



WHEELING UNIVERSITY

Department of Business

Annual Report

AY 2023 - 2024

Prepared by: Zahra Mohebbi, Ph.D.

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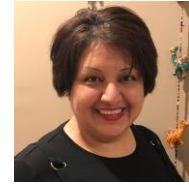
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Overview

Department of business has six full-time faculty along with twelve adjuncts faculties.

Dr. Zahra Mohebbi (Department Chair)

Dr Zahra Mohebbi (She/Her), in her educational background, she earned a PhD with specialization in cultural and heritage tourism, a Master of Science in Tourism and Hospitality Management, a Master of Arts in History, and a Bachelor of Science degree in Museum Management. In order to better prepare herself in managerial duties and leadership roles, she also earned an Advanced Diploma in Human Resource Management. She oversees as chair: business, accounting, sport management undergraduate program, and MBA and MSA graduate program at Wheeling University since August 2023. Prior to this position, she has served as business program lead from January 2023 till August 2023. She has work experience in industry as well as academia. She taught at three different institutions in two different countries. She also serves as Director of Communication & Development for Center for Iranian Music (CFIM) at Carnegie Mellon University, and she also is a member of Board of Directors at the Wheeling Heritage Organization. She has couple of peer reviewed publications, and international conference presentations. She serves as reviewer and editorial board of indexed journals and international conferences. She has quite good diverse work experience in events management, concerts and cultural events planning, museums, tourism management, and heritage sites in addition to her academia. She has also served and continue serving as organizing committee member of several national and international events and conferences. Her areas of interest are general management, HR management, hospitality management, the role of local values in urban planning, role of local values in tourism and community development, tourism and event management, tourism and entertainment, domestic and international tourism, cultural and heritage studies, museum management, medical tourism, and Middle East, North Africa, South and South East Asia studies.



Dr. Edward W. Younkens

Edward W. Younkens is Professor of Accountancy and Business at Wheeling University, Executive Director of its Institute for the Study of Capitalism and Morality, and the founder of the university's undergraduate major in Political and Economic Philosophy. He is also the founding director of the school's Master of Business Administration (MBA) and Master of Science in Accountancy (MSA) programs. He earned a Ph.D. in Accountancy from the University of Mississippi and earned state and national honors on the Certified Public Accountant (CPA) and Certified Management Accountant (CMA) exams, respectively. Dr. Younkens also received the Outstanding Educator Award for 1997 from the West Virginia Society of CPAs. He is on the editorial boards of Reason Papers and Libertarian Papers, the advisory board of the Journal of Ayn Rand Studies (JARS), the board of trustees of The Savvy



Street, and is series editor of *Capitalist Thought: Studies in Philosophy, Politics, and Economics* for Lexington Books. The author of numerous articles in accounting and business journals, he has also published in many free-market-oriented journals. He has authored or edited a dozen books including his trilogy of books on freedom and flourishing: *Capitalism and Commerce*, *Champions of a Free Society*, and *Flourishing and Happiness in a Free Society*.

Dr. David Corbett

Dr. David Corbett earned his B.S. and M.B.A. in Business Administration from California University of PA in 1992 and 1994, respectively. He excelled as an Account Executive at UPS for more than 7 years, consistently ranking in the top 5% nationwide for sales performance. Alongside his corporate success, he taught marketing at Ohio Valley University while pursuing his Doctorate in Business Administration. Dr. Corbett later held positions as Assistant Professor of Business at West Virginia Wesleyan and Waynesburg University before joining Wheeling University, where he specializes in Marketing. He furthered his expertise with a Digital Marketing Certificate from West Virginia University in 2022.



Dr Alberto M. Poxes, Jr.

Dr Alberto M. Poxes, Jr. is an Associate Professor of Business and Sport Management at the Department of Business, Wheeling University. He has earned his Ph.D. in Higher Education Administration with emphasis in Sport Administration and an MS. in Sporty Administration from University of Southern Mississippi. He is currently persuading a D.BA in Human Resource Management form Walden University. He earned his undergraduate degree from African Bible College in Malawi in Christina Education. His primary area of expertise is human resources management, principles of management, sports in society, sport law, ethics in sports, sport facility and event Management, and sport marketing. His current research interest focuses on the exploration of corporate social responsibility (CSR) as a strategy to motivate employees in organizations and plan to focus his research on examining the role of sport in social advancement of the under-representation of minority sport administrators in educational and professional levels. He has developed a teaching philosophy over the years that is a direct result of his interaction with students and other faculty members that reflects and emulates many people who have mentored him as he progressed in his teaching career. His teaching philosophy is comprised of service, this service can be noticed in three areas of teaching: as a role model, as a mentor, and as a leader in the classroom. He has couple of peer reviewed publications, and international conference presentations.



Prof. Lori Parry

Prof. Lori Parry (she/her) currently holds the position of Assistant Professor of Business at Wheeling University in Wheeling, WV, where her teaching responsibilities encompass business, accounting, and marketing courses. She earned her undergraduate degree in accounting (2000)

and MBA (2002) from Franklin University in Columbus, Ohio. Assistant Professor Parry furthered her education by obtaining a master's degree in human resource management from DeVry's Keller Graduate School of Business (2012). During her six-years (2018-2024) at Eastern Gateway Community College, Mrs. Parry advanced to the position of associate professor, specializing in accounting instruction. Additionally, she assumed the role of accounting program chair for a four-year period, demonstrating leadership and expertise within her academic field. Throughout a six-year span (2012-2018) at Zane State College, Assistant Professor Parry provided instruction in accounting courses and advanced to the position of assistant professor. Mrs. Parry presently holds a position as a board member of the Ohio Valley Educational Services Board Member. Moreover, she has contributed as assistant treasurer for two years and as statutory agent for one year at Faith United Methodist Church.

Dr. Colin Steitz

Colin Steitz is an Assistant Professor in Economics and Business in the Department of Business at Wheeling University. He graduated from Ball State University in 2018 with a B.S. in Economics and Minor in Mathematics. He went on to West Virginia University where he began his Ph.D. in 2018 which he completed in December of 2023. He has published on right to work and voter preferences as well as the impact of multiday events on hotel occupancy.



Department of business provided three undergraduate majors and two graduate programs. DOB also four professional certificates.

Undergraduate Majors:

- BS. Business Administration (Six concentrations)
- BS. Accounting
- BS. Sport Management (one track)

Graduate Program:

- Master of Business Administration (two tracks)
- Master of Accountancy

Professional Certificates:

- Integrated Marketing Communications (along with COMM dept)
- Tourism and Hospitality Management
- Sports Leadership and Management
- Sales & Salesforce™ Trailhead Training & Certification S

Faculty Achievements and Development Participation:

- Prof. Colin Steitz earned his Ph.D. on Dec 2023.
- Dr. Younkens published three articles and invited as a guest speaker by Austrian Economic Research.



- Dr. Mohebbi attended the ACBSP regional meeting. She also participated in a number of educational sessions. Dr Mohebbi invited to fully granted conference that focuses on addressing systematic barriers and potential solutions for granted research and research development by the STaR, a Division of the West Virginia Higher Education Policy Commission.



WU Business Department Monthly Report

September 23-24 AY Update

ACBSP accreditation committee:

- Meet every 1st and 3rd Thursday of each month.
- Tasks are assigned.

- 1st meeting held on August 31st.

Advising Fall:

- Students Advising – all faculty sent emails out to their advisees.
- Monthly reminder emails will be sent.
- Collecting and completing a list of students, including their concentration/minor/certificate.

Spring Semester Registration and Scheduling:

- Finalizing Spring semester schedule
- Preparing for early registration/ planning

Program Revision:

- MBA program revision is underway.

Curriculum Map Update:

- MBA and MSA curriculum map revision underway.

Events:

- 1st Meet & Greet Event, held on September 4th at Troy Theater, more than 100 students attended the event.
- Gather, Greet, Get registered (3Gs) (2nd week of October, 2nd week of November)

Honors Society:

- Delta Mu Delta: currently shortlisting students based on honors society requirements.
- BUSN and ACCT students will be inducted into the honors society later this AY (late March or early April).

Two New Faculty Members:

- Dr Colin Stietz
- Prof. Lori Parry

October 23-24 AY Update

ACBSP accreditation committee:

- Meet every 1st and 3rd Thursday of each month.
- Tasks are assigned.
- Work is underway.

Advising Fall:

- Students Advising – all faculty sent emails out to their advisees.
- Monthly reminder emails will be sent.
- Collecting and completing a list of students, including their concentration/minor/certificate.

- Advising week October 2nd to 7th has been held but not limited to that week and students continue to meet and register.

Spring Semester Registration and Scheduling:

- Preparing Summer, I and II, Fall semester schedule
- Registration is underway.

Program Revision:

- MBA program revision completed and approved by the graduate committee.

Curriculum Map Update:

- MBA and MSA curriculum map revision underway.
- A revision needed for UG maps based on PEGs.

Events:

- 1st Meet & Greet Event, held on September 4th at Troy Theater, more than 100 students attended the event.
- Obtaining, Growing, and Maintaining Your Credit held on October 12th, 6 PM.

Honors Society:

- Delta Mu Delta: currently shortlisting students based on honors society requirements.
- Dr Colin is the new faculty advisor for both honors societies.
- BUSN and ACCT students will be inducted into the honors society later this AY (late March or early April).

Future Events and Planning:

- On November 2nd, department faculty members and ACCT STs will attend the WVSCPA Northern Panhandle Dinner at the Wheeling Country Club.
- Dr. Mohebbi and a few STs will attend the ACBSP Regional Conference in Charles Town, WV on November 3rd and 4th.
- Gather, Greet, Get registered (3Gs) (2nd weekend of November, Friday and Saturday)
- Professional Life of a Financial Advisor, December (a Wednesday noon, date need to be decided.)

NOV 23-24 AY Update

ACBSP accreditation committee:

- Meet every 1st and 3rd Thursday of each month.
- Tasks are assigned.
- Work is underway, completing tables and writing narration.

Advisory Board:

- Alumni Niki Mullinix, Private Wealth Advisor, Noah Mull, Insurance agent, Matt Greenwood, Ricky Moore Sport Management.

Advising Fall:

- Students Advising – all faculty sent emails out to their advisees.
- Monthly reminder emails will be sent.
- Collecting and completing a list of students, including their concentration/minor/certificate.

Spring Semester Registration and Scheduling:

- Preparing Summer, I and II, Fall semester schedule
- Registration is underway.
- 3Gs Event Spring registration held on November 10th and 11th.

Program Revision:

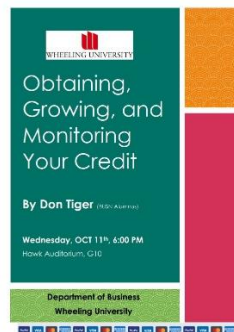
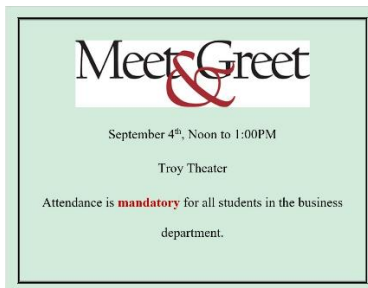
- MBA program revision completed and approved by the graduate committee.

Curriculum Map Update:

- MBA and MSA curriculum map revision underway.
- A revision needed for UG maps based on PEGs.
- SPMT curriculum will be produced.

Events:

- 1st Meet & Greet Event, held on September 4th at Troy theater, more than 100 students attended the event.
- Obtaining, Growing, and Maintaining Your Credit held on October 12th, 6 PM.
- 3Gs registration event held on November 10th & 11th.
- Dr Mohebbi attended ACBSP regional meeting, November 3rd and 4th.
- Dr Ed, Dr Zahra, Prof. Rossell, and Prof. Parry along with four ACCT STs attended WVCPA dinner November 2nd.



President's Dinner & Student Night
 Thursday, November 2, 2023
 Wheeling Country Club

Please join your fellow Students and Accounting Professionals at the Annual President's Dinner and Student Night sponsored by the Northern Panhandle Chapter

Tickets: Students and Professionals, No Charge (Must be in good standing)
 Social Hour begins at 7:00 PM
 Dinner and Presentation at 8:00 PM

SOCIAL HOUR

Be sure to bring a photo of you with your family and other professionals to this evening's event!

• Tips for the Evening:

Be prepared to give a 5-minute presentation on a personal, professional, or academic topic. You will have 10 minutes to give your presentation and 10 minutes to answer questions. You will have 10 minutes to give your presentation and 10 minutes to answer questions. You will have 10 minutes to give your presentation and 10 minutes to answer questions.

2023 - 2024 Board of Directors
 President: James H. Hester
 Treasurer: James H. Hester
 Secretary: Lorie Hester
 Website: www.northernpanhandle.org
 Email: info@northernpanhandle.org



Honors Society:

- Delta Mu Delta: shortlisted students based on honors society requirements.
- Sigma Beta Delta: shortlisted students based on honors society requirements.
- Dr Colin is the new faculty advisor for both honors societies.
- BUSN and ACCT students will be inducted into the honors society later this AY (late March or early April).

Faculty Scholarly Activities:

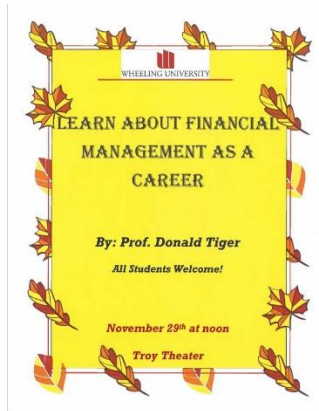
- Dr Younkins published an article on Savvy Street.
 Younkins, E. W. (2023, October 20). *Objectivism and individualistic perfectionism: A comparison - SAVVY STREET*. SAVVY STREET. <https://www.thesavvystreet.com/objectivism-and-individualistic-perfectionism-a-comparison/>



- Dr. Ed Younkins has an article that will appear in a Festschrift (an edited book honoring a professor during his or her lifetime containing contributions from the honorees' colleagues, former pupils, and friends). This book will be honoring Loyola University economics professor, Walter E. Block, the author of 700 referred articles and 3 dozen books. Ed's article is titled "Walter Block and Ayn Rand: A Comparison".
- Dr Mohebbi attended ACA webinar on AI in Classroom: Results from an Interdisciplinary Faculty Focus Group & Some Possible Solution, October 27th.
- Dr Mohebbi attended ACA webinar on Integrating ChatGPT into National Board Preparation for Entry-Level Health Profession Students.
- Dr Mohebbi attended ACBSP regional Conference, November 3rd and 4th.

Future Events and Planning:

- Learn About a Financial Management as a Career, November 29th at noon.



Jan 23-24 AY Update

ACBSP accreditation committee:

- Meet every 1st and 3rd Thursday of each month.
- Tasks are assigned.
- Work is underway, writing narration.

Advisory Board:

- Alumni Niki Mullinix, Private Wealth Advisor, Noah Mull Insurance agent, Matt Greenwood, Ricky Moore Sport MGMT.

Advising Spring:

- Students Advising – all faculty will send an email to advises after we received the latest Spring enrollment list of STs.
- Monthly reminder emails will be sent.
- Collecting and completing a list of students, including their concentration/minor/certificate.

Registration and Scheduling:

- Preparing Summer, I and II, Fall semester schedule
- 3Gs Event Fall 24 registration will be held again.

Program Revision:

- MBA program revision completed and approved by the graduate committee.
- Few more course revision as well as BUSN program revision proposals submitted to the committee.

Curriculum Map Update:

- MBA and MSA curriculum map revision underway.
- A revision needed for UG maps based on PEGs and new changes to come (after approved by curriculum committee.).
- SPMT curriculum map designed.

Events:

- 3Gs registration event will be held early March 24.
- Sport Management guest speaker planning under way (Ricky Moore).

- Prof. Parry will contact STs for Business Club.
- Lunch with a CPA planning is underway. (Plan for the 1st or 2nd week of April)

Honors Society:

- Delta Mu Delta: shortlisted students based on honors society requirements.
- Sigma Beta Delta: shortlisted students based on honors society requirements.
- Dr Colin is the new faculty advisor for both honors societies.
- BUSN and ACCT students will be inducted into the honors society later this AY (late March or early April).

Feb 23-24 AY Update

ACBSP accreditation committee:

- Meet every 1st and 3rd Thursday of each month.
- Tasks are assigned.
- Work is underway, writing narrative on standards.

Advisory Board:

- Alumni Niki Mullinix, Private Wealth Advisor; Noah Mull Insurance agent; Matt Greenwood, Ricky Moore Sport MGMT.

Advising Spring:

- Students Advising – all faculty are in contact with their advisees.
- Monthly reminder emails will be sent.
- Collecting and completing a list of students, including their concentration/minor/certificate.

Registration and Scheduling:

- Summer, I and II schedule finalized.
- Fall 24 scheduling is underway.
- 3Gs Event Fall 24 registration will be held again.

Program Revision:

- MBA program revision completed and approved by the graduate committee.
- Few more course revision as well as BUSN program revision proposals submitted to the committee and approved.
- CPA track proposal submitted to the respected committee for their consideration.

Curriculum Map Update:

- MBA and MSA curriculum map revision underway.

- A revision needed for UG maps based on PEGs and new changes to come (after approved by curriculum committee.).
- SPMT curriculum map designed.

Events:

- 3Gs registration event will be held.
- Sport Management guest speaker February 21 at noon.
- Prof. Parry will meet STs to form business club.
- Dr Poxes contacting STs to form a sport club.
- Professional Marketing guest speaker planning, late in March.
- Guest speaker on insurance profession planning is underway.
- Lunch with a CPA: April 17th at noon.

Honors Society:

- Delta Mu Delta induction ceremony April 18th (19 STs).
- Sigma Beta Delta induction ceremony April 18th (1 ST).
- Dr Colin is the new faculty advisor for both honors societies.

Graduation:

- Graduation lists are finalized for both UG and GA STs.
- Departmental awards recipients selected and reflected on the graduation list.

Next Year Strategic Plan and Panned Activities:

- Faculty working on the next year strategic plan and activities. Plan to finalize it by our next department meeting.

New Students Orientation:

- Dates has been shared with faculty.

March 23-24 AY Update

ACBSP accreditation committee:

- Meet every 1st and 3rd TH of each month.
- Tasks are assigned.
- Work is underway, writing narrative on standards.
- Overview section completed.

Advisory Board:

- Alumni Niki Mullinix, Private Wealth Advisor; Noah Mull Insurance agent; Matt Greenwood, Ricky Moore Sport Management.

Advising Spring:

- Students Advising – all faculty are in contact with their advisees.
- Monthly reminder emails will be sent.
- Collecting and completing a list of students, including their concentration/minor/certificate.

Registration and Scheduling:

- Summer, I and II registration underway.
- Fall 24 scheduling is underway.
- 3Gs Event Fall 24 registration will be held again right after Fall 24 registration begun.

Program Revision:

- MBA program revision completed and approved by the graduate committee.
- Few more course revision as well as Business program revision proposals submitted to the committee and approved.
- CPA track proposal on hold (to confirm the cost associated with required materials.)

Curriculum Map Update:

- MBA and MSA curriculum map revision underway.
- A revision needed for UG maps based on PEGs and new changes to come, make business communication a required course.
- SPMT curriculum map designed and completed.

Events:

- 3Gs registration event will be held.
- Sport Management guest took place on February 21 at noon with about 50 attendees.
- Prof. Parry will meet STs to form business club on March 14th at noon.
- Professional Marketing guest speaker planning, late in March.
- Lunch with a CPA: April 17th at noon.

Honors Society:

- Delta Mu Delta induction ceremony April 18th (19 STs).
- Sigma Beta Delta induction ceremony April 18th (1 ST).
- Dr Colin is the new faculty advisor for both honors societies, Co-advisor Dr. Mohebbi.

Graduation:

- Graduation lists are finalized for both UG and GA STs.

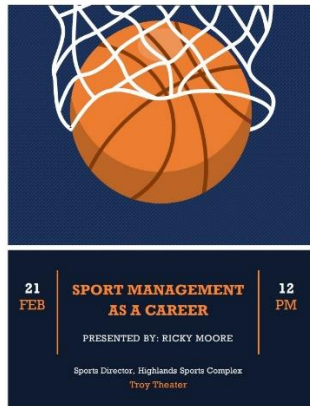
- Departmental awards recipients selected and reflected on the graduation list.

Next Year Strategic Plan and Panned Activities:

- Faculty working on the next year strategic plan and activities. Plan to finalize it by our next department meeting.

New Students Orientation:

- Dates has been shared with faculty.



April 23-24 AY Update

ACBSP accreditation committee:

- Meet every 1st and 3rd Thursday of each month.
- Tasks are assigned.
- Work is underway, writing narrative on standards.
- Overview section completed, standards 1,3,5 reviewed.

Advisory Board:

- Alumni Niki Mullinix, Private Wealth Advisor; Noah Mull Insurance agent; Matt Greenwood, Ricky Moore Sport Management.

Advising Spring:

- Students Advising – all faculty are in contact with their advisees.
- Monthly reminder emails will be sent.
- Collecting and completing a list of students, including their concentration/minor/certificate.

Registration and Scheduling:

- Summer I & II and Fall 24 registration underway.
- 3Gs Event Fall 24 registration will be held again right after Fall 24 registration begun (tentatively April 25 & 26).

Program Revision:

- MBA program revision completed and approved by the graduate committee.
- Few more course revision as well as Business program revision approved (BUSN COMM).

Curriculum Map Update:

- MBA and MSA curriculum map revision underway.
- A revision needed for UG maps based on PEGs and new changes to come, make business communication a required course.
- SPMT curriculum map designed and completed.

Events:

- 3Gs registration event will be held (April 25 & 26).
- Etiquette dinner took place, Monday April 8th.
- Business club officers elected.
- Lunch with a CPA hold on April 17th (30 STs, Faculty, & guests).



Honors Society:

- Delta Mu Delta induction ceremony hold on April 18th (6 STs & 2 honorary inductees).



- DMD: president, VP, and secretary elected.
- Dr Colin is the new faculty advisor for both honors societies, Co-advisor Dr. Mohebbi.

Graduation:

- Graduation lists are finalized for both UG and GA STs.
- Departmental awards recipients selected and reflected on the graduation list.

Next Year Strategic Plan and Panned Activities:

- Faculty finalized the next year strategic plan and activities.

New Students Orientation:

- Dates has been shared with faculty.

Strategic/Action Plan

Development/Strategic Plans (2023-24)

- Accreditation re-affirmation, self-study due Dec 15th

Student Development Plans:

- Sigma Beta Delta Honors
- Delta Mu Delta Honors
- Minor in SPMT
- SPMT certificate

- Revitalizing and re-storing:

- MRKT Club
- ACCT Club
- SPMT Club
- Business Student Association

- Advisory Board (Expert and Alumni): Still forming the Advisory Board: Alumni Niki Mullinix, Private Wealth Advisor, Noah Mull for Insurance, Amy Smith, SHRM – still need Sports Business and Marketing rep, Matt Greenwood Graduate Student, KaNiya McGowan, Undergraduate

- Spring 24 schedule undergoing

- New course:

- Introduction to Business (New Course-Major Core)
- Sport Journalism course (elective and part of SPMT certificate, cross-listed course with COMM)

- Action item: Department votes to send Program Revision forms for MBA, MSA, and MSL to allow in person, hybrid and online options for students.

Faculty Development Plans:

- Faculty/students monthly meeting
- Scholarly activities
- Attendance of national and international association

Development/Strategic Plans, AY 2024-25

A) Student Development Plans

Program Revision:

- Main Goal: ACBSP Self-study Submission
- Program Review
- Proposal for minor changes in MRKT concentration
- Proposal for minor changes in MBA Heath Administration track
- Add minor SPMT
- Eliminate SPMT concentration

Program Assessment Reports:

- All programs will complete Fall and Spring Assessment reports

Honors Societies

- Delta Mu Delta Honors: BS.BA (all concentrations), ACCT, MBA, and MSA STs
- Sigma Beta Delta Honors: Only SPMT STs

BUSN Club Activities

- Planned Activities

Advisory Board

Advisory Board Meeting Fall 24:

- Advisory board members: Alumni Niki Mullinix, Private Wealth Advisor; Noah Mull Insurance; Matt Greenwood, Ricky Moore Sport Managemtn.

Meet and Greet with Experts

- Meet and Greet with New STs
- ACCT: 3rd Lunch/ coffee with a CPA (April 25)
- BUSN: Invite at least two guest Speakers each semester, FALL: Investment, MRKT, and ACCT event with high school STs, SP: SPMT and MGMT.

Student Advising

- Advising is an ongoing process by BUSN faculties.
- Schedule meeting with students to review academic progress.

Programs Experiential Learning Courses (EXSL)

- BUSN faculties will work with community partners to identify and develop internship opportunities for students.

- Internships: ACCT, BUSN, SPMT internships will be available all semesters

B) Faculty Development Plans

- Faculty/students monthly meeting

- Scholarly activities

- Attendance of national and international associations

AY 2023-2024 Events/ Activities



Meet & Greet

September 4th, Noon to 1:00PM
Troy Theater
Department of Business



WHEELING UNIVERSITY

3 Gs Event

Gather

Greet

Get Registered

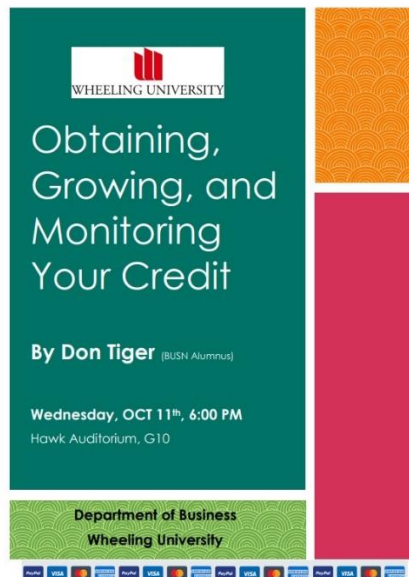
NOV 10th, 2 PM to 5 PM

NOV 11th, 10 AM to 3 PM



Spring
REGISTRATION

Location: Department of Business




WHEELING UNIVERSITY

**Obtaining,
Growing, and
Monitoring
Your Credit**

By Don Tiger (BUSH Alumnus)

Wednesday, OCT 11th, 6:00 PM
Hawk Auditorium, G10

Department of Business
Wheeling University



WHEELING UNIVERSITY

**LEARN ABOUT FINANCIAL
MANAGEMENT AS A
CAREER**

By: Prof. Donald Tiger
All Students Welcome!

November 29th at noon
Troy Theater

**LUNCH
WITH A
CPA**

**APRIL 17, 2024
12 PM**

TROY THEATRE

RSVP by April 1
Professor Lori Parry
lparry@wheeling.edu

**21
FEB** | **SPORT MANAGEMENT
AS A CAREER** | **12
PM**

PRESENTED BY: RICKY MOORE

Sports Director, Highlands Sports Complex
Troy Theater

WHEELING UNIVERSITY (Lambda Upsilon)
INDUCTION CEREMENYO



Delta Mu Delta
International Academic Honor Society in Business

APRIL 2024

WHEELING UNIVERSITY

LUNCH WITH A CPA

APRIL 17, 2024
12 PM
TROY THEATRE

With Our Distinguished Guests:

Jayetee Herron, CPA
Gary Glessner, CPA
Stephen Wharton, CPA, CGMA

KOZICKI HUGHES TICKETBOOTH
GLESSNER GROUP

Department of Business

Re-establishing of Business Club

1st Meeting Agenda:

- I. Welcome
- II. Introduction of Business Faculty
- III. Purpose of Business Club
 - a. Student-led club
 - b. Potential Advantages
 - i. Networking
 - ii. Skill development
 - iii. Develop, participate, and promote educational events such as....
 1. I'll Hire You If Event—Wednesday, April 3, 2024, 12p—2pm
 2. Etiquette Dinner & Fashion Show—Monday, April 8, 2024, 6pm—8pm
 3. Lunch with a CPA—Wednesday, April 17, 2024, 12pm-2pm
 - iv. Community service
 - v. Social impact
 - vi. Peer support/collaboration
 - vii. Recruitment opportunities
- IV. Officers Election
 - a. President
 - b. Vice President
 - c. Treasurer
 - d. Secretary
 - e. Member(s) at Large
- V. Officer job description development
- VI. Mission & Vision development
- VII. Bylaw development planning
- VIII. Schedule next meeting
 - a. How often should we meet?
- IX. Adjourn

Business Club Officers:

President- Salem Mwelwa

Vice President- Berit Jones

Secretary- Alivia Thompson

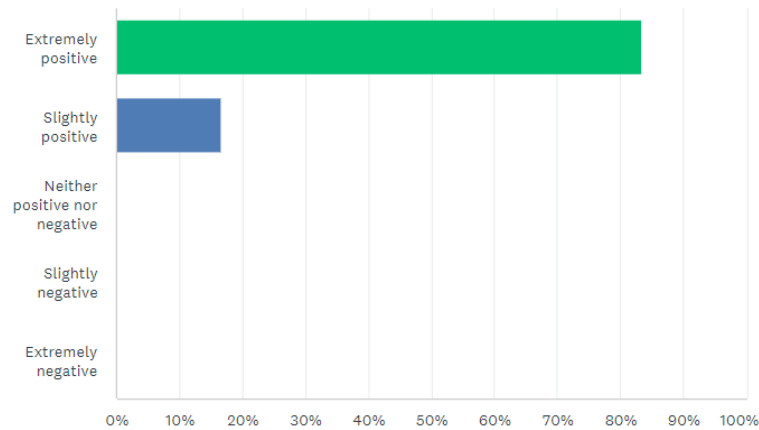
Treasurer- Aluel Long

Department of Business Faculty Survey AY 23-24

DOB utilized the "SurveyMonkey" platform to create an anonymous survey, which was distributed to all full-time faculty members. Results are shared below:

How positive or negative are your interactions with other members of your department?

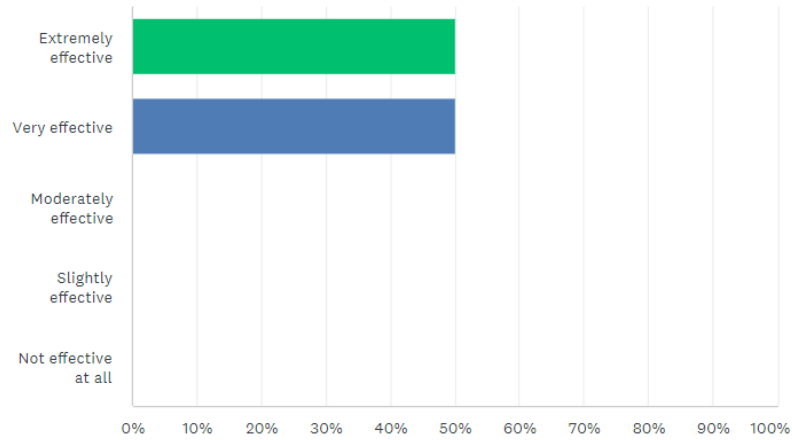
Answered: 6 Skipped: 0



ANSWER CHOICES	RESPONSES
Extremely positive	83.33% 5
Slightly positive	16.67% 1
Neither positive nor negative	0.00% 0
Slightly negative	0.00% 0
Extremely negative	0.00% 0
TOTAL	6

How effective is the leadership of your department?

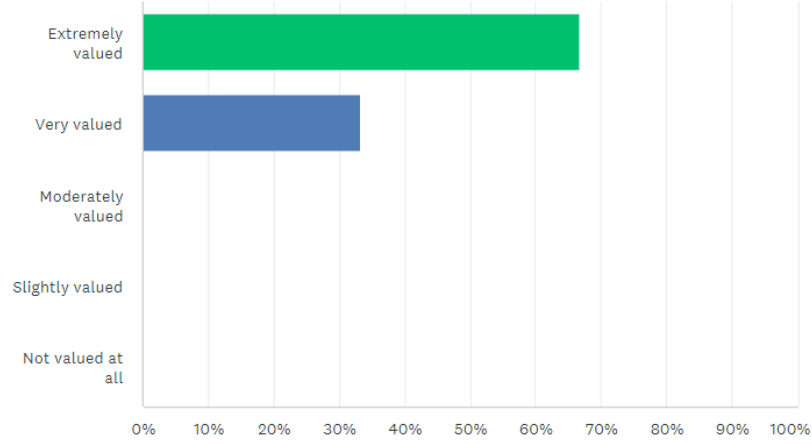
Answered: 6 Skipped: 0



ANSWER CHOICES	RESPONSES	
Extremely effective	50.00%	3
Very effective	50.00%	3
Moderately effective	0.00%	0
Slightly effective	0.00%	0
Not effective at all	0.00%	0
TOTAL		6

How valued do feel your input and opinions are to department leaders?

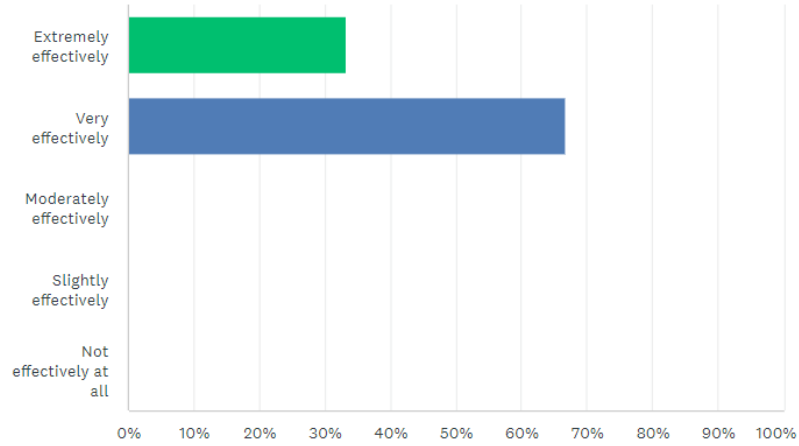
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ANSWER CHOICES	RESPONSES
Extremely valued	66.67% 4
Very valued	33.33% 2
Moderately valued	0.00% 0
Slightly valued	0.00% 0
Not valued at all	0.00% 0
TOTAL	6

How effectively are your talents being utilized by the department?

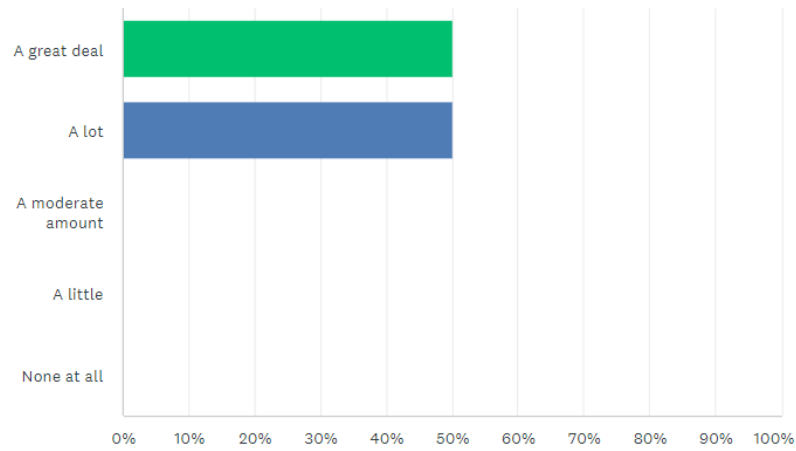
Answered: 6 Skipped: 0



ANSWER CHOICES	RESPONSES
Extremely effectively	33.33% 2
Very effectively	66.67% 4
Moderately effectively	0.00% 0
Slightly effectively	0.00% 0
Not effectively at all	0.00% 0
TOTAL	6

How much you feel your department chair values your input in making decisions?

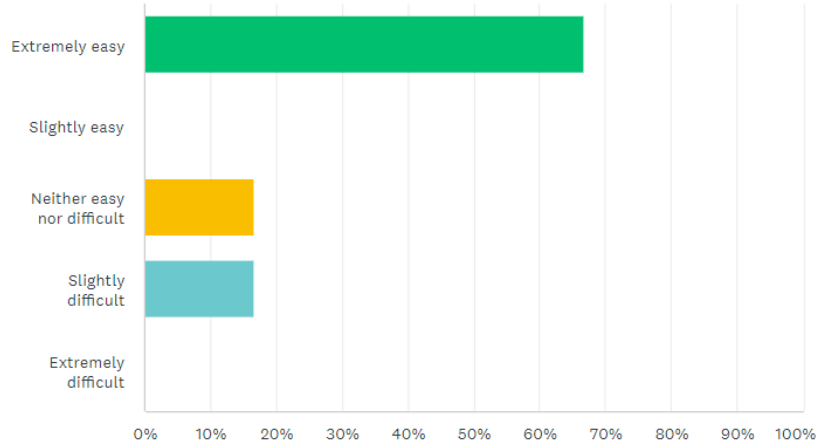
Answered: 6 Skipped: 0



ANSWER CHOICES	RESPONSES
▼ A great deal	50.00% 3
▼ A lot	50.00% 3
▼ A moderate amount	0.00% 0
▼ A little	0.00% 0
▼ None at all	0.00% 0
TOTAL	6

How easy or difficult is it to focus on your students' education and wellbeing?

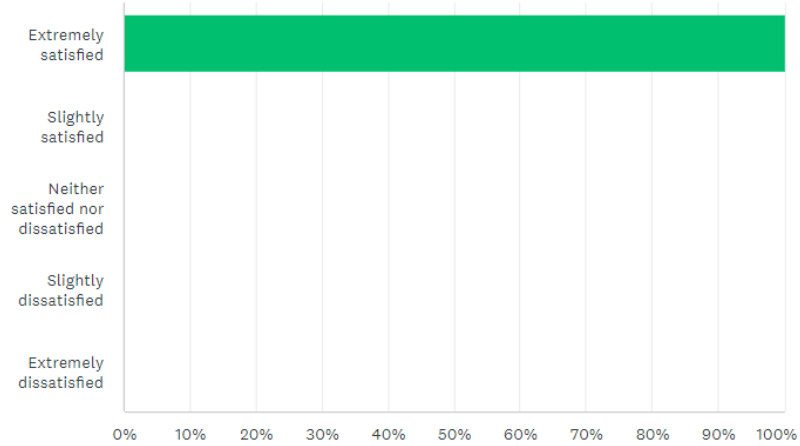
Answered: 6 Skipped: 0



ANSWER CHOICES	RESPONSES
Extremely easy	66.67% 4
Slightly easy	0.00% 0
Neither easy nor difficult	16.67% 1
Slightly difficult	16.67% 1
Extremely difficult	0.00% 0
TOTAL	6

Overall, how satisfied or dissatisfied were you with department as a place to work?

Answered: 6 Skipped: 0



ANSWER CHOICES	RESPONSES	
Extremely satisfied	100.00%	6
Slightly satisfied	0.00%	0
Neither satisfied nor dissatisfied	0.00%	0
Slightly dissatisfied	0.00%	0
Extremely dissatisfied	0.00%	0
TOTAL		6



Department of Business

Assessment Report

AY 2023 - 2024

Prepared by: Zahra Mohebbi, Ph.D.

Department of Business (DOB) Assessment Report AY 2023-2024

Section A: Introduction/Background

DOB Mission:

The mission of the Wheeling University Business Department is to deliver high-quality business students that have learned the talents of leadership, social responsibility, and the core competencies of the business environment. The Department of Business programs empower students to use relevant business knowledge, think critically, analyze and solve problems, communicate effectively, and make decisions ethically and professionally.

Section A: Introduction/Background

Department of business at Wheeling University had to start its assessment process from scratch because there were no data available to previous years.

DOB assessment task was focused and defined in three phases:

- Assessment Plans
- Create an assessment process to implement the proposed assessment plans
- Plan for future and improvement

In this process, DOB considered implementing and fulfilling the HLC, ACBSP, and the school requirements.

Section C: Assessment Method

Section B: Student Learning Outcomes Assessed

First Phase of the Assessment Plan:

DOB created a rubric for each program on a Likert scale of 0-4 as below:

Four (4): “Excellent”

Three (3): “Good”

Two (2): “Fair”

One (1): “Needs Improvement”

Zero (0): “Inadequate”

All the tables presented in the following pages are screenshots of the programs’ PLOs that are available on the DOB Teams.

BS.BA Rubric & PLOs

BS.BA PLOs	Excellent (4)	Good(3)	Fair(2)	Needs Improvement (1)	Inadequate(0)
Demonstrate working knowledge of basic concepts and principles in business	Shows an outstanding comprehension of multiple business concepts and principles through clear, comprehensive explanations. Applies these concepts effectively in diverse practical situations, showcasing a profound understanding.	Shows a proficient understanding of most business concepts and principles with some minor gaps. Applies most business concepts appropriately in practical situations with occasional errors.	Displays a competent understanding of fundamental business concepts, but lacks depth or has significant gaps. Attempts to apply business concepts in practical situations, but with frequent errors or inconsistencies.	Displays a fundamental understanding of some business concepts, yet with noticeable gaps or inaccuracies. Demonstrates limited ability to apply business concepts in practical scenarios.	Shows little to no understanding of basic business concepts. Fails to apply business concepts in practical situations.
Demonstrate the value of personal and professional effective communication	Communicates ideas clearly and coherently, demonstrating exceptional clarity and effectiveness. Demonstrates exceptional adaptability in various communication contexts, adjusting communication style effectively.	Communicates ideas effectively with good clarity and coherence. Adapts communication style appropriately in different contexts with minor issues.	Communicates ideas with some clarity, but may lack coherence at times. Attempts to adapt communication style, but with noticeable difficulties or inconsistencies.	Communication lacks clarity and coherence, making it difficult to understand. Shows limited adaptability in different communication contexts.	Communication is unclear and incoherent. Fails to adapt communication style in various contexts.
Critically analyze, think logically, and apply analytical methods for business problems	Demonstrates exceptional critical thinking and logical reasoning in analyzing business problems. Consistently and effectively applies a variety of analytical methods to solve business problems with precision.	Shows proficient critical thinking and logical reasoning skills in most situations. Applies analytical methods appropriately in most cases but may have some errors or gaps.	Displays competent critical thinking and logical reasoning skills but may lack consistency or depth. Attempts to apply analytical methods but with frequent errors or inadequate understanding.	Demonstrates limited critical thinking and logical reasoning in analyzing business problems. Shows limited ability to apply analytical methods to solve business problems.	Fails to demonstrate critical thinking and logical reasoning. Fails to apply analytical methods effectively.
Demonstrate an appreciation of ethical implications in managerial functions	Demonstrates exceptional understanding of ethical considerations in managerial functions with nuanced insights and consistently applies ethical principles. Consistently makes sound ethical decisions in managerial contexts, demonstrating exceptional ethical judgment.	Shows a proficient understanding of ethical implications in managerial functions and generally applies ethical principles. Makes mostly sound ethical decisions in managerial contexts with occasional lapses.	Displays a competent understanding of ethical implications but may inconsistently apply ethical principles. Attempts ethical decision-making but with noticeable errors or inconsistencies.	Demonstrates limited understanding of ethical implications in managerial functions. Shows limited ability to make ethical decisions in managerial contexts.	Fails to understand or apply ethical principles in managerial functions. Fails to make ethical decisions in managerial contexts.
Develop the capacity to work harmoniously and effectively with others	Actively collaborates and contributes effectively to team goals, demonstrating exceptional teamwork skills. Demonstrates exceptional conflict resolution skills and excellent interpersonal communication in all situations.	Works well in a team, contributing positively to achieve goals with few minor issues. Displays good conflict resolution skills and generally maintains positive interpersonal relationships.	Shows some ability to work in a team but may have difficulties collaborating or contributing effectively. Exhibits some conflict resolution skills but may struggle with interpersonal interactions at times.	Demonstrates limited ability to work in a team, often causing disruptions or conflicts. Shows limited ability to resolve conflicts or maintain positive relationships.	Unable to work effectively in a team setting, resulting in hindrance to team goals. Fails to resolve conflicts or maintain positive relationships effectively.

BS. ACCT Rubric & PLOs

BS. ACCT PLOs	Excellent (4)	Good (3)	Fair (3)	Needs Improvement (1)	Inadequate (0)
Explain, integrate, and perform basic fundamental concepts in accounting, finance, marketing, management, and economics	Student demonstrates a comprehensive understanding and proficiently integrates concepts across various disciplines in practical scenarios.	Student shows a strong understanding and can explain concepts across most disciplines effectively.	Student exhibits a basic understanding but lacks depth in integrating concepts or applying them practically.	Student struggles to demonstrate understanding and integration of fundamental concepts.	Student displays no understanding or integration of basic fundamental concepts.
Critically analyze, think logically, and apply analytical methods and skills for business problems	Student consistently and effectively applies logical thinking and analytical methods to critically analyze complex business problems with originality and depth.	Student demonstrates the ability to analyze and apply logical thinking to solve business problems effectively.	Student shows some ability to analyze problems logically but lacks consistency or depth in application.	Student's analytical skills are limited, and the application lacks logical coherence.	Student fails to apply logical thinking or analytical methods to solve business problems.
Explain the ethical implications and responsibilities of ensuring integrity of financial integrity	Student consistently demonstrates a comprehensive understanding and articulates ethical implications in ensuring financial integrity with nuanced insights.	Student shows a good understanding and articulation of ethical implications concerning financial integrity.	Student exhibits a basic understanding of ethical implications but lacks depth or articulation.	Student struggles to explain ethical implications regarding financial integrity.	Student displays no understanding of ethical implications in ensuring financial integrity.
Demonstrate the value of personal and professional effective communication	Student consistently communicates effectively with a high degree of clarity, professionalism, and adaptability across various mediums.	Student communicates proficiently with clarity and professionalism in most situations.	Student's communication is adequate but lacks consistency or professionalism in some contexts.	Student's communication lacks clarity, professionalism, and adaptability in most situations.	Student fails to communicate effectively in personal or professional settings.
Apply knowledge of GAAP, FASB, GASB, and managerial accounting theories to businesses, state and local governments, and nonprofit organizations	Student consistently applies extensive knowledge of accounting theories and standards accurately in diverse organizational contexts demonstrating a deep understanding.	Student effectively applies accounting theories and standards in various organizational contexts.	Student demonstrates a basic understanding but lacks accuracy or depth in applying accounting theories and standards.	Student struggles to apply accounting theories and standards accurately in different organizational contexts.	Student displays no understanding or application of accounting theories and standards.
Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals	Student consistently demonstrates a comprehensive understanding and accurately applies federal tax laws and procedures in diverse business and individual scenarios.	Student effectively applies federal tax laws and procedures in different business and individual scenarios.	Student shows a basic understanding but lacks accuracy or depth in applying federal tax laws and procedures.	Student struggles to apply federal tax laws and procedures accurately in business and individual scenarios.	Student displays no understanding or application of federal tax laws and procedures.

BS. SPMT Rubric & PLOs

SPMT PLOs	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Inadequate (0)
Demonstrate knowledge of the concepts of sport management and leadership	Demonstrates an exceptional and comprehensive understanding of sport management and leadership concepts, exhibiting depth, accuracy, and originality in application.	Displays a solid understanding of sport management and leadership concepts, applying them accurately in various contexts with clarity and coherence.	Shows an adequate understanding of sport management and leadership concepts but may lack depth or integration in their application.	Demonstrates some understanding of sport management and leadership concepts but with inconsistencies or inaccuracies in application.	Lacks understanding of fundamental sport management and leadership concepts, struggling to apply them effectively.
Describe the various skills, roles, and functions of sport management	Articulates and effectively describes various sport management skills, roles, and functions with precision, providing comprehensive and insightful analysis.	Describes various sport management skills, roles, and functions accurately, with adequate detail and some critical analysis.	Demonstrates a basic understanding of sport management skills, roles, and functions but lacks depth or thoroughness in their descriptions.	Provides descriptions of sport management skills, roles, and functions with inconsistencies, inaccuracies, or lack of detail.	Demonstrates a lack of understanding or inaccurate descriptions of sport management skills, roles, and functions.
Explain cultural traditions, social values, and psycho-social experiences related to sport	Demonstrates a nuanced understanding of cultural traditions, social values, and psycho-social experiences related to sport, integrating multiple perspectives and providing insightful analysis.	Explains cultural traditions, social values, and psycho-social experiences related to sport with accuracy and depth, showcasing understanding of diverse viewpoints.	Shows a basic understanding of cultural traditions, social values, and psycho-social experiences related to sport but lacks depth or insightful analysis.	Provides explanations of cultural traditions, social values, and psycho-social experiences related to sport with inconsistencies or inaccuracies.	Lacks understanding or provides inaccurate explanations of cultural traditions, social values, and psycho-social experiences related to sport.
Analyze ethical issues and moral commitment related to sport	Demonstrates a sophisticated analysis of ethical issues and moral commitment related to sport, presenting thoughtful insights and solutions supported by evidence and critical reasoning.	Conducts a solid analysis of ethical issues and moral commitment related to sport, providing coherent arguments and supported viewpoints.	Provides a basic analysis of ethical issues and moral commitment related to sport but lacks depth or clear reasoning in their arguments.	Offers limited analysis of ethical issues and moral commitment related to sport, lacking coherence or evidence to support arguments.	Lacks analysis or demonstrates a misunderstanding of ethical issues and moral commitment related to sport.
Explain principles of financial management, risk management, marketing, and human resources management in sport	Explains principles of financial management, risk management, marketing, and human resources management in sport with exceptional clarity, integrating theoretical concepts with practical applications effectively.	Explains principles of financial management, risk management, marketing, and human resources management in sport accurately, demonstrating understanding and providing examples to support their explanations.	Demonstrates a basic understanding of principles but lacks clarity or depth in explaining financial management, risk management, marketing, and human resources management in sport.	Provides explanations of principles related to sport management with inconsistencies, inaccuracies, or lack of understanding.	Lacks understanding or provides inaccurate explanations of principles related to sport management.
Explain public relations strategies and communications for sport organizations	Articulates comprehensive explanations of public relations strategies and communications for sport organizations, integrating theoretical knowledge with practical applications effectively.	Explains public relations strategies and communications for sport organizations accurately, providing examples and demonstrating understanding.	Demonstrates a basic understanding of public relations strategies and communications for sport organizations but lacks depth or thoroughness in their explanations.	Provides explanations of public relations strategies and communications for sport organizations with inconsistencies, inaccuracies, or lack of clarity.	Lacks understanding or provides inaccurate explanations of public relations strategies and communications for sport organizations.
Demonstrate the ability to work with various diverse groups	Consistently demonstrates exceptional ability to work effectively with diverse groups, displaying understanding, empathy, and adaptability in various scenarios.	Demonstrates the ability to work effectively with diverse groups, showing understanding and adaptability in most scenarios.	Displays basic ability to work with diverse groups but may struggle to adapt or understand different perspectives consistently.	Shows limited ability to work with diverse groups, struggling to adapt or understand different perspectives effectively.	Lacks ability or understanding to work with diverse groups.

MBA Rubric & PLOs

MBA PLOs	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Inadequate (0)
Integrate concepts within and across business disciplines to promote strategic goals and solve complex problems by applying theoretical and practical models.	Demonstrates comprehensive understanding and application across disciplines, effectively solving complex problems	Applies theoretical and practical models proficiently to solve problems	Shows some application of models but lacks depth or consistency	Demonstrates limited ability to apply models effectively	Fails to apply theoretical or practical models
Manage projects and teams using innovative leadership and communications skills through negotiating conflict and by using effective leadership skills	Effectively utilizes innovative leadership and communication skills in managing projects and teams	Demonstrates proficient use of leadership and communication skills	Shows some use of skills but lacks consistency or innovation	Demonstrates limited use of leadership and communication skills	Fails to use innovative leadership and communication skills
Integrate ethical, evidence-based decisions to solve complex business problems leveraging a variety of quantitative, qualitative, and information technology tools.	Consistently integrates ethical and evidence-based decisions using a wide array of tools	Integrates ethical and evidence-based decisions using various tools	Shows attempts at integration but lacks depth or consistency	Demonstrates limited integration of ethical and evidence-based decisions	Fails to integrate ethical and evidence-based decisions
Demonstrate written and oral forms of effective business communication	Demonstrates consistently effective written and oral communication skills	Shows proficiency in written and oral communication	Shows some proficiency but lacks consistency or effectiveness	Demonstrates limited proficiency in written and oral communication	Fails to demonstrate effective written and oral communication skills

MSA Rubric PLOs

MSA PLOs	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Inadequate (0)
Explain, integrate, and perform advanced concepts in accounting, finance, management, and economics	Demonstrates comprehensive understanding and seamless integration of advanced concepts	Shows a solid understanding and effective integration of concepts	Demonstrates understanding but lacks integration or depth	Shows limited understanding and inconsistent integration of concepts	Fails to understand or integrate advanced concepts
Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals	Applies knowledge effectively, showcasing comprehensive understanding in various scenarios	Demonstrates proficient application of tax laws in most situations	Shows some application but lacks consistency or depth	Demonstrates limited application of tax laws	Fails to apply knowledge of federal tax laws
Explain the ethical implications and responsibilities of ensuring financial integrity	Provides comprehensive and nuanced explanations of ethical implications	Offers clear explanations of ethical responsibilities	Provides some explanations but lacks depth or clarity	Provides limited explanations of ethical implications	Fails to explain ethical implications effectively
Demonstrate written and oral forms of effective business communication	Demonstrates consistently effective written and oral communication skills	Shows proficiency in written and oral communication	Shows some proficiency but lacks consistency or effectiveness	Demonstrates limited proficiency in written and oral communication	Fails to demonstrate effective communication skills
Demonstrate knowledge of U.S. financial reporting standards and auditing standards for corporate financial reporting and attestation.	Shows comprehensive knowledge and understanding of standards	Demonstrates a solid understanding of standards	Shows some understanding but lacks depth or consistency	Demonstrates limited understanding of standards	Fails to demonstrate knowledge of U.S. financial reporting and auditing standards

Second Phase of the Assessment Plan:

Create an assessment process to implement the proposed assessment plans.

At this phase, DOB, based on the PLOs of each program, assigned and selected courses for three categories of “I=Introductory”, “A=Advanced”, and “M=Mastery” to assess them in each academic year.

BS.BA courses for assessment within each PLO:

	CrHr	PLO1	PLO2	PLO3	PLO4	PLO5
BUSN115	3			I		
BUSN201	3			A		
BUSN211	3	I	I		I	
BUSN212	3					I
BUSN410	3	AM	AM		AM	AM
ECON212	3			M		

BS.ACCT courses for assessment within each PLO:

	CrHr	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
ACCT201	3	I	I	I	I	I	
ACCT311	3				AM	AM	
ACCT202	3					I	
ACCT331	3	AM					I
ACCT332	3						AM
ACCT341	3		AM			AM	
ACCT403	3					IAM	
ACCT406	3			AM			

BS. SPMT courses for assessment within each PLO:

	CrHr	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
SPMT220	3	I	I		I			
SPMT225	3			I				I
SPMT250	3					I		
SPMT255	3						I	
SPMT320	3				AM			
SPMT340	3					AM		
SPMT345	3	AM	AM					
SPMT410	3			AM			AM	AM

MBA courses for assessment within each PLO:

	CrHr	PLO1	PLO2	PLO3	PLO4
MBA500	3			I	
MBA503	3				IAM
MBA520	3				
MBA520	3	IAM			
MBA531	3			AM	IAM

MSA courses for assessment within each PLO:

	CrHr	PLO1	PLO2	PLO3	PLO4	PLO5
MSA503	3			I		
MSA534	3					I
MSA541	3	IAM				AM
MSA554	3		IAM			
MSA560	3			AM	IAM	

Marketing Concentration CLO (Concentration Learning Objective):

To identify a marketing problem, evaluate alternative solutions, and make a final recommendation that thoroughly addresses the problem based on making reasonable assumptions; considering appropriate customer, competitor, and company constraints; addressing the marketing issues; and demonstrating an understanding of the interrelationships of marketing concepts

Financial Management Concentration CLO (Concentration Learning Objective):

1. To demonstrate knowledge of the core financial principles, tools and concepts
2. To identify and discuss the key current financial issues and events.
3. To comment and discuss core financial terms and conduct financial analysis.

Sport Management Concentration CLO (Concentration Learning Objective):

To prepare students for careers in the sport business industry, collegiate athletics, recreational sport, and non-profit leisure and recreation organizations. It will help students' preparation for the successful application of the principles in the sport business upon graduation.

Benchmarks for Bachelor of Science in Accounting/Business/SPMT

Methodology

The Department of Business conducted research to determine the precise specifications for future exams and licensure required to locate the right career placement. The Department of Business examined and analyzed benchmarks required to obtain certification or licensure exams in order to establish an appropriate baseline for our students. The benchmarks listed below are based on CPA and GMAT exams, as well as IFPA, NIAAA, and CAA certifications.

Program benchmark for ACCT major and MSA program:

BS. ACCT:

75%(Grade), and 2 or above (PLOs) are the benchmark for every accounting course and overall program benchmark in order to be able to take CPA exam successfully.

Justification for ACCT benchmark: The benchmark sat based on requirement for **CPA exam**.

Department of business expected:

- 75% of freshman and sophomore students met the benchmark.
- 80% of junior and senior students met the benchmark.

MSA program:

80% (grade) and 3 or above (PLOs) are the benchmark for every MSA graduate students.

Justification for MSA benchmark: Students required to obtain a B or above in the majority of their classes, and they were only permitted to have two C+. and based on CPA exam requirement, 75% is the minimum requirement.

- 80% of students expected to meet the benchmark.

Program benchmark for BUSN major and MBA program:

70% (grade), and 2 or above (PLOs) is the benchmark for every business course and the program in order to be able to take **GMAT exam** successfully.

BS. BUSN:

Justification on BUSN benchmark:

- This benchmark sat based on the median passing rate for **GMAT exam**.

Department of business expected:

- 70% of freshman and sophomore students met the benchmark.
- 75% of junior and senior students met the benchmark.

MBA program:

80% (grade) and 3 or above (PLOs) is the benchmark for every MBA graduate student.

Justification for MBA benchmark: Students required to obtain a B or above in the majority of their classes, and they were only permitted to have two C+.

- 80% of students expected to meet the benchmark.

Program benchmark for SPMT major:

This benchmark put in place based on IFPA (International Fitness Professionals Association) as well as NIAAA (National Interscholastic Athletic Administrators Association) certification requirements. IFPA provides certification that are “the primary optional certifications for sports management professionals.” The NIAAA Certification Program “is a voluntary professional service to athletic administrators and is based on the premises of continuing education, professional growth and program development in the vocation of interscholastic athletic administration.”

Benchmarks:

Based on IFPA:

- Applicant need to score at least 80% to pass.

Benchmark:

- 75% (grade) and 2 or above (PLOs) of freshman and sophomore students met the benchmark.
- 80% (grade) and 2 or above (PLOs) of junior and senior students met the benchmark.

Based on NIAAA:

- **First:** Take CAA certification: assessment requiring **75% accuracy**

Benchmark:

75% (grade) and 2 or above (PLOs) of freshman and sophomore students met the benchmark.

80% (grade) and 2 or above (PLOs) of junior and senior students met the benchmark.

- **Second:** Bachelor's Degree, or higher, from an accredited institution

IMPORTANT STEP FOR US: BS. in SPMT needs to be accredited by ACBSP. (Work in under-way)

References

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**BUSN/ACCT Program
AY 23-24 Summery**

Section D: Results/Findings

Results Based on Grades and PLOs

BS.BA Rubrics and Grades

PLO1:

BUSN-211 (Introductory)

FA (2 sections)

BUSN-211-01: based on grades 86.95% met the benchmark of C or above.
based on BS.BA PLO rubrics: 100%

BUSN-211-02: based on grades 84.61% met the benchmark of C or above, 3 students' grade was "I". 26 STs left and out of them 84.61 met the benchmark.

based on BS.BA PLO rubrics: 100%

SP (1 section)

BUSN-211-01: based on grades 76.19% met the benchmark of C or above, 1 students' grade was "I". 21 STs left and out of them 76.19% met the benchmark.

based on BS.BA PLO rubrics: 86.36%

BUSN-410 (Advanced & Mastery)

SP (1 section):

BUSN-410-01: based on grades 100% met the benchmark of C or above.
based on BS.BA PLO rubrics: 100%

PLO2:

BUSN-211 (Introductory)

FA (2 sections)

BUSN-211-01: based on grades 86.95% met the benchmark of C or above.
based on BS.BA PLO rubrics: 100%

BUSN-211-02: based on grades 84.61% met the benchmark of C or above, 3 students' grade was "I". 26 STs left and out of them 84.61 met the benchmark.

based on BS.BA PLO rubrics: 100%

SP (1 section)

BUSN-211-01: based on grades 76.19% met the benchmark of C or above, 1 students' grade was "I". 21 STs left and out of them 76.19% met the benchmark.

based on BS.BA PLO rubrics: 86.36%

BUSN-410 (Advanced & Mastery)

SP (1 section):

BUSN-410-01: based on grades 100% met the benchmark of C or above.
based on BS.BA PLO rubrics: 100%

PLO3:

BUSN-115 (Introductory)

FA (1 section):

BUSN-115-01: based on grades 100% met the benchmark of C or above.
based on BS.BA PLO rubrics: 100%

SP (1 section):

BUSN-115-01: based on grades 100% met the benchmark of C or above.
based on BS.BA PLO rubrics: 100%

BUSN-201 (Advanced)

FA (2 sections):

BUSN-201-01: based on grades 93.54% met the benchmark of C or above.
based on BS.BA PLO rubrics: 96.78%

BUSN-201-02: based on grades 90.9% met the benchmark of C or above.
based on BS.BA PLO rubrics: 90.91%

SP (1 section):

BUSN-201-01: based on grades 100% met the benchmark of C or above.
based on BS.BA PLO rubrics: 100%

ECON-212 (Mastery)

FA (1 section):

ECON-212-01: based on grades 100% met the benchmark of C or above, 1
students' grade was "I". 23 STs left and out of them 100% met the
benchmark.

based on BS.BA PLO rubrics: 100%

SP (1 section):

BUSN-201-01: based on grades 100% met the benchmark of C or above.
based on BS.BA PLO rubrics: 100%

PLO4:

BUSN-211 (Introductory)

FA (2 sections)

BUSN-211-01: based on grades 86.95% met the benchmark of C or above.
based on BS.BA PLO rubrics: 100%

BUSN-211-02: based on grades 84.61% met the benchmark of C or above, 3
students' grade was "I". 26 STs left and out of them 84.61 met the
benchmark.

based on BS.BA PLO rubrics: 100%

SP (1 section)

BUSN-211-01: based on grades 76.19% met the benchmark of C or above, 1
students' grade was "I". 21 STs left and out of them 76.19% met the
benchmark.

based on BS.BA PLO rubrics: 86.36%

BUSN-410 (Advanced & Mastery)

SP (1 section):

BUSN-410-01: based on grades 100% met the benchmark of C or above.
based on BS.BA PLO rubrics: 100%

PLO5:

BUSN-212 (Introductory)

FA (1 sections)
BUSN-212-01: 11 students had “Incomplete” grade.
Remaining STs (19 STs) based on grades, 94.73% met the benchmark of C or above.
based on BS.BA PLO rubrics: 93.56%

SP (1 section)
BUSN-212-01: based on grades 78.57% met the benchmark of C or above.
based on BS.BA PLO rubrics: 64.29%

BUSN-410 (Advanced & Mastery)

SP (1 section):
BUSN-410-01: based on grades 100% met the benchmark of C or above.
based on BS.BA PLO rubrics: 100%

BS. ACCT Rubrics and Grades

PLO1:

ACCT-201 (Introductory)
FA (2 sections)
ACCT-201-01: based on grades 100% met the benchmark of C or above.
based on BS. ACCT PLO rubrics: 100%
ACCT-201-02: based on grades 100% met the benchmark of C or above.
based on BS. ACCT PLO rubrics: 100%
SP (2 sections)
ACCT-201-01: based on grades 100% met the benchmark of C or above.
based on BS. ACCT PLO rubrics: 100%
ACCT-201-02: based on grades 85% met the benchmark of C or above.
based on BS. ACCT PLO rubrics: 92%
ACCT-331 (Advanced & Mastery)
FA (1 section):
ACCT-331-01: based on grades 100% met the benchmark of B- or above.
based on BS. ACCT PLO rubrics:100%

PLO2:

ACCT-201 (Introductory)
FA (2 sections)
ACCT-201-01: based on grades 100% met the benchmark of C or above.
based on BS. ACCT PLO rubrics: 100%
ACCT-201-02: based on grades 100% met the benchmark of C or above.
based on BS. ACCT PLO rubrics:100%
SP (2 sections)
ACCT-201-01: based on grades 100% met the benchmark of C or above.
based on BS. ACCT PLO rubrics: 100%
ACCT-201-02: based on grades 85% met the benchmark of C or above.
based on BS. ACCT PLO rubrics: 92%
ACCT-341 (Advanced & Mastery)
FA (1 section):

ACCT-331-01: based on grades 100% met the benchmark of B- or above.
based on BS. ACCT PLO rubrics:100%

PLO3:

ACCT-201 (Introductory)

FA (2 sections)

ACCT-201-01: based on grades 100% met the benchmark of C or above.
based on BS. ACCT PLO rubrics: 100%

ACCT-201-02: based on grades 100% met the benchmark of C or above.
based on BS. ACCT PLO rubrics: 100%

SP (2 sections)

ACCT-201-01: based on grades 100% met the benchmark of C or above.
based on BS. ACCT PLO rubrics: 100%

ACCT-201-02: based on grades 85% met the benchmark of C or above.
based on BS. ACCT PLO rubrics: 92%

ACCT-406 (Advanced & Mastery)

SP (1 section):

ACCT-406-01: based on grades 80% met the benchmark of B- or above.
based on BS. ACCT PLO rubrics:100%

PLO4:

ACCT-201 (Introductory)

FA (2 sections)

ACCT-201-01: based on grades 100% met the benchmark of C or above.
based on BS. ACCT PLO rubrics: 100%

ACCT-201-02: based on grades 100% met the benchmark of C or above.
based on BS. ACCT PLO rubrics: 100%

SP (2 sections)

ACCT-201-01: based on grades 100% met the benchmark of C or above.
based on BS. ACCT PLO rubrics: 100%

ACCT-201-02: based on grades 85% met the benchmark of C or above.
based on BS. ACCT PLO rubrics: 92%

ACCT-311 (Advanced & Mastery)

FA (1 section):

ACCT-311-01: based on grades 100% met the benchmark of B- or above.
based on BS. ACCT PLO rubrics:100%

PLO5:

ACCT-201 (Introductory)

FA (2 sections)

ACCT-201-01: based on grades 100% met the benchmark of C or above.
based on BS. ACCT PLO rubrics: 100%

ACCT-201-02: based on grades 100% met the benchmark of C or above.
based on BS. ACCT PLO rubrics: 100%

SP (2 sections)

ACCT-201-01: based on grades 100% met the benchmark of C or above.
based on BS. ACCT PLO rubrics: 100%

ACCT-201-02: based on grades 85% met the benchmark of C or above.

based on BS. ACCT PLO rubrics: 92%

ACCT-202 (Introductory)

FA (1 section)

ACCT-202-01: based on grades 100% met the benchmark of C or above.

based on BS. ACCT PLO rubrics: 95.24%

SP (1 section)

ACCT-202-01: based on grades 85.71% met the benchmark of C or above, 1 students' grade was "I". 14 STs left and out of them 85.71% met the benchmark.

based on BS. ACCT PLO rubrics: 95%

ACCT-341 (Advanced & Mastery)

FA (1 section):

ACCT-341-01: based on grades 100% met the benchmark of B- or above.

based on BS. ACCT PLO rubrics:100%

ACCT-311 (Advanced & Mastery)

FA (1 section):

ACCT-311-01: based on grades 100% met the benchmark of B- or above.

based on BS. ACCT PLO rubrics:100%

ACCT-403 (Introductory, Advanced, & Mastery)

SP (1 section):

ACCT-403-01: based on grades 66.66% met the benchmark of B- or above.

based on BS. ACCT PLO rubrics:100%

PLO6:

ACCT-331 (Introductory)

FA (1 section):

ACCT-311-01: based on grades 100% met the benchmark of B- or above.

based on BS. ACCT PLO rubrics:100%

ACCT-332 (Advanced, & Mastery)

SP (1 section):

ACCT-332-01: based on grades 100% met the benchmark of B- or above.

based on BS. ACCT PLO rubrics:100%

Overall Students Performance Based on BS. BSBA PLOs Rubric (I,A, &M Combined)

PLO1	PLO2	PLO3	PLO4	PLO5
96.59%	96.59%	98.24%	96.59%	85.95%

Overall Students Performance Based on BS. ACCT PLOs Rubric (I,A, &M Combined)

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
98.4%	98.4%	98.4%	98.4%	98.2%	100%

BUSN/ACCT Program Course Evaluation Fall 23

Course Name: Principles of MGMT

Course Number: BUSN-211-01

Term: Fall

Year: 2023

Instructor: Matthew DeSantis

Instructional Student Learning Outcomes:

Management is the process of working with and through people to obtain organizational objectives. The introductory level survey course examines the management functions of organization, controlling, leading and planning. General Systems Theory will be emphasized as an analytical tool. Supervisory behavior and skills will be key topics.

Program Student Learning Outcomes:

Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business.

Demonstrate the value of personal and professional effective communication.

Demonstrate an appreciation of ethical implications involved in performing managerial functions.

Critically analyze, think logically, and apply analytical methods and skills for business problems.

Develop the capacity to work harmoniously and effectively with others.

Strengths of this course:

Grade distribution :

10	A		0	C+
0	A-		3	C
0	B+		0	F
8	B		0	I
0	B-		0	

Comment on grades :

The papers were underwritten and not to standard at the beginning of the course. By adding in-depth expectations and proper resources and references future courses would benefit.

Improvements for next year:

Adjust Canvas view and layouts for ease of use for students.

Cover writing style and expectations prior to first paper assignment.

