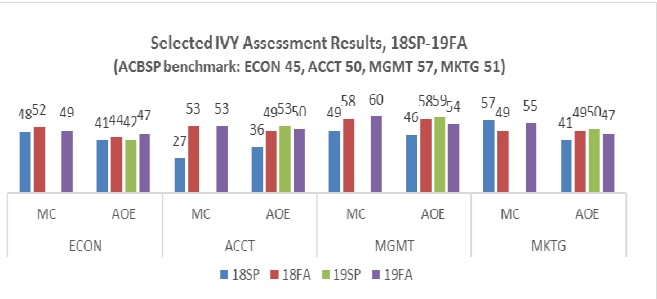
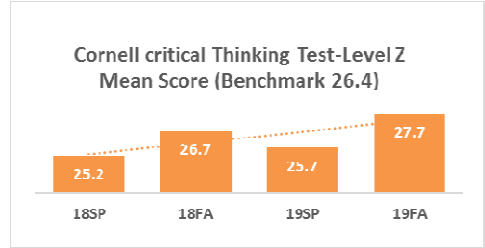
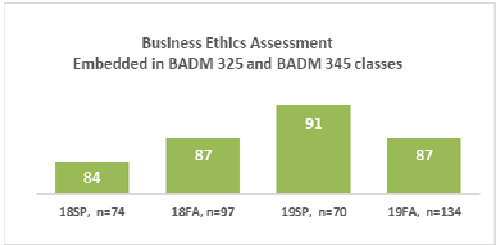


Figure 4.2 - Standard #4 Measurement and Analysis of Student Learning and Performance																																																																								
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Measurable Goal	Type of Measurement Instrument	Current Results	Analysis of Results	Action Taken, Improvement Made, or Next Step	Graphs or Tables of Resulting Trends	Tables of Assessment Results																																																																		
Demonstrate a basic knowledge in functional areas of accounting by meeting or exceeding the ACBSP benchmark in auditing, information systems, intermediate accounting and tax accounting.	Direct, summative, external, and comparative data derived from IVY accounting major assessment test	The benchmark has been met in auditing at Main Campus (MC) and Online (AOE) program. In two of five reporting periods, the criterion is not met in tax and intermediate accounting. Information systems has exceeded the benchmark except one data point.	It is noted that the Adult & Online Education (AOE) has low participation rate with either one or two test-takers. The low performance in Info Systems at Main Campus (MC) in 19SP was an exception to the historical record.	The results have been shared with all accounting faculty at MC and AOE. Main campus and Adult and Online Education officials seek consistent education quality and continuous improvement. The improvement in Tax Accounting at MC is attributed to a newly hired faculty who specializes in Taxation.	<div>IVY ACCT Major Assessment Test Results-selected topics Benchmark: Auditing 58, Info Systems 51, Intermed. Acct 34, Tax ACCT 28</div> <table><caption>IVY ACCT Major Assessment Test Results-selected topics</caption><tr><th>Semester</th><th>Auditing</th><th>Info Systems</th><th>Intermed. Acct</th><th>Tax Accounting</th></tr><tr><td>18SP (n=16)</td><td>62</td><td>70</td><td>47</td><td>25</td></tr><tr><td>18FA (n=2)</td><td>63</td><td>54</td><td>31</td><td>31</td></tr><tr><td>19SP (n=11)</td><td>60</td><td>47</td><td>34</td><td>31</td></tr><tr><td>19FA (n=1)</td><td>63</td><td>86</td><td>63</td><td>25</td></tr><tr><td>19FA (n=1)</td><td>63</td><td>71</td><td>25</td><td>38</td></tr></table>	Semester	Auditing	Info Systems	Intermed. Acct	Tax Accounting	18SP (n=16)	62	70	47	25	18FA (n=2)	63	54	31	31	19SP (n=11)	60	47	34	31	19FA (n=1)	63	86	63	25	19FA (n=1)	63	71	25	38	<div>IVY ACCT Major Assessment Test Results selected topics</div> <table><tr><th></th><th>18SP</th><th>18FA</th><th>19SP</th><th>19FA</th><th></th></tr><tr><td>Selected Topics</td><td>MC, n=16</td><td>OL, n=2</td><td>MC, n=11</td><td>OL, n=1</td><td>ACBSP</td></tr><tr><td>Auditing</td><td>62</td><td>63</td><td>60</td><td>63</td><td>58</td></tr><tr><td>Info Systems</td><td>70</td><td>64</td><td>47</td><td>86</td><td>51</td></tr><tr><td>Intermed. Acct</td><td>47</td><td>31</td><td>34</td><td>63</td><td>34</td></tr><tr><td>Tax Accounting</td><td>25</td><td>31</td><td>31</td><td>25</td><td>28</td></tr></table>		18SP	18FA	19SP	19FA		Selected Topics	MC, n=16	OL, n=2	MC, n=11	OL, n=1	ACBSP	Auditing	62	63	60	63	58	Info Systems	70	64	47	86	51	Intermed. Acct	47	31	34	63	34	Tax Accounting	25	31	31	25	28
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Students will employ written and oral communication skills to communicate well by receiving an average 4.0 (on a 5.0 scale) on an employer evaluation of accounting intern communication skills.	Indirect, formative, and external data derived from the Employer Evaluation of Accounting interns.	The benchmark has been met.	Intern employers generally rate students good to excellent in communication skills.	This question will be split into two questions, so that oral communication and written communication are measured independently.	<div>Communication Skills: Employer Evaluation of ACCT Interns scale: 1=poor, 5=excellent benchmark =4</div> <table><caption>Communication Skills: Employer Evaluation of ACCT Interns</caption><tr><th>Semester</th><th>Score</th></tr><tr><td>18SU (n=3)</td><td>4.60</td></tr><tr><td>18FA (n=3)</td><td>4.67</td></tr><tr><td>19SP (n=6)</td><td>4.17</td></tr><tr><td>19FA (n=1)</td><td>5.00</td></tr></table>	Semester	Score	18SU (n=3)	4.60	18FA (n=3)	4.67	19SP (n=6)	4.17	19FA (n=1)	5.00	<div>Communication Skills: Employer Evaluation of ACCT Interns (1=poor, 5=excellent, benchmark: 4.0)</div> <table><tr><th></th><th>18SU</th><th>18FA</th><th>19SP</th><th>19FA</th></tr><tr><td></td><td>MC, n=3</td><td>MC, n=3</td><td>MC, n=6</td><td>MC, n=1</td></tr><tr><td>Communication</td><td>4.60</td><td>4.67</td><td>4.17</td><td>5.00</td></tr></table>		18SU	18FA	19SP	19FA		MC, n=3	MC, n=3	MC, n=6	MC, n=1	Communication	4.60	4.67	4.17	5.00																																									
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The rejection rate of tax returns prepared by Tax Practicum students will be less than 5% for the tax season.	Direct, formative,external, and comparative data derived from the Volunteer Income Tax Assistance Program (VITA).	The benchmark has been met.	A decline in total returns prepared was due to changes in on-site procedures and the government shutdown, which delayed the opening of the VITA site.	A check sheet will be developed for use during the onsite quality review process. In addition, the most common errors that cause return rejection will be highlighted before tax season and reviewed during tax season.	<div>Experiential Learning Outcome: VITA/TCE Program Tax years: 2016, 2017,2018</div> <table><tr><th>Tax Year</th><th>2016</th><th>2017</th><th>2018</th></tr><tr><td>Accepted e-file</td><td>228</td><td>257</td><td>166</td></tr><tr><td>Paper returns</td><td>22</td><td>42</td><td>22</td></tr><tr><td>Not Filed</td><td>6</td><td>11</td><td>10</td></tr><tr><td>Total returns prepared</td><td>256</td><td>310</td><td>198</td></tr><tr><td>Rejection rates* (percent)</td><td>2</td><td>4</td><td>3</td></tr><tr><td>Student Volunteers</td><td>3</td><td>13</td><td>13</td></tr><tr><td>Faculty</td><td>2</td><td>2</td><td>2</td></tr><tr><td>Community</td><td>3</td><td>3</td><td>0</td></tr></table> <p>*The 2019 site rejection rate considers only e-filed returns rejected due to volunteer error.</p>	Tax Year	2016	2017	2018	Accepted e-file	228	257	166	Paper returns	22	42	22	Not Filed	6	11	10	Total returns prepared	256	310	198	Rejection rates* (percent)	2	4	3	Student Volunteers	3	13	13	Faculty	2	2	2	Community	3	3	0																															
