+3.3%	+1.5%																															
Subscale >	ACT	ECO	MGT	MKT																																																	
2013-14	-3.7%	-1.6%	-1.5%	+1.5%																																																	
2014-15	-3.3%	-2.6%	+3.6%	-8.4%																																																	
2015-16	-0.6%	-5.2%	+3.3%	+1.5%																																																	
	<p>CYCLE: Data is collected each time course is taught, with assessment results evaluated by faculty annually.</p>	<p>NOTES:</p> <ol style="list-style-type: none"> Results shown are summary results for all locations. For all measures, item analysis is done to determine specific areas of weakness so that plans for improvement can be made. Measure 4.1.2 was not implemented until 2013-14, so there are no results prior to then. 																																																			
	<p>* Results are compared by location as well as by delivery method (online vs. lecture) relative to the program overall.</p> <p>** Item analysis is also conducted for each test to determine areas of weakness by topic to facilitate plans for improvement</p>				<p>Results shown above are for BSBA - Global Business - General Business concentration students only. The number of students is still quite limited as this concentration is still new and most have not yet reached capstone courses. Data for 2015-16 is for Fall only.</p>																																																

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)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				

Program: BS in Business Administration – Global Business Major - Human Resource Management Concentration

SLO5.3d: Students will demonstrate an understanding of and the ability to apply human resource management theory and practices beyond the functional level as they relate to organizational performance.

<p>Criteria: At least 70% of the questions in each subscale area will be correctly answered (comprehension).</p>	<p>Measure 5.3.1F: Concentration Exit Exam</p> <ul style="list-style-type: none"> • interal, direct, summative, comparative* • Subscales: Comprehension • Course: MGT 4485 (Performance Appraisal & Compensation, capstone) 	<p>SLO 5.3 Results for all locations</p> <p>Concentration Exit Exam: BSBA - Global Bus - HRM Conc.</p> <table border="1"> <thead> <tr> <th>Measure or Area</th> <th colspan="2">% correct</th> </tr> <tr> <th></th> <th>2013-14</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>5.3.1 Concepts</td> <td>64.7</td> <td>59.2</td> </tr> <tr> <td>5.3.2 Applic.</td> <td>67.9</td> <td>63.4</td> </tr> <tr> <td>Empl. Law</td> <td>72.7</td> <td>71.6</td> </tr> <tr> <td>Staffing</td> <td>58.3</td> <td>51.0</td> </tr> <tr> <td>HR Develop</td> <td>69.2</td> <td>66.3</td> </tr> <tr> <td>Perf. Appr.</td> <td>62.5</td> <td>53.1</td> </tr> </tbody> </table> <p>2013-14: n=2; 2014-15: n=8</p>	Measure or Area	% correct			2013-14	2014-15	5.3.1 Concepts	64.7	59.2	5.3.2 Applic.	67.9	63.4	Empl. Law	72.7	71.6	Staffing	58.3	51.0	HR Develop	69.2	66.3	Perf. Appr.	62.5	53.1	<p>2013-14:</p> <p>On the new concentration exit exam, some weakness was noted in Staffing and Human Resource Development. As only two students have taken the test so far, more data needs to be collected to draw any firm conclusions. Students in the old Human Resource concentration of the BSBA Management major who graduated met expectations overall on their program capstone and exceeded expectations in the HR subscale as would be expected.</p>	<p>Improvement Plans:</p> <p>2013-14:</p> <p>1) As only two students took the concentration exit exam, we will continue to administer the new assessments in 2014-15 and re-evaluate results at the end of that cycle.</p>	<p>BSBA - Global Business - Mgmt Conc.</p> <p>SLO 5.3 Exit Exam by Area</p>
Measure or Area	% correct																												
	2013-14	2014-15																											
5.3.1 Concepts	64.7	59.2																											
5.3.2 Applic.	67.9	63.4																											
Empl. Law	72.7	71.6																											
Staffing	58.3	51.0																											
HR Develop	69.2	66.3																											
Perf. Appr.	62.5	53.1																											
<p>Criteria: At least 70% of the questions in each subscale area will be correctly answered (application).</p>	<p>Measure 5.3.2F: Concentration Exit Exam</p> <ul style="list-style-type: none"> • interal, direct, summative, comparative* • Subscales: Application • Course: MGT 4485 (Performance Appraisal & Compensation, capstone) 	<p>NOTES:</p> <p>1) Results shown are summary results by all locations.</p> <p>2) Results shown above are for students in the BSBA - Global Business - Human Resource Management concentration only. Prior to 2013-14, principles of HR were evaluated on the BSBA-Management major program capstone, where the HR management concentration was housed. Historical results for this exam are shown below.</p> <table border="1"> <thead> <tr> <th colspan="3">Mgmt Capstone (old program)</th> </tr> <tr> <th colspan="3">HRM Concentration (MGT Major)</th> </tr> <tr> <th></th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2009-10</td> <td>76.7</td> <td>6</td> </tr> <tr> <td>2010-11</td> <td>75.4</td> <td>42</td> </tr> <tr> <td>2011-12</td> <td>77.3</td> <td>57</td> </tr> <tr> <td>2012-13</td> <td>76.5</td> <td>45</td> </tr> <tr> <td>2013-14</td> <td>77.8</td> <td>20</td> </tr> </tbody> </table>	Mgmt Capstone (old program)			HRM Concentration (MGT Major)				Score	n	2009-10	76.7	6	2010-11	75.4	42	2011-12	77.3	57	2012-13	76.5	45	2013-14	77.8	20	<p>2014-15:</p> <p>1) Both application and comprehension results failed to meet the goal of 70% and results decreased for all subscales.</p> <p>2) Scores were below expectation in staffing, human resource development, and performance appraisal/ compensation.</p> <p>3) Results by location showed a drop in performance in Troy and Montgomery.</p> <p>4) Question item analysis of the assessment flagged several questions with poor reliability and validity in the performance appraisal subscale. These should be reviewed.</p>	<p>2014-15:</p> <p>1) Develop a practice HRM Concentration Exam to be assigned to the HRM 4485 course shell to address subject matter showing the greatest weakness in the required core classes. The goal is to draw attention to targeted content areas and to develop and implement remediation exercises based on the test results.</p> <p>2) Revise the HRM concentration exit exam to modify question item wording that is causing confusion.</p>	<p>NOTE: Prior to 2013-14, students in the HRM concentration were housed in the BSBA Management Major and took the MGT Program Capstone for assessment. The only subscale was for HR Principles as the exam was used for students in various concentrations within that major. Results shown for this subscale are for students in the old Management major. From 2013-14 onward, the HR Concentration was housed within the new BSBA- Global Business major and had its own concentration exit exam to better test understanding and application of HR concepts for this concentration specifically. The results for Measure 5.3.1 (and its subscales) are for BSBA - Global Business - HR Management concentration students only.</p>
Mgmt Capstone (old program)																													
HRM Concentration (MGT Major)																													
	Score	n																											
2009-10	76.7	6																											
2010-11	75.4	42																											
2011-12	77.3	57																											
2012-13	76.5	45																											
2013-14	77.8	20																											

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)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				

Program: BS in Business Administration – Global Business Major - Information Systems Concentration

SLO5.3E: Students will demonstrate an understanding of and the ability to apply information systems knowledge beyond the functional level as it relates to organizational performance.

NOTE: During 2013-14, there were no graduates in the BSBA - Global Business - Information Systems concentration so the old BSBA - Information Systems major program capstone exam was given. In 2014-15, the new concentration exit exam was given to both those in the old IS Major and those in the new IS concentration in Global Business. As the two exams differ, results are not comparable.