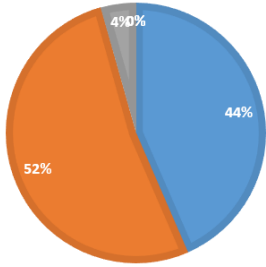
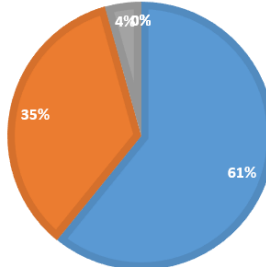
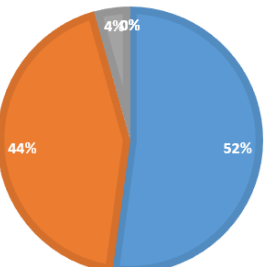
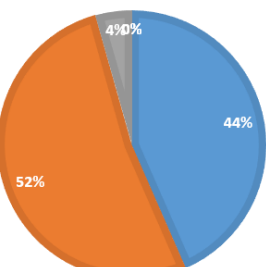
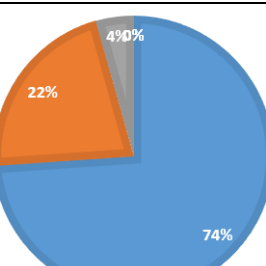
Course Outcomes Assessed:

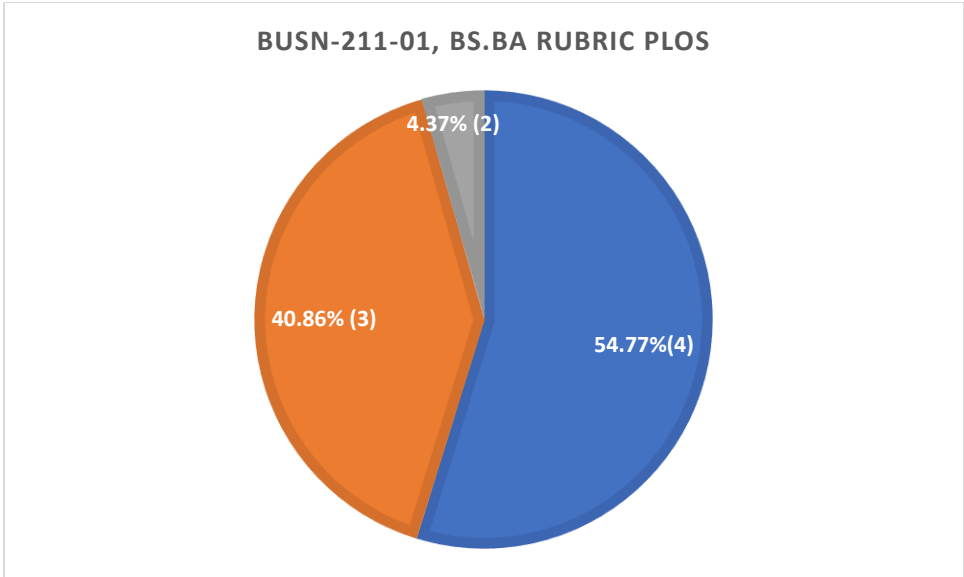
Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
ALL	Three Papers at various times throughout the course.	Given a topic and instructions students were asked to develop fact-based findings and	Data was given to the students in the form of a case study where the students read the study	Scoring rubric and grammatical checks were used to

		deliver three papers during the semester.	and then applied course-based topics to explain and defend their interpretation from the case.	determine overall scoring.
ALL	Quiz	17 quizzes were administered throughout the course to gauge students' retention on course materials.	TEXTBOOK	CANVAS Scoring.
ALL	Exam	The final exam consisted of 65 questions. Students were given ample time to complete the exam which covered topics from the textbook.	TEXTBOOK	CANVAS Scoring.

BUSN-211-02 FA23 BS.BA Rubric

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BS.BA-Prin. of Management	2023FA Prin. of Management (2023FA-BUSN-211-01)	DeSantis, Matthew	23	23	100% Met the benchmark of milestones 2 or above.

No	Row	Levels Of Achievement	Distribution
1	Critically analyze, think logically, and apply analytical methods for business problems	43.47% Excellent-4 52.17% Good-3 4.36% Fair-2 0% Needs Improvement-1 0% Inadequate-0	
2	Demonstrate an appreciation of ethical implications in managerial functions.	60.86% Excellent - 4 34.78% Good - 3 4.36% Fair - 2 0% Needs Improvement-1 0% Inadequate - 0	
3	Demonstrate the value of personal and professional effective communication	52.17% Excellent - 4 43.47% Good - 3 4.36% Fair- 2 0% Needs Improvement- 1 0% Inadequate - 0	
4	Demonstrate working knowledge of basic concepts and principles in business	43.47% Excellent - 4 52.17% Good - 3 4.36% Fair - 2 0% Needs Improvement- 1 0% Inadequate-0	
5	Develop the capacity to work harmoniously and effectively with others.	73.91% Excellent - 4 21.73% Good - 3 4.36% Fair - 2 0% Needs Improvement- 1 0% Inadequate - 0	

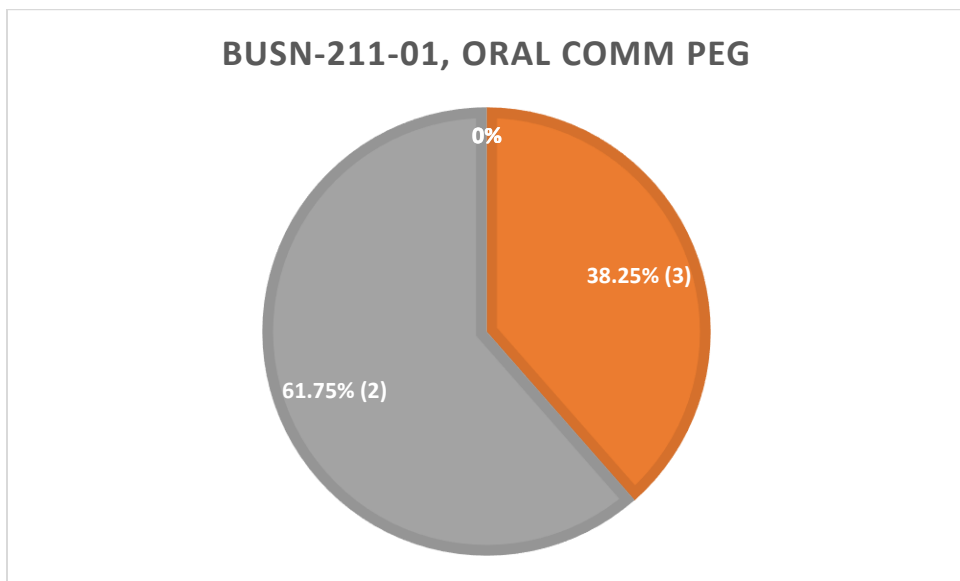


BUSN-211-01 FA23 Oral Communication PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Oral Communication PEG-Prin. of Management	2023FA Prin. of MGMT (2023FA-BUSN-211-01)	DeSantis, Matthew	23	23	100% Met the benchmark of milestones 2 or above.

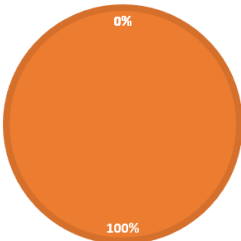
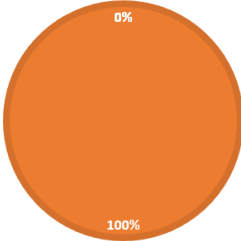
No	Row	Levels Of Achievement	Distribution
1	Organization	0% Capstone-4 34.78% Milestones-3 65.22% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
2	Language	0% Capstone-4 34.78% Milestones-3 65.22% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	

No	Row	Levels Of Achievement	Distribution
3	Delivery	0% Capstone-4 43.47% Milestones-3 56.53% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
4	Supporting Material	0% Capstone-4 26.08% Milestones-3 73.92% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
5	Central Message	0% Capstone-4 52.17% Milestones-3 47.83% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	

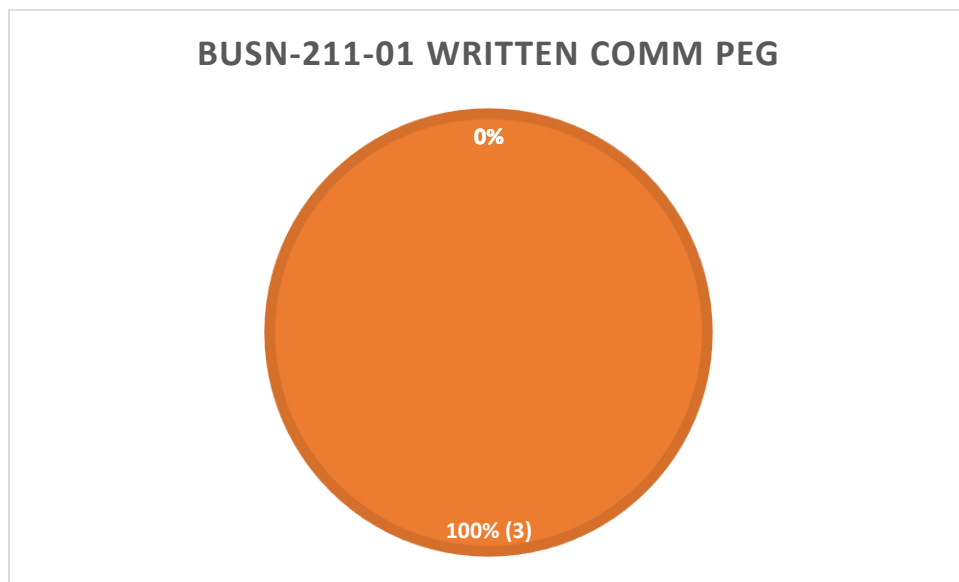


BUSN-211-01 FA23 Written Communication PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Written Communication PEG- Prin. of Management	2023FA Prin. of Management (2023FA-BUSN-211-01)	DeSantis, Matthew	23	23	100% Met the benchmark of milestones 2 or above.

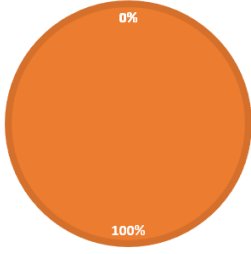
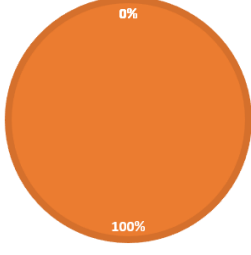
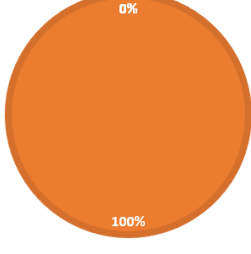
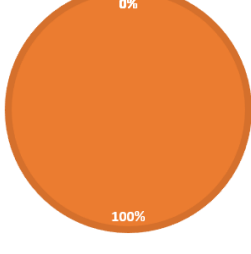
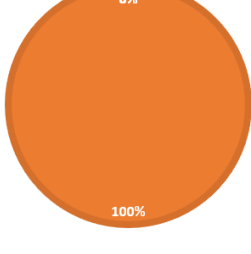
No	Row	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	0% Capstone-4 100% Milestones-3 0% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
2	Content Development	0% Capstone-4 100% Milestones-3 0% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
3	Genre and Disciplinary Conventions	0% Capstone-4 100% Milestones-3 0% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
4	Sources and Evidence	0% Capstone-4 100% Milestones-3 0% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	

No	Row	Levels Of Achievement	Distribution
5	Control of Syntax and Mechanics	0% Capstone-4 100% Milestones-3 0% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	

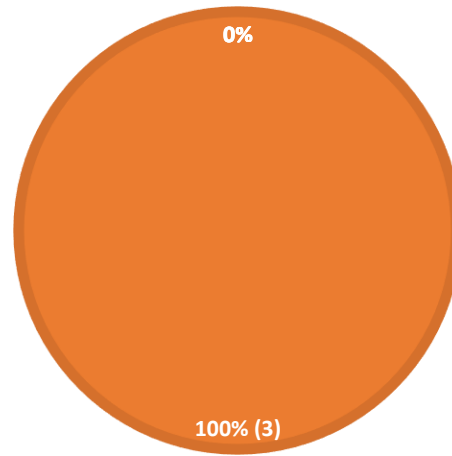


BUSN-211-01 FA23 Mission PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Mission PEG- Prin. of Management	2023FA Prin. of Management (2023FA-BUSN-211-01)	DeSantis, Matthew	23	23	100% Met the benchmark of milestones 2 or above.

No	Row	Levels Of Achievement	Distribution
1	Personal Vision Statement	0% Exemplary- 25 100% Proficient- 20 0% Needs Development- 15 0% Emergency- 10 0% Not Evident-0	
2	Degree Program Learning Mission Statement Description	0% Exemplary- 25 100% Proficient- 20 0% Needs Development- 15 0% Emergency- 10 0% Not Evident-0	
3	Mission Statement Description	0% Exemplary- 25 100% Proficient- 20 0% Needs Development- 15 0% Emergency- 10 0% Not Evident-0	
4	Mission Alignment Activity	0% Exemplary- 25 100% Proficient- 20 0% Needs Development- 15 0% Emergency- 10 0% Not Evident-0	
5	e-Portfolio Assessment	0% Exemplary- 25 100% Proficient- 20 0% Needs Development- 15 0% Emergency- 10 0% Not Evident-0	

BUSN-211-01 MISSION PEG

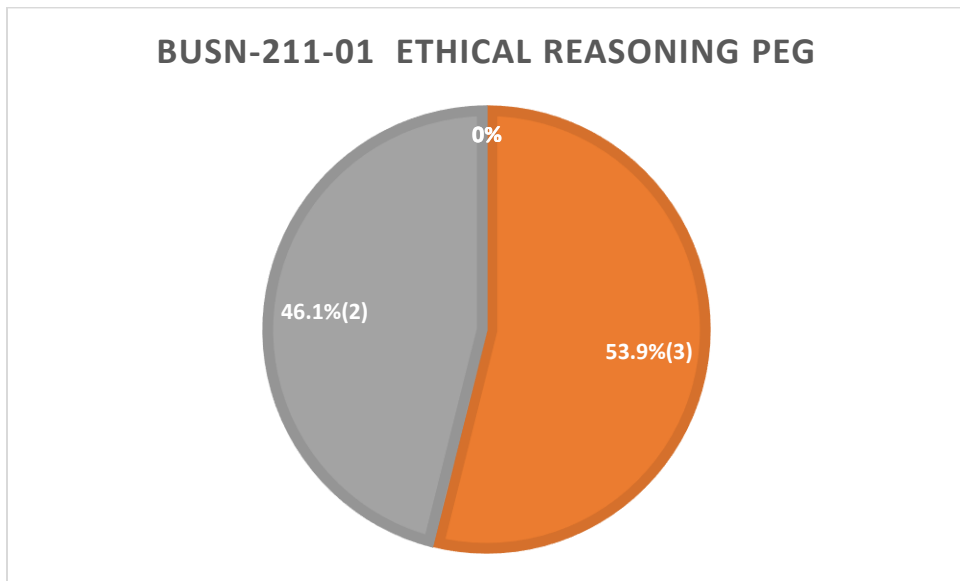


BUSN-211-01 FA23 Ethical Reasoning PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Ethical Reasoning-Prin. of Management	2023FA Prin. of Management (2023FA-BUSN-211-01)	DeSantis, Matthew	23	23	100% Met the benchmark of milestones 2 or above.

No	Row	Levels Of Achievement	Distribution
1	Ethical Self-Awareness	0% Capstone-4 52.17% Milestones-3 47.83% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
2	Understanding Different Ethical Perspectives/Concepts	0% Capstone-4 60.86% Milestones-3 39.14% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	

No	Row	Levels Of Achievement	Distribution
3	Ethical Issue Recognition	0% Capstone-4 30.43% Milestones-3 69.57% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
4	Application of Ethical Perspectives/Concepts	0% Capstone-4 65.22% Milestones-3 34.78% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
5	Evaluation of Different Ethical Perspectives/Concepts	0% Capstone-4 60.86% Milestones-3 39.14% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	



Course Name: Principles of MGMT

Course Number: BUSN-211-02

Term: Fall

Year: 2023

Instructor: Dr Zahra Mohebbi

Instructional Student and Program Learning Outcomes, including PEGs:

1. Describe the four major functions of management – planning, organizing, leading, & controlling (BT2)
2. Demonstrate leadership, teamwork, engagement, and ethical understanding; successfully use project management competencies (BT2)
3. Develop communication competencies (BT6)
4. Examine how management impacts the business discipline and how the field of management impacts business and society domestically and globally (BT4)
5. Apply aspects of management to organizations and how to use management practices to make ethical decisions (BT3)
6. Investigate how they can make a difference in their communities as well as others' lives and how they can challenge members of their organization to do the same (BT6)

Program Student Learning Outcomes:

1. Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business
2. Demonstrate the value of personal and professional effective communication
3. Demonstrate an appreciation of ethical implications involved in performing managerial functions
4. Critically analyze, think logically, and apply analytical methods and skills for business problems
5. Develop the capacity to work harmoniously and effectively with others

Program Outcomes Assessed:

5 Key Program Outcomes	Learning Activities/ Assignments	Benchmarks/ Performance Indicator	Results “% Of students gave right answer to the given questions”
Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business	Exam 1, Final Group Project, Graded Discussions	C and above All students met the benchmark. Result shows that students earned an acceptable understating of the subject. The course objectives were accomplished successfully.	Based on Exam 1: Q3,4,5,17, &19, these questions are good indicator about the key outcome no. 1. Q3: 89% Q4: 79% Q5: 96% Q17: 96% Q19: 100% Graded discussion number 1 Group: 70.9% projects: Students have completed their final project as a member of group. This assignment challenges students to connect the real life experiences of a business manager to the theoretical principles of

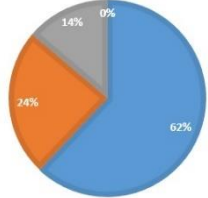
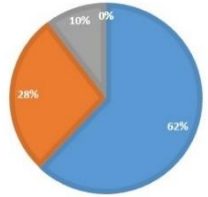
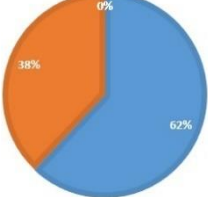
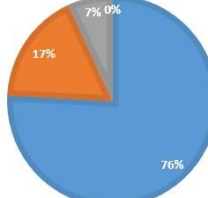
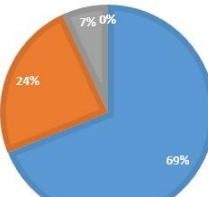
			management and to draw conclusions about how to approach problems that managers face in the business world today. Note: This project includes all key objectives of this course.
Demonstrate the value of personal and professional effective communication	Exam 1&2, Graded Discussions, Final Group Project	C and above All students met the benchmark. Result shows that students earned an acceptable understating of the subject, except in one area that needs to be improve in future. The course objectives were accomplished successfully.	Based on Exam 1: Q2: 100% Q19: 100% Q23: 82% Based on Exam 2: Q10: 100 % Q11: 66% Q12: 90% Q14: 97% Q24: 100% Graded discussion number 2: 67.6%
Demonstrate an appreciation of ethical implications involved in performing managerial functions	Exam 3, Group project, Graded Discussions	C and above All students met the benchmark. Result shows that students earned an acceptable understating of the subject. The course objectives were accomplished successfully.	Based on Exam 3: Q26: 100% Q30: 73% Q31: 85%
Critically analyze, think logically, and apply analytical methods and skills for business problems	Exams, Group project, Graded Discussions, Event paper	C and above Students' performance show that their take away from the course based on the designed objectives were successful.	For this program outcome, all assignments, exams, final project aliened to measure student's understanding of the field of management and its impacts on the field of business, and on society (domestically and globally). Students' performance show that their take away from the course based on the designed objectives were successful.
Develop the capacity to work harmoniously and effectively with others	Exam 1, 2, &3, Final Group project, Graded Discussions	C and above Based on the result: Students were not able to met the benchmark in one area regarding employment discrimination. And since all students in this course are freshman and they do not have the business ethics course yet, they need to get more knowledge about their right as a future employee and their employees right as a future manager. Hopefully, they will earn enough	Based on Exam 1: Q5: 96% Q20: 100% Q22: 82% Based on Exam 2: Q11: 66% Q25: 97% Q26: 83% Q27: 93% Based on Exam 3: Q9: 85% Discussion number 3, 4, 5: 80.3%, 77.1%, 84.4%

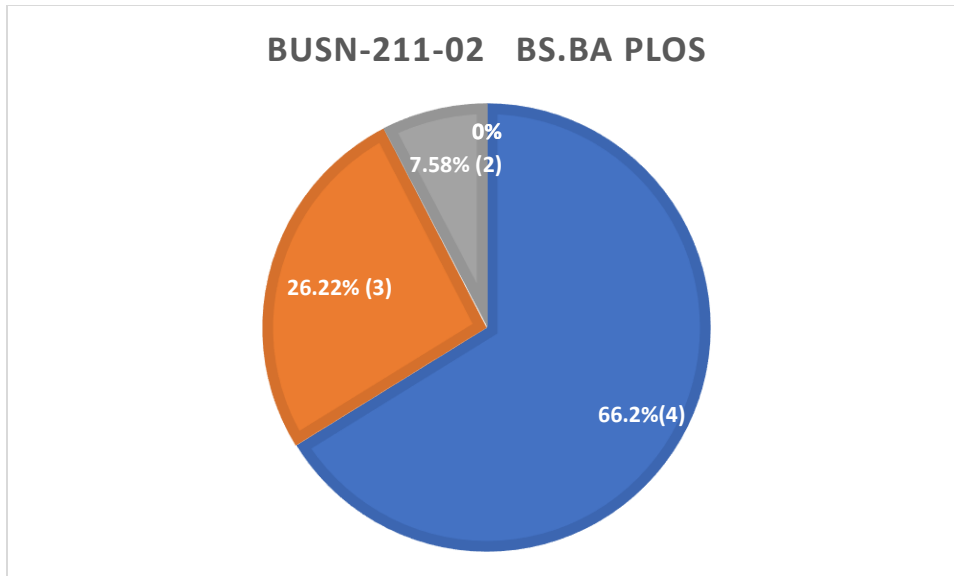
		knowledge at the completion of this program.	
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Data:

BSBA - Principles of Management

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BSBA - Principles of Management	2023FA Principles of Management (2023FA-BUSN-211-02)	Mohebbi, Zahra	29	29	% 100

No	Row	Levels Of Achievement	Distribution
1	Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business	62.06% Excellent 24.14% Good 13.8% Fair 0% Needs Improvement 0% Inadequate	
2	Demonstrate the value of personal and professional effective communication	62.06% Excellent 27.6% Good 10.34% Fair 0% Needs Improvement 0% Inadequate	
3	Demonstrate an appreciation of ethical implications involved in performing managerial functions	62.06% Excellent 37.94% Good 0% Fair 0% Needs Improvement 0% Inadequate	
4	Critically analyze, think logically, and apply analytical methods and skills for business problems	75.86% Excellent 17.24% Good 6.9% Fair 0% Needs Improvement 0% Inadequate	
5	Develop the capacity to work harmoniously and effectively with others	68.96% Excellent 24.14% Good 6.9% Fair 0% Needs Improvement 0% Inadequate	



Data Analysis—Strengths of this course:

Based on grades analysis: 86.16% of students met the benchmark.

Based on above outcome from BSBA analysis out of 22 students being scored 22 students (92.41) of them pass the course with high satisfactory grade, benchmark of 3 and 4. The highest score was 4 and highest score earned was 4 and lowest score earned was 2, and the mean score is 3. All results show this course was able to meet its PLOs. Students scored based on five major questions that considered major management functions, management communication, management ethical decision making, and leadership.

Data Analysis—Improvements, such as changes in pedagogy, curriculum revision etc.:

This course lays the foundation for all management careers and provides students with a comprehensive understanding of the field. All topics that a manager has to be knowledgeable about are included in the contents.

Benchmarks:

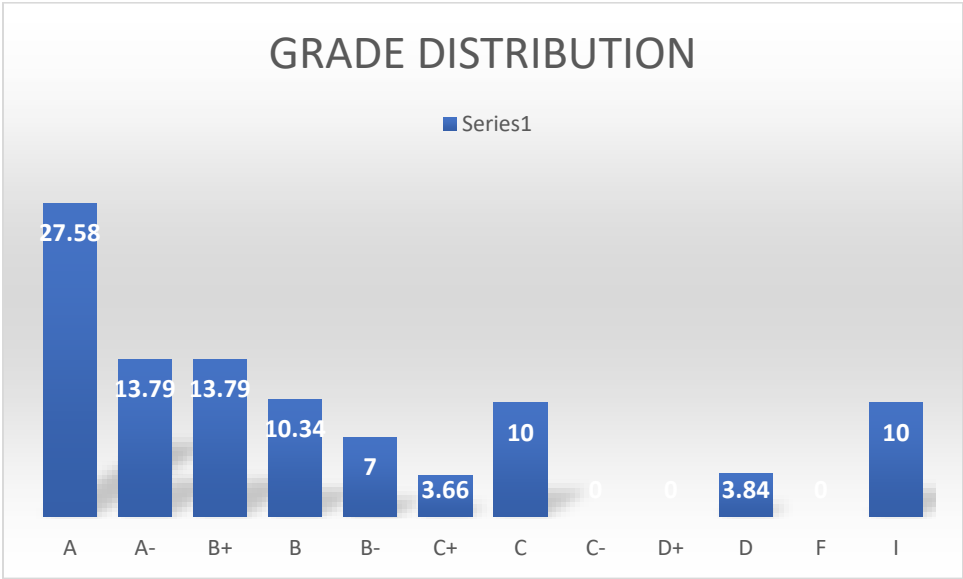
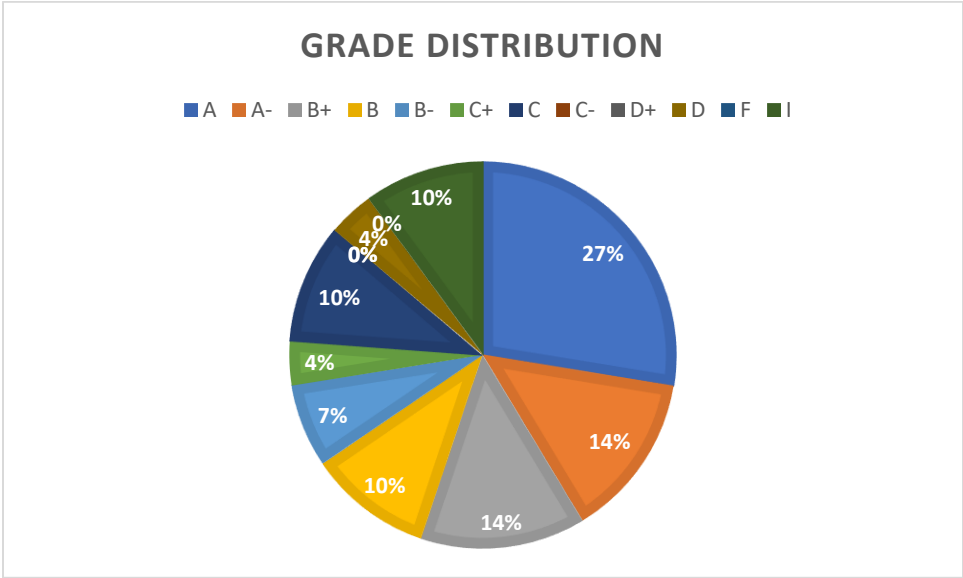
At department level, we are thinking to work on two types of benchmarks.

1. Program Benchmark: for the whole program
2. Performance Benchmark: for each course Performance. Benchmark for this course: Since all my students for this course are freshman and totally new to the subject and based on previous experience, we consider grade 75% as being the benchmark for this course grade (it means grade C and above.), and 3 & 4 for BS.BA rubric.

Grade Distribution :

8	A (27.58%)		1	C+ (3.66%)
4	A- (13.79%)		3	C (10%)
4	B+ (13.79%)		0	C- (0%)
3	B (10.34%)		0	D+ (0%)
2	B- (7%)		1	D (3.84%)

0	F (0%)
3	I (10%)

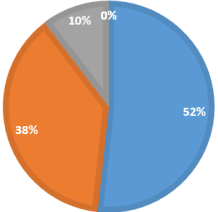
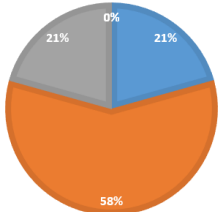
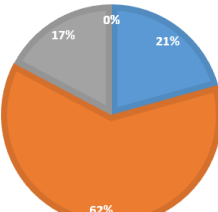
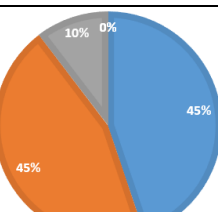


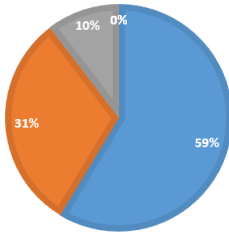
Comment on Grades:

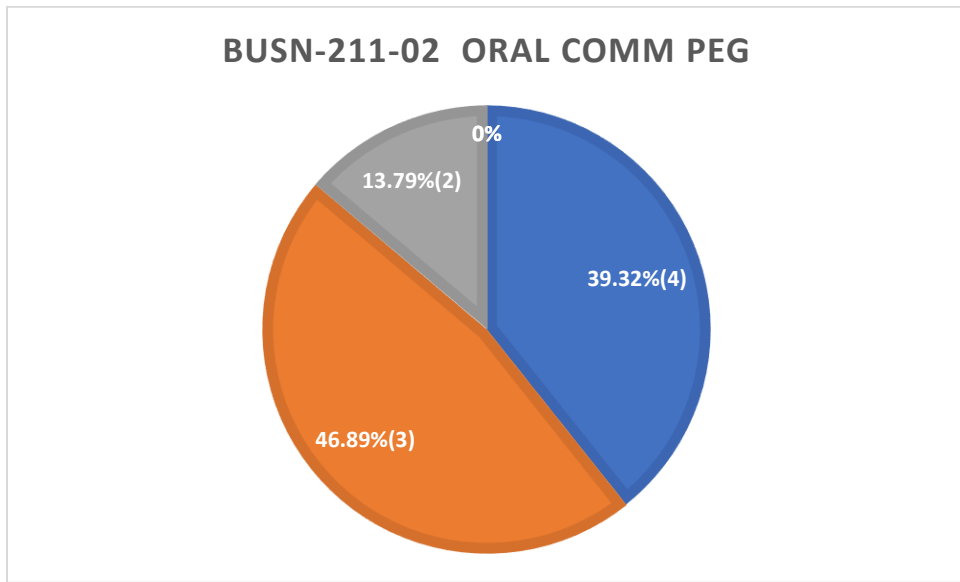
Comment on Grades: 86.16% of students met the benchmark that is grade C and above. Majority of students 41.37% earned grade A & A-and 31.13% Bs.

BUSN-211-02 FA23 Oral Communication PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Oral Communication PEG-Prin. of Management	2023FA Prin. of MGMT (2023FA-BUSN-211-02)	Mohebbi, Zahra	29	29	100% Met the benchmark of milestones 2 or above.

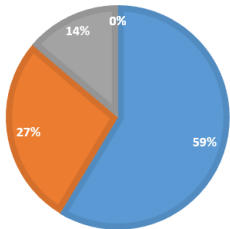
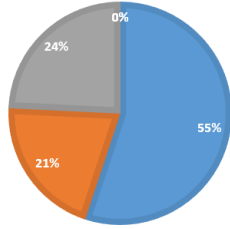
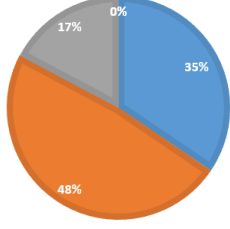
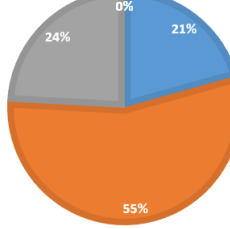
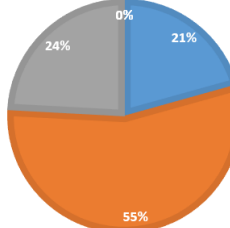
No	Row	Levels Of Achievement	Distribution												
1	Organization	51.72% Capstone-4 37.93% Milestones-3 10.35% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	 <table border="1"> <caption>Distribution Data for Organization</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Capstone-4</td> <td>52%</td> </tr> <tr> <td>Milestones-3</td> <td>38%</td> </tr> <tr> <td>Milestones-2</td> <td>10%</td> </tr> <tr> <td>Benchmark-2</td> <td>0%</td> </tr> <tr> <td>Does Not Meet-0</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	Capstone-4	52%	Milestones-3	38%	Milestones-2	10%	Benchmark-2	0%	Does Not Meet-0	0%
Category	Percentage														
Capstone-4	52%														
Milestones-3	38%														
Milestones-2	10%														
Benchmark-2	0%														
Does Not Meet-0	0%														
2	Language	20.68% Capstone-4 58.64% Milestones-3 20.68% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	 <table border="1"> <caption>Distribution Data for Language</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Capstone-4</td> <td>21%</td> </tr> <tr> <td>Milestones-3</td> <td>58%</td> </tr> <tr> <td>Milestones-2</td> <td>21%</td> </tr> <tr> <td>Benchmark-2</td> <td>0%</td> </tr> <tr> <td>Does Not Meet-0</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	Capstone-4	21%	Milestones-3	58%	Milestones-2	21%	Benchmark-2	0%	Does Not Meet-0	0%
Category	Percentage														
Capstone-4	21%														
Milestones-3	58%														
Milestones-2	21%														
Benchmark-2	0%														
Does Not Meet-0	0%														
3	Delivery	20.68% Capstone-4 62.06% Milestones-3 17.26% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	 <table border="1"> <caption>Distribution Data for Delivery</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Capstone-4</td> <td>21%</td> </tr> <tr> <td>Milestones-3</td> <td>62%</td> </tr> <tr> <td>Milestones-2</td> <td>17%</td> </tr> <tr> <td>Benchmark-2</td> <td>0%</td> </tr> <tr> <td>Does Not Meet-0</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	Capstone-4	21%	Milestones-3	62%	Milestones-2	17%	Benchmark-2	0%	Does Not Meet-0	0%
Category	Percentage														
Capstone-4	21%														
Milestones-3	62%														
Milestones-2	17%														
Benchmark-2	0%														
Does Not Meet-0	0%														
4	Supporting Material	44.82% Capstone-4 44.83% Milestones-3 10.35% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	 <table border="1"> <caption>Distribution Data for Supporting Material</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Capstone-4</td> <td>45%</td> </tr> <tr> <td>Milestones-3</td> <td>45%</td> </tr> <tr> <td>Milestones-2</td> <td>10%</td> </tr> <tr> <td>Benchmark-2</td> <td>0%</td> </tr> <tr> <td>Does Not Meet-0</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	Capstone-4	45%	Milestones-3	45%	Milestones-2	10%	Benchmark-2	0%	Does Not Meet-0	0%
Category	Percentage														
Capstone-4	45%														
Milestones-3	45%														
Milestones-2	10%														
Benchmark-2	0%														
Does Not Meet-0	0%														

No	Row	Levels Of Achievement	Distribution
5	Central Message	58.62% Capstone-4 31.03% Milestones-3 10.35% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	

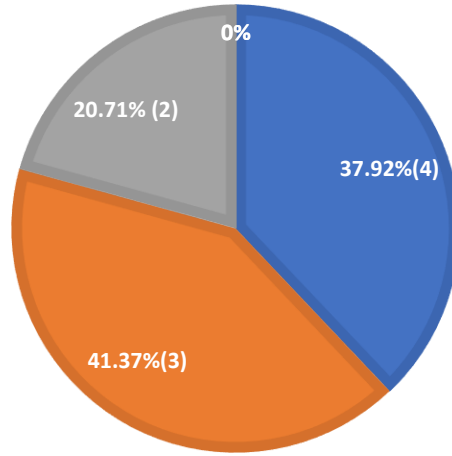


BUSN-211-02 FA23 Written Communication PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Written Communication PEG- Prin. of Management	2023FA Prin. of Management (2023FA-BUSN-211-02)	Mohebbi, Zahra	29	29	100% Met the benchmark of milestones 2 or above.

No	Row	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	58.63% Capstone-4 27.58% Milestones-3 13.79% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
2	Content Development	55.17% Capstone-4 20.68% Milestones-3 24.25% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
3	Genre and Disciplinary Conventions	34.48% Capstone-4 48.27% Milestones-3 17.25% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
4	Sources and Evidence	20.68% Capstone-4 55.17% Milestones-3 24.15% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
5	Control of Syntax and Mechanics	20.68% Capstone-4 55.17% Milestones-3 24.15% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	

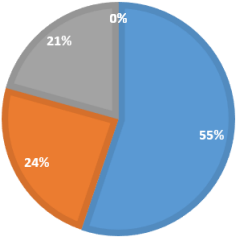
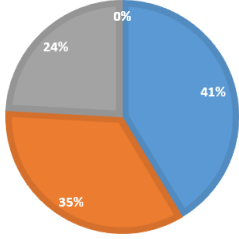
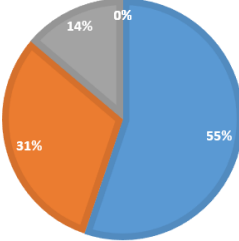
BUSN-211-02 WRITTEN COMM PEG

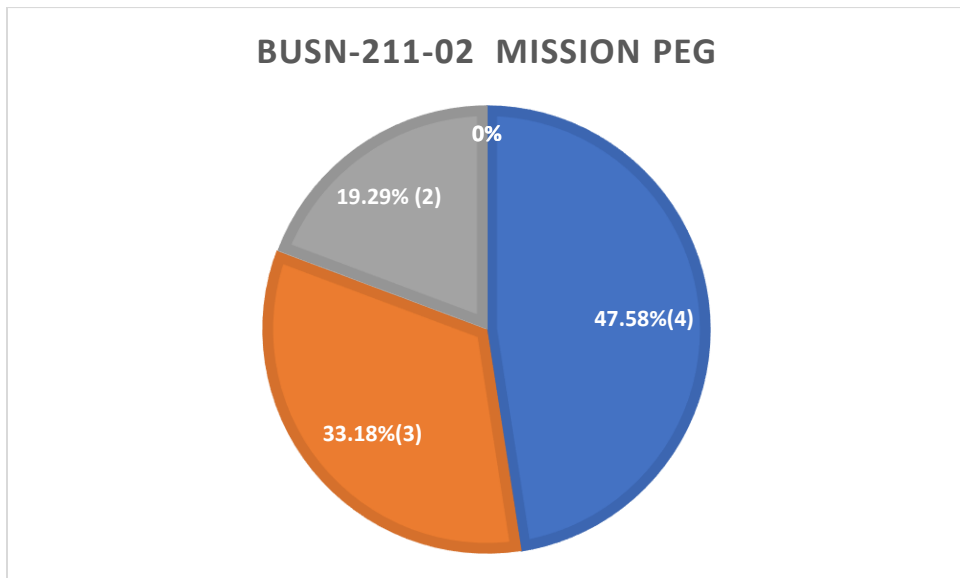


BUSN-211-02 FA23 Mission PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Mission PEG- Prin. of Management	2023FA Prin. of Management (2023FA-BUSN-211-02)	Mohebbi, Zahra	29	29	100% Met the benchmark of milestones 2 or above.

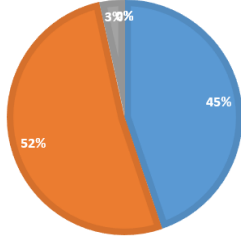
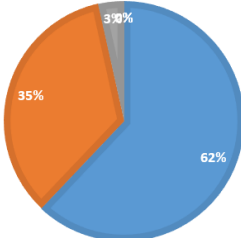
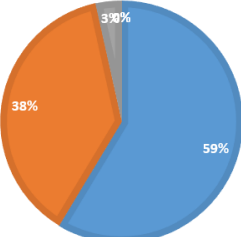
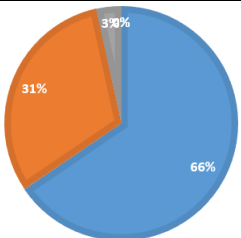
No	Row	Levels Of Achievement	Distribution
1	Personal Vision Statement	41.37% Exemplary- 25 37.95% Proficient- 20 20.68% Needs Development- 15 0% Emergency- 10 0% Not Evident-0	
2	Degree Program Learning Mission Statement Description	44.82% Exemplary- 25 37.95% Proficient- 20 17.23% Needs Development- 15 0% Emergency- 10 0% Not Evident-0	

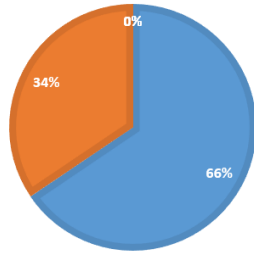
No	Row	Levels Of Achievement	Distribution
3	Mission Statement Description	55.18% Exemplary- 25 24.14% Proficient- 20 20.68% Needs Development- 15 0% Emergency- 10 0% Not Evident-0	
4	Mission Alignment Activity	41.37% Exemplary- 25 34.49% Proficient- 20 24.14% Needs Development- 15 0% Emergency- 10 0% Not Evident-0	
5	e-Portfolio Assessment	55.18% Exemplary- 25 31.03% Proficient- 20 13.79% Needs Development- 15 0% Emergency- 10 0% Not Evident-0	

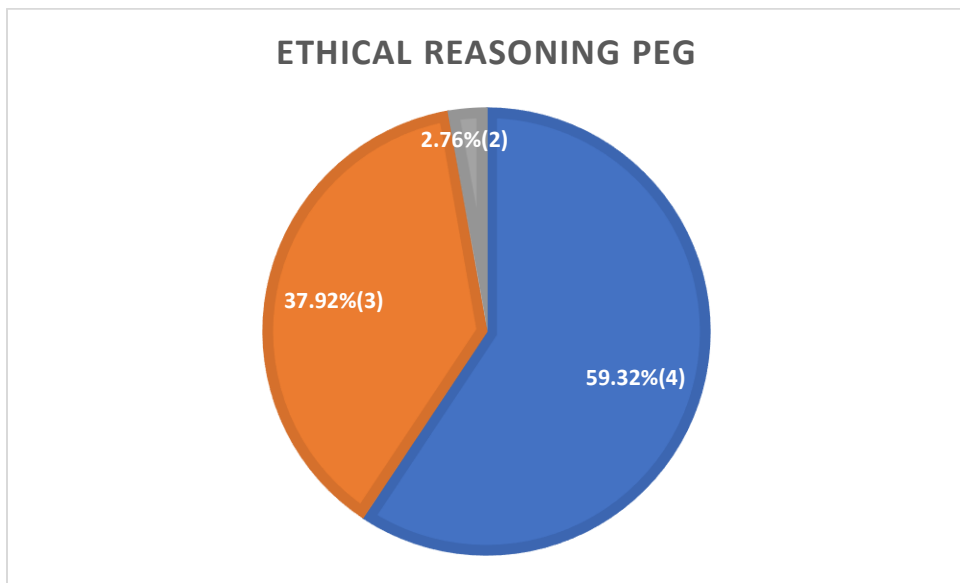


BUSN-211-02 FA23 Ethical Reasoning PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Ethical Reasoning-Prin. of Management	2023FA Prin. of Management (2023FA-BUSN-211-02)	Mohebbi, Zahra	29	29	100% Met the benchmark of milestones 2 or above.

No	Row	Levels Of Achievement	Distribution
1	Ethical Self-Awareness	44.82% Capstone-4 51.72% Milestones-3 3.46% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
2	Understanding Different Ethical Perspectives/Concepts	62.06% Capstone-4 34.48% Milestones-3 3.46% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
3	Ethical Issue Recognition	58.62% Capstone-4 37.92% Milestones-3 3.46% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
4	Application of Ethical Perspectives/Concepts	65.51% Capstone-4 31.03% Milestones-3 3.46% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	

No	Row	Levels Of Achievement	Distribution
5	Evaluation of Different Ethical Perspectives/Concepts	65.52% Capstone-4 34.48% Milestones-3 0% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	 <p>A pie chart with three segments: a large blue segment representing 66%, a smaller orange segment representing 34%, and a very thin grey segment representing 0%.</p>



Course Name: Business Statistics

Course Number: BUSN-115-01

Term: Fall

Year: 2023

Instructor: Dr. Colin Steitz

Instructional Student Learning Outcomes:

Organize and display data in a meaningful way and communicate its essential features using tables and charts

Compute and interpret summary measures of data, especially measures of central tendency and dispersion.

Apply basic probability, probability distributions (especially the Standard Normal Distribution), and sampling distributions to problems and to real data.

Conduct and interpret confidence interval estimation and hypothesis testing.

Conduct and interpret correlation analysis and simple linear regression analysis.

Program Student Learning Outcomes:

Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business.

Demonstrate the value of personal and professional effective communication.

Demonstrate an appreciation of ethical implications involved in performing managerial functions.

Critically analyze, think logically, and apply analytical methods and skills for business problems.

Develop the capacity to work harmoniously and effectively with others.

Strengths of this course:

Covers essential topics in applied statistics to Business concepts.

Provides an accessible text, with plenty of example problems.

Grade distribution:

13	A	0	C+
0	A-	4	C
0	B+	0	F
13	B	0	I
0	B-		

Comments on grades:

The grades are in the solid A to B range with a few students poorly. Overall, the grade distribution of the class suggests that the teaching approach were effective.

Improvements for next year:

Work on Class engagement. Provide engagement opportunities and get them to see the material in their own life. Try to provide more real life examples.

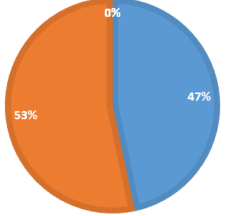
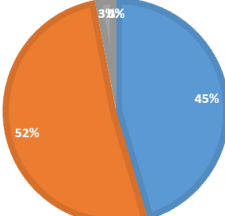
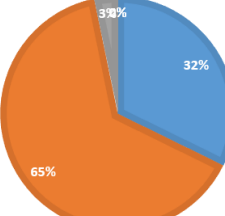
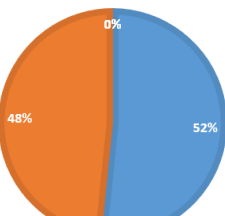
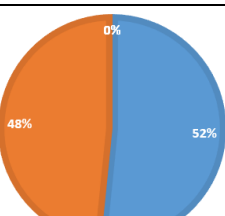
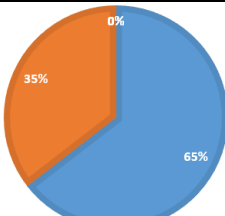
Course Outcomes Assessed:

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data
Organize and display data in a meaningful way and communicate its essential features using tables and charts	Homework, Tests, and Final	A grade of 75 or above.	All students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved

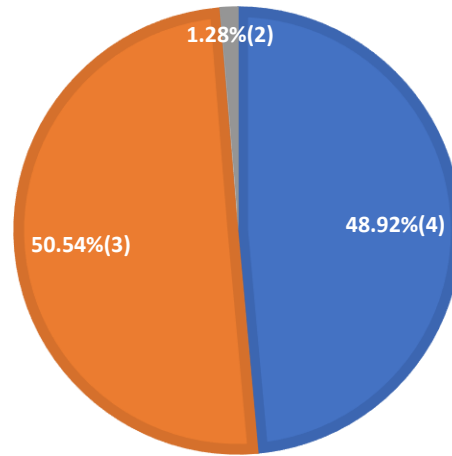
Compute and interpret summary measures of data, especially measures of central tendency and dispersion	Homework, Tests, and Final	A grade of 75 or above.	All students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved
Apply basic probability, probability distributions (especially the Standard Normal Distribution), and sampling distributions to problems and to real data	Homework, Tests, and Final	A grade of 75 or above.	All students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved
Conduct and interpret confidence interval estimation and hypothesis testing	Homework, Tests, and Final	A grade of 75 or above.	All students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved
Conduct and interpret correlation analysis and simple linear regression analysis	Homework, Tests, and Final	A grade of 75 or above.	All students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved

BUSN-115 Quantitative Reasoning PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Quantitative Reasoning PEG- Business Statistic	2023FA Business Statistic (2023FA-BUSN-115-01)	Steitz, Colin	30	30	%100 Met milestones 2 above

No	Row	Levels Of Achievement	Distribution
1	Interpretation	45.16% Capstone 51.61% Milestones 3 0% Milestones 2 0% Benchmark 0% Does Not Meet	
2	Representation: Ability to convert relevant information into various mathematical forms	48.38% Capstone 54.88% Milestones 3 3.22% Milestones 2 0% Benchmark 0% Does Not Meet	
3	Calculation	32.25% Capstone 64.51% Milestones 3 3.22% Milestones 2 0% Benchmark 0% Does Not Meet	
4	Application/Analysis: Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis	51.61% Capstone 48.38% Milestones 3 0% Milestones 2 0% Benchmark 0% Does Not Meet	
5	Assumptions: Ability to make and evaluate important assumptions in estimation, modeling, and data analysis	51.61% Capstone 48.38% Milestones 3 0% Milestones 2 0% Benchmark 0% Does Not Meet	
6	Communication: Expressing quantitative evidence in support of the argument or purpose of the work	64.51% Capstone 35.48% Milestones 3 0% Milestones 2 0% Benchmark 0% Does Not Meet	

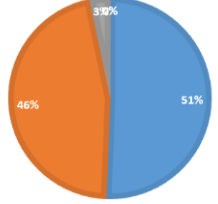
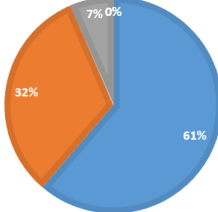
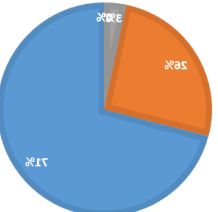
BUSN-115-01 QUANTITATIVE PEG

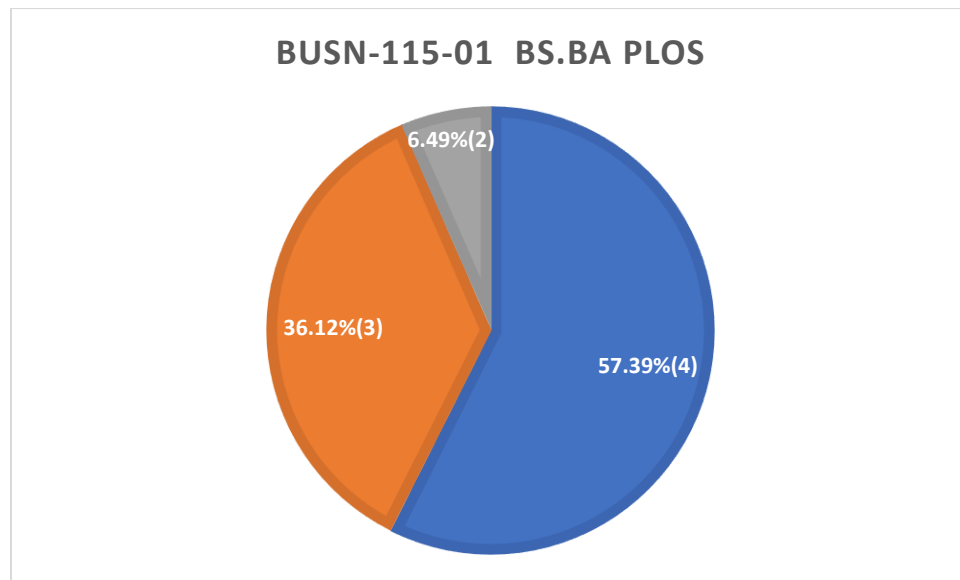


BSBA Rubrics – Business Statistics

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BSBA – Business statistic	2023FA Business Statistic (2023FA-BUSN-115-01)	Steitz, Colin	30	30	100% met the benchmark of fir or above.

No	Row	Levels Of Achievement	Distribution
1	Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business	48.38 % Excellent 41.93% Good 9.6% Fair 0% Needs Improvement 0% Inadequate	
2	Demonstrate the value of personal and professional effective communication	54.83% Excellent 35.48% Good 9.6% Fair 0% Needs Improvement 0% Inadequate	

No	Row	Levels Of Achievement	Distribution
3	Demonstrate an appreciation of ethical implications involved in performing managerial functions	49.60% Excellent 45.16% Good 3.22% Fair 0% Needs Improvement 0% Inadequate	
4	Critically analyze, think logically, and apply analytical methods and skills for business problems	61.29% Excellent 32.25% Good 6.45% Fair 0% Needs Improvement 0% Inadequate	
5	Develop the capacity to work harmoniously and effectively with others	70.96% Excellent 25.8% Good 3.22% Fair 0% Needs Improvement 0% Inadequate	



Course name: Macroeconomics

Course Number: ECON-211-01

Term: Fall

Year: 2023

Instructor: Dr. Colin Steitz

Instructional Student Learning Outcomes:

Demonstrate knowledge of the core economic goals and concepts.

Identify and discuss the key macroeconomics problems/current events.

Comment and discuss the potential solutions to macroeconomics problems

Program Student Learning Outcomes:

Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business.

Demonstrate the value of personal and professional effective communication.

Demonstrate an appreciation of ethical implications involved in performing managerial functions.

Critically analyze, think logically, and apply analytical methods and skills for business problems.

Develop the capacity to work harmoniously and effectively with others.

Strengths of this course:

The course was able to cover a wide breadth of material with easy to approach text.

Provides ample work for students to review.

Encourages application of course work via a group project.

Grade distribution:

5	A		0	C+
4	A-		2	C
4	B+		2	F
6	B		1	I
2	B-			

Comment on grades :

The grade distribution is in the solid B to B+ range. Overall while there were two students who failed to engage with the course, the rest did fairly well. Overall no major concerns over the grades.

Improvements for next year:

Work on Class engagement. Go slower through the material and try to work on engaging with the students to get them to try and apply the material to examples. Provide engagement opportunities and get them to see the material in their own life.

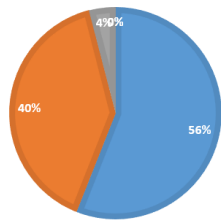
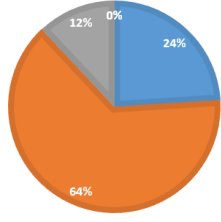
Course Outcomes Assessed:

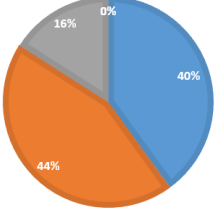
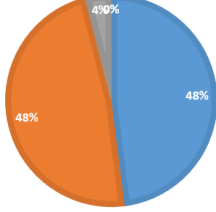
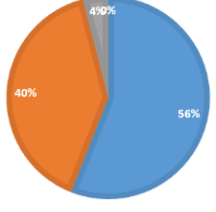
Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data
Demonstrate knowledge of the core economic goals	Homework, Group Project,	A grade of C/74 or above.	Almost all students met this benchmark. Results indicates students' understanding of the

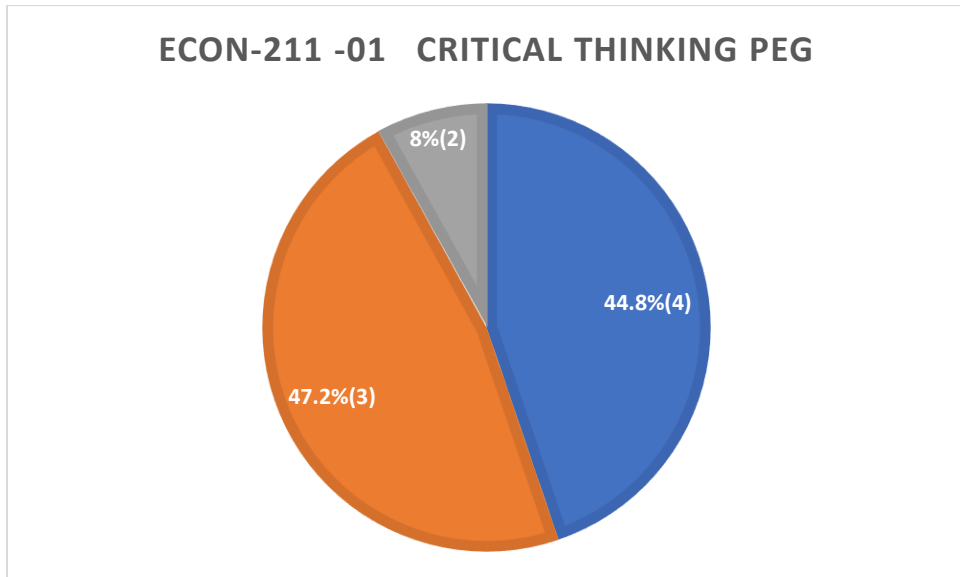
and concepts.	Quizzes, and Final		subject. Thus, course objective was successfully achieved
Identify and discuss the key macroeconomics problems/current events.	Homework, Group Project, Quizzes, and Final	A grade of C/74 or above.	Almost all students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved
Comment and discuss the potential solutions to macroeconomics problems	Homework, Group Project, Quizzes, and Final	A grade of C/74 or above.	Almost all students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved

ECON-211-01 Critical Thinking PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Critical Thinking PEG- Macroeconomics	2023FA Macroeconomic (2023FA-ECON-211-01)	Steitz, Colin	25	25	%100 Met milestones 2 above

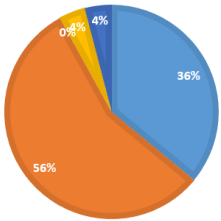
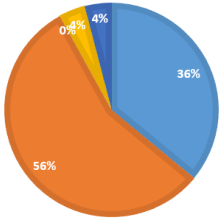
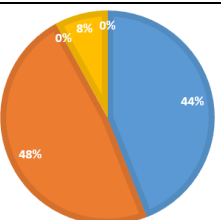
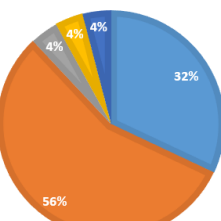
No	Row	Levels Of Achievement	Distribution
1	Explanation of Issue	56% Capstone 40% Milestones 3 4% Milestones 2 0% Benchmark 0% Does Not Meet	
2	Evidence -Selecting and using information to investigate a point of view or conclusion.	24% Capstone 64% Milestones 3 12% Milestones 2 0% Benchmark 0% Does Not Meet	

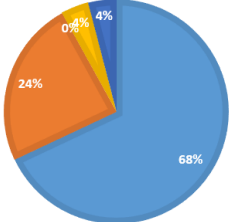
No	Row	Levels Of Achievement	Distribution
3	Influence of Context and Assumptions	40% Capstone 44% Milestones 3 16% Milestones 2 0% Benchmark 0% Does Not Meet	
4	Student's Position	48% Capstone 48% Milestones 3 4% Milestones 2 0% Benchmark 0% Does Not Meet	
5	Conclusions and Related Outcomes	56% Capstone 40% Milestones 3 4% Milestones 2 0% Benchmark 0% Does Not Meet	

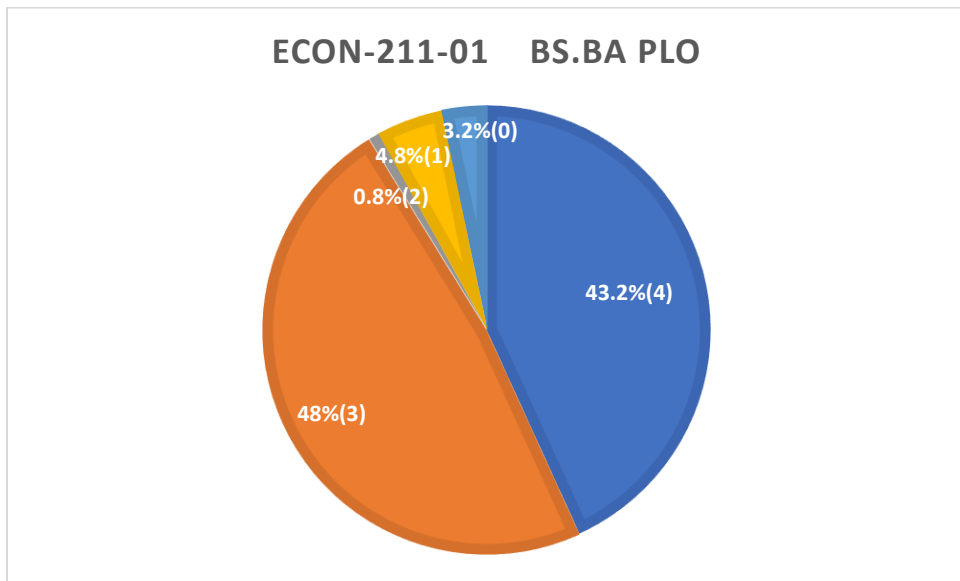


ECON-211-01 BS.BA

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BSBA – Macroeconomics	2023FA Macroeconomics (2023FA-ECON-211-01)	Steitz, Colin	25	25	92% met the benchmark of fair or above.

No	Row	Levels Of Achievement	Distribution
1	Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business	36 % Excellent 56% Good 0% Fair 4% Needs Improvement 4% Inadequate	
2	Demonstrate the value of personal and professional effective communication	36 % Excellent 56% Good 0% Fair 4% Needs Improvement 4% Inadequate	
3	Demonstrate an appreciation of ethical implications involved in performing managerial functions	44% Excellent 48% Good 0% Fair 8% Needs Improvement 0% Inadequate	
4	Critically analyze, think logically, and apply analytical methods and skills for business problems	32% Excellent 56% Good 4% Fair 4% Needs Improvement 4% Inadequate	

No	Row	Levels Of Achievement	Distribution
5	Develop the capacity to work harmoniously and effectively with others	68% Excellent 24% Good 0% Fair 4% Needs Improvement 4% Inadequate	



Course name: Macroeconomics

Course Number: ECON-211-02

Term: Fall

Year: 2023

Instructor: Dr. Colin Steitz

Instructional Student Learning Outcomes:

Demonstrate knowledge of the core economic goals and concepts.

Identify and discuss the key macroeconomics problems/current events.

Comment and discuss the potential solutions to macroeconomics problems

Program Student Learning Outcomes:

Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business.

Demonstrate the value of personal and professional effective communication.

Demonstrate an appreciation of ethical implications involved in performing managerial functions.

Critically analyze, think logically, and apply analytical methods and skills for business problems.

Develop the capacity to work harmoniously and effectively with others.

Strengths of this course:

The course was able to cover a wide breadth of material with easy to approach text.

Provides ample work for students to review.

Encourages application of course work via a group project.

Grade distribution:

8	A		1	C+
8	A-		1	C
2	B+		0	F
3	B		1	I
1	B-			

Comments on grades:

The grades are in the solid B+ to A- range with a few students doing poorly. Overall, the grade distribution of the class suggests that the teaching approach were effective and the students were successful in their studies

Improvements for next year:

Work on Class engagement. Go slower through the material and try to work on engaging with the students to get them to try and apply the material to examples. Provide engagement opportunities and get them to see the material in their own life.

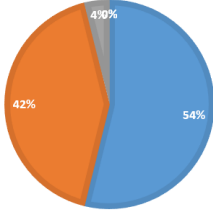
Course Outcomes Assessed:

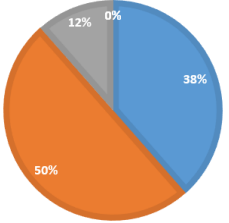
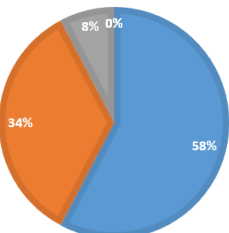
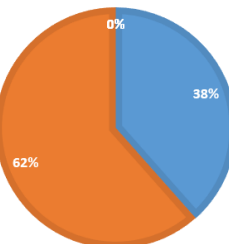
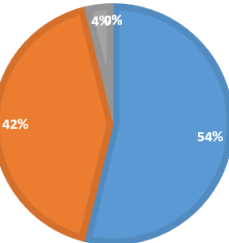
Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data

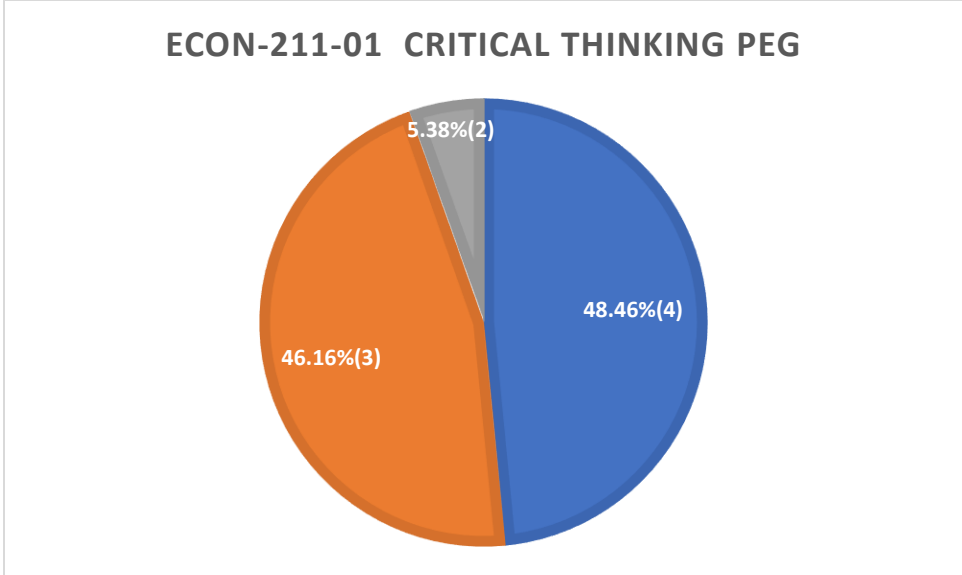
Demonstrate knowledge of the core economic goals and concepts.	Homework, Group Project, Quizzes, and Final	A grade of C/74 or above.	Almost all students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved
Identify and discuss the key macroeconomics problems/current events.	Homework, Group Project, Quizzes, and Final	A grade of C/74 or above.	Almost all students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved
Comment and discuss the potential solutions to macroeconomics problems	Homework, Group Project, Quizzes, and Final	A grade of C/74 or above.	Almost all students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved

ECON-211-02 Critical Thinking PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Critical Thinking PEG- Macroeconomics	2023FA Macroeconomic (2023FA-ECON-211-02)	Steitz, Colin	26	26	%100 Met benchmark of milestones 2 above.

No	Row	Levels Of Achievement	Distribution
1	Explanation of Issue	53.84% Capstone 42.32% Milestones 3 3.84% Milestones 2 0% Benchmark 0% Does Not Meet	 <p>A pie chart illustrating the distribution of achievement levels for the 'Explanation of Issue' row. The chart is divided into three segments: a large blue segment representing 54%, a medium orange segment representing 42%, and a small grey segment representing 4%.</p>

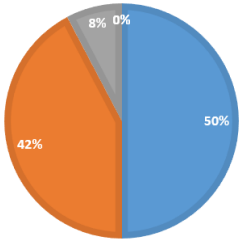
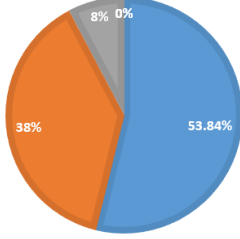
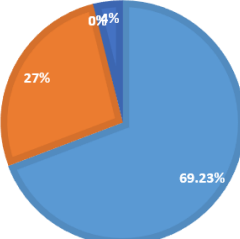
No	Row	Levels Of Achievement	Distribution												
2	Evidence -Selecting and using information to investigate a point of view or conclusion.	38.47% Capstone 50% Milestones 3 11.53% Milestones 2 0% Benchmark 0% Does Not Meet	 <table border="1"> <caption>Distribution Data for Row 2</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Capstone</td> <td>38%</td> </tr> <tr> <td>Milestones 3</td> <td>50%</td> </tr> <tr> <td>Milestones 2</td> <td>12%</td> </tr> <tr> <td>Benchmark</td> <td>0%</td> </tr> <tr> <td>Does Not Meet</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Capstone	38%	Milestones 3	50%	Milestones 2	12%	Benchmark	0%	Does Not Meet	0%
Level	Percentage														
Capstone	38%														
Milestones 3	50%														
Milestones 2	12%														
Benchmark	0%														
Does Not Meet	0%														
3	Influence of Context and Assumptions	57.69% Capstone 34.62% Milestones 3 7.69% Milestones 2 0% Benchmark 0% Does Not Meet	 <table border="1"> <caption>Distribution Data for Row 3</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Capstone</td> <td>58%</td> </tr> <tr> <td>Milestones 3</td> <td>34%</td> </tr> <tr> <td>Milestones 2</td> <td>8%</td> </tr> <tr> <td>Benchmark</td> <td>0%</td> </tr> <tr> <td>Does Not Meet</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Capstone	58%	Milestones 3	34%	Milestones 2	8%	Benchmark	0%	Does Not Meet	0%
Level	Percentage														
Capstone	58%														
Milestones 3	34%														
Milestones 2	8%														
Benchmark	0%														
Does Not Meet	0%														
4	Student's Position	38.46% Capstone 61.54% Milestones 3 0% Milestones 2 0% Benchmark 0% Does Not Meet	 <table border="1"> <caption>Distribution Data for Row 4</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Capstone</td> <td>38%</td> </tr> <tr> <td>Milestones 3</td> <td>62%</td> </tr> <tr> <td>Milestones 2</td> <td>0%</td> </tr> <tr> <td>Benchmark</td> <td>0%</td> </tr> <tr> <td>Does Not Meet</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Capstone	38%	Milestones 3	62%	Milestones 2	0%	Benchmark	0%	Does Not Meet	0%
Level	Percentage														
Capstone	38%														
Milestones 3	62%														
Milestones 2	0%														
Benchmark	0%														
Does Not Meet	0%														
5	Conclusions and Related Outcomes	53.84% Capstone 42.32% Milestones 3 3.84% Milestones 2 0% Benchmark 0% Does Not Meet	 <table border="1"> <caption>Distribution Data for Row 5</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Capstone</td> <td>54%</td> </tr> <tr> <td>Milestones 3</td> <td>42%</td> </tr> <tr> <td>Milestones 2</td> <td>4%</td> </tr> <tr> <td>Benchmark</td> <td>0%</td> </tr> <tr> <td>Does Not Meet</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Capstone	54%	Milestones 3	42%	Milestones 2	4%	Benchmark	0%	Does Not Meet	0%
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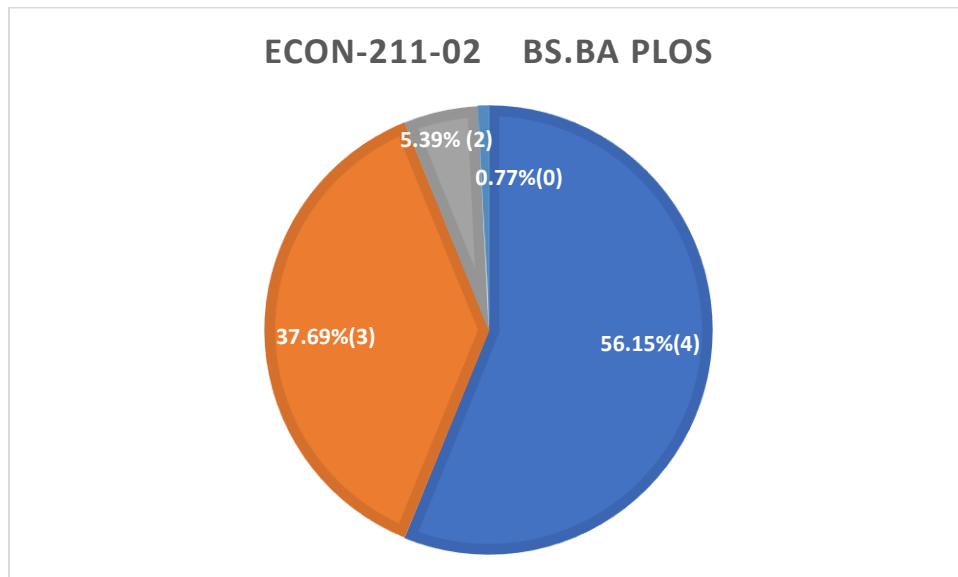


ECON-211-02 BS.BA

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BSBA – Macroeconomics	2023FA Macroeconomics (2023FA-ECON-211-02)	Steitz, Colin	26	26	99.23% met the benchmark of fair or above.