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Students participating in ACCT 490 (Accounting Internship) will receive an average 4.0 (on a 5.0 scale) on question from employer evaluation of student overall performance.	Indirect, formative, external derived from employer evaluation.	The benchmark has been met.	Results are satisfactory, although there is a bit of variation between semesters. Results will be monitored.	In addition to the employer question at the end of the internship, students will be asked how prepared they felt to analyze business issues using the same scale as their employers. Results will provide two unique perspectives for the same assessment measure.	<div>Overall Rating from the Employer Evaluation of ACCT Interns Scale: 1= poor, 5=excellent benchmark=4</div> <table><caption>Overall Rating from the Employer Evaluation of ACCT Interns</caption><tr><th>Semester</th><th>Score</th></tr><tr><td>18SU (n=3)</td><td>4.33</td></tr><tr><td>18FA (n=3)</td><td>4.67</td></tr><tr><td>19SP (n=6)</td><td>4.33</td></tr><tr><td>19FA (n=1)</td><td>5.00</td></tr></table>	Semester	Score	18SU (n=3)	4.33	18FA (n=3)	4.67	19SP (n=6)	4.33	19FA (n=1)	5.00	<div>Overall Rating From the Employer Evaluation of ACCT Interns (1=poor, 5=excellent, benchmark: 4.0)</div> <table><tr><th></th><th>18SU</th><th>18FA</th><th>19SP</th><th>19FA</th></tr><tr><td></td><td>MC, n=3</td><td>MC, n=3</td><td>MC, n=6</td><td>MC, n=1</td></tr><tr><td>Overall</td><td>4.33</td><td>4.67</td><td>4.33</td><td>5.00</td></tr></table>		18SU	18FA	19SP	19FA		MC, n=3	MC, n=3	MC, n=6	MC, n=1	Overall	4.33	4.67	4.33	5.00																																									
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Accounting students will score at or above the ACBSP benchmark on the ethics component of the standardized IVY test.	Direct, summative, external, and comparative data derived from IVY Accounting Major assessment test	The benchmark has been met during this report cycle except 18SP.	The performance at main campus shows a significant improvement. It is noted that the Online (OL) program has only one or two test takers during this report cycle.	The results have been shared with the Adult & Online Education (AOE) officials to seek consistent education quality and continuous improvement. The newly hired Dean of AOE agrees to administer the assessment more systematically and expects to increase the assessment participation rate in the next report.	<div>Business Ethics, IVY ACCT Major Assessment Test ACBSP benchmark=54 CU score</div> <table><tr><th>Term</th><th>Group</th><th>Score</th></tr><tr><td>18SP</td><td>MC, n=16</td><td>36</td></tr><tr><td>18FA</td><td>OL, n=2</td><td>57</td></tr><tr><td>19SP</td><td>MC, n=11</td><td>57</td></tr><tr><td>19SP</td><td>OL, n=1</td><td>57</td></tr><tr><td>19FA</td><td>OL, n=1</td><td>86</td></tr></table>	Term	Group	Score	18SP	MC, n=16	36	18FA	OL, n=2	57	19SP	MC, n=11	57	19SP	OL, n=1	57	19FA	OL, n=1	86	<div>Business Ethics, IVY ACCT Major Assessment Test ACBSP benchmark=54</div> <table><tr><th>Terms</th><th>Campus, size</th><th>CU score</th></tr><tr><td>18SP</td><td>MC, n=16</td><td>36</td></tr><tr><td>18FA</td><td>OL, n=2</td><td>57</td></tr><tr><td>19SP</td><td>MC, n=11</td><td>57</td></tr><tr><td>19SP</td><td>OL, n=1</td><td>57</td></tr><tr><td>19FA</td><td>OL, n=1</td><td>86</td></tr></table>	Terms	Campus, size	CU score	18SP	MC, n=16	36	18FA	OL, n=2	57	19SP	MC, n=11	57	19SP	OL, n=1	57	19FA	OL, n=1	86
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Students will model work ethic and collaboration skills by achieving an average score of at least a 4.0 (on a 5.0 scale) on a leadership question from employer evaluation of accounting interns.	Indirect, formative, and external data derived from the Employer Evaluation of Accounting interns.	The benchmark has been met.	Overall students exceeded the benchmark. There is a decline in spring 2019 and only one evaluation in fall 2019. Results will be monitored.	This question will be divided into two questions so that collaboration skills and work ethic are measured separately.	<div>Leadership skills from the Employer Evaluation of ACCT Interns Scale: 1=poor, 5=excellent benchmark =4</div> <table><tr><th>Term</th><th>Group</th><th>Score</th></tr><tr><td>18SU</td><td>MC, n=3</td><td>4.67</td></tr><tr><td>18FA</td><td>MC, n=3</td><td>4.67</td></tr><tr><td>19SP</td><td>MC, n=6</td><td>4.17</td></tr><tr><td>19FA</td><td>MC, n=1</td><td>5.00</td></tr></table>	Term	Group	Score	18SU	MC, n=3	4.67	18FA	MC, n=3	4.67	19SP	MC, n=6	4.17	19FA	MC, n=1	5.00	<div>Leadership Skills: the Employer Evaluation of ACCT Interns (1=poor, 5=excellent, benchmark: 4.0)</div> <table><tr><th></th><th>18SU</th><th>18FA</th><th>19SP</th><th>19FA</th></tr><tr><td></td><td>MC, n=3</td><td>MC, n=3</td><td>MC, n=6</td><td>MC, n=1</td></tr><tr><td>Leadership</td><td>4.67</td><td>4.67</td><td>4.17</td><td>5.00</td></tr></table>		18SU	18FA	19SP	19FA		MC, n=3	MC, n=3	MC, n=6	MC, n=1	Leadership	4.67	4.67	4.17	5.00						
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Basic knowledge areas in Economics, Accounting, Marketing, and Management will score at or above ACBSP Benchmark	Direct, summative, external, and comparative data derived from IVY 12 CPC assessment test	Main campus (MC) scored better than ACBSP benchmark in all selected areas (ECON, ACCT, MGMT, and MKTG) in fall 2019 (19FA). No IVY assessment data for spring 2019 at Main campus (MC) was included because there was only one test-taker. Adult & Online Education (AOE) met benchmark in ECON and ACCT but slightly fell short in MGMT and MKTG in 19FA.	During this report period, MC outperformed AOE in all every selected subject except ACCT in 18SP. AOE exhibited continuous improvement in ACCT, MGMT, and MKTG from 18SP to 19SP. MC showed continuous improvement in ACCT and MGMT.	The ACCT curriculum was changed in fall 2015. The underperforming areas in the IVY test in 18SP was reviewed. The textbook was changed and deficient areas were covered resulting in improvement in both MC and AOE from 18FA to19FA. More collaboration with AOE will be implemented to ensure consistent quality of education across all campuses.		<table border="1"><caption>Selected IVY 12 CPC Test Results, 18SP-19FA</caption><thead><tr><th>Subject</th><th>Campus</th><th>18SP</th><th>18FA</th><th>19SP</th><th>19FA</th></tr></thead><tbody><tr><td rowspan="2">ECON</td><td>MC</td><td>48</td><td>52</td><td></td><td>49</td></tr><tr><td>AOE</td><td>41</td><td>44</td><td>42</td><td>47</td></tr><tr><td rowspan="2">ACCT</td><td>MC</td><td>27</td><td>53</td><td></td><td>53</td></tr><tr><td>AOE</td><td>36</td><td>49</td><td>53</td><td>50</td></tr><tr><td rowspan="2">MGMT</td><td>MC</td><td>49</td><td>58</td><td></td><td>60</td></tr><tr><td>AOE</td><td>46</td><td>58</td><td>59</td><td>54</td></tr><tr><td rowspan="2">MKTG</td><td>MC</td><td>57</td><td>49</td><td></td><td>55</td></tr><tr><td>AOE</td><td>41</td><td>49</td><td>50</td><td>47</td></tr></tbody></table>	Subject	Campus	18SP	18FA	19SP	19FA	ECON	MC	48	52		49	AOE	41	44	42	47	ACCT	MC	27	53		53	AOE	36	49	53	50	MGMT	MC	49	58		60	AOE	46	58	59	54	MKTG	MC	57	49		55	AOE	41	49	50	47
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Business Communication and Critical Thinking assessment test will score at national average (26.4) or better	Direct, summative, external, and comparative data derived from Cornell Critical Thinking Test Level Z (5th ed.) administered in BADM 236 final exam.	The criterion was met in the fall semesters(18FA and 19FA) but not in the spring. However, the scores exhibited an overall upward trend	Smaller class size tends to perform better in the business communication and critical thinking class (BADM 236). For example, a class in 18SP with 53 students scored 6 points below the national average.	The class size has been capped around 30 since 18SP. The student learning outcome improved in 18FA and 19FA. The comparative results have been shared with the instructors. The instructors are encouraged to take steps to improve the learning outcome next semester.		<table border="1"><caption>Cornell Critical Thinking Test-Level Z Benchmark: 26.4</caption><thead><tr><th>Term</th><th>Mean Score</th><th>n=</th></tr></thead><tbody><tr><td>18SP</td><td>25.2</td><td>114</td></tr><tr><td>18FA</td><td>26.7</td><td>92</td></tr><tr><td>19SP</td><td>25.7</td><td>94</td></tr><tr><td>19FA</td><td>27.7</td><td>57</td></tr></tbody></table>	Term	Mean Score	n=	18SP	25.2	114	18FA	26.7	92	19SP	25.7	94	19FA	27.7	57																																			