<p>Criteria: At least 70% of the questions in each subscale area will be correctly answered (comprehension).</p>	<p>Measure 5.3.1F: Concentration Exit Exam</p> <ul style="list-style-type: none"> • interal, direct, summative, comparative* • Subscales: Comprehension • Course: IS 4447 (Systems Analysis/ Design, capstone) 	<p>SLO 5.3: Results for all locations</p> <p style="text-align: center;">% correct</p> <table border="1"> <thead> <tr> <th>Measure</th> <th>2013-14</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td></td> <td></td> </tr> <tr> <td>BSBA-IS</td> <td>72.5</td> <td>55.8</td> </tr> <tr> <td>BSBA-GB-IS</td> <td>n/a</td> <td>76.9</td> </tr> </tbody> </table> <p>5.3.1 Concepts</p> <table border="1"> <tbody> <tr> <td>BSBA-IS</td> <td>64.4</td> </tr> <tr> <td>BSBA-GB-IS</td> <td>79.2</td> </tr> </tbody> </table> <p>5.3.2 Application</p> <table border="1"> <tbody> <tr> <td>BSBA-IS</td> <td>30.0</td> </tr> <tr> <td>BSBA-GB-IS</td> <td>70.0</td> </tr> </tbody> </table>	Measure	2013-14	2014-15	Overall			BSBA-IS	72.5	55.8	BSBA-GB-IS	n/a	76.9	BSBA-IS	64.4	BSBA-GB-IS	79.2	BSBA-IS	30.0	BSBA-GB-IS	70.0	<p>2013-14: This concentration has not yet had graduates so the planned assessment was not administered. For students in the old BSBA Information Systems major, students showed weakness in conceptual abstractions (Data Communications and e-Commerce Design subscales), but they performed above expectations in major-specific knowledge subscales.</p> <p>2014-15: Expectations were met or exceeded for both measures by students in the new Global Business - IS concentration. An analyses of IS 4447 exit exam question results indicated the following weaknesses: 1) how to configure a redundant array of independent devices (RAID) and 2) several key areas of the System Development Life Cycle (SDLC). While still below expectations, performance declined in agile development, rose in deployment methodologies, and was unchanged in the the costs and benefits of prototyping.</p>	<p>Improvement Plans:</p> <p>2013-14:</p> <ol style="list-style-type: none"> 1) Administer the new assessments to any new graduates in this concentration during 2014-15 and re-evaluate at the end of the next cycle. 2) Focus more on conceptual definitions along with hands-on experiences in the areas of data communications and e-Commerce. 3) Include more readings and conceptualization activities by students in all IS courses, drawn from a selected list of articles chosen by IS faculty committees. <p>2014-15:</p> <ol style="list-style-type: none"> 1) Add additional reading, Blackboard discussion exercises, and exam questions in RAID configuration to improve areas of weakness noted in the item analysis. 2) Add a series of three videos covering SDLCs to the IS 4447 course. 3) Reinforce concepts in SDLCs with additional homework questions and a video project case study. 4) Revise questions on the IS 4447 Exit Exam to better reflect the curriculum being taught and the most current information systems concepts. 	<div style="text-align: center;"> <p>BSBA-IS and BSBA-GB-IS</p> <p>Overall Capstone Exam Performance</p> <table border="1"> <caption>Overall Capstone Exam Performance Data</caption> <thead> <tr> <th>Year</th> <th>BSBA - IS Majors (%)</th> <th>BSBA - GB - IS conc. (%)</th> </tr> </thead> <tbody> <tr> <td>2009-10</td> <td>60</td> <td></td> </tr> <tr> <td>2010-11</td> <td>70</td> <td></td> </tr> <tr> <td>2011-12</td> <td>82</td> <td></td> </tr> <tr> <td>2012-13</td> <td>84</td> <td></td> </tr> <tr> <td>2013-14</td> <td>72</td> <td></td> </tr> <tr> <td>2014-15</td> <td>56</td> <td>76</td> </tr> </tbody> </table> </div> <p>BSBA - IS = BSBA in Information Systems major (terminated end of 2012-13 and being taught out) BSBA- GB - IS = BSBA in Global Business major - Information Systems concentration (new 2013-14) <i>* Historical results from 2009-10 through 2013-14 are for the old BSBA - IS major program capstone exam.</i> <i>* Results for 2014-15 are for the new BSBA - Global Business - IS concentration exit exam.</i></p>	Year	BSBA - IS Majors (%)	BSBA - GB - IS conc. (%)	2009-10	60		2010-11	70		2011-12	82		2012-13	84		2013-14	72		2014-15	56	76
Measure	2013-14	2014-15																																												
Overall																																														
BSBA-IS	72.5	55.8																																												
BSBA-GB-IS	n/a	76.9																																												
BSBA-IS	64.4																																													
BSBA-GB-IS	79.2																																													
BSBA-IS	30.0																																													
BSBA-GB-IS	70.0																																													
Year	BSBA - IS Majors (%)	BSBA - GB - IS conc. (%)																																												
2009-10	60																																													
2010-11	70																																													
2011-12	82																																													
2012-13	84																																													
2013-14	72																																													
2014-15	56	76																																												
<p>Criteria: At least 70% of the questions in each subscale area will be correctly answered (application).</p>	<p>Measure 5.3.2F: Concentration Exit Exam</p> <ul style="list-style-type: none"> • interal, direct, summative, comparative* • Subscales: Application • Course: IS 4447 (Systems Analysis/ Design, capstone) 	<p>NOTES:</p> <ol style="list-style-type: none"> 1) Results shown are summary results by all locations. 2) During 2013-14, the old program capstone exam was given as the only students who graduated were from the old BSBA - Information Systems major (BSBA-IS). During 2014-15, half of the students who graduated were from the BSBA-IS major and the other half were from the new BSBA - Global Business - Information Systems concentration (BSBA-GB-IS). The new concentration exit exam was given to both sets of students in a crosslisted course. 3) The old program capstone exam broke out results by topic subscales. The new concentration exit exam breaks results down by topic subscales as well as by type of question (concepts, application). 																																												
	<p>CYCLE: Data is collected each time course is taught (fall, spring, summer), with assessment results evaluated by faculty annually</p>																																													
	<p>* Results are compared by location as well as by delivery method (online vs. lecture) relative to the program overall</p>																																													

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)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				

Program: BS in Business Administration – Global Business Major - Management Concentration

SLO5.3f: Students will demonstrate an understanding of and the ability to apply management knowledge beyond the functional level as it relates to organizational performance.

<p>Criteria: At least 70% of the questions in each subscale area will be correctly answered (comprehension).</p>	<p>Measure 5.3.1F: Concentration Exit Exam</p> <ul style="list-style-type: none"> • internal, direct, summative, comparative* • Subscales: Comprehension • Course: MGT 4479 (Mgt Seminar) 	<p>SLO 5.3: Results for all locations</p> <p style="text-align: center;">% correct</p> <table border="1"> <thead> <tr> <th>Measure</th> <th>2013-14</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td></td> <td></td> </tr> <tr> <td>BSBA-MGT-GM</td> <td>75.4</td> <td>79.9</td> </tr> <tr> <td>BSBA-GB-MGT</td> <td>n/a</td> <td>80.0</td> </tr> <tr> <td>5.3.1 Concepts</td> <td></td> <td></td> </tr> <tr> <td>BSBA-MGT-GM</td> <td>91.9</td> <td>89.4</td> </tr> <tr> <td>BSBA-GB-MGT</td> <td>n/a</td> <td>91.5</td> </tr> <tr> <td>5.3.2 Application</td> <td></td> <td></td> </tr> <tr> <td>BSBA-MGT-GM</td> <td>66.7</td> <td>64.3</td> </tr> <tr> <td>BSBA-GB-MGT</td> <td>n/a</td> <td>61.3</td> </tr> </tbody> </table>	Measure	2013-14	2014-15	Overall			BSBA-MGT-GM	75.4	79.9	BSBA-GB-MGT	n/a	80.0	5.3.1 Concepts			BSBA-MGT-GM	91.9	89.4	BSBA-GB-MGT	n/a	91.5	5.3.2 Application			BSBA-MGT-GM	66.7	64.3	BSBA-GB-MGT	n/a	61.3	<p>2013-14:</p> <p>1) As there were no graduates in the new concentration this year, the new exit exam was not administered as planned.</p> <p>2) On the program capstone for the old BSBA Management major (General Management concentration), students did more poorly on the operations management subscale but did far better on the new teamwork subscale added in 2013-14. The management faculty felt that teamwork better reflected the program's curriculum rather than operations management, as the latter is actually part of the BSBA core and is taught by different faculty.</p>	<p>Improvement Plans:</p> <p>2013-14:</p> <p>1) Administer the new assessments to any graduates in this concentration during 2014-15 and re-evaluate at the end of the next cycle.</p> <p>2) Continue to administer the revised program capstone for any students who graduate in the old BSBA Management major.</p>	<table border="1"> <caption>Results for Management Program Capstone/Exit Exam</caption> <thead> <tr> <th>Year</th> <th>BSBA-MGT-GM (%)</th> <th>BSBA-GB-MGT (%)</th> </tr> </thead> <tbody> <tr> <td>2009-10</td> <td>70</td> <td>-</td> </tr> <tr> <td>2010-11</td> <td>68</td> <td>-</td> </tr> <tr> <td>2011-12</td> <td>68</td> <td>-</td> </tr> <tr> <td>2012-13</td> <td>68</td> <td>-</td> </tr> <tr> <td>2013-14</td> <td>75</td> <td>-</td> </tr> <tr> <td>2014-15</td> <td>79.9</td> <td>80.0</td> </tr> </tbody> </table>	Year	BSBA-MGT-GM (%)	BSBA-GB-MGT (%)	2009-10	70	-	2010-11	68	-	2011-12	68	-	2012-13	68	-	2013-14	75	-	2014-15	79.9	80.0
Measure	2013-14	2014-15																																																						
Overall																																																								
BSBA-MGT-GM	75.4	79.9																																																						
BSBA-GB-MGT	n/a	80.0																																																						
5.3.1 Concepts																																																								
BSBA-MGT-GM	91.9	89.4																																																						
BSBA-GB-MGT	n/a	91.5																																																						
5.3.2 Application																																																								
BSBA-MGT-GM	66.7	64.3																																																						
BSBA-GB-MGT	n/a	61.3																																																						
Year	BSBA-MGT-GM (%)	BSBA-GB-MGT (%)																																																						
2009-10	70	-																																																						
2010-11	68	-																																																						
2011-12	68	-																																																						
2012-13	68	-																																																						
2013-14	75	-																																																						
2014-15	79.9	80.0																																																						
<p>Criteria: At least 70% of the questions in each subscale area will be correctly answered (application).</p>	<p>Measure 5.3.2F: Concentration Exit Exam</p> <ul style="list-style-type: none"> • internal, direct, summative, comparative* • Subscales: Application • Course: MGT 4479 (Mgt Seminar) 	<p>NOTES:</p> <p>1) Results shown are summary results by all locations.</p> <p>2) During 2013-14 and 2014-15, the capstone course was taken by both students in the new concentration and by BSBA Management majors being taught out from older catalogs.</p> <p>3) As there were no graduates in the new BSBA - Global Business - Management concentration during 2013-14, there were no assessment results this year. The new exit exam was administered during 2014-15 for the first time.</p> <p>BSBA-MGT-GM = BSBA - Management major - General Management concentration (closest to new curriculum)</p> <p>BSBA-GB-MGT = BSBA - Global Business major - Management concentration (replaced the above)</p>	<p>2014-15:</p> <p>1) On the new concentration exit exam, expectations were exceeded expectations on the concepts subscale but were below expectations in application. Performance on the Organizational Behavior (OB) subscale fell below the 70% goal, but was above 70% for the other subscales. For the old BSBA Management Major, performance increased on the OB subscale but was still below the target at 68.6%. Question item analyses revealed weaknesses in Leadership Behavior and Attribution Theory, Both items ranked at the bottom of the item analyses for each cycle. The BSBA Global Management Major assessment results for Comprehension questions fell, but still significantly exceeded the goal of 70% and fell below the goal in Application question results.</p>	<p>2014-15:</p> <p>1) Develop separate PowerPoint presentations for Leadership Behavior (Ohio State studies) and Attribution Theory. These will be included in all Organizational Behavior courses (MGT 4472). These PowerPoint presentations will include applied material to increase student understanding.</p>																																																				