No	Row	Levels Of Achievement	Distribution
1	Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business	57.69 % Excellent 34.61% Good 7.7% Fair 0% Needs Improvement 0% Inadequate	
2	Demonstrate the value of personal and professional effective communication	50 % Excellent 46.15% Good 3.85% Fair 0% Needs Improvement 0% Inadequate	

No	Row	Levels Of Achievement	Distribution
3	Demonstrate an appreciation of ethical implications involved in performing managerial functions	50% Excellent 42.30% Good 7.7% Fair 0% Needs Improvement 0% Inadequate	
4	Critically analyze, think logically, and apply analytical methods and skills for business problems	53.84% Excellent 38.46% Good 7.7% Fair 0% Needs Improvement 0% Inadequate	
5	Develop the capacity to work harmoniously and effectively with others	69.23% Excellent 26.93% Good 0% Fair 0% Needs Improvement 3.84% Inadequate	



Course name: Microeconomics

Course Number: ECON- 212-01

Term: Fall Year: 2023

Instructor: Dr. Colin Steitz

Instructional Student Learning Outcomes:

Explain the fundamentals of economic thinking the use of economic resources.

Use a production possibilities curve to explain opportunity costs and efficient use of economic resources.

Predict the effects of changes in demand and supply on equilibrium price and quantity.

Calculate and assess elasticity coefficients and apply the total revenue test to price elasticity of demand.

Assess market failures and recommend policies to correct market failures.

Investigate how firms determine price and quantity based on the four different market structures (pure competition, pure monopoly, monopolistic competition, and oligopoly), comparing outcomes and efficiency of the industries.

Program Student Learning Outcomes:

Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business.

Demonstrate the value of personal and professional effective communication.

Demonstrate an appreciation of ethical implications involved in performing managerial functions.

Critically analyze, think logically, and apply analytical methods and skills for business problems.

Develop the capacity to work harmoniously and effectively with others.

Strengths of this course:

Covers a wide range of Microeconomic topics, with a relatively easy to approach style.

Provides ample work for students to review.

Encourages application of course work via a group project.

Grade distribution:

1	A		2	C+
2	A-		1	C
0	B+		0	F
10	B		1	I
4	B-			

Comments on grades:

The grades are in the solid B range with a few students doing well and a few doing poorly. I wonder if they became less engaged or the micro-topics are more difficult than how the book

series presents macro topics. Overall, the grade distribution of the class suggests that the teaching approach were effective.

Improvements for next year:

Work on Class engagement. Go slower through the material and try to work on engaging with the students to get them to try and apply the material to examples. Provide engagement opportunities and get them to see the material in their own life.

Course Outcomes Assessed:

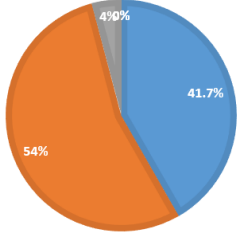
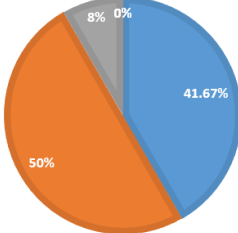
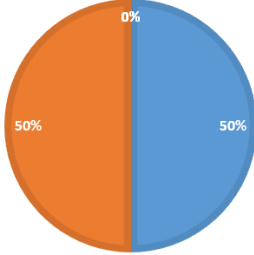
Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data
Explain the fundamentals of economic thinking the use of economic resources.	Homework, Group Project, Quizzes, and Final	A grade of C/74 or above.	Almost all students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved
Use a production possibilities curve to explain opportunity costs and efficient use of economic resources.	Homework, Quizzes, and Final	A grade of C/74 or above.	Almost all students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved
Predict the effects of changes in demand and supply on equilibrium price and quantity.	Homework, Quizzes, and Final	A grade of C/74 or above.	Almost all students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved
Calculate and assess elasticity coefficients and apply the total revenue test to price elasticity of demand.	Homework, Quizzes, and Final	A grade of C/74 or above.	Almost all students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved
Assess market failures and recommend policies to correct market failures.	Homework, Quizzes, and Final	A grade of C/74 or above.	Almost all students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved
Investigate how firms determine price and quantity based on the	Homework, Group Project,	A grade of C/74 or above.	Almost all students met this benchmark. Results indicates students' understanding of the

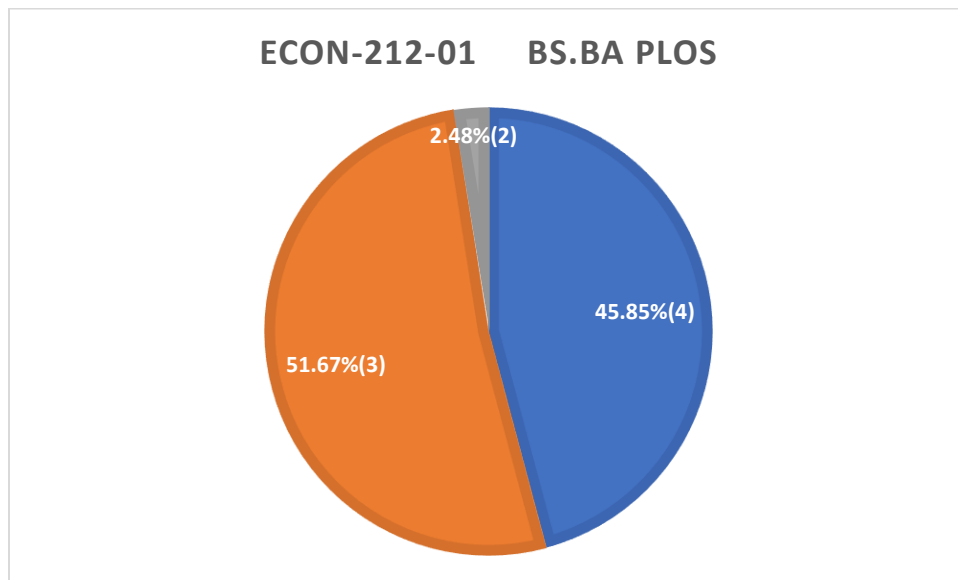
four different market structures (pure competition, pure monopoly, monopolistic competition, and oligopoly), comparing outcomes and efficiency of the industries.	Quizzes, and Final		subject. Thus, course objective was successfully achieved
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ECON-212-01 BS.BA

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BSBA – Microeconomics	2023FA Microeconomics (2023FA-ECON-212-01)	Steitz, Colin	24	24	100% met the benchmark of fair or above.

No	Row	Levels Of Achievement	Distribution												
1	Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business	62.50 % Excellent 37.50% Good 0% Fair 0% Needs Improvement 0% Inadequate	<table border="1"> <caption>Distribution for Row 1</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>62%</td> </tr> <tr> <td>Good</td> <td>38%</td> </tr> <tr> <td>Fair</td> <td>0%</td> </tr> <tr> <td>Needs Improvement</td> <td>0%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent	62%	Good	38%	Fair	0%	Needs Improvement	0%	Inadequate	0%
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2	Demonstrate the value of personal and professional effective communication	33.33% Excellent 66.67% Good 0% Fair 0% Needs Improvement 0% Inadequate	<table border="1"> <caption>Distribution for Row 2</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>33.33%</td> </tr> <tr> <td>Good</td> <td>67%</td> </tr> <tr> <td>Fair</td> <td>0%</td> </tr> <tr> <td>Needs Improvement</td> <td>0%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent	33.33%	Good	67%	Fair	0%	Needs Improvement	0%	Inadequate	0%
Level	Percentage														
Excellent	33.33%														
Good	67%														
Fair	0%														
Needs Improvement	0%														
Inadequate	0%														

No	Row	Levels Of Achievement	Distribution
3	Demonstrate an appreciation of ethical implications involved in performing managerial functions	41.7% Excellent 54.2% Good 4.1% Fair 0% Needs Improvement 0% Inadequate	
4	Critically analyze, think logically, and apply analytical methods and skills for business problems	41.67% Excellent 50% Good 8.33% Fair 0% Needs Improvement 0% Inadequate	
5	Develop the capacity to work harmoniously and effectively with others	50% Excellent 50% Good 0% Fair 0% Needs Improvement 0% Inadequate	



Wheeling University
Course Assessment Evaluation

Course name: APPLIED FINANCIAL ACCOUNTING Course Number: BUSN-223-01

Term: FALL Year: 2023

Instructor: DR. TIGER

Instructional Student Learning Outcomes: UNDERSTAND LIFE FINANCIAL CONCEPTS

Program Student Learning Outcomes: KNOWLEDGE & GRAP

Strengths of this course:

Grade distribution:

10	A			C+
4	A-			C
1	B+		0	F
1	B			I
1	B-			D

Comments on grades:

Improvements for next year:

Course Outcomes Assessed:

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
1. KNOWLEDGE	TEST	LECTURES		
2. COURSE WORK	ASSAYS	ASSAYS		
3. CORE	PROJECTS	PROJECTS		

Wheeling University
Course Assessment Evaluation

Course name: PRINCIPLES OF FINANCE Course Number: BUSN-213-01

Term: FALL Year: 2023

Instructor: DAVID TIGER

Instructional Student Learning Outcomes: GENERAL UNDERSTANDING OF FINANCE

Program Student Learning Outcomes: UNDERSTANDING & CAREER

Strengths of this course:

Grade distribution:

10	A		1	C+
7	A-		1	C
9	B+		0	F
2	B			I
1	B-		1	D

Comments on grades:

Improvements for next year:

Course Outcomes Assessed:

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
1. KNOWLEDGE	TEST	LECTURES		
2. CAREER DECISIONS	ASSAYS	ASSAYS		
3. CAREER	PRESENTS	PRESENTS		

Course Name: Principles of Accounting I**Course Number: ACCT-201-01**

Term: Fall

Year: 2023

Instructor: Dr. Ed Younkins

Instructional Student and Program Learning Outcomes, including PEGs:**Instructional Student Learning Outcome:**

1. Have a broad view of accounting's role in satisfying society's need for (financial) information to include the needs of investors, creditors, regulatory agencies and taxing authorities. This will also include the history and ethics responsibilities of the accounting profession and the role of auditing in enhancing the credibility of publicly reported information. (BT1, 2)
2. Understand the principles underlying the design, integrity, and effectiveness of accounting information systems, including the basic components of internal control, the accountant's professional code of conduct, and the significance of debits and credits as they are used in an accounting system. (BT1,2)
3. Demonstrate a basic knowledge of the fundamental principles underlying the subject of accounting. (BT3)
4. Process routine transactions for a service company through the steps in the accounting cycle. (BT3)
5. Process routing transactions for a merchandising company through the steps in the accounting cycle. (BT3)

Program Learning Outcomes

1. Explain, integrate, and perform basic fundamental concepts in accounting, finance, marketing, management, and economics
2. Critically analyze, think logically, and apply analytical methods and skills for business problems
3. Explain the ethical implications and responsibilities of ensuring integrity of financial integrity
4. Demonstrate the value of personal and professional effective communication
5. Apply knowledge of GAAP, FASB, GASB, and managerial accounting theories to businesses, state and local governments, and nonprofit organizations
6. Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals

Course Outcomes Assessed:

5 Key Course Outcomes	Learning Activities/ Assignments	Benchmarks/ Performance Indicator	Results
1. Have a broad view of accounting's role in satisfying society's need for (financial) information to include the needs of investors, creditors, regulatory agencies and taxing authorities. This will also include the history and ethics	Exams, In-class discussions	B(84%) and above	Attained

responsibilities of the accounting profession and the role of auditing in enhancing the credibility of publicly reported information. (BT1, 2)			
2. Understand the principles underlying the design, integrity, and effectiveness of accounting information systems, including the basic components of internal control, the accountant's professional code of conduct, and the significance of debits and credits as they are used in an accounting system. (BT1,2)	Exams, In-class discussions	B(84%) and above	Attained
3. Demonstrate a basic knowledge of the fundamental principles underlying the subject of accounting. (BT3)	Exams, In-class discussions	B(84%) and above	Attained
4. Process routine transactions for a service company through the steps in the accounting cycle. (BT3)	Exams, In-class discussions	B(84%) and above	Attained
5. Process routing transactions for a merchandising company through the steps in the accounting cycle. (BT3) (BT2)	Exams, In-class discussions	B(84%) and above	Attained

Data Analysis—Strengths of this course:

Experienced professor.

Students earn the basic knowledge of financial accounting standards.

The result of the “B.S. Acct - Principles of Accounting” shows that out of 29 students enrolled in this course, 93.1% were earned enough knowledge about the subject. The highest score was 5, and highest score earned was 5 and the lowest was 1.4.

Data Analysis—Improvements, such as changes in pedagogy, curriculum revision etc.:

Nothing.

Grade Distribution:

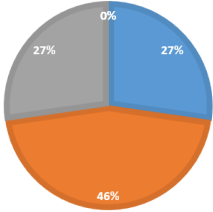
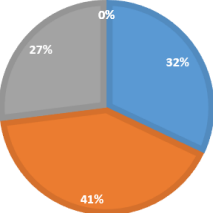
6	A		3	C+
7	A-		4	C
3	B+			C-
3	B			D+
2	B-			D

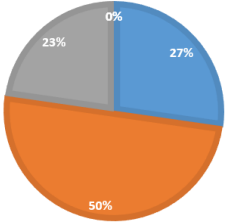
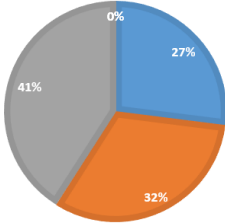
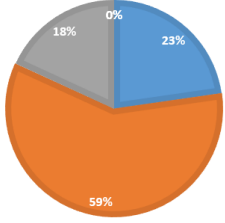
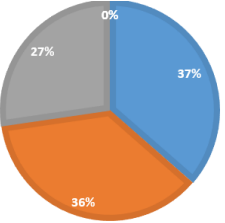
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Comment on Grades:

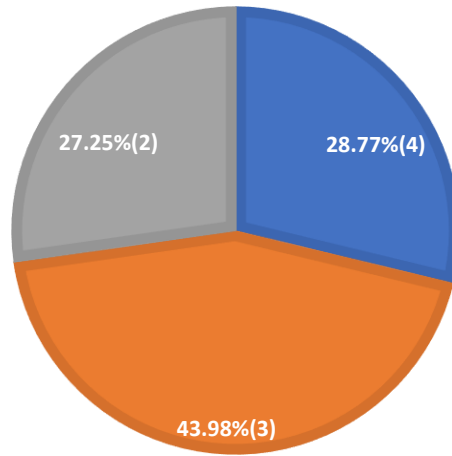
ACCT-201-01 BS. ACCT Rubric

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BS. ACCT Principles of ACCT I	2023FA Principles of ACCT I (2023FA-ACCT-201-01)	Younkins, Edward. W	22	22	100% met the benchmark of fair or above.

No	Row	Levels Of Achievement	Distribution
1	Explain the ethical implications and responsibilities of ensuring integrity of financial integrity	27.27% Excellent 45.46% Good 27.27% Fair 0% Needs Improvement 0% Inadequate	
2	Critically analyze, think logically, and apply analytical methods and skills for business problems	32% Excellent 41% Good 27% Fair 0% Needs Improvement 0% Inadequate	

No	Row	Levels Of Achievement	Distribution
3	Explain, integrate, and perform basic fundamental concepts in accounting, finance, marketing, management, and economics	27.27% Excellent 50% Good 22.73% Fair 0% Needs Improvement 0% Inadequate	
4	Demonstrate the value of personal and professional effective communication	27% Excellent 32% Good 41% Fair 0% Needs Improvement 0% Inadequate	
5	Apply knowledge of GAAP, FASB, GASB, and managerial accounting theories to businesses, state and local governments, and nonprofit organizations.	22.73% Excellent 59.09% Good 18.18% Fair 0% Needs Improvement 0% Inadequate	
6	Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals	36.36% Excellent 36.36% Good 27.28% Fair 0% Needs Improvement 0% Inadequate	

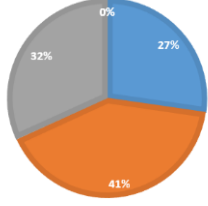
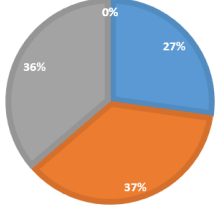
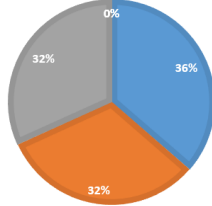
ACCT-201-01 BS.ACCT PLOS

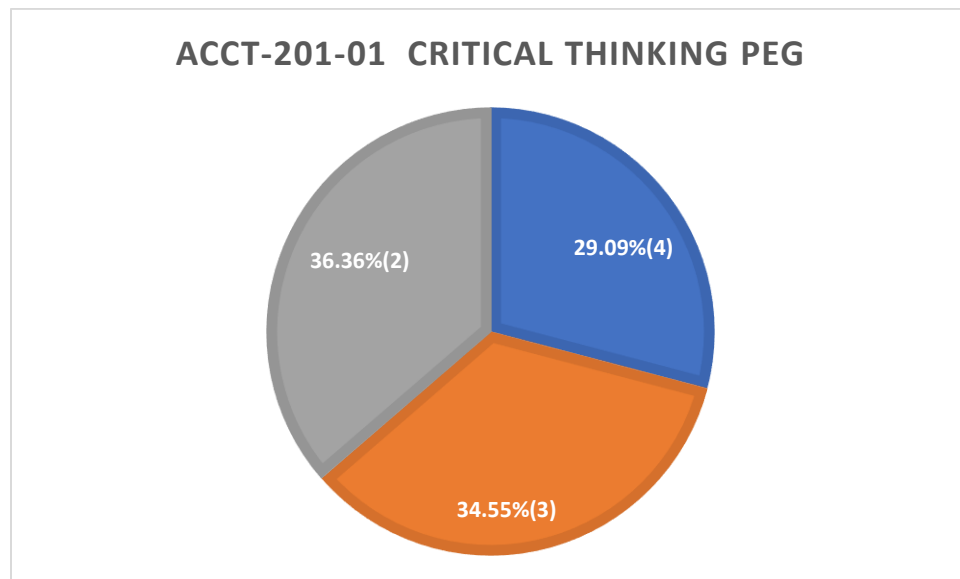


ACCT-201-01 Critical Thinking PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BS. Critical Thinking-Principles of ACCT I	2023FA Principles of ACCT I (2023FA-ACCT-201-01)	Younkins, Edward. W	22	22	100% met the benchmark of milestone 2 or above.

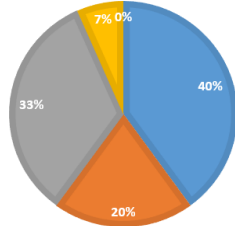
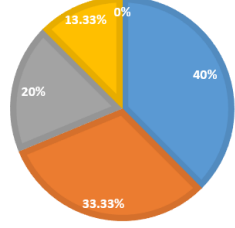
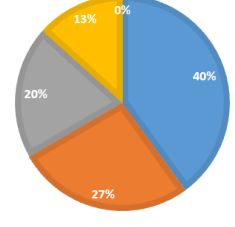
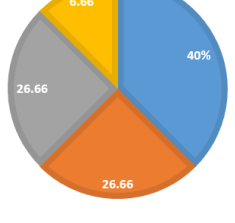
No	Row	Levels Of Achievement	Distribution
1	Explanation of Issues	31.83% Capstone-4 27.27% Milestones-3 40.90% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
2	Evidence	22.72% Capstone-4 36.36% Milestones-3 40.90% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	

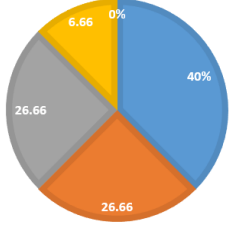
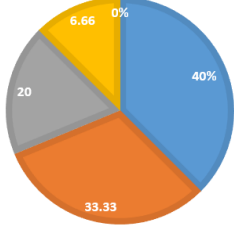
No	Row	Levels Of Achievement	Distribution
3	Influence of Context and Assumptions	27.27% Capstone-4 40.90% Milestones-3 31.81% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
4	Student's Position	27.27% Capstone-4 36.37% Milestones-3 36.36% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
5	Conclusions and Related Outcomes	36.36% Capstone-4 31.81% Milestones-3 31.81% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	

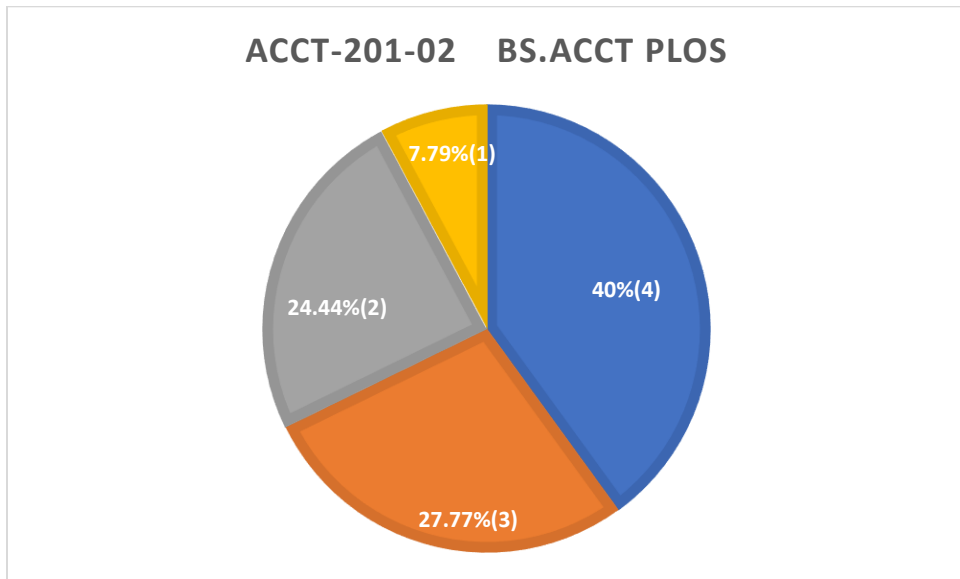


ACCT-201-02 BS. ACCT

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BS. ACCT Principles of ACCT I	2023FA Principles of ACCT I (2023FA-ACCT-201-02)	Younkins, Edward. W	15	15	92.21% met the benchmark of fair or above.

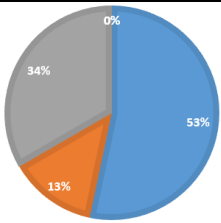
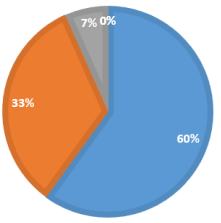
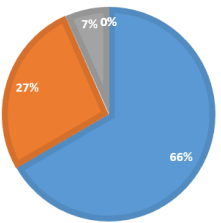
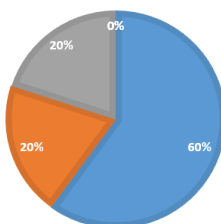
No	Row	Levels Of Achievement	Distribution
1	Explain the ethical implications and responsibilities of ensuring integrity of financial integrity	40% Excellent 20% Good 33.33% Fair 6.66% Needs Improvement 0% Inadequate	
2	Critically analyze, think logically, and apply analytical methods and skills for business problems	40% Excellent 33.33% Good 20% Fair 6.66% Needs Improvement 0% Inadequate	
3	Explain, integrate, and perform basic fundamental concepts in accounting, finance, marketing, management, and economics	40% Excellent 26.66% Good 20% Fair 13.33% Needs Improvement 0% Inadequate	
4	Demonstrate the value of personal and professional effective communication	40% Excellent 26.66% Good 26.66% Fair 6.66% Needs Improvement 0% Inadequate	

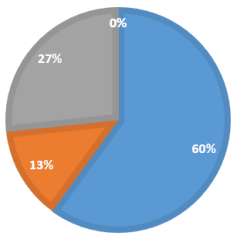
No	Row	Levels Of Achievement	Distribution
5	Apply knowledge of GAAP, FASB, GASB, and managerial accounting theories to businesses, state and local governments, and nonprofit organizations.	40% Excellent 26.66% Good 26.66% Fair 6.66% Needs Improvement 0% Inadequate	
6	Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals	40% Excellent 33.33% Good 20% Fair 6.66% Needs Improvement 0% Inadequate	

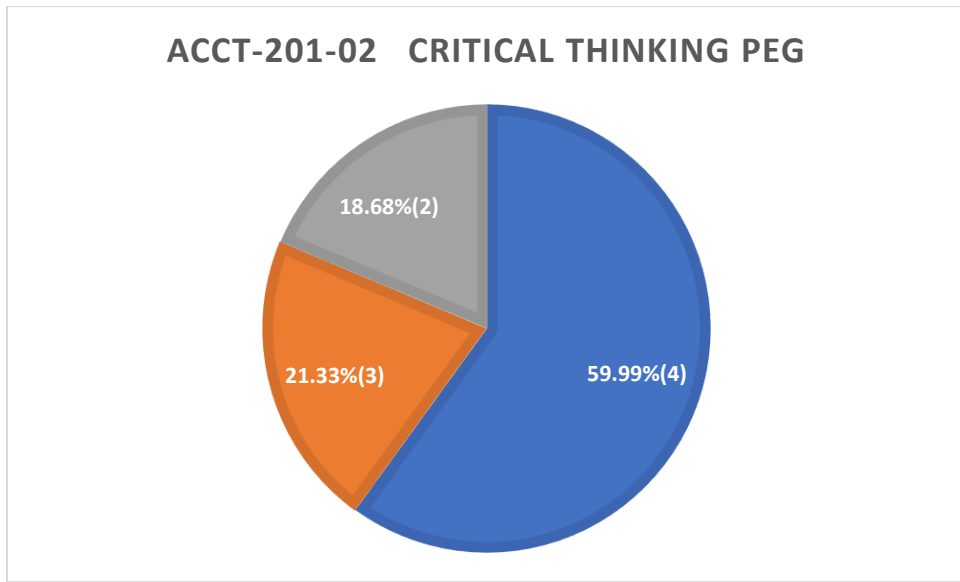


ACCT-201-02 Critical Thinking PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Critical Thinking ACCT I-02	2023FA Principles of ACCT I (2023FA-ACCT-201-02)	Younkins, Edward. W	15	15	100% met the benchmark of Milestone-2 or above.

No	Row	Levels Of Achievement	Distribution
1	Explanation of Issues	53.33% Capstone-4 13.33% Milestones-3 33.34% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
2	Evidence	60% Capstone-4 33.34% Milestones-3 6.66% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
3	Influence of Context and Assumptions	66.66% Capstone-4 26.68% Milestones-3 6.66% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
4	Student's Position	60% Capstone-4 20% Milestones-3 20% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	

No	Row	Levels Of Achievement	Distribution
5	Conclusions and Related Outcomes	60% Capstone-4 13.33% Milestones-3 26.67% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	



Grade Distribution: ACCT-201-02

11	A		0	C+
1	A-		1	C
2	B+		0	C-
0	B		0	D+
0	B-		0	D

0	F
0	I

Comment on Grades:

Course Name: Prin. of Accounting II

Course Number: ACCT- 202-01

Term: Fall

Year: 2023

Instructor: Dr. Ed Younkins

Instructional Student and Program Learning Outcomes, including PEGs:

Instructional Student Learning Outcome:

1. Define management accounting; (BT1)
2. Have an understanding of business ethics, especially ethics related to accounting; (BT2)
3. Define cost drivers and calculate cost costs using a variety of cost drivers; (BT1,2,3)
4. Use cost-volume-profit analysis in decision taking; (BT3,4,5)
5. Establish and use Activity-Based Costing; (BT3,4,5)

Program Learning Outcomes

- Explain, integrate, and perform basic fundamental concepts in accounting, finance, marketing, management, and economics
- Critically analyze, think logically, and apply analytical methods and skills for business problems
- Explain the ethical implications and responsibilities of ensuring integrity of financial integrity
- Demonstrate the value of personal and professional effective communication
- Apply knowledge of GAAP, FASB, GASB, and managerial accounting theories to businesses, state and local governments, and nonprofit organizations
- Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals

Course Outcomes Assessed:

5 Key Course Outcomes	Learning Activities/ Assignments	Benchmarks/ Performance Indicator	Results
1. Define management accounting. (BT1)	Exams, In-class discussions	B(84%) and above	Attained
2. Have an understanding of business ethics, especially ethics related to accounting; (BT2)	Exams, In-class discussions	B(84%) and above	Attained
3. Define cost drivers and calculate cost costs using a variety of cost drivers; (BT1,2,3)	Exams, In-class discussions	B(84%) and above	Attained
4. Use cost-volume-profit analysis in decision taking; (BT3,4,5)	Exams, In-class discussions	B(84%) and above	Attained
5. Establish and use Activity-Based Costing; (BT3,4,5)	Exams, In-class discussions	B(84%) and above	attained

(BT2)			
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Data:

For this course, there were no additional rubrics on blackboard. I assessed the course based on overall students' performance and SLO.

Data Analysis—Strengths of this course:

Experienced professor.

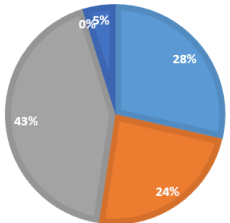
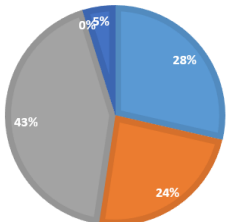
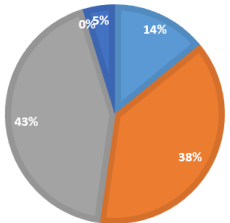
Students earn the basic knowledge of financial accounting standards.

Data Analysis—Improvements, such as changes in pedagogy, curriculum revision etc.:

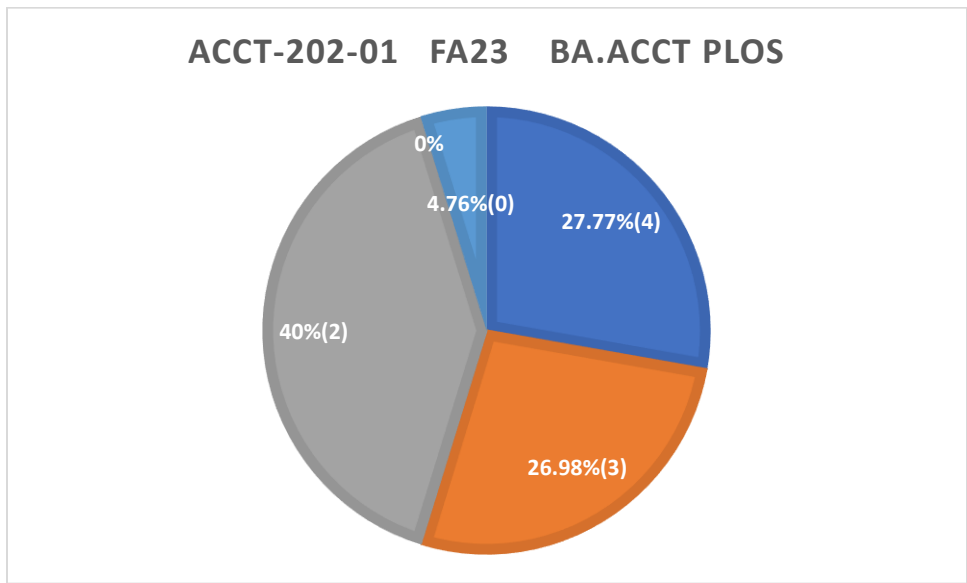
Nothing.

ACCT-202-02 BS. ACCT Rubric

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BS. ACCT Principles of ACCT II	2023FA Principles of ACCT II (2023FA-ACCT-202-01)	Younkins, Edward. W	21	21	95.24% met the benchmark of fair or above.

No	Row	Levels Of Achievement	Distribution
1	Explain the ethical implications and responsibilities of ensuring integrity of financial integrity	6 (28.59%) Excellent 5 (23.80%) Good 9 (42.85%) Fair 0 (0%) Needs Improvement 1 (4.76%) Inadequate	
2	Critically analyze, think logically, and apply analytical methods and skills for business problems	6 (28.59%) Excellent 5 (23.80%) Good 9 (42.85%) Fair 0 (0%) Needs Improvement 1 (4.76%) Inadequate	
3	Explain, integrate, and perform basic fundamental concepts in accounting, finance, marketing, management, and economics	3 (14.03%) Excellent 8 (38.09%) Good 9 (42.85%) Fair 0 (0%) Needs Improvement 1 (4.76%) Inadequate	

No	Row	Levels Of Achievement	Distribution
4	Demonstrate the value of personal and professional effective communication	6 (28.59%) Excellent 6 (28.59%) Good 8 (38.06%) Fair 0 (0%) Needs Improvement 1 (4.75%) Inadequate	
5	Apply knowledge of GAAP, FASB, GASB, and managerial accounting theories to businesses, state and local governments, and nonprofit organizations.	7 (33.33%) Excellent 5 (23.82%) Good 8 (38.09%) Fair 0 (0%) Needs Improvement 1 (4.76%) Inadequate	
6	Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals	7 (33.33%) Excellent 5 (23.82%) Good 8 (38.09%) Fair 0 (0%) Needs Improvement 1 (4.76%) Inadequate	



Grade Distribution :

8	A		C+
2	A-		C2

3	B+			C-
	B			D+
	B-			D

	F
	I

Comments on Grades:

As expected.

Course name: Principles of Marketing

Course Number: BUSN-212-01

Term: Fall

Year: 2023

Instructor: Lori Parry

Instructional Student Learning Outcomes:

1. Explain what marketing is and how it's used
2. Identify the primary marketing activities of an organization
3. Determine market segments and target customers
4. Determine market segments and target customers
5. Apply principles of ethics and social responsibility in marketing

Program Student Learning Outcomes:

1. Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business
2. Demonstrate the value of personal and professional effective communication
3. Demonstrate an appreciation of ethical implications involved in performing managerial functions
4. Critically analyze, think logically, and apply analytical methods and skills for business problems
5. Develop the capacity to work harmoniously and effectively with others

Strengths of this course:

Grade distribution:

10	A		1	C+
3	A-		1	C
2	B+		1	F
2	B		12	I
0	B-			

Comments on grades:

Several international students had outstanding assignments due beyond their control at the end of the semester, so they were given an incomplete.

Improvements for next year:

Students often stated that the PowerPoints provided did not present enough conceptual information. However, they were not required to purchase the textbook. It is recommended that a textbook be required to enhance student learning.

Course Outcomes Assessed:

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
Explain what marketing is and how it's used	Group Project	C and above. All students met the benchmark. Result shows		

		that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Identify the primary marketing activities of an organization	Group Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Determine market segments and target customers	Group Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Determine market	Group Project	C and above. All students		

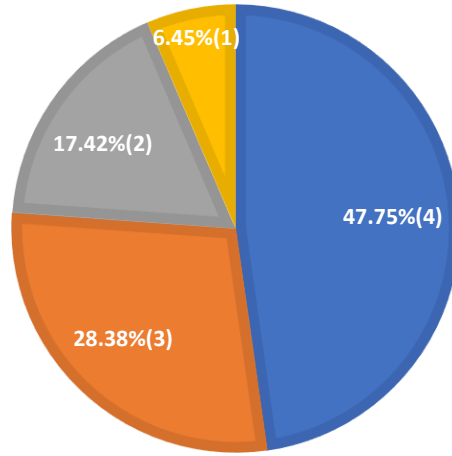
segments and target customers		met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Apply principles of ethics and social responsibility in marketing	Group Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		

BUSN-212-01 BSBA Rubric

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BSBA – Prin. of Marketing	2023FA Prin. of Marketing (2023FA-BUSN-212-01)	Parry, Lori	31	31	93.55% met the benchmark of fair or above.

No	Row	Levels Of Achievement	Distribution
1	Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business	48.39% Excellent 22.58% Good 22.58% Fair 6.45% Needs Improvement 0% Inadequate	
2	Demonstrate the value of personal and professional effective communication	51.63% Excellent 25.80% Good 16.12% Fair 6.45% Needs Improvement 0% Inadequate	
3	Demonstrate an appreciation of ethical implications involved in performing managerial functions	48.38 % Excellent 25.82% Good 19.35% Fair 6.45% Needs Improvement 0% Inadequate	
4	Critically analyze, think logically, and apply analytical methods and skills for business problems	45.18% Excellent 32.25% Good 16.12% Fair 6.45% Needs Improvement 0% Inadequate	
5	Develop the capacity to work harmoniously and effectively with others	45.17% Excellent 35.48% Good 12.90% Fair 6.45% Needs Improvement 0% Inadequate	

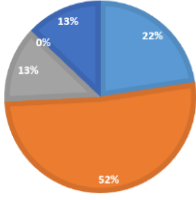
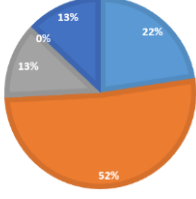
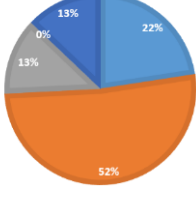
BUSN-212-01 BS.BA PLOS

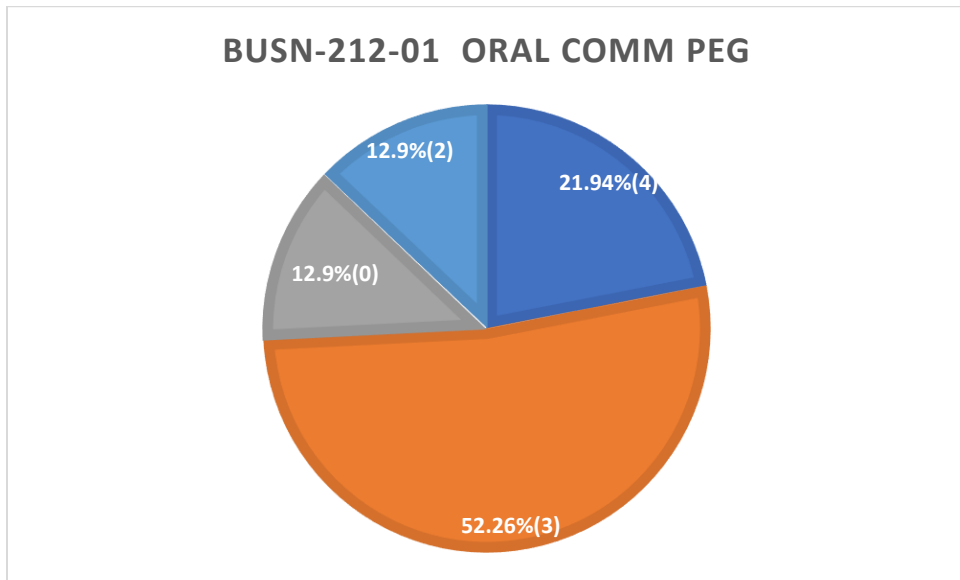


BUSN-212-01 Oral Communication PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Oral Communication PEG-Prin. of Marketing	2023FA Prin. of Marketing (2023FA-BUSN-212-01)	Parry, Lori	31	31	87.1% met the benchmark of milestone 2 or above.

No	Row	Levels Of Achievement	Distribution
1	Organization	19.35% Capstone-4 54.85% Milestones-3 12.90% Milestones-2 0% Benchmark-2 12.90% Does Not Meet-0	
2	Language	22.58% Capstone-4 51.62% Milestones-3 12.90% Milestones-2 0% Benchmark-2 12.90% Does Not Meet-0	

No	Row	Levels Of Achievement	Distribution
3	Delivery	22.58% Capstone-4 51.62% Milestones-3 12.90% Milestones-2 0% Benchmark-2 12.90% Does Not Meet-0	
4	Supporting Material	22.58% Capstone-4 51.62% Milestones-3 12.90% Milestones-2 0% Benchmark-2 12.90% Does Not Meet-0	
5	Central Message	22.58% Capstone-4 51.62% Milestones-3 12.90% Milestones-2 0% Benchmark-2 12.90% Does Not Meet-0	



Course name: Professional Selling

Course Number: BUSN-231-01

Term: Fall

Year: 2023

Instructor: Lori Parry

Instructional Student Learning Outcomes:

1. Display a broad understanding of the pivotal role that personal selling occupies in a competitive corporate landscape.
2. Demonstrate a fundamental understanding of why and how business organizations make buying decisions.
3. Exhibit the standard sales procedures aimed at generating value and attaining customer satisfaction.
4. Demonstrate a basic understanding of the importance of a mutually beneficial relationship with a customer.
5. Exhibit competence in spoken communication abilities vital for advancing one's professional success.
6. Show proficiency in verbal communication skills crucial for achieving success in one's career.
7. Express a basic understanding of the ethical, legal, and societal obligations that sales professionals must uphold.

Program Student Learning Outcomes:

1. Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business
2. Demonstrate the value of personal and professional effective communication
3. Demonstrate an appreciation of ethical implications involved in performing managerial functions
4. Critically analyze, think logically, and apply analytical methods and skills for business problems
5. Develop the capacity to work harmoniously and effectively with others.

Strengths of this course:

Grade distribution:

13	A		2	C+
2	A-		1	C
5	B+		0	F
6	B		0	I
0	B-			

Comments on grades: No Comment

Improvements for next year:

Students often stated that the PowerPoints provided did not present enough conceptual information. However, they were not required to purchase the textbook. It is recommended that a textbook be required to enhance student learning. An OER textbook was not readily available.

Course Outcomes Assessed:

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
Display a broad understanding of the pivotal role that personal selling occupies in a competitive corporate landscape.	Group Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Demonstrate a fundamental understanding of why and how business organizations make buying decisions.	Group Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Exhibit the standard sales procedures aimed at generating value and attaining customer satisfaction.	Group Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Demonstrate a basic understanding of the importance of a mutually beneficial relationship with a customer.	Group Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Exhibit competence in spoken communication abilities vital for advancing one's	Group Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course		

professional success.		objectives were accomplished successfully.		
Show proficiency in verbal communication skills crucial for achieving success in one's career.	Group Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Express a basic understanding of the ethical, legal, and societal obligations that sales professionals must uphold.	Group Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		

Course name: Social Media Marketing

Course Number: BUSN-250-01

Term: Fall

Year: 2023

Instructor: Lori Parry

Instructional Student Learning Outcomes:

1. Explain a broad overview of social media and the social web
2. Understand the role of social media in integrated marketing communication
3. Create a comprehensive social media marketing plan
4. Evaluate social media strategies
5. Research and engage current social media communication channels
6. Understand social media guidelines
7. Explain the differences between social media listening and monitoring
8. Examine how consumers interact via social media
9. Evaluate the impact of influencers and advocates have on social media

Program Student Learning Outcomes:

1. Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business
2. Demonstrate the value of personal and professional effective communication
3. Demonstrate an appreciation of ethical implications involved in performing managerial functions
4. Critically analyze, think logically, and apply analytical methods and skills for business problems
5. Develop the capacity to work harmoniously and effectively with others

Strengths of this course:

Grade distribution:

24	A		1	C+
2	A-		1	C
3	B+		0	F
5	B		0	I
1	B-			

Comments on grades: No Comment

Improvements for next year:

Students often stated that the PowerPoints provided did not present enough conceptual information. However, they were not required to purchase the textbook. It is recommended that a textbook be required to enhance student learning. An OER textbook was not readily available that was current and up-to-date.

Course Outcomes Assessed:

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
Explain a broad overview of	Group Project	C and above. All students met the benchmark. Result shows that		

social media and the social web		students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Understand the role of social media in integrated marketing communication	Group Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Create a comprehensive social media marketing plan	Group Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Evaluate social media strategies	Group Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Research and engage current social media communication channels	Group Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Understand social media guidelines	Group Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Explain the differences between social media listening and monitoring	Group Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		

Examine how consumers interact via social media	Group Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		

Course name: Marketing Strategies

Course Number: BUSN-420-01

Term: Fall

Year: 2023

Instructor: Lori Parry

Instructional Student Learning Outcomes:

1. Evaluate marketing management strategy and planning
2. Assess information to support marketing decisions
3. Develop a strategic value offering
4. Estimate price and generate the value offering
5. Create and execute the marketing mix

Program Student Learning Outcomes:

1. Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business
2. Demonstrate the value of personal and professional effective communication
3. Demonstrate an appreciation of ethical implications involved in performing managerial functions
4. Critically analyze, think logically, and apply analytical methods and skills for business problems
5. Develop the capacity to work harmoniously and effectively with others

Strengths of this course:

Grade distribution:

25	A		1	C+
3	A-		1	C
1	B+		0	F
0	B		0	I
3	B-			

Comments on grades: No Comment

Improvements for next year:

Incorporate a capstone project and/or final exam.

Students often stated that the PowerPoints provided did not present enough conceptual information. However, they were not required to purchase the textbook. It is recommended that a textbook be required to enhance student learning. An OER textbook was not readily available.

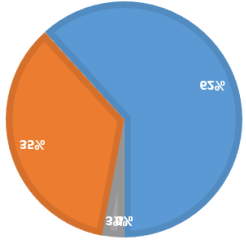
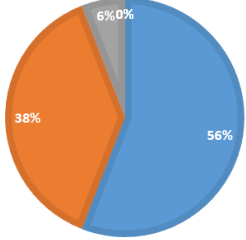
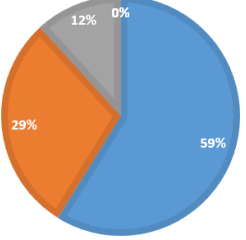
Course Outcomes Assessed:

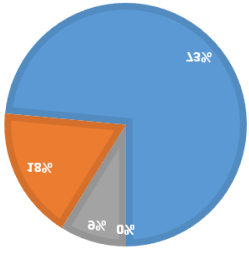
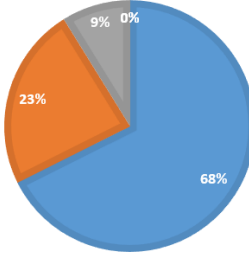
Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
Evaluate marketing management strategy and planning	Exam	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Assess information to support marketing decisions	Exam	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Develop a strategic value offering	Exam	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Estimate price and generate the value offering	Exam	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Create and execute the marketing mix	Exam	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course		

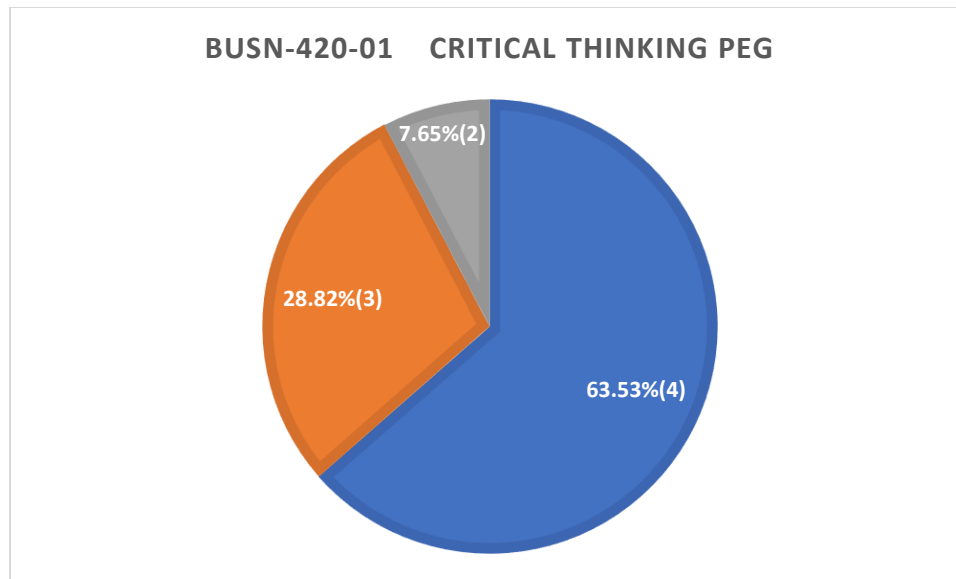
		objectives were accomplished successfully.		
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BUSN-420-01 Critical Thinking PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Critical Thinking- Marketing Strategy	2023FA Marketing Strategy (2023FA-BUSN-420-01)	Parry, Lori	34	34	100% met the benchmark of milestone 2 or above.

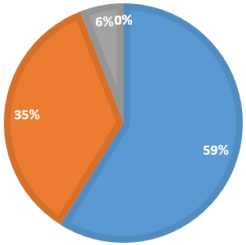
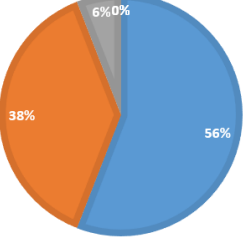
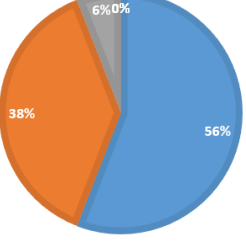
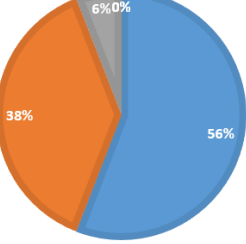
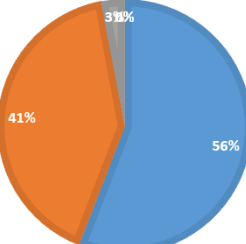
No	Row	Levels Of Achievement	Distribution
1	Explanation of Issues	61.67% Capstone-4 35.29% Milestones-3 2.95% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
2	Evidence	55.88% Capstone-4 38.23% Milestones-3 5.89% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
3	Influence of Context and Assumptions	58.82% Capstone-4 29.41% Milestones-3 11.77% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	

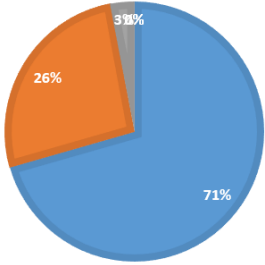
No	Row	Levels Of Achievement	Distribution
4	Student's Position	73.52% Capstone-4 17.64% Milestones-3 8.84% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
5	Conclusions and Related Outcomes	67.64% Capstone-4 23.52% Milestones-3 8.84% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	

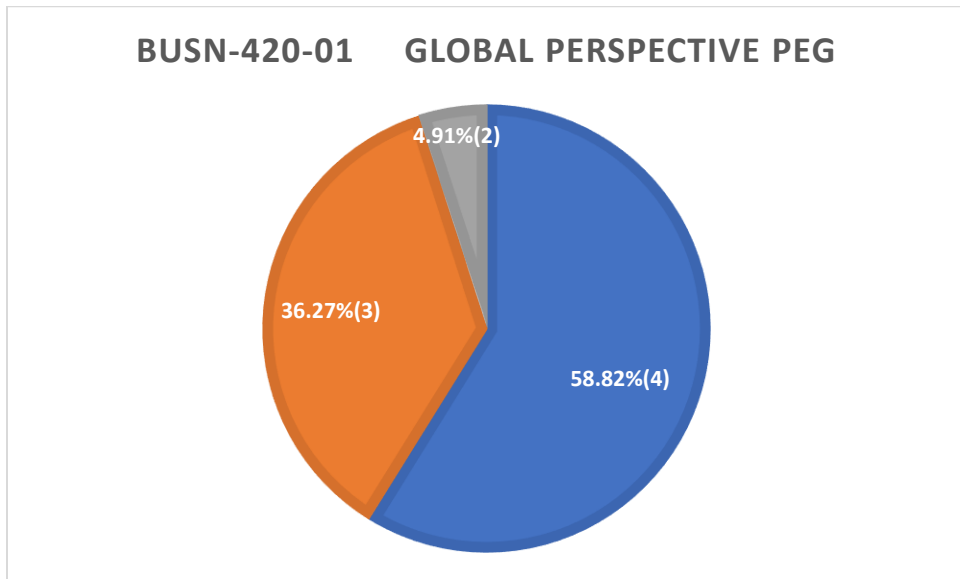


BUSN-420-01 Global Perspective PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
PEG – Global Perspective	2023FA Marketing Strategy (2023FA-BUSN-420-01)	Parry, Lori	34	34	100% met the benchmark of milestone 2 or above.

No	Row	Levels Of Achievement	Distribution
1	Applying Knowledge to Contemporary Global Contexts	58.82% Capstone - 4 35.29% Milestone - 3 5.89% Milestone - 2 0% Benchmark - 1 0% Substandard - 0	
2	Understanding Global Systems	55.88% Capstone - 4 38.23% Milestone - 3 5.89% Milestone - 2 0% Benchmark - 1 0% Substandard - 0	
3	Personal and Social Responsibility	55.88% Capstone - 4 38.23% Milestone - 3 5.89% Milestone - 2 0% Benchmark - 1 0% Substandard - 0	
4	Cultural Diversity	55.88% Capstone - 4 38.23% Milestone - 3 5.89% Milestone - 2 0% Benchmark - 1 0% Substandard - 0	
5	Perspective Taking	55.88% Capstone - 4 41.17% Milestone - 3 2.95% Milestone - 2 0% Benchmark - 1 0% Substandard - 0	

No	Row	Levels Of Achievement	Distribution
6	Global Self-Awareness	70.58% Capstone - 4 26.47% Milestone - 3 2.95% Milestone - 2 0% Benchmark - 1 0% Substandard - 0	 <p>A pie chart with three segments: a large blue segment representing 71%, a smaller orange segment representing 26%, and a very small grey segment representing 3%.</p>



Course name: Organizational Leadership**Course Number: BUSN-325-01**

Term: Fall

Year: 2023

Instructor: Matthew DeSantis

Instructional Student Learning Outcomes:

After examining the evolution of leadership theory, this course focuses on a contemporary leadership model. The student's leadership style will be determined, and personal development opportunities will be provided.

Program Student Learning Outcomes:

The text presents the theory, concepts, and applications with emphasis on the impact individuals and groups can have on organizational performance and culture. An array of recurring features engages students in entrepreneurial thinking, managing change, using tools/technology, and responsible management.

Strengths of this course:**Grade distribution:**

12	A			C+
	A-		1	C
	B+			F
2	B			I
	B-			

Comments on grades:**Improvements for next year:****Course Outcomes Assessed:**

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
ALL	Quiz	Students were assigned a quiz each week which covered general topics from the chapter/s covered each week.	TEXTBOOK	
ALL	Papers	Given a topic and instructions students were asked to develop fact-based findings and deliver three papers during the semester.	Data was given to the students in the form of a case study where the study read the study and then applied course-based topics to explain and defend their	Scoring rubric and grammatical checks were used to determine overall scoring.

			interpretation from the case.	
ALL	Group Project	Students were paired and given a case study from the textbook. They were given parameters and expectations to cover in their presentation.	The data provided to the students was to be dissected, evaluated, and compiled to form a well thought out and provoking presentation that successfully outlined the parameters of the assignment.	Scoring rubric was used to score and grade each group. Once presentations were given the presenters had to answer any questions by professor or peers.

Course Name: Individual Tax Accounting

Course Number: ACCT-331-01

Term: Fall

Year: 2023

Instructor: Brendan Welsh

Instructional Student and Program Learning Outcomes, including PEGs:

Program Learning Outcomes (ACCT PLOs):

Explain, integrate, and perform basic fundamental concepts in accounting, finance, marketing, management, and economics

Critically analyze, think logically, and apply analytical methods and skills for business problems

Explain the ethical implications and responsibilities of ensuring integrity of financial integrity

Demonstrate the value of personal and professional effective communication

Apply knowledge of GAAP, FASB, GASB, and managerial accounting theories to businesses, state and local governments, and nonprofit organizations

Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals

Student Learning Objectives

Upon completion of this course, students should:

1. Have an understanding of the United States tax system relating to individual taxation.
2. Be able to identify, apply and calculate certain concepts and provisions of the United State tax code.
3. Be able to prepare an individual tax return.

Course Outcomes Assessed:

5 Key Course Outcomes	Learning Activities/ Assignments	Benchmarks/ Performance Indicator	Results
1	Lecture	Homework Problems, Tests	Satisfactory
2	Lecture	Homework Problems, Tests	Satisfactory
3	End of Year Exercises	Completed Tax Returns	Satisfactory

Data: Taxation of Individuals- 2024 Edition (textbook)

Data Analysis—Strengths of this course: The course textbook provided up-to-date tax information that was relevant for the filing of 2023 tax returns. Assigned homework problems and examples were suitable for students being introduced to taxation.

Data Analysis—Improvements, such as changes in pedagogy, curriculum revision etc.:

None noted

of students Grade Distribution:

of students

1	A		C+
2	A-		C
1	B+		C-
1	B		D+

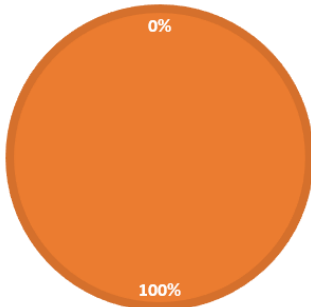
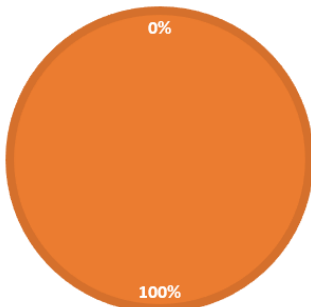
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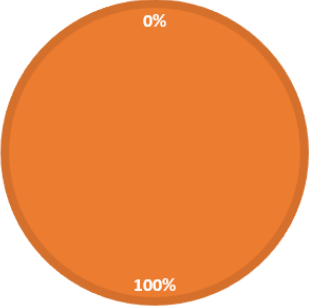
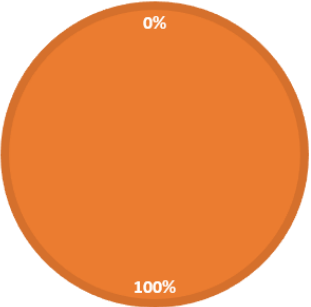
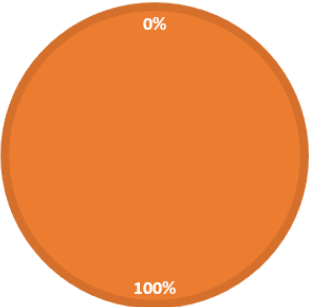
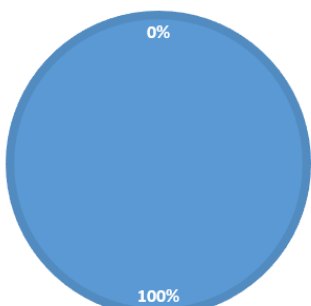
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Comment on Grades: Grades on based on attendance, submitted homework problems, 2 of 3 tests (worst test grade dropped) and final.

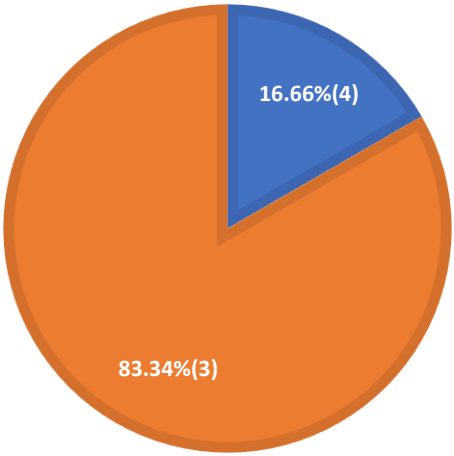
ACCT-331-01 BS. ACCT Rubric

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BS. ACCT Individual Tax Accounting	2023 FA Individual Tax Accounting (2024 FA-ACCT-313-01)	Welsh, Brendoan	5	5	100% met the benchmark of Fair or above.

No	Row	Levels Of Achievement	Distribution
1	Explain the ethical implications and responsibilities of ensuring integrity of financial integrity	0% Excellent 100% Good 0% Fair 0% Needs Improvement 0% Inadequate	
2	Critically analyze, think logically, and apply analytical methods and skills for business problems	0% Excellent 100% Good 0% Fair 0% Needs Improvement 0% Inadequate	

No	Row	Levels Of Achievement	Distribution
3	Explain, integrate, and perform basic fundamental concepts in accounting, finance, marketing, management, and economics	0% Excellent 100% Good 0% Fair 0% Needs Improvement 0% Inadequate	
4	Demonstrate the value of personal and professional effective communication	0% Excellent 100% Good 0% Fair 0% Needs Improvement 0% Inadequate	
5	Apply knowledge of GAAP, FASB, GASB, and managerial accounting theories to businesses, state and local governments, and nonprofit organizations.	0% Excellent 100% Good 0% Fair 0% Needs Improvement 0% Inadequate	
6	Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals	100% Excellent 0% Good 0% Fair 0% Needs Improvement 0% Inadequate	

ACCT-331 FA BS.ACCT RUBRIC



Course Name: Managerial Cost Accounting

Course Number: ACCT-341-01

Term: Fall

Year: 2023

Instructor: Dr. Ed Younkins

Instructional Student and Program Learning Outcomes, including PEGs:

Instructional Student Learning Outcome:

1. Explain the role of management accounting in business. (BT2)
2. Explain cost behaviors including variable, fixed, and mixed components. (BT2)
3. Contrast functional-based and activity-based cost systems. (BT2)
4. Complete income statements using both variable and absorption costing. (BT3)
5. Distinguish between relevant and non-relevant costs in various decision-making scenarios. (BT2)

Program Learning Outcomes

7. Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business
8. Demonstrate the value of personal and professional effective communication
9. Demonstrate an appreciation of ethical implications involved in performing managerial functions
10. Critically analyze, think logically, and apply analytical methods and skills for business problems
11. Develop the capacity to work harmoniously and effectively with others

Course Outcomes Assessed:

5 Key Course Outcomes	Learning Activities/ Assignments	Benchmarks/ Performance Indicator	Results
Explain the role of management accounting in business. (BT2)	Exams, In-class discussions	B(84%) and above	Attained
Explain cost behaviors including variable, fixed, and mixed components. (BT2)	Exams, In-class discussions	B(84%) and above	Attained
Contrast functional-based and activity-based cost systems. (BT2)	Exams, In-class discussions	B(84%) and above	Attained
Complete income statements using both variable and absorption costing. (BT3)	Exams, In-class discussions	B(84%) and above	Attained

Distinguish between relevant and non-relevant costs in various decision-making scenarios.	Exams, In-class discussions	B(84%) and above	Attained
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Data:

For this course, there were no additional rubrics on blackboard. I assessed the course based on overall students' performance and SLO.

Data Analysis—Strengths of this course:

Experienced professor.

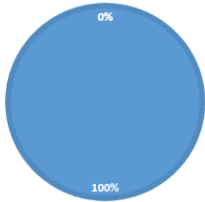

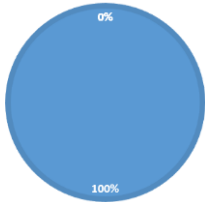
Students earn the basic knowledge of financial accounting standards.

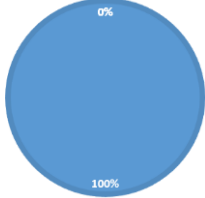
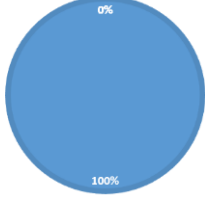
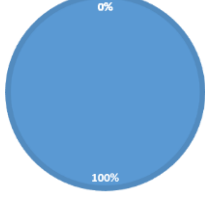
Data Analysis—Improvements, such as changes in pedagogy, curriculum revision etc.:

Nothing.

ACCT-341 BS. ACCT Rubric

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BS. ACCT Managerial Cost ACCT	2023FA Managerial Cost ACCT (2023FA-ACCT-341-01)	Younkings, Edward. W	8	8	100% met the benchmark of fair or above.

No	Row	Levels Of Achievement	Distribution
1	Explain the ethical implications and responsibilities of ensuring integrity of financial integrity	8 (100%) Excellent 0 (0%) Good 0 (0%) Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	
2	Critically analyze, think logically, and apply analytical methods and skills for business problems	8 (100%) Excellent 0 (0%) Good 0 (0%) Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	
3	Explain, integrate, and perform basic fundamental concepts in accounting, finance, marketing, management, and economics	8 (100%) Excellent 0 (0%) Good 0 (0%) Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	

No	Row	Levels Of Achievement	Distribution
4	Demonstrate the value of personal and professional effective communication	8 (100%) Excellent 0 (0%) Good 0 (0%) Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	
5	Apply knowledge of GAAP, FASB, GASB, and managerial accounting theories to businesses, state and local governments, and nonprofit organizations.	8 (100%) Excellent 0 (0%) Good 0 (0%) Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	
6	Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals	8 (100%) Excellent 0 (0%) Good 0 (0%) Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	

Grade Distribution :

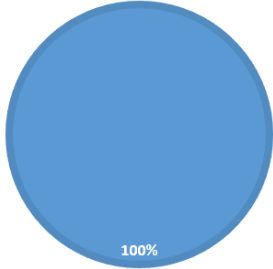
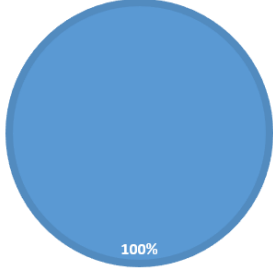
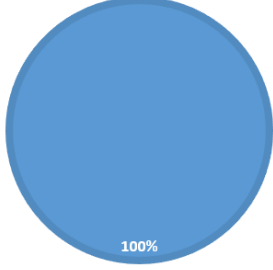
6	A		C+
2	A-		C
	B+		C-
	B		D+
	B-		D

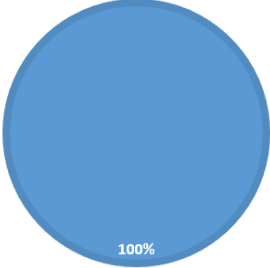
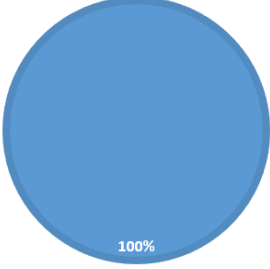
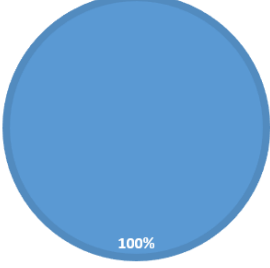
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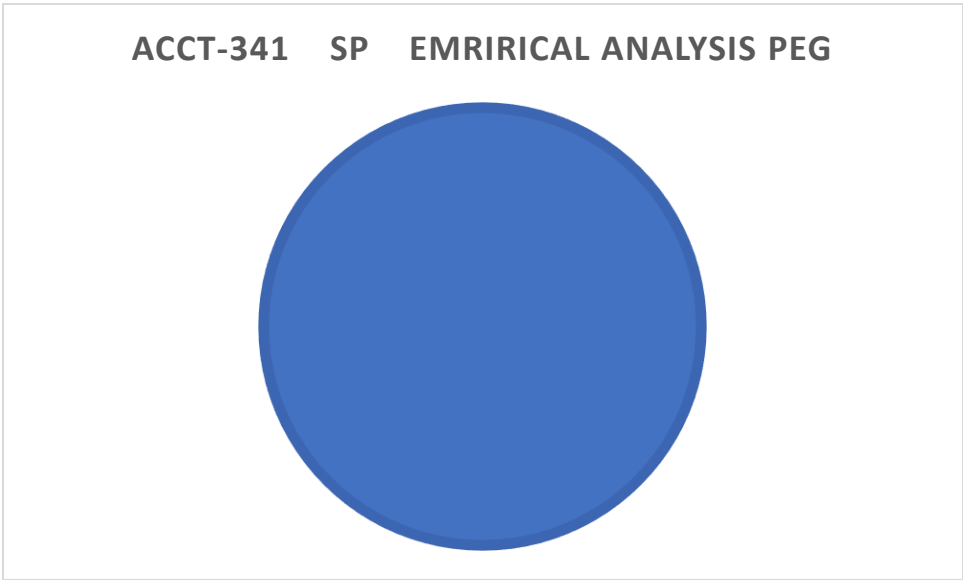
Comment on Grades: As expected.

ACCT-341 (Empirical Analysis) Quantitative Reasoning PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Quantitative Reasoning PEG- Managerial Cost ACCT	2024 SP Managerial Cost ACCT (2024 FA- ACCT-341-01)	Younkins, Edward	8	8	100% met milestones 2 above

No	Row	Levels Of Achievement	Distribution
1	Representation	100% Capstone 0% Milestones 3 0% Milestones 2 0% Benchmark 0% Does Not Meet	
2	Interpretation	100% Capstone 0% Milestones 3 0% Milestones 2 0% Benchmark 0% Does Not Meet	
3	Communication	100% Capstone 0% Milestones 3 0% Milestones 2 0% Benchmark 0% Does Not Meet	

No	Row	Levels Of Achievement	Distribution
4	Calculation	100% Capstone 0% Milestones 3 0% Milestones 2 0% Benchmark 0% Does Not Meet	
5	Assumptions	100% Capstone 0% Milestones 3 0% Milestones 2 0% Benchmark 0% Does Not Meet	
6	Application/Analysis	100% Capstone 0% Milestones 3 0% Milestones 2 0% Benchmark 0% Does Not Meet	



Course Name: Intermediate Accounting I

Course Number: ACCT-311-01

Term: Fall

Year: 2023

Instructor: Dr. Ed Younkins

Instructional Student and Program Learning Outcomes, including PEGs:

Instructional Student Learning Outcome:

Assess and understand the Accounting Conceptual Framework and underlying principles of accounting applications and procedures (BT 2,3, &4)

Analyze the effects of transactions and events on an entity's financial condition and demonstrate an understanding of Generally Accepted Accounting Principles (GAAP) (BT2,3, &4)

Employ professional judgment applying GAAP technical concepts to prepare and present financial statements and related disclosures. (BT 4,5)

Understand the environment and theoretical structure of financial accounting and will be able to apply those concepts to transactional analysis. (BT2,3)

Complete all the steps in the accounting processing cycle and apply GAAP as required. (BT3,4, &5)

Program Learning Outcomes

Explain, integrate, and perform basic fundamental concepts in accounting, finance, marketing, management, and economics

Critically analyze, think logically, and apply analytical methods and skills for business problems

Explain the ethical implications and responsibilities of ensuring integrity of financial integrity

Demonstrate the value of personal and professional effective communication

Apply knowledge of GAAP, FASB, GASB, and managerial accounting theories to businesses, state and local governments, and nonprofit organizations

Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals

Course Outcomes Assessed:

5 Key Course Outcomes	Learning Activities/ Assignments	Benchmarks/ Performance Indicator	Results
1. Assess and understand the Accounting Conceptual Framework and underlying principles of accounting applications and procedures (BT 2,3, &4)	Exams, In-class discussions	B(84%) and above	Attained
2. Analyze the effects of transactions and events on an entity's financial condition and	Exams, In-class discussions	B(84%) and above	Attained

demonstrate an understanding of Generally Accepted Accounting Principles (GAAP) (BT2,3, &4)			
3. Employ professional judgment applying GAAP technical concepts to prepare and present financial statements and related disclosures. (BT 4,5)	Exams, In-class discussions	B(84%) and above	Attained
4. Understand the environment and theoretical structure of financial accounting and will be able to apply those concepts to transactional analysis. (BT2,3)	Exams, In-class discussions	B(84%) and above	Attained
5. Complete all the steps in the accounting processing cycle and apply GAAP as required. (BT3,4, &5)	Exams, In-class discussions	B(84%) and above	Attained

Data:

For this course, there were no additional rubrics on blackboard. I assessed the course based on overall students' performance and SLO.