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At least 70% of students evaluating a case study will score a 4 or better on a 1 (poor) to 5 (excellent) scale in identifying the business issues and formulating the resolutions.	Direct, formative, internal, and comparative data derived from the case studies conducted in various upper business courses (BADM 325 and BADM 313, BADM 468, and BADM 572)	The goal was met at Main Campus during this reporting period except 18FA.	The performance in BADM 325 improved in 19SP. It is noted that the seated class in BADM 325 performed better than the online setting in 19SP.	The rubric for assessing the case study has been shared with AOE to ensure comparable and consistent quality of education across different academic locations. It is expected that AOE will participate in the assessment process in the next report cycle.	<table border="1"><caption>Casse Sutdy: Appraise business issues and formulate solution</caption><thead><tr><th>Term</th><th>Course.Type</th><th>n=</th><th>Rating>=4</th></tr></thead><tbody><tr><td rowspan="2">18FA</td><td>BADM 325.seated</td><td>20</td><td>55%</td></tr><tr><td>BADM 325.3 onlines</td><td>48</td><td>65%</td></tr><tr><td rowspan="2">19SP</td><td>BADM 325.seated</td><td>28</td><td>81%</td></tr><tr><td>BADM 325.2 onlines</td><td>26</td><td>74%</td></tr><tr><td rowspan="2">19SP</td><td>BADM 313. #groups</td><td>12</td><td>75%</td></tr><tr><td>BADM 572.</td><td>20</td><td>82%</td></tr><tr><td>19FA</td><td>BADM 468.#groups</td><td>6</td><td>75%</td></tr></tbody></table>	Term	Course.Type	n=	Rating>=4	18FA	BADM 325.seated	20	55%	BADM 325.3 onlines	48	65%	19SP	BADM 325.seated	28	81%	BADM 325.2 onlines	26	74%	19SP	BADM 313. #groups	12	75%	BADM 572.	20	82%	19FA	BADM 468.#groups	6	75%	Blank																					
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The awareness of potential business ethical issues and best practice training test will score at least 80% correct.	Direct, formative, internal, and comparative data derived from embedded chapter quiz (25 questions) in BADM 325 and "Ethics 4 Everyone"- an online ethics training , (10 online quiz questions) in BADM 345.	The goal was met in all sections of BADM325, BADM345, and aggregate data from 18SP to 19FA	The mean score exhibited an upward increasing trend from 18SP to 19SP.	The online training in business ethics was discontinued in spring 2018 and restored in fall 2019. Due to budget constraint, it will not be subscribed after February 2020 again. BADM325 will continue covering business ethics as a specific chapter is designated for it in the textbook.		<table border="1"><thead><tr><th colspan="2">Business Ethics Assessment</th><th></th><th></th><th></th><th></th></tr><tr><th>Term (test-takers)</th><th>% Correct</th><th></th><th></th><th></th><th></th></tr></thead><tbody><tr><td>18SP, n=74</td><td>84</td><td colspan="4">BADM345 Quantitative Methods</td></tr><tr><td>18FA, n=97</td><td>87</td><td colspan="4">BADM325 Management Info Systems</td></tr><tr><td>19SP, n=70</td><td>91</td><td colspan="4">BADM325 Management Info Systems</td></tr><tr><td>19FA, n=134</td><td>87</td><td colspan="4">BADM345 n=58 + BADM325 n=75</td></tr></tbody></table>	Business Ethics Assessment						Term (test-takers)	% Correct					18SP, n=74	84	BADM345 Quantitative Methods				18FA, n=97	87	BADM325 Management Info Systems				19SP, n=70	91	BADM325 Management Info Systems				19FA, n=134	87	BADM345 n=58 + BADM325 n=75																	
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The Business Ethics component in IVY 12 CPC assessment test will score at or above ACBSP benchmark	Direct, summative, external, and comparative derived from IVY 12 CPC test given to the graduating senior enrolled in the capstone course (BADM 468)	The goal was met in main campus in 18FA and 19FA. AOE exceeded the benchmark in 18FA and fell slightly short in 19SP and 19FA.	A significant improvement in Business Ethics assessment is noted across all campuses since 18SP. The overall mean score across campuses increased from around 25 to at least 50, closer to the benchmark.	Business Ethics education will continue to be covered in BADM 325 at main campus. The BADM 325 faculty at AOE are encouraged to cover the Business Ethics chapter. When budget permits, the online Business Ethics training will be subscribed and expanded to other business courses.	<div>Business Ethics-IVY 12 CPC Assessment Test ACBSP benchmark: 54</div> <table><tr><th>Term</th><th>MC</th><th>AOE</th></tr><tr><td>18SP</td><td>25</td><td>26</td></tr><tr><td>18FA</td><td>54</td><td>57</td></tr><tr><td>19SP</td><td>51</td><td>51</td></tr><tr><td>19FA</td><td>56</td><td>51</td></tr></table>	Term	MC	AOE	18SP	25	26	18FA	54	57	19SP	51	51	19FA	56	51	<div>Business Ethics-IVY 12 CPC Test (ACBSP benchmark: 54)</div> <table><tr><th>Campus</th><th>18SP</th><th>18FA</th><th>19SP</th><th>19FA</th></tr><tr><td>MC</td><td>25</td><td>54</td><td>NA</td><td>56</td></tr><tr><td>AOE</td><td>26</td><td>57</td><td>51</td><td>51</td></tr></table>	Campus	18SP	18FA	19SP	19FA	MC	25	54	NA	56	AOE	26	57	51	51
Term	MC	AOE																																		
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19FA	56	51																																		
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MC	25	54	NA	56																																
AOE	26	57	51	51																																
The average rating of our students in paid internship will score at least a 4.0 on a 5 points scale (1=poor, 5=excellent)	Indirect, formative, and external data derived from the employer evaluation of our students in the paid internship (BADM 490)	The goal was met in all academic terms except spring 2018 at Main Campus.	The average rating of BADM students in the internship exhibited an upward trend.	An internship committee was established in LFSB to review employer feedback and evaluation of the interns. An uniform grading rubric for paid internship for credit has been adopted since fall 2018. The documentation is systematically kept in our new CUHired software in the LFSB Career Placement Center.	<div>Leadership/Teamwork Rating The Employer Evaluation of BADM Internship Mean Rating</div> <table><tr><th>Term</th><th>Mean Rating</th></tr><tr><td>Spring, 2018, n=8</td><td>3.6</td></tr><tr><td>Fall, 2018, n=4</td><td>4.3</td></tr><tr><td>Spring, 2019, n=4</td><td>4.1</td></tr><tr><td>Summer, 2019, n=5</td><td>4.7</td></tr><tr><td>Fall, 2019, n=2</td><td>5.0</td></tr></table>	Term	Mean Rating	Spring, 2018, n=8	3.6	Fall, 2018, n=4	4.3	Spring, 2019, n=4	4.1	Summer, 2019, n=5	4.7	Fall, 2019, n=2	5.0	<div>Leadership/Teamwork Rating The Employer Evaluation of BADM Internship</div> <table><tr><th>Term</th><th>Mean Rating</th></tr><tr><td>Spring, 2018, n=8</td><td>3.6</td></tr><tr><td>Fall, 2018, n=4</td><td>4.3</td></tr><tr><td>Spring, 2019, n=4</td><td>4.1</td></tr><tr><td>Summer, 2019, n=5</td><td>4.7</td></tr><tr><td>Fall, 2019, n=2</td><td>5.0</td></tr></table>	Term	Mean Rating	Spring, 2018, n=8	3.6	Fall, 2018, n=4	4.3	Spring, 2019, n=4	4.1	Summer, 2019, n=5	4.7	Fall, 2019, n=2	5.0						