NOTE: In 2013-14, the old program capstone exam for the BSBA - Management major was administered. To accommodate program teachout and to better reflect curriculum, the capstone class administered one of two exams, depending on whether the student was in the new BSBA - Global Business - Management concentration (BSBA-GB-MGT) or was in the old BSBA - Management major (BSBA-MGT). Starting in 2013-14, a revised version of the old program capstone was administered that included teamwork in addition to Operations Management to better reflect the curriculum. Starting in 2014-15, only the teamwork subscale was retained as Operations Management had moved to a different department (Quantitative Methods).

Results shown in red bars are for students in the old BSBA - Management - General Management concentration on the old program capstone exam (with modifications in 2014-15 explained above). Results shown in blue bars are for students in the new BSBA - Global Business - Management concentration, who took the new exit exam. The number of students in the new concentration is still very low (n=10 in 2014-15 vs. n=61 in 2014-15 for the old BSBA - Management major - General Management concentration).

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)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				

Program: BS in Business Administration – Global Business Major - Marketing Concentration

SLO5.3g: Students will demonstrate an understanding of and the ability to apply marketing theory and practices beyond the functional level as they relate to organizational performance.

<p>Criteria: At least 70% of the questions in each subscale area will be correctly answered (comprehension).</p>	<p>Measure 5.3.1F: Concentration Exit Exam</p> <ul style="list-style-type: none"> • interal, direct, summative, comparative* • Subscales: Comprehension • Course: MKT 4469 (Marketing Mgt) 	<p>SLO 5.3: Results for all locations</p> <p style="text-align: center;">% correct</p> <table border="1"> <thead> <tr> <th>Subscale</th> <th>2013-14</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td></td> <td></td> </tr> <tr> <td>BSBA-MKT</td> <td>71.9</td> <td>70.3</td> </tr> <tr> <td>BSBA-GB-MKT</td> <td>65.9</td> <td>72.8</td> </tr> </tbody> </table> <p>5.3.1 Concepts</p> <table border="1"> <tbody> <tr> <td>BSBA-MKT</td> <td>71.1</td> <td>71.4</td> </tr> <tr> <td>BSBA-GB-MKT</td> <td>74.4</td> <td>76.0</td> </tr> </tbody> </table> <p>5.3.2 Application</p> <table border="1"> <tbody> <tr> <td>BSBA-MKT</td> <td>72.7</td> <td>67.5</td> </tr> <tr> <td>BSBA-GB-MKT</td> <td>56.9</td> <td>66.9</td> </tr> </tbody> </table>	Subscale	2013-14	2014-15	Overall			BSBA-MKT	71.9	70.3	BSBA-GB-MKT	65.9	72.8	BSBA-MKT	71.1	71.4	BSBA-GB-MKT	74.4	76.0	BSBA-MKT	72.7	67.5	BSBA-GB-MKT	56.9	66.9	<p>2013-14: Students in the old BSBA Marketing major met expectations in all subscales except for consumer behavior. Changes already implemented in course content and a switch to more full-time faculty teaching core courses should improve results over time. Only one student took the exit exam in the new concentration, so additional results need to be collected before any conclusions can be drawn.</p> <p>2014-15: Overall average results for the Global Business Marketing Concentration improved and exceeded the goal of 70%. However, the performance on the consumer behavior and market research subscales failed to meet the goal. For the BSBA Marketing Major subscale performance decreased for services marketing from 70.2% to 69.3%; and, for consumer behavior, from 81.9% to 69.8%. This might indicate that subscales with weaker performance were short on subject coverage, usage or review. Locational data between 2013-2014 and 2014-2015 indicated a performance decreased in Dothan, AL from 73.9% to 67.9% and in Troy, AL from 80.9% to 70.4%. This might indicate that a more standardized approach is needed in terms of subject coverage, usage or review across class locations.</p>	<p>Improvement Plans:</p> <p>2013-14:</p> <ol style="list-style-type: none"> 1) Implement changes in course content for consumer behavior. 2) Use more full-time faculty. 3) We will administer the new assessments to any graduates in this concentration during 2014-15 and re-evaluate at the end of the next cycle to see if results improve. <p>2014-15:</p> <ol style="list-style-type: none"> 1) Develop and deploy the "Marketing Core Review" module in Marketing Management (MKT 4469) courses on all campuses which will provide standardized review of Marketing Principles, Services Marketing, Marketing Research, Marketing Strategy and Consumer Behavior. This module of online assignments will be tracked within Blackboard using automated tools to ensure consistent implementation across locations. 2) Revise the Marketing Concentration Assessment to use a continuous list of questions rather than question pools so that the assessment results can be better extracted and analyzed (i.e., item analysis of individual questions). 	<div style="text-align: center;"> <p>BSBA-GB-MKT and BSBA-MKT Capstone/Exit Exam Results</p> <table border="1"> <thead> <tr> <th>Year</th> <th>BSBA-MKT Major</th> <th>BSBA-GB-MKT</th> </tr> </thead> <tbody> <tr> <td>2009-10</td> <td>72.1</td> <td></td> </tr> <tr> <td>2010-11</td> <td>66.8</td> <td></td> </tr> <tr> <td>2011-12</td> <td>69.5</td> <td></td> </tr> <tr> <td>2012-13</td> <td>71.4</td> <td></td> </tr> <tr> <td>2013-14</td> <td>71.9</td> <td>65.9</td> </tr> <tr> <td>2014-15</td> <td>70.3</td> <td>72.8</td> </tr> </tbody> </table> </div>	Year	BSBA-MKT Major	BSBA-GB-MKT	2009-10	72.1		2010-11	66.8		2011-12	69.5		2012-13	71.4		2013-14	71.9	65.9	2014-15	70.3	72.8
Subscale	2013-14	2014-15																																																
Overall																																																		
BSBA-MKT	71.9	70.3																																																
BSBA-GB-MKT	65.9	72.8																																																
BSBA-MKT	71.1	71.4																																																
BSBA-GB-MKT	74.4	76.0																																																
BSBA-MKT	72.7	67.5																																																
BSBA-GB-MKT	56.9	66.9																																																
Year	BSBA-MKT Major	BSBA-GB-MKT																																																
2009-10	72.1																																																	
2010-11	66.8																																																	
2011-12	69.5																																																	
2012-13	71.4																																																	
2013-14	71.9	65.9																																																
2014-15	70.3	72.8																																																
<p>Criteria: At least 70% of the questions in each subscale area will be correctly answered (application).</p>	<p>Measure 5.3.2F: Concentration Exit Exam</p> <ul style="list-style-type: none"> • interal, direct, summative, comparative* • Subscales: Application • Course: MKT 4469 (Marketing Mgt) 	<p>NOTES:</p> <ol style="list-style-type: none"> 1) Results shown are summary results by all locations. During 2013-14 and 2014-15, this course was taken by both students in the new BSBA - Global Business - Marketing concentration (BSBA-GB-MKT) and by BSBA Marketing majors (BSBA-MKT) being taught out from older catalogs. 2) Up through the end of 2012-13, the old BSBA-Marketing program capstone exam was given. Starting in 2013-14, the new exit exam was given to students in the new concentration as well as those in the old major. 3) The majority of students graduating are still in the BSBA - Marketing major. In 2013-14, 6 students took the exam in the old marketing major compared to only 1 in the new concentration. In 2014-15, 39 students took the exam in the old marketing major compared to 11 in the new concentration. 			<p><i>NOTE: Prior to 2013-14, the "old" program capstone exam associated with the BSBA - Marketing major was administered. Starting in 2013-14, a revised exam was administered to students in both the new BSBA - Global Business - Marketing concentration as well as those in the old BSBA - Marketing major which was being taught out. The revised exam has one additional subscale not included in the old capstone.</i></p> <p>BSBA - MKT = BSBA Marketing major (terminated end 2012-13) BSBA - GB - MKT = BSBA Global Business - Marketing concentration (started 2013-14)</p>																																													
<p>CYCLE: Data is collected each time course is taught (fall, spring, summer), with assessment results evaluated by faculty annually</p>																																																		
<p>* Results are compared by location as well as by delivery method (online vs. lecture) relative to the program overall</p>																																																		