Data Analysis—Strengths of this course:

Experienced professor.

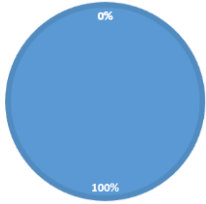
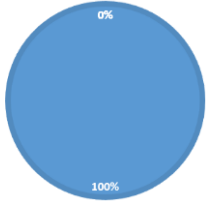
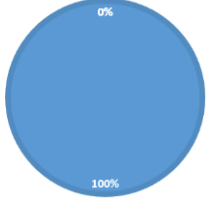
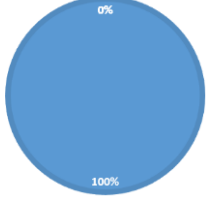
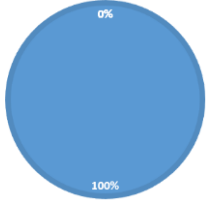
Students earn the basic knowledge of financial accounting standards.

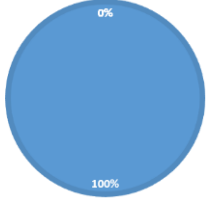
Data Analysis—Improvements, such as changes in pedagogy, curriculum revision etc.:

Nothing.

ACCT- 311- 01 BS. ACCT Rubric

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BS. ACCT Intermediate ACCT I	2023FA Intermediate ACCT I (2023FA-ACCT-311-01)	Younkins, Edward. W	8	8	100% met the benchmark of fair or above.

No	Row	Levels Of Achievement	Distribution
1	Explain the ethical implications and responsibilities of ensuring integrity of financial integrity	8 (100%) Excellent 0 (0%) Good 0 (0%) Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	
2	Critically analyze, think logically, and apply analytical methods and skills for business problems	8 (100%) Excellent 0 (0%) Good 0 (0%) Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	
3	Explain, integrate, and perform basic fundamental concepts in accounting, finance, marketing, management, and economics	8 (100%) Excellent 0 (0%) Good 0 (0%) Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	
4	Demonstrate the value of personal and professional effective communication	8 (100%) Excellent 0 (0%) Good 0 (0%) Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	
5	Apply knowledge of GAAP, FASB, GASB, and managerial accounting theories to businesses, state and local governments, and nonprofit organizations.	8 (100%) Excellent 0 (0%) Good 0 (0%) Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	

No	Row	Levels Of Achievement	Distribution
6	Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals	8 (100%) Excellent 0 (0%) Good 0 (0%) Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	

Grade Distribution:

6	A		C+
1	A-		C
1	B+		C-
	B		D+
	B-		D

	F
	I

Comments on Grades: As expected

Course name: Accounting Information Systems

Course Number: ACCT-321-80

Term: Fall

Year: 2023

Instructor: Tammy Richmond

Instructional Student Learning Outcomes:

Student Learning Objectives	Learning Activities/Assignment	Assessments for the Learning Activities
<ul style="list-style-type: none">• Have a general understanding of a computerized accounting information system	SmartBook assignments, discussion questions, and exercises	Projects, practice quizzes, and exams.
<ul style="list-style-type: none">• Have an understanding of QuickBooks Online accounting information system	SmartBook assignments, discussion questions, and exercises	Projects, practice quizzes, and exams.
<ul style="list-style-type: none">• The ability to evaluate transactions and post to the appropriate general ledger accounts	SmartBook assignments, discussion questions, and exercises	Projects, practice quizzes, and exams.
<ul style="list-style-type: none">• The understanding of financial information to run various financial reports	SmartBook assignments, discussion questions, and exercises	Projects, practice quizzes, and exams.
<ul style="list-style-type: none">• The ability to evaluate the financial information given in order to complete the assignments	SmartBook assignments, discussion questions, and exercises	Projects, practice quizzes, and exams.
<ul style="list-style-type: none">• The application of generally accepted accounting principles, as they pertain to these areas, in order to demonstrate knowledge of the topics covered during this course	SmartBook assignments, discussion questions, and exercises	Projects, practice quizzes, and exams.

Program Student Learning Outcomes:

Program Learning Outcomes	Learning Activities/Assignment	Assessments for the Learning Activities
Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business	SmartBook assignments, discussion questions, and exercises	Projects, practice quizzes, and exams.
Demonstrate the value of personal and professional effective communication	SmartBook assignments, discussion questions, and exercises	Projects, practice quizzes, and exams.
Demonstrate an appreciation of ethical implications involved in performing managerial functions	SmartBook assignments, discussion questions, and exercises	Projects, practice quizzes, and exams.

Critically analyze, think logically, and apply analytical methods and skill for business problems	SmartBook assignments, discussion questions, and exercises	Projects, practice quizzes, and exams.
Develop the capacity to work harmoniously and effectively with others	SmartBook assignments, discussion questions, and exercises	Projects, practice quizzes, and exams.

Strengths of this course:

Grade distribution:

2	A			C+
2	A-		1	C
	B+		1	F
	B			I
	B-			

Comments on grades:

The grades were expected with the exception of the failing grade. That grade was due to the student not completing the assignments and failing to meet with the instructor for help. This was the second attempt at passing this course. The first failing attempt was also due to not completing the assignments.

Improvements for next year:

Continue to email students without stopping after 3 attempts, when they need assistance with completing assignments. Reaching out to Chair of the department earlier than what was done this semester when students fail to respond to instructor.

Course Outcomes Assessed:

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
1. Have an understanding of QuickBooks Online accounting information system	Projects, quizzes, exams	Passing grade of C or better	Majority of class passed.	Continue to assign similar homework, quizzes, and exams.
2. The ability to evaluate transactions and post to the appropriate	Projects, quizzes, exams	Passing grade of C or better	Majority of class passed.	Continue to assign similar homework, quizzes, and exams.

general ledger accounts				
3. The understanding of financial information to run various financial reports	Projects, quizzes, exams	Passing grade of C or better	Majority of class passed.	Continue to assign similar homework, quizzes, and exams.

Course Name: QBA

Course Number: BUSN-201-01

Term: FA23

Year: 2023

Instructor: Fred Rossell

Instructional Student Learning Outcomes:

Identify and explain the fundamental concepts and principles of statistics for business.

Perform the analysis of business data.

Demonstrate the ability to analysis business data.

Demonstrate the ability to communicate statistics analysis in an ethical manner.

Identify and collect data.

Program Student Learning Outcomes:

1. Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business
2. Demonstrate the value of personal and professional effective communication
3. Demonstrate an appreciation of ethical implications involved in performing managerial functions.
4. Critically analyze, think logically, and apply analytical methods and skills for business problems
5. Develop the capacity to work harmoniously and effectively with others

Strengths of this course:

An introduction to Quantitative Business Analysis topic: The course focuses on Why should I use statistics? How do I use statistics?

Grade distribution:

11	A			C+
3	A-		1	C
4	B+		1	C-
5	B		2	F
4	B-			I

Comments on grades:

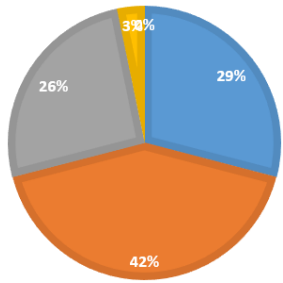
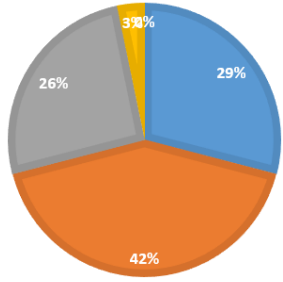
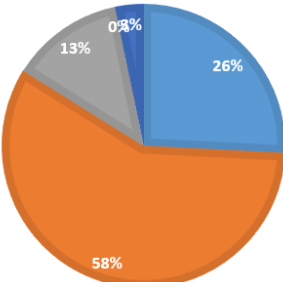
Improvements for next year:

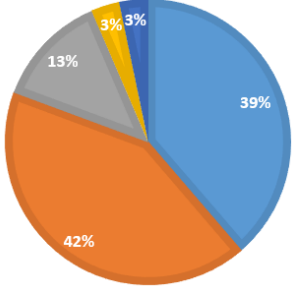
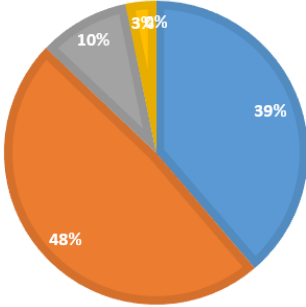
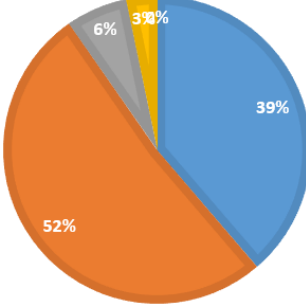
Course Outcomes Assessed:

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
1.				
2.				
3.				

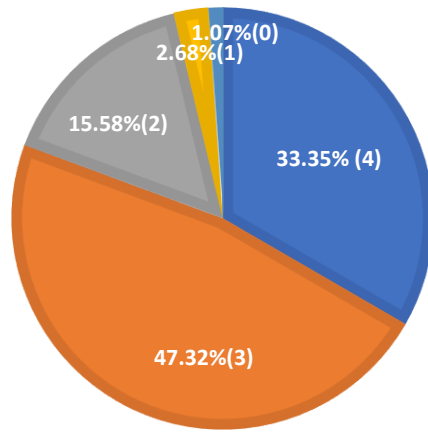
BUSN-201-01 (Empirical Analysis) Quantitative Reasoning PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Quantitative Reasoning PEG-QBA	2023 FA QBA (2023 SP-BUSN-201-01)	Rossell, Fred	31	31	96.25% Met the benchmark of milestones 2 above

No	Row	Levels Of Achievement	Distribution
1	Representation	29.03% Capstone 41.95% Milestones 3 25.8% Milestones 2 3.22% Benchmark 0% Does Not Meet	
2	Interpretation	29.03% Capstone 41.95% Milestones 3 25.8% Milestones 2 3.22% Benchmark 0% Does Not Meet	
3	Communication	25.8% Capstone 58.08% Milestones 3 12.9% Milestones 2 0% Benchmark 3.22% Does Not Meet	

No	Row	Levels Of Achievement	Distribution
4	Calculation	38.7% Capstone 41.95% Milestones 3 12.9% Milestones 2 3.23% Benchmark 3.22% Does Not Meet	
5	Assumptions	38.73% Capstone 48.38% Milestones 3 9.67% Milestones 2 3.22% Benchmark 0% Does Not Meet	
6	Application/Analysis	38.7% Capstone 51.63% Milestones 3 6.45 % Milestones 2 3.22% Benchmark 0% Does Not Meet	

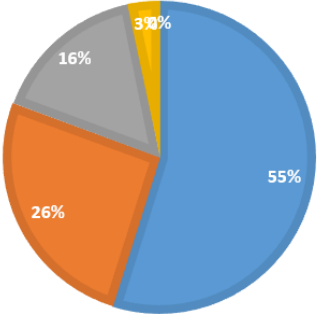
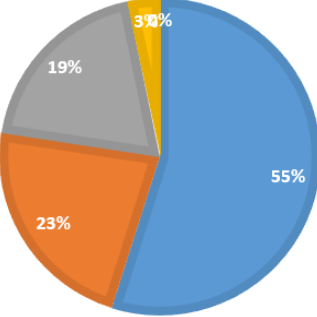
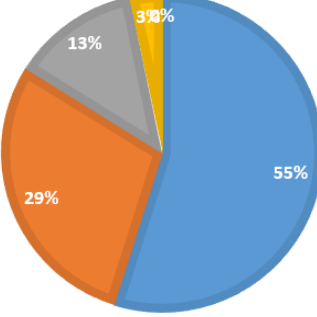
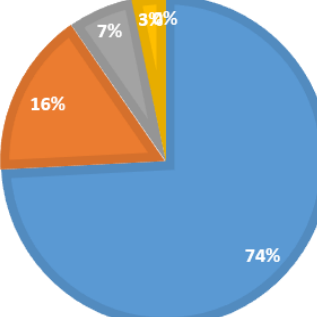
BUSN-201-01 EMPIRICAL ANALYSIS(QUANTITATIVE REASONING)



BUSN- 201-01 BS.BA Rubric

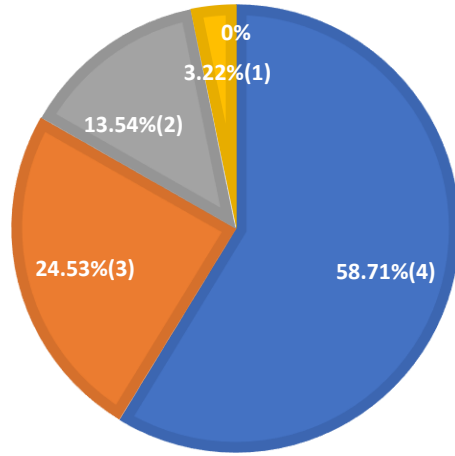
Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BSBA – QBA	2023FA QBA (2023FA-BUSN-201-01)	Steitz, Colin	31	31	96.78% met the benchmark fair or above

No	Row	Levels Of Achievement	Distribution												
1	Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business	54.85% Excellent 29.03% Good 12.9% Fair 3.22% Needs Improvement 0% Inadequate	<table border="1"> <caption>Achievement Level Distribution Data</caption> <thead> <tr> <th>Achievement Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>55%</td> </tr> <tr> <td>Good</td> <td>29%</td> </tr> <tr> <td>Fair</td> <td>13%</td> </tr> <tr> <td>Needs Improvement</td> <td>3%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Achievement Level	Percentage	Excellent	55%	Good	29%	Fair	13%	Needs Improvement	3%	Inadequate	0%
Achievement Level	Percentage														
Excellent	55%														
Good	29%														
Fair	13%														
Needs Improvement	3%														
Inadequate	0%														

No	Row	Levels Of Achievement	Distribution												
2	Demonstrate the value of personal and professional effective communication	54.85% Excellent 25.80% Good 16.13% Fair 3.22% Needs Improvement 0% Inadequate	 <table border="1"> <caption>Distribution Data for Row 2</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>55%</td> </tr> <tr> <td>Good</td> <td>26%</td> </tr> <tr> <td>Fair</td> <td>16%</td> </tr> <tr> <td>Needs Improvement</td> <td>3.22%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent	55%	Good	26%	Fair	16%	Needs Improvement	3.22%	Inadequate	0%
Level	Percentage														
Excellent	55%														
Good	26%														
Fair	16%														
Needs Improvement	3.22%														
Inadequate	0%														
3	Demonstrate an appreciation of ethical implications involved in performing managerial functions	54.85% Excellent 22.58% Good 19.35% Fair 3.22% Needs Improvement 0% Inadequate	 <table border="1"> <caption>Distribution Data for Row 3</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>55%</td> </tr> <tr> <td>Good</td> <td>23%</td> </tr> <tr> <td>Fair</td> <td>19%</td> </tr> <tr> <td>Needs Improvement</td> <td>3.22%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent	55%	Good	23%	Fair	19%	Needs Improvement	3.22%	Inadequate	0%
Level	Percentage														
Excellent	55%														
Good	23%														
Fair	19%														
Needs Improvement	3.22%														
Inadequate	0%														
4	Critically analyze, think logically, and apply analytical methods and skills for business problems	54.85% Excellent 29.03% Good 12.9% Fair 3.22% Needs Improvement 0% Inadequate	 <table border="1"> <caption>Distribution Data for Row 4</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>55%</td> </tr> <tr> <td>Good</td> <td>29%</td> </tr> <tr> <td>Fair</td> <td>13%</td> </tr> <tr> <td>Needs Improvement</td> <td>3.22%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent	55%	Good	29%	Fair	13%	Needs Improvement	3.22%	Inadequate	0%
Level	Percentage														
Excellent	55%														
Good	29%														
Fair	13%														
Needs Improvement	3.22%														
Inadequate	0%														
5	Develop the capacity to work harmoniously and effectively with others	74.19% Excellent 16.14% Good 6.45% Fair 3.22% Needs Improvement 0% Inadequate	 <table border="1"> <caption>Distribution Data for Row 5</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>74%</td> </tr> <tr> <td>Good</td> <td>16%</td> </tr> <tr> <td>Fair</td> <td>7%</td> </tr> <tr> <td>Needs Improvement</td> <td>3.22%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent	74%	Good	16%	Fair	7%	Needs Improvement	3.22%	Inadequate	0%
Level	Percentage														
Excellent	74%														
Good	16%														
Fair	7%														
Needs Improvement	3.22%														
Inadequate	0%														

BUSN-201-01

BS.BA PLOS



Course Name: QBA

Course Number: BUSN-201-02

Term: Fall

Year: 2023

Instructor: Fred Rossell

Instructional Student Learning Outcomes:

Identify and explain the fundamental concepts and principles of statistics for business.

Perform the analysis of business data.

Demonstrate the ability to analysis business data.

Demonstrate the ability to communicate statistics analysis in an ethical manner.

Identify and collect data.

Program Student Learning Outcomes:

1. Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business
2. Demonstrate the value of personal and professional effective communication
3. Demonstrate an appreciation of ethical implications involved in performing managerial functions.
4. Critically analyze, think logically, and apply analytical methods and skills for business problems
5. Develop the capacity to work harmoniously and effectively with others

Strengths of this course:

An introduction to Quantitative Business Analysis topic: The course focuses on Why should I use statistics? How do I use statistics?

Grade distribution :

1	A			C+
2	A-			C
1	B+		1	C-
3	B		2	F
1	B-			I

Comments on grades:

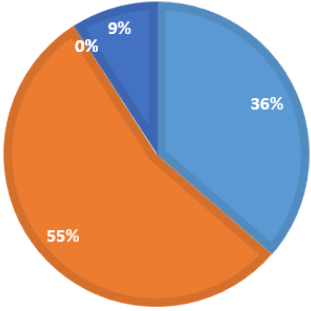
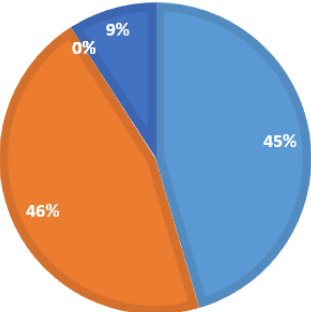
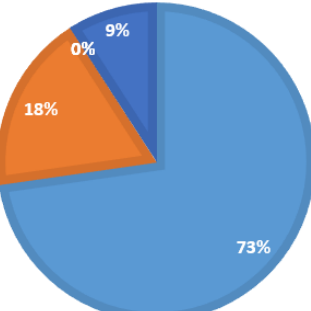
Improvements for next year:

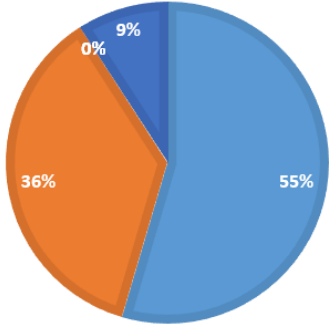
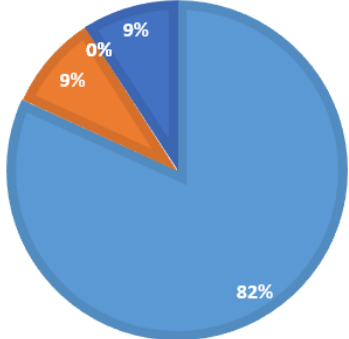
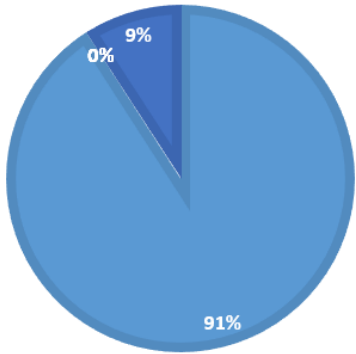
Course Outcomes Assessed:

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
1.				
2.				
3.				

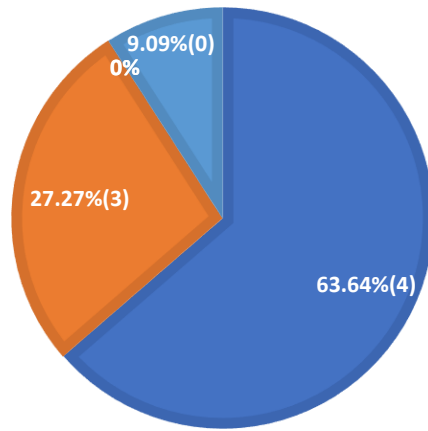
BUSN-201-02 (Empirical Analysis) Quantitative Reasoning PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Quantitative Reasoning PEG-QBA	2023 FA QBA (2023 SP-BUSN-201-02)	Rossell, Fred	11	11	90.91% Met the benchmark milestones 2 above

No	Row	Levels Of Achievement	Distribution
1	Representation	36.37% Capstone 54.54% Milestones 3 0% Milestones 2 0% Benchmark 9.09% Does Not Meet	
2	Interpretation	45.45% Capstone 45.46% Milestones 3 0% Milestones 2 0% Benchmark 9.09% Does Not Meet	
3	Communication	72.73% Capstone 18.18% Milestones 3 0% Milestones 2 0% Benchmark 9.09% Does Not Meet	

No	Row	Levels Of Achievement	Distribution
4	Calculation	54.55% Capstone 36.36% Milestones 3 0% Milestones 2 0% Benchmark 9.09% Does Not Meet	
5	Assumptions	81.82% Capstone 9.09% Milestones 3 0% Milestones 2 0% Benchmark 9.09% Does Not Meet	
6	Application/Analysis	90.91% Capstone 0% Milestones 3 0% Milestones 2 0% Benchmark 9.09% Does Not Meet	

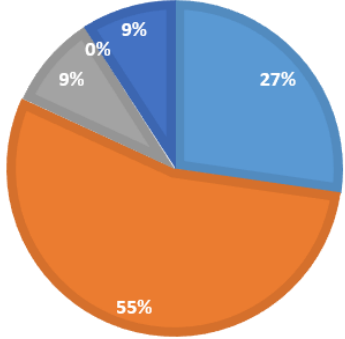
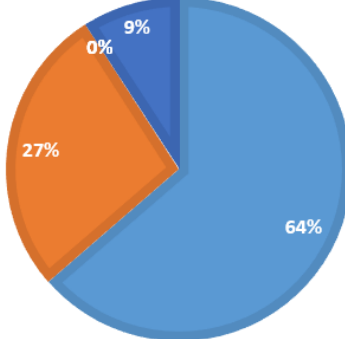
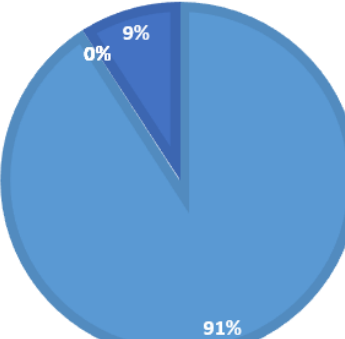
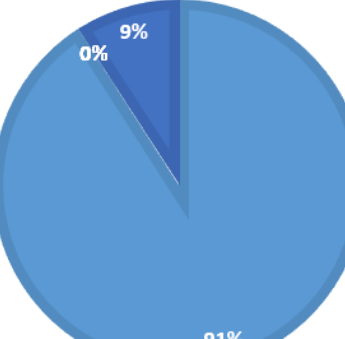
BUSN-201-02 EMPIRICAL ANALYSIS (QUANTITATIVE REASONING)



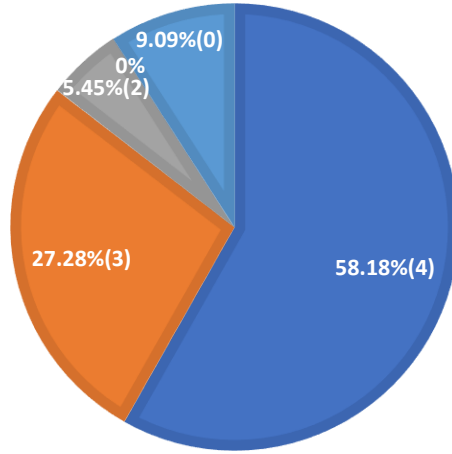
BUSN- 201-02 BS.BA Rubric

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BSBA – QBA	2023FA QBA (2023FA-BUSN-201-02)	Steitz, Colin	11	11	90.91% met the benchmark of fair or above.

No	Row	Levels Of Achievement	Distribution												
1	Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business	18.19% Excellent 54.54% Good 18.18% Fair 0% Needs Improvement 9.09% Inadequate	<table border="1"> <caption>Data for Achievement Levels Pie Chart</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Good</td> <td>55%</td> </tr> <tr> <td>Fair</td> <td>18%</td> </tr> <tr> <td>Excellent</td> <td>18%</td> </tr> <tr> <td>Needs Improvement</td> <td>9%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Good	55%	Fair	18%	Excellent	18%	Needs Improvement	9%	Inadequate	0%
Level	Percentage														
Good	55%														
Fair	18%														
Excellent	18%														
Needs Improvement	9%														
Inadequate	0%														

No	Row	Levels Of Achievement	Distribution
2	Demonstrate the value of personal and professional effective communication	27.28% Excellent 54.54% Good 9.09% Fair 0% Needs Improvement 9.09% Inadequate	
3	Demonstrate an appreciation of ethical implications involved in performing managerial functions	63.63% Excellent 27.28% Good 0% Fair 0% Needs Improvement 9.09% Inadequate	
4	Critically analyze, think logically, and apply analytical methods and skills for business problems	90.91% Excellent 0% Good 0% Fair 0% Needs Improvement 9.09% Inadequate	
5	Develop the capacity to work harmoniously and effectively with others	90.91% Excellent 0% Good 0% Fair 0% Needs Improvement 9.09% Inadequate	

BUSN-201-02 BS.BS RUBRIC



BUSN/ACCT Program Course Evaluation Spring 24

Course name: Principles of Management

Course Number: BUSN-211-01

Term: Spring

Year: 2024

Instructor: Lori Parry

Instructional Student Learning Outcomes:

1. Describe the four major functions of management – planning, organizing, leading, & controlling (BT2)
2. Demonstrate leadership, teamwork, engagement, and ethical understanding; successfully use project management competencies (BT2)
3. Develop communication competencies (BT6)
4. Examine how management impacts the business discipline and how the field of management impacts business and society domestically and globally (BT4)
5. Apply aspects of management to organizations and how to use management practices to make ethical decisions (BT3)
6. Investigate how they can make a difference in their communities as well as others' lives and how they can challenge members of their organization to do the same (BT6)

Program Student Learning Outcomes:

1. Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business
2. Demonstrate the value of personal and professional effective communication
3. Demonstrate an appreciation of ethical implications involved in performing managerial functions
4. Critically analyze, think logically, and apply analytical methods and skills for business problems
5. Develop the capacity to work harmoniously and effectively with others

Strengths of this course: Consistent student interaction in various group settings to drive enhanced learning.

Grade distribution:

4	A		1	C+
2	A-		6	C
1	B+		2	D+
2	B		2	D
0	B-		1	F
			1	I

Comments on grades: Several students had attendance issues and did not consistently attend class.

Improvements for next year:

Incorporate a more stringent attendance policy to improve overall attendance to enhance learning.

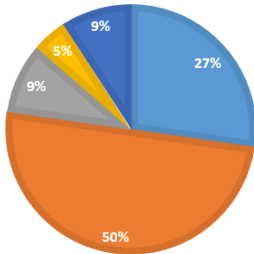
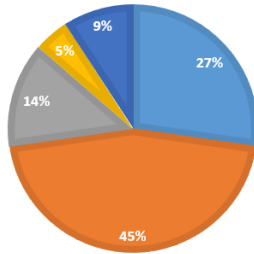
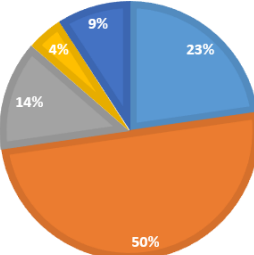
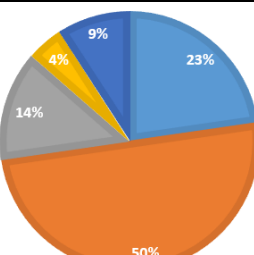
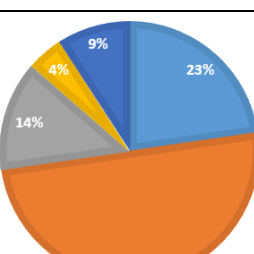
Course Outcomes Assessed:

Key 6 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
Describe the four major functions of management – planning, organizing, leading, & controlling (BT2)	Quiz, Group project, Discussions Participation & peer reply	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Demonstrate leadership, teamwork, engagement, and ethical understanding; successfully use project management competencies (BT2)	Quiz, Group project, Discussions Participation & peer reply	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Develop communication competencies (BT6)	Quiz, Group project, Discussions Participation & peer reply	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Examine how management impacts the business discipline and how the field of	Quiz, Group project, Discussions Participation & peer reply	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course		

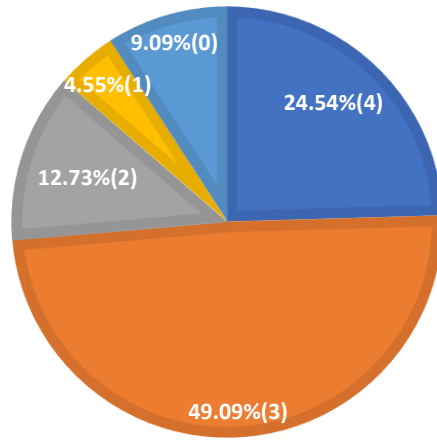
management impacts business and society domestically and globally (BT4)		objectives were accomplished successfully.		
Apply aspects of management to organizations and how to use management practices to make ethical decisions (BT3)	Quiz, Group project, Discussions Participation & peer reply	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Investigate how they can make a difference in their communities as well as others' lives and how they can challenge members of their organization to do the same (BT6)	Quiz, Group project, Discussions Participation & peer reply	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		

BUSN- 211-01 BS.BA Rubric

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BSBA – Prin. of MGMT	2024SP Prin. of MGMT (2024SP-BUSN-211-01)	Parry, Lori	22	22	86.36% met benchmark fair or above.

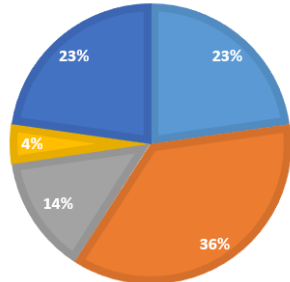
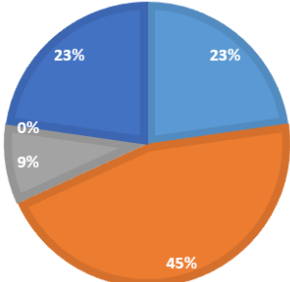
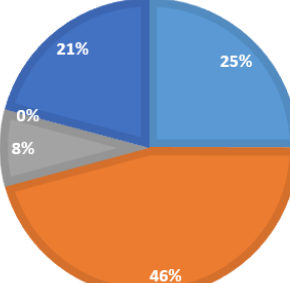
No	Row	Levels Of Achievement	Distribution
1	Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business	27.27% Excellent 50% Good 9.09% Fair 4.54% Needs Improvement 9.09% Inadequate	
2	Demonstrate the value of personal and professional effective communication	27.27% Excellent 45.45% Good 13.65% Fair 4.54% Needs Improvement 9.09% Inadequate	
3	Demonstrate an appreciation of ethical implications involved in performing managerial functions	22.72% Excellent 50% Good 13.65% Fair 4.54% Needs Improvement 9.09% Inadequate	
4	Critically analyze, think logically, and apply analytical methods and skills for business problems	22.72% Excellent 50% Good 13.65% Fair 4.54% Needs Improvement 9.09% Inadequate	
5	Develop the capacity to work harmoniously and effectively with others	22.72% Excellent 50% Good 13.65% Fair 4.54% Needs Improvement 9.09% Inadequate	

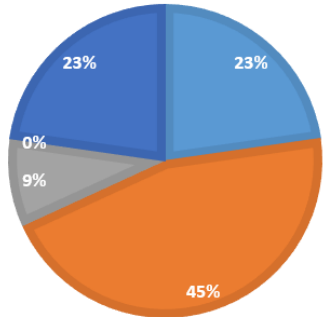
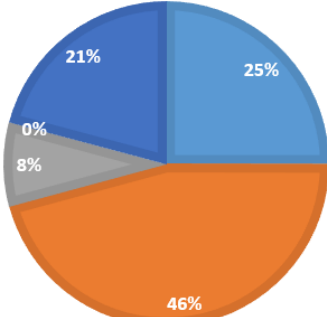
BUSN-211 SP24 BS.BA RUBRIC

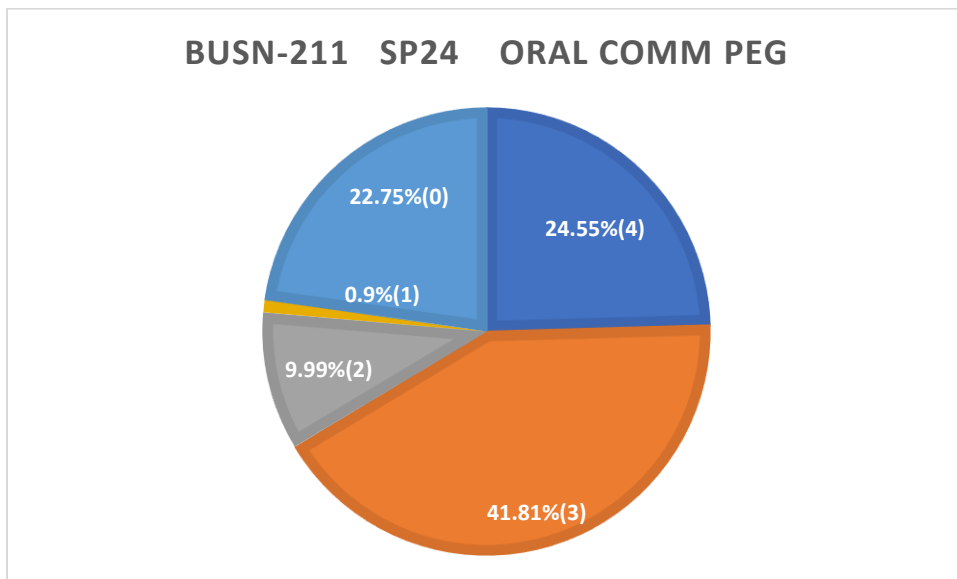


BUSN-211-01 SP24 Oral Communication PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Oral Communication PEG- Prin. of MGMT	2024SP Prin. of MGMT (2024SP-BUSN-211-01)	Parry, Lori	22	22	76.35% Met the benchmark of milestones 2 or above.

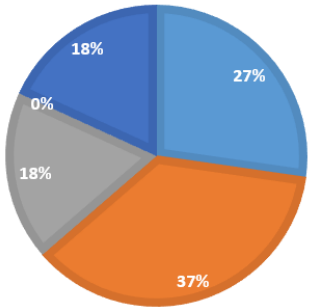
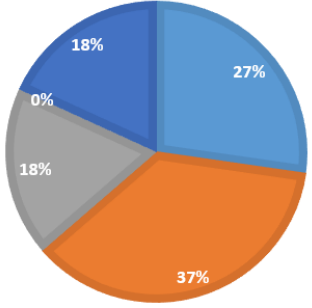
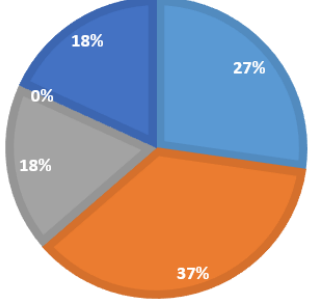
No	Row	Levels Of Achievement	Distribution
1	Organization	22.75% Capstone-4 36.36% Milestones-3 13.63% Milestones-2 4.54% Benchmark-2 22.72% Does Not Meet-0	
2	Language	22.74% Capstone-4 45.45% Milestones-3 9.09% Milestones-2 0% Benchmark-2 22.72% Does Not Meet-0	
3	Delivery	27.29% Capstone-4 49.90% Milestones-3 9.09% Milestones-2 0% Benchmark-2 22.72% Does Not Meet-0	

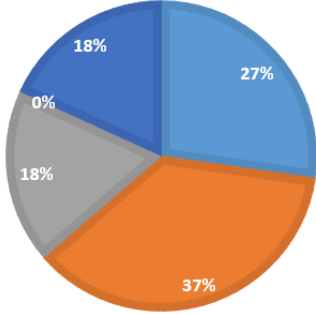
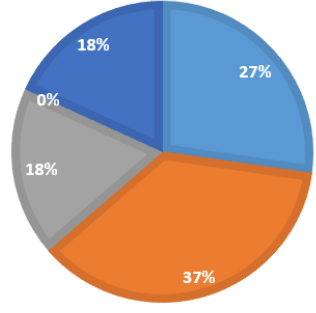
No	Row	Levels Of Achievement	Distribution
4	Supporting Material	22.74% Capstone-4 45.45% Milestones-3 9.09% Milestones-2 0% Benchmark-2 22.72% Does Not Meet-0	
5	Central Message	27.29% Capstone-4 49.90% Milestones-3 9.09% Milestones-2 0% Benchmark-2 22.72% Does Not Meet-0	

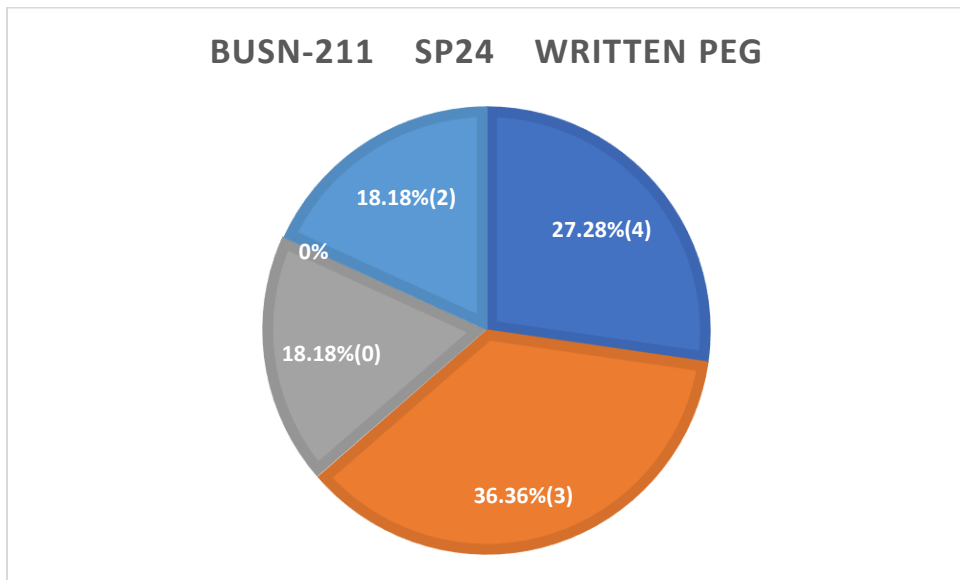


BUSN-211-01 Written Communication PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Written Communication PEG- Prin. of MGMT	2024SP Prin. of MGMT (2024SP-BUSN-211-01)	Parry, Lori	22	22	63.64% Met the benchmark of milestones 2 or above.

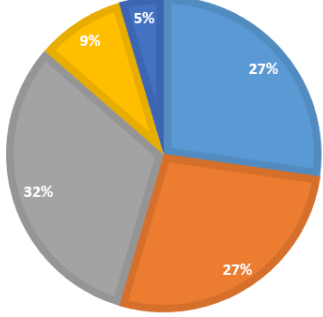
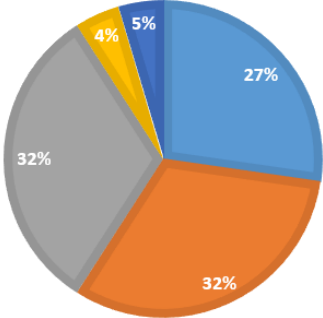
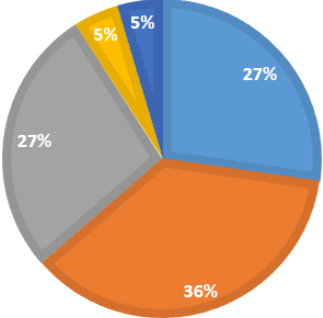
No	Row	Levels Of Achievement	Distribution												
1	Context of and Purpose for Writing	27.28% Capstone-4 36.36% Milestones-3 18.18% Milestones-2 0% Benchmark-2 18.18% Does Not Meet-0	 <table border="1"> <caption>Distribution Data for Row 1</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Capstone-4</td> <td>27%</td> </tr> <tr> <td>Milestones-3</td> <td>37%</td> </tr> <tr> <td>Milestones-2</td> <td>18%</td> </tr> <tr> <td>Benchmark-2</td> <td>0%</td> </tr> <tr> <td>Does Not Meet-0</td> <td>18%</td> </tr> </tbody> </table>	Level	Percentage	Capstone-4	27%	Milestones-3	37%	Milestones-2	18%	Benchmark-2	0%	Does Not Meet-0	18%
Level	Percentage														
Capstone-4	27%														
Milestones-3	37%														
Milestones-2	18%														
Benchmark-2	0%														
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2	Content Development	27.28% Capstone-4 36.36% Milestones-3 18.18% Milestones-2 0% Benchmark-2 18.18% Does Not Meet-0	 <table border="1"> <caption>Distribution Data for Row 2</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Capstone-4</td> <td>27%</td> </tr> <tr> <td>Milestones-3</td> <td>37%</td> </tr> <tr> <td>Milestones-2</td> <td>18%</td> </tr> <tr> <td>Benchmark-2</td> <td>0%</td> </tr> <tr> <td>Does Not Meet-0</td> <td>18%</td> </tr> </tbody> </table>	Level	Percentage	Capstone-4	27%	Milestones-3	37%	Milestones-2	18%	Benchmark-2	0%	Does Not Meet-0	18%
Level	Percentage														
Capstone-4	27%														
Milestones-3	37%														
Milestones-2	18%														
Benchmark-2	0%														
Does Not Meet-0	18%														
3	Genre and Disciplinary Conventions	27.28% Capstone-4 36.36% Milestones-3 18.18% Milestones-2 0% Benchmark-2 18.18% Does Not Meet-0	 <table border="1"> <caption>Distribution Data for Row 3</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Capstone-4</td> <td>27%</td> </tr> <tr> <td>Milestones-3</td> <td>37%</td> </tr> <tr> <td>Milestones-2</td> <td>18%</td> </tr> <tr> <td>Benchmark-2</td> <td>0%</td> </tr> <tr> <td>Does Not Meet-0</td> <td>18%</td> </tr> </tbody> </table>	Level	Percentage	Capstone-4	27%	Milestones-3	37%	Milestones-2	18%	Benchmark-2	0%	Does Not Meet-0	18%
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Benchmark-2	0%														
Does Not Meet-0	18%														

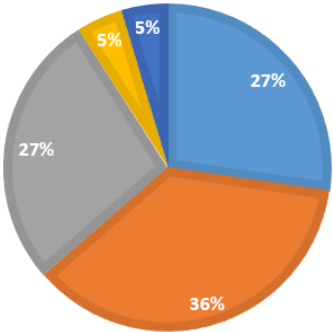
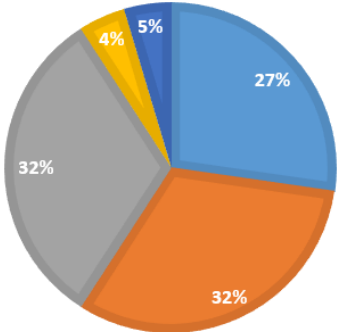
No	Row	Levels Of Achievement	Distribution
4	Sources and Evidence	27.28% Capstone-4 36.36% Milestones-3 18.18% Milestones-2 0% Benchmark-2 18.18% Does Not Meet-0	
5	Control of Syntax and Mechanics	27.28% Capstone-4 36.36% Milestones-3 18.18% Milestones-2 0% Benchmark-2 18.18% Does Not Meet-0	

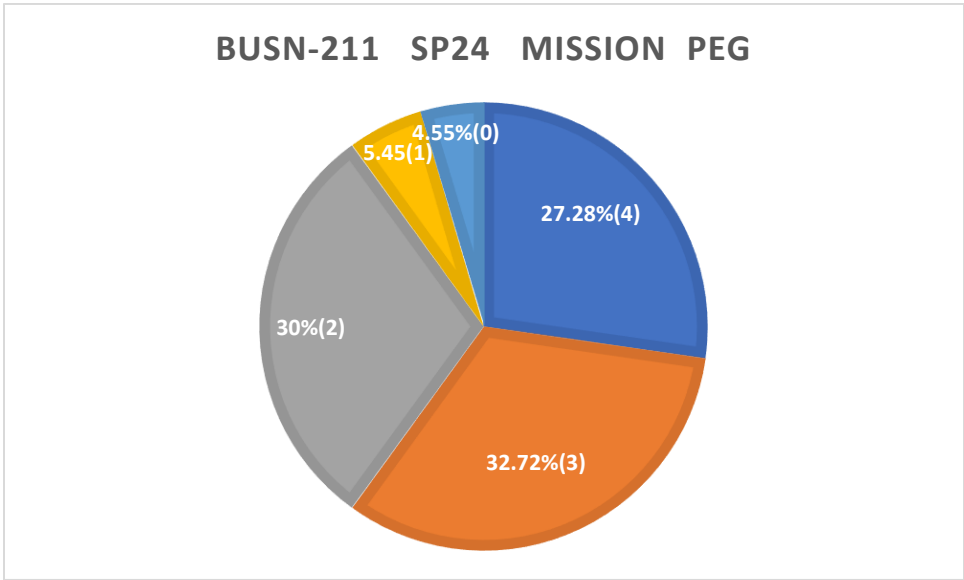


BUSN-211-01 Mission PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Mission PEG- Prin. of MGMT	2024SP Prin. of MGMT (2024SP-BUSN-211-01)	Parry, Lori	22	22	90% Met the benchmark of needs development or above.

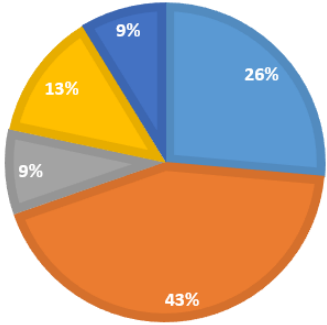
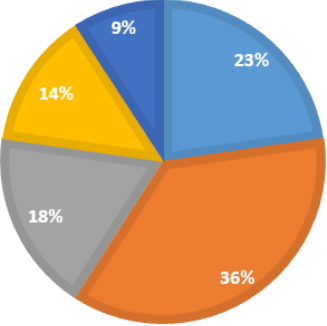
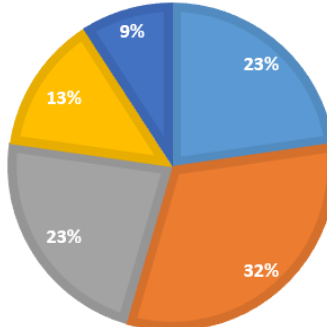
No	Row	Levels Of Achievement	Distribution
1	Personal Vision Statement	27.28% Exemplary- 25 27.28% Proficient- 20 31.81% Needs Development- 15 9.09% Emergency- 10 4.54% Not Evident-0	
2	Degree Program Learning Mission Statement Description	27.28% Exemplary- 25 31.82% Proficient- 20 31.82% Needs Development- 15 4.54% Emergency- 10 4.54% Not Evident-0	
3	Mission Statement Description	27.28% Exemplary- 25 36.36% Proficient- 20 27.28% Needs Development- 15 4.54% Emergency- 10 4.54% Not Evident-0	

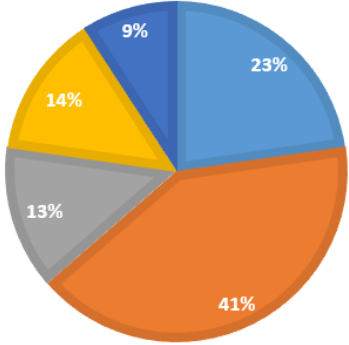
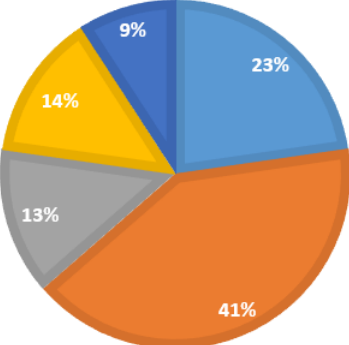
No	Row	Levels Of Achievement	Distribution
4	Mission Alignment Activity	27.28% Exemplary- 25 36.36% Proficient- 20 27.28% Needs Development- 15 4.54% Emergency- 10 4.54% Not Evident-0	
5	e-Portfolio Assessment	27.28% Exemplary- 25 31.82% Proficient- 20 31.82% Needs Development- 15 4.54% Emergency- 10 4.54% Not Evident-0	

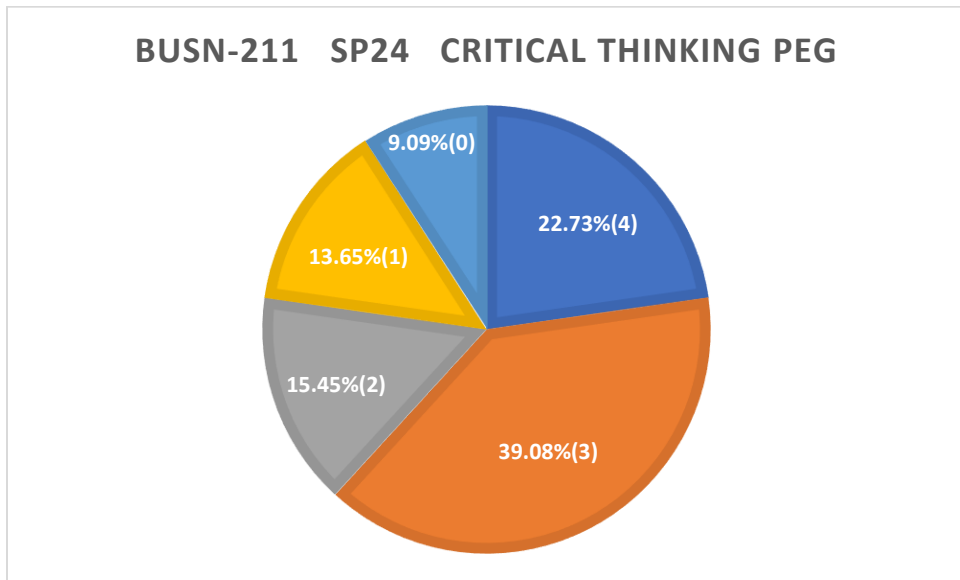


BUSN-211-01 Critical Thinking

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Critical Thinking PEG- Prin. of MGMT	2024SP Prin. of MGMT (2024SP-BUSN-211-01)	Parry, Lori	22	22	77.26% met the benchmark of milestones 2 above

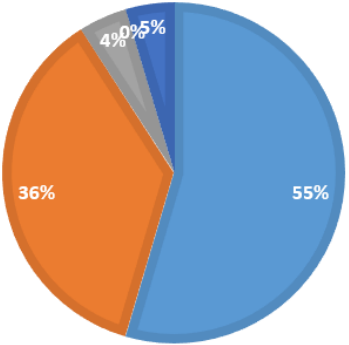
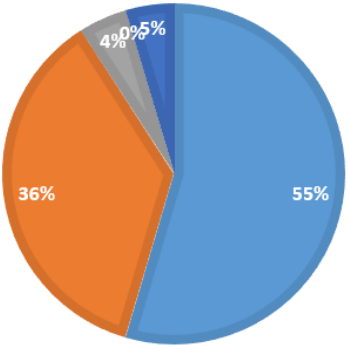
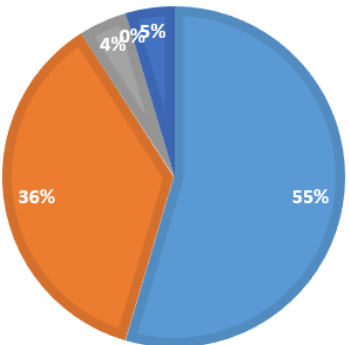
No	Row	Levels Of Achievement	Distribution
1	Explanation of Issue	22.72% Capstone 4 45.45% Milestones 3 9.09% Milestones 2 13.65% Benchmark 1 9.09% Does Not Meet 0	
2	Evidence -Selecting and using information to investigate a point of view or conclusion.	22.72% Capstone 4 36.36% Milestones 3 18.18% Milestones 2 13.65% Benchmark 1 9.09% Does Not Meet 0	
3	Influence of Context and Assumptions	22.72% Capstone 4 31.82% Milestones 3 22.72% Milestones 2 13.65% Benchmark 1 9.09% Does Not Meet 0	

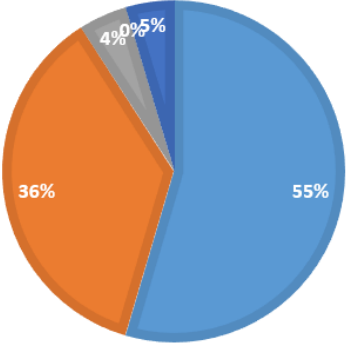
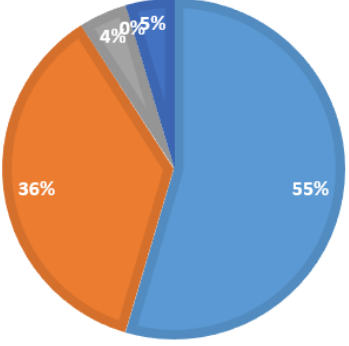
No	Row	Levels Of Achievement	Distribution
4	Student's Position	22.71% Capstone 4 40.9% Milestones 3 13.65% Milestones 2 13.65% Benchmark 1 9.09% Does Not Meet 0	
5	Conclusions and Related Outcomes	22.71% Capstone 4 40.9% Milestones 3 13.65% Milestones 2 13.65% Benchmark 1 9.09% Does Not Meet 0	

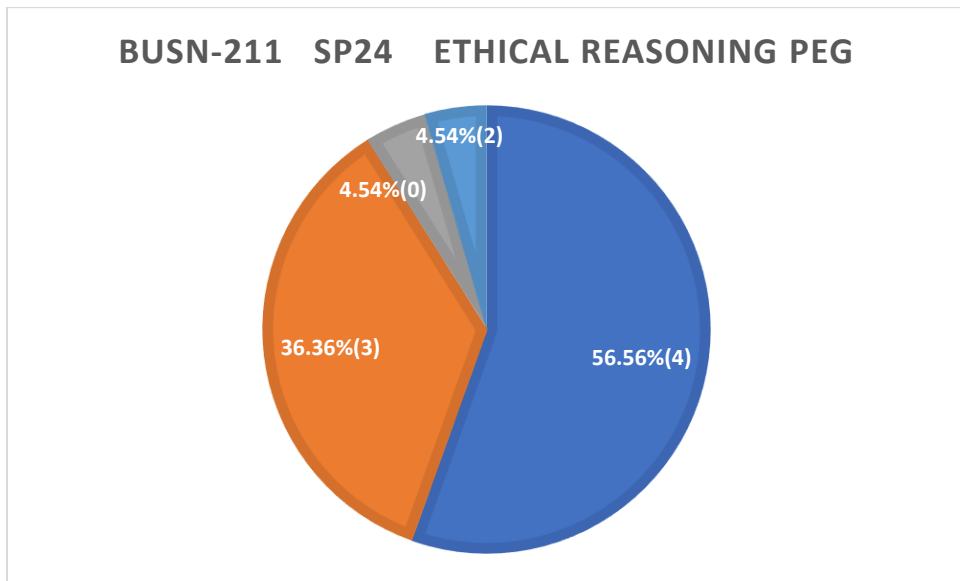


BUSN-211-01 Ethical Reasoning PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Ethical Reasoning-Prin. of MGMT	2024SP Prin. of MGMT (2024SP-BUSN-211-01)	Parry, Lori	22	22	95.46% Met the benchmark of milestones 2 or above.

No	Row	Levels Of Achievement	Distribution
1	Ethical Self-Awareness	54.56% Capstone-4 36.36% Milestones-3 4.54% Milestones-2 0% Benchmark-2 4.54% Does Not Meet-0	
2	Understanding Different Ethical Perspectives/Concepts	54.56% Capstone-4 36.36% Milestones-3 4.54% Milestones-2 0% Benchmark-2 4.54% Does Not Meet-0	
3	Ethical Issue Recognition	54.56% Capstone-4 36.36% Milestones-3 4.54% Milestones-2 0% Benchmark-2 4.54% Does Not Meet-0	

No	Row	Levels Of Achievement	Distribution
4	Application of Ethical Perspectives/Concepts	54.56% Capstone-4 36.36% Milestones-3 4.54% Milestones-2 0% Benchmark-2 4.54% Does Not Meet-0	
5	Evaluation of Different Ethical Perspectives/Concepts	54.56% Capstone-4 36.36% Milestones-3 4.54% Milestones-2 0% Benchmark-2 4.54% Does Not Meet-0	



Course name: Business Statistic

Course Number: BUSN-115-01

Term: Spring

Year: 2024

Instructor: Dr. Colin Steitz

Instructional Student Learning Outcomes:

Organize and display data in a meaningful way and communicate its essential features using tables and charts

Compute and interpret summary measures of data, especially measures of central tendency and dispersion

Apply basic probability, probability distributions (especially the Standard Normal Distribution), and sampling distributions to problems and to real data

Conduct and interpret confidence interval estimation and hypothesis testing

Conduct and interpret correlation analysis and simple linear regression analysis

Program Student Learning Outcomes:

Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business.

Demonstrate the value of personal and professional effective communication.

Demonstrate an appreciation of ethical implications involved in performing managerial functions.

Critically analyze, think logically, and apply analytical methods and skills for business problems.

Develop the capacity to work harmoniously and effectively with others.

Strengths of this course:

Covers essential topics in applied statistics to Business concepts.

Provides an accessible text, with plenty of example problems.

Grade distribution:

8	A		1	C+
6	A-		3	C
8	B+		0	F
4	B		0	I
1	B-			

Comments on grades:

The grades are in the solid A to B range with a few students poorly. Overall, the grade distribution of the class suggests that the teaching approach were effective.

Improvements for next year:

Work on Class engagement. Provide engagement opportunities and get them to see the material in their own life. Move quicker through the first two chapters and work in more regression.

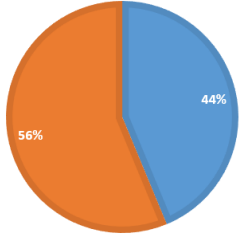
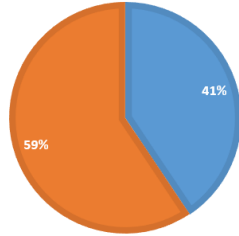
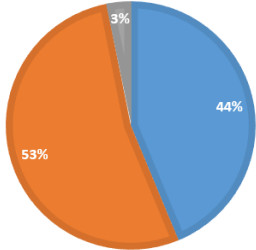
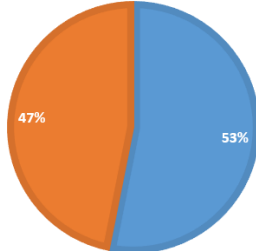
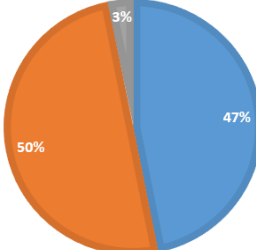
Course Outcomes Assessed:

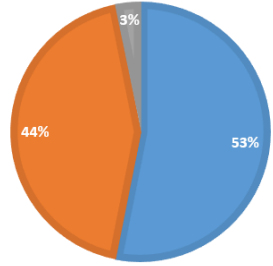
Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data

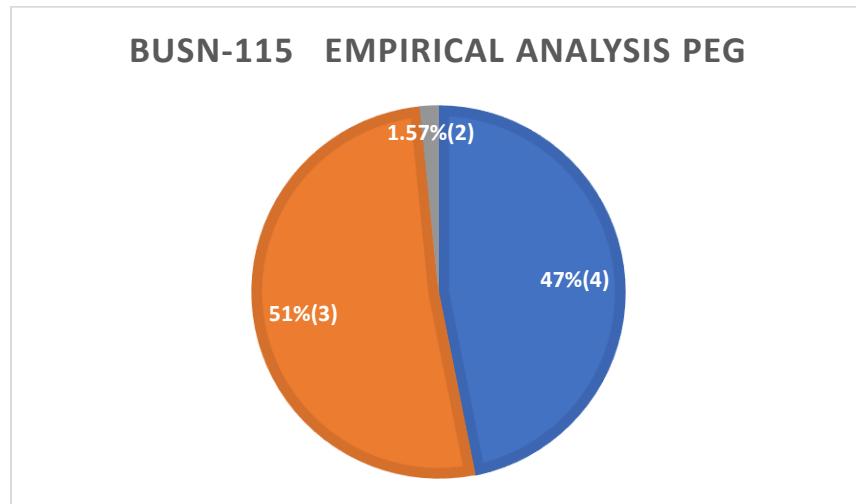
Organize and display data in a meaningful way and communicate its essential features using tables and charts	Homework, Tests, and Final	A grade of C/74 or above.	All students met this benchmark. Results indicate students' understanding of the subject. Thus, course objective was successfully achieved
Compute and interpret summary measures of data, especially measures of central tendency and dispersion	Homework, Tests, and Final	A grade of C/74 or above.	All students met this benchmark. Results indicate students' understanding of the subject. Thus, course objective was successfully achieved
Apply basic probability, probability distributions (especially the Standard Normal Distribution), and sampling distributions to problems and to real data	Homework, Tests, and Final	A grade of C/74 or above.	All students met this benchmark. Results indicate students' understanding of the subject. Thus, course objective was successfully achieved
Conduct and interpret confidence interval estimation and hypothesis testing	Homework, Tests, and Final	A grade of C/74 or above.	All students met this benchmark. Results indicate students' understanding of the subject. Thus, course objective was successfully achieved
Conduct and interpret correlation analysis and simple linear regression analysis	Homework, Tests, and Final	A grade of C/74 or above.	All students met this benchmark. Results indicate students' understanding of the subject. Thus, course objective was successfully achieved

BUSN-115-01 (Empirical Analysis) Quantitative Reasoning PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Quantitative Reasoning PEG- Business Statistic	2024 SP Business Statistic (2024 SP-BUSN-115-01)	Steitz, Colin	32	32	100% Met the benchmark of milestones 2 above

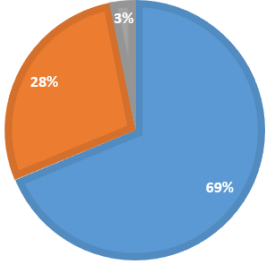
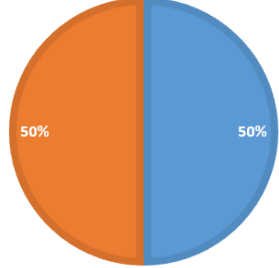
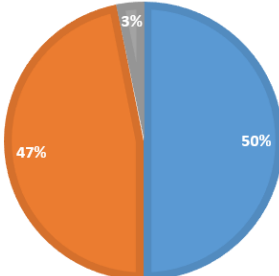
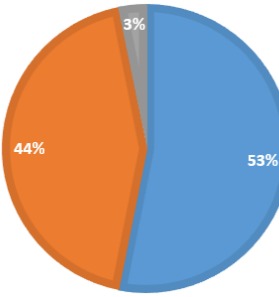
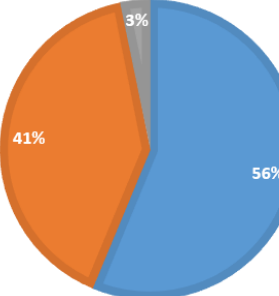
No	Row	Levels Of Achievement	Distribution
1	Representation	43.75% Capstone 56.25% Milestones 3 0% Milestones 2 0% Benchmark 0% Does Not Meet	
2	Interpretation	40.62% Capstone 59.38% Milestones 3 0% Milestones 2 0% Benchmark 0% Does Not Meet	
3	Communication	43.76% Capstone 53.12% Milestones 3 3.12% Milestones 2 0% Benchmark 0% Does Not Meet	
4	Calculation	53.12% Capstone 46.88% Milestones 3 0% Milestones 2 0% Benchmark 0% Does Not Meet	
5	Assumptions	46.88% Capstone 50% Milestones 3 3.12% Milestones 2 0% Benchmark 0% Does Not Meet	

No	Row	Levels Of Achievement	Distribution
6	Application/Analysis	53.12% Capstone 43.76% Milestones 3 3.12 % Milestones 2 0% Benchmark 0% Does Not Meet	

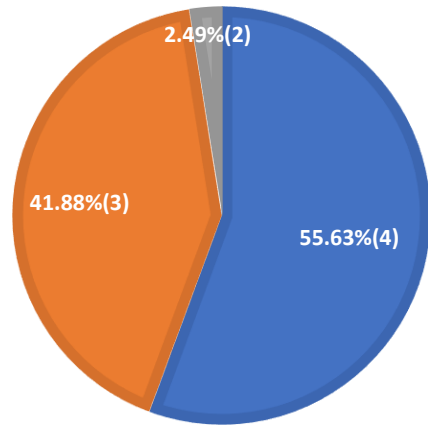


BUSN- 115-01 Business Statistics BS.BA Rubric

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BSBA – Business statistic	2024SP Business Statistic (2024SP-BUSN-115-01)	Steitz, Colin	32	32	100% met the benchmark of fair or above.

No	Row	Levels Of Achievement	Distribution
1	Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business	68.75% Excellent 28.13% Good 3.12% Fair 0% Needs Improvement 0% Inadequate	
2	Demonstrate the value of personal and professional effective communication	50% Excellent 50% Good 0% Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	
3	Demonstrate an appreciation of ethical implications involved in performing managerial functions	50% Excellent 46.88% Good 3.12% Fair 0% Needs Improvement 0% Inadequate	
4	Critically analyze, think logically, and apply analytical methods and skills for business problems	53.12% Excellent 43.76% Good 3.12% Fair 0% Needs Improvement 0% Inadequate	
5	Develop the capacity to work harmoniously and effectively with others	56.25% Excellent 40.63% Good 3.12% Fair 0% Needs Improvement 0% Inadequate	

BUSN-115 BS.BA RUBRIC



Course name: Quantitative Business Analysis

Course Number: BUSN-201-01

Term: Spring

Year: 2024

Instructor: Dr. Colin Steitz

Instructional Student Learning Outcomes:

Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)

Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)

Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)

Ability to make and evaluate important assumptions in estimation, modeling, and data analysis

Conduct and interpret correlation analysis and simple linear regression analysis

Program Student Learning Outcomes:

Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business.

Demonstrate the value of personal and professional effective communication.

Demonstrate an appreciation of ethical implications involved in performing managerial functions.

Critically analyze, think logically, and apply analytical methods and skills for business problems.

Develop the capacity to work harmoniously and effectively with others.

Strengths of this course:

Covers essential topics in applied statistics to Business concepts.

Provides an accessible text, with plenty of example problems.

Grade distribution:

9	A		1	C+
7	A-		1	C
4	B+		0	F
5	B		0	I
2	B-			

Comments on grades:

The grades are in the solid A to B range with a few students poorly. Overall, the grade distribution of the class suggests that the teaching approach were effective.

Improvements for next year:

Work on course material that is textbook independent as not requiring the text made the course difficult for the students, and open course materials don't exist for the course.