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Fall, 2019, n=2	5.0																																			

Academic Program	B.S. in Economics (ECON)				
Reporting Periods	Spring 2018-Fall 2019				
Submitted by	Mark Steckbeck				

Figure 4.2 - Standard #4 Measurement and Analysis of Student Learning and Performance																																								
Academic Program	Finance (FIN)																																							
Reporting Periods	Spring 2018-Fall 2019																																							
Submitted by	Edited by Patrick Larkin and Dave Baglia																																							
Measurable Goal	Type of Measurement Instrument	Current Results	Analysis of Results	Action Taken, Improvement Made, or Next Step	Graphs or Tables of Resulting Trends																																			
Basic knowledge in Finance foundation areas will score at or above ACBSP benchmark	Direct, summative, external, and comparative data derived from IVY 12 CPC assessment test	All selected areas in current IVY test results exceed the benchmark (18FA, ACBSP average).	<p>The performance exhibits an upward trend in 3 out of 5 selected areas in the past 3 years.</p> <p>The performance in corporate finance took a dip in 2018 and comes back this year, while information system peaked last year and falls this year, However, it still exceeds the ACBSP benchmark.</p>	<p>A new textbook for corporate finance was adopted in fall 2018 as a result of reviewing poor performance of IVY test in spring 2018.</p> <p>Two new full-time academically qualified finance professors were hired (one in 2017 and another in 2018)</p> <p>Most selected sub-subjects show an upward improvement trend.</p>	<div>Selected topics in IVY 12 CPC Assessment Test Results Mean Score (% correct)</div> <table><thead><tr><th>Topic</th><th>17FA (n=1)</th><th>18SP (n=3)</th><th>19SP (n=6)</th><th>ACBSP-18FA</th></tr></thead><tbody><tr><td>Economics</td><td>44</td><td>52</td><td>54</td><td>46</td></tr><tr><td>Corp. Finance</td><td>56</td><td>33</td><td>52</td><td>46</td></tr><tr><td>Fin. Accounting</td><td>33</td><td>52</td><td>60</td><td>43</td></tr><tr><td>Infor. Systems</td><td>67</td><td>78</td><td>58</td><td>52</td></tr><tr><td>Quant Methods</td><td>57</td><td>64</td><td>65</td><td>45</td></tr><tr><td>12 CPC_overall</td><td>51</td><td>50</td><td>56</td><td>48</td></tr></tbody></table>	Topic	17FA (n=1)	18SP (n=3)	19SP (n=6)	ACBSP-18FA	Economics	44	52	54	46	Corp. Finance	56	33	52	46	Fin. Accounting	33	52	60	43	Infor. Systems	67	78	58	52	Quant Methods	57	64	65	45	12 CPC_overall	51	50	56	48
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Four fundamental topics in corporate finance will score at least 70 percent correct in 12 embedded questions in the final exam.	Direct, summative, internal and comparative data derived from the embedded questions in the final exam	<p>The criterion was met for for valuation of common stock and bonds in fall 2019.</p> <p>The 70 percent benchmark was not met in the other three areas.</p> <p>The determination of cost of capital has shown some improvement though it still scored far below the benchmark.</p>	<p>While only topic 2 met the benchmark of 70%, two of the other three topics were only slightly below. Students continue to struggle calculating the cost of capital using the Capital Asset Pricing Model [CAPM].</p>	<p>All 4 topics have shown improvement when comparing 19FA to 19SP. More class time and exercises [examples] will be committed to cover the cost of capital area, along with different approaches for presenting the material.</p> <p>The goal is set to improve at least 5 points next semester in each topic that falls below the benchmark.</p>	<div>Assessing 4 fundamental Topics in Corporate Finance</div> <table><thead><tr><th>Topic</th><th>18FA (n=41)</th><th>19SP (n=97)</th><th>19FA (n=99)</th></tr></thead><tbody><tr><td>Time Value of Money</td><td>80</td><td>46</td><td>67</td></tr><tr><td>Valuation of Common Stock and Bonds</td><td>82</td><td>75</td><td>82</td></tr><tr><td>Cost of Capital</td><td>38</td><td>31</td><td>49</td></tr><tr><td>NPV, IRR, Disc Cash Flow</td><td>78</td><td>51</td><td>60</td></tr></tbody></table>	Topic	18FA (n=41)	19SP (n=97)	19FA (n=99)	Time Value of Money	80	46	67	Valuation of Common Stock and Bonds	82	75	82	Cost of Capital	38	31	49	NPV, IRR, Disc Cash Flow	78	51	60															
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Risk analysis of various lending investment opportunity will score at least 70% correct.	<p>Direct, summative, internal and comparative data derived from the embedded questions in FIN 436 and FIN 437 classes</p> <p>Notes: FIN436 Real Estate Finance FIN437 Commercial Bank Management</p>	The criterion met in fall 2018 but fell below the 70% benchmark in 2019.	<p>The mean score dropped significantly in both courses in fall 2019.</p> <p>One explanation was that the embedded questions were more challenging than the previous year. Also, the results are impacted by the small sample sizes and the fact that one student who was enrolled in both classes did not perform well.</p>	<p>More time will be allocated to review basic economic concepts commonly applied to Finance.</p> <p>More interactive discussions and examples related to risk analyses will be utilized to help address these weaknesses. Also, the questions will be reviewed to confirm they are reasonable expectations given the level of the course.</p>	<div>Risk Analysis in FIN436 and FIN437</div> <table><thead><tr><th>Course</th><th>18FA</th><th>19FA</th></tr></thead><tbody><tr><td>FIN 436*</td><td>87.5</td><td>62.5</td></tr><tr><td>FIN 437**</td><td>75</td><td>61.1</td></tr></tbody></table>	Course	18FA	19FA	FIN 436*	87.5	62.5	FIN 437**	75	61.1																										
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Figure 4.2 - Standard #4 Measurement and Analysis of Student Learning and Performance					
Academic Program	Healthcare Management (HCM)				
Reporting Periods	Spring 2018-Fall 2019				
Submitted by	LeJon Poole				
Measurable Goal	Type of Measurement Instrument	Current Results	Analysis of Results	Action Taken, Improvement Made, or Next Step	Graphs or Tables of Resulting Trends
Basic knowledge in healthcare: HCM majors will score at or above ACBSP average in operations management (OM)and strategic management (SM).	Direct, summative, external, and comparative data derived from IVY 12 CPC assessment test.	Spring 2017: 37 OM, 30 SM Spring 2018: 41 OM, 27 SM Fall 2018: 44 OM, 37 SM Spring 2019: 45 OM, 40 SM Fall 2019: 29 OM, 33 SM	For Fall 2019, neither the Operations Management or Strategic Management Benchmarks were met.	44-OM & 40 SM should be the benchmarks. In HCM 440, we must create cases/assignments to help students to demonstrate Strategic Management knowledge.	