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)																				
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																					
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																								
Program: BS in Business Administration – Global Business Major - Risk Management Concentration																									
SLO 3.1: Students will identify and apply common ethical frameworks for decision-making in business.																									
NOTE: Only one student has graduated in this concentration to date (in 2014-15) as most students are still taking lower level classes in the BSBA degree, Global Business major, or RMI concentration and have not yet reached the capstone. Given the lack of data, we are presenting results for RMI concentration students for SLO 3.1 (BSBA core) in ethical decision making.																									
Criteria: At least 70% of scores will meet or exceed expectations overall and in all sub-scales of the rubric.	Measure 3.2.1: BSBA Ethics Rubric • internal, direct, formative, comparative* • Subscales: Identifies Issues, Considers Stakeholders, Applies Appropriate Frameworks, Plans/Chooses Course of Action • Assignment: Case Study (Pre-Test) • Course: BUS4474 (Business & Society)	3.2.1: Results for all locations % meets or exceeds Subscale 13FA 14FA 15SP 15FA Identifies n/a 71.4 66.7 60.0 Considers n/a 42.9 50.0 46.7 Applies n/a 42.9 33.3 46.7 Decision n/a 57.1 66.7 60.0	2013-14: Students did not meet expectations in the "Considers & Identifies Stakeholders" subscale of the BSBA Ethics Rubric. As this is the first time the rubric has been used, no prior data exists for comparison. An analysis of the courses that develop stakeholder identification skills indicated a current gap in instruction related to this skill. The current developmental courses introduce ancillary stakeholder identification concepts but there are no focused exercises directly related to stakeholder consideration and identification skills. A review of the case study questions showed that no questions explicitly ask about stakeholders, which may have led to the poor results. The case study questions should be reviewed to provide students a prompt to include this information in their essay.	Improvement Plans: 2013-14: 1) Provide a review of common ethical frameworks and develop and implement an action learning exercise that provides instructions and activities in "Considers & Identifies Stakeholders" skills. Instructor feedback in terms of comments and grading should be provided to improve student learning and development of this skill. This exercise should be implemented after the mid-point of BUS 4474 and MGT 4476 to increase student focus on the "Considers & Identifies Stakeholders" skill. 2014-15: 1) Continue with the existing action learning exercise in stakeholder identification skills. 2) Develop an introductory video to assist in overcoming instructional inconsistencies between campuses. 3) Implement the exercise and video within Blackboard and add tracking within Blackboard using automated tools. 4) Continue with instructor feedback in terms of comments and grading to improve student learning and development of this skill.	<table border="1"> <caption>BSBA - Global Business - RMI Conc. Ethics Rubric (target = 80%)</caption> <thead> <tr> <th>Category</th> <th>2013-14 (n=1)</th> <th>2014-15 (n=6)</th> <th>2015-16 (n=11)</th> </tr> </thead> <tbody> <tr> <td>Identifies</td> <td>100%</td> <td>82%</td> <td>98%</td> </tr> <tr> <td>Considers</td> <td>0%</td> <td>68%</td> <td>82%</td> </tr> <tr> <td>Applies</td> <td>100%</td> <td>82%</td> <td>55%</td> </tr> <tr> <td>Decision</td> <td>100%</td> <td>82%</td> <td>90%</td> </tr> </tbody> </table>	Category	2013-14 (n=1)	2014-15 (n=6)	2015-16 (n=11)	Identifies	100%	82%	98%	Considers	0%	68%	82%	Applies	100%	82%	55%	Decision	100%	82%	90%
Category	2013-14 (n=1)	2014-15 (n=6)	2015-16 (n=11)																						
Identifies	100%	82%	98%																						
Considers	0%	68%	82%																						
Applies	100%	82%	55%																						
Decision	100%	82%	90%																						
Criteria: At least 80% of scores will meet or exceed expectations overall and in all sub-scales of the rubric.	Measure 3.2.1: BSBA Ethics Rubric • internal, direct, formative, comparative* • Subscales: Identifies Issues, Considers Stakeholders, Applies Appropriate Frameworks, Plans/Chooses Course of Action • Assignment: Case Study (Post-Test) • Course: BUS4474 (Business & Society)	3.2.2: Results for all locations % meets or exceeds Subscale 13FA 14FA 15SP 15FA Identifies 100.0 88.9 80.0 100.0 Considers 50.0 77.8 60.0 87.5 Applies 100.0 77.8 80.0 62.5 Decision 100.0 77.8 80.0 93.8	2014-15: Results improved substantially between the pre- and post-test this year. Overall and in all subscales, expectations were met in the post-test. Last year improvements were made to overcome a gap in stakeholder identification. While this appears to have been successful overall, further study revealed some locational and instructional differences between campuses which should be addressed.																						
	CYCLE: Data is collected each time course is taught (fall, spring, summer), with assessment results evaluated by faculty annually	NOTES: 1) Results shown are summary results for all locations. 2) Results are for BSBA - Global Business RMI concentration students only.																							
	* Results are compared by location as well as by delivery method (online vs. lecture) relative to the program overall																								

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)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				

Program: BS in Business Administration – Global Business Major - Managerial Accounting Concentration

SLO 4.1: Students will demonstrate that they possess functional business knowledge.

NOTE: This is a new concentration added in 2014-15. No students have yet graduated so the capstone course has not yet been taught. As students are still taking lower level courses, results are provided for SLO 4.1 in the BSBA core (fundamental business knowledge). We are presenting results for two lower level assessments in accounting which are part of this SLO for students in this new concentration.