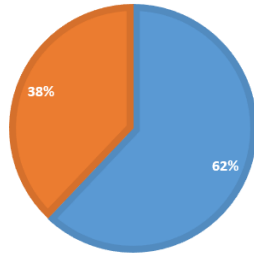
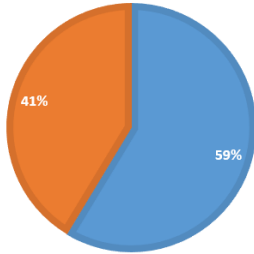
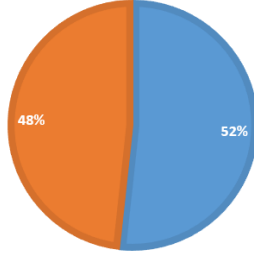
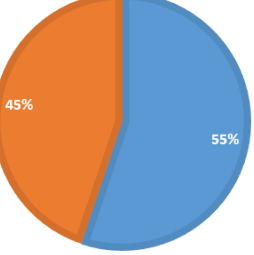
Course Outcomes Assessed:

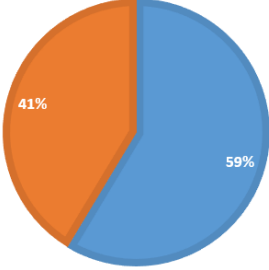
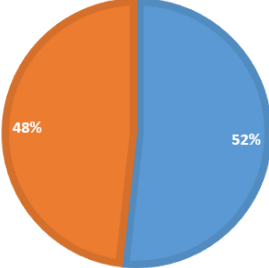
Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data

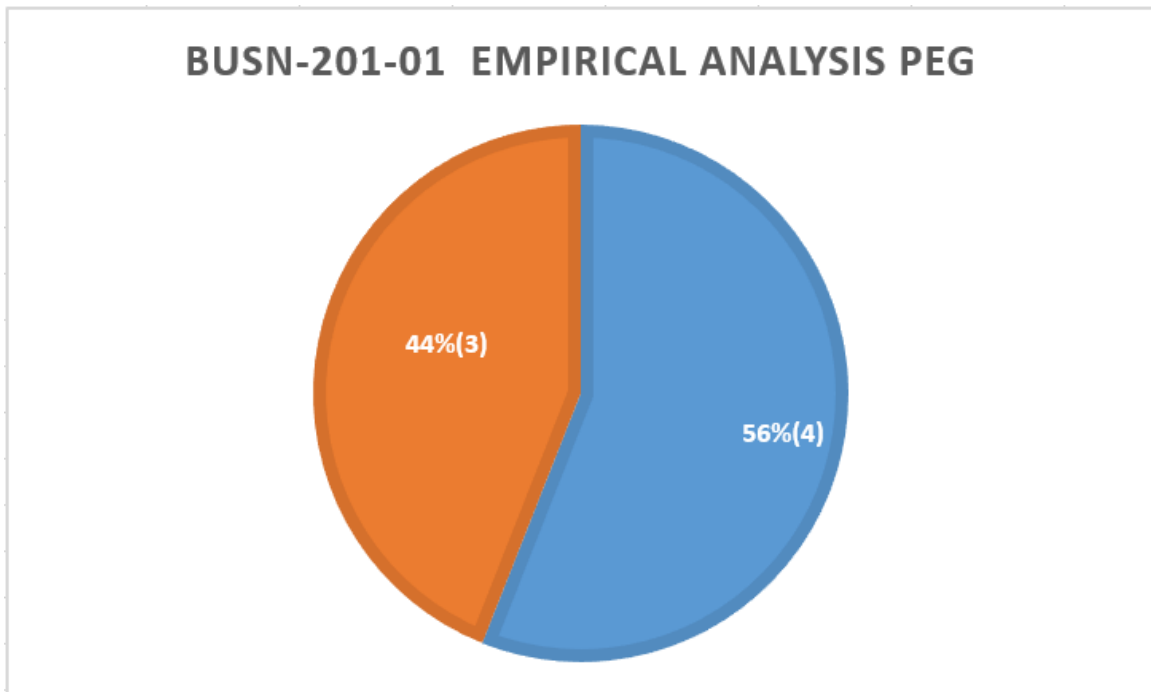
Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)	Homework, Tests, and Final	A grade of C/74 or above.	All students met this benchmark. Results indicate students' understanding of the subject. Thus, course objective was successfully achieved
Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)	Homework, Tests, and Final	A grade of C/74 or above.	All students met this benchmark. Results indicate students' understanding of the subject. Thus, course objective was successfully achieved
Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)	Homework, Tests, and Final	A grade of C/74 or above.	All students met this benchmark. Results indicate students' understanding of the subject. Thus, course objective was successfully achieved
Ability to make and evaluate important assumptions in estimation, modeling, and data analysis	Homework, Tests, and Final	A grade of C/74 or above.	All students met this benchmark. Results indicate students' understanding of the subject. Thus, course objective was successfully achieved
Conduct and interpret correlation analysis and simple linear regression analysis	Homework, Tests, and Final	A grade of C/74 or above.	All students met this benchmark. Results indicate students' understanding of the subject. Thus, course objective was successfully achieved

BUSN-201-01 Empirical Analysis (Quantitative Reasoning PEG)

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Quantitative Reasoning PEG-QBA	2024 SP QBA (2024SP-BUSN-201-01)	Steitz, Colin	29	29	100% Met the benchmark of milestones 2 above

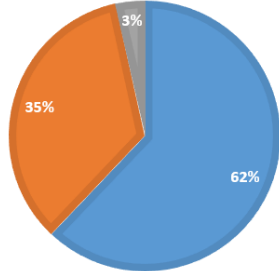
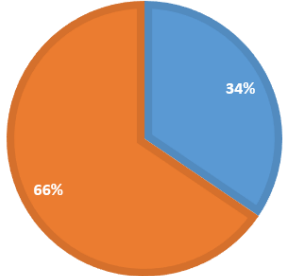
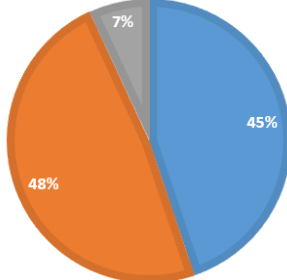
No	Row	Levels Of Achievement	Distribution
1	Representation	62.06% Capstone 37.94% Milestones 3 0% Milestones 2 0% Benchmark 0% Does Not Meet	
2	Interpretation	58.62% Capstone 41.38% Milestones 3 0% Milestones 2 0% Benchmark 0% Does Not Meet	
3	Communication	51.72% Capstone 48.28% Milestones 3 0% Milestones 2 0% Benchmark 0% Does Not Meet	
4	Calculation	55.17% Capstone 44.83% Milestones 3 0% Milestones 2 0% Benchmark 0% Does Not Meet	

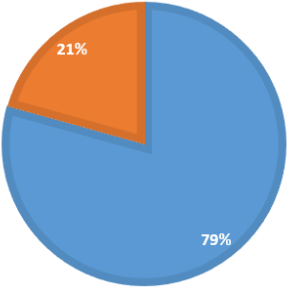
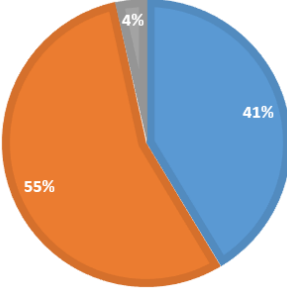
No	Row	Levels Of Achievement	Distribution
5	Assumptions	58.62% Capstone 41.38% Milestones 3 0 % Milestones 2 0% Benchmark 0% Does Not Meet	
6	Application/Analysis	51.72% Capstone 48.28% Milestones 3 0 % Milestones 2 0% Benchmark 0% Does Not Meet	

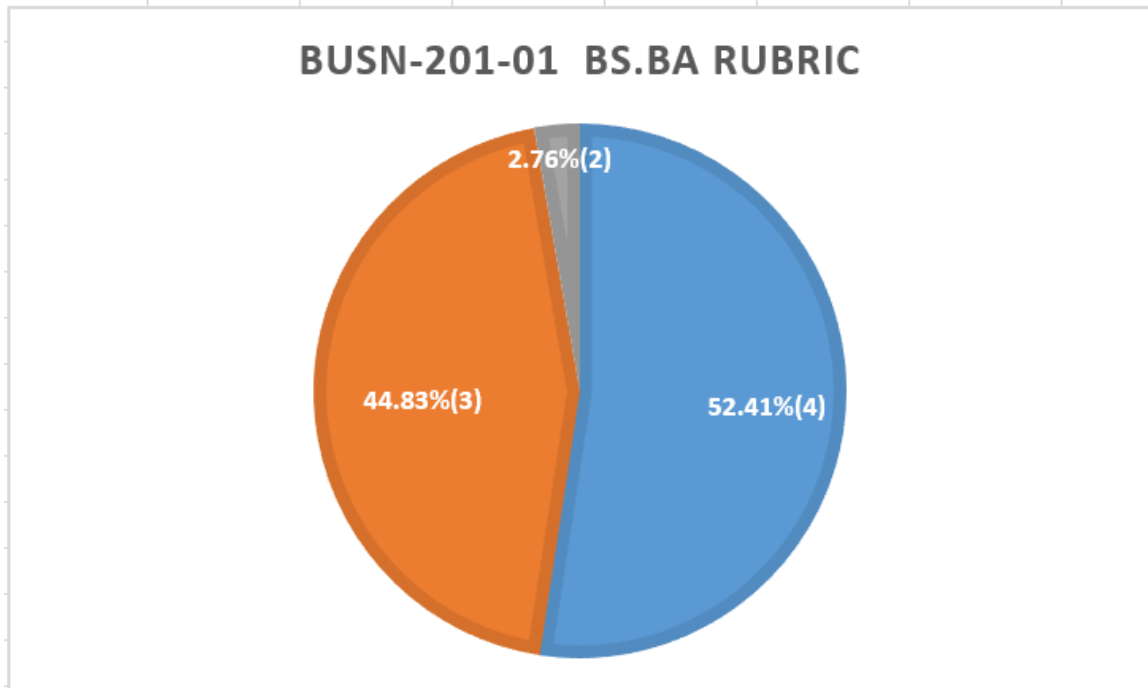


BUSN-201-01 BSBA Rubric

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BSBA – QBA	2024 SP QBA (2024SP-BUSN-201-01)	Steitz, Colin	29	29	100% met the benchmark of fair or above.

No	Row	Levels Of Achievement	Distribution												
1	Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business	62.08% Excellent 34.48% Good 3.44% Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	 <table border="1"> <caption>Distribution Data for Row 1</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>62%</td> </tr> <tr> <td>Good</td> <td>35%</td> </tr> <tr> <td>Fair</td> <td>3%</td> </tr> <tr> <td>Needs Improvement</td> <td>0%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent	62%	Good	35%	Fair	3%	Needs Improvement	0%	Inadequate	0%
Level	Percentage														
Excellent	62%														
Good	35%														
Fair	3%														
Needs Improvement	0%														
Inadequate	0%														
2	Demonstrate the value of personal and professional effective communication	34.48% Excellent 65.52% Good 0% Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	 <table border="1"> <caption>Distribution Data for Row 2</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>34%</td> </tr> <tr> <td>Good</td> <td>66%</td> </tr> <tr> <td>Fair</td> <td>0%</td> </tr> <tr> <td>Needs Improvement</td> <td>0%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent	34%	Good	66%	Fair	0%	Needs Improvement	0%	Inadequate	0%
Level	Percentage														
Excellent	34%														
Good	66%														
Fair	0%														
Needs Improvement	0%														
Inadequate	0%														
3	Demonstrate an appreciation of ethical implications involved in performing managerial functions	44.82% Excellent 48.29% Good 6.89% Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	 <table border="1"> <caption>Distribution Data for Row 3</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>45%</td> </tr> <tr> <td>Good</td> <td>48%</td> </tr> <tr> <td>Fair</td> <td>7%</td> </tr> <tr> <td>Needs Improvement</td> <td>0%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent	45%	Good	48%	Fair	7%	Needs Improvement	0%	Inadequate	0%
Level	Percentage														
Excellent	45%														
Good	48%														
Fair	7%														
Needs Improvement	0%														
Inadequate	0%														

No	Row	Levels Of Achievement	Distribution
4	Critically analyze, think logically, and apply analytical methods and skills for business problems	79.31% Excellent 20.69% Good 0% Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	
5	Develop the capacity to work harmoniously and effectively with others	41.37% Excellent 55.19% Good 3.44% Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	



Course name: Macroeconomics

Course Number: ECON-211-01

Term: Spring

Year: 2024

Instructor: Dr. Colin Steitz

Instructional Student Learning Outcomes:

Demonstrate knowledge of the core economic goals and concepts.

Identify and discuss the key macroeconomics problems/current events.

Comment and discuss the potential solutions to macroeconomics problems

Program Student Learning Outcomes:

Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business.

Demonstrate the value of personal and professional effective communication.

Demonstrate an appreciation of ethical implications involved in performing managerial functions.

Critically analyze, think logically, and apply analytical methods and skills for business problems.

Develop the capacity to work harmoniously and effectively with others.

Strengths of this course:

The course was able to cover a wide breadth of material with easy to approach text.

Provides ample work for students to review.

Encourages application of course work via a group project.

Grade distribution:

13	A		1	C+
11	A-		0	C
4	B+		1	F
5	B		0	I
1	B-			

Comments on grades:

The grade distribution is in the solid B to B+ range. Overall while there were two students who failed to engage with the course, the rest did fairly well. Overall no major concerns over the grades.

Improvements for next year:

Work on Class engagement. Find a better way to approach the introduction and use alternate material for the neoclassical and Keynesian discussions.

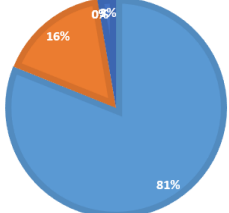
Course Outcomes Assessed:

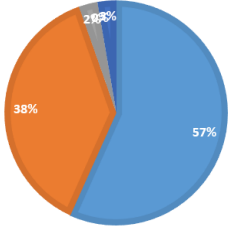
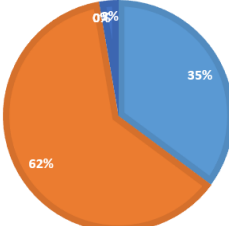
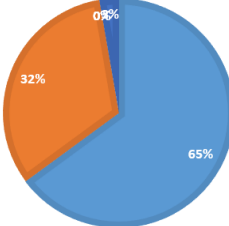
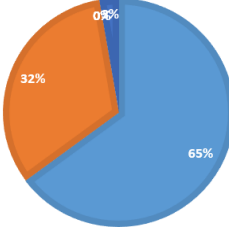
Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data

Demonstrate knowledge of the core economic goals and concepts.	Homework, Group Project, Quizzes, and Final	A grade of C/74 or above.	Almost all students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved
Identify and discuss the key macroeconomics problems/current events.	Homework, Group Project, Quizzes, and Final	A grade of C/74 or above.	Almost all students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved
Comment and discuss the potential solutions to macroeconomics problems	Homework, Group Project, Quizzes, and Final	A grade of C/74 or above.	Almost all students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved

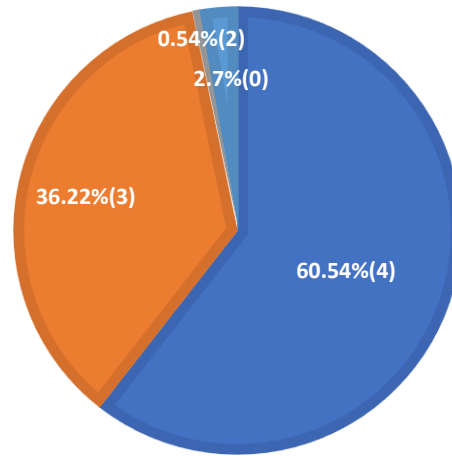
ECON-211-01 SP24 Critical Thinking PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Critical Thinking PEG- Macroeconomics	2024SP Macroeconomic (2024SP-ECON-211-01)	Steitz, Colin	37	37	97.3% Met the benchmark of milestones 2 or above

No	Row	Levels Of Achievement	Distribution
1	Explanation of Issue	81.08% Capstone 16.22% Milestones 3 0% Milestones 2 0% Benchmark 2.7% Does Not Meet	 <p>A pie chart illustrating the distribution of student achievement levels. The largest slice is blue, representing 81% of students who achieved the Capstone level. The next largest is orange, representing 16.22% who achieved Milestones 3. There are three very small slices representing 0% for Milestones 2, Benchmark, and 2.7% for Does Not Meet.</p>

No	Row	Levels Of Achievement	Distribution
2	Evidence -Selecting and using information to investigate a point of view or conclusion.	56.75% Capstone 37.85% Milestones 3 2.7% Milestones 2 0% Benchmark 2.7% Does Not Meet	
3	Influence of Context and Assumptions	35.14% Capstone 62.16% Milestones 3 0% Milestones 2 0% Benchmark 2.7% Does Not Meet	
4	Student's Position	64.86% Capstone 32.44% Milestones 3 0% Milestones 2 0% Benchmark 2.7% Does Not Meet	
5	Conclusions and Related Outcomes	64.86% Capstone 32.44% Milestones 3 0% Milestones 2 0% Benchmark 2.7% Does Not Meet	

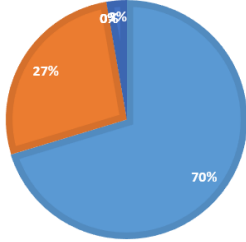
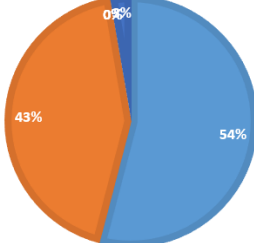
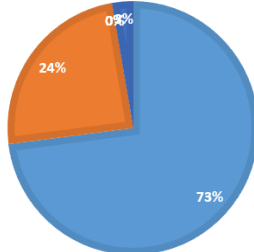
ECON-211-01 CRITICAL THINKING PEG

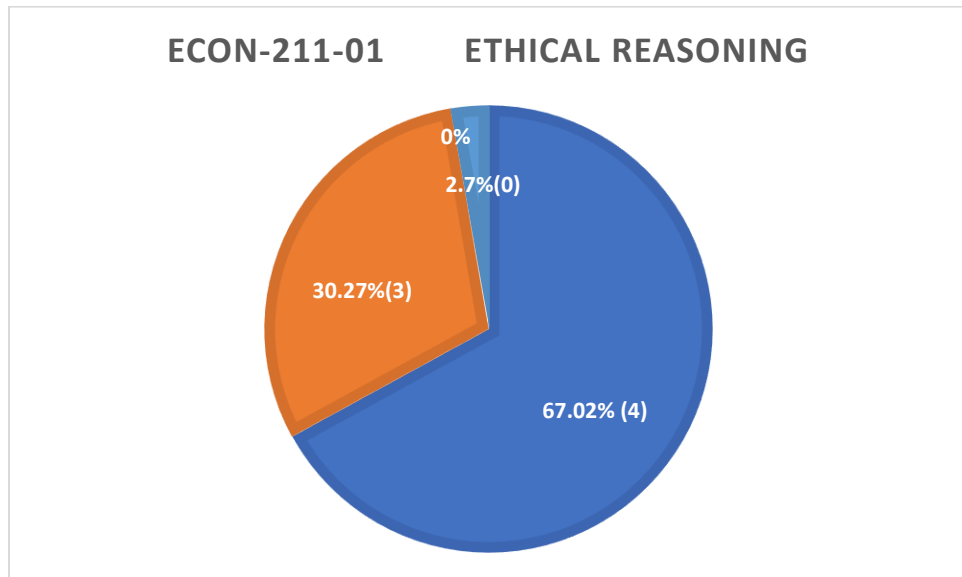


ECON-211-01 SP24 Ethical Reasoning PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Ethical Reasoning-Macroeconomics	2024SP Macroeconomic (2024SP-ECON-211-01)	Steitz, Colin	37	37	97.3% Met the benchmark of milestone 2 or above.

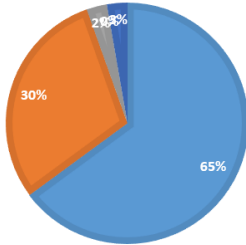
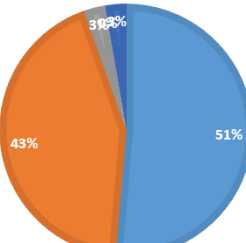
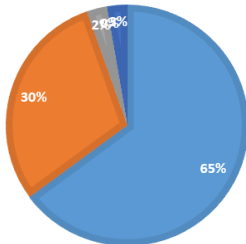
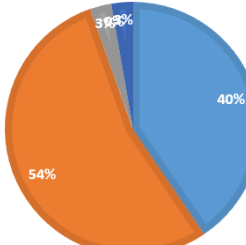
No	Row	Levels Of Achievement	Distribution
1	Ethical Self-Awareness	83.78% Capstone-4 13.52% Milestones-3 0% Milestones-2 0% Benchmark-2 2.7% Does Not Meet-0	
2	Understanding Different Ethical Perspectives/Concepts	54.05% Capstone-4 43.25% Milestones-3 0% Milestones-2 0% Benchmark-2 2.7% Does Not Meet-0	

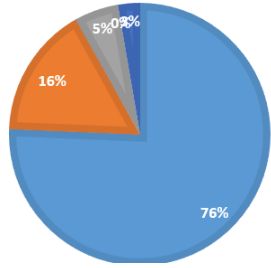
No	Row	Levels Of Achievement	Distribution
3	Ethical Issue Recognition	70.27% Capstone-4 27.03% Milestones-3 0% Milestones-2 0% Benchmark-2 2.7% Does Not Meet-0	
4	Application of Ethical Perspectives/Concepts	54.05% Capstone-4 43.25% Milestones-3 0% Milestones-2 0% Benchmark-2 2.7% Does Not Meet-0	
5	Evaluation of Different Ethical Perspectives/Concepts	72.97% Capstone-4 24.33% Milestones-3 0% Milestones-2 0% Benchmark-2 2.7% Does Not Meet-0	

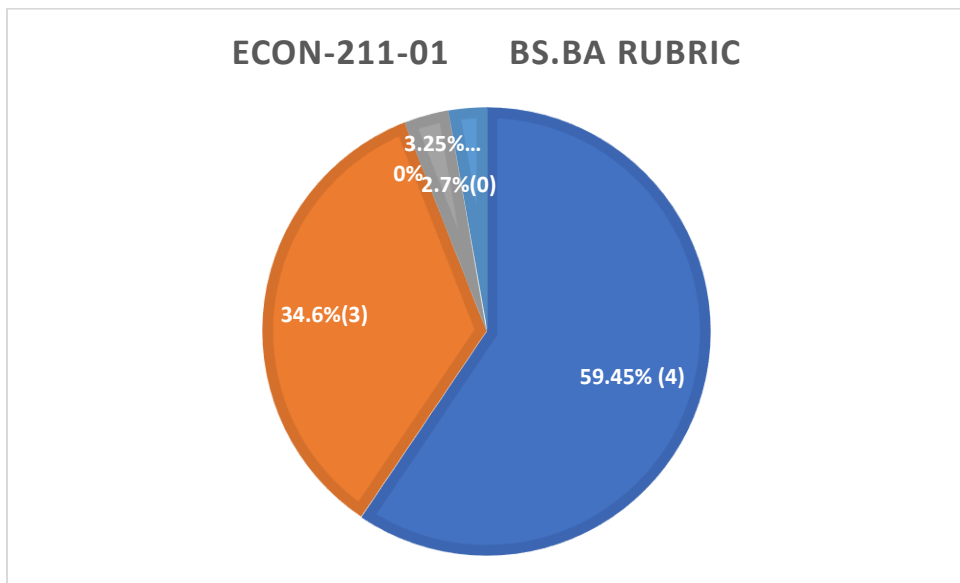


ECON-211-01 SP24 BS.BA Rubric

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BS.BA- Macroeconomic	2024SP Macroeconomic (2024SP-ECON- 211-01)	Steitz, Colin	37	37	97.3% Met the benchmark of fair or above.

No	Row	Levels Of Achievement	Distribution
1	Critically analyze, think logically, and apply analytical methods for business problems	64.86% Excellent-4 29.74% Good-3 2.7% Fair-2 0% Needs Improvement-1 2.7% Inadequate-0	
2	Demonstrate an appreciation of ethical implications in managerial functions.	51.35% Excellent - 4 43.25% Good - 3 2.7% Fair - 2 0% Needs Improvement-1 2.7% Inadequate -0	
3	Demonstrate the value of personal and professional effective communication	64.86% Excellent - 4 29.74% Good - 3 2.7% Fair - 2 0% Needs Improvement- 1 2.7% Inadequate -0	
4	Demonstrate working knowledge of basic concepts and principles in business	40.55% Excellent - 4 54.05% Good - 3 2.7% Fair - 2 0% Needs Improvement- 1 2.7% Inadequate-0	

No	Row	Levels Of Achievement	Distribution
5	Develop the capacity to work harmoniously and effectively with others.	75.67% Excellent - 4 16.23% Good - 3 5.4% Fair - 2 0% Needs Improvement- 1 2.7% Inadequate -0	



Course name: Microeconomics

Course Number: ECON-212-01

Term: Spring

Year: 2024

Instructor: Dr. Colin Steitz

Instructional Student Learning Outcomes:

Explain the fundamentals of economic thinking the use of economic resources.

Use a production possibilities curve to explain opportunity costs and efficient use of economic resources.

Predict the effects of changes in demand and supply on equilibrium price and quantity.

Calculate and assess elasticity coefficients and apply the total revenue test to price elasticity of demand.

Assess market failures and recommend policies to correct market failures.

Investigate how firms determine price and quantity based on the four different market structures (pure competition, pure monopoly, monopolistic competition, and oligopoly), comparing outcomes and efficiency of the industries.

Program Student Learning Outcomes:

Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business.

Demonstrate the value of personal and professional effective communication.

Demonstrate an appreciation of ethical implications involved in performing managerial functions.

Critically analyze, think logically, and apply analytical methods and skills for business problems.

Develop the capacity to work harmoniously and effectively with others.

Strengths of this course:

Covers a wide range of Microeconomic topics, with a relatively easy to approach style.

Provides ample work for students to review.

Encourages application of course work via a group project.

Grade distribution:

9	A		1	C+
7	A-		1	C
4	B+		1	D
6	B		0	F
1	B-			

Comments on grades:

The grades are in the solid B range with a few students doing well and a few doing poorly. I wonder if they became less engaged or the micro-topics are more difficult than how the book

series presents macro topics. Overall, the grade distribution of the class suggests that the teaching approach were effective.

Improvements for next year:

Work on Class engagement. Go slower through the material and try to work on engaging with the students to get them to try and apply the material to examples. Provide engagement opportunities and get them to see the material in their own life.

Course Outcomes Assessed:

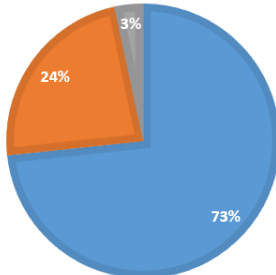
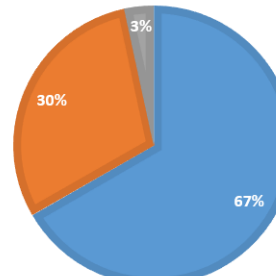
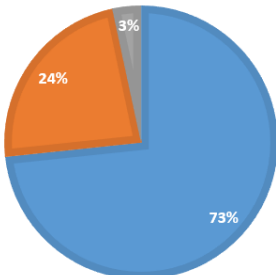
Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data
Explain the fundamentals of economic thinking the use of economic resources.	Homework, Group Project, Quizzes, and Final	A grade of C/74 or above.	Almost all students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved
Use a production possibilities curve to explain opportunity costs and efficient use of economic resources.	Homework, Quizzes, and Final	A grade of C/74 or above.	Almost all students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved
Predict the effects of changes in demand and supply on equilibrium price and quantity.	Homework, Quizzes, and Final	A grade of C/74 or above.	Almost all students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved
Calculate and assess elasticity coefficients and apply the total revenue test to price elasticity of demand.	Homework, Quizzes, and Final	A grade of C/74 or above.	Almost all students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved
Assess market failures and recommend policies to correct market failures.	Homework, Quizzes, and Final	A grade of C/74 or above.	Almost all students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved
Investigate how firms determine price and quantity based on the four different market structures (pure competition, pure monopoly,	Homework, Group Project, Quizzes, and Final	A grade of C/74 or above.	Almost all students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved

monopolistic competition, and oligopoly), comparing outcomes and efficiency of the industries.			
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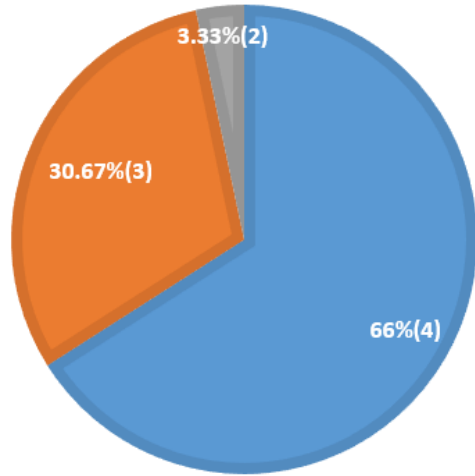
ECON-212-01 BS.BA Rubric

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BSBA – Microeconomic	2024SP Microeconomic (2024SP-ECON-212-01)	Steitz, Colin	29	29	100% met the benchmark of fair or above.

No	Row	Levels Of Achievement	Distribution
1	Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business	70 % Excellent 26.67% Good 3.33% Fair 0% Needs Improvement 0% Inadequate	
2	Demonstrate the value of personal and professional effective communication	46.67 % Excellent 50% Good 3.33% Fair 0% Needs Improvement 0% Inadequate	

No	Row	Levels Of Achievement	Distribution												
3	Demonstrate an appreciation of ethical implications involved in performing managerial functions	73.33% Excellent 23.34% Good 3.33% Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	 <table border="1"> <caption>Distribution Data for Row 3</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>73%</td> </tr> <tr> <td>Good</td> <td>24%</td> </tr> <tr> <td>Fair</td> <td>3%</td> </tr> <tr> <td>Needs Improvement</td> <td>0%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent	73%	Good	24%	Fair	3%	Needs Improvement	0%	Inadequate	0%
Level	Percentage														
Excellent	73%														
Good	24%														
Fair	3%														
Needs Improvement	0%														
Inadequate	0%														
4	Critically analyze, think logically, and apply analytical methods and skills for business problems	66.67% Excellent 30% Good 3.33% Fair 0% Needs Improvement 0% Inadequate	 <table border="1"> <caption>Distribution Data for Row 4</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>67%</td> </tr> <tr> <td>Good</td> <td>30%</td> </tr> <tr> <td>Fair</td> <td>3%</td> </tr> <tr> <td>Needs Improvement</td> <td>0%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent	67%	Good	30%	Fair	3%	Needs Improvement	0%	Inadequate	0%
Level	Percentage														
Excellent	67%														
Good	30%														
Fair	3%														
Needs Improvement	0%														
Inadequate	0%														
5	Develop the capacity to work harmoniously and effectively with others	73.33% Excellent 23.34% Good 3.33% Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	 <table border="1"> <caption>Distribution Data for Row 5</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>73%</td> </tr> <tr> <td>Good</td> <td>24%</td> </tr> <tr> <td>Fair</td> <td>3%</td> </tr> <tr> <td>Needs Improvement</td> <td>0%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent	73%	Good	24%	Fair	3%	Needs Improvement	0%	Inadequate	0%
Level	Percentage														
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ECON-212-01 BS.BA RUBRIC



Wheeling University
Course Assessment Evaluation

Course name: PRINCIPLES OF FINANCE Course Number: BUSN-213-01

Term: SPRING Year: 2024

Instructor: DAVID TIGER

Instructional Student Learning Outcomes: TOTAL UNDERSTANDING OF FINANCE

Program Student Learning Outcomes: UNDERSTANDING & GROUP

Strengths of this course:

Grade distribution:

7	A			C+
7	A-		1	C
	B+		1	FA
3	B			I
2	B-		2	D

Comments on grades:

Improvements for next year:

Course Outcomes Assessed:

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
1. KNOWLEDGE	TEST	LECTURES		
2. UNDERSTANDING	ASSIGNMENT	ASSIGNMENTS		
3. COOPERATION	PROJECTS	PROJECTS		

Wheeling University
Course Assessment Evaluation

Course name: INVESTING & PORTFOLIO Course Number: BUSN-316-01

Term: SPRING Year: 2024

Instructor: DAVID TIGER

Instructional Student Learning Outcomes: TO BE A PORTFOLIO MANAGER

Program Student Learning Outcomes: LEADERSHIP & GRAD

Strengths of this course:

Grade distribution:

7	A		1	C+
4	A-			C
3	B+		0	F
4	B			I
	B-		1	D

Comments on grades:

Improvements for next year:

Course Outcomes Assessed:

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
1. KNOWLEDGE	TEST	LEARNING		
2. CURRICULAR	ASSAYS	ASSESSMENT		
3. CARE	PRESENTS	PRESENTS		

Wheeling University
Course Assessment Evaluation

Course name: RISK MGMT & BUSINESS Course Number: BUSN-912-01

Term: SPRING Year: 2024

Instructor: DR. TIGER

Instructional Student Learning Outcomes: TO UNDERSTAND RISK & BUSINESS

Program Student Learning Outcomes: UNDERSTAND & GRASP

Strengths of this course:

Grade distribution:

	A		1	C+
3	A-			C
1	B+		0	F
7	B			I
	B-			D

Comments on grades:

Improvements for next year:

Course Outcomes Assessed:

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
1. KNOWLEDGE	TEST	LECTURES		
2. CURRENT TRENDS	ASSIGNMENT	ASSIGNMENT		
3. CASES	PROJECTS	PROJECTS		

Course Name: Principles of Accounting I**Course Number: ACCT-201-01**

Term: Spring

Year: 2024

Instructor: Dr. Ed Younkins

Instructional Student and Program Learning Outcomes, including PEGs:**Instructional Student Learning Outcome:**

Have a broad view of accounting's role in satisfying society's need for (financial) information to include the needs of investors, creditors, regulatory agencies and taxing authorities. This will also include the history and ethics responsibilities of the accounting profession and the role of auditing in enhancing the credibility of publicly reported information. (BT1, 2)

Understand the principles underlying the design, integrity, and effectiveness of accounting information systems, including the basic components of internal control, the accountant's professional code of conduct, and the significance of debits and credits as they are used in an accounting system. (BT1,2)

Demonstrate a basic knowledge of the fundamental principles underlying the subject of accounting. (BT3)

Process routine transactions for a service company through the steps in the accounting cycle. (BT3)

Process routing transactions for a merchandising company through the steps in the accounting cycle. (BT3)

Program Learning Outcomes

Explain, integrate, and perform basic fundamental concepts in accounting, finance, marketing, management, and economics

Critically analyze, think logically, and apply analytical methods and skills for business problems

Explain the ethical implications and responsibilities of ensuring integrity of financial integrity

Demonstrate the value of personal and professional effective communication

Apply knowledge of GAAP, FASB, GASB, and managerial accounting theories to businesses, state and local governments, and nonprofit organizations

Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals

Course Outcomes Assessed:

5 Key Course Outcomes	Learning Activities/ Assignments	Benchmarks/ Performance Indicator	Results
Have a broad view of accounting's role in satisfying society's need for (financial) information to include the needs of investors, creditors, regulatory agencies and taxing authorities. This will also include the history and ethics	Exams, In-class discussions	B(84%) and above	Attained

responsibilities of the accounting profession and the role of auditing in enhancing the credibility of publicly reported information. (BT1, 2)			
Understand the principles underlying the design, integrity, and effectiveness of accounting information systems, including the basic components of internal control, the accountant's professional code of conduct, and the significance of debits and credits as they are used in an accounting system. (BT1,2)	Exams, In-class discussions	B(84%) and above	Attained
Demonstrate a basic knowledge of the fundamental principles underlying the subject of accounting. (BT3)	Exams, In-class discussions	B(84%) and above	Attained
Process routine transactions for a service company through the steps in the accounting cycle. (BT3)	Exams, In-class discussions	B(84%) and above	Attained
Process routing transactions for a merchandising company through the steps in the accounting cycle. (BT3) (BT2)	Exams, In-class discussions	B(84%) and above	Attained

Data Analysis—Strengths of this course:

Experienced professor.

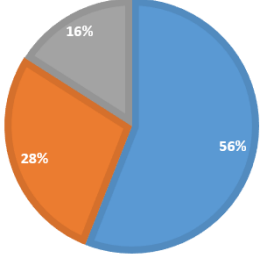
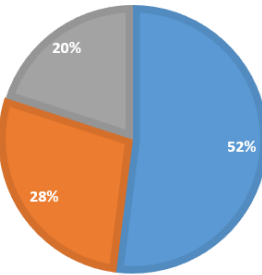
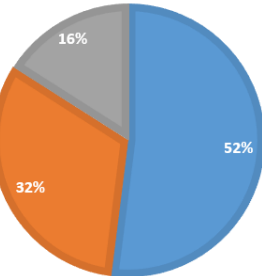
Students earn the basic knowledge of financial accounting standards.

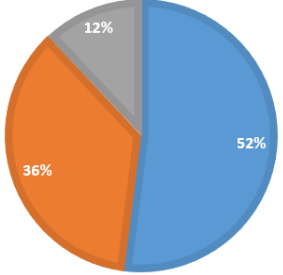
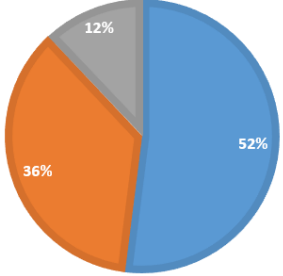
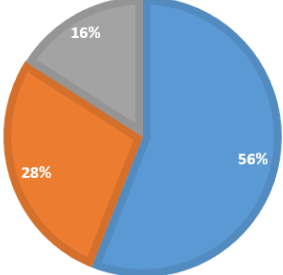
The result of the “B.S. Acct - Principles of Accounting” shows that out of 29 students enrolled in this course, 93.1% were earned enough knowledge about the subject. The highest score was 5, and highest score earned was 5 and the lowest was 1.4.

Data Analysis—Improvements, such as changes in pedagogy, curriculum revision etc.:

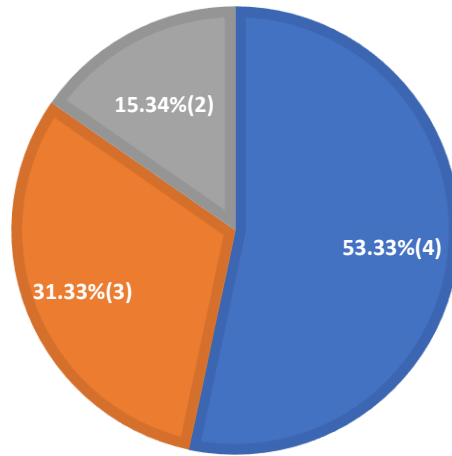
ACCT-201-01 BS.ACCT Rubric

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BS. ACCT Principles of ACCT I	2024 SP Principles of ACCT I (2024 SP-ACCT-201-01)	Younkings, Edward. W	25	25	100% met the benchmark of fair or above.

No	Row	Levels Of Achievement	Distribution
1	Explain the ethical implications and responsibilities of ensuring integrity of financial integrity	56% Excellent 28% Good 16% Fair 0% Needs Improvement 0% Inadequate	
2	Critically analyze, think logically, and apply analytical methods and skills for business problems	52% Excellent 28% Good 20% Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	
3	Explain, integrate, and perform basic fundamental concepts in accounting, finance, marketing, management, and economics	52% Excellent 32% Good 16% Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	

No	Row	Levels Of Achievement	Distribution												
4	Demonstrate the value of personal and professional effective communication	52% Excellent 36% Good 12% Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	 <table border="1"> <caption>Distribution Data for Row 4</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>52%</td> </tr> <tr> <td>Good</td> <td>36%</td> </tr> <tr> <td>Fair</td> <td>12%</td> </tr> <tr> <td>Needs Improvement</td> <td>0%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent	52%	Good	36%	Fair	12%	Needs Improvement	0%	Inadequate	0%
Level	Percentage														
Excellent	52%														
Good	36%														
Fair	12%														
Needs Improvement	0%														
Inadequate	0%														
5	Apply knowledge of GAAP, FASB, GASB, and managerial accounting theories to businesses, state and local governments, and nonprofit organizations.	52% Excellent 36% Good 12% Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	 <table border="1"> <caption>Distribution Data for Row 5</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>52%</td> </tr> <tr> <td>Good</td> <td>36%</td> </tr> <tr> <td>Fair</td> <td>12%</td> </tr> <tr> <td>Needs Improvement</td> <td>0%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent	52%	Good	36%	Fair	12%	Needs Improvement	0%	Inadequate	0%
Level	Percentage														
Excellent	52%														
Good	36%														
Fair	12%														
Needs Improvement	0%														
Inadequate	0%														
6	Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals	56% Excellent 28% Good 16% Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	 <table border="1"> <caption>Distribution Data for Row 6</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>56%</td> </tr> <tr> <td>Good</td> <td>28%</td> </tr> <tr> <td>Fair</td> <td>16%</td> </tr> <tr> <td>Needs Improvement</td> <td>0%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent	56%	Good	28%	Fair	16%	Needs Improvement	0%	Inadequate	0%
Level	Percentage														
Excellent	56%														
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Fair	16%														
Needs Improvement	0%														
Inadequate	0%														

ACCT-201 SP24 BS.ACCT RUBRIC



Grade Distribution:

5	A		5	C+
6	A-			C
4	B+			C-
2	B			D+
3	B-			D
	F			
	I			

Comments on Grades:

Course name: Principles of Accounting I

Course Number: ACCT-201-02

Term: Spring

Year: 2024

Instructor: Lori Parry

Instructional Student Learning Outcomes:

1. Define management accounting; 1
2. Have an understanding of business ethics, especially ethics related to accounting; 2
3. Define cost drivers and calculate cost costs using a variety of cost drivers; 1,2,3
4. Use cost-volume-profit analysis in decision taking; 3,4,5
5. Establish and use Activity-Based Costing; 3,4,5
6. Decide when information is relevant; 3,4,5
7. Use relevant information for decision making, both for pricing and operational decisions; 3,4,5
8. Describe the benefits of budgets; 1,2
9. Establish and use a master budget; 3,4,5
10. Establish and use flexible budgets; 3,4,5
11. Execute variance analysis; 3,4,5
12. Understand, define, and implement management control systems and responsibility accounting systems. 2,3,4,5
13. Discuss and implement management control systems in a decentralized organization; 2,3,4,5
14. Establish and implement various systems of cost allocation; 3,4,5
15. Establish and implement systems for accounting for overhead costs; 3,4,5
16. Compare and contrast job-costing and process-costing systems. 2,3,4,5

Program Student Learning Outcomes:

Explain, integrate, and perform basic fundamental concepts in accounting, finance, marketing, management, and economics

Critically analyze, think logically, and apply analytical methods and skills for business problems

Explain the ethical implications and responsibilities of ensuring integrity of financial integrity

Demonstrate the value of personal and professional effective communication

Apply knowledge of GAAP, FASB, GASB, and managerial accounting theories to businesses, state and local governments, and nonprofit organizations

Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals

Strengths of this course: Consistent student interaction in various group settings.

Grade distribution:

6	A		2	C+
3	A-		4	C
0	B+		1	C-
0	B		2	D+
2	B-		0	F
			0	I

Comments on grades: Attendance was a consistent issue and the majority of the students did not obtain a textbook. These two issues caused learning inconsistencies and the need to spend additional time on topics.

Improvements for next year:

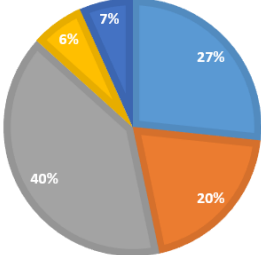
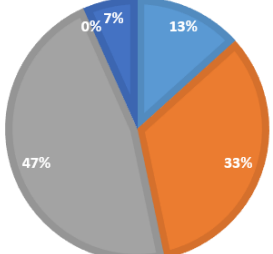
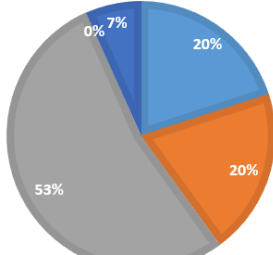
Suggest that a virtual learning platform be implemented to enhance student learning. require students to obtain the course textbook, and implement a more stringent and comprehensive attendance policy.

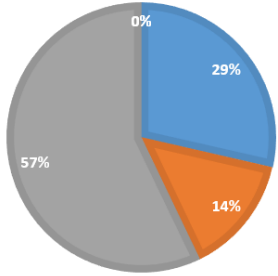
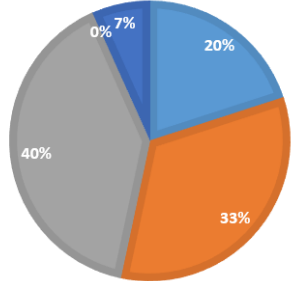
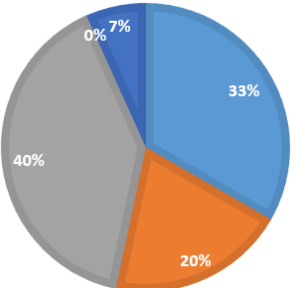
Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
Demonstrate working knowledge of concepts and principles that apply to the functional and operational areas of business	Tests, Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Application of ethical implications in performing managerial functions.	Tests, Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Critical analysis and application to business problems.	Tests, Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Apply written communication skills.	Tests, Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		

Interpret managerial cost reports and use results in decisions	Tests, Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
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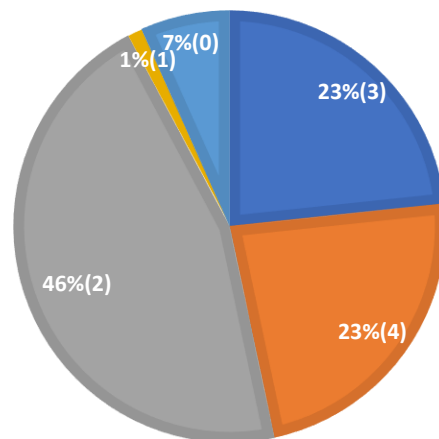
ACCT-201 BS. ACCT Rubric

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BS. ACCT Principles of ACCT I	2024 SP Principles of ACCT I (2024 SP-ACCT-201-02)	Parry, Lori	20	20	92% met the benchmark of fair or above.

No	Row	Levels Of Achievement	Distribution
1	Explain the ethical implications and responsibilities of ensuring integrity of financial integrity	26.68% Excellent 20% Good 40% Fair 6.66% Needs Improvement 6.66% Inadequate	
2	Critically analyze, think logically, and apply analytical methods and skills for business problems	13.33% Excellent 33.35% Good 46.66% Fair 0% Needs Improvement 6.66% Inadequate	
3	Explain, integrate, and perform basic fundamental concepts in accounting, finance, marketing, management, and economics	20% Excellent 20% Good 53.34% Fair 0% Needs Improvement 6.66% Inadequate	

No	Row	Levels Of Achievement	Distribution
4	Demonstrate the value of personal and professional effective communication	26.66% Excellent 13.35% Good 53.33% Fair 0% Needs Improvement 0% Inadequate	
5	Apply knowledge of GAAP, FASB, GASB, and managerial accounting theories to businesses, state and local governments, and nonprofit organizations.	20% Excellent 33.34% Good 40% Fair 0% Needs Improvement 6.66% Inadequate	
6	Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals	33.34% Excellent 20% Good 40% Fair 0% Needs Improvement 6.66% Inadequate	

ACCT-201 SP24 BS.ACCT RUBRIC



Course name: Principles of Accounting II**Course Number: ACCT-202-01**

Term: Spring

Year: 2024

Instructor: Lori Parry

Instructional Student Learning Outcomes:

1. Define management accounting; 1
2. Have an understanding of business ethics, especially ethics related to accounting; 2
3. Define cost drivers and calculate cost costs using a variety of cost drivers; 1,2,3
4. Use cost-volume-profit analysis in decision taking; 3,4,5
5. Establish and use Activity-Based Costing; 3,4,5
6. Decide when information is relevant; 3,4,5
7. Use relevant information for decision making, both for pricing and operational decisions; 3,4,5
8. Describe the benefits of budgets; 1,2
9. Establish and use a master budget; 3,4,5
10. Establish and use flexible budgets; 3,4,5
11. Execute variance analysis; 3,4,5
12. Understand, define, and implement management control systems and responsibility accounting systems. 2,3,4,5
13. Discuss and implement management control systems in a decentralized organization; 2,3,4,5
14. Establish and implement various systems of cost allocation; 3,4,5
15. Establish and implement systems for accounting for overhead costs; 3,4,5
16. Compare and contrast job-costing and process-costing systems. 2,3,4,5

Program Student Learning Outcomes:

Explain, integrate, and perform basic fundamental concepts in accounting, finance, marketing, management, and economics

Critically analyze, think logically, and apply analytical methods and skills for business problems

Explain the ethical implications and responsibilities of ensuring integrity of financial integrity

Demonstrate the value of personal and professional effective communication

Apply knowledge of GAAP, FASB, GASB, and managerial accounting theories to businesses, state and local governments, and nonprofit organizations

Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals

Strengths of this course:

Consistent student interaction in various group settings to drive enhanced learning.

Grade distribution:

1	A		2	C+
1	A-		1	C
3	B+		1	C-
3	B		1	D+
1	B-		0	F
			1	I

Comments on grades: No Comment

Improvements for next year:

Students enjoyed McGraw Hill Connect and stated that this method forced them to study and learn the material. Suggestion is to keep this method of virtual platform to continue student success.

Course Outcomes Assessed:

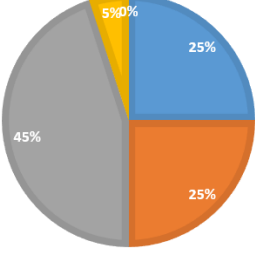
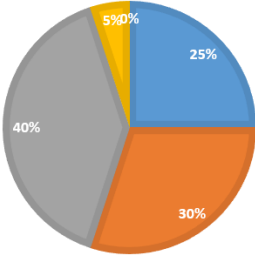
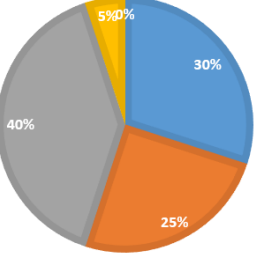
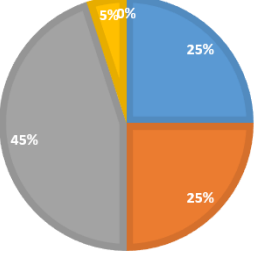
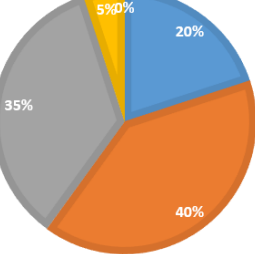
Key 16 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
Define management accounting; 1	Tests, Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Have an understanding of business ethics, especially ethics related to accounting; 2	Tests, Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Define cost drivers and calculate cost costs using a variety of cost drivers; 1,2,3	Tests, Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Use cost-volume-profit analysis in decision taking; 3,4,5	Tests, Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Establish and use Activity-Based Costing; 3,4,5	Tests, Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		

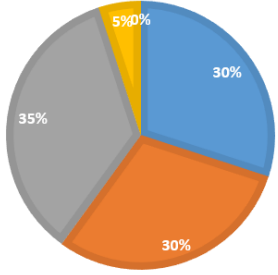
Decide when information is relevant; 3,4,5	Tests, Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Use relevant information for decision making, both for pricing and operational decisions; 3,4,5	Tests, Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Describe the benefits of budgets; 1,2	Tests, Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Establish and use a master budget; 3,4,5	Tests, Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Establish and use flexible budgets; 3,4,5	Tests, Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Execute variance analysis; 3,4,5	Tests, Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Understand, define, and implement management control systems and responsibility	Tests, Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The		

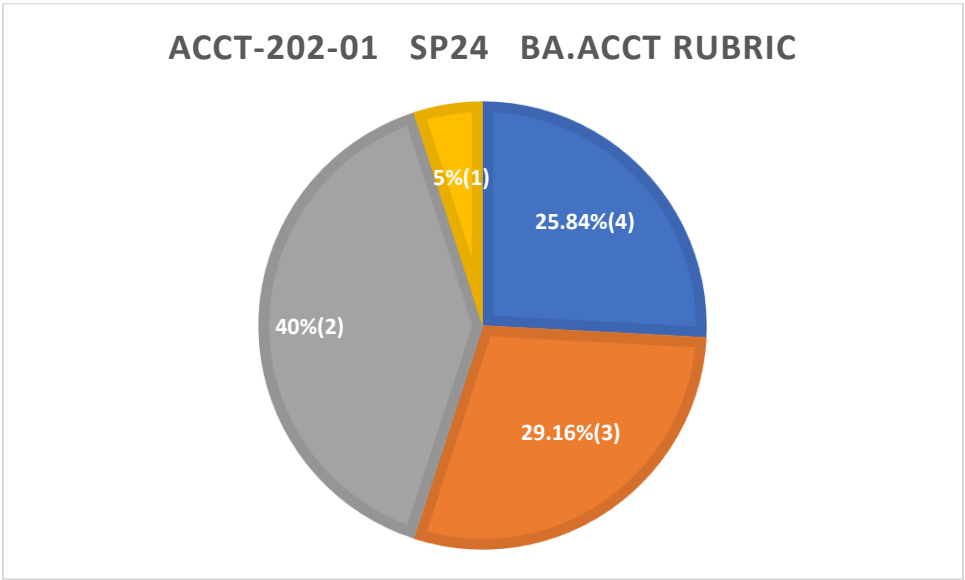
accounting systems. 2,3,4,5		course objectives were accomplished successfully.		
Discuss and implement management control systems in a decentralized organization; 2,3,4,5	Tests, Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Establish and implement various systems of cost allocation; 3,4,5	Tests, Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Establish and implement systems for accounting for overhead costs; 3,4,5	Tests, Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Compare and contrast job-costing and process-costing systems. 2,3,4,5	Tests, Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		

ACCT-202-01 BS. ACCT Rubric

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BS. ACCT Principles of ACCT II	2024 SP Principles of ACCT II (2024 SP-ACCT-202-01)	Parry, Lori	15	15	95% met the benchmark of fair or above.

No	Row	Levels Of Achievement	Distribution
1	Explain the ethical implications and responsibilities of ensuring integrity of financial integrity	25% Excellent 25% Good 45% Fair 5% Needs Improvement 0% Inadequate	
2	Critically analyze, think logically, and apply analytical methods and skills for business problems	25% Excellent 30% Good 40% Fair 5% Needs Improvement 0% Inadequate	
3	Explain, integrate, and perform basic fundamental concepts in accounting, finance, marketing, management, and economics	30% Excellent 25% Good 40% Fair 5% Needs Improvement 0% Inadequate	
4	Demonstrate the value of personal and professional effective communication	25% Excellent 25% Good 45% Fair 5% Needs Improvement 0% Inadequate	
5	Apply knowledge of GAAP, FASB, GASB, and managerial accounting theories to businesses, state and local governments, and nonprofit organizations.	20% Excellent 40% Good 35% Fair 5% Needs Improvement 0% Inadequate	

No	Row	Levels Of Achievement	Distribution
6	Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals	30% Excellent 30% Good 35% Fair 5% Needs Improvement 0% Inadequate	



Course Name: Principles of Marketing

Course Number: BUSN-212-01

Term: Spring

Year: 2024

Instructor: David Corbett

Instructional Student and Program Learning Outcomes, including PEGs:

5 Key Course Outcomes	Learning Activities/ Assignments	Benchmarks/ Performance Indicator	Results
The course objectives are to define and examine the scope of marketing, the market concept, satisfying customer needs, developing long –term profitable relationships with customers and building customer equity.	Lectures with video, discussion questions, assignments, case studies	At least 70% and above	
Strategic planning and business units within a corporation, Define a business mission, conduct a situation analysis, and create a marketing plan to reach the target audience.	Lectures with video, discussion questions, assignments, case studies	At least 70% and above	
Ethics and social responsibility in business, marketing and cause-related marketing.	Lectures with video, discussion questions, assignments, case studies	At least 70% and above	
The marketing environment and its factors including: Social, demographic, ethic, economic, technological, political, legal and competitive factors.	Lectures with video, discussion questions, assignments, case studies	At least 70% and above	

Data:

Data Analysis—Strengths of this course:

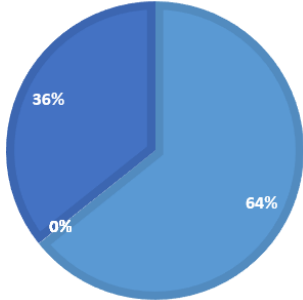
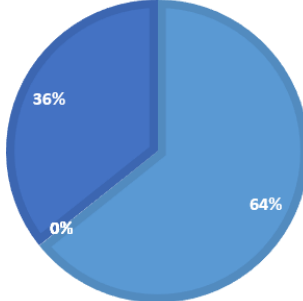
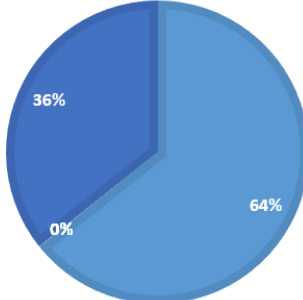
14 enrolled in the course and 9 passed with a C- or higher the BSBA grading with 100%.

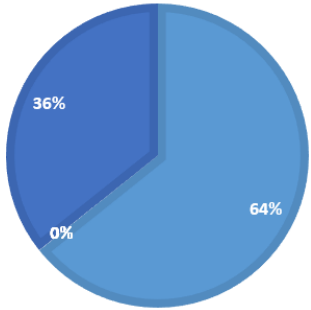
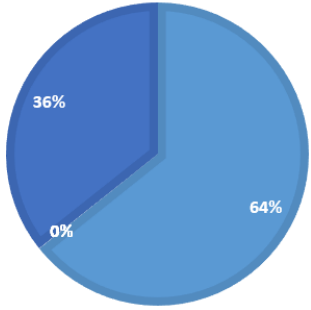
Data Analysis—Improvements, such as changes in pedagogy, curriculum revision etc.:

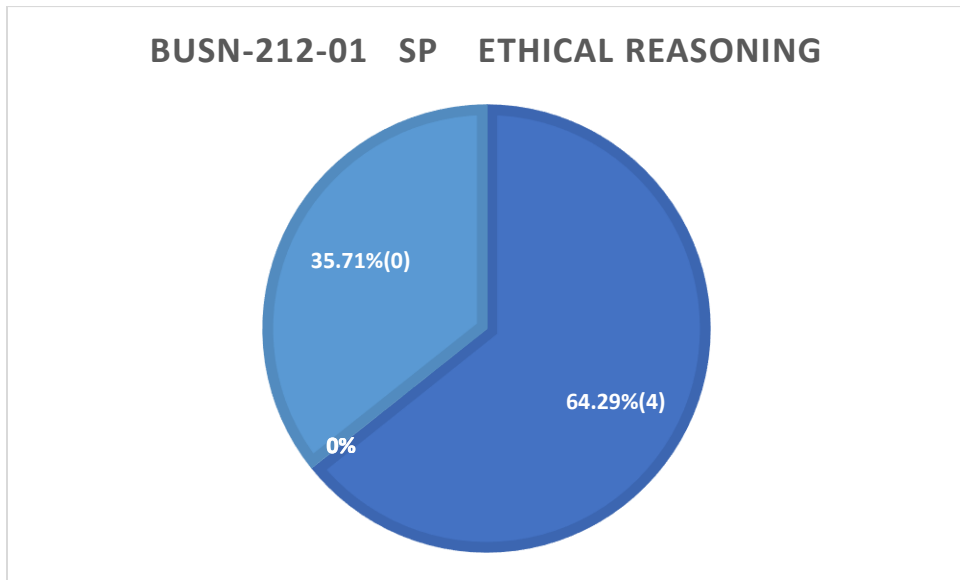
Results show that the course design/content of the course aligns with course objectives. No changes are needed.

BUSN-212-01 SP24 Ethical Reasoning PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Ethical Reasoning-Prin. of MRKT	2024SP Prin. of MRKT (2024SP-BUSN-212-01)	Corbett, David	14	14	64.29% Met the benchmark of fair or above.

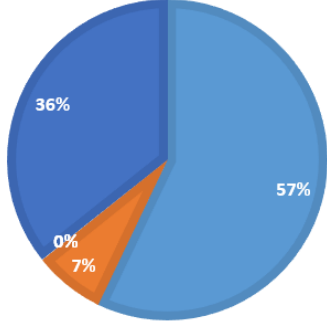
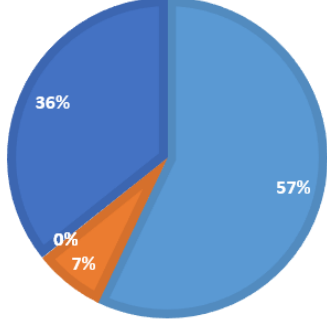
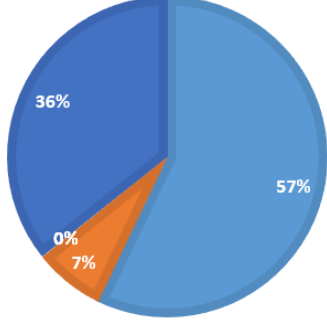
No	Row	Levels Of Achievement	Distribution
1	Ethical Self-Awareness	64.29% Capstone-4 0% Milestones-3 0% Milestones-2 0% Benchmark-2 35.71% Does Not Meet-0	
2	Understanding Different Ethical Perspectives/Concepts	64.29% Capstone-4 0% Milestones-3 0% Milestones-2 0% Benchmark-2 35.71% Does Not Meet-0	
3	Ethical Issue Recognition	64.29% Capstone-4 0% Milestones-3 0% Milestones-2 0% Benchmark-2 35.71% Does Not Meet-0	

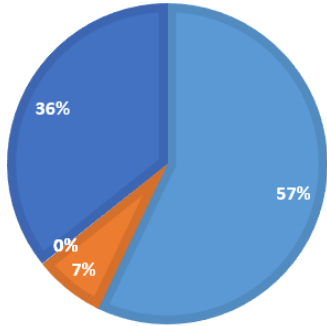
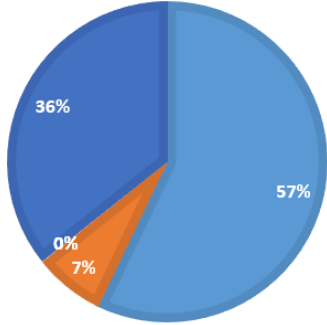
No	Row	Levels Of Achievement	Distribution
4	Application of Ethical Perspectives/Concepts	64.29% Capstone-4 0% Milestones-3 0% Milestones-2 0% Benchmark-2 35.71% Does Not Meet-0	
5	Evaluation of Different Ethical Perspectives/Concepts	64.29% Capstone-4 0% Milestones-3 0% Milestones-2 0% Benchmark-2 35.71% Does Not Meet-0	

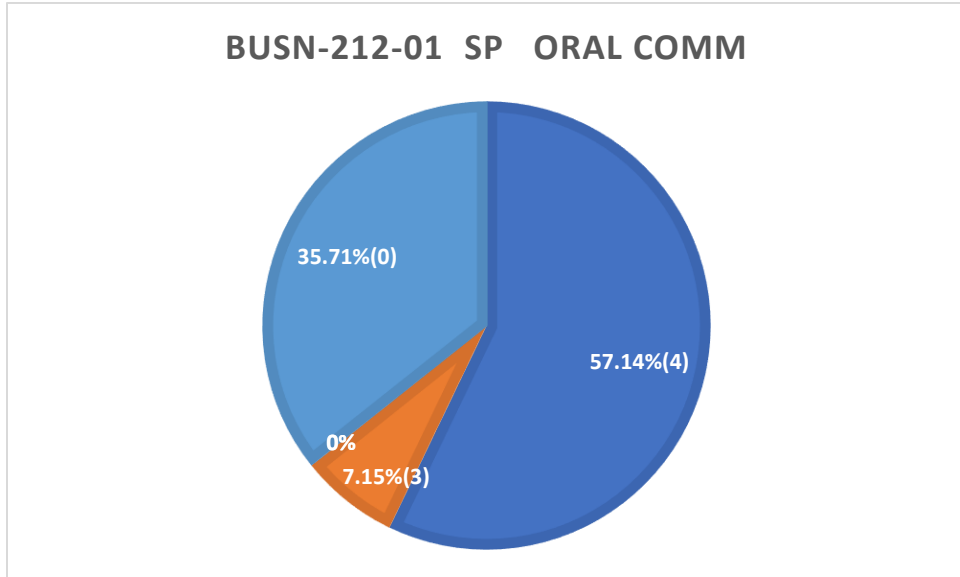


BUSN-212-01 SP24 Oral Communication PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Oral Communication PEG-Prin. of MRKT	2024SP Prin. of MRKT (2024SP-BUSN-212-01)	Corbett, David	14	14	64.29% Met the benchmark of milestones 2 or above.

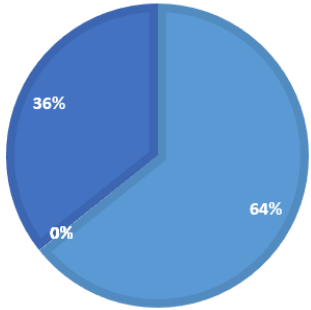
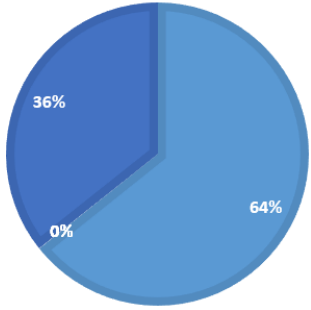
No	Row	Levels Of Achievement	Distribution
1	Organization	57.14% Capstone-4 7.15% Milestones-3 0% Milestones-2 0% Benchmark-2 35.71% Does Not Meet-0	
2	Language	57.14% Capstone-4 7.15% Milestones-3 0% Milestones-2 0% Benchmark-2 35.71% Does Not Meet-0	
3	Delivery	57.14% Capstone-4 7.15% Milestones-3 0% Milestones-2 0% Benchmark-2 35.71% Does Not Meet-0	

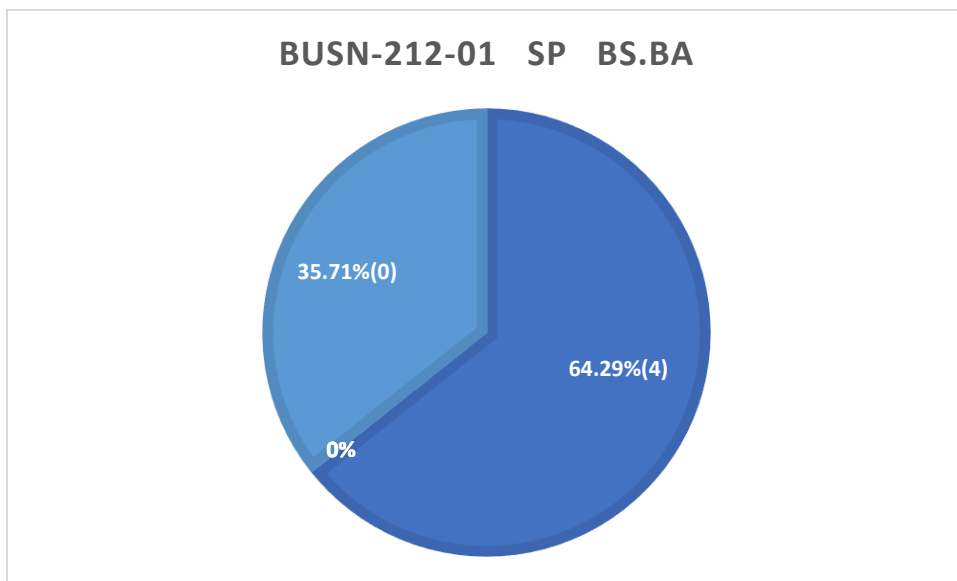
No	Row	Levels Of Achievement	Distribution
4	Supporting Material	57.14% Capstone-4 7.15% Milestones-3 0% Milestones-2 0% Benchmark-2 35.71% Does Not Meet-0	
5	Central Message	57.14% Capstone-4 7.15% Milestones-3 0% Milestones-2 0% Benchmark-2 35.71% Does Not Meet-0	



Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BSBA – Prin. of MRKT	2024SP Prin. of MRKT (2024SP-BUSN-212-01)	Corbett, David	14	14	64.29% met the benchmark of fair or above.

No	Row	Levels Of Achievement	Distribution
1	Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business	64.29% Excellent 0% Good 0% Fair 0% Needs Improvement 35.71% Inadequate	<p>Detailed description: A pie chart representing the distribution of achievement levels for Row 1. The largest slice is light blue, representing 64% (Excellent). A smaller slice is dark blue, representing 36% (Good). The remaining categories (Fair, Needs Improvement, Inadequate) are all 0% and are not visible in the chart.</p>
2	Demonstrate the value of personal and professional effective communication	64.29% Excellent 0% Good 0% Fair 0% Needs Improvement 35.71% Inadequate	<p>Detailed description: A pie chart representing the distribution of achievement levels for Row 2. The largest slice is light blue, representing 64% (Excellent). A smaller slice is dark blue, representing 36% (Good). The remaining categories (Fair, Needs Improvement, Inadequate) are all 0% and are not visible in the chart.</p>
3	Demonstrate an appreciation of ethical implications involved in performing managerial functions	64.29% Excellent 0% Good 0% Fair 0% Needs Improvement 35.71% Inadequate	<p>Detailed description: A pie chart representing the distribution of achievement levels for Row 3. The largest slice is light blue, representing 64% (Excellent). A smaller slice is dark blue, representing 36% (Good). The remaining categories (Fair, Needs Improvement, Inadequate) are all 0% and are not visible in the chart.</p>

No	Row	Levels Of Achievement	Distribution
4	Critically analyze, think logically, and apply analytical methods and skills for business problems	64.29% Excellent 0% Good 0% Fair 0% Needs Improvement 35.71% Inadequate	
5	Develop the capacity to work harmoniously and effectively with others	64.29% Excellent 0% Good 0% Fair 0% Needs Improvement 35.71% Inadequate	



Grade Distribution:

4	A		1	C+
	A-			C
1	B+		2	C-
1	B			D+
	B-			D

5	F
	I

Comments on Grades:

Students who failed did not complete their assignments.

Course Name: Strategic Business Planning**Course Number: BUSN-410-01**

Term: Spring

Year: 2024

Instructor: Dr. Alberto M. Poxes, Jr.

Instructional Student and Program Learning Outcomes, including PEGs:

1. Demonstrated an understanding of the strategic management process.
2. Identify the strategic problem of a company.
3. Formulate strategic plans to improve an organization.
4. Develop solutions to a firm's strategic issues.
5. Demonstrate effective research, quantitative, communication, and human relations skills.
6. Understand and discuss the critical importance and relevance of ethical conduct and social responsibility properly understand in the lives of internal and external stakeholders.

Program Learning Outcomes:

1. To help each student develop an administrative philosophy that will be modeled in the development of all administrative procedures and practice by describing the traditional types of administrative styles; identifying the administrative behaviors that are necessary for success; and through identifying the duties and roles of business organizations.
2. To have the students understanding workable knowledge of administrative components related to business management, by identifying traditional and innovative organizational structures, and describe the various methods of personnel organization, then compare and contrast the management theories, and identifying types of power, describe problem solving models, principles of delegation and dynamics of supervision.
3. To enhance students understanding of the application of concepts in examining equal opportunity and affirmative action, demonstrate effective interviewing skills, relate principles of personnel relations to organizations and businesses, outline applications of staff development and time management and the dynamics of stress management.
4. Integrate knowledge and skills acquired from previous coursework in business classes to create successful firms' strategies. Perform and complete external and internal analysis of companies. Analyze and evaluate a firm's resources and competitive position.
5. Identify the role of leaders in a given firm and how that role relates to the company's strategic efforts. Evaluate potential management problems, opportunities, strengths, and weaknesses and possible strategies to address these. Identify and analyze te external and internal environmental forces and the economic, social, political, legal, and strategic issues associated with these forces.

Course Outcomes Assessed:

5 Key Course Outcomes	Learning Activities/ Assignments	Benchmarks/ Performance Indicator	Results
Demonstrate knowledge of the core management goals and concepts.	Lecture, Assignment, Group Project, and Exams.	A grade of B/84 or above. All students met this benchmark. Results indicates students'	I used three exams throughout the semester with a variety of questions

		understanding of the subject. Thus, course objective is successfully achieved.	that measured their understanding of the concepts of management.
Identify and discuss the key strategic management problems/current events.	Lecture, Assignment Group Project (1&2), and Exams.	A grade of B/84 or above. All students met this benchmark. Results indicates students' understanding of key strategic management principle problems/current events confronting business corporations. Thus, course objective is successfully achieved.	
Comment and discuss the potential solutions to management problems.	Lecture, Classroom Discussions, Assignment, Group Project. and Exams.	A grade of B/84 or above. All students met this benchmark. Results indicates students' understanding of key strategic management principles problems/current events confronting business corporations. Thus, course objective is successfully achieved.	

Data:

The 3 exams administered were used to assess the student's problem-solving and critical thinking skills in understanding of strategic management concepts such as organizational theories, organizational behavior, business ethics, strategic decision-making, and human resources. Assessment was also based on group project which sought expose students how to obtain historic management theories of any country of their choice and analyze the patterns and trends in the United States.

Data Analysis—Strengths of this course:

Most of the lectures were practical discussions of issues related to decision-making, and the students were able to relate what they were being taught to the real-world problems confronting the US and the global economy at large. For example, students can now suggest which policy response (i.e., regulation and/or deregulation of businesses).