Average score on the final paper from the healthcare internship will score at least 4 or better on a scale of 1 (poor) to 5 (excellent).	Direct, summative, internal and comparative data derived from the paper on the internship experience.	Spring 2017: N/A Spring 2018: 5 Fall 2018: 4.8 Spring 2019: 4.58 Fall 2019: 4.6	The benchmark was met and exeeded.	We should increase the benchmark to 4.3	See above.
The employer evaluation of HCM internship on collaboration, teamwork, and leadership skills will score an average of 4 or better on a scale of 1 (poor) to 5 (excellent)	Indirect, formative, external and comparative data derived from the employer evaluation of the internship	Spring 2019: 5 Fall 2019: 5	The benchmark was met and exeeded.	We should increase the benchmark to 4.5	See above.

Figure 4.2 - Standard #4 Measurement and Analysis of Student Learning and Performance

Academic Program	International Business (INT.BUS)				
Reporting Periods	Spring 2018-Fall 2019				
Submitted by	Mostashari				
		</			

Demonstrate effective oral presentation skills	End of semester group project "Country ABC International Finance and Trade Theories, Policies, and Practices" oral presentation Direct, formative, internal	<p>Benchmark: IB majors score 70% or better on end of semester group project oral presentation</p> <p>1. IB majors (N = 5) scored 85% on the end of semester group project oral presentation in ECON 448-International Finance (Fall 2017 Semester)</p> <p>2. IB majors (N = 6) scored 88% on the end of semester group project oral presentation in ECON 449-International Trade (Spring 2018 Semester)</p> <p>3. IB majors (N = 2) scored 88.5% on the end of semester group project oral presentation in ECON 448-International Finance (Fall 2018 Semester)</p> <p>4. IB major (N=1) scored 80% on the end of semester group project oral presentation in ECON 448-International Finance (Spring 2019 Semester)</p> <p>5. IB majors (N=2) scored 91% on the end of semester group project oral presentation in ECON 448-International Finance (Fall 2019 Semester)</p>	Criteria were met	<p>Encourage students to attend lecture series on campus to gain more experience and polish up their presentation skills.</p> <p>Post video clips demonstrating effective presentations as well as URL Links for PPT best practices.</p> <p>Began using the new uniform Oral Presentation Rubric.</p> <p>Consider raising benchmarks if students continue to exceed goals based on new rubric.</p>	<table><tr><td></td><td>FA 17</td><td>SP 18</td><td>FA 18</td><td>SP 19</td><td>FA 19</td></tr><tr><td>N</td><td>5</td><td>6</td><td>2</td><td>1</td><td>2</td></tr><tr><td>ECON 448</td><td>85%</td><td></td><td>88.5%</td><td></td><td>91%</td></tr><tr><td>ECON 449</td><td></td><td>88%</td><td></td><td>80%</td><td></td></tr></table>		FA 17	SP 18	FA 18	SP 19	FA 19	N	5	6	2	1	2	ECON 448	85%		88.5%		91%	ECON 449		88%		80%	
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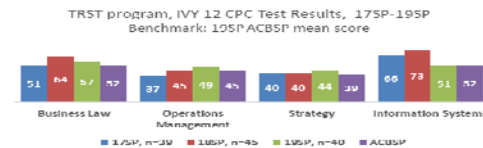
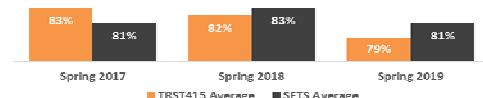

Apply the concepts of International Finance and International Trade in evaluating international business issues in the world	a. End of semester comprehensive final exams in ECON 448-International Finance (Fall Semester) & ECON 449-International Trade (Spring Semester) Direct, formative, internal	IB majors will score 70% or better on 20 imbedded questions on comprehensive final exam 1. IB majors (N=5) score of 66% on 20 imbedded questions in ECON 448-International Finance (Fall 2017 Semester) fell short of the benchmark score of 70% or better 2. IB majors (N=6) score of 77% on 20 imbedded questions in ECON 449-International Finance (Spring 2018 Semester) exceeded the benchmark score of 70% or better 3. IB majors (N=2) score of 88% on 20 imbedded questions in ECON 448-International Finance (Fall 2018 Semester) exceeded the benchmark score of 70% or better 4. IB majors (N=6) score of 55% on 20 imbedded questions in ECON 449-International Finance (Spring 2018 Semester) fell short of the benchmark score of 70% or better 5. IB majors (N=2) score of 82.5% on 20 imbedded questions in ECON 448-International Finance (Fall 2019 Semester) exceeded the benchmark score of 70% or better	Mixed outcomes falling short of or exceeding the benchmark	Revisit the embedded questions, identify common errors, select replacement questions, and attempt to better prepare students in both ECON 448 and ECON 449 classes to exceed the benchmark scores. Incorporate supplementary online instructional materials and additional handouts to improve the overall mastery of the subject matter. Encourage students to reveiw their proctored Test #1 and Test #2 in office and ask questions to better prepare for the comprehensive final exam	<table><tr><td></td><td>FA 17</td><td>SP 18</td><td>FA 18</td><td>SP 19</td><td>FA 19</td></tr><tr><td>N</td><td>5</td><td>6</td><td>2</td><td>1</td><td>2</td></tr><tr><td>ECON 448</td><td>66%</td><td></td><td>88%</td><td></td><td>82.5</td></tr><tr><td>ECON 449</td><td></td><td>77%</td><td></td><td>55%</td><td></td></tr></table>		FA 17	SP 18	FA 18	SP 19	FA 19	N	5	6	2	1	2	ECON 448	66%		88%		82.5	ECON 449		77%		55%	
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	b. Evaluations of student internship experience in BADM 490-Internship (Fall, Spring, and Summer Semesters) (Report results in Spring Semester) Indirect, formative, external	IB majors will achieve an overall average score of 3.5 or better on new 5-point internship Rubric	Criteria were met.	Recent steamlining and centralization of the Internship rogram resulted in a sizable increase in the number of internship positions available to students and a much smoother document delivery and faculty evalualtions. Above average employer sponsor evaluations, and satisfactory exit interview covering student intern’s self-evaluation, journal, and research paper Began using the new uniform Internship Rubric.	<table><tr><td>BADM 490</td><td>SP 17</td><td>SP 18</td><td>SP 19</td><td>FA 19</td></tr><tr><td>N</td><td>2</td><td>2</td><td>1</td><td>2</td></tr><tr><td></td><td>3.5</td><td>3.5</td><td>3.5</td><td>4.6</td></tr></table>	BADM 490	SP 17	SP 18	SP 19	FA 19	N	2	2	1	2		3.5	3.5	3.5	4.6									
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N	2	2	1	2																									
	3.5	3.5	3.5	4.6																									