<p>Criteria: The Troy % correct will be at or above the national mean for each subscale.</p>	<p>Measure 4.1.1: Two-Year ETS Major Field Test in Business</p> <ul style="list-style-type: none"> external, direct, formative, comparative * Principles assessed: Accounting Course: BUS3310 	<p>4.1.1: Results for eTROY</p> <table border="1"> <thead> <tr> <th></th> <th>n=1 2014-15</th> <th>n=3 2015-16</th> </tr> </thead> <tbody> <tr> <td>Percentile</td> <td>41</td> <td>98</td> </tr> </tbody> </table> <p><i>NOTE: Although we can do item analysis, it requires an n>=20. Consequently, only aggregate results are available for now.</i></p>		n=1 2014-15	n=3 2015-16	Percentile	41	98	<p>2013-14: Scores on all accounting assessment measures were below expectations except for the 2-year MFT. After conducting item analysis, accounting faculty identified several low-scoring topics in managerial accounting, including financial statement analysis and CVP analysis based on results on the ACT2292 assessment as well as the 2-year MFT. An analysis of the ACT 2292 course indicated the need to add additional questions to the weekly homework assignments that address the areas of weakness and provide practice and focus on the skills involved.</p>	<p>Improvement Plans:</p> <p>2013-14:</p> <ol style="list-style-type: none"> 1) Provide a review in both financial statement and CVP analysis to be included in ACT2292. 2) Add four questions to the standard required weekly homework management systems (CengageNow) for ACT 2292 in Blackboard to give students more practice in both areas. <p>2014-15:</p> <p>Provide a review, develop and add questions to the standard required weekly homework management systems CengageNow for ACT 2292 in Blackboard that encompass the following: additional questions from the chapters introducing managerial accounting cost behavior concepts (Chapter 21) and budgeting (Chapter 22). Adding questions from budgeting will give students practice in identification of cost behavior and in the preparation and analysis of income statements, both of which are represented by low subscale scores on all assessments.</p>	<table border="1"> <caption>BSBA Global Business Major Managerial Accounting Concentration Results</caption> <thead> <tr> <th>Year</th> <th>ACT2292 Formative (percent)</th> <th>ETS Associate MFT (percentile)</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>66.1</td> <td>41</td> </tr> <tr> <td>2015-16</td> <td>65.6</td> <td>98</td> </tr> </tbody> </table>	Year	ACT2292 Formative (percent)	ETS Associate MFT (percentile)	2014-15	66.1	41	2015-16	65.6	98
	n=1 2014-15	n=3 2015-16																		
Percentile	41	98																		
Year	ACT2292 Formative (percent)	ETS Associate MFT (percentile)																		
2014-15	66.1	41																		
2015-16	65.6	98																		
<p>Criteria: The scaled score in each subscale area will be 70 or higher.</p>	<p>Measure 4.1.2: Embedded Exam Questions</p> <ul style="list-style-type: none"> internal, direct, formative, comparative** Subscale: Managerial Accounting Course: ACT2292 	<p>4.1.2: Results for eTROY</p> <table border="1"> <thead> <tr> <th></th> <th>n=3 2014-15</th> <th>n=7 2015-16</th> </tr> </thead> <tbody> <tr> <td>Subscale</td> <td>66.1</td> <td>65.6</td> </tr> <tr> <td>Mgrl ACT</td> <td>66.1</td> <td>65.6</td> </tr> </tbody> </table> <p><i>Item analysis is also done for this internal test.</i></p>		n=3 2014-15	n=7 2015-16	Subscale	66.1	65.6	Mgrl ACT	66.1	65.6	<p>2014-15: Results and item analysis show continued weakness in long-term liabilities, analyzing financial statements, and applying managerial accounting concepts. An analysis of the ACT 2292 course indicated the need to increase the additional weekly homework questions addressing managerial accounting topics. This additional homework would be in addition to the additional homework instituted last academic year</p>								
	n=3 2014-15	n=7 2015-16																		
Subscale	66.1	65.6																		
Mgrl ACT	66.1	65.6																		
	<p>CYCLE: Data is collected each time course is taught (fall, spring, summer), with assessment results evaluated by faculty annually</p>																			
	<p>* Results can be compared with other institutions as well as between students in this concentration and results for students in other accounting programs. <i>This concentration is only offered online.</i></p>																			

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)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				

Program: Master of Accountancy (MAcc)

SLO 2.2: Students will effectively communicate conclusions to tax and accounting problems.

<p>Criteria: At least 80% of students will meet or exceed expectations in each rubric subscale: 1) Introduction/ Topic, 5) Style and format, 6) Mechanics, 7) Content and organization</p>	<p>Measure 2.2.1: Writing/research rubric • interal, direct, formative, comparative* • Assignment: Embedded papers and presentations • Course: TAX 6684 Federal Tax Research</p>	<p>Measure 2.2.1: Results for Troy, AL % meets or exceeds n=0 n=28 n=10 Subscale 2012-13 2013-14 2014-15 Introduction n/a 85.7 80.0 Style n/a 82.1 100.0 Mechanics n/a 89.3 100.0 Organization n/a 82.1 100.0</p>	<p>2013-14: 1. Expectations were not met for this learning outcome. 2. While students met expectations on all subscales for Measure 2.2.1, students did not meet expectations in the style/format and mechanics subscales for Measure 2.2.2. However, the number of students assessed was smaller in the second course so it makes it harder to draw conclusions with statistical confidence. 3. Regardless, the poor performance in writing by some students should be addressed.</p>	<p>Improvement Plans: 2013-14: 1) Add one additional written assignment in ACT 6652 Financial Accounting Research at the beginning of each semester to identify students with writing skills deficiencies early. 2) Post at least two writing resource websites in Blackboard designed to assist graduate students with writing skills and identify those students who should make use of them. 3) Ask the Writing Center to conduct a seminar for students in TAX 6684.</p>	<table border="1"> <caption>Master of Accountancy Measure 2.1.2 Written Communication</caption> <thead> <tr> <th>Year</th> <th>Introduction</th> <th>Style</th> <th>Mechanics</th> <th>Organization</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>100.0</td> <td>85.7</td> <td>89.3</td> <td>100.0</td> </tr> <tr> <td>2013-14</td> <td>82.1</td> <td>80.0</td> <td>82.1</td> <td>100.0</td> </tr> <tr> <td>2014-15</td> <td>100.0</td> <td>81.8</td> <td>87.5</td> <td>93.0</td> </tr> </tbody> </table>	Year	Introduction	Style	Mechanics	Organization	2012-13	100.0	85.7	89.3	100.0	2013-14	82.1	80.0	82.1	100.0	2014-15	100.0	81.8	87.5	93.0
Year	Introduction	Style	Mechanics	Organization																					
2012-13	100.0	85.7	89.3	100.0																					
2013-14	82.1	80.0	82.1	100.0																					
2014-15	100.0	81.8	87.5	93.0																					
<p>Criteria: At least 80% of students will meet or exceed expectations in each rubric subscale: 1) Introduction/ Topic, 5) Style and format, 6) Mechanics, 7) Content and organization</p>	<p>Measure 2.2.2: Writing/research rubric • interal, direct, summative, comparative* • Assignment: Embedded papers and presentations • Course: ACT 6652 Financial Accounting Research</p>	<p>Measure 2.2.1: Results for Troy, AL % meets or exceeds n=18 n=11 n=16 Subscale 2012-13 2013-14 2014-15 Introduction 100.0 81.8 93.0 Style 100.0 63.6 87.5 Mechanics 94.4 63.6 87.5 Organization 100.0 90.9 87.5</p>	<p>2014-15: 1. Expectations were met in all subscales for this learning outcome, which is an improvement from the prior cycle so it appears that remediation measures taken this year were successful. 2. The writing seminar in Tax 6684 conducted during this year was very successful and received good feedback from students. The seminar should be administered again during the next cycle.</p>	<p>2014-15: 1) Continue to use an early writing assignment in ACT6652 to identify students with writing skills deficiencies early. 2) Continue to refer students to website resources posted in Blackboard to particular writing deficiencies and/or direct students to the Writing Center. 3) Conduct the Writing Center workshop again for students in TAX 6684.</p>																					
	<p>CYCLE: Data is collected each time course is taught (fall, spring, summer), with assessment results evaluated by faculty annually</p>	<p>NOTES: 1) Results shown are summary results by all locations. 2) This program is only offered in Troy, AL in lecture format.</p>																							
	<p>* Results are compared by location as well as by delivery method (online vs. lecture) relative to the program overall</p>																								

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)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				

Program: Master of Business Administration - Executive

SLO 3.1: Students will apply ethical principles in decision making.