Data Analysis—Improvements, such as changes in pedagogy, curriculum revision etc.:

Nothing to change here. The process was very successful and enabled the students to learn.

of students Grade Distribution: # of students

14	A			C+
17	A-			C
6	B+			C-
1	B			D+
	B-			D

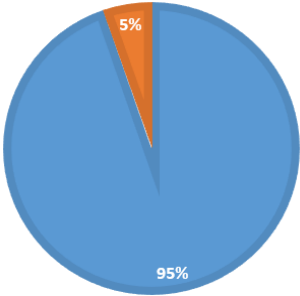
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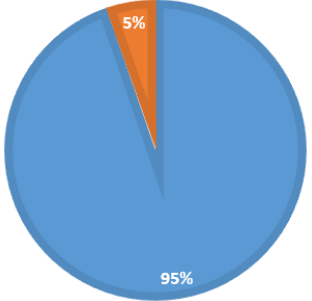
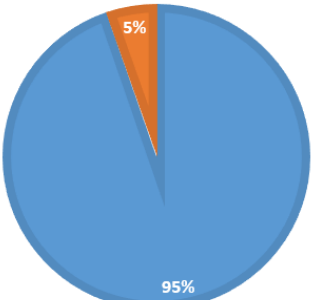
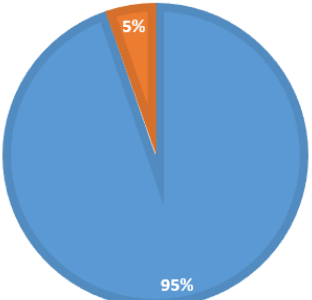
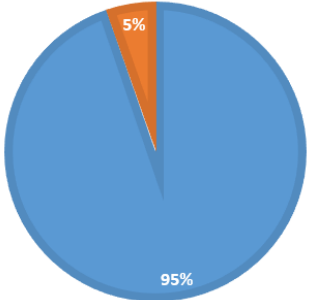
Comments on Grades:

The grade distribution of the class affirms the belief that the strategy of approach to teaching the students were very effective.

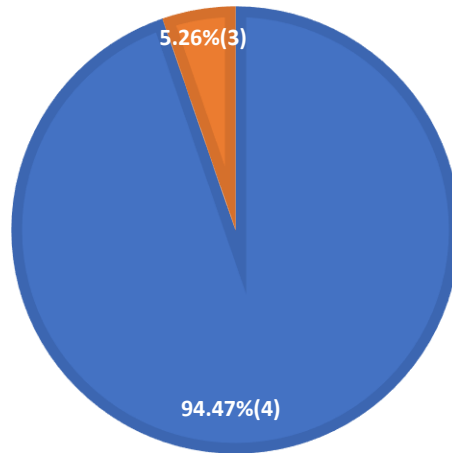
BUSN-410-01 SP24 Oral Communication PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Oral Communication PEG-Strategic BUSN Planning	2024SP Strategic BUSN Planning (2024SP-BUSN-410-01)	Poxes, Alberto	38	38	100% Met the benchmark of milestones 2 or above.

No	Row	Levels Of Achievement	Distribution
1	Organization	94.47% Capstone-4 3.26% Milestones-3 0% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	 <p>A pie chart with two segments. A large blue segment represents 95% and a smaller orange segment represents 5%.</p>

No	Row	Levels Of Achievement	Distribution
2	Language	94.47% Capstone-4 3.26% Milestones-3 0% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	 <p>A pie chart with a large blue section representing 95% and a smaller orange section representing 5%.</p>
3	Delivery	94.47% Capstone-4 3.26% Milestones-3 0% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	 <p>A pie chart with a large blue section representing 95% and a smaller orange section representing 5%.</p>
4	Supporting Material	94.47% Capstone-4 3.26% Milestones-3 0% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	 <p>A pie chart with a large blue section representing 95% and a smaller orange section representing 5%.</p>
5	Central Message	94.47% Capstone-4 3.26% Milestones-3 0% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	 <p>A pie chart with a large blue section representing 95% and a smaller orange section representing 5%.</p>

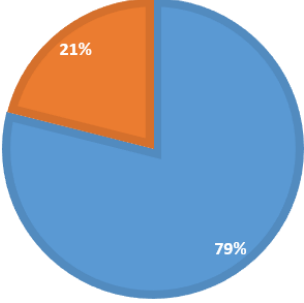
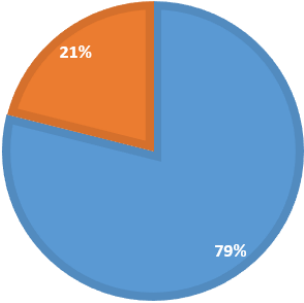
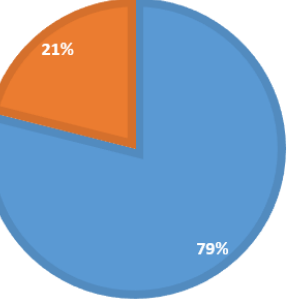
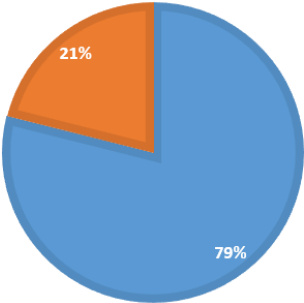
BUSN-410-01 SP24 ORAL COMM PEG



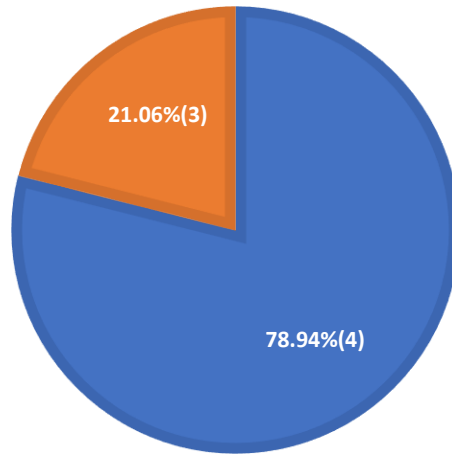
BUSN-410-01 SP24 Written Communication PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Written Communication PEG- Strategic BUSN Planning	2024SP Strategic BUSN Planning (2024SP-BUSN-410-01)	Poxes, Alberto	38	38	100% Met the benchmark of milestones 2 or above.

No	Row	Levels Of Achievement	Distribution						
1	Context of and Purpose for Writing	78.94% Capstone-4 21.06% Milestones-3 0% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	<table border="1"> <caption>Data for Context of and Purpose for Writing Pie Chart</caption> <thead> <tr> <th>Percentage</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>79%</td> <td>30</td> </tr> <tr> <td>21%</td> <td>8</td> </tr> </tbody> </table>	Percentage	Count	79%	30	21%	8
Percentage	Count								
79%	30								
21%	8								

No	Row	Levels Of Achievement	Distribution
2	Content Development	78.94% Capstone-4 21.06% Milestones-3 0% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	 <p>A pie chart with two segments: a large blue segment representing 79% and a smaller orange segment representing 21%.</p>
3	Genre and Disciplinary Conventions	78.94% Capstone-4 21.06% Milestones-3 0% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	 <p>A pie chart with two segments: a large blue segment representing 79% and a smaller orange segment representing 21%.</p>
4	Sources and Evidence	78.94% Capstone-4 21.06% Milestones-3 0% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	 <p>A pie chart with two segments: a large blue segment representing 79% and a smaller orange segment representing 21%.</p>
5	Control of Syntax and Mechanics	78.94% Capstone-4 21.06% Milestones-3 0% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	 <p>A pie chart with two segments: a large blue segment representing 79% and a smaller orange segment representing 21%.</p>

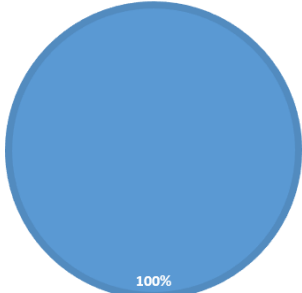
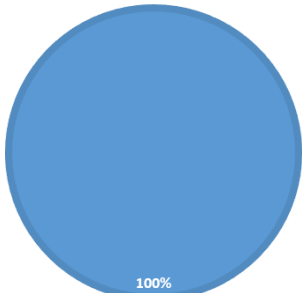
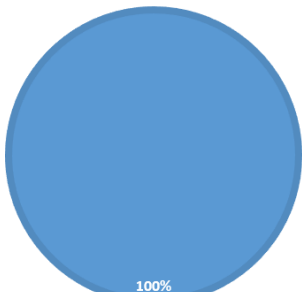
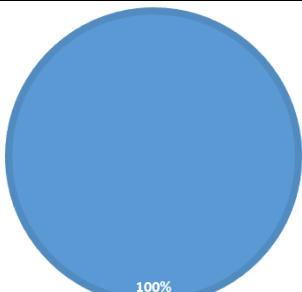
BUSN-410-01 SP24 WRITTEN COMM PEG



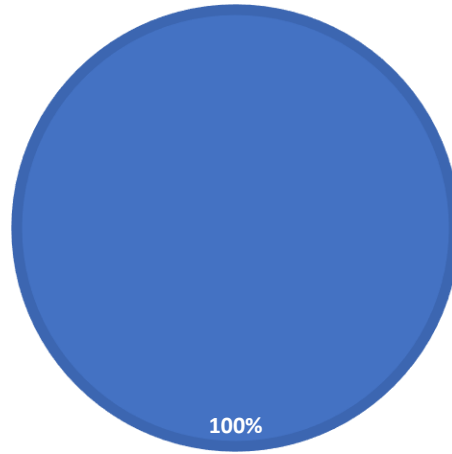
BUSN-410-01 SP24 Mission PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Mission PEG- Strategic BUSN Planning	2024SP Strategic BUSN Planning (2024SP-BUSN-410-01)	Poxes, Alberto	38	38	100% Met the benchmark of Proficient or above.

No	Row	Levels Of Achievement	Distribution
1	Personal Vision Statement	100% Exemplary- 25 0% Proficient- 20 0% Needs Development- 15 0% Emergency- 10 0% Not Evident-0	<p>100%</p>

No	Row	Levels Of Achievement	Distribution
2	Degree Program Learning Mission Statement Description	100% Exemplary- 25 0% Proficient- 20 0% Needs Development- 15 0% Emergency- 10 0% Not Evident-0	
3	Mission Statement Description	100% Exemplary- 25 0% Proficient- 20 0% Needs Development- 15 0% Emergency- 10 0% Not Evident-0	
4	Mission Alignment Activity	100% Exemplary- 25 0% Proficient- 20 0% Needs Development- 15 0% Emergency- 10 0% Not Evident-0	
5	e-Portfolio Assessment	100% Exemplary- 25 0% Proficient- 20 0% Needs Development- 15 0% Emergency- 10 0% Not Evident-0	

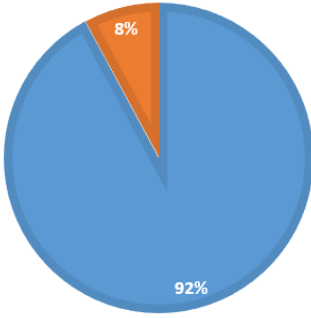
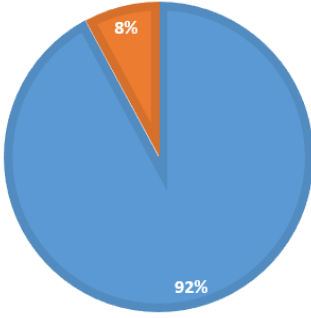
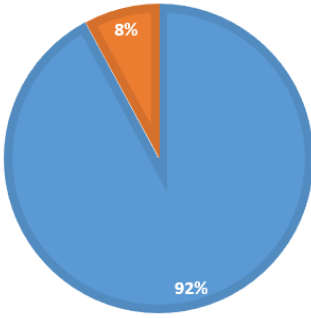
BUSN-410-01 SP24 MISSION PEG

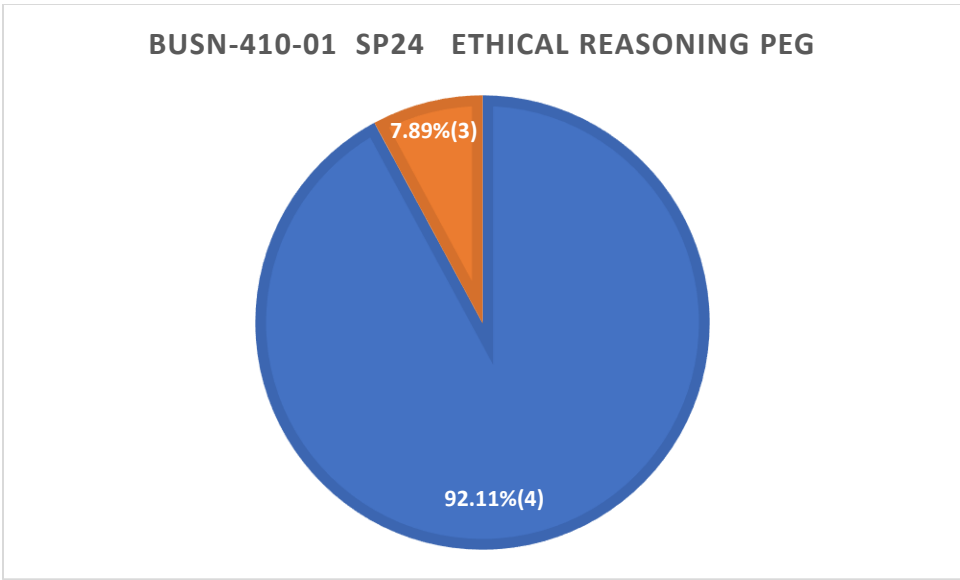


BUSN-410-01 SP24 Ethical Reasoning PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Ethical Reasoning-Strategic BUSN Planning	2024SP Strategic BUSN Planning (2024SP-BUSN-410-01)	Poxes, Alberto	38	38	100% Met the benchmark of milestones 2 or above.

No	Row	Levels Of Achievement	Distribution
1	Ethical Self-Awareness	92.11% Capstone-4 7.89% Milestones-3 0% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	<p>A pie chart with a large blue section labeled "92%" and a smaller orange section labeled "8%".</p>

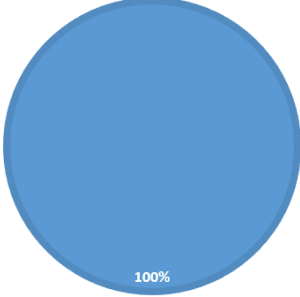
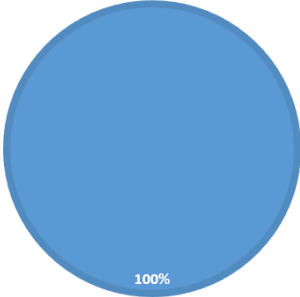
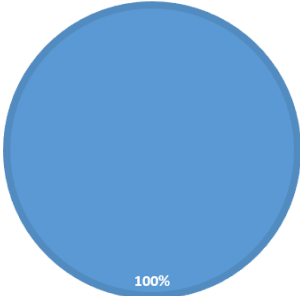
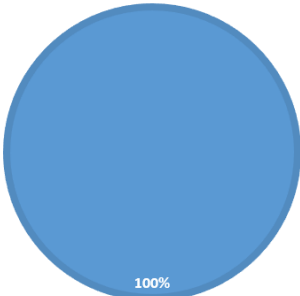
No	Row	Levels Of Achievement	Distribution
2	Understanding Different Ethical Perspectives/Concepts	92.11% Capstone-4 7.89% Milestones-3 0% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	 <p>A pie chart with a large blue section representing 92% and a smaller orange section representing 8%.</p>
3	Ethical Issue Recognition	92.11% Capstone-4 7.89% Milestones-3 0% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	 <p>A pie chart with a large blue section representing 92% and a smaller orange section representing 8%.</p>
4	Application of Ethical Perspectives/Concepts	92.11% Capstone-4 7.89% Milestones-3 0% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	 <p>A pie chart with a large blue section representing 92% and a smaller orange section representing 8%.</p>
5	Evaluation of Different Ethical Perspectives/Concepts	92.11% Capstone-4 7.89% Milestones-3 0% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	 <p>A pie chart with a large blue section representing 92% and a smaller orange section representing 8%.</p>

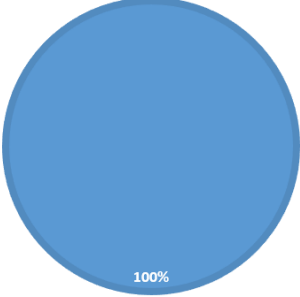


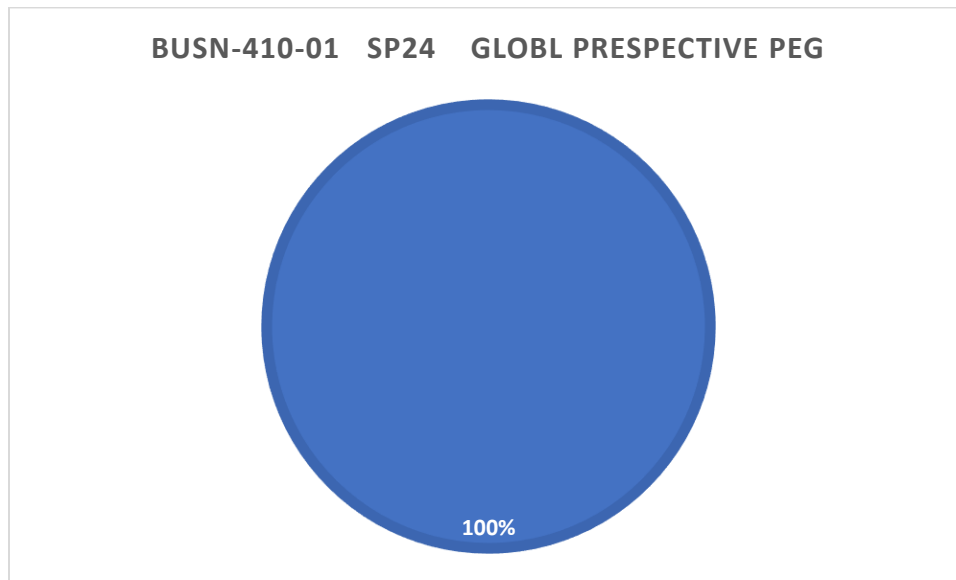
BUSN-410-01 SP24 Global Perspective PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Global Perspective PEG- Strategic BUSN Planning	2024SP Strategic BUSN Planning (2024SP-BUSN-410-01)	Poxes, Alberto	38	38	100% Met the benchmark of milestones 2 or above.

No	Row	Levels Of Achievement	Distribution
1	Applying Knowledge to Contemporary Global Contexts	100% Capstone - 4 0% Milestone - 3 0% Milestone - 2 0% Benchmark - 1 0% Substandard - 0	<p style="text-align: center;">100%</p>

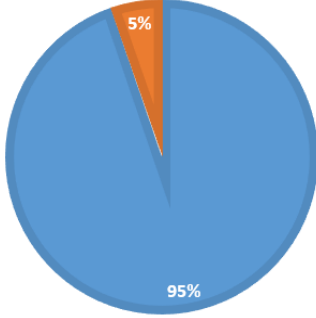
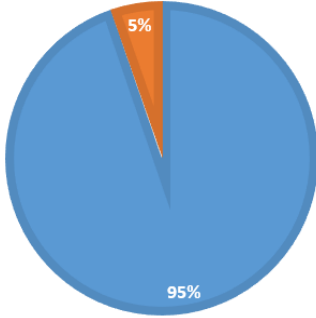
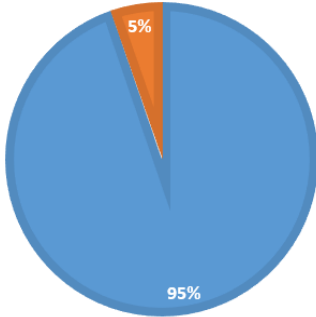
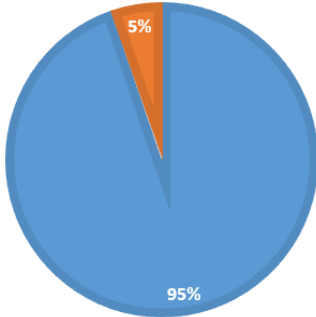
No	Row	Levels Of Achievement	Distribution
2	Understanding Global Systems	100% Capstone - 4 0% Milestone - 3 0% Milestone - 2 0% Benchmark - 1 0% Substandard - 0	
3	Personal and Social Responsibility	100% Capstone - 4 0% Milestone - 3 0% Milestone - 2 0% Benchmark - 1 0% Substandard - 0	
4	Cultural Diversity	100% Capstone - 4 0% Milestone - 3 0% Milestone - 2 0% Benchmark - 1 0% Substandard - 0	
5	Perspective Taking	100% Capstone - 4 0% Milestone - 3 0% Milestone - 2 0% Benchmark - 1 0% Substandard - 0	

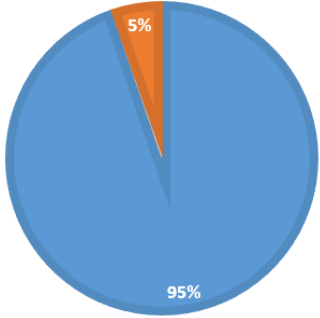
No	Row	Levels Of Achievement	Distribution
6	Global Self-Awareness	100% Capstone - 4 0% Milestone - 3 0% Milestone - 2 0% Benchmark - 1 0% Substandard - 0	

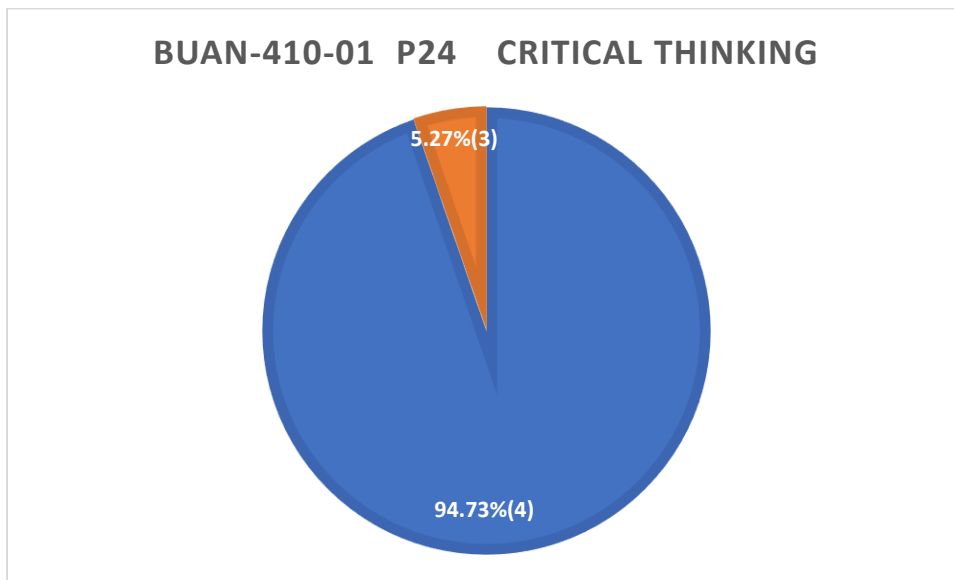


BUSN-410-01 Critical Thinking PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Critical Thinking PEG- Strategic BUSN Planning	2024SP Strategic BUSN Planning (2024SP-BUSN-410-01)	Poxes, Alberto	38	38	%100 Met the benchmark of milestones 2 above.

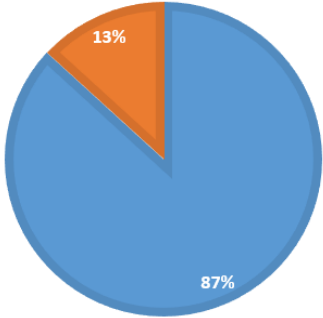
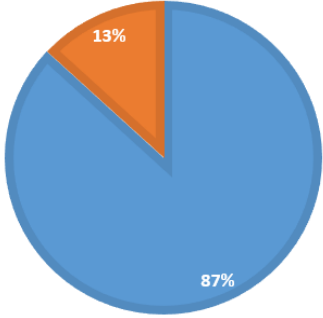
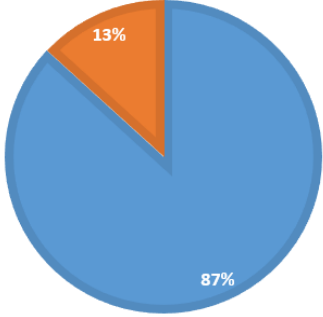
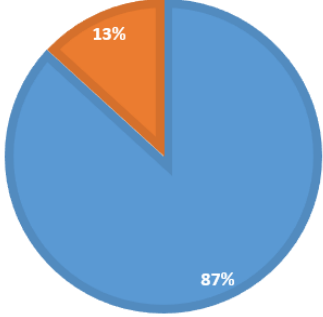
No	Row	Levels Of Achievement	Distribution
1	Explanation of Issue	94.73% Capstone 4 5.27% Milestones 3 0% Milestones 2 0% Benchmark 1 0% Does Not Meet 0	 <p>A pie chart representing the distribution of achievement levels for 'Explanation of Issue'. The chart is divided into two segments: a large blue segment representing 95% and a smaller orange segment representing 5%.</p>
2	Evidence -Selecting and using information to investigate a point of view or conclusion.	94.73% Capstone 4 5.27% Milestones 3 0% Milestones 2 0% Benchmark 1 0% Does Not Meet 0	 <p>A pie chart representing the distribution of achievement levels for 'Evidence -Selecting and using information to investigate a point of view or conclusion.'. The chart is divided into two segments: a large blue segment representing 95% and a smaller orange segment representing 5%.</p>
3	Influence of Context and Assumptions	94.73% Capstone 4 5.27% Milestones 3 0% Milestones 2 0% Benchmark 1 0% Does Not Meet 0	 <p>A pie chart representing the distribution of achievement levels for 'Influence of Context and Assumptions'. The chart is divided into two segments: a large blue segment representing 95% and a smaller orange segment representing 5%.</p>
4	Student's Position	94.73% Capstone 4 5.27% Milestones 3 0% Milestones 2 0% Benchmark 1 0% Does Not Meet 0	 <p>A pie chart representing the distribution of achievement levels for 'Student's Position'. The chart is divided into two segments: a large blue segment representing 95% and a smaller orange segment representing 5%.</p>

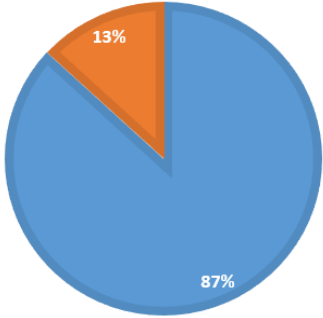
No	Row	Levels Of Achievement	Distribution
5	Conclusions and Related Outcomes	94.73% Capstone 4 5.27% Milestones 3 0% Milestones 2 0% Benchmark 1 0% Does Not Meet 0	

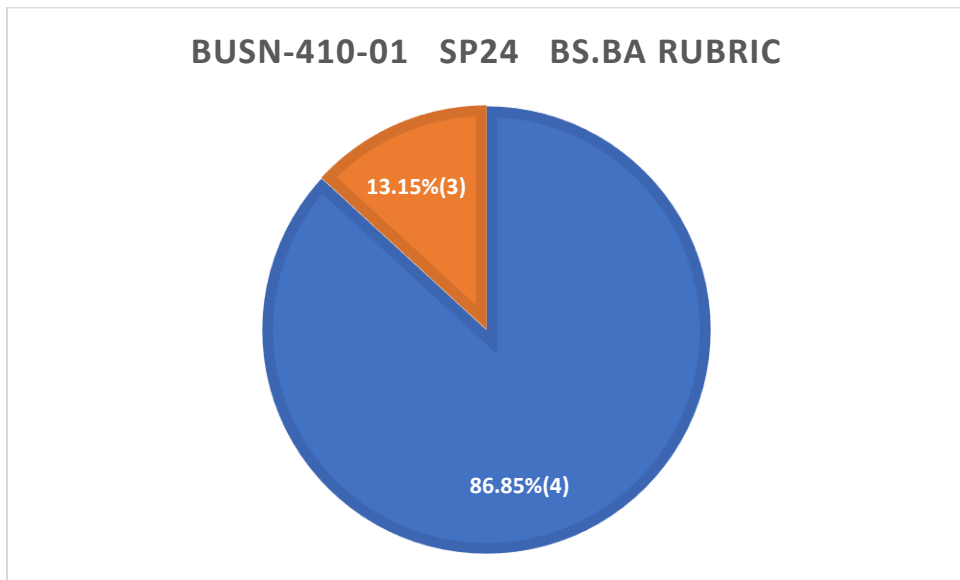


BUSN- 410-01 BS.BA Rubric

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BSBA – Strategic BUSN Planning	2024SP Strategic BUSN Planning (2024SP-BUSN-410-01)	Poxes, Alberto	38	38	%100 Met the benchmark of fair or above.

No	Row	Levels Of Achievement	Distribution												
1	Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business	86.85% Excellent 13.15% Good 0% Fair 0% Needs Improvement 0% Inadequate	 <table border="1"> <caption>Distribution Data for Row 1</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>87%</td> </tr> <tr> <td>Good</td> <td>13%</td> </tr> <tr> <td>Fair</td> <td>0%</td> </tr> <tr> <td>Needs Improvement</td> <td>0%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent	87%	Good	13%	Fair	0%	Needs Improvement	0%	Inadequate	0%
Level	Percentage														
Excellent	87%														
Good	13%														
Fair	0%														
Needs Improvement	0%														
Inadequate	0%														
2	Demonstrate the value of personal and professional effective communication	86.85% Excellent 13.15% Good 0% Fair 0% Needs Improvement 0% Inadequate	 <table border="1"> <caption>Distribution Data for Row 2</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>87%</td> </tr> <tr> <td>Good</td> <td>13%</td> </tr> <tr> <td>Fair</td> <td>0%</td> </tr> <tr> <td>Needs Improvement</td> <td>0%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent	87%	Good	13%	Fair	0%	Needs Improvement	0%	Inadequate	0%
Level	Percentage														
Excellent	87%														
Good	13%														
Fair	0%														
Needs Improvement	0%														
Inadequate	0%														
3	Demonstrate an appreciation of ethical implications involved in performing managerial functions	86.85% Excellent 13.15% Good 0% Fair 0% Needs Improvement 0% Inadequate	 <table border="1"> <caption>Distribution Data for Row 3</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>87%</td> </tr> <tr> <td>Good</td> <td>13%</td> </tr> <tr> <td>Fair</td> <td>0%</td> </tr> <tr> <td>Needs Improvement</td> <td>0%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent	87%	Good	13%	Fair	0%	Needs Improvement	0%	Inadequate	0%
Level	Percentage														
Excellent	87%														
Good	13%														
Fair	0%														
Needs Improvement	0%														
Inadequate	0%														
4	Critically analyze, think logically, and apply analytical methods and skills for business problems	86.85% Excellent 13.15% Good 0% Fair 0% Needs Improvement 0% Inadequate	 <table border="1"> <caption>Distribution Data for Row 4</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>87%</td> </tr> <tr> <td>Good</td> <td>13%</td> </tr> <tr> <td>Fair</td> <td>0%</td> </tr> <tr> <td>Needs Improvement</td> <td>0%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent	87%	Good	13%	Fair	0%	Needs Improvement	0%	Inadequate	0%
Level	Percentage														
Excellent	87%														
Good	13%														
Fair	0%														
Needs Improvement	0%														
Inadequate	0%														

No	Row	Levels Of Achievement	Distribution
5	Develop the capacity to work harmoniously and effectively with others	86.85% Excellent 13.15% Good 0% Fair 0% Needs Improvement 0% Inadequate	 <p>A pie chart with two segments: a large blue segment representing 87% and a smaller orange segment representing 13%.</p>



Course name: Government & NFP Accounting

Course Number: ACCT-403-30

Term: Spring

Year: 2024

Instructor: Tammy Richmond

Instructional Student Learning Outcomes:

Student Learning Objectives	Learning Activities/Assignment	Assessments for the Learning Activities
<ul style="list-style-type: none">• Have a general understanding of accounting methods and reporting requirements of governmental and not-for-profit organizations	SmartBook assignments, exercises, and problems	Exams
<ul style="list-style-type: none">• The ability to evaluate the financial information given in order to complete the exams and assignments	SmartBook assignments, exercises, and problems	Exams
<ul style="list-style-type: none">• The application of generally accepted accounting principles and Government Accounting standards, as they pertain to these areas, in order to demonstrate knowledge of the topics covered during this course	SmartBook assignments, exercises, and problems	Exams

Program Student Learning Outcomes:

Program Learning Outcomes	Learning Activities/Assignment	Assessments for the Learning Activities
Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business	SmartBook assignments, exercises, and problems	Exams
Demonstrate the value of personal and professional effective communication	SmartBook assignments, exercises, and problems	Exams
Demonstrate an appreciation of ethical implications involved in performing managerial functions	SmartBook assignments, exercises, and problems	Exams
Critically analyze, think logically, and apply analytical methods and skill for business problems	SmartBook assignments, exercises, and problems	Exams
Develop the capacity to work harmoniously and effectively with others	SmartBook assignments, exercises, and problems	Exams

Strengths of this course:

Having the course in a hybrid format allowed more flexibility for attendance. Students who could not attend in person due to athletic events or class time conflict could listen to the recorded lecture online.

Grade distribution:

1	A			C+
	A-		1	C
	B+			F
	B			I
	B-		1	C-

Comments on grades:

Grades were as expected.

Improvements for next year:

None for course content. Assignments covered the major topics. However, two needed courses were scheduled at the same time for one student. Attendance was low in this course for that student.

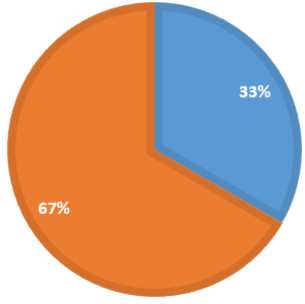
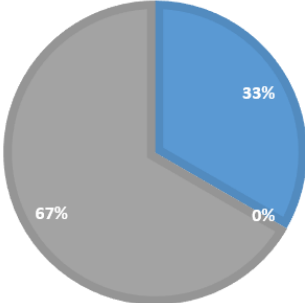
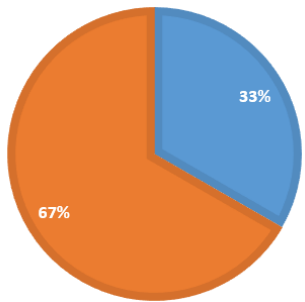
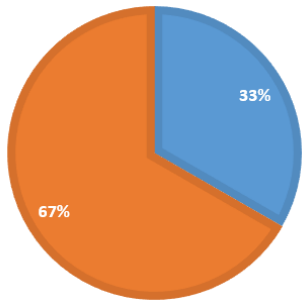
Course Outcomes Assessed:

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
1. Have a general understanding of accounting methods and reporting requirements of governmental and not-for-profit organizations	SmartBook assignments, exercises, problems, and exams	Passing grade of C or better.	Majority of class passed with a C.	Continue to assign similar reading, exercises, problems, and exams.
2. The ability to evaluate the financial information given in order to complete the exams and assignments	SmartBook assignments, exercises, problems, and exams	Passing grade of C or better.	Majority of class passed with a C.	Continue to assign similar reading, exercises, problems, and exams.

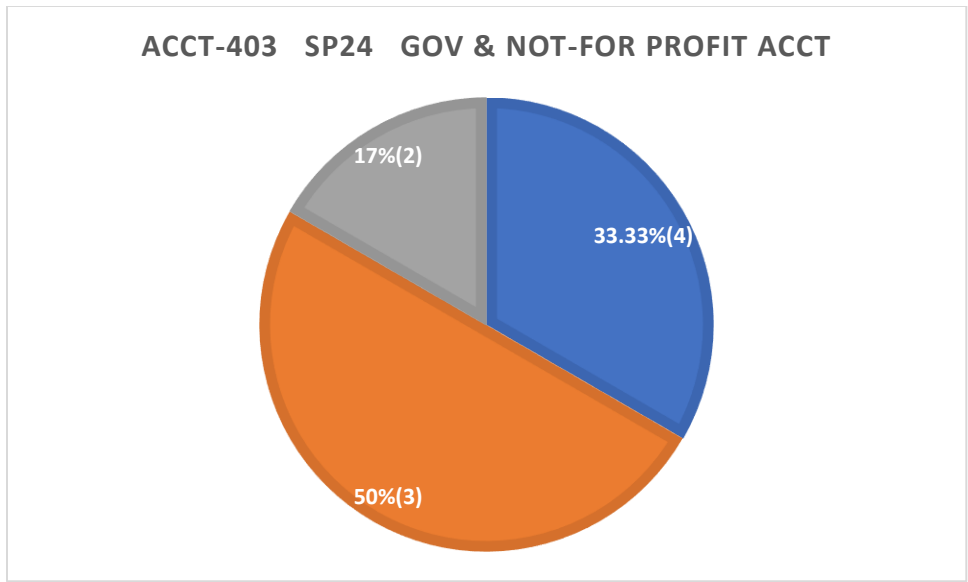
<p>3. The application of generally accepted accounting principles and Government Accounting standards, as they pertain to these areas, in order to demonstrate knowledge of the topics covered during this course</p>	<p>SmartBook assignments, exercises, problems, and exams</p>	<p>Passing grade of C or better.</p>	<p>Majority of class passed with a C.</p>	<p>Continue to assign similar reading, exercises, problems, and exams.</p>
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ACCT-403-30 BS. ACCT Rubric

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
<p>BS. ACCT- Government and Not-for-Profit Accounting</p>	<p>2024SP Government and Not-for-Profit Accounting (2024SP-ACCT-304-30)</p>	<p>Richmond, Tammy</p>	<p>3</p>	<p>3</p>	<p>83.33% met the benchmark of fair or above.</p>

No	Row	Levels Of Achievement	Distribution
1	Explain the ethical implications and responsibilities of ensuring integrity of financial integrity	33.33% Excellent 66.67% Good 0% Fair 0% Needs Improvement 0% Inadequate	
2	Critically analyze, think logically, and apply analytical methods and skills for business problems	33.33% Excellent 0% Good 66.67% Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	
3	Explain, integrate, and perform basic fundamental concepts in accounting, finance, marketing, management, and economics	33.33% Excellent 66.67% Good 0% Fair 0% Needs Improvement 0% Inadequate	
4	Demonstrate the value of personal and professional effective communication	33.33% Excellent 66.67% Good 0% Fair 0% Needs Improvement 0% Inadequate	

No	Row	Levels Of Achievement	Distribution
5	Apply knowledge of GAAP, FASB, GASB, and managerial accounting theories to businesses, state and local governments, and nonprofit organizations.	33.33% Excellent 66.67% Good 0% Fair 0% Needs Improvement 0% Inadequate	
6	Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals	33.33% Excellent 33.33% Good 33.33% Fair 0% Needs Improvement 0% Inadequate	



Course name: Employment Law

Course Number: BUSN-415-01

Term: Spring

Year:2024

Instructor: Amy Smith

Instructional Student Learning Outcomes:

This course deals with the concepts, applications, and skill-building material required to have an understanding of the evolution of labor law and how it has changed employment. This approach covers the following: 1.) Labor Law before the Employment Act 2) Modern Labor Law 3) Employment Discrimination Law, 4) Agencies, Unions and Fair Labor Standards Act, 5) Other Employment Laws. Case studies, articles and discussions will be reviewed on topics that coincide with each part. This course will develop student's critical thinking skills, applications of remembering, understanding, applying, analyzing, evaluating, and creating.

Program Student Learning Outcomes:

This course will examine the evolution of employment law. This course focuses on both previous standards prior to the laws and how the additions of laws changed the course of employment and employee rights. The students will review various legal cases, case studies and examples of why these employment laws were enacted.

Strengths of this course:

This course offers the student the opportunity to become more aware of the laws that govern companies in any industry and will help prepare them if their career interest is in the field of human resources or any supervisory position. It also allows them a personal knowledge of employment law as it applies to themselves as individuals and helps them know their rights as an employee. The professor has 30 years of experience in the field and can provide added examples of real life situations.

Grade distribution:

4	A		1	C+
1	A-			C
	B+			F
	B			I
	B-			

Comments on grades: Overall, students were very conscientious after completing assignments. Since this was a hybrid class, we communicated well in a variety of ways. This was an upper level class and students were able to respond well to the workload. The one student who received a lower grade did not meet the deadline of a project and was given an extension but failed to turn in any product by the end of the semester. He probably would have been closer to a B with that project.

Improvements for next year: This was my first year developing this class. The initial work was very historical to help students learn why laws were developed. I would like to add more

examples and case studies into the first part of the semester. I would also shift some of the more pertinent laws and information to our in-person sessions.

Course Outcomes Assessed:

Program Learning Outcome	LEARNING ACTIVITIES/ASSIGNMENT	ASSESSMENTS FOR THE LEARNING ACTIVITIES
Demonstrate the value of personal and professional effective communication.	Lectures Discussion Boards Review of Relevant Articles Example Documents Legal cases	Class participation Discussions and Case Study Review Tests Presentations
Demonstration and appreciation of ethical implications involved in performing managerial functions that support employment law practices	Lectures Discussion Boards Review of Relevant Articles Example Documents Legal Cases	Class participation Discussions, Articles, Case Study Review Tests Presentations
Critically analyze, think logically, and apply analytical methods and skills for business problems that pertain to employment law.	Lectures Discussion Boards Review of Relevant Articles Example Documents Legal	Class participation Discussions, Articles, Case Study Review Tests Presentations
Develop the capacity to work harmoniously and effectively with others.	Lectures Discussion Boards Review of Relevant Articles Example Documents Legal	Class participation Discussions, Articles, Case Study Review Tests Presentations

Course name: Organizational Behavior and Diversity Management

Course Number: BUSN 251-01

Term: Spring

Year: 2024

Instructor: Amy Smith

Instructional Student Learning Outcomes:

This course deals with the concepts, applications, and skill-building material required to provide organizational leadership and diversity management. This approach covers the following: 1) Selection (Intelligence, Conscientiousness, Emotional Stability, Recruiting and Hiring. 2) Training and Performance Appraisal 3) Turnover and Satisfaction, 4) Motivation, 5) Team Dynamics, 6) Leadership

Each part of the above 6 areas will also address DEI (Diversity, Equity, and Inclusion) in the workplace. Case studies, articles and discussions will be reviewed on topics that coincide with each part. This course will develop student’s critical thinking skills, applications of remembering, understanding, applying, analyzing, evaluating, and creating.

Program Student Learning Outcomes:

After examining the evolution of leadership theory, this course focuses on a contemporary leadership model. The student’s leadership style will be determined, and personal development opportunities will be provided. Discussion will also include diversity, equity and inclusion on all levels of work.

Strengths of this course:

Helping students analyze their own personality traits and their potential interest in the leadership in the workplace as well as the importance of teams, satisfaction in their careers, and recognizing how treating employees as individuals and inclusion play a significant part in the success of a organization. Helping student evaluate their own leadership style and recognize how the styles of previous supervisors impacted their employment. Professor uses real life experiences and examples of employee interactions, problems and solutions.

Grade distribution:

5	A		C+
3	A-		C
	B+		F
	B		I
	B-		

Comments on grades: This was a smaller group then when this class had been taught last year. They were very engaged and supportive of each other and their responses. They shared quite a bit and were very open to participation. I did stress the importance of turning in all work and they were very good about meeting all deadlines and discussion requirements.

Improvements for next year:

Continue to stress deadlines and completing all work timely. Depending on the class size, allowing them more time at the end of class to share situations or past employment experiences. Since most students participate in sports at the university, using the coaching model in sports to discuss those techniques in the terms of supervisors in the workplace.

Course Outcomes Assessed:

Program Learning Outcome	LEARNING ACTIVITIES/ASSIGNMENT	ASSESSMENTS FOR THE LEARNING ACTIVITIES
Demonstrate the value of personal and professional effective communication.	Lectures Discussion Boards Review of Relevant Articles Example Documents	Class participation Discussions and Case Study Review Tests Presentations
Demonstrate and appreciation of ethical implications involved in performing managerial functions.	Lectures Discussion Boards Review of Relevant Articles Example Documents	Class participation Discussions, Articles, Case Study Review Tests Presentations
Critically analyze, think logically, and apply analytical methods and skills for business problems.	Lectures Discussion Boards Review of Relevant Articles Example Documents	Class participation Discussions, Articles, Case Study Review Tests Presentations
Develop the capacity to work harmoniously and effectively with others.	Lectures Discussion Boards Review of Relevant Articles Example Documents	Class participation Discussions, Articles, Case Study Review Tests Presentations

Course Name: Consumer Behavior

Course Number: BUSN-323-01

Term: Spring

Year:2024

Instructor: David Corbett

Instructional Student and Program Learning Outcomes, including PEGs:

5 Key Course Outcomes	Learning Activities/ Assignments	Benchmarks/ Performance Indicator	Results
1. The course objectives are to define and examine the scope of marketing, the market concept, satisfying customer needs, developing long –term profitable relationships with customers and building customer equity.	Lectures with video, discussion questions, assignments, case studies	At least 70% and above	
2. Strategic planning and business units within a corporation, Define a business mission, conduct a situation analysis, and create a marketing plan to reach the target audience.	Lectures with video, discussion questions, assignments, case studies	At least 70% and above	
3. Ethics and social responsibility in business, marketing and cause-related marketing.	Lectures with video, discussion questions, assignments, case studies	At least 70% and above	
4. The marketing environment and its factors including: Social, demographic, ethic, economic, technological, political, legal and competitive factors.	Lectures with video, discussion questions, assignments, case studies	At least 70% and above	

Data:

Data Analysis—Strengths of this course:

9 enrolled in the course and 8 passed with a B- or higher the BSBA grading with 100%. Only 1 failed.

Data Analysis—Improvements, such as changes in pedagogy, curriculum revision etc.:

Results show that the course design/content of the course aligns with course objectives. No changes are needed. A final project could be added.

Grade Distribution:

5	A			C+
	A-			C
	B+			C-
1	B			D+
2	B-		1	D

1	F
	I

Comments on Grades:

Course Name: Intro to Digital Marketing

Course Number: BUSN-323-01

Term: Spring

Year: 2024

Instructor: Dr David Corbett

Instructional Student and Program Learning Outcomes, including PEGs:

5 Key Course Outcomes	Learning Activities/ Assignments	Benchmarks/ Performance Indicator	Results
The course objectives are to define and examine the scope of marketing, the market concept, satisfying customer needs, developing long – term profitable relationships with customers and building customer equity.	Lectures with video, discussion questions, assignments, case studies	At least 70% and above	
Strategic planning and business units within a corporation, Define a business mission, conduct a situation analysis, and create a marketing plan to reach the target audience.	Lectures with video, discussion questions, assignments, case studies	At least 70% and above	
Ethics and social responsibility in business, marketing and cause-related marketing.	Lectures with video, discussion questions, assignments, case studies	At least 70% and above	
The marketing environment and its factors including: Social, demographic, ethic, economic, technological, political, legal and competitive factors.	Lectures with video, discussion questions, assignments, case studies	At least 70% and above	
Consumer behavior/decision making and the factors that influence it such as:	Lectures with video, discussion questions, assignments, case studies	At least 70% and above	

cultural, social individual, and psychological.			
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Data:

Data Analysis—Strengths of this course: 22 enrolled in the course and all 22 passed the BSBA grading with a B or higher.

Data Analysis—Improvements, such as changes in pedagogy, curriculum revision etc.:

Results show that the course design/content of the course aligns with course objectives. No changes are needed. Final project would be a good suggestion.

Grade Distribution:

16	A			C+
2	A-			C
	B+			C-
3	B			D+
1	B-			D

	F
	I

Comments on Grades:

Course Name: Web Metrics

Course Number: BUSN-360-01

Term: Spring

Year: 2024

Instructor: Dr Corbett

Instructional Student and Program Learning Outcomes, including PEGs:

5 Key Course Outcomes	Learning Activities/ Assignments	Benchmarks/ Performance Indicator	Results
The course objectives are to define and examine the scope of marketing, the market concept, satisfying customer needs, developing long –term profitable relationships with customers and building customer equity.	Lectures with video, discussion questions, assignments, case studies	At least 70% and above	
Strategic planning and business units within a corporation, Define a business mission, conduct a situation analysis, and create a marketing plan to reach the target audience.	Lectures with video, discussion questions, assignments, case studies	At least 70% and above	
Ethics and social responsibility in business, marketing and cause-related marketing.	Lectures with video, discussion questions, assignments, case studies	At least 70% and above	
The marketing environment and its factors including: Social, demographic, ethic, economic, technological, political, legal and competitive factors.	Lectures with video, discussion questions, assignments, case studies	At least 70% and above	
Consumer behavior/decision making and the factors that influence it such as: cultural, social individual, and psychological.	Lectures with video, discussion questions, assignments, case studies	At least 70% and above	

Data:

Data Analysis—Strengths of this course:

12 enrolled in the course and all 12 passed with a B+ or higher in the BSBA grading with 100%.

Data Analysis—Improvements, such as changes in pedagogy, curriculum revision etc.:

Results show that the course design/content of the course aligns with course objectives. No changes are needed but Google Analytics is a perfect final project to be added.

Grade Distribution:

9	A			C+
2	A-			C
1	B+			C-
	B			D+
	B-			D

Comments on Grades:

Course name: Salesforce Training & Cert**Course Number: BUSN-430-01**

Term: Spring

Year: 2024

Instructor: Matthew DeSantis

Instructional Student Learning Outcomes:

The Salesforce certification training course is designed to ensure that students learn and master the concepts of being a Salesforce Administrator and App Builder. This course provides training in Salesforce configuration to collect, analyze, and retrieve vital customer information and create applications using Salesforce Lightning.

Program Student Learning Outcomes:

Each week you will be required to complete the required training Modules and complete the assigned Quiz in Canvas.

You will create a Trailhead account and choose the role Salesforce Administrator. Once you have selected this role you will begin to complete modules and Trailmixes assigned to the role.

The Trailmix you should be on is: Prepare for your Salesforce Administrator Credential.

Strengths of this course:

Salesforce is designed to educate participants about the salesforce software platform. This course focuses on the administrative role within Salesforces' design and implication of software solutions. Upon completion of this course students should have a foundational knowledge of Salesforces' capabilities.

Grade distribution:

7	A			C+
	A-		1	C
	B+		1	F
1	B			I
	B-			

Comments on grades:**Improvements for next year:**

Adjust Canvas so students can work at their own pace and submit modules when completed.

Course Outcomes Assessed:

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
Complete Trailhead	Modules	Successfully complete all required prompts throughout all modules.	Students submit certificates of completion for each of the 23 modules.	Use certificate to validate completion.

Course name: Financial Analysis I**Course Number: BUSN-312-01**

Term: Spring

Year: 2024

Instructor: Lori Parry

Instructional Student Learning Outcomes:

1. Identify the concepts and techniques used in financial analysis.
2. Present an overview of financial statement analysis, including income statements, balance sheets, and cash flow statements.
3. Interpret and evaluate financial ratios to assess a company's profitability, liquidity, solvency, and efficiency.
4. Use the time value of money and its application in financial analysis.
5. Evaluate historical financial data through forecasting and budgeting.
6. Illustrate the significance of industry and economic analysis in financial decision-making.

Program Student Learning Outcomes:

1. Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business
2. Demonstrate the value of personal and professional effective communication
3. Demonstrate an appreciation of ethical implications involved in performing managerial functions
4. Critically analyze, think logically, and apply analytical methods and skills for business problems
5. Develop the capacity to work harmoniously and effectively with others

Strengths of this course: Consistent student interaction in various group settings to drive enhanced learning.

Grade distribution:

4	A		0	C+
3	A-		0	C
0	B+		0	F
0	B		0	I
0	B-			

Comments on grades: No Comment

Improvements for next year:

Continue with ratio financial analysis project, but add additional components to enhance course rigor.

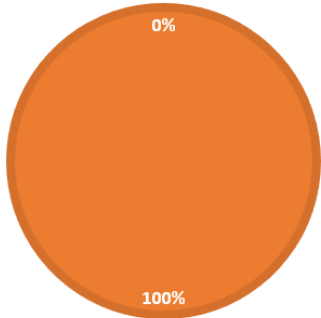
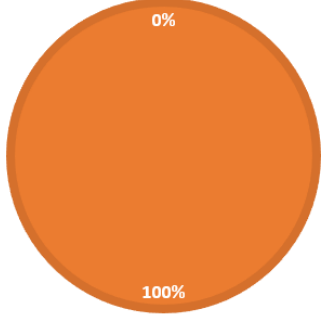
Course Outcomes Assessed:

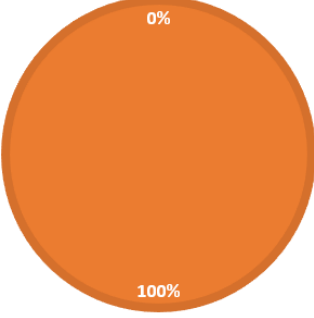
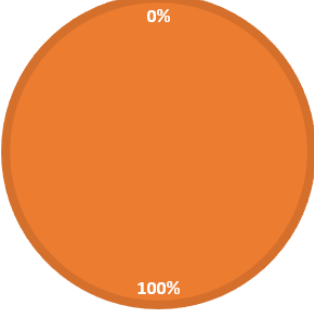
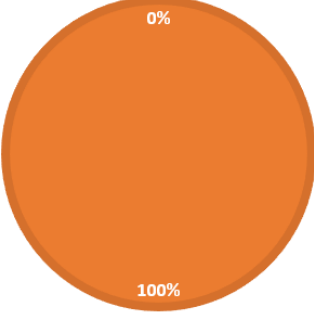
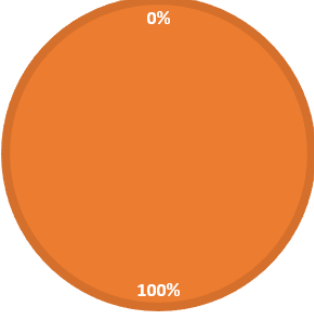
Key 6 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
Identify the concepts and techniques used in financial analysis.	Quiz, Group project, Discussions Participation & peer reply	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Present an overview of financial statement analysis, including income statements, balance sheets, and cash flow statements.	Quiz, Group project, Discussions Participation & peer reply	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Interpret and evaluate financial ratios to assess a company's profitability, liquidity, solvency, and efficiency.	Quiz, Group project, Discussions Participation & peer reply	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Use the time value of money and its application in financial analysis.	Quiz, Group project, Discussions Participation & peer reply	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Evaluate historical financial data through forecasting and budgeting.	Quiz, Group project, Discussions Participation & peer reply	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Illustrate the significance of industry and economic analysis in financial decision-making.	Quiz, Group project, Discussions Participation & peer reply	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The		

		course objectives were accomplished successfully.		
7Express a basic understanding of the ethical, legal, and societal obligations that sales professionals must uphold.	Group Project	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		

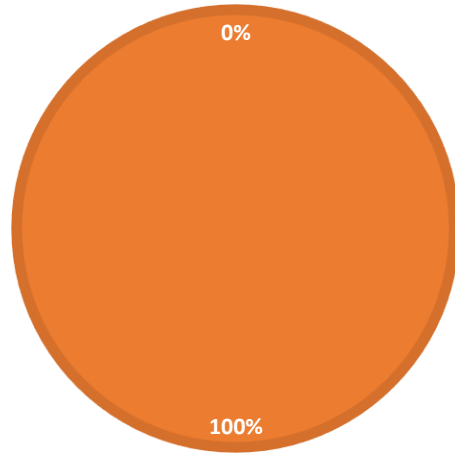
BUSN-312 (Empirical Analysis) Quantitative Reasoning PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Quantitative Reasoning PEG- Financial Analysis I	2024 SP Financial Analysis I (2024 SP-BUSN-312-01)	Parry, Lori	7	7	100% met milestones 2 above

No	Row	Levels Of Achievement	Distribution
1	Representation	0% Capstone 100% Milestones 3 0% Milestones 2 0% Benchmark 0% Does Not Meet	
2	Interpretation	0% Capstone 100% Milestones 3 0% Milestones 2 0% Benchmark 0% Does Not Meet	

No	Row	Levels Of Achievement	Distribution
3	Communication	0% Capstone 100% Milestones 3 0% Milestones 2 0% Benchmark 0% Does Not Meet	
4	Calculation	0% Capstone 100% Milestones 3 0% Milestones 2 0% Benchmark 0% Does Not Meet	
5	Assumptions	0% Capstone 100% Milestones 3 0% Milestones 2 0% Benchmark 0% Does Not Meet	
6	Application/Analysis	0% Capstone 100% Milestones 3 0% Milestones 2 0% Benchmark 0% Does Not Meet	

BUSN-312 SP EMPIRICAL ANALYSIS PEG



Course name: Collect Bargain and Labor Rel

Course Number: BUSN-321-01

Term: Spring

Year: 2024

Instructor: Lori Parry

Instructional Student Learning Outcomes:

1. Explain why employees, employers, and society may or may not desire unions (past, present, and future), and justify the underlying importance of fundamental assumptions about markets and employment relationship conflict.
2. Manage the major relations processes (union organizing, bargaining, and dispute resolution) by being able to understand their features, interpret legal standards and rulings, evaluate key influences, and support specific strategies.
3. Assess the effect of worker representation on the operation of the workplace, firm, economy, and society.
4. Identify current challenges in labor relations, debate the central controversies, and recommend new directions.

Program Student Learning Outcomes:

1. Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business
2. Demonstrate the value of personal and professional effective communication
3. Demonstrate an appreciation of ethical implications involved in performing managerial functions
4. Critically analyze, think logically, and apply analytical methods and skills for business problems
5. Develop the capacity to work harmoniously and effectively with others

Strengths of this course: Consistent student interaction in various group settings to drive enhanced learning.

Grade distribution:

1	A		0	C+
1	A-		0	C
3	B+		1	C-
1	B		0	F
1	B-		0	I

Comments on grades:

Students enjoyed the interactive Learning environment group work and self-led discussion and excelled in this atmosphere. The lowest grade in the course was because the student did not complete work on a consistent manner.

Improvements for next year:

Adding a course project that reflect a union negotiating context would be beneficial to student learning. Also, including labor union and human resource professionals as guest speakers would provide invaluable insights and guidance for handling labor relations challenges.

Course Outcomes Assessed:

Key 4 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
Explain why employees, employers, and society may or may not desire unions (past, present, and future), and justify the underlying importance of fundamental assumptions about markets and employment relationship conflict.	Exams, Group Project, Discussion Participations, Research Paper	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Manage the major relations processes (union organizing, bargaining, and dispute resolution) by being able to understand their features, interpret legal standards and rulings, evaluate key influences, and support specific strategies.	Exams, Group Project, Discussion Participations, Research Paper	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Assess the effect of worker representation on the operation of the workplace, firm, economy, and society.	Exams, Group Project, Discussion Participations, Research Paper	C and above. All students met the benchmark. Result shows that students earned an acceptable understanding of the subject. The course objectives were accomplished successfully.		
Identify current challenges in labor relations, debate the central controversies, and	Exams, Group Project, Discussion	C and above. All students met the benchmark. Result shows that students earned an acceptable		

recommend new directions.	Participations, Research Paper	understanding of the subject. The course objectives were accomplished successfully.		
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Course name: Accounting Information Systems

Course Number: ACCT-321-80

Term: Spring

Year: 2024

Instructor: Tammy Richmond

Instructional Student Learning Outcomes:

Student Learning Objectives	Learning Activities/Assignment	Assessments for the Learning Activities
<ul style="list-style-type: none">• Have a general understanding of a computerized accounting information system	SmartBook assignments, discussion questions, and exercises	Projects, practice quizzes, and exams.
<ul style="list-style-type: none">• Have an understanding of QuickBooks Online accounting information system	SmartBook assignments, discussion questions, and exercises	Projects, practice quizzes, and exams.
<ul style="list-style-type: none">• The ability to evaluate transactions and post to the appropriate general ledger accounts	SmartBook assignments, discussion questions, and exercises	Projects, practice quizzes, and exams.
<ul style="list-style-type: none">• The understanding of financial information to run various financial reports	SmartBook assignments, discussion questions, and exercises	Projects, practice quizzes, and exams.
<ul style="list-style-type: none">• The ability to evaluate the financial information given in order to complete the assignments	SmartBook assignments, discussion questions, and exercises	Projects, practice quizzes, and exams.
<ul style="list-style-type: none">• The application of generally accepted accounting principles, as they pertain to these areas, in order to demonstrate knowledge of the topics covered during this course	SmartBook assignments, discussion questions, and exercises	Projects, practice quizzes, and exams.

Program Student Learning Outcomes:

Program Learning Outcomes	Learning Activities/Assignment	Assessments for the Learning Activities
Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business	SmartBook assignments, discussion questions, and exercises	Projects, practice quizzes, and exams.
Demonstrate the value of personal and professional effective communication	SmartBook assignments, discussion questions, and exercises	Projects, practice quizzes, and exams.
Demonstrate an appreciation of ethical implications involved in performing managerial functions	SmartBook assignments, discussion questions, and exercises	Projects, practice quizzes, and exams.

Critically analyze, think logically, and apply analytical methods and skill for business problems	SmartBook assignments, discussion questions, and exercises	Projects, practice quizzes, and exams.
Develop the capacity to work harmoniously and effectively with others	SmartBook assignments, discussion questions, and exercises	Projects, practice quizzes, and exams.

Strengths of this course:

Grade distribution:

1	A			C+
	A-			C
	B+			F
	B			I
	B-		1	C-

Comments on grades:

The grades were as expected. The C- grade was due to the student not completing the some of the assignments and failing to meet with the instructor for help in a timely manner. Student would wait until the last minute for help and our schedules would not align for the one or two days available.

Improvements for next year:

Continue to email students without stopping after 3 attempts, when they need assistance with completing assignments. Inputting a score of “0” once the due date has passed instead of waiting for the late submission deadline to pass. Students seem to respond more quickly after seeing the “0” score than an email about the missed assignment.

Course Outcomes Assessed:

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
1. Have an understanding of QuickBooks Online accounting information system	Projects, quizzes, exams	Passing grade of C or better	Half of class passed. There were only 2 students by the end of the course.	Continue to assign similar homework, quizzes, and exams.
2. The ability to evaluate transactions and post to the appropriate	Projects, quizzes, exams	Passing grade of C or better	Half of class passed. There were only 2 students by the	Continue to assign similar homework, quizzes, and exams.

general ledger accounts			end of the course.	
3. The understanding of financial information to run various financial reports	Projects, quizzes, exams	Passing grade of C or better	Half of class passed. There were only 2 students by the end of the course.	Continue to assign similar homework, quizzes, and exams.

Course name: Corporate Tax**Course Number: ACCT-332-01**

Term: Spring 2024

Year: 2024

Instructor: Fred Rossell

Instructional Student Learning Outcomes:

Identify and explain the environment and theoretical structure of tax accounting, and the tax accounting process.

Describe the concept of income tax measurement have a working knowledge of the federal tax code.

Demonstrate the ability to prepare all federal tax forms and schedules.

Identify and access general research materials.

Program Student Learning Outcomes:

Explain, integrate, and perform basic fundamental concepts in accounting, finance, marketing, management, and economics.

Critically analyze, think logically, and apply analytical methods and skills for business problems.

Explain the ethical implications and responsibilities of ensuring integrity of financial integrity.

Demonstrate the value of personal and professional effective communication.

Apply knowledge of GAAP, FASB, GASB, and managerial accounting theories to businesses, state and local governments, and nonprofit organizations.

Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals.

Strengths of this course:**Grade distribution:**

2	A			C+
	A-			C
1	B+			F
4	B			I
1	B-			

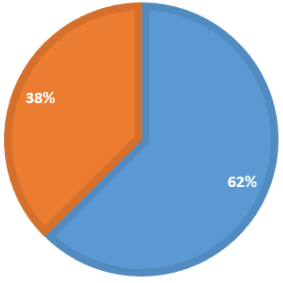
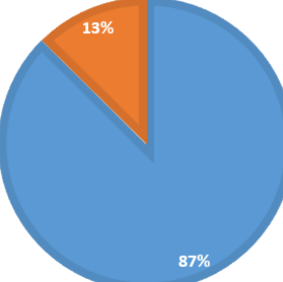
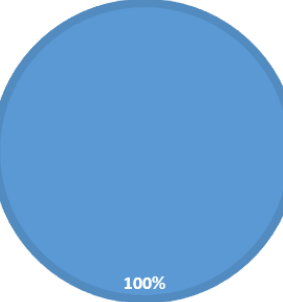
Comments on grades:**Improvements for next year:****Course Outcomes Assessed:**

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
1.				
2.				
3.				

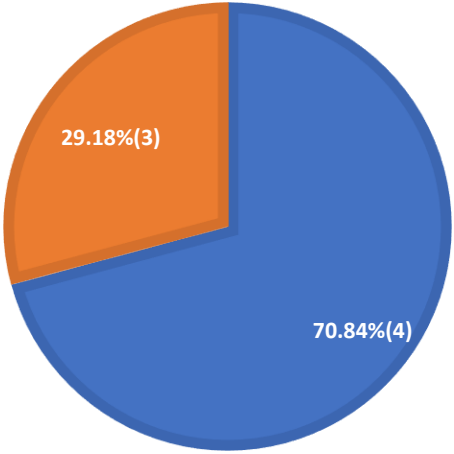
ACCT-332-01 BS. ACCT

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BS. ACCT Corporate Tax ACCT	2024 SP Corporate Tax ACCT (2024 SP- ACCT-332-01)	Rossell, Fred	8	8	100% met the benchmark of fair or above.

No	Row	Levels Of Achievement	Distribution												
1	Explain the ethical implications and responsibilities of ensuring integrity of financial integrity	50% Excellent 50% Good 0% Fair 0% Needs Improvement 0% Inadequate	<table border="1"> <caption>Distribution Data for Row 1</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>50%</td> </tr> <tr> <td>Good</td> <td>50%</td> </tr> <tr> <td>Fair</td> <td>0%</td> </tr> <tr> <td>Needs Improvement</td> <td>0%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent	50%	Good	50%	Fair	0%	Needs Improvement	0%	Inadequate	0%
Level	Percentage														
Excellent	50%														
Good	50%														
Fair	0%														
Needs Improvement	0%														
Inadequate	0%														
2	Critically analyze, think logically, and apply analytical methods and skills for business problems	62.5% Excellent 37.5% Good 0% Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	<table border="1"> <caption>Distribution Data for Row 2</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>62.5%</td> </tr> <tr> <td>Good</td> <td>37.5%</td> </tr> <tr> <td>Fair</td> <td>0%</td> </tr> <tr> <td>Needs Improvement</td> <td>0%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent	62.5%	Good	37.5%	Fair	0%	Needs Improvement	0%	Inadequate	0%
Level	Percentage														
Excellent	62.5%														
Good	37.5%														
Fair	0%														
Needs Improvement	0%														
Inadequate	0%														
3	Explain, integrate, and perform basic fundamental concepts in accounting, finance, marketing, management, and economics	62.5% Excellent 37.5% Good 0% Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	<table border="1"> <caption>Distribution Data for Row 3</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>62.5%</td> </tr> <tr> <td>Good</td> <td>37.5%</td> </tr> <tr> <td>Fair</td> <td>0%</td> </tr> <tr> <td>Needs Improvement</td> <td>0%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent	62.5%	Good	37.5%	Fair	0%	Needs Improvement	0%	Inadequate	0%
Level	Percentage														
Excellent	62.5%														
Good	37.5%														
Fair	0%														
Needs Improvement	0%														
Inadequate	0%														

No	Row	Levels Of Achievement	Distribution												
4	Demonstrate the value of personal and professional effective communication	62.5% Excellent 37.5% Good 0% Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	 <table border="1"> <caption>Distribution Data for Row 4</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>62%</td> </tr> <tr> <td>Good</td> <td>38%</td> </tr> <tr> <td>Fair</td> <td>0%</td> </tr> <tr> <td>Needs Improvement</td> <td>0%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent	62%	Good	38%	Fair	0%	Needs Improvement	0%	Inadequate	0%
Level	Percentage														
Excellent	62%														
Good	38%														
Fair	0%														
Needs Improvement	0%														
Inadequate	0%														
5	Apply knowledge of GAAP, FASB, GASB, and managerial accounting theories to businesses, state and local governments, and nonprofit organizations.	87.5% Excellent 12.5% Good 0% Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	 <table border="1"> <caption>Distribution Data for Row 5</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>87%</td> </tr> <tr> <td>Good</td> <td>13%</td> </tr> <tr> <td>Fair</td> <td>0%</td> </tr> <tr> <td>Needs Improvement</td> <td>0%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent	87%	Good	13%	Fair	0%	Needs Improvement	0%	Inadequate	0%
Level	Percentage														
Excellent	87%														
Good	13%														
Fair	0%														
Needs Improvement	0%														
Inadequate	0%														
6	Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals	100% Excellent 0% Good 0% Fair 0 (0%) Needs Improvement 0 (0%) Inadequate	 <table border="1"> <caption>Distribution Data for Row 6</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>100%</td> </tr> <tr> <td>Good</td> <td>0%</td> </tr> <tr> <td>Fair</td> <td>0%</td> </tr> <tr> <td>Needs Improvement</td> <td>0%</td> </tr> <tr> <td>Inadequate</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent	100%	Good	0%	Fair	0%	Needs Improvement	0%	Inadequate	0%
Level	Percentage														
Excellent	100%														
Good	0%														
Fair	0%														
Needs Improvement	0%														
Inadequate	0%														

ACCT-332 SP24 BA.ACCT RUBRIC



Course Name: Auditing Theory & Practice

Course Number: ACCT-406-30

Term: Spring

Year: 2024

Instructor: Brendan Welsh

Instructional Student and Program Learning Outcomes, including PEGs:

Program Learning Outcomes (ACCT PLOs):

Explain, integrate, and perform basic fundamental concepts in accounting, finance, marketing, management, and economics

Critically analyze, think logically, and apply analytical methods and skills for business problems

Explain the ethical implications and responsibilities of ensuring integrity of financial integrity

Demonstrate the value of personal and professional effective communication

Apply knowledge of GAAP, FASB, GASB, and managerial accounting theories to businesses, state and local governments, and nonprofit organizations

Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals

Student Learning Objectives/Program Learning Outcomes

Upon completion of this course, students should be able to:

Demonstrate an understanding of the nature and scope of auditing.

Discuss the regulatory framework of auditing and related services.

Understand the ethical standards of an auditor.

Explain the stages of an audit and methods of gathering audit evidence.

Show an understanding and be able to interpret different types of audit reports.

Course Outcomes Assessed:

5 Key Course Outcomes	Learning Activities/ Assignments	Benchmarks/ Performance Indicator	Results
1	Lecture	Homework Problems, Tests	Satisfactory
2	Lecture	Homework Problems, Tests	Satisfactory
3	Lecture	Homework Problems, Tests	Satisfactory
4	Lecture	Homework Problems, Tests	Satisfactory
5	Lecture	Homework Problems, Tests	Satisfactory

Data: Auditing & Assurance Services, 8th Edition (textbook)

Data Analysis—Strengths of this course: The course textbook provided up-to-date information on the latest auditing standards. The goal of the course was provide a basic overview of the auditing profession. This would include understanding Generally Accepted Auditing Standards, professional requirements, audit planning, risk assessment and the different types of audit opinions that could be issued. Problems, at times, required critical thinking based on information covered.