Compare and contrast the International Finance and International Trade Theories with practice in the real world case study	End of semester group project "Country ABC International Finance and Trade Theories, Policies, and Practices" research paper Direct, formative, internal	IB majors score 70% or better on end of semester group project Teamwork and Collaboration component. 1. IB majors (N=5) scored 86% on Research Paper in ECON 448-International Finance (Fall 2017 Semester) 2. IB majors (N=6) scored 88% on Research Paper in ECON 449-International Trade (Spring 2018 Semester) 3. IB majors (N=2) scored 92% on Research Paper in ECON 448-International Trade (Fall 2018 Semester) 4. IB majors (N=2) scored 91% on Research Paper in ECON 448-International Trade (Fall 2019 Semester)	Criteria were met.	Preselect region/country specific, collaboration with embedded librarian, new APA template, (3-draft submission, scored, and feedback), and new research paper rubric, substantially improved the quality of the "Research Paper" written report. Turnitin Similarity Index ranged between 0% and 10%. Began using the new uniform Writing Rubric.	<table><tr><td></td><td>FA 17</td><td>SP 18</td><td>FA 18</td><td>SP 19</td><td>FA 19</td></tr><tr><td>N</td><td>5</td><td>6</td><td>2</td><td>1</td><td>2</td></tr><tr><td>ECON 448</td><td>86%</td><td></td><td>93%</td><td></td><td>91%</td></tr><tr><td>ECONN 449</td><td></td><td>88%</td><td></td><td>93%</td><td></td></tr></table>		FA 17	SP 18	FA 18	SP 19	FA 19	N	5	6	2	1	2	ECON 448	86%		93%		91%	ECONN 449		88%		93%	
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ECONN 449		88%		93%																									
Demonstrate teamwork and collaboration skills in professional environment	End of semester group project "Country ABC International Finance and Trade Theories, Policies, and Practices, Teamwork and Collaboration component Direct, formative, internal	IB majors score 70% or better on end of semester group project Teamwork and Collaboration component 1. IB majors (N=5) scored 99.6% on Teamwork and Collaboration in ECON 448-International Finance (Fall 2017 Semester) 2. IB major (N=6) scored 100% on Teamwork and Collaboration in ECON 449-International Trade (Spring 2018 Semester) 3. IB majors (N=2) scored 98.6% on Teamwork and Collaboration in ECON 448-International Finance (Fall 2018 Semester) 3. IB major (N=1) scored 85% on Teamwork and Collaboration in ECON 449-International Trade (Spring 2019 Semester) 4. IB majors (N=2) scored 89% on Teamwork and Collaboaration in ECON 448-International Trade (Fall 2019 Semester)	Criteria were met.	Succeeded in replicating the past success of "voluntary" student teamwork and collaboration in ECON 448 and 449 classes. The new teamwork and collaboration grading rubric further facilitated peer evaluation process. Furthermore, added online submission only prior to the last day of classes resulted in more honest evaluations. Began using the new uniform teamwork rubric.	<table><tr><td></td><td>FA 17</td><td>SP 18</td><td>FA 18</td><td>SP 19</td><td>FA 19</td></tr><tr><td>N</td><td>5</td><td>6</td><td>2</td><td>1</td><td>2</td></tr><tr><td>ECON 448</td><td>99.6%</td><td></td><td>98.6%</td><td></td><td>89%</td></tr><tr><td>ECONN 449</td><td></td><td>100%</td><td></td><td>85%</td><td></td></tr></table>		FA 17	SP 18	FA 18	SP 19	FA 19	N	5	6	2	1	2	ECON 448	99.6%		98.6%		89%	ECONN 449		100%		85%	
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Figure 4.2 - Standard #4 Measurement and Analysis of Student Learning and Performance																			
Academic Program	Marketing (MKTG)																		
Reporting Periods	Spring 2016-Spring 2019 (Next assessment period - Spring 2020)																		
Submitted by	Kate Lawrence, PhD																		
Measurable Goal	Type of Measurement Instrument	Current Results	Analysis of Results	Action Taken, Improvement Made, or Next Step	Graphs or Tables of Resulting Trends														
1. Students will demonstrate basic marketing knowledge in the standardized IVY test, the average score of which will be equal to or above the average of our peer ACBSP institutions	Summative, external and comparative data from IVY test.	A goal of equal or above ACBSP peer group was set. In 18SP students exceeded goals in mkt and CB. Data were not collected in 2019.	Recent gains in CB, fairly consisten in basic mkt knowledge. Needs work in research and info systems.	Create high value low cost quizzes throughout semester in Mkt Res. Employ SPSS, Exel, and Tableau to improve tech aptitude. Collab with info systems faculty.	Marketing - Ivy assessment of results (mean score) 2016 - 2018														
					Topics		Marketing		Consumer		Mkt Research			Info					
					Term n=	CU	ACBSP	CU	ACBSP	CU	ACBSP	CU		ACBSP					
					16 SP n=	55	49	38	46	43	55	52		54					
					16FA n=10	61	49	37	46	50	55	50		54					
					17SP n=1	13	49	58	46	8	55	38		54					
					18SP n=13	59	49	46	46	38	55	53		54					
					Pink cells indicate meet or exceeded benchmark goals.														
2. At least 75% of students will be able to solve marketing problems using critical thinking and analysis, as measured on a multidimension rubric. Specifically, 75% of student (teams) will score a Benchmark of 3 out of 5 points (or higher) on each dimension.	Summative data from a Rubric with 6 dimensions: identification of mkt problem, marketing basic knowledge, research process, analysis, conclusions, limitations. Each dimension is assessed on a 5 point scale, 1=below benchmark; 2= benchmark; 3=above benchmark; 4=milestone; 5=capstone	A 75% or better goal was set for each dimension of mkt problem solving. 19Sp results mirrored 18Spring results.	Not much change. areas for improvement include attention to defining the research problem and understanding limitations and consequences of mkt decisions.	Recommendations include more interactive discussions to fully flesh out ideas.	Goal 2: Critical thinking and solving marketing problems														
					Topics		Problem		Basic Mkt		Research			Analysis		Conclusions		Limitation	
					Term n=	CU	Goal	CU	Goal?	CU	Goal	CU		Goal?	CU	Goal?	CU	Goal?	
					18Sp n=1	67%	no	80%	yes	80%	yes	80%		yes	80%	yes	30%	no	
					19Sp n=5	20%	no	100%	yes	100%	yes	80%		yes	100%	yes	0%	no	
					20Sp n=														
					Percentage of students meeting or exceeding benchmark.														
					pink cells indicate meeting or exceeding goals.														
3. At least 75% of students will be able to write a clear, well organized, convincing business document, as measured by a multidimension rubric. Specifically, 75% of students will score a benchmark of Benchmark level or higher on a multidimensional rubric.	Summative data from a Rubric with 6 dimensions: identification of mkt problem, marketing basic knowledge, research process, analysis, conclusions, limitations. Each dimension is assessed on a 4 point scale, 1=deficient; 2= below benchmark; 3= Benchmark; 4=Milestone	A 75% or better goal was set for each dimension of mkt problem solving. 19Sp results mirrored 18Spring results.	Not much change. Areas for improvement have to do with context, which includes problem statement and limitations.	Students are meeting goals on a final project. One reccommendation is to raise expectations on content development. Also, increase class time on importance of problem defining and consequences of decisions and limitations.	Goal 3: Business writing														
					Topics		Context		Content Developme		Business Format			Sources/Evi dence		Syntax			
					Term n=	CU	Goal	CU	Goal	CU	Goal	CU		Goal?	CU	Goal?			
					18Sp n=12	70%	no	80%	yes	100%	yes	83%		yes	80%	yes			
					19Sp n=5	100%	yes	100%	yes	100%	yes	80%		yes	80%	yes			
					20Sp n=														
					Percentage of students meeting or exceeding benchmark.														