<p>Criteria: At least 80% will score 80% or above on each subscale area.</p>	<p>Measure 3.1.1: Ethics Test Questions</p> <ul style="list-style-type: none"> • internal, direct, formative, comparative* • Course: EMBA5501 	<p>Measure 3.1.1: This SLO and its measure were put in place after EMBA5501 had already been taught to this cohort, so there is no data to report for this course for this particular measure. In order to allow two measures of ethics, the old EMBA capstone exam was also administered. Data are presented after Measure 3.1.2.</p>	<p>2013-14: While students performed admirably on both measures, this cohort was quite small. Therefore, we have concluded that expectations were met rather than exceeded.</p>	<p>Improvement Plans:</p> <p>2013-14: 1) Revise the curriculum and assessment plan for future cohorts. New assessment measures are planned, in addition to updating the curriculum to make it more in line with our other MBA program.</p>															
<p>Criteria: At least 80% will meet or exceed expectations overall and in each subscale.</p>	<p>Measure 3.1.2: Graduate Ethics Rubric</p> <ul style="list-style-type: none"> • internal, direct, summative, comparative* • Assignment: Paper • Subscales: Identifies ethical dilemmas, Considers/Identifies stakeholders, Applies frameworks and identifies consequences, Chooses course of action • Course: EMBA6674 	<p>Measure 3.1.2: Jubail, Saudi Arabia % meets or exceeds n=5 n=0</p> <table border="1"> <thead> <tr> <th>Subscale</th> <th>2013-14</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>Identifies</td> <td>100.0</td> <td>n/a</td> </tr> <tr> <td>Considers</td> <td>100.0</td> <td>n/a</td> </tr> <tr> <td>Applies</td> <td>100.0</td> <td>n/a</td> </tr> <tr> <td>Chooses</td> <td>100.0</td> <td>n/a</td> </tr> </tbody> </table>	Subscale	2013-14		2014-15	Identifies	100.0	n/a	Considers	100.0	n/a	Applies	100.0	n/a	Chooses	100.0	n/a	<p>2014-15: No cohort was offered.</p>
Subscale	2013-14	2014-15																	
Identifies	100.0	n/a																	
Considers	100.0	n/a																	
Applies	100.0	n/a																	
Chooses	100.0	n/a																	
	<p>CYCLE: Data is collected each time course is taught, with assessment results evaluated by faculty annually <i>Results are compared by location relative to the program overall and over time</i></p>	<p>Historical Measures for ethics EMBA Capstone Exam</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">scaled score</th> </tr> <tr> <th></th> <th>2011-12</th> <th>2012-13</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>Ethics</td> <td>77.2</td> <td>76.4</td> <td>89.8</td> </tr> </tbody> </table>		scaled score				2011-12	2012-13	2013-14	Ethics	77.2	76.4	89.8					
	scaled score																		
	2011-12	2012-13	2013-14																
Ethics	77.2	76.4	89.8																
		<p>NOTES:</p> <p>1) This program is offered on a cohort-only basis. The last cohort finished up in 2013-14. There are no cohorts currently being offered and no cohorts are planned.</p> <p>2) The Ethics Rubric was not used until 2013-14 so no historical results exist.</p>			<p><i>NOTE: This program is offered on a cohort-only basis. Results are only available in the years when a cohort is finishing their program of study. The last cohort graduated in 2013-14 so there are no results for 2014-15.</i></p>														

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)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				

Program: Master of Business Administration

SLO2.2: Students will apply socially responsible principles in decision making.

<p>Criteria: At least 80% of students will meet or exceed expectations on overall rubric and all subareas of the rubric.</p>	<p>Measure 2.2.1: Graduate CSR Rubric</p> <ul style="list-style-type: none"> • internal, direct, formative, comparative* • Subscales: Identifies CSR Issues, Considers CSR Stakeholders, Applies Frameworks/ Identifies Consequences, Identifies Actions Possible, Chooses Course of Action • Assignment: Paper • Course: MKT6661 	<p>Measure 2.2.1: All locations</p> <p>% meets or exceeds</p> <table border="1"> <thead> <tr> <th>Subscale</th> <th>2013-14</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>Ident. Issues</td> <td>61.5</td> <td>60.0</td> </tr> <tr> <td>Considers</td> <td>80.8</td> <td>65.0</td> </tr> <tr> <td>Applies</td> <td>65.4</td> <td>55.0</td> </tr> <tr> <td>Actions</td> <td>61.5</td> <td>85.0</td> </tr> <tr> <td>Chooses</td> <td>80.8</td> <td>95.0</td> </tr> </tbody> </table>	Subscale	2013-14	2014-15	Ident. Issues	61.5	60.0	Considers	80.8	65.0	Applies	65.4	55.0	Actions	61.5	85.0	Chooses	80.8	95.0	<p>2013-14:</p> <p>We failed to meet expectations for this learning outcome. Although some locations did well on the assignment, scores in some subscales were below expectations or poor for the location as a whole. A review of the curriculum indicates the need to increase treatment of CSR in general, to include specific assignments to ensure coverage of particular topics.</p>	<p>Improvement Plans:</p> <p>2013-14:</p> <p>1) Revise curriculum to include a new course with more CSR content and develop an embedded assignment in this area.</p> <p>2014-15:</p> <p>1) Continue to administer the embedded assignment. 2) Ensure that all locations have similar coverage of required topics.</p>	<div style="text-align: center;"> <p>MBA Program - CSR Rubric</p> <p>Formative & Summative Results</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Formative</th> <th>Summative</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>70.0</td> <td>80.6</td> </tr> <tr> <td>2014-15</td> <td>72.0</td> <td>91.2</td> </tr> </tbody> </table> <p>Legend: ■ Formative ■ Summative</p> </div>	Year	Formative	Summative	2013-14	70.0	80.6	2014-15	72.0	91.2
Subscale	2013-14	2014-15																														
Ident. Issues	61.5	60.0																														
Considers	80.8	65.0																														
Applies	65.4	55.0																														
Actions	61.5	85.0																														
Chooses	80.8	95.0																														
Year	Formative	Summative																														
2013-14	70.0	80.6																														
2014-15	72.0	91.2																														
<p>Criteria: At least 80% of students will meet or exceed expectations on overall rubric and all subareas of the rubric.</p>	<p>Measure 2.2.2: Graduate CSR Rubric</p> <ul style="list-style-type: none"> • internal, direct, summative, comparative* • Subscales: Identifies CSR Issues, Considers CSR Stakeholders, Applies Frameworks/ Identifies Consequences, Identifies Actions Possible, Chooses Course of Action • Assignment: Paper • Course: MGT6671 (2013) or MGT6615 (2014) 	<p>Measure 2.2.2: All locations</p> <p>% meets or exceeds</p> <table border="1"> <thead> <tr> <th>Subscale</th> <th>2013-14</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>Ident. Issues</td> <td>82.9</td> <td>100.0</td> </tr> <tr> <td>Considers</td> <td>80.0</td> <td>100.0</td> </tr> <tr> <td>Applies</td> <td>80.0</td> <td>87.9</td> </tr> <tr> <td>Actions</td> <td>77.1</td> <td>90.9</td> </tr> <tr> <td>Chooses</td> <td>82.9</td> <td>77.3</td> </tr> </tbody> </table>	Subscale	2013-14	2014-15	Ident. Issues	82.9	100.0	Considers	80.0	100.0	Applies	80.0	87.9	Actions	77.1	90.9	Chooses	82.9	77.3	<p>2014-15:</p> <p>Results were below expectations on some subscales in some locations. Additional data needs to be collected as MGT6615 is a new course. Improvement did occur between the two measures on all subscales except for chooses a course of action. So far, the switch to a dedicated course in ethics, CSR, and leadership seems to have been effective.</p>											
Subscale	2013-14	2014-15																														
Ident. Issues	82.9	100.0																														
Considers	80.0	100.0																														
Applies	80.0	87.9																														
Actions	77.1	90.9																														
Chooses	82.9	77.3																														
	<p>CYCLE: Data is collected each time course is taught (fall, spring, summer), with assessment results evaluated by faculty annually</p>	<p>NOTES:</p> <p>1) Results shown are summary results by all locations.</p> <p>2) In 2014-15, MGT6671 was replaced with MGT6615 as faculty felt that a dedicated course in ethical leadership (including CSR) was needed. This course is taken by students in all graduate programs except the MAcc. Results shown are for MBA students only.</p>																														
	<p>* Results are compared by location as well as by delivery method (online vs. lecture) relative to the program overall</p>																															
					<p><i>NOTE: In 2014-15, MGT6671 was replaced with MGT6615 as faculty felt that a dedicated course in ethics, CSR, and leadership was needed. This course is taken by students in all graduate programs except the MAcc. Results shown are for MBA students only. As this rubric is new, no data prior to 2013-14 exists. Results have not yet been evaluated for 2015-16.</i></p>																											

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)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				

Program: Master of Business Administration – International Information Systems Concentration

SLO 4.1: Students will apply analytical techniques to solve business problems.