Data Analysis—Improvements, such as changes in pedagogy, curriculum revision etc.:

None noted

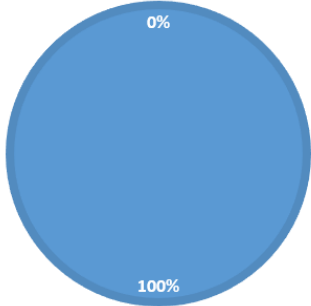
# of students	Grade Distribution:	# of students
1	A	
	A-	
1	B+	1
2	B	
	B-	
		C+
		C
		C-
		D+
		D

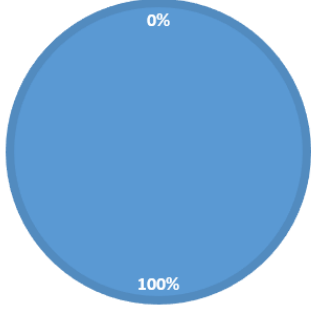
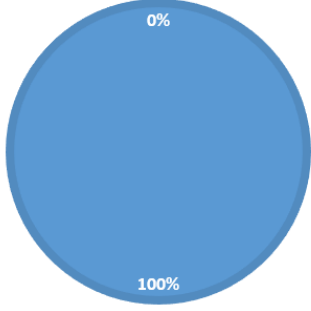
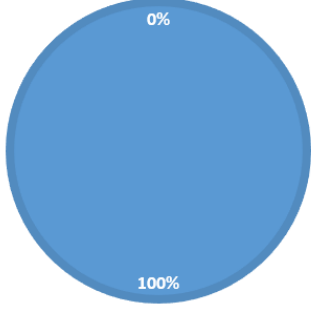
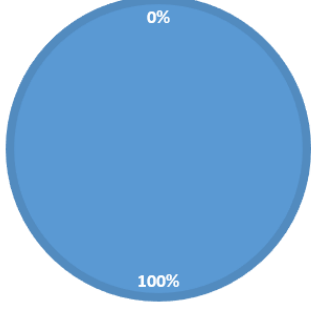
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Comment on Grades: Grades are based on attendance, submitted homework problems, 2 of 3 tests (worst test grade dropped) and final.

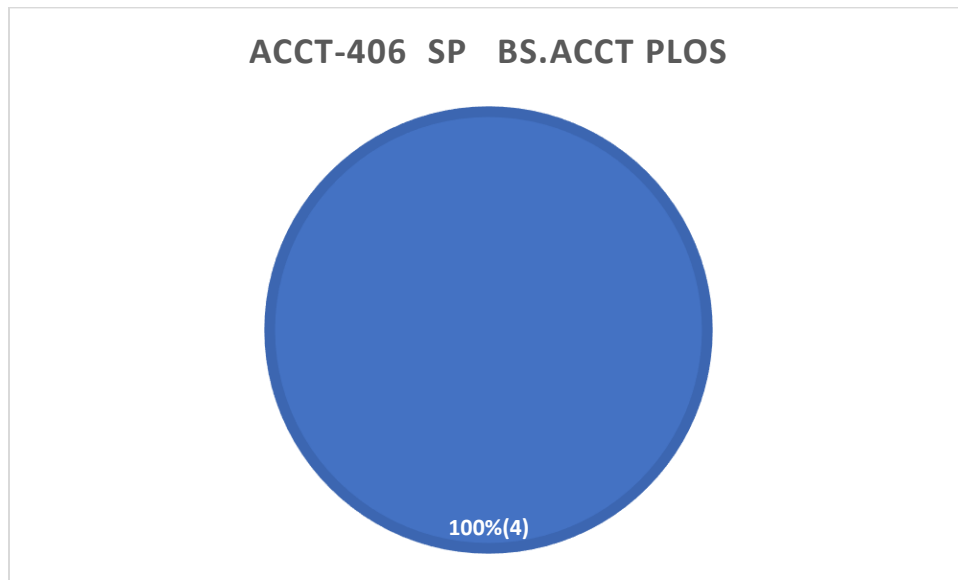
ACCT-406-30 BS. ACCT Rubri

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
BS. ACCT Auditing Theory & Practice	2024 SP Auditing Theory & Practice (2024 SP-ACCT-406-30)	Welsh, Brendoan	5	5	100% met the benchmark of Fair or above.

No	Row	Levels Of Achievement	Distribution
1	Explain the ethical implications and responsibilities of ensuring integrity of financial integrity	100% Excellent 0% Good 0% Fair 0% Needs Improvement 0% Inadequate	

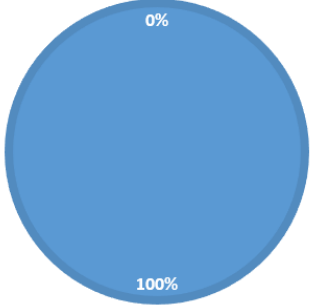
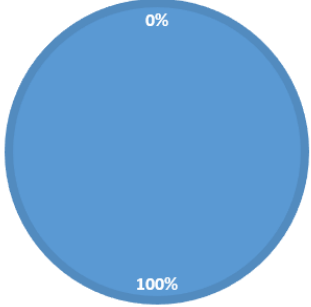
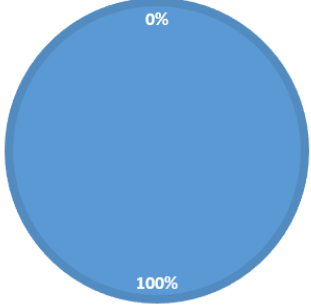
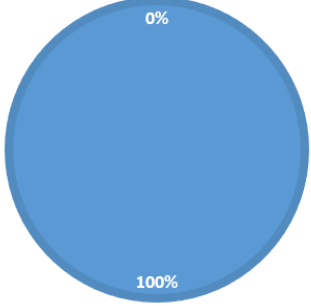
No	Row	Levels Of Achievement	Distribution
2	Critically analyze, think logically, and apply analytical methods and skills for business problems	100% Excellent 0% Good 0% Fair 0% Needs Improvement 0% Inadequate	
3	Explain, integrate, and perform basic fundamental concepts in accounting, finance, marketing, management, and economics	100% Excellent 0% Good 0% Fair 0% Needs Improvement 0% Inadequate	
4	Demonstrate the value of personal and professional effective communication	100% Excellent 0% Good 0% Fair 0% Needs Improvement 0% Inadequate	
5	Apply knowledge of GAAP, FASB, GASB, and managerial accounting theories to businesses, state and local governments, and nonprofit organizations.	100% Excellent 0% Good 0% Fair 0% Needs Improvement 0% Inadequate	

No	Row	Levels Of Achievement	Distribution
6	Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals	100% Excellent 0% Good 0% Fair 0% Needs Improvement 0% Inadequate	<p>A pie chart representing the distribution of achievement levels. The chart is a solid blue circle with '0%' at the top and '100%' at the bottom, indicating that 100% of students achieved an 'Excellent' grade.</p>

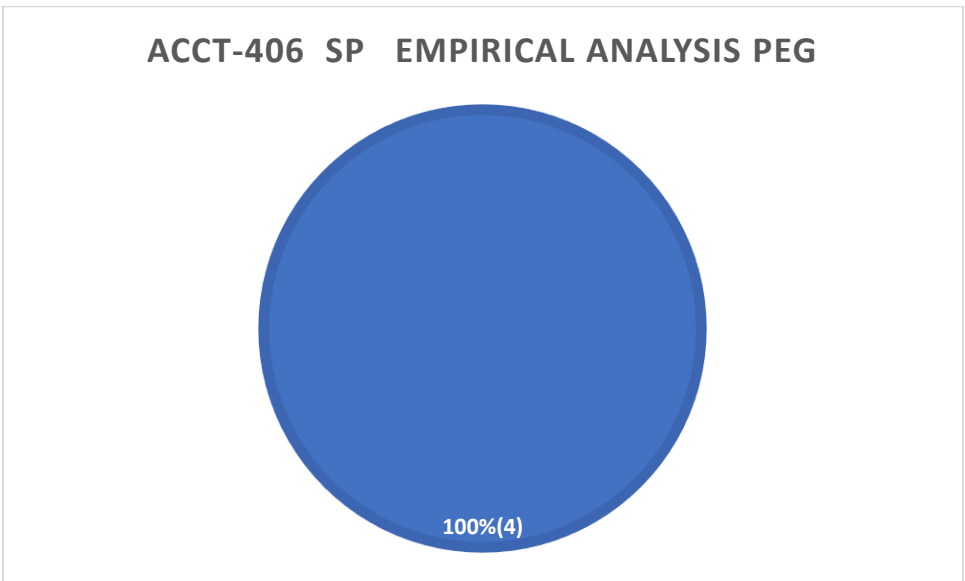


ACCT-406-30 (Empirical Analysis) Quantitative Reasoning PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Quantitative Reasoning PEG- Auditing Theory & Practice	2024 SP Auditing Theory & Practice (2024 SP-ACCT-406-30)	Welsh, Brendoan	5	5	100% Met milestones 2 above

No	Row	Levels Of Achievement	Distribution
1	Representation	100% Capstone 4 0% Milestones 3 0% Milestones 2 0% Benchmark 1 0% Does Not Meet0	
2	Interpretation	100% Capstone 4 0% Milestones 3 0% Milestones 2 0% Benchmark 1 0% Does Not Meet 0	
3	Communication	100% Capstone 4 0% Milestones 3 0% Milestones 2 0% Benchmark 1 0% Does Not Meet0	
4	Calculation	100% Capstone 4 0% Milestones 3 0% Milestones 2 0% Benchmark 1 0% Does Not Meet 0	

No	Row	Levels Of Achievement	Distribution
5	Assumptions	100% Capstone 4 0% Milestones 3 0% Milestones 2 0% Benchmark 1 0% Does Not Meet 0	<p>A pie chart representing the distribution of achievement levels for the 'Assumptions' row. The chart is a solid blue circle with '0%' at the top and '100%' at the bottom, indicating that 100% of students achieved the highest level (Capstone 4).</p>
6	Application/Analysis	100% Capstone 4 0% Milestones 3 0% Milestones 2 0% Benchmark 1 0% Does Not Meet 0	<p>A pie chart representing the distribution of achievement levels for the 'Application/Analysis' row. The chart is a solid blue circle with '0%' at the top and '100%' at the bottom, indicating that 100% of students achieved the highest level (Capstone 4).</p>



Course Name: Estate Tax, Trust & Retirement Planning Course Number: BUSN-411-30

Term: Spring 2024

Year: 2023-2024

Instructor: Brendan Welsh

Instructional Student and Program Learning Outcomes, including PEGs:

Program Learning Outcomes (MBA PLOs):

- Integrate concepts within and across business disciplines to promote strategic goals and solve complex problems by applying theoretical and practical models.
- Manage projects and teams using innovative leadership and communications skills through negotiating conflict and by using effective leadership skills
- Integrate ethical, evidence-based decisions to solve complex business problems leveraging a variety of quantitative, qualitative, and information technology tools.
- Demonstrate written and oral forms of effective business communication

Student Learning Objectives:

Upon the successful completion of this course, the student will be able to:

- A. Identify and explain the environment and theoretical structure of tax planning.
- B. Describe the role of estate, trust, & retirement tax planning.
- C. Demonstrate the ability to plan for retirement.

Course Outcomes Assessed:

5 Key Course Outcomes	Learning Activities/ Assignments	Benchmarks/ Performance Indicator	Results
A	Lecture, Readings	Homework Problems, Tests	Satisfactory
B	Lecture, Readings	Homework Problems, Tests	Satisfactory
C	Lecture, Readings	Homework Problems, Tests	Satisfactory

Data: J.K. Lasser’s New Rules for Estate, Retirement, & Tax Planning. 6th Edition (textbook)

Data Analysis—Strengths of this course: The course textbook provided information and strategies on various estate, gift and retirement tax planning.

Data Analysis—Improvements, such as changes in pedagogy, curriculum revision etc.: It was really difficult to challenge the students in this course as there was no textbook available on the subject matter. The book that was used, which was the same textbook used in the prior year, was informational; however, it did not provide end-of-chapter problems that would require students to critically think.

of students Grade Distribution:

of students

2	A			C+
1	A-			C
2	B+		1	C-

	B			D+
	B-			D

	F
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Comment on Grades: Grades are based on attendance, submitted homework problems, 2 of 3 tests (worst test grade dropped) and final.

SPMT Program

AY 2023-2024

Section D: Results/Findings

Results Based on Based on Grades and PLOs

BS. SPMT Rubrics and Grades

PLO1:

SPMT-220 (Introductory)

FA (1 section)

SPMT-201-01: based on grades 100% met the benchmark of C or above.

based on BS.BA PLO rubrics: 100%

SPMT-345 (Advanced, & Mastery)

SP (1 section):

SPMT-345-01: based on grades 73.91% met the benchmark of C or above.

based on SPMT PLO rubrics:93.79%

PLO2:

SPMT-220 (Introductory)

FA (1 section)

SPMT-201-01: based on grades 100% met the benchmark of C or above.

based on SPMT PLO rubrics: 100%

SPMT-345 (Advanced, & Mastery)

SP (1 section):

SPMT-345-01: based on grades 73.91% met the benchmark of C or above.

based on BS.BA PLO rubrics:93.79%

PLO3:

SPMT-225 (Introductory)

FA (1 section)

SPMT-201-01: based on grades 94.73% met the benchmark of C or above.

based on SPMT PLO rubrics: 93.37%

SPMT-410 (Advanced, & Mastery)

This course yet to offer.

PLO4:

SPMT-220 (Introductory)

FA (1 section)

SPMT-201-01: based on grades 100% met the benchmark of C or above.

based on SPMT PLO rubrics: 100%

SPMT-320 (Advanced, & Mastery)

SP (1 section):

SPMT-320-80: based on grades 100% met the benchmark of C or above.

based on SPMT PLO rubrics: 74.82%

PLO5:

SPMT-250 (Introductory)

This course yet to offer.

SPMT-340 (Advanced, & Mastery)

SP (1 section):
 SPMT-340-01: based on grades 100% met the benchmark of C or above.
 based on SPMT PLO rubrics: 100%

PLO6:

SPMT-255 (Introductory)
 This course yet to offer.
 SPMT-410 (Advanced, & Mastery)
 SP (1 section):
 This course yet to offer.

PLO7:

SPMT-225 (Introductory)
 FA (1 section)
 SPMT-201-01: based on grades 94.73% met the benchmark of C or above.
 based on SPMT PLO rubrics: 93.37%
 SPMT-410 (Advanced, & Mastery)
 SP (1 section):
 This course yet to offer.

Overall Students Performance Based on BS. SPMT PLOs Rubric

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
96.89%	96.89%	93.37% (only one course offered.)	87.41%	100% (only one course offered.)	Courses yet to offer.	93.37% (only one course offered.)

SPMT Course Evaluation Fall 23

Course Name: Sociology of Sports

Course Number: SOCI/BUSN 261-01

Term: Fall

Year: 2023

Instructor: Dr. Alberto M. Poxes, Jr.

Instructional Student and Program Learning Outcomes, including PEGs:

1. Understand the institution of sport in American society and its interrelationship with other social institutions (educational, political, economic, religious, media, etc.).
2. Identify and discuss the way social values are transmitted through sport and critically analyze these values and their influence on behavior.
3. Understand the social consequences—desirable and undesirable—of sports in society.
4. Understand social problems such as racism, sexism and violence as they are reflected in sport contexts.

Program Learning Outcomes:

1. The purpose of this course is to provide the student with an understanding of how to effectively integrate social values through sports to influence human behavior in society.
2. To enhance students understanding of the history and philosophy of sport and other issues related to desirable and undesirable social consequences transmitted through sports.
3. To bring awareness to the students of the major strides made in the development of sociology of sport in dealing with social problems such as racism, sexism, and violence to help society address the issues fairly.

Course Outcomes Assessed:

Key Course Outcomes	Learning Activities/ Assignments	Benchmarks/ Performance Indicator	Results
Understanding the institution of sports in American society and its relationship with other social institutions (educational, political, economic, religious, media, etc.)	Lecture, Assignment, Group Project, and Exams.	A grade of B/84 or above. All students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved	I used three exams throughout the semester with a variety of questions that measured their understanding of the concepts of sociology of sports.
Identify and discuss the way social values are transmitted through sports and critically analyze these values and their influence on behavior.	Lecture, Assignment, Group Project, and Exams.	A grade of B/84 or above. All students met this benchmark. Results indicated students' understanding of key concepts of sports in society and its inherent problems/current events confronting sport	

		managers. Thus, course objective is successfully achieved.	
Understand the social consequences of , desirable and undesirable, of sports in society.	Lecture, Assignment, Group Project, and Exams.	A grade of B/84 or above. All students met this benchmark. Results indicated students' understanding of key concepts of sports in society and sociology of sport in relation with the problems/current events confronting sports managers. Thus, course objective was successfully achieved.	
Understand social problems such as racism, sexism, ,and violence as they are reflected in sports context.	Lecture, Assignment, Group Project, and Exams.	A grade of B/84 or above. All students met this benchmark. Results indicates students' understanding of key concepts of sociology of sports and its associated problems/current events confronting sports managers. Thus, course objective is successfully achieved.	

Data:

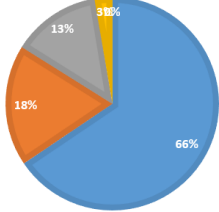
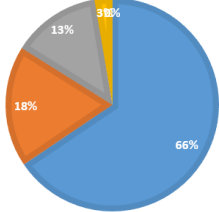
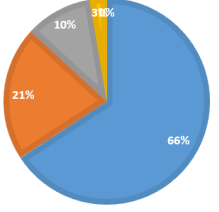
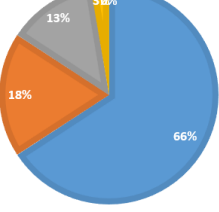
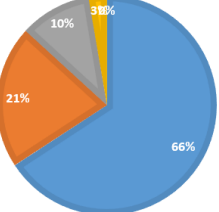
The 3 exams administered were used to assess the student's problem-solving and critical thinking skills in understanding of sociology of sports and its implications of social values transmitted through sports in society. Assessment was also based on group project which sought to expose students how to understand social problems of racism, sexism, violence reflected in the sport context in the United States.

Data Analysis—Strengths of this course:

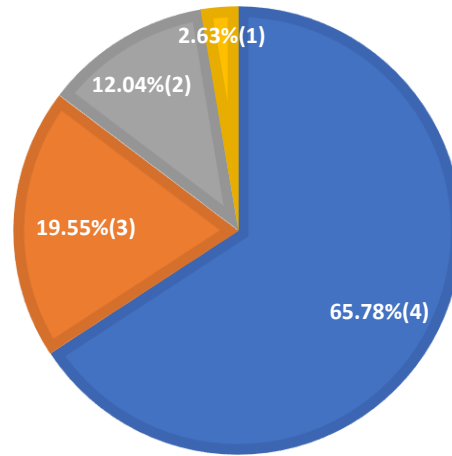
Most of the lectures were practical discussions of issues related to the basic concept of sociology of sports issues that addressed the benefits of integration of social values through sports to the sports manager. The students were able to relate what they were being taught to the real-world problems confronting the sports franchises in the US.

Data Analysis—Improvements, such as changes in pedagogy, curriculum revision etc.:

Nothing to change here. The process was very successful and enabled the students to learn

No	Row	Levels Of Achievement	Distribution
3	Describe the various skills, roles, and functions of sport management	65.78% Excellent-4 18.44% Good-3 13.15% Fair-2 2.63% Needs Improvement-2 0% Inadequate-0	
4	Explain cultural traditions, social values, and psycho-social experiences related to sport	65.78% Excellent-4 18.44% Good-3 13.15% Fair-2 2.63% Needs Improvement-2 0% Inadequate-0	
5	Analyze ethical issues and moral commitment related to sport.	65.78% Excellent-4 21.05% Good-3 10.54% Fair-2 2.63% Needs Improvement-2 0% Inadequate-0	
6	Explain principles of financial management, risk management, marketing, and human resources management in sport	65.78% Excellent-4 18.45% Good-3 13.15% Fair-2 2.63% Needs Improvement-2 0% Inadequate-0	
7	Explain public relations strategies and communications for sport organizations	65.78% Excellent-4 21.05% Good-3 10.54% Fair-2 2.63% Needs Improvement-2 0% Inadequate-0	

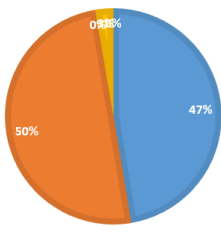
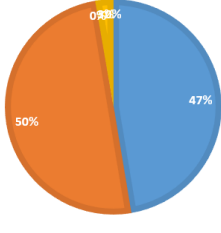
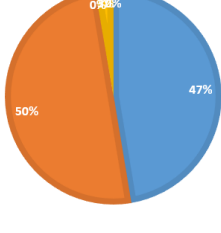
SOCI-261-01 /BUSN-161-01 BS.SPMT PLOS

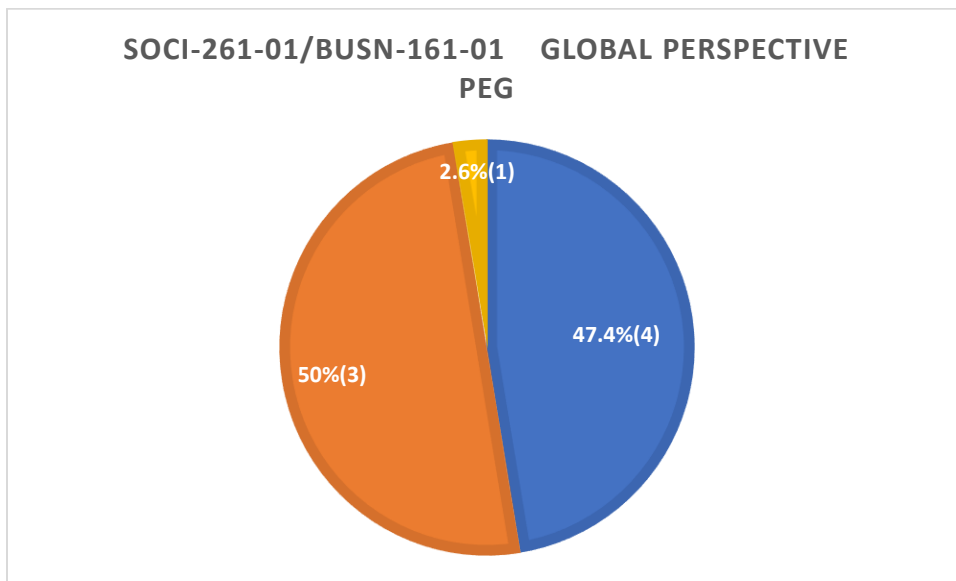


Global Perspective PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Global Perspective PEG- Sociology of Sport	2023FA Sociology of Sport (2023FA-BUSN-161-01/ SOCI-261-01)	Poxes, Alberto	38	38	97.4% Met the benchmark of milestones 2 or above.

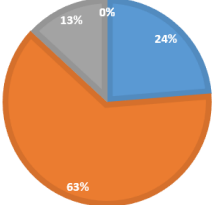
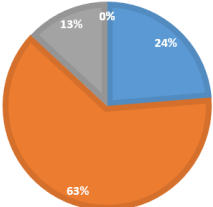
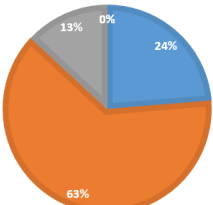
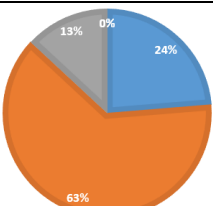
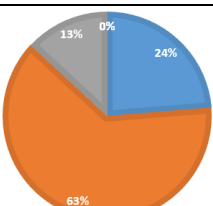
No	Row	Levels Of Achievement	Distribution
1	Connections to Experience Connects relevant experience and academic knowledge	47.4% Capstone-4 50% Milestones-3 0% Milestones-2 2.6% Benchmark-2 0% Does Not Meet-0	
2	Connections to Discipline Sees (makes) connections across disciplines, perspectives.	47.4% Capstone-4 50% Milestones-3 0% Milestones-2 2.6% Benchmark-2 0% Does Not Meet-0	

No	Row	Levels Of Achievement	Distribution
3	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations.	47.4% Capstone-4 50% Milestones-3 0% Milestones-2 2.6% Benchmark-2 0% Does Not Meet-0	
4	Integrated Communication	47.4% Capstone-4 50% Milestones-3 0% Milestones-2 2.6% Benchmark-2 0% Does Not Meet-0	
5	Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts	47.4% Capstone-4 50% Milestones-3 0% Milestones-2 2.6% Benchmark-2 0% Does Not Meet-0	

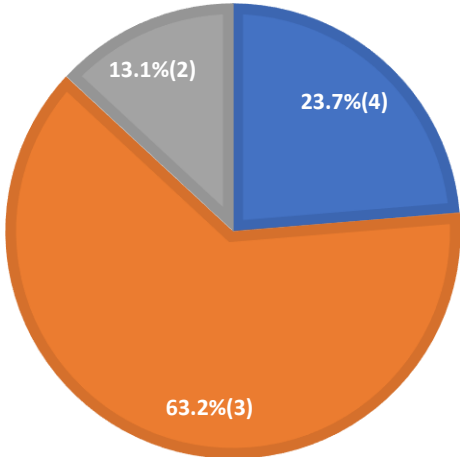


Critical Thinking PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Critical Thinking PEG- Sociology of Sport	2023FA Sociology of Sport (2023FA-BUSN-161-01/ SOCI-261-01)	Poxes, Alberto	38	38	100% Met the benchmark of milestones 2 or above.

No	Row	Levels Of Achievement	Distribution
1	Explanation of Issues	23.7% Capstone-4 63.2% Milestones-3 13.1% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
2	Evidence	23.7% Capstone-4 63.2% Milestones-3 13.1% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
3	Influence of Context and Assumptions	23.7% Capstone-4 63.2% Milestones-3 13.1% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
4	Student's Position	23.7% Capstone-4 63.2% Milestones-3 13.1% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
5	Conclusions and Related Outcomes	23.7% Capstone-4 63.2% Milestones-3 13.1% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	

SOCI-261-01/BUSN-161-01 CRITICAL THINKING



Course Name: Sport Management

Course Number: MGMT 220-01

Term: Fall Year: 2023

Instructor: Dr. Alberto M. Poxes, Jr.

Instructional Student and Program Learning Outcomes, including PEGs:

1. Demonstrate knowledge of the core sport management goals and concepts.
2. Identify and discuss the key sport management problems/current events.
3. Comment and discuss the potential solutions to sport management problems.

Program Learning Outcomes:

1. Understand the components of sports administration/management, recreation and physical health.
2. Administer basic athletic evaluations.
3. Design and teach group activity classes for all types of sport participants.
4. Design fitness programs based on specific needs and health evaluation results.
5. Develop leadership and communication skills related to recreation and health promotion.

Course Outcomes Assessed:

5 Key Course Outcomes	Learning Activities/ Assignments	Benchmarks/ Performance Indicator	Results
Demonstrate knowledge of the core sport management goals and concepts.	Lecture, Assignment, Group Project, and Exams.	A grade of B/84 or above. All students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective is successfully achieved.	I used three exams throughout the semester with a variety of questions that measured their understanding of the concepts of sport management.
Identify and discuss the key sport management problems/current events.	Lecture, Assignment Group Project (1&2), and Exams.	A grade of B/84 or above. All students met this benchmark. Results indicates students' understanding of key sport management principle problems/current events confronting sports business corporations. Thus, course objective is successfully achieved.	
Comment and discuss the potential solutions to sport management problems.	Lecture, Classroom Discussions, Assignment, Group Project. and Exams.	A grade of B/84 or above. All students met this benchmark. Results indicates students' understanding of key sport	

		management principles problems/current events confronting business corporations. Thus, course objective is successfully achieved.	
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Data:

The 3 exams administered were used to assess the student’s problem-solving and critical thinking skills in understanding of sport management concepts such as organizational theories, organizational behavior, business ethics, strategic decision-making, and human resources. Assessment was also based on group project which sought expose students how to obtain historic management theories applicable to sport of any country of their choice and analyze the patterns and trends in the United States.

Data Analysis—Strengths of this course:

Most of the lectures were practical discussions of issues related to decision-making, and the students were able to relate what they were being taught to the real-world problems confronting the US and the global economy at large. For example, students can now suggest which policy response (i.e., equal pay, Title IX, Disabilities accommodations for athletes and regulation and/or deregulation of sport businesses).

Data Analysis—Improvements, such as changes in pedagogy, curriculum revision etc.:

Nothing to change here. The process was very successful and enabled the students to learn.

of students Grade Distribution: # of students

11	A		2	C+
13	A-		0	C
4	B+		0	C-
4	B		0	D+
0	B-		0	D

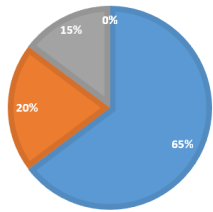
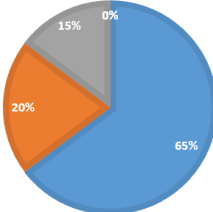
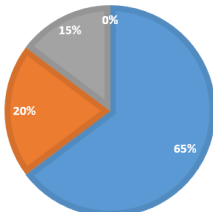
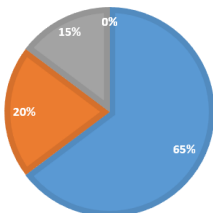
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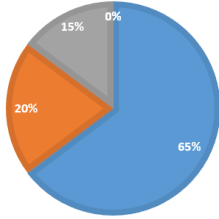
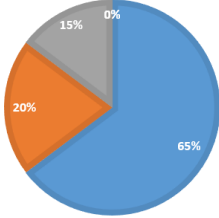
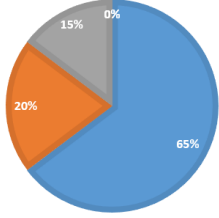
Comments on Grades:

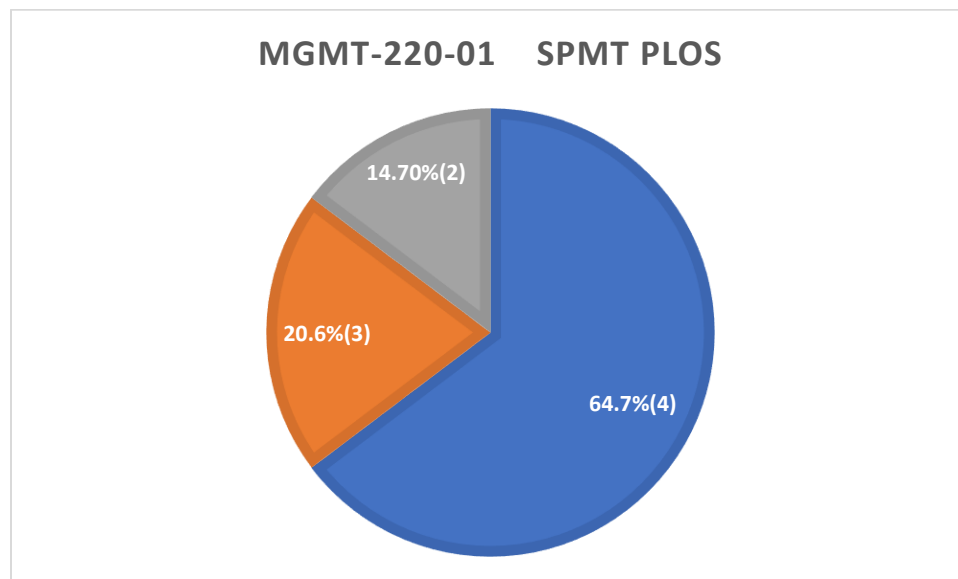
The grade distribution of the class affirms the belief that the strategy of approach to teaching the students were very effective.

BS. SPMT Rubric- Sport Management

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
SPMT Rubric- Sport Management	2023FA Sport Management (2023FA-MGMT-220-01)	Poxes, Alberto	34	34	100% met the benchmark of fair or above.

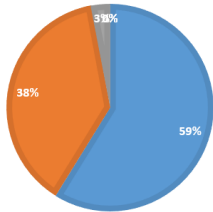
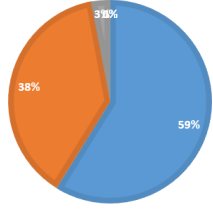
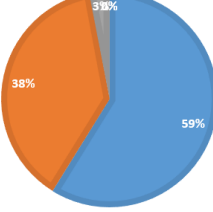
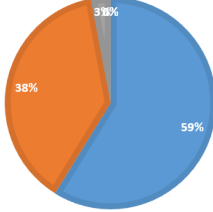
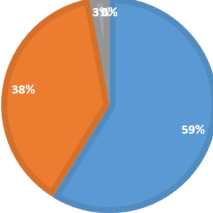
No	Row	Levels Of Achievement	Distribution
1	Demonstrate knowledge of the concepts of sport management and leadership	64.70% Excellent-4 20.60% Good-3 14.70% Fair-2 0% Needs Improvement-2 0% Inadequate-0	
2	Demonstrate the ability to work with various diverse groups	64.70% Excellent-4 20.60% Good-3 14.70% Fair-2 0% Needs Improvement-2 0% Inadequate-0	
3	Describe the various skills, roles, and functions of sport management	64.70% Excellent-4 20.60% Good-3 14.70% Fair-2 0% Needs Improvement-2 0% Inadequate-0	
4	Explain cultural traditions, social values, and psycho-social experiences related to sport	64.70% Excellent-4 20.60% Good-3 14.70% Fair-2 0% Needs Improvement-2 0% Inadequate-0	

No	Row	Levels Of Achievement	Distribution
5	Analyze ethical issues and moral commitment related to sport.	64.70% Excellent-4 20.60% Good-3 14.70% Fair-2 0% Needs Improvement-2 0% Inadequate-0	
6	Explain principles of financial management, risk management, marketing, and human resources management in sport	64.70% Excellent-4 20.60% Good-3 14.70% Fair-2 0% Needs Improvement-2 0% Inadequate-0	
7	Explain public relations strategies and communications for sport organizations	64.70% Excellent-4 20.60% Good-3 14.70% Fair-2 0% Needs Improvement-2 0% Inadequate-0	

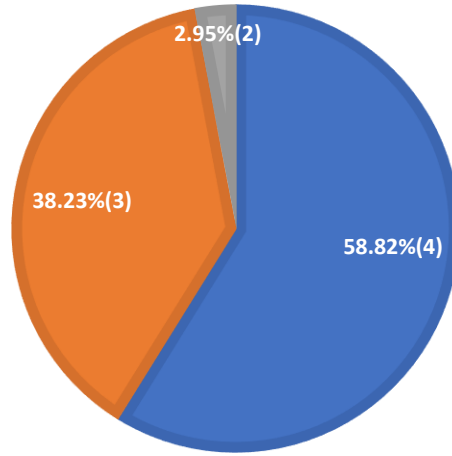


Oral Communication PEG- Sport Management

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Oral Communication PEG-Sport Management	2023FA Sport Management (2023FA-MGMT-220-01)	Poxes, Alberto	34	34	100% Met the benchmark of milestones 2 or above.

No	Row	Levels Of Achievement	Distribution
1	Organization	58.82% Capstone-4 38.23% Milestones-3 2.95% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
2	Language	58.82% Capstone-4 38.23% Milestones-3 2.95% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
3	Delivery	58.82% Capstone-4 38.23% Milestones-3 2.95% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
4	Supporting Material	58.82% Capstone-4 38.23% Milestones-3 2.95% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
5	Central Message	58.82% Capstone-4 38.23% Milestones-3 2.95% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	

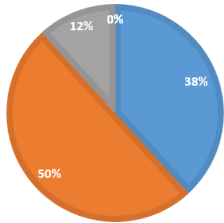
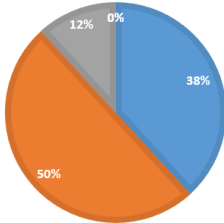
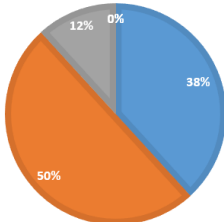
MGMT-220-01 ORAL COMM PEG



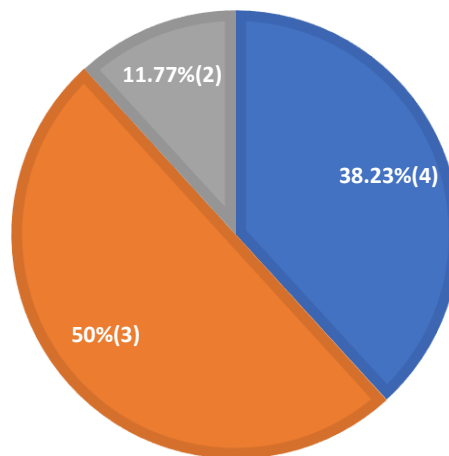
Written Communication PEG- Sport Management

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Written Communication PEG-Sport Management	2023FA Sport Management (2023FA-MGMT-220-01)	Poxes, Alberto	34	34	100% Met the benchmark of milestones 2 or above.

No	Row	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	38.23% Capstone-4 50% Milestones-3 11.77% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
2	Content Development	38.23% Capstone-4 50% Milestones-3 11.77% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	

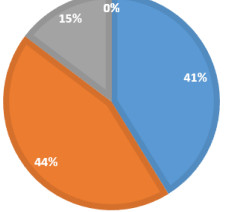
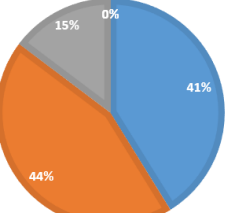
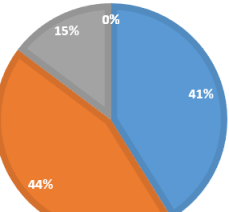
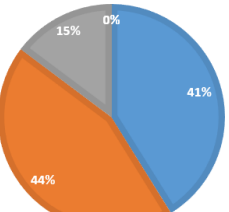
No	Row	Levels Of Achievement	Distribution
3	Genre and Disciplinary Conventions	38.23% Capstone-4 50% Milestones-3 11.77% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
4	Sources and Evidence	38.23% Capstone-4 50% Milestones-3 11.77% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
5	Control of Syntax and Mechanics	38.23% Capstone-4 50% Milestones-3 11.77% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	

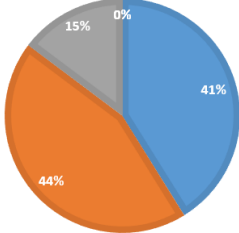
MGMT-220-01 WRITTEN COMM PEG

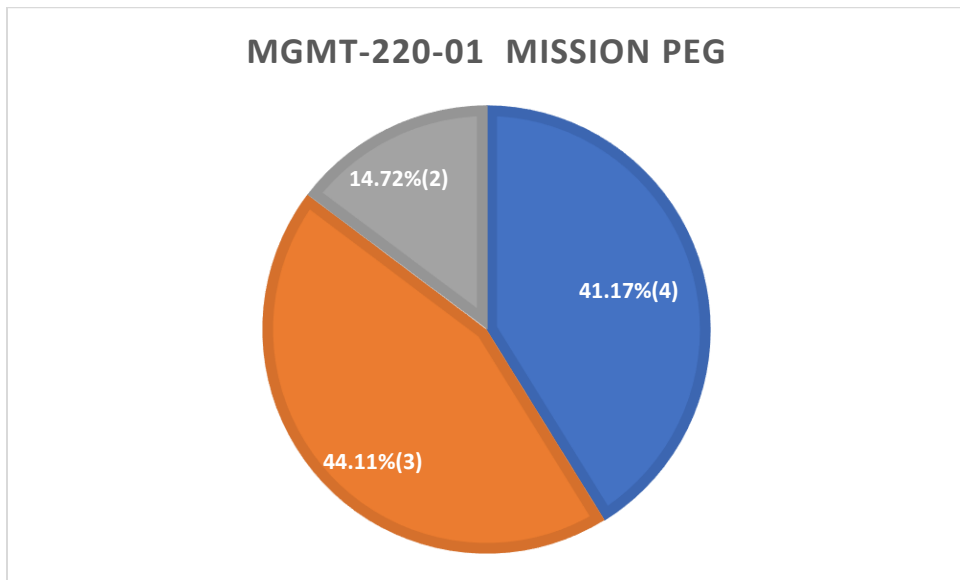


Mission PEG- Sport Management

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Mission PEG- Sport Management	2023FA Sport Management (2023FA-MGMT-220-01)	Poxes, Alberto	34	34	85.28% Met the benchmark of proficient or above.

No	Row	Levels Of Achievement	Distribution
1	Personal Vision Statement	41.17% Exemplary- 25 44.11% Proficient- 20 14.72% Needs Development- 15 0% Emergency- 10 0% Not Evident-0	
2	Degree Program Learning Mission Statement Description	41.17% Exemplary- 25 44.11% Proficient- 20 14.72% Needs Development- 15 0% Emergency- 10 0% Not Evident-0	
3	Mission Statement Description	41.17% Exemplary- 25 44.11% Proficient- 20 14.72% Needs Development- 15 0% Emergency- 10 0% Not Evident-0	
4	Mission Alignment Activity	41.17% Exemplary- 25 44.11% Proficient- 20 14.72% Needs Development- 15 0% Emergency- 10 0% Not Evident-0	

No	Row	Levels Of Achievement	Distribution
5	e-Portfolio Assessment	41.17% Exemplary- 25 44.11% Proficient- 20 14.72% Needs Development- 15 0% Emergency- 10 0% Not Evident-0	



Course Name: Sports Facility and Event Management Course Number: MGMT-401-01

Term: Fall

Year: 2023

Instructor: Dr. Alberto M. Poxes, Jr.

Instructional Student and Program Learning Outcomes, including PEGs:

Demonstrate knowledge of preventive maintenance, facility planning and event management.

Identify and discuss the key problems/current events with box office administration, house and grounds management, and systems management.

Comment and discuss the potential solutions to marketing, financing, and personnel administration of facilities and events management problems.

Program Learning Outcomes:

The purpose of this course is to provide the student with an understanding of how to effectively manage a sport facility

To enhance students understanding of the history and philosophy of sport facilities and other public assembly facilities.

To bring awareness to the students of the major strides made in the development of sport facilities since its foundation

To increase students understanding of the role of the facility manager and the various concerns faced by facility managers

To help students understanding the broad array of responsibilities faced by facility managers

Course Outcomes Assessed:

5 Key Course Outcomes	Learning Activities/ Assignments	Benchmarks/ Performance Indicator	Results
Demonstrate knowledge of the core functions of facility managers, goals, and concepts. Additionally, demonstrate the knowledge of preventive maintenance, facility planning, and event management of sports facilities and other public assembly venues	Lecture, Assignment, Group Project, and Exams.	A grade of B/84 or above. All students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved.	I used three exams throughout the semester with a variety of questions that measured their understanding of the concepts of sports facility management.
Identify and discuss the key problems/current events with box office administration, house and grounds management, and systems management.	Lecture, Assignment, Group Project, and Exams.	A grade of B/84 or above. All students met this benchmark. Results indicates students' understanding of key sports facilities and event management problems/current events confronting sports facilities managers in the	

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Comment on Grades:

The grade distribution of the class affirms the belief that the strategy of approach to teaching the students were very effective.

Course Name: Sports Law**Course Number: MGMT-402-01**

Term: Fall

Year: 2023

Instructor: Dr. Alberto M. Poxes, Jr.

Instructional Student and Program Learning Outcomes, including PEGs:

Demonstrate knowledge of the core concepts of sports as they relate to various categories of law, as well as study of ethics, legal liabilities of coaches, administrators, managers, and institutions related to the sport field.

Identify and discuss the key relationship of sports to various categories of the law, including torts, crimes and discrimination problems/current events.

Comment and discuss the potential solutions to the application of constitutional framework applicable to sports problems.

Program Learning Outcomes:

Identify and discuss the relations of sports to various categories of the law, including torts, crimes, and discrimination.

Explain the role of the attorney and agent when representing athletes.

Relate principles of agency law in the sports context.

Understand the constitutional framework that surrounds sports.

Discuss contracts and terms, including important clauses relating to an endorsement agreement.

Differentiate between the legal issues unique to professional amateur sports.

Observe how criminal law differs from civil law in the context of sports.

Course Outcomes Assessed:

5 Key Course Outcomes	Learning Activities/ Assignments	Benchmarks/ Performance Indicator	Results
1. Demonstrate knowledge of the core concepts of sports as they relate to various categories of law, as well as study of ethics, legal liabilities of coaches, administrators, managers, and institutions related to sport field.	Lecture, Assignment, Law Cases, Group Project, and Exams.	A grade of B/84 or above. All students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective is successfully achieved.	I used three exams throughout the semester with a variety of questions that measured their understanding of the concepts of sports law.
2. Identify and discuss the key relationship of sports and various categories of the law including torts, crimes and discrimination problems/current events.	Lecture, Assignment, Law Cases, Group Project, and Exams.	A grade of B/84 or above. All students met this benchmark. Results indicated students' understanding of key sports law concepts and problems/current events confronting sports managers in the United States. Thus, course	

		objective was successfully achieved.	
3. Comment and discuss the potential solutions to the application of constitutional framework applicable to sports problems.	Lecture, Assignment, Law Cases, Group Project, and Exams.	A grade of B/84 or above. All students met this benchmark. Results indicated students' understanding of key sports law concepts and problems/current events confronting sports managers in the United States. Thus, course objective is successfully achieved.	

Data:

The 3 exams administered were used to assess the student's problem-solving and critical thinking skills in understanding of sports law concepts such as case laws related to various aspects of sports, contract law, tort law, constitutional law, and product liability. Assessment was also based on group project which sought to expose students how to apply different laws in sport issues in the United States.

Data Analysis—Strengths of this course:

Most of the lectures were practical discussions of issues related to the basic concept of legal issues in sports in which tort law, contract law, constitutional law, product liability, and intellectual property were addressed to the benefit of the sports manager. The students were able to relate what they were being taught to the real-world problems confronting the sports franchises in the US and the larger implications of the constitutional law in sports. For example, students can now suggest which policy response (i.e., federal legislations related to Title IX and American with Disabilities Act (ADA)).

Data Analysis—Improvements, such as changes in pedagogy, curriculum revision etc.:

Nothing to change here. The process was very successful and enabled the students to learn.

Grade Distribution of students :

6	A		C+
3	A-		C
2	B+		C-
	B		D+
1	B-		D

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Comment on Grades :

The grade distribution of the class affirms the belief that the strategy of approach to teaching the students were very effective.

Course Name: Sports Facility and Event Management Course Number: MGMT-401-01

Term: Fall

Year: 2023

Instructor: Dr. Alberto M. Poxes, Jr.

Instructional Student and Program Learning Outcomes, including PEGs:

Demonstrate knowledge of preventive maintenance, facility planning and event management.

Identify and discuss the key problems/current events with box office administration, house and grounds management, and systems management.

Comment and discuss the potential solutions to marketing, financing, and personnel administration of facilities and events management problems.

Program Learning Outcomes:

The purpose of this course is to provide the student with an understanding of how to effectively manage a sport facility

To enhance students understanding of the history and philosophy of sport facilities and other public assembly facilities.

To bring awareness to the students of the major strides made in the development of sport facilities since its foundation

To increase students understanding of the role of the facility manager and the various concerns faced by facility managers

To help students understanding the broad array of responsibilities faced by facility managers

Course Outcomes Assessed:

5 Key Course Outcomes	Learning Activities/ Assignments	Benchmarks/ Performance Indicator	Results
1. Demonstrate knowledge of the core functions of facility managers, goals, and concepts. Additionally, demonstrate the knowledge of preventive maintenance, facility planning, and event management of sports facilities and other public assembly venues	Lecture, Assignment, Group Project, and Exams.	A grade of B/84 or above. All students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved.	I used three exams throughout the semester with a variety of questions that measured their understanding of the concepts of sports facility management.
2. Identify and discuss the key problems/current events with box office administration, house and grounds management, and systems management.	Lecture, Assignment, Group Project, and Exams.	A grade of B/84 or above. All students met this benchmark. Results indicates students' understanding of key sports facilities and event management	

		problems/current events confronting sports facilities managers in the United States. Thus, course objective was successfully achieved.	
3. Comment and discuss the potential solutions for marketing, financing, and personnel administration of facilities and event management problems.	Lecture, Assignment, Group Project, and Exams.	A grade of B/84 or above. All students met this benchmark. Results indicates students' understanding of key sports facility and event management problems/current events confronting sports facility managers in the United States. Thus, course objective is successfully achieved.	

Data:

The 3 exams administered were used to assess the student's problem-solving and critical thinking skills in understanding of management concepts such as organizational theories, organizational behavior, business ethics, strategic decision-making, and human resources applicable to sports facility and event management. Assessment was also based on group project which sought expose students how to obtain historic management theories of any country of their choice and analyze the patterns and trends in the United States.

Data Analysis—Strengths of this course:

Most of the lectures were practical discussions of issues related to decision-making in the management of sports facility, and the students were able to relate what they were being taught to the real-world problems confronting the sports franchises in the US and the global implications of the economy of sports at large. For example, students can now suggest which policy response (i.e., federal legislations related to Title IX and American with Disabilities Act (ADA)).

Data Analysis—Improvements, such as changes in pedagogy, curriculum revision etc.:

Nothing to change here. The process was very successful and enabled the students to learn.

Grade Distribution :

2	A		1	C+
6	A-			C
6	B+			C-

1	B			D+
	B-			D

	F
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Comment on Grades:

The grade distribution of the class affirms the belief that the strategy of approach to teaching the students were very effective.

Course Name: Sports Law**Course Number: MGMT-402-01**

Term: Fall

Year: 2023

Instructor: Dr. Alberto M. Poxes, Jr.

Instructional Student and Program Learning Outcomes, including PEGs:

Demonstrate knowledge of the core concepts of sports as they relate to various categories of law, as well as study of ethics, legal liabilities of coaches, administrators, managers, and institutions related to the sport field.

Identify and discuss the key relationship of sports to various categories of the law, including torts, crimes and discrimination problems/current events.

Comment and discuss the potential solutions to the application of constitutional framework applicable to sports problems.

Program Learning Outcomes:

Identify and discuss the relations of sports to various categories of the law, including torts, crimes, and discrimination.

Explain the role of the attorney and agent when representing athletes.

Relate principles of agency law in the sports context.

Understand the constitutional framework that surrounds sports.

Discuss contracts and terms, including important clauses relating to an endorsement agreement.

Differentiate between the legal issues unique to professional amateur sports.

Observe how criminal law differs from civil law in the context of sports.

Course Outcomes Assessed:

5 Key Course Outcomes	Learning Activities/ Assignments	Benchmarks/ Performance Indicator	Results
Demonstrate knowledge of the core concepts of sports as they relate to various categories of law, as well as study of ethics, legal liabilities of coaches, administrators, managers, and institutions related to sport field.	Lecture, Assignment, Law Cases, Group Project, and Exams.	A grade of B/84 or above. All students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective is successfully achieved.	I used three exams throughout the semester with a variety of questions that measured their understanding of the concepts of sports law.
Identify and discuss the key relationship of sports and various categories of the law including torts, crimes and discrimination problems/current events.	Lecture, Assignment, Law Cases, Group Project, and Exams.	A grade of B/84 or above. All students met this benchmark. Results indicated students' understanding of key sports law concepts and problems/current events confronting sports	

		managers in the United States. Thus, course objective was successfully achieved.	
Comment and discuss the potential solutions to the application of constitutional framework applicable to sports problems.	Lecture, Assignment, Law Cases, Group Project, and Exams.	A grade of B/84 or above. All students met this benchmark. Results indicated students' understanding of key sports law concepts and problems/current events confronting sports managers in the United States. Thus, course objective is successfully achieved.	

Data:

The 3 exams administered were used to assess the student's problem-solving and critical thinking skills in understanding of sports law concepts such as case laws related to various aspects of sports, contract law, tort law, constitutional law, and product liability. Assessment was also based on group project which sought to expose students how to apply different laws in sport issues in the United States.

Data Analysis—Strengths of this course:

Most of the lectures were practical discussions of issues related to the basic concept of legal issues in sports in which tort law, contract law, constitutional law, product liability, and intellectual property were addressed to the benefit of the sports manager. The students were able to relate what they were being taught to the real-world problems confronting the sports franchises in the US and the larger implications of the constitutional law in sports. For example, students can now suggest which policy response (i.e., federal legislations related to Title IX and American with Disabilities Act (ADA)).

Data Analysis—Improvements, such as changes in pedagogy, curriculum revision etc.:

Nothing to change here. The process was very successful and enabled the students to learn

Grade Distribution: # of students

6	A		C+
3	A-		C
2	B+		C-
	B		D+
1	B-		D

	F
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Comment on Grades:

The grade distribution of the class affirms the belief that the strategy of approach to teaching the students were very effective.

SPMT Course Evaluation Spring 24

Course Name: Sport Marketing

Course Number: BUSN 340-01/SPMT-340-01

Term: Spring

Year: 2024

Instructor: Dr. Alberto M. Poxes, Jr.

Instructional Student and Program Learning Outcomes, including PEGs:

Be able to define and discuss the sport business industry and the areas within.

Be able to define sports marketing terminology.

Be able to apply the relationship of marketing theory to management theory and relate these to the development of the sport industry.

Be able to apply on special projects the processes of gathering consumer demographics and psychographics. Be able to define and discuss industry segmentation and analysis

Comment and discuss the potential solutions to marketing, financing, and personnel administration of facilities and events management problems.

Program Learning Outcomes:

The purpose of this course is to provide the student with an understanding of how to effectively manage a process of sport marketing and promotions.

Be able to define and apply the principles of sport marketing product mix strategies.

Be able to define and apply price and pricing strategies.

Be able to define and discuss promotional methods and strategies in the sport industry.

To enhance students understanding of the history and philosophy of sport marketing and promotions concepts.

To bring awareness to the students of the major strides made in the development of sport marketing promotional methods and strategies since its foundation.

To increase students understanding of the role of the sport marketer and the various controlling strategies they may face in the process.

To help students understanding the broad array of responsibilities faced by the sport marketer.

Course Outcomes Assessed:

5 Key Course Outcomes	Learning Activities/ Assignments	Benchmarks/ Performance Indicator	Results
Demonstrate knowledge of the core functions of sport marketing, strategies, goals, and concepts. Additionally, demonstrate the knowledge of planning the sport marketing mix that involves the product, price, promotion, and place of event	Lecture, Assignment, Group Project, and Exams.	A grade of B/84 or above. All students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective was successfully achieved.	I used three exams throughout the semester with a variety of questions that measured their understanding of the concepts of sport marketing.

management and consumption of sports.			
Identify and discuss the key problems/current events with box office administration, controlling strategies in sport marketing, and promotional methods management.	Lecture, Assignment, Group Project, and Exams.	A grade of B/84 or above. All students met this benchmark. Results indicates students' understanding of key sports marketing problems/current events confronting sports marketers in the United States. Thus, course objective was successfully achieved.	
Comment and discuss the potential solutions for marketing, financing, and personnel administration of facilities and event management problems within the framework of strategic sport marketing.	Lecture, Assignment, Group Project, and Exams.	A grade of B/84 or above. All students met this benchmark. Results indicates students' understanding of key sports marketing and promotions processes and problems/current events confronting sports marketers in the United States. Thus, course objective is successfully achieved.	

Data:

The 3 exams administered were used to assess the student's problem-solving and critical thinking skills in understanding of sport marketing concepts such as marketing mix strategies, strategic marketing planning, sport marketing segmentation, sport marketing/business ethics, sport marketing strategic decision-making, and sport marketing promotional concepts applicable to sport marketing and event management. Assessment was also based on group projects which sought to expose the students of how to obtain historic sport marketing concepts of any country of their choice and analyze the patterns and trends in the United States.

Data Analysis—Strengths of this course:

Most of the lectures were practical discussions of issues related to decision-making in the marketing of sports products, and the students were able to relate what they were being taught to the real-world problems confronting the sports franchises in the US and the global implications of the economy of sports at large. For example, students can now apply the relationship of sport marketing theory to management theory and relate these to the development of the sport industry.

Data Analysis—Improvements, such as changes in pedagogy, curriculum revision etc.:

Nothing to change here. The process was very successful and enabled the students to learn.

Grade Distribution: # of students

10	A		3	C+
12	A-			C
9	B+			C-
2	B			D+
1	B-			D

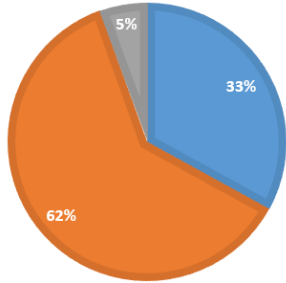
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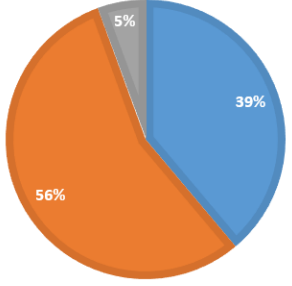
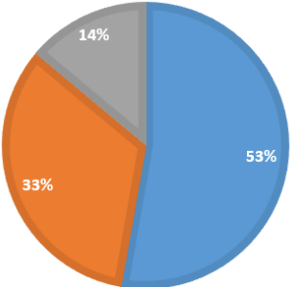
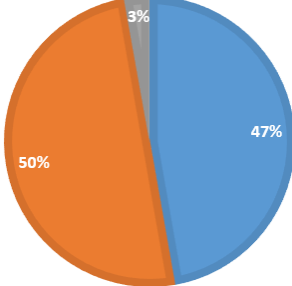
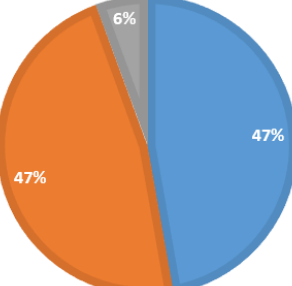
Comment on Grades:

The grade distribution of the class affirms the belief that the strategy of approach to teaching the students were very effective.

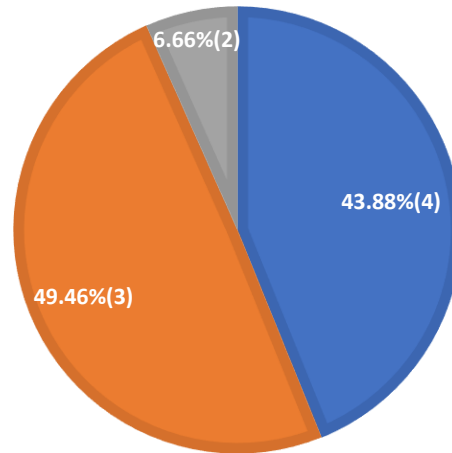
SPMT-340-01 SP24 Ethical Reasoning PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Ethical Reasoning- Sport Marketing	2024SP Sport Marketing (2024SP-SPMT-340-01)	Poxes, Alberto	36	36	100% Met the benchmark of milestone 2 or above.

No	Row	Levels Of Achievement	Distribution
1	Ethical Self-Awareness	33.33% Capstone-4 62.12% Milestones-3 5.55% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	

No	Row	Levels Of Achievement	Distribution												
2	Understanding Different Ethical Perspectives/Concepts	38.88% Capstone-4 55.57% Milestones-3 5.55% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	 <table border="1"> <caption>Distribution Data for Row 2</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Capstone-4</td> <td>39%</td> </tr> <tr> <td>Milestones-3</td> <td>56%</td> </tr> <tr> <td>Milestones-2</td> <td>5%</td> </tr> <tr> <td>Benchmark-2</td> <td>0%</td> </tr> <tr> <td>Does Not Meet-0</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Capstone-4	39%	Milestones-3	56%	Milestones-2	5%	Benchmark-2	0%	Does Not Meet-0	0%
Level	Percentage														
Capstone-4	39%														
Milestones-3	56%														
Milestones-2	5%														
Benchmark-2	0%														
Does Not Meet-0	0%														
3	Ethical Issue Recognition	52.77% Capstone-4 33.35% Milestones-3 13.88% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	 <table border="1"> <caption>Distribution Data for Row 3</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Capstone-4</td> <td>53%</td> </tr> <tr> <td>Milestones-3</td> <td>33%</td> </tr> <tr> <td>Milestones-2</td> <td>14%</td> </tr> <tr> <td>Benchmark-2</td> <td>0%</td> </tr> <tr> <td>Does Not Meet-0</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Capstone-4	53%	Milestones-3	33%	Milestones-2	14%	Benchmark-2	0%	Does Not Meet-0	0%
Level	Percentage														
Capstone-4	53%														
Milestones-3	33%														
Milestones-2	14%														
Benchmark-2	0%														
Does Not Meet-0	0%														
4	Application of Ethical Perspectives/Concepts	47.23% Capstone-4 50% Milestones-3 2.77% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	 <table border="1"> <caption>Distribution Data for Row 4</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Capstone-4</td> <td>47%</td> </tr> <tr> <td>Milestones-3</td> <td>50%</td> </tr> <tr> <td>Milestones-2</td> <td>3%</td> </tr> <tr> <td>Benchmark-2</td> <td>0%</td> </tr> <tr> <td>Does Not Meet-0</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Capstone-4	47%	Milestones-3	50%	Milestones-2	3%	Benchmark-2	0%	Does Not Meet-0	0%
Level	Percentage														
Capstone-4	47%														
Milestones-3	50%														
Milestones-2	3%														
Benchmark-2	0%														
Does Not Meet-0	0%														
5	Evaluation of Different Ethical Perspectives/Concepts	47.22% Capstone-4 47.23% Milestones-3 5.55% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	 <table border="1"> <caption>Distribution Data for Row 5</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Capstone-4</td> <td>47%</td> </tr> <tr> <td>Milestones-3</td> <td>47%</td> </tr> <tr> <td>Milestones-2</td> <td>6%</td> </tr> <tr> <td>Benchmark-2</td> <td>0%</td> </tr> <tr> <td>Does Not Meet-0</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Capstone-4	47%	Milestones-3	47%	Milestones-2	6%	Benchmark-2	0%	Does Not Meet-0	0%
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Does Not Meet-0	0%														

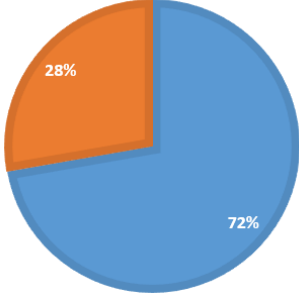
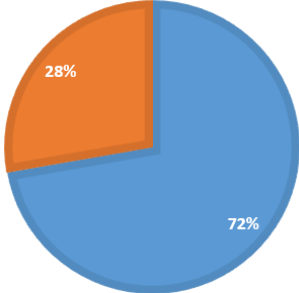
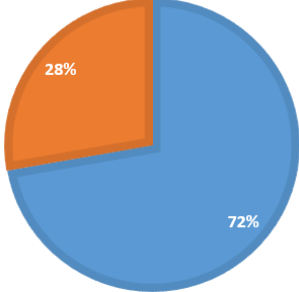
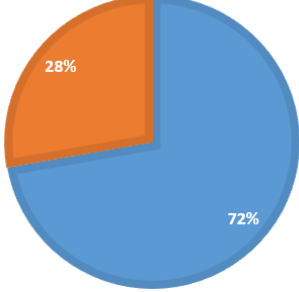
SPMT-340-01 ETHICAL REASONING PEG

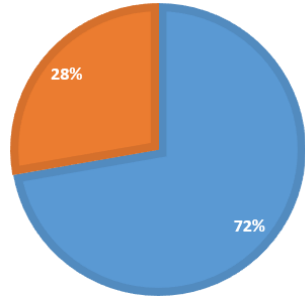
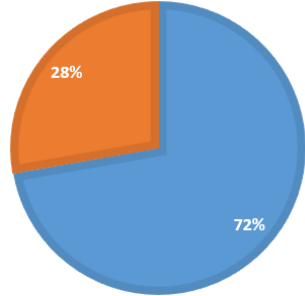


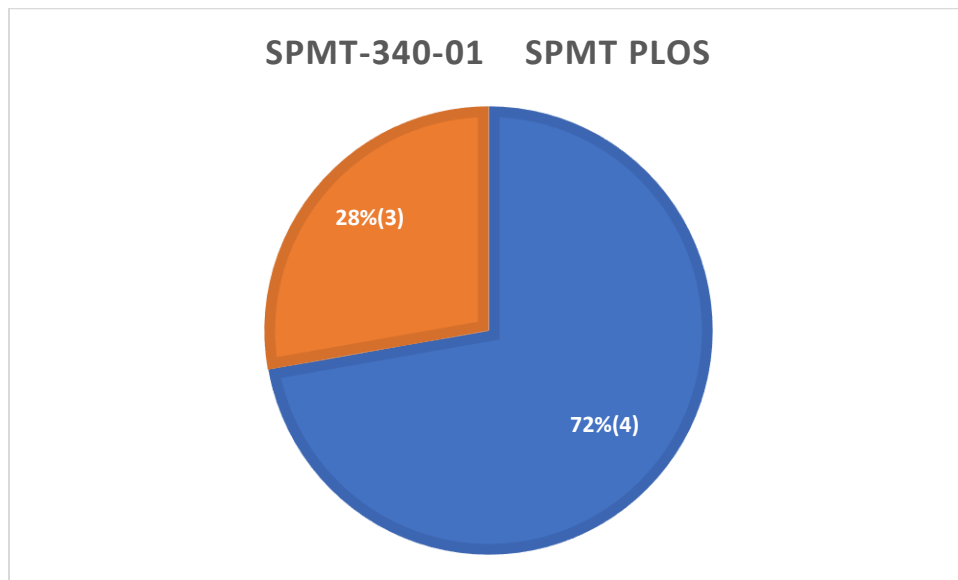
SPMT-340-01 SPMT Rubric

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
SPMT Rubric-Sport MKT	2024 SP Sport MKT (2024 SP-SPMT-340-01/ BUSN-340-01)	Poxes, Alberto	36	36	100% met the benchmark of fair and above.

No	Row	Levels Of Achievement	Distribution									
1	Demonstrate knowledge of the concepts of sport management and leadership	72.23% Excellent-4 27.77% Good-3 0% Fair-2 0% Needs Improvement-2 0% Inadequate-0	<table border="1"> <caption>Data for Row 1 Distribution</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Excellent-4</td> <td>72%</td> <td>4</td> </tr> <tr> <td>Good-3</td> <td>28%</td> <td>3</td> </tr> </tbody> </table>	Level	Percentage	Count	Excellent-4	72%	4	Good-3	28%	3
Level	Percentage	Count										
Excellent-4	72%	4										
Good-3	28%	3										

No	Row	Levels Of Achievement	Distribution
2	Demonstrate the ability to work with various diverse groups	72.23% Excellent-4 27.77% Good-3 0% Fair-2 0% Needs Improvement-2 0% Inadequate-0	 <p>A pie chart with two segments: a large blue segment representing 72% and a smaller orange segment representing 28%.</p>
3	Describe the various skills, roles, and functions of sport management	72.23% Excellent-4 27.77% Good-3 0% Fair-2 0% Needs Improvement-2 0% Inadequate-0	 <p>A pie chart with two segments: a large blue segment representing 72% and a smaller orange segment representing 28%.</p>
4	Explain cultural traditions, social values, and psycho-social experiences related to sport	72.23% Excellent-4 27.77% Good-3 0% Fair-2 0% Needs Improvement-2 0% Inadequate-0	 <p>A pie chart with two segments: a large blue segment representing 72% and a smaller orange segment representing 28%.</p>
5	Analyze ethical issues and moral commitment related to sport.	72.23% Excellent-4 27.77% Good-3 0% Fair-2 0% Needs Improvement-2 0% Inadequate-0	 <p>A pie chart with two segments: a large blue segment representing 72% and a smaller orange segment representing 28%.</p>

No	Row	Levels Of Achievement	Distribution
6	Explain principles of financial management, risk management, marketing, and human resources management in sport	72.23% Excellent-4 27.77% Good-3 0% Fair-2 0% Needs Improvement-2 0% Inadequate-0	
7	Explain public relations strategies and communications for sport organizations	72.23% Excellent-4 27.77% Good-3 0% Fair-2 0% Needs Improvement-2 0% Inadequate-0	



Course name: Economics and Sport Governance

Course Number: SPMT-345-80

Term: Spring

Year: 2024

Instructor: Jessica Baker

Instructional Student Learning Outcomes:

1. Develop economic models that guide decisions in sports administration that are grounded in classical economic concepts.
2. Understand the economic foundations of the sport industry and recognize areas for growth.
3. Develop exceptional teamwork skills via working with others in solving problems, analyzing cases, and working in simulations.

Program Student Learning Outcomes:

1. Demonstrate knowledge of the concepts of sport management and leadership.
2. Describe the various skills, roles, and functions of sport management.
3. Explain cultural traditions, social values, and psycho-social experiences related to sport.
4. Analyze ethical issues and moral commitment related to sport.
5. Explain principles of financial management, risk management, marketing, and human resources management in sport.
6. Explain public relations strategies and communication for sport organizations.
7. Demonstrate the ability to work with various diverse groups.

Strengths of this course:

1. This course was offered Asynchronous online which allowed students flexibility with their athletic schedules.
2. Sport Governance and Economics of Sport helped students understand the supply and demand of sporting events, sport franchises, and sport products.
3. Students were evaluated via exams, review questions, simulations, and discussion posts. Students had multiple ways to learn and use information from the sport business industry.

Grade distribution:

8	A		1	C+
0	B		4	C
0	B+		2	D
8	B		0	F
0	B-		0	I

Comments on grades: Grades were based on exams, discussion posts, discussion questions, and simulations. Students were given multiple learning assessments throughout the semester.

Improvements for next year: No changes at this time. The course was effective and efficient. Students met the standard for the course.