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Figure 4.2 - Standard #4 Measurement and Analysis of Student Learning and Performance																																																																																
Academic Program	PGA-Golf Management (PGA-GM)					150																																																																										
Reporting Periods	Spring 2018-Fall 2019																																																																															
Submitted by	Kevin Nagy/Ken Jones																																																																															
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Basic knowledge areas in Marketing, Management, and Operation Management will score at or above ACBSP benchmark.	Direct, summative, external, and comparative data derived from IVY 12 CPC assessment test.	The criterion was met in all selected subjects in 2018. In 2019, two of the three subject fell slightly below the benchmark and Marketing subject fell below the benchmark by about 10 percent.	The IVY test-takers (n) decreased drastically in 2019 due to a computer technical issue during the test window. The technical issue and the smaller sample size had contributed to the lower test results.	The cause of the technical issue has been identified and it should be prevented in the future. The curriculum will be reviewed to identify any necessary changes in the future.	<table><caption>PGA-GM, IVY 12 CPC test results, fall 2017-fall 2019</caption><thead><tr><th>Subject</th><th>Year</th><th>CU</th><th>ACBSP</th></tr></thead><tbody><tr><td rowspan="3">Marketing</td><td>17FA</td><td>54</td><td>52</td></tr><tr><td>18FA</td><td>51</td><td>46</td></tr><tr><td>19FA</td><td>52</td><td>52</td></tr><tr><td rowspan="3">Management</td><td>17FA</td><td>45</td><td>57</td></tr><tr><td>18FA</td><td>57</td><td>61</td></tr><tr><td>19FA</td><td>56</td><td>58</td></tr><tr><td rowspan="3">Operations Management</td><td>17FA</td><td>38</td><td>34</td></tr><tr><td>18FA</td><td>61</td><td>57</td></tr><tr><td>19FA</td><td>43</td><td>45</td></tr></tbody></table>	Subject	Year	CU	ACBSP	Marketing	17FA	54	52	18FA	51	46	19FA	52	52	Management	17FA	45	57	18FA	57	61	19FA	56	58	Operations Management	17FA	38	34	18FA	61	57	19FA	43	45	<table><thead><tr><th colspan="6">PGA-GM, IVY 12 CPC test results, fall 2017-fall 2019</th></tr><tr><th rowspan="2">Selected Topics</th><th colspan="2">17FA, n=20</th><th colspan="2">18FA, n=24</th><th colspan="2">19FA, n=9</th></tr><tr><th>CU</th><th>ACBSP</th><th>CU</th><th>ACBSP</th><th>CU</th><th>ACBSP</th></tr></thead><tbody><tr><td>Marketing</td><td>54</td><td>52</td><td>56</td><td>51</td><td>46</td><td>52</td></tr><tr><td>Management</td><td>45</td><td>57</td><td>61</td><td>57</td><td>56</td><td>58</td></tr><tr><td>Operations Management</td><td>38</td><td>34</td><td>61</td><td>57</td><td>43</td><td>45</td></tr></tbody></table>	PGA-GM, IVY 12 CPC test results, fall 2017-fall 2019						Selected Topics	17FA, n=20		18FA, n=24		19FA, n=9		CU	ACBSP	CU	ACBSP	CU	ACBSP	Marketing	54	52	56	51	46	52	Management	45	57	61	57	56	58	Operations Management	38	34	61	57	43	45
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At least 70% of students taking the PGA of America Exam will achieve a passing score (70% on their initial attempt).	Direct, formative, external, and comparative data derived from 14 PGA of America end-of-course exams..	The criteria was not met for the most recent academic year (AY), but was met in each of the previous 5 AYs.	The Sophomore Cohort performed poorly over the four PGA assessments they took, thus dramatically bringing down the overall pass rate for all cohorts. The overall results this year are an outlier due to the poor performance of the sophomore cohort.	The PGA of America is altering the current end-of-course testing process starting in fall 2018 to an end-of-level testing process. Four testing milestones will be measured starting with the fall 2018 cohort. Not enough data exists to set objectives based on this new testing process.	<table><caption>The PGA of America Exam Mean Score and Passing Rate</caption><thead><tr><th>Year</th><th>Mean Score</th><th>CU Pass %</th></tr></thead><tbody><tr><td>2013-14</td><td>72.8</td><td>71%</td></tr><tr><td>2014-15</td><td>73.5</td><td>71%</td></tr><tr><td>2015-16</td><td>76.6</td><td>79%</td></tr><tr><td>2016-17</td><td>75.2</td><td>77%</td></tr><tr><td>2017-18</td><td>74.8</td><td>73%</td></tr><tr><td>2018-19</td><td>72.5</td><td>61%</td></tr></tbody></table>	Year	Mean Score	CU Pass %	2013-14	72.8	71%	2014-15	73.5	71%	2015-16	76.6	79%	2016-17	75.2	77%	2017-18	74.8	73%	2018-19	72.5	61%	<table><thead><tr><th colspan="5">PGA of America Exam- mean score & passing rate</th></tr><tr><th>Academic Year</th><th>Mean Score</th><th>CU Pass %</th><th>Pass, n=</th><th>Total, N=</th></tr></thead><tbody><tr><td>2018-19</td><td>72.5</td><td>61%</td><td>103</td><td>169</td></tr><tr><td>2017-18</td><td>74.8</td><td>73%</td><td>241</td><td>331</td></tr><tr><td>2016-17</td><td>75.2</td><td>77%</td><td>244</td><td>317</td></tr><tr><td>2015-16</td><td>76.6</td><td>79%</td><td>278</td><td>352</td></tr><tr><td>2014-15</td><td>73.5</td><td>71%</td><td>309</td><td>434</td></tr><tr><td>2013-14</td><td>72.8</td><td>71%</td><td>275</td><td>387</td></tr></tbody></table>	PGA of America Exam- mean score & passing rate					Academic Year	Mean Score	CU Pass %	Pass, n=	Total, N=	2018-19	72.5	61%	103	169	2017-18	74.8	73%	241	331	2016-17	75.2	77%	244	317	2015-16	76.6	79%	278	352	2014-15	73.5	71%	309	434	2013-14	72.8	71%	275	387													
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Students will score at or beat the target score for the 36-hole event once prior to entering the spring semester of their fourth year enrolled in the program. Twenty-five percent of PGM students will score at or beat the target score by the end of their freshman year. Fifty percent of PGM students will score at or beat the target score by the end of their sophomore year. Seventy-five percent of PGM students will score at or beat the target score by the end of their junior year.	Direct, formative, external, comparative data derived from Golf Playing Ability Test (PAT).	The criteria were met for the two of the three cohorts for the most recent academic year. The freshman cohort from AY16-17 met the criteria after their freshman and sophomore years, but didn't progress to meet the junior year criteria of having 75% of the cohort pass the PAT.	The improved pass percentage can be attributed to more students attempting the PAT as freshmen, sophomores and juniors, rather than waiting until they are seniors. Also, attributing to the higher pass rates over the last two years is that the incoming freshman are eligible for additional scholarship \$ if they have passed the PAT prior to arriving on campus. The opportunity for scholarships has resulted in more PAT attempts from the incoming students and more PAT passers.	Students in the Junior Cohort have been asked to take multiple PAT attempts during their extended internship this year. Students that have not passed the PAT will continue to be required to register for the PGM 170 – Player Development class. PGM 170 instructors will place an emphasis on playing more tournament rounds in the PGMSA as a course requirement. Attempting the PAT each semester will remain a requirement of the class.	<table><thead><tr><th colspan="7">Golf Playing Ability Test (PAT) Passing Rate: by Freshman, Sophomore, and Junior</th></tr><tr><th rowspan="2">Academic Year</th><th colspan="2">Freshman</th><th colspan="2">Sophomore</th><th colspan="2">Junior</th></tr><tr><th>#pass/n=</th><th>passing rate</th><th>#pass/n=</th><th>passing rate</th><th>#pass/n=</th><th>passing rate</th></tr></thead><tbody><tr><td>18 - 19</td><td>13 / 25</td><td>52.00%</td><td>13 / 16</td><td>81.25%</td><td>12 / 17</td><td>70.59%</td></tr><tr><td>17 - 18</td><td>9 / 19</td><td>47.37%</td><td>12 / 19</td><td>63.16%</td><td>14 / 18</td><td>77.78%</td></tr><tr><td>16 - 17</td><td>10 / 23</td><td>43.38%</td><td>16 / 20</td><td>80.00%</td><td>26 / 30</td><td>86.67%</td></tr><tr><td>15 - 16</td><td>14 / 23</td><td>60.87%</td><td>20 / 29</td><td>68.97%</td><td>22 / 32</td><td>68.75%</td></tr><tr><td>14 - 15</td><td>20 / 32</td><td>62.50%</td><td>17 / 34</td><td>50.00%</td><td>25 / 27</td><td>92.59%</td></tr></tbody></table>	Golf Playing Ability Test (PAT) Passing Rate: by Freshman, Sophomore, and Junior							Academic Year	Freshman		Sophomore		Junior		#pass/n=	passing rate	#pass/n=	passing rate	#pass/n=	passing rate	18 - 19	13 / 25	52.00%	13 / 16	81.25%	12 / 17	70.59%	17 - 18	9 / 19	47.37%	12 / 19	63.16%	14 / 18	77.78%	16 - 17	10 / 23	43.38%	16 / 20	80.00%	26 / 30	86.67%	15 - 16	14 / 23	60.87%	20 / 29	68.97%	22 / 32	68.75%	14 - 15	20 / 32	62.50%	17 / 34	50.00%	25 / 27	92.59%																				