NOTE: This concentration was first offered in 2014-15. No students have yet graduated in the new concentration, the concentration capstone course has not yet been taught. The results provided below are for MBA core assessments for IS students only (those in both the old MBA-IS program plus students in the new concentration for the revised MBA).

<p>Criteria: At least 80% of students will meet or exceed expectations on overall rubric and all subareas of the rubric.</p>	<p>Measure 4.1.1: Graduate Problem-Solving Rubric • internal, direct, formative, comparative* • Subscales: Define problem, identify strategies, evaluate potential solutions, choice of solution, implement solution, evaluate outcomes • Assignment: Project • Course: QM6640</p>	<p>Measure 2.2.1: All locations % meets or exceeds</p> <table border="1"> <thead> <tr> <th>Subscale</th> <th>2013-14</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>Definition</td> <td>100.0</td> <td>n/a</td> </tr> <tr> <td>Strategies</td> <td>100.0</td> <td>n/a</td> </tr> <tr> <td>Eval Solutions</td> <td>80.0</td> <td>n/a</td> </tr> <tr> <td>Propose/Choose</td> <td>100.0</td> <td>n/a</td> </tr> <tr> <td>Implement</td> <td>100.0</td> <td>n/a</td> </tr> <tr> <td>Eval Outcomes</td> <td>100.0</td> <td>n/a</td> </tr> </tbody> </table>	Subscale	2013-14	2014-15	Definition	100.0	n/a	Strategies	100.0	n/a	Eval Solutions	80.0	n/a	Propose/Choose	100.0	n/a	Implement	100.0	n/a	Eval Outcomes	100.0	n/a	<p>2013-14: We failed to meet expectations for this learning outcome. Students showed weakness overall in problem solving, in the capstone course assignment in particular. There was a large difference in rubric results between the two measures which requires further investigation. *</p>	<p>Improvement Plans:</p> <p>2013-14: 1) Implement a new case-based problem to develop skills in problem-solving prior to the assessment being taken.</p>	<table border="1"> <caption>MBA Program - CSR Rubric Formative & Summative Results</caption> <thead> <tr> <th>Year</th> <th>Formative</th> <th>Summative</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>96.7</td> <td>-</td> </tr> <tr> <td>2014-15</td> <td>90</td> <td>98.1</td> </tr> </tbody> </table>	Year	Formative	Summative	2013-14	96.7	-	2014-15	90	98.1
Subscale	2013-14	2014-15																																	
Definition	100.0	n/a																																	
Strategies	100.0	n/a																																	
Eval Solutions	80.0	n/a																																	
Propose/Choose	100.0	n/a																																	
Implement	100.0	n/a																																	
Eval Outcomes	100.0	n/a																																	
Year	Formative	Summative																																	
2013-14	96.7	-																																	
2014-15	90	98.1																																	
<p>Criteria: At least 80% of students will meet or exceed expectations on overall rubric and all subareas of the rubric.</p>	<p>Measure 4.1.2: Graduate Problem-Solving Rubric • internal, direct, formative, comparative* • Subscales: Define problem, identify strategies, evaluate potential solutions, choice of solution, implement solution, evaluate outcomes • Assignment: Strategic Plan • Course: MBA6611 (MBA capstone)</p>	<p>Measure 2.2.2: All locations % meets or exceeds</p> <table border="1"> <thead> <tr> <th>Subscale</th> <th>2013-14</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>Definition</td> <td>100.0</td> <td>88.9</td> </tr> <tr> <td>Strategies</td> <td>100.0</td> <td>100.0</td> </tr> <tr> <td>Eval Solutions</td> <td>80.0</td> <td>100.0</td> </tr> <tr> <td>Propose/Choose</td> <td>80.0</td> <td>100.0</td> </tr> <tr> <td>Implement</td> <td>80.0</td> <td>100.0</td> </tr> <tr> <td>Eval Outcomes</td> <td>100.0</td> <td>100.0</td> </tr> </tbody> </table>	Subscale	2013-14	2014-15	Definition	100.0	88.9	Strategies	100.0	100.0	Eval Solutions	80.0	100.0	Propose/Choose	80.0	100.0	Implement	80.0	100.0	Eval Outcomes	100.0	100.0	<p>2014-15: Results were below expectations in problem solving, particularly on the formative assessment. Some differences were seen between locations, which suggests possible inter-rater reliability problems.</p>	<p>2014-15: 1) Continue to administer the embedded assignment. 2) Include online web content on problem solving.</p>										
Subscale	2013-14	2014-15																																	
Definition	100.0	88.9																																	
Strategies	100.0	100.0																																	
Eval Solutions	80.0	100.0																																	
Propose/Choose	80.0	100.0																																	
Implement	80.0	100.0																																	
Eval Outcomes	100.0	100.0																																	
<p>CYCLE: Data is collected each time course is taught, with assessment results evaluated by faculty annually</p>	<p>* Results are compared by location as well as by delivery method (online vs. lecture) relative to the program overall</p>	<p>NOTES: 1) Results shown are summary results by all locations. 2) In 2014-15, no students in the IS concentrations took the formative assessment.</p>	<p>* As no IS concentration students took the formative course in 2014-15, the difference seen for the MBA as a whole was not evident here.</p>																																
					<p><i>Results shown are for MBA-IS or MBA-IIS students only for this MBA core assessment. Results for all MBA students may differ. Plans for improvement are based on results for MBA students as a whole.</i></p>																														

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)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				

Program: Masters in Human Resource Management (MSHRM)

SLO 2.2: Students will apply strategic HRM concepts and practices to support the attainment of an organization's business strategy.

<p>Criteria: At least 80% of students will meet or exceed expectations on the overall rubric and in each subscale area.</p>	<p>Measure 2.2.1: Strategic Application Rubric1 <ul style="list-style-type: none"> • interal, direct, formative, comparative* • Assignment: Analytic Project • Administered in HRM6623 (Training & Development) </p>	<p>Measure 2.2.1: All locations % meets or exceeds</p> <table border="1"> <thead> <tr> <th>Subscale</th> <th>2013-14</th> <th>2014-15</th> <th>Fall 16</th> </tr> </thead> <tbody> <tr> <td>Assessment</td> <td>56.3</td> <td>64.8</td> <td>38.9</td> </tr> <tr> <td>Design</td> <td>56.3</td> <td>64.8</td> <td>38.9</td> </tr> <tr> <td>Develpmt</td> <td>56.3</td> <td>64.8</td> <td>38.9</td> </tr> <tr> <td>Evaluation</td> <td>56.3</td> <td>64.8</td> <td>38.9</td> </tr> <tr> <td>Implement</td> <td>56.3</td> <td>64.8</td> <td>38.9</td> </tr> </tbody> </table>	Subscale	2013-14	2014-15	Fall 16	Assessment	56.3	64.8	38.9	Design	56.3	64.8	38.9	Develpmt	56.3	64.8	38.9	Evaluation	56.3	64.8	38.9	Implement	56.3	64.8	38.9	<p>2013-14: 1) Rubric application and data collection needs to be enhanced in HRM6623 (missing data for assessments). 2) Although rubric results were below expectation on the formative assessment, expectations were met by the summative assessment.</p>	<p>Improvement Plans: 2013-14: 1) Instructors of HRM6698 (Human Resource Strategy) in Montgomery, AL will devote more time in class to a review of functional HR requirements and provide more detailed feedback on assignments related to their strategic application. 2) Develop and distribute to assigned faculty written guidelines for the application of rubrics in each HRM course, including a common assignment in each course to assess identified measures.</p>	<table border="1"> <caption>MSHRM - Strategic Application Rubric Formative & Summative Results</caption> <thead> <tr> <th>Year</th> <th>Formative</th> <th>Summative</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>56.3</td> <td>90.7</td> </tr> <tr> <td>2014-15</td> <td>55.9</td> <td>88</td> </tr> <tr> <td>Fall 2016</td> <td>38.9</td> <td>0</td> </tr> </tbody> </table>	Year	Formative	Summative	2013-14	56.3	90.7	2014-15	55.9	88	Fall 2016	38.9	0
Subscale	2013-14	2014-15	Fall 16																																						
Assessment	56.3	64.8	38.9																																						
Design	56.3	64.8	38.9																																						
Develpmt	56.3	64.8	38.9																																						
Evaluation	56.3	64.8	38.9																																						
Implement	56.3	64.8	38.9																																						
Year	Formative	Summative																																							
2013-14	56.3	90.7																																							
2014-15	55.9	88																																							
Fall 2016	38.9	0																																							
<p>Criteria: At least 80% of students will meet or exceed expectations on the overall rubric and in each subscale area.</p>	<p>Measure 2.2.1: Strategic Application Rubric2 <ul style="list-style-type: none"> • interal, direct, summative, comparative* • Assignment: Case Study • Administered in HRM6698 (Strategic HRM - capstone course) </p>	<p>Measure 2.2.2: All locations % meets or exceeds</p> <table border="1"> <thead> <tr> <th>Subscale</th> <th>2013-14</th> <th>2014-15</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>Alternatives</td> <td>85.2</td> <td>88.9</td> <td>n/a</td> </tr> <tr> <td>Develpmt</td> <td>85.2</td> <td>88.9</td> <td>n/a</td> </tr> <tr> <td>Knowledge</td> <td>100.0</td> <td>92.6</td> <td>n/a</td> </tr> <tr> <td>Theories</td> <td>92.6</td> <td>81.5</td> <td>n/a</td> </tr> </tbody> </table>	Subscale	2013-14	2014-15	2015-16	Alternatives	85.2	88.9	n/a	Develpmt	85.2	88.9	n/a	Knowledge	100.0	92.6	n/a	Theories	92.6	81.5	n/a	<p>2014-15: 1) Student performance as assessed by all rubrics (with the exceptions of the Strategic Application Rubric #2) was less than acceptable (less than 80% acceptable or higher). 2) In all cases, the sample sizes were very low relative to the number of students in the affected courses (due to assessments not being fully deployed in all sections).</p>	<p>2014-15: 1) Revise location of some assessments within the program to place assessments in courses where they are more appropriate. 2) Add an "engagement" component to the Master Syllabus of each course in the program. This component will require the inclusion of materials and/or activities (e.g., videos, service learning projects, guest speakers, site visits) that provide students with additional contact and experience with real business situations. 3) Increase instructor feedback to students to assess progress and reinforce student learning in each course.</p>																	
Subscale	2013-14	2014-15	2015-16																																						
Alternatives	85.2	88.9	n/a																																						
Develpmt	85.2	88.9	n/a																																						
Knowledge	100.0	92.6	n/a																																						
Theories	92.6	81.5	n/a																																						
	<p>CYCLE: Data is collected each time course is taught, with assessment results evaluated by faculty annually</p>	<p>NOTES: 1) This program is offered in eTROY and in Montgomery, AL. 2) Measure 2.2.2: As this course is offered in spring, no data was available yet for 2015-16</p>																																							
	<p>* Results are compared by location as well as by delivery method (online vs. lecture) relative to the program overall</p>				<p><i>Results are available for 2015-16 for Fall only. The summative assessment is given in the spring.</i></p>																																				