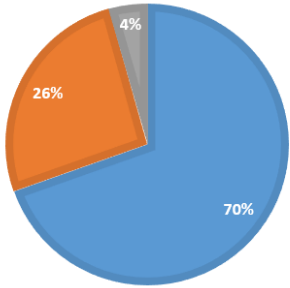
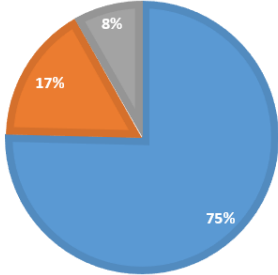
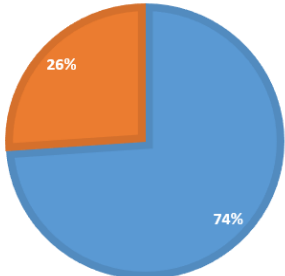
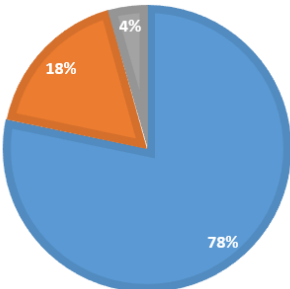
Course Outcomes Assessed:

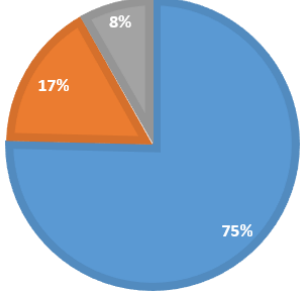
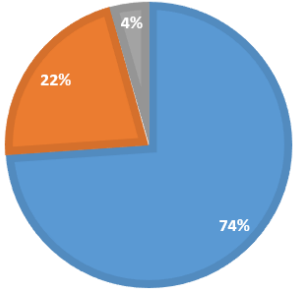
Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
Develop economic models that guide decisions in sports administration that are grounded in classical economic concepts.	Exam One	Achieve 70% or higher on Exam One	20 out of 23 students achieved a 70% or higher on Exam One.	87% of students met the criteria for success. No change is necessary currently.
Understand the economic foundations of the sport industry and recognize areas for growth	Simulation One	Achieve a 70% or higher on Simulation One.	19/23 students achieved a 70% or higher on Simulation One.	83% of students met the criteria for success. No change is necessary currently.
Develop exceptional teamwork skills via working with others in solving problems, analyzing cases, and working in simulations.	Simulation Four	Achieve a 70% or higher on Simulation Six	18/23 students achieved a 70% or higher on Simulation Four.	83% of students met the criteria for success. No change is necessary currently.

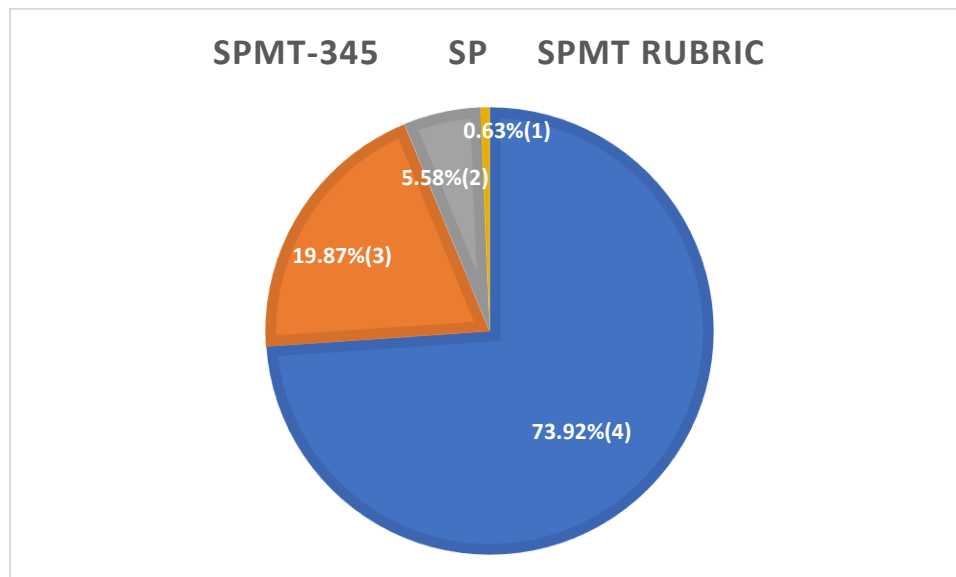
SPMT-345-80 SPMT Rubric

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
SPMT Rubric- Economic & Governance of Sport	2024 SP Economic & Governance of Sport (2024 SP-SPMT-345-80)	Baker, Jessica	23	23	93.79% met the benchmark of good and above.

No	Row	Levels Of Achievement	Distribution
1	Demonstrate knowledge of the concepts of sport management and leadership	73.93% Excellent-4 13.04% Good-3 8.69% Fair-2 4.34% Needs Improvement-2 0% Inadequate-0	<p>Detailed description: A pie chart illustrating the distribution of student achievement levels. The largest segment is blue, representing 74% of the total. Other segments include orange (13%), grey (9%), and yellow (4%). The remaining 4% is represented by a very small white segment.</p>

No	Row	Levels Of Achievement	Distribution												
2	Demonstrate the ability to work with various diverse groups	69.58% Excellent-4 26.08% Good-3 4.34% Fair-2 0% Needs Improvement-2 0% Inadequate-0	 <table border="1"> <caption>Distribution Data for Row 2</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent-4</td> <td>70%</td> </tr> <tr> <td>Good-3</td> <td>26%</td> </tr> <tr> <td>Fair-2</td> <td>4%</td> </tr> <tr> <td>Needs Improvement-2</td> <td>0%</td> </tr> <tr> <td>Inadequate-0</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent-4	70%	Good-3	26%	Fair-2	4%	Needs Improvement-2	0%	Inadequate-0	0%
Level	Percentage														
Excellent-4	70%														
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Needs Improvement-2	0%														
Inadequate-0	0%														
3	Describe the various skills, roles, and functions of sport management	73.92% Excellent-4 17.39% Good-3 8.69% Fair-2 0% Needs Improvement-2 0% Inadequate-0	 <table border="1"> <caption>Distribution Data for Row 3</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent-4</td> <td>75%</td> </tr> <tr> <td>Good-3</td> <td>17%</td> </tr> <tr> <td>Fair-2</td> <td>8%</td> </tr> <tr> <td>Needs Improvement-2</td> <td>0%</td> </tr> <tr> <td>Inadequate-0</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent-4	75%	Good-3	17%	Fair-2	8%	Needs Improvement-2	0%	Inadequate-0	0%
Level	Percentage														
Excellent-4	75%														
Good-3	17%														
Fair-2	8%														
Needs Improvement-2	0%														
Inadequate-0	0%														
4	Explain cultural traditions, social values, and psycho-social experiences related to sport	73.92% Excellent-4 26.08% Good-3 0% Fair-2 0% Needs Improvement-2 0% Inadequate-0	 <table border="1"> <caption>Distribution Data for Row 4</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent-4</td> <td>74%</td> </tr> <tr> <td>Good-3</td> <td>26%</td> </tr> <tr> <td>Fair-2</td> <td>0%</td> </tr> <tr> <td>Needs Improvement-2</td> <td>0%</td> </tr> <tr> <td>Inadequate-0</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent-4	74%	Good-3	26%	Fair-2	0%	Needs Improvement-2	0%	Inadequate-0	0%
Level	Percentage														
Excellent-4	74%														
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Needs Improvement-2	0%														
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5	Analyze ethical issues and moral commitment related to sport.	78.27% Excellent-4 17.39% Good-3 4.34% Fair-2 0% Needs Improvement-2 0% Inadequate-0	 <table border="1"> <caption>Distribution Data for Row 5</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent-4</td> <td>78%</td> </tr> <tr> <td>Good-3</td> <td>18%</td> </tr> <tr> <td>Fair-2</td> <td>4%</td> </tr> <tr> <td>Needs Improvement-2</td> <td>0%</td> </tr> <tr> <td>Inadequate-0</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent-4	78%	Good-3	18%	Fair-2	4%	Needs Improvement-2	0%	Inadequate-0	0%
Level	Percentage														
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No	Row	Levels Of Achievement	Distribution
6	Explain principles of financial management, risk management, marketing, and human resources management in sport	73.92% Excellent-4 17.39% Good-3 8.69% Fair-2 0% Needs Improvement-2 0% Inadequate-0	
7	Explain public relations strategies and communications for sport organizations	73.91% Excellent-4 21.75% Good-3 4.34% Fair-2 0% Needs Improvement-2 0% Inadequate-0	



Course name: Sport Ethics

Course Number: SPMT 320

Term: Spring

Year: 2024

Instructor: Timothy Malroy

Instructional Student Learning Outcomes:

Understand the various philosophies surrounding the foundation for ethical reasoning
Understand how ethical foundations relate to sports context
Apply personal values to sports ethics both individually and generally
Evaluate specific codes of ethics as to their efficacy and efficiency in handling real world scenarios

Program Student Learning Outcomes:

Recognizing and dealing with issues of ethical and social responsibility in business
Effectively communicating orally and in writing

Strengths of this course: Application of ethical principles and decision making through case-study scenarios. Self-reflection and critical thinking skills in crafting an ethics autobiography.

Grade distribution:

8	A		5	C+
6	A-		0	C
11	B+		0	F
4	B		0	I
3	B-			

Comments on grades:

Improvements for next year:

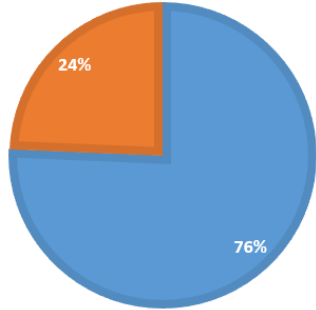
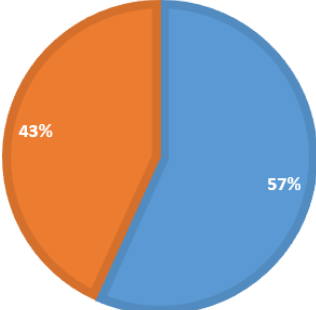
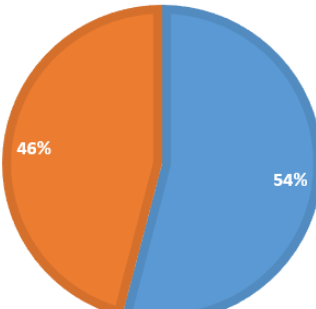
-A bit more explanation on expectations and earlier feedback on assignments at the beginning of the term in order to see improvement in writing/discussions.

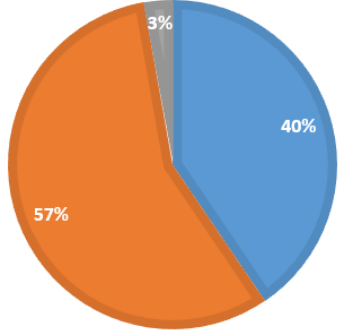
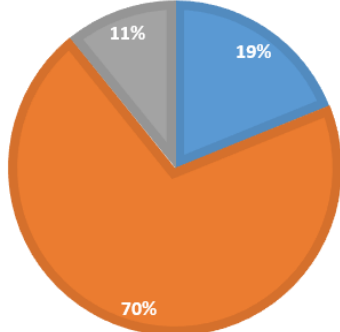
Course Outcomes Assessed:

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
1.				
2.				
3.				

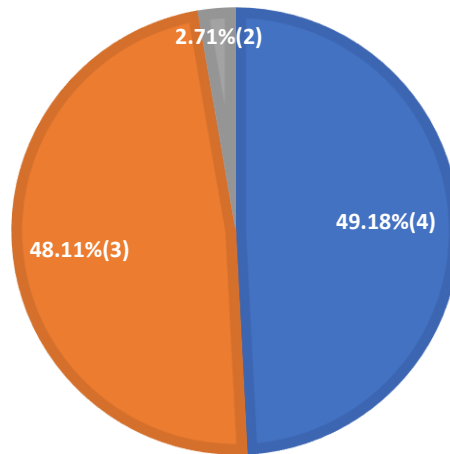
SPMT-320 Ethical Reasoning PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
Ethical Reasoning-Sport Ethics	2024SP Sport Ethics (2024SP-SPMT-320-80)	Malroy, Timothy	37	37	100% Met the benchmark of milestones 2 or above.

No	Row	Levels Of Achievement	Distribution												
1	Ethical Self-Awareness	75.67% Capstone-4 24.33% Milestones-3 0% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	 <table border="1"> <caption>Distribution Data for Ethical Self-Awareness</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Capstone-4</td> <td>76%</td> </tr> <tr> <td>Milestones-3</td> <td>24%</td> </tr> <tr> <td>Milestones-2</td> <td>0%</td> </tr> <tr> <td>Benchmark-2</td> <td>0%</td> </tr> <tr> <td>Does Not Meet-0</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Capstone-4	76%	Milestones-3	24%	Milestones-2	0%	Benchmark-2	0%	Does Not Meet-0	0%
Level	Percentage														
Capstone-4	76%														
Milestones-3	24%														
Milestones-2	0%														
Benchmark-2	0%														
Does Not Meet-0	0%														
2	Understanding Different Ethical Perspectives/Concepts	56.75% Capstone-4 43.25% Milestones-3 0% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	 <table border="1"> <caption>Distribution Data for Understanding Different Ethical Perspectives/Concepts</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Capstone-4</td> <td>57%</td> </tr> <tr> <td>Milestones-3</td> <td>43%</td> </tr> <tr> <td>Milestones-2</td> <td>0%</td> </tr> <tr> <td>Benchmark-2</td> <td>0%</td> </tr> <tr> <td>Does Not Meet-0</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Capstone-4	57%	Milestones-3	43%	Milestones-2	0%	Benchmark-2	0%	Does Not Meet-0	0%
Level	Percentage														
Capstone-4	57%														
Milestones-3	43%														
Milestones-2	0%														
Benchmark-2	0%														
Does Not Meet-0	0%														
3	Ethical Issue Recognition	54.05% Capstone-4 45.95% Milestones-3 0% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	 <table border="1"> <caption>Distribution Data for Ethical Issue Recognition</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Capstone-4</td> <td>54%</td> </tr> <tr> <td>Milestones-3</td> <td>46%</td> </tr> <tr> <td>Milestones-2</td> <td>0%</td> </tr> <tr> <td>Benchmark-2</td> <td>0%</td> </tr> <tr> <td>Does Not Meet-0</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Capstone-4	54%	Milestones-3	46%	Milestones-2	0%	Benchmark-2	0%	Does Not Meet-0	0%
Level	Percentage														
Capstone-4	54%														
Milestones-3	46%														
Milestones-2	0%														
Benchmark-2	0%														
Does Not Meet-0	0%														

No	Row	Levels Of Achievement	Distribution
4	Application of Ethical Perspectives/Concepts	40.54% Capstone-4 56.75% Milestones-3 2.8% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	
5	Evaluation of Different Ethical Perspectives/Concepts	18.91% Capstone-4 70.28% Milestones-3 10.81% Milestones-2 0% Benchmark-2 0% Does Not Meet-0	

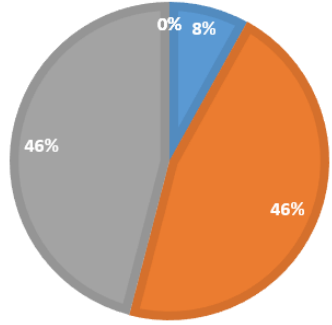
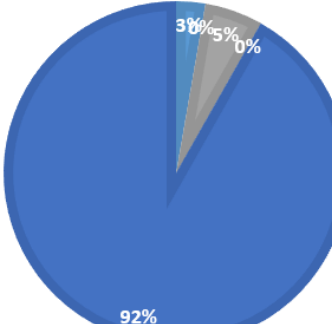
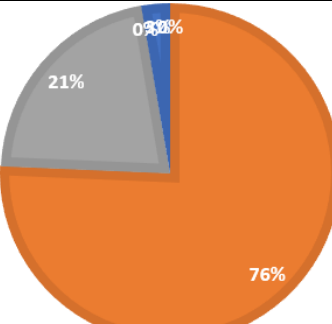
SPMT-320 SP ETHICAL REASONING PEG



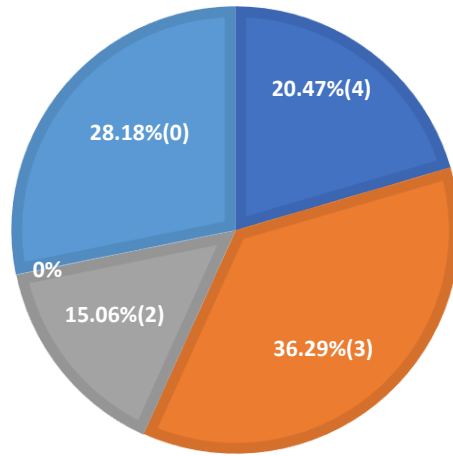
SPMT-320 SPMT Rubric

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
SPMT Rubric-Sport Ethics	2024 SP Sport Ethics (2024 SP-SPMT-320-80)	Malroy, Timothy	37	37	74.82% met the benchmark of fair and above.

No	Row	Levels Of Achievement	Distribution												
1	Demonstrate knowledge of the concepts of sport management and leadership	62.16% Excellent-4 29.72% Good-3 8.12% Fair-2 0% Needs Improvement-2 0% Inadequate-0	<table border="1"> <caption>Distribution Data for Row 1</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent-4</td> <td>62%</td> </tr> <tr> <td>Good-3</td> <td>30%</td> </tr> <tr> <td>Fair-2</td> <td>8%</td> </tr> <tr> <td>Needs Improvement-2</td> <td>0%</td> </tr> <tr> <td>Inadequate-0</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent-4	62%	Good-3	30%	Fair-2	8%	Needs Improvement-2	0%	Inadequate-0	0%
Level	Percentage														
Excellent-4	62%														
Good-3	30%														
Fair-2	8%														
Needs Improvement-2	0%														
Inadequate-0	0%														
2	Demonstrate the ability to work with various diverse groups	0% Excellent-4 0% Good-3 0% Fair-2 0% Needs Improvement-2 100% Inadequate-0	<table border="1"> <caption>Distribution Data for Row 2</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Inadequate-0</td> <td>100%</td> </tr> </tbody> </table>	Level	Percentage	Inadequate-0	100%								
Level	Percentage														
Inadequate-0	100%														
3	Describe the various skills, roles, and functions of sport management	21.62% Excellent-4 56.76% Good-3 21.62% Fair-2 0% Needs Improvement-2 0% Inadequate-0	<table border="1"> <caption>Distribution Data for Row 3</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Good-3</td> <td>57%</td> </tr> <tr> <td>Fair-2</td> <td>22%</td> </tr> <tr> <td>Excellent-4</td> <td>21%</td> </tr> <tr> <td>Needs Improvement-2</td> <td>0%</td> </tr> <tr> <td>Inadequate-0</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Good-3	57%	Fair-2	22%	Excellent-4	21%	Needs Improvement-2	0%	Inadequate-0	0%
Level	Percentage														
Good-3	57%														
Fair-2	22%														
Excellent-4	21%														
Needs Improvement-2	0%														
Inadequate-0	0%														

No	Row	Levels Of Achievement	Distribution												
4	Explain cultural traditions, social values, and psycho-social experiences related to sport	8.10% Excellent-4 45.95% Good-3 45.95% Fair-2 0% Needs Improvement-2 0% Inadequate-0	 <table border="1"> <caption>Distribution Data for Row 4</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent-4</td> <td>0%</td> </tr> <tr> <td>Good-3</td> <td>46%</td> </tr> <tr> <td>Fair-2</td> <td>46%</td> </tr> <tr> <td>Needs Improvement-2</td> <td>8%</td> </tr> <tr> <td>Inadequate-0</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent-4	0%	Good-3	46%	Fair-2	46%	Needs Improvement-2	8%	Inadequate-0	0%
Level	Percentage														
Excellent-4	0%														
Good-3	46%														
Fair-2	46%														
Needs Improvement-2	8%														
Inadequate-0	0%														
5	Analyze ethical issues and moral commitment related to sport.	48.65% Excellent-4 45.95% Good-3 2.70% Fair-2 0% Needs Improvement-2 0% Inadequate-0	 <table border="1"> <caption>Distribution Data for Row 5</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent-4</td> <td>48.65%</td> </tr> <tr> <td>Good-3</td> <td>45.95%</td> </tr> <tr> <td>Fair-2</td> <td>2.70%</td> </tr> <tr> <td>Needs Improvement-2</td> <td>0%</td> </tr> <tr> <td>Inadequate-0</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent-4	48.65%	Good-3	45.95%	Fair-2	2.70%	Needs Improvement-2	0%	Inadequate-0	0%
Level	Percentage														
Excellent-4	48.65%														
Good-3	45.95%														
Fair-2	2.70%														
Needs Improvement-2	0%														
Inadequate-0	0%														
6	Explain principles of financial management, risk management, marketing, and human resources management in sport	2.70% Excellent-4 0% Good-3 5.40% Fair-2 0% Needs Improvement-2 91.90% Inadequate-0	 <table border="1"> <caption>Distribution Data for Row 6</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent-4</td> <td>2.70%</td> </tr> <tr> <td>Good-3</td> <td>0%</td> </tr> <tr> <td>Fair-2</td> <td>5.40%</td> </tr> <tr> <td>Needs Improvement-2</td> <td>0%</td> </tr> <tr> <td>Inadequate-0</td> <td>91.90%</td> </tr> </tbody> </table>	Level	Percentage	Excellent-4	2.70%	Good-3	0%	Fair-2	5.40%	Needs Improvement-2	0%	Inadequate-0	91.90%
Level	Percentage														
Excellent-4	2.70%														
Good-3	0%														
Fair-2	5.40%														
Needs Improvement-2	0%														
Inadequate-0	91.90%														
7	Explain public relations strategies and communications for sport organizations	0% Excellent-4 75.67% Good-3 21.63% Fair-2 0% Needs Improvement-2 2.70% Inadequate-0	 <table border="1"> <caption>Distribution Data for Row 7</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent-4</td> <td>0%</td> </tr> <tr> <td>Good-3</td> <td>75.67%</td> </tr> <tr> <td>Fair-2</td> <td>21.63%</td> </tr> <tr> <td>Needs Improvement-2</td> <td>0%</td> </tr> <tr> <td>Inadequate-0</td> <td>2.70%</td> </tr> </tbody> </table>	Level	Percentage	Excellent-4	0%	Good-3	75.67%	Fair-2	21.63%	Needs Improvement-2	0%	Inadequate-0	2.70%
Level	Percentage														
Excellent-4	0%														
Good-3	75.67%														
Fair-2	21.63%														
Needs Improvement-2	0%														
Inadequate-0	2.70%														

SPMT-320 SP SPMT PLOS



Global Perspective Course and Certification (Part of Uni GP PEG)

Course Name: Intro. to Tourism & Hospitality MGMT Course Number: THMT-125-01

Term: Fall

Year: 2023

Instructor: Dr Zahra Mohebbi

Instructional Student and Program Learning Outcomes, including PEGs:

- To describe the history and development of the tourism and hospitality industry. (BT2)
- To discuss the tourism and hospitality industry and the relevant key terms. (BT2)
- To analyze the key factors responsible for the growth and development of hospitality and tourism. (BT4)
- To describe the current trends and challenges faced by the tourism and hospitality industry in the context of global economic, environmental, health and other social concerns. (BT2)
- To discuss hotel classifications and describe the different types of hotel ownership and development, i.e. franchising and management contracts. (BT2)
- To identify possible career paths with emphasis on the vast opportunities open to those who possess the knowledge, skills and personal qualities expected of potential industry leaders. (BT2)
- To discuss the importance of effective leadership and management, and the characteristics of effective leaders in the hospitality industry. (BT2)
- To evaluate the various aspects of tourism in the hospitality industry. (BT5)
- To identify and explain how technological changes and financing affect the tourism and hospitality industry. (BT2)
- To examine trends and changes in the tourism and hospitality industry, and how they relate to plans, designs, locations, procedures, materials, equipment and supplies. (BT4)

Certificate Learning Outcome:

- Create favorable guest experiences by using professional service management techniques in a tourism and hospitality business environment. (Guest Experience and Service Techniques)
- Analyze, organize, and interpret perspectives or alternatives to problems in tourism and hospitality operations. (Problem analysis)
- Contribute to positive team performance in a hospitality business environment by appraising and managing one's own team-related competencies, in particular, the knowledge, skills, and attitudes considered transportable from one team to another. (Team Contribution)
- Integrate human, financial, and physical resource management into tourism and hospitality operations and model the behaviors of effective, ethical leaders by demonstrating the fundamental principles of leadership. (Resource Integration)
- Practice professional ethics, provide leadership, demonstrate personal and global responsibility, and work effectively as a team member. (Ethical Practice)
- Ability to work in a diverse work atmosphere. (Diversity Skills)
- Identify the global nature of the hospitality industry with specific emphasis on the cultural, economic, and social impacts of tourism. (Global Awareness)
- Analyze and apply various tourism and hospitality revenue management strategies to ensure organizational profitability. (Revenue MGMT)

Course Outcomes Assessed:

5 Key Course Outcomes	Learning Activities/ Assignments	Benchmarks/ Performance Indicator	Results “% Of students gave right answer to the given questions”
1. Create favorable guest experiences by using professional service management techniques in a tourism and hospitality business environment.	Discussion 3, Discussion 4, Midterm Exam, and Final Exam.	Result shows that students earned an acceptable understating of the subject. The course objectives were accomplished successfully.	Midterm exam: Q15: 95% Q16: 71% Q17: 67% Final Exam: Q5: 100% Q14: 100% Discussion 3: 78.8% Discussion 4: 75.5%
2. Analyze, organize, and interpret perspectives or alternatives to problems in tourism and hospitality operations.	Midterm Exam, and Final Exam.	Result shows that students earned an acceptable understating of the subject. The course objectives were accomplished successfully.	Midterm Exam: Q3: 81% Q13: 81% Q19: 95% Q21: 90% Final Exam: Q1: 100% Q2: 94% Q12:100%
3. Contribute to positive team performance in a hospitality business environment by appraising and managing one's own team-related competencies, in particular, the knowledge, skills, and	Discussion 3, Midterm Exam	Result shows that students earned an acceptable understating of the subject. The course objectives were accomplished successfully.	Midterm Exam: Q6: 90% Q16: 71% Discussion 3: 78.8%

attitudes considered transportable from one team to another.			
4. Integrate human, financial, and physical resource management into tourism and hospitality operations and model the behaviors of effective, ethical leaders by demonstrating the fundamental principles of leadership.	Discussion 7, Midterm Exam, and Final Exam.	Result shows that students earned an acceptable understating of the subject. The course objectives were accomplished successfully.	Midterm Exam: Q1: 86% Q2: 95% Q17: 67% Final Exam: Q1: 100% Discussion 7: 75%
5. Practice professional ethics, provide leadership, demonstrate personal and global responsibility, and work effectively as a team member.	Discussion 1, Midterm Exam, and Final Exam.	C and above All students met the benchmark, Result shows that students earned an acceptable understating of the subject. The course objectives were accomplished successfully.	Midterm Exam: Q2: 95% Q4: 95% Q5: 95% Final Exam: Q1: 100% Q14: 100% Discussion 1: 80.3%
6. Ability to work in a diverse work atmosphere.	Midterm Exam, and Final Exam.	C and above All students met the benchmark, Result shows that students earned an acceptable understating of the subject. The course objectives were accomplished successfully.	Midterm Exam: Q2: 95% Q5: 95% Q12: 71% Final Exam: Q1: 100% Q5: 100%

<p>7. Identify the global nature of the hospitality industry with specific emphasis on the cultural, economic, and social impacts of tourism.</p>	<p>Discussion 2, Midterm Exam, and Final Exam.</p>	<p>C and above All students met the benchmark, Result shows that students earned an acceptable understating of the subject. The course objectives were accomplished successfully.</p>	<p>Midterm Exam: Q13: 81% Q15: 95% Q17: 67% Q18: 95% Final Exam: Q25: 100% Q28: 88% Discussion 2: 85.8%</p>
<p>8. Analyze and apply various tourism and hospitality revenue management strategies to ensure organizational profitability.</p>	<p>Discussion 6, Discussion7, Midterm Exam, and Final Exam.</p>	<p>C and above All students met the benchmark, Result shows that students earned an acceptable understating of the subject. The course objectives were accomplished successfully.</p>	<p>Midterm Exam: Q19: 95% Final Exam: Q4: 94% Q5: 100% Q7: 94% Q8: 88% Q9: 94% Discussion 6: 86% Discussion 7: 75%</p>

Data:

BUSN-125 Global Perspective PEG

Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	% Met the Benchmark
PEG – Global Perspective	2023FA Intro. to Tourism and Hospitality (2023FA-BUSN-125-01)	Mohebbi, Zahra	20	20	100	98.33%

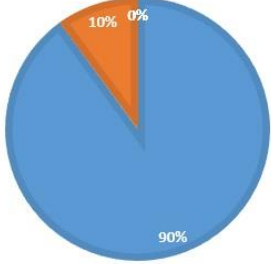
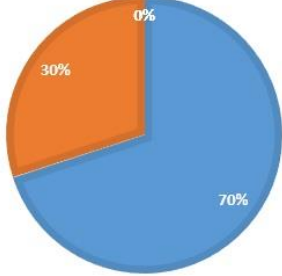
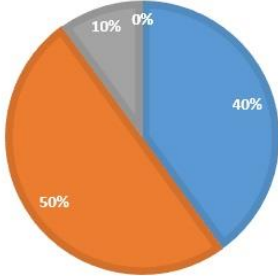
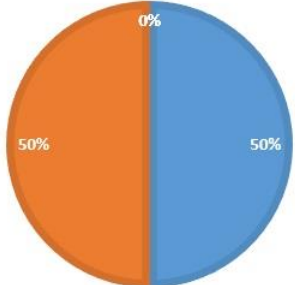
No	Row	Levels Of Achievement	Distribution
1	Applying Knowledge to Contemporary Global Contexts	9 (45%) Capstone - 4 11 (55%) Milestone - 3 0 (0%) Milestone - 2 0 (0%) Benchmark - 1 0 (0%) Substandard - 0	
2	Understanding Global Systems	9 (45%) Capstone - 4 11 (55%) Milestone - 3 0 (0%) Milestone - 2 0 (0%) Benchmark - 1 0 (0%) Substandard - 0	
3	Personal and Social Responsibility	16 (80%) Capstone - 4 3 (15%) Milestone- 3 1 (5%) Milestone- 2 0 (0%) Benchmark - 1 0 (0%) Substandard - 0	
4	Cultural Diversity	17 (85%) Capstone - 4 3 (15%) Milestone- 3 0 (0%) Milestone- 2 0 (0%) Benchmark - 1 0 (0%) Substandard - 0	
5	Perspective Taking	17 (85%) Capstone - 4 2 (10%) Milestone - 3 1 (5%) Milestone - 2 0 (0%) Benchmark - 1 0 (0%) Substandard - 0	

No	Row	Levels Of Achievement	Distribution
6	Global Self-Awareness	16 (80%) Capstone - 4 4 (20%) Milestone - 3 0 (0%) Milestone- 2 0 (0%) Benchmark - 1 0 (0%) Substandard - 0	<p>A pie chart with a large blue slice representing 80% (Capstone) and a smaller orange slice representing 20% (Milestone). The remaining categories (Milestone-2, Benchmark, Substandard) are all 0% and are not visible in the chart.</p>

BUSN-125 THMT Rubric

Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	% Met the Benchmark
TH	2023FA Intro. to Tourism and Hospitality (2023FA-BUSN-125-01)	Mohebbi, Zahra	20	20	100	98.75%

No	Row	Levels Of Achievement	Distribution
1	Diversity Skills	12 (60%) Excellent - 4 8 (40%) Good - 3 0 (0%) Fair - 2 0 (0%) Needs Improvement - 1 0 (0%) Inadequate - 0	<p>A pie chart with a blue slice representing 60% (Excellent) and an orange slice representing 40% (Good). The remaining categories (Fair, Needs, Improvement, Inadequate) are all 0% and are not visible in the chart.</p>
2	Ethical Practice	18 (90%) Excellent - 4 2 (10%) Good - 3 0 (0%) Fair - 2 0 (0%) Needs Improvement - 1 0 (0%) Inadequate - 0	<p>A pie chart with a large blue slice representing 90% (Excellent) and a smaller orange slice representing 10% (Good). The remaining categories (Fair, Needs, Improvement, Inadequate) are all 0% and are not visible in the chart.</p>

No	Row	Levels Of Achievement	Distribution
3	Global Awareness	18 (90%) Excellent - 4 2 (10%) Good - 3 0 (0%) Fair - 2 0 (0%) Needs Improvement - 1 0 (0%) Inadequate - 0	
4	Guest Experience and Service Techniques	14 (70%) Excellent - 4 6 (30%) Good - 3 0 (0%) Fair - 2 0 (0%) Needs Improvement - 1 0 (0%) Inadequate - 0	
5	Problem analysis	8 (40%) Excellent - 4 10 (50%) Good - 3 2 (10%) Fair - 2 0 (0%) Needs Improvement - 1 0 (0%) Inadequate - 0	
6	Resource Integration	10 (50%) Excellent - 4 10 (50%) Good - 3 0 (0%) Fair - 2 0 (0%) Needs Improvement - 1 0 (0%) Inadequate - 0	

No	Row	Levels Of Achievement	Distribution
7	Revenue MGMT	8 (40%) Excellent - 4 12 (60%) Good - 3 0 (0%) Fair - 2 0 (0%) Needs Improvement - 1 0 (0%) Inadequate - 0	
8	Team Contribution	12 (60%) Excellent - 4 8 (40%) Good - 3 0 (0%) Fair - 2 0 (0%) Needs Improvement - 1 0 (0%) Inadequate - 0	

Data Analysis—Strengths of this course:

Based on grades analysis: 85% of students met the benchmark but three students have “Incomplete” grade.

Based on THMT analysis 98.75% students met the benchmark.

Data Analysis—Improvements, such as changes in pedagogy, curriculum revision etc.:

This course provides an overview of the hospitality and tourism industry, its growth and development, industry segments and their distinguishing characteristics, trends and current concerns. Students are introduced to career opportunities and the employability skills needed to succeed in specific hospitality fields. Students enrolled in class were mainly freshman and all successfully met the benchmark except three student that need to complete the course later.

Benchmarks:

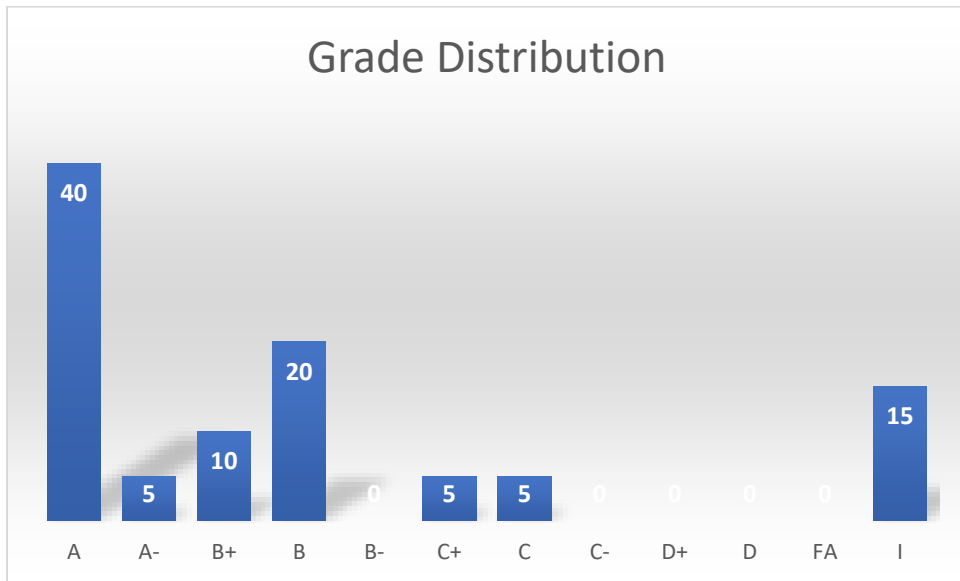
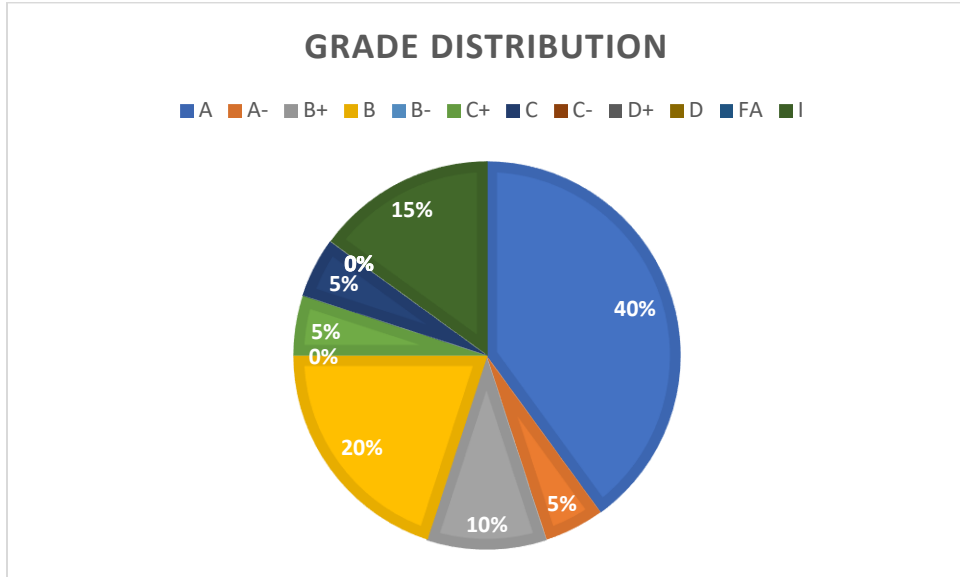
At department level, we are thinking to work on two types of benchmarks.

1. Program Benchmark: for the whole program
2. Performance Benchmark: for each course Performance Benchmark for this course: Since most of the students in this course were freshmen, a grade of C or higher is to be considered the benchmark for this topic.

Grade Distribution :

8	A (40%)		1 (5%)	C+
1	A- (5%)		1 (5%)	C
2	B+ (10%)		0	C-
4	B (20%)		0	D+
0	B-		0	D

0	FA
3	I (15%)



Comment on Grades :

Comment on Grades: 85% of students met the benchmark that is grade C and above. Majority of students (45%) earned grade As, and Bs (30%). Three students have “Incomplete” grade.

MBA/MSA Assessment

AY 2023-2024

Section D: Results/Findings

Results Based on Based on Grades and PLOs

MBA Rubrics and Grades

PLO1:

MBA-520 (Introductory, Advanced, & Mastery)

SP (1 section)

MBA-520-80: based on grades 87.5% met the benchmark of B- or above.
based on MBA PLO rubrics: 83.34%

PLO2:

MBA-500 (Introductory, Advanced, & Mastery)

SP (1 section)

MBA-500-80: based on grades 92% met the benchmark of B- or above.
based on MBA PLO rubrics: 93%

PLO3:

MBA-503 (Introductory, Advanced, & Mastery)

Offers Summer, data and result will be added later.

PLO4:

MBA-531 (Introductory, Advanced, & Mastery)

FA (1 section)

MBA-531-80: based on grades 88.23% met the benchmark of B- or above.
based on MBA PLO rubrics: 86.76%

MSA Rubrics and Grades

PLO1:

MSA-541 (Introductory, Advanced, & Mastery)

Not offered in AY 23-24.

PLO2:

MSA-554 (Introductory, Advanced, & Mastery)

Offers Summer, data and result will be added later.

PLO3:

MBA-503 (Introductory)

Offers Summer, data and result will be added later.

MSA-560 (Advanced, & Mastery)

Offers Summer, data and result will be added later.

PLO4:

MSA-560 (Introductory, Advanced, & Mastery)

Offers Summer, data and result will be added later.

PLO5:

MSA-534 (Introductory)

SP (1 section)

MBA-534-50: based on grades 100% met the benchmark of B- or above.

based on MSA PLO rubrics: 90%

Overall Students Performance Based on MBA PLOs Rubric

PLO1	PLO2	PLO3	PLO4
83.34%	93%	Offers Summer.	86.76%

Overall Students Performance Based on MSA PLOs Rubric

PLO1	PLO2	PLO3	PLO4	PLO5
Not offered last year.	Offers Summer.	Offer Summer.	Offer Summer.	90%

DOB has no data from previous years (at least the last five). DOB, based on the proposed plan, has already started collecting all data and results to evaluate student and instructor performance, as well as the entire DOB's MBA and MSA programs.

MBA/MSA Course Evaluation Fall 23

Course Name: Organizational Behavior

Course Number: MBA-500-80

Term: Fall I

Year: 2023

Instructor: Dr. Julius Monk

Instructional Student Learning Outcomes:

At the end of this course, students should be able to articulate the connection between theories of organizational behavior and practical implementation within their own organizations. Students will study literature involving conflict management, social relationships at work, and job satisfaction and motivation. Additionally, students will explore workplace issues such as risk aversion, managing sensitive information and downsizing. Upon course completion, students can apply what they learn to effectively utilize organizational behavior theories to create more productive work environments. Students will demonstrate mastery through successful completion of assignments and discussion boards.

Program Student Learning Outcomes:

Upon completion of this course, students will be able to apply key organizational behavior concepts and theories to other MBA course work and beyond. They will have requisite knowledge to effectively lead and work within diverse teams within an academic or business environment.

Strengths of this course:

The course is well laid out and divided into learning modules that are comprised of presentations from each chapter included, as well as resource videos and articles. Each module contains weekly discussions and assignment exercises that allow students to practice what they have learned within the module. Also, students are given a week to complete assignments, which allows flexibility for work or athletics.

Grade distribution:

11	A			C+
	A-		1	C
	B+		1	F
12	B			I
	B-			

Comments on grades:

Overall, students did well in the class. Grades were lower for students who did not turn in assignments or fully participate in weekly discussions.

Improvements for next year:

Develop opportunities for simulated case studies and enhance discussion forums so that students work more collaboratively to discuss, debate and solve problems.

Course Outcomes Assessed:

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data

Understanding Individual Behavior	1. Discussion posts 2. Review Questions 3. Case Study Evaluations	Discussion Posts: Fully answers questions and engages with classmates. Review questions: accuracy and depth of knowledge when answering questions. Case Study Evaluations: ability to clearly communicate their analysis and interpretation of the case, quality of recommendations, and the application of theory to practice		
Analyzing Group Dynamics	1. Discussion posts 2. Review Questions 3. Case Study Evaluations	Discussion Posts: Fully answers questions and engages with classmates. Review questions: accuracy and depth of knowledge when answering questions. Case Study Evaluations: ability to clearly communicate their analysis and interpretation of the case, quality of recommendations, and the application of theory to practice		
Apply Various Recognized Organizational Theories	1. Discussion posts 2. Review Questions 3. Case Study Evaluations	Discussion Posts: Fully answers questions and engages with classmates. Review questions: accuracy and depth of knowledge when answering questions. Case Study Evaluations: ability to clearly communicate their analysis and interpretation of the case, quality of recommendations, and the application of theory to practice		
Develop Leadership Skills	1. Discussion posts 2. Review Questions	Discussion Posts: Fully answers questions and engages with classmates. Review questions: accuracy and depth of knowledge when answering questions. Case Study Evaluations: ability to clearly communicate their		

	3. Case Study Evaluations	analysis and interpretation of the case, quality of recommendations, and the application of theory to practice		
Understanding of Managing Organizational Change	1. Discussion posts 2. Review Questions 3. Case Study Evaluations	Discussion Posts: Fully answers questions and engages with classmates. Review questions: accuracy and depth of knowledge when answering questions. Case Study Evaluations: ability to clearly communicate their analysis and interpretation of the case, quality of recommendations, and the application of theory to practice		

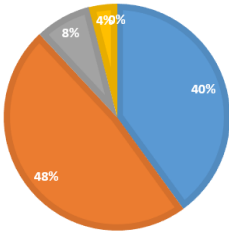
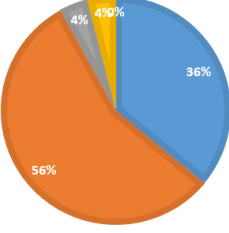
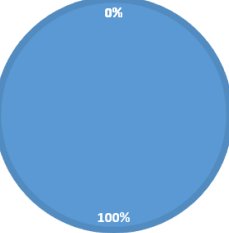
MBA-500-80

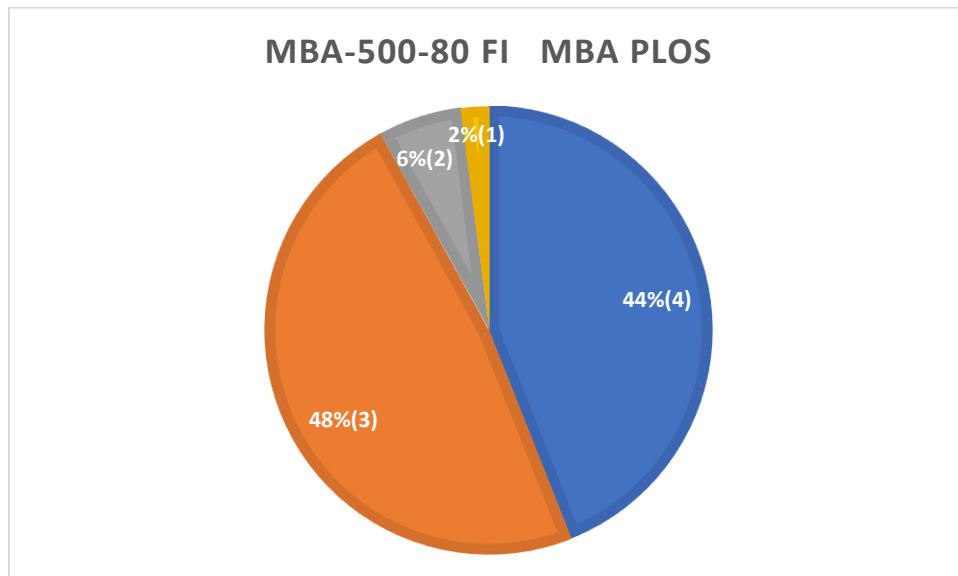
MBA Rubric

FAI 2023

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
MBA-Organizational behavior & leadership	2023FAI Organizational behavior & leadership (2023FAI-MBA-500-80)	Monk, Julius	25	25	92% Met the benchmark of good or above.

No	Row	Levels Of Achievement	Distribution
1	Demonstrate written and oral forms of effective business communication	0% Excellent-4 88% Good-3 12% Fair-2 0% Needs Improvement-1 0% Inadequate-0	<p>A pie chart illustrating the distribution of student achievement levels for the learning activity. The chart is divided into five segments: a large orange segment representing 88% (Good-3), a smaller grey segment representing 12% (Fair-2), and three very small segments representing 0% each (Excellent-4, Needs Improvement-1, and Inadequate-0).</p>

No	Row	Levels Of Achievement	Distribution
2	Integrate concepts within and across business disciplines to promote strategic goals and solve complex problems by applying theoretical and practical models.	40% Excellent - 4 48% Good - 3 8% Fair - 2 4% Needs Improvement-1 0% Inadequate -0	
3	Integrate ethical, evidence-based decisions to solve complex business problems leveraging a variety of quantitative, qualitative, and information technology tools.	36% Excellent - 4 56% Good - 3 4% Fair - 2 4% Needs Improvement- 1 0% Inadequate -0	
4	Manage projects and teams using innovative leadership and communications skills through negotiating conflict and by using effective leadership skills	100% Excellent - 4 0% Good - 3 0% Fair - 2 0% Needs Improvement- 1 0% Inadequate-0	



Course Name: Effective Managerial Communications Course Number: MBA-531-80

Term: Fall II

Year: 2023

Instructor: Dr. Julius Monk

Instructional Student Learning Outcomes:

At the completion of this course, students should be able to understand theories, concepts and principles of business communications. Upon course completion, students can apply what they learn to effectively communicate verbally and in writing, whether in academic, professional or personal settings. Additionally, students study various types and styles of written and oral communications, as well as the importance of listening. Students will demonstrate mastery through successful completion of assignments and online communications, by creating their own written and oral communications, as well as evaluating the work of others.

Program Student Learning Outcomes:

Students will be able to communicate complex ideas through the development of written and verbal communication skills and competencies, which they can use to be successful communicators in academic and business settings.

Strengths of this course:

The course is well laid out and divided into learning modules that are comprised of presentations from each chapter included, as well as resource videos and articles. Each module contains weekly discussions and assignment exercises that allow students to practice what they have learned within the module. Also, students are given a week to complete assignments, which allows flexibility for work or athletics.

Grade distribution:

12	A		0	C+
0	A-		1	C
0	B+		1	F
3	B		0	I
0	B-		0	

Comments on grades:

Overall, students did well in the class. Grades were lower for students who did not turn in assignments or fully participate in weekly discussions.

Improvements for next year:

Introduce virtual communication workshops so students can participate in role playing exercises in real-time.

Course Outcomes Assessed:

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
Business Writing Proficiency	1. Discussion posts	Discussion Posts: Fully answers questions and engages with classmates.		

	<p>2. Review Questions</p> <p>3. Case Study Evaluations</p>	<p>Review questions: accuracy and depth of knowledge when answering questions.</p> <p>Case Study Evaluations: ability to clearly communicate their analysis and interpretation of the case, quality of recommendations, and the application of theory to practice</p>		
Effective Oral Communication	<p>1. Discussion posts</p> <p>2. Review Questions</p> <p>3. Case Study Evaluations</p>	<p>Discussion Posts: Fully answers questions and engages with classmates.</p> <p>Review questions: accuracy and depth of knowledge when answering questions.</p> <p>Case Study Evaluations: ability to clearly communicate their analysis and interpretation of the case, quality of recommendations, and the application of theory to practice</p>		
Strategic Communication Planning	<p>1. Discussion posts</p> <p>2. Review Questions</p> <p>3. Case Study Evaluations</p>	<p>Discussion Posts: Fully answers questions and engages with classmates.</p> <p>Review questions: accuracy and depth of knowledge when answering questions.</p> <p>Case Study Evaluations: ability to clearly communicate their analysis and interpretation of the case, quality of recommendations, and the application of theory to practice</p>		
Interpersonal/cultural Communication Competence	<p>1. Discussion posts</p> <p>2. Review Questions</p> <p>3. Case Study Evaluations</p>	<p>Discussion Posts: Fully answers questions and engages with classmates.</p> <p>Review questions: accuracy and depth of knowledge when answering questions.</p> <p>Case Study Evaluations: ability to clearly communicate their analysis and interpretation of the case, quality of recommendations, and the application of theory to practice</p>		

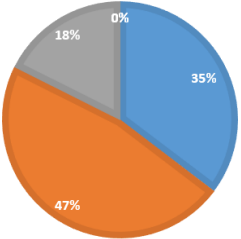
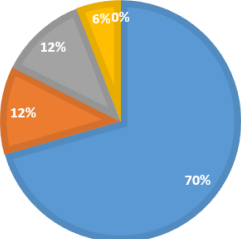
Understanding How to Communicate Ethically and Professionally	1. Discussion posts 2. Review Questions 3. Case Study Evaluations	Discussion Posts: Fully answers questions and engages with classmates. Review questions: accuracy and depth of knowledge when answering questions. Case Study Evaluations: ability to clearly communicate their analysis and interpretation of the case, quality of recommendations, and the application of theory to practice		
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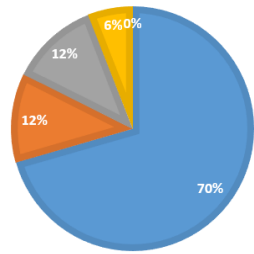
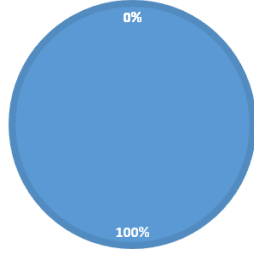
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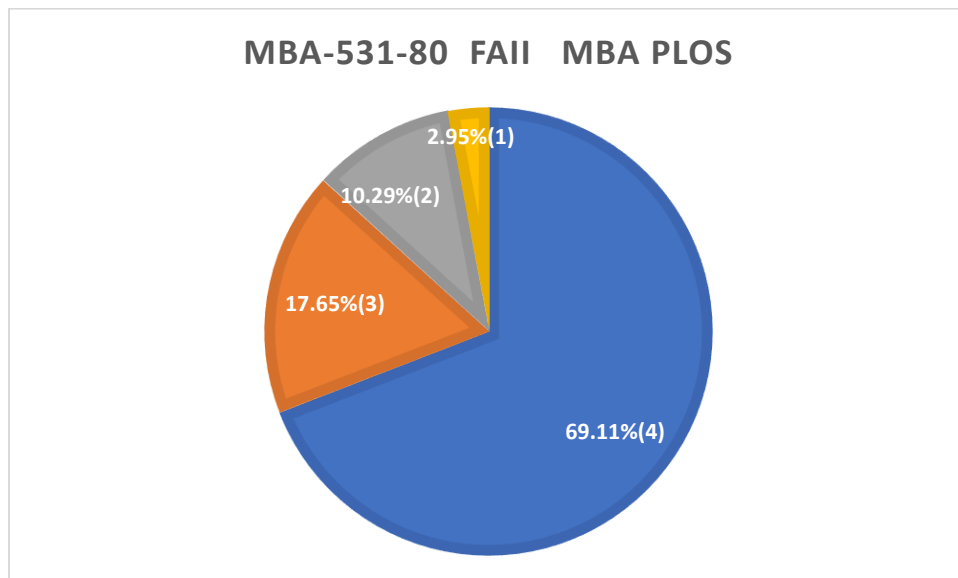
MBA Rubric

FAII 2023

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
MBA- Effective Managerial Communication	2023FAII Effective Managerial Communication (2023FAII-MBA-531-80)	Monk, Julius	17	17	86.76% Met the benchmark of good or above.

No	Row	Levels Of Achievement	Distribution
1	Demonstrate written and oral forms of effective business communication	35.3% Excellent-4 47.05% Good-3 17.65% Fair-2 0% Needs Improvement-1 0% Inadequate-0	
2	Integrate concepts within and across business disciplines to promote strategic goals and solve complex problems by applying theoretical and practical models.	70.58% Excellent - 4 11.76% Good - 3 11.76% Fair - 2 5.9% Needs Improvement-1 0% Inadequate -0	

No	Row	Levels Of Achievement	Distribution
3	Integrate ethical, evidence-based decisions to solve complex business problems leveraging a variety of quantitative, qualitative, and information technology tools.	70.58% Excellent - 4 11.76% Good - 3 11.76% Fair - 2 5.9% Needs Improvement-1 0% Inadequate -0	
4	Manage projects and teams using innovative leadership and communications skills through negotiating conflict and by using effective leadership skills	100% Excellent - 4 0% Good - 3 0% Fair - 2 0% Needs Improvement- 1 0% Inadequate-0	



Course name: Accounting for Managers

Course Number: MBA-510-80

Term: Fall Second Term

Year: 2023

Instructor: Tammy Richmond

Instructional Student Learning Outcomes:

Student Learning Objectives	Learning Activities/Assignment	Assessments for the Learning Activities
Apply financial accounting rules to measure business transactions related to operating activities, investing activities, and financial activities of a company.	SmartBook assignments, discussion questions, and exercises	Case studies, assignments, and assessments.
Construct and interpret the balance sheet and income statement.	SmartBook assignments, discussion questions, and exercises	Case studies, assignments, and assessments.
Understand how to account for receivables, inventory, long-term assets, investments, liabilities, equity, and several types of revenues and expenses.	SmartBook assignments, discussion questions, and exercises	Case studies, assignments, and assessments.
Construct and interpret the statement of cash flows.	SmartBook assignments, discussion questions, and exercises	Case studies, assignments, and assessments.
Conduct financial statement analysis to assess a company's return to shareholders, profitability, asset management, credit risk management, and valuation.	SmartBook assignments, discussion questions, and exercises	Case studies, assignments, and assessments.
The application of generally accepted accounting principles, as they pertain to these areas, to demonstrate knowledge of the topics covered during this course.	SmartBook assignments, discussion questions, exercises, and case studies	Case studies, assignments, and assessments.
Analyze and apply knowledge and skills learned in real world case studies.	SmartBook assignments, discussion questions, exercises, and case studies	Case studies, assignments, and assessments.

Program Student Learning Outcomes:

Program Learning Outcomes	Learning Activities/Assignment	Assessments for the Learning Activities
Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business	SmartBook assignments, discussion questions, and exercises	Case studies, assignments, and assessments.

Demonstrate the value of personal and professional effective communication	SmartBook assignments, discussion questions, and exercises	Case studies, assignments, and assessments.
Demonstrate an appreciation of ethical implications involved in performing managerial functions	SmartBook assignments, discussion questions, and exercises	Case studies, assignments, and assessments.
Critically analyze, think logically, and apply analytical methods and skill for business problems	SmartBook assignments, discussion questions, and exercises	Case studies, assignments, and assessments.
Develop the capacity to work harmoniously and effectively with others	SmartBook assignments, discussion questions, and exercises	Case studies, assignments, and assessments.

Strengths of this course:

Grade distribution:

	A			C+
1	A-			C
	B+			F
	B			I
	B-			

Comments on grades: Grade were as expected.

Improvements for next year:

None. Course assignments were good. Assigned different cases and exercises that utilized or focused on different accounting topics and technologies, such as Excel and Tableau.

Course Outcomes Assessed:

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
1. Apply financial accounting rules to measure business transactions related to operating activities, investing activities, and financial activities of a company.	Case studies, assignments, and assessments.	Passing grade of C or better.	All class passed.	Continue to assign similar case studies, assignments, and assessments.
2. The application of generally accepted accounting principles, as they pertain to these areas, to demonstrate knowledge of the topics	Case studies, assignments, and assessments.	Passing grade of C or better.	All class passed.	Continue to assign similar case studies, assignments, and assessments.

covered during this course.				
3. Analyze and apply knowledge and skills learned in real world case studies.	Case studies, assignments, and assessments.	Passing grade of C or better.	All class passed.	Continue to assign similar case studies, assignments, and assessments.

Course name: Quantitative Business Analysis**Course Number: MBA 505-80**

Term: Fall

Year: 2023

Instructor: Dr. Mitchell Miller, CFP®

Instructional Student Learning Outcomes:

1. Understand the role of project management in contemporary management science.
2. Discuss organizational strategy as it relates to project selection.
3. Evaluate risk in the context of managerial decision-making.
4. Evaluate progress and performance measures.
5. Analyze feasibility if international projects.

Program Student Learning Outcomes:

PLO1 Integrate concepts within and across business disciplines to promote strategic goals and solve complex problems by applying theoretical and practical models

PLO2 Manage projects and teams using innovative leadership and communication skills through negotiating conflict and by using effective leadership skills

PLO3 Integrate ethical, evidence-based decisions to solve complex business problems leveraging a variety of quantitative, qualitative, and information technology tools

PLO4 Demonstrate written and oral forms of effective business communication

Strengths of this course:

1. Sound curriculum design
2. The use of literature review accomplished through article review assignments.

Grade distribution:

14	A			C+
	A-			C
	B+		1	F (FA)
2	B			I
	B-			

Comments on grades: None**Improvements for next year: N/A****Course Outcomes Assessed:**

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
Understand the role of project management in contemporary management science.	Discussions Midterm Exam	Grading	N/A	N/A
Discuss organizational strategy as it relates to project selection.	Discussions Major Project	Grading	N/A	N/A

Evaluate risk in the context of managerial decision-making.	Discussions Minor Project	Grading	N/A	N/A
Evaluate progress and performance measures.	Discussions Final Exam	Grading	N/A	N/A
Analyze feasibility if international projects.	Discussions Article Review 2	Grading	N/A	N/A

Course name: Managerial Economics

Course Number: MBA 506-80

Term: FALL

Year: 2023

Instructor: Dr. Mitchell Miller, CFP®

Instructional Student Learning Outcomes:

Apply economic principles to managerial decision-making.

Discuss demand analysis and forecasting from the perspective of senior managers.

Evaluate key economics concepts and their application to profitability and cost analysis.

Evaluate capital investment decisions.

Analyze production and output decisions with special emphasis on risk management.

Program Student Learning Outcomes:

PLO1 Integrate concepts within and across business disciplines to promote strategic goals and solve complex problems by applying theoretical and practical models

PLO2 Manage projects and teams using innovative leadership and communication skills through negotiating conflict and by using effective leadership skills

PLO3 Integrate ethical, evidence-based decisions to solve complex business problems leveraging a variety of quantitative, qualitative, and information technology tools

PLO4 Demonstrate written and oral forms of effective business communication

Strengths of this course:

1. Focus on application.
2. Cost-effective approach to course design achieved through use of an open-source text.

Grade distribution:

12	A			C+
	A-		1	C
	B+			F
	B			I
	B-			

Comments on grades: None

Improvements for next year: N/A

Course Outcomes Assessed:

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
Apply economic principles to managerial decision-making.	Discussions Article Review 1	Grading	N/A	N/A
Discuss demand analysis and forecasting from the perspective of senior managers.	Discussions Article Review 2	Grading	N/A	N/A
Evaluate key economics concepts and their	Discussions	Grading	N/A	N/A

application to profitability and cost analysis.	Minor Project Midterm Exam			
Evaluate capital investment decisions.	Discussions Major Project	Grading	N/A	N/A
Analyze production and output decisions with special emphasis on risk management.	Discussions Final Exam	Grading	N/A	N/A

MBA/MSA Course Evaluation Spring 24

Course name: Managerial Policy and Strategy

Course Number: MBA 520-80

Term: Spring I

Year: 2024

Instructor: Julius Monk

Instructional Student Learning Outcomes:

At the completion of this course, students should be able to understand theories, concepts and principles of strategic planning and governance. Additionally, students will learn to formulate coherent and actionable strategies that align with an organization's mission, vision, and values. Students will understand the key components of the strategic planning process, including goal setting, environmental scanning, strategy formulation, implementation planning, and performance evaluation. Upon course completion, students will recognize the ethical implications of strategic decisions and consider the broader social and environmental impacts of business actions in their strategic planning processes, including challenges and opportunities associated with operating in a global business environment.

Program Student Learning Outcomes:

Students will acquire leadership skills necessary to lead strategic change initiatives, including managing resistance, inspiring organizational commitment, and fostering a culture of innovation and agility.

Strengths of this course:

The course is well laid out and divided into learning modules that are comprised of presentations from each chapter included, as well as resource videos and articles. Each module contains weekly discussions and assignment exercises that allow students to practice what they have learned within the module. Also, students are given a week to complete assignments, which allows flexibility for work or athletics.

Grade distribution:

11	A		1	C+
	A-		3	C
	B+			F
9	B			I
	B-			

Comment on grades:

Overall, students did well in the class. Grades were lower for students who did not turn in assignments or fully participate in weekly discussions.

Improvements for next year:

Introduce virtual SWOT analysis workshops so students can practice and ask questions prior to submitting their SWOT analysis assignments.

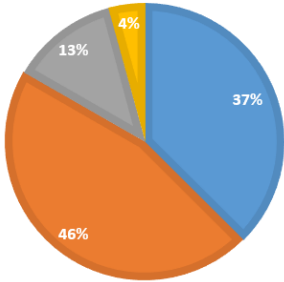
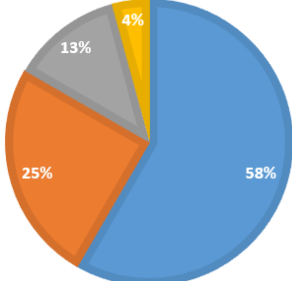
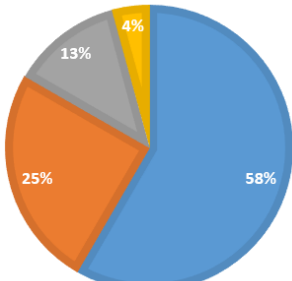
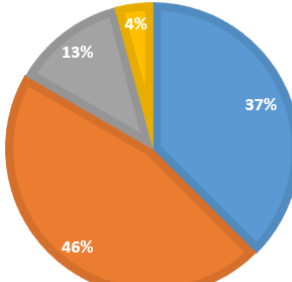
Course Outcomes Assessed:

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
Strategic Analysis & Decision Making	1. Discussion posts 2. Review Questions 3. Assignment Exercises	<p>Discussion Posts: Fully answers questions and engages with classmates.</p> <p>Review questions: accuracy and depth of knowledge when answering questions.</p> <p>Assignment Exercises: Students can analyze complex business environments, including industry trends, competitive dynamics, and internal capabilities, to make informed strategic decisions</p>		
Strategy Formulation & Alignment	1. Discussion posts 2. Review Questions 3. Assignment Exercises	<p>Discussion Posts: Fully answers questions and engages with classmates.</p> <p>Review questions: accuracy and depth of knowledge when answering questions.</p> <p>Assignment Exercises: Students have the ability to clearly communicate and demonstrate their understanding of aligning strategies with organizational objectives.</p>		
Strategic Implementation Planning and Execution	1. Discussion posts 2. Review Questions 3. Assignment Exercises	<p>Discussion Posts: Fully answers questions and engages with classmates.</p> <p>Review questions: accuracy and depth of knowledge when answering questions.</p> <p>Assignment Exercises: Students will be able to identify challenges associated with strategy implementation and develop strategies for successful change management.</p>		

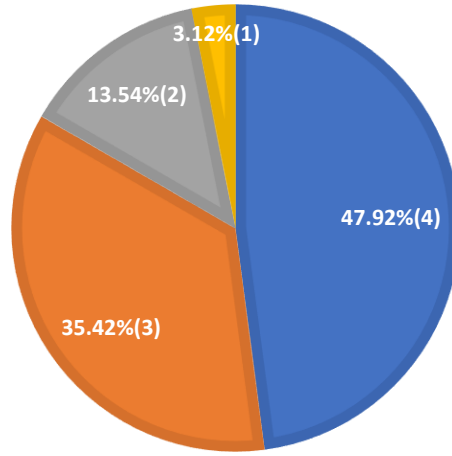
Strategic Communication & Change Management	1. Discussion posts 2. Review Questions 3. Assignment Exercises	<p>Discussion Posts: Fully answers questions and engages with classmates.</p> <p>Review questions: accuracy and depth of knowledge when answering questions.</p> <p>Assignment Exercises: Students will be able to effectively communicate strategic plans to address concerns and share objectives differing audiences.</p>		
Performance Measurement & Feedback	1. Discussion posts 2. Review Questions 3. Assignment Exercises	<p>Discussion Posts: Fully answers questions and engages with classmates.</p> <p>Review questions: accuracy and depth of knowledge when answering questions.</p> <p>Assignment Exercises: Students develop balanced scorecards that align with their strategic objectives and use it to analyze performance data and recommend strategy adjustments.</p>		

MBA-520-80 MBA Rubric

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
MBA Rubric- Managerial Policy and Strategy	2024 SP Managerial Policy and Strategy (2024 SPI- MBA-520-80)	Monk, Julius	24	24	83.34% Met Benchmark of good or above.

No	Row	Levels Of Achievement	Distribution												
1	Integrate concepts within and across business disciplines to promote strategic goals and solve complex problems by applying theoretical and practical models.	37.5% Excellent 4 45.84% Good 3 12.5% Fair 2 4.16% Needs Improvement1 0% Inadequate 0	 <table border="1"> <caption>Distribution Data for Row 1</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent 4</td> <td>37%</td> </tr> <tr> <td>Good 3</td> <td>46%</td> </tr> <tr> <td>Fair 2</td> <td>13%</td> </tr> <tr> <td>Needs Improvement 1</td> <td>4%</td> </tr> <tr> <td>Inadequate 0</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent 4	37%	Good 3	46%	Fair 2	13%	Needs Improvement 1	4%	Inadequate 0	0%
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4	Demonstrate written and oral forms of effective business communication	37.5% Excellent 4 45.84% Good 3 12.5% Fair 2 4.16% Needs Improvement1 0% Inadequate 0	 <table border="1"> <caption>Distribution Data for Row 4</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent 4</td> <td>37%</td> </tr> <tr> <td>Good 3</td> <td>46%</td> </tr> <tr> <td>Fair 2</td> <td>13%</td> </tr> <tr> <td>Needs Improvement 1</td> <td>4%</td> </tr> <tr> <td>Inadequate 0</td> <td>0%</td> </tr> </tbody> </table>	Level	Percentage	Excellent 4	37%	Good 3	46%	Fair 2	13%	Needs Improvement 1	4%	Inadequate 0	0%
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MBA-520-80 MBA PLOS



Course Name: Management of Sport

Course Number: MBA 572D-01

Term: Spring I

Year: 2024

Instructor: Dr. Alberto M. Poxes, Jr.

Instructional Student and Program Learning Outcomes, including PEGs:

Demonstrate knowledge of the core sport management goals and concepts.

Identify and discuss the key sport management problems/current events.

Comment and discuss the potential solutions to sport management problems.

Program Learning Outcomes:

Understand the components of sports administration/management, recreation and physical health.

Administer basic athletic evaluations.

Design and teach group activity classes for all types of sport participants.

Design fitness programs based on specific needs and health evaluation results.

Develop leadership and communication skills related to recreation and health promotion.

Course Outcomes Assessed:

5 Key Course Outcomes	Learning Activities/ Assignments	Benchmarks/ Performance Indicator	Results
Demonstrate knowledge of the core sport management goals and concepts.	Lecture, Assignment, Group Project, and Exams.	A grade of B/84 or above. All students met this benchmark. Results indicates students' understanding of the subject. Thus, course objective is successfully achieved.	I used three exams throughout the semester with a variety of questions that measured their understanding of the concepts of sport management.
Identify and discuss the key sport management problems/current events.	Lecture, Assignment Group Project (1&2), and Exams.	A grade of B/84 or above. All students met this benchmark. Results indicates students' understanding of key sport management principle problems/current events confronting sports business corporations. Thus, course objective is successfully achieved.	
Comment and discuss the potential solutions to	Lecture, Classroom Discussions,	A grade of B/84 or above. All students met this benchmark. Results	

sport management problems.	Assignment, Group Project. and Exams.	indicates students' understanding of key sport management principles problems/current events confronting business corporations. Thus, course objective is successfully achieved.	
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Data:

The 3 exams administered were used to assess the student's problem-solving and critical thinking skills in understanding of sport management concepts such as organizational theories, organizational behavior, business ethics, strategic decision-making, and human resources. Assessment was also based on group project which sought expose students how to obtain historic management theories applicable to sport of any country of their choice and analyze the patterns and trends in the United States.

Data Analysis—Strengths of this course:

Most of the lectures were practical discussions of issues related to decision-making, and the students were able to relate what they were being taught to the real-world problems confronting the US and the global economy at large. For example, students can now suggest which policy response (i.e., equal pay, Title IX, Disabilities accommodations for athletes and regulation and/or deregulation of sport businesses).

Data Analysis—Improvements, such as changes in pedagogy, curriculum revision etc.:

Nothing to change here. The process was very successful and enabled the students to learn.

of students Grade Distribution: # of students

4	A			C+
2	A-			C
	B+			C-
	B			D+
	B-			D

	F
	I

Comments on Grades:

The grade distribution of the class affirms the belief that the strategy of approach to teaching the students were very effective.

Course name: Management of Financial Resources

Course Number: MBA-508-80

Term: SPRING

Year: 2024

Instructor: Dr. Mitchell Miller, CFP®

Instructional Student Learning Outcomes:

Identify the goal of financial management

Describe the challenges associated with the agency relationship

Recognize each of the key financial statements and identify the kinds of information they provide to corporate managers and investors.

Synthesize the information given by financial ratios to determine the financial condition of a firm

Discuss capital budgeting decisions