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At least 70% of students will score 4.0 or better rating in a 1 (poor) to 5 (excellent) scale on the Work Quality criteria from internship evaluation forms.	Indirect, formative, external, comparative	The criteria was vastly exceeded for the number of students scoring above 4.0.	The number of students over a 4.0 is well above the benchmark and a 0.05 decrease in the average rating is not significant enough to warrant any changes.	We will continue to consider an alteration to the rubric to better reflect quality of work.	<div>PGA Internship-Work Quality Rating (1= poor, 5= excellent)</div> <table><tr><th>Year</th><th>Freshman</th><th>Soph. & Junior</th><th>% Work Quality Rating > 4</th></tr><tr><td>2019</td><td>4.40</td><td>4.44</td><td>93%</td></tr><tr><td>2018</td><td>4.27</td><td>4.49</td><td>96%</td></tr><tr><td>2017</td><td>4.50</td><td>4.45</td><td>94%</td></tr></table>	Year	Freshman	Soph. & Junior	% Work Quality Rating > 4	2019	4.40	4.44	93%	2018	4.27	4.49	96%	2017	4.50	4.45	94%	<div>PGA Internship-Work Quality Rating (1=poor, 5=excellent)</div> <table><tr><th>Year</th><th>Freshman</th><th>Soph. & Junior</th><th>% Work Quality Rating > 4</th></tr><tr><td>2019</td><td>4.50</td><td>4.45</td><td>94%</td></tr><tr><td>2018</td><td>4.27</td><td>4.49</td><td>96%</td></tr><tr><td>2017</td><td>4.40</td><td>4.44</td><td>93%</td></tr></table>	Year	Freshman	Soph. & Junior	% Work Quality Rating > 4	2019	4.50	4.45	94%	2018	4.27	4.49	96%	2017	4.40	4.44	93%
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Students will score at or above ACBSP benchmark in Business Law, Operations Management, Strategy, and Information Systems areas in the IVY 12 CPC assessment test.	Direct, summative, external, and comparative data derived from IVY 12 CPC assessment test	The criteria were met in 3 of the 4 selected topics in spring 2019.	The information systems result improved significantly from 2017 to 2018 but took a dig and slightly fell below the benchmark in 2019.	The results have been shared with faculty at Main campus. Business Law, Operations Management, and Strategy have exhibited continuous improvement since spring 2017. Other 12 CPC areas not included in this report will be reviewed and monitored closely in the next assessment.	 <table><caption>TRST program, IVY 12 CPC Test Results, 17SP-19SP</caption><tr><th>Topic</th><th>17SP</th><th>18SP</th><th>19SP</th><th>ACBSP</th></tr><tr><td>Business Law</td><td>51</td><td>54</td><td>57</td><td>47</td></tr><tr><td>Operations Management</td><td>37</td><td>45</td><td>49</td><td>45</td></tr><tr><td>Strategy</td><td>40</td><td>40</td><td>44</td><td>39</td></tr><tr><td>Information Systems</td><td>66</td><td>73</td><td>51</td><td>57</td></tr></table>	Topic	17SP	18SP	19SP	ACBSP	Business Law	51	54	57	47	Operations Management	37	45	49	45	Strategy	40	40	44	39	Information Systems	66	73	51	57	<table><tr><th colspan="6">IVY 12 CPC test results, TRST program, 17SP-19SP</th></tr><tr><th rowspan="2">Selected Topic</th><th colspan="2">17SP, n=39</th><th colspan="2">18SP, n=45</th><th colspan="2">19SP, n=40</th></tr><tr><th>CU</th><th>ACBSP</th><th>CU</th><th>ACBSP</th><th>CU</th><th>ACBSP</th></tr><tr><td>Business Law</td><td>51</td><td>52</td><td>64</td><td>52</td><td>57</td><td>52</td></tr><tr><td>Operations Management</td><td>37</td><td>34</td><td>45</td><td>45</td><td>49</td><td>45</td></tr><tr><td>Strategy</td><td>40</td><td>43</td><td>40</td><td>39</td><td>49</td><td>39</td></tr><tr><td>Information Systems</td><td>66</td><td>62</td><td>73</td><td>52</td><td>51</td><td>52</td></tr></table>	IVY 12 CPC test results, TRST program, 17SP-19SP						Selected Topic	17SP, n=39		18SP, n=45		19SP, n=40		CU	ACBSP	CU	ACBSP	CU	ACBSP	Business Law	51	52	64	52	57	52	Operations Management	37	34	45	45	49	45	Strategy	40	43	40	39	49	39	Information Systems	66	62	73	52	51	52
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The TRST415 class taking the Southeastern Trust School (SETS) Exam during the final exam period will score at or above the average score of the trust industry professionals during the Southeastern Trust School.	Direct, summative, internal, and comparative data derived SETS Exam	The criterion was not met for spring 2018 and 2019.	The undergraduate Trust students performed slightly below the trust industry professionals in the Southeastern Trust School in the recent years, but out performed the industry professional in spring 2017.	The instructor has identified the underperforming areas and will cover the materials more thoroughly. The results will be monitored closely and be expected to make improvement in the next assessment.	 <table><caption>SETS Exam Results on Ethical Issues in Trust Industry</caption><tr><th>Term</th><th>TRST415 Average</th><th>SETS Average</th></tr><tr><td>Spring 2017</td><td>83%</td><td>81%</td></tr><tr><td>Spring 2018</td><td>82%</td><td>83%</td></tr><tr><td>Spring 2019</td><td>79%</td><td>81%</td></tr></table>	Term	TRST415 Average	SETS Average	Spring 2017	83%	81%	Spring 2018	82%	83%	Spring 2019	79%	81%	<table><tr><th colspan="3">SETS Exam Results on Ethical Issues in Trust Industry</th></tr><tr><th>Terms</th><th>TRST415 Average</th><th>SETS Average</th></tr><tr><td>Spring 2017</td><td>83%</td><td>81%</td></tr><tr><td>Spring 2018</td><td>82%</td><td>83%</td></tr><tr><td>Spring 2019</td><td>79%</td><td>81%</td></tr></table>	SETS Exam Results on Ethical Issues in Trust Industry			Terms	TRST415 Average	SETS Average	Spring 2017	83%	81%	Spring 2018	82%	83%	Spring 2019	79%	81%																																													
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At least 70% of the students in the TRST capstone course (TRST432) will score a 4 or better in a scale of 1 (poor) to 5 (excellent) rating in the teamworking environment and collaboration level in a group project.	Direct, formative, internal, and comparative data derived from a group project required in TRST 432.	The criteria are met.	The teamwork building skills exhibited an upward trend in the past 3 years though there was a slight decrease from 2018 to 2019.	More group project requirement will be expanded to other upper-level TRST courses to enhance the teamwork building and collaboration skills.	 <table><caption>Teamwork Skills- TRST 432 Group Project, % Rating >= 4</caption><tr><th>Term</th><th>% Rating >= 4</th></tr><tr><td>Spring 2017</td><td>70.8%</td></tr><tr><td>Spring 2018</td><td>73.5%</td></tr><tr><td>Spring 2019</td><td>72.4%</td></tr></table>	Term	% Rating >= 4	Spring 2017	70.8%	Spring 2018	73.5%	Spring 2019	72.4%	<table><tr><th colspan="2">Teamwork Skills TRST 432 Group Project</th></tr><tr><th>Term</th><th>% rating > 4</th></tr><tr><td>Spring 2017</td><td>70.8%</td></tr><tr><td>Spring 2018</td><td>73.5%</td></tr><tr><td>Spring 2019</td><td>72.4%</td></tr></table>	Teamwork Skills TRST 432 Group Project		Term	% rating > 4	Spring 2017	70.8%	Spring 2018	73.5%	Spring 2019	72.4%																																																						
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