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)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				

Program: Masters in Management (MSM)

SLO 2.1: Students will diagnose organizational problems and recommend solutions.

<p>Criteria: At least 80% of students will meet or exceed expectations in this subscale.</p>	<p>Measure 2.1.1: Change Initiative Rubric (Diagnosis subscale)</p> <ul style="list-style-type: none"> • interal, direct, formative • Assignment: Paper • Course: MSM 6635 (Leadership of Innovation and Change) 	<p>Measure 2.1.1: All locations % meets or exceeds</p> <table border="1"> <thead> <tr> <th>Subscale</th> <th>14SP</th> <th>14FA</th> <th>15SP</th> </tr> </thead> <tbody> <tr> <td>Change</td> <td>90.0</td> <td>91.3</td> <td>94.4</td> </tr> <tr> <td>Diagnosis</td> <td>100.0</td> <td>87.0</td> <td>83.3</td> </tr> <tr> <td>Evaluation</td> <td>90.0</td> <td>87.0</td> <td>94.4</td> </tr> <tr> <td>Formulation</td> <td>90.0</td> <td>91.3</td> <td>94.4</td> </tr> <tr> <td>Implement</td> <td>90.0</td> <td>91.3</td> <td>94.4</td> </tr> </tbody> </table>	Subscale	14SP	14FA	15SP	Change	90.0	91.3	94.4	Diagnosis	100.0	87.0	83.3	Evaluation	90.0	87.0	94.4	Formulation	90.0	91.3	94.4	Implement	90.0	91.3	94.4	<p>2013-14: The MSM6635 course instructor noted students had a particular problem understanding external analysis. After further discussion, the CMAC decided to create an instructional video to demonstrate the components of external analysis. Since both problem-solving and diagnosing are related to an accurate assessment, this short video lecture is intended to provide clarifying information for both areas.</p>	<p>Improvement Plans:</p> <p>2013-14: 1) A short video will be developed with lecture capture (an academic video) to be embedded in the course master shell by Term 2, 2014 (fall semester).</p>	<p style="text-align: center;">MSM Program - Measure 2.1.1 Results by term</p> <table border="1"> <caption>MSM Program - Measure 2.1.1 Results by Term</caption> <thead> <tr> <th>Term</th> <th>Spring 2014</th> <th>Fall 2014</th> <th>Spring 2015</th> </tr> </thead> <tbody> <tr> <td>Change</td> <td>90.0</td> <td>91.3</td> <td>94.4</td> </tr> <tr> <td>Diagnosis</td> <td>100.0</td> <td>87.0</td> <td>83.3</td> </tr> <tr> <td>Evaluation</td> <td>90.0</td> <td>87.0</td> <td>94.4</td> </tr> <tr> <td>Formulate</td> <td>90.0</td> <td>91.3</td> <td>94.4</td> </tr> <tr> <td>Implement</td> <td>90.0</td> <td>91.3</td> <td>94.4</td> </tr> </tbody> </table> <p style="text-align: center;">Results by Term</p> <p style="text-align: center;">■ Spring 2014 ■ Fall 2014 ■ Spring 2015</p> <p style="text-align: center;"><i>Spring 2014: n=10, Fall 2014: n=23, Spring 2015: n=18</i></p>	Term	Spring 2014	Fall 2014	Spring 2015	Change	90.0	91.3	94.4	Diagnosis	100.0	87.0	83.3	Evaluation	90.0	87.0	94.4	Formulate	90.0	91.3	94.4	Implement	90.0	91.3	94.4
Subscale	14SP	14FA	15SP																																																		
Change	90.0	91.3	94.4																																																		
Diagnosis	100.0	87.0	83.3																																																		
Evaluation	90.0	87.0	94.4																																																		
Formulation	90.0	91.3	94.4																																																		
Implement	90.0	91.3	94.4																																																		
Term	Spring 2014	Fall 2014	Spring 2015																																																		
Change	90.0	91.3	94.4																																																		
Diagnosis	100.0	87.0	83.3																																																		
Evaluation	90.0	87.0	94.4																																																		
Formulate	90.0	91.3	94.4																																																		
Implement	90.0	91.3	94.4																																																		
<p>Criteria: At least 80% of students will answer 80% of questions correctly for this section.</p>	<p>Measure 2.1.2: MSM Capstone Exam</p> <ul style="list-style-type: none"> • interal, direct, summative • Problem Diagnosis & Solutions questions • Course: MSM 6650 (Leadership Role in Strategic Management, capstone) 	<p>Measure 2.1.2: All locations % at or above 80</p> <table border="1"> <thead> <tr> <th>Subscale</th> <th>2013-14</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>SLO2.1</td> <td>n/a*</td> <td>85.2</td> </tr> </tbody> </table>	Subscale	2013-14	2014-15	SLO2.1	n/a*	85.2	<p>2014-15: Expectations were met for both measures. As this is only the first year both measures have been given, additional data needs to be collected. MSM 6650 was taught for the first time in 2014-2015; although enrollments were low, the 80% minimums were met. This will be at reviewed again at the end of the academic year and the expectation is higher enrollments and improved scores.</p>	<p>2014-15: 1) Continue to administer the assessments. Track any additional drop in the diagnosis subscale and make mid-year changes as necessary. 2) Data will be reviewed in after the first semester on an informal basis by the CMAC Chair to determine if any activities or assessment need to be discussed by the entire MSM CMAC. Complete data analysis will be done after Spring 2015.</p>																																											
Subscale	2013-14	2014-15																																																			
SLO2.1	n/a*	85.2																																																			
	<p>CYCLE: Data is collected each time course is taught, with assessment results evaluated by faculty annually</p>	<p>NOTES:</p> <p>1) This program is only taught in one location -- online in eTROY.</p> <p>* 2) During 2013-14, the "old" program capstone was given as students in the revised program had not yet progressed to the capstone course. Consequently, the old program capstone exam was given in 2013-14, which did not have this new learning objective.</p>																																																			
	<p>* Results can only be compared over time as the program is taught in only one location.</p>																																																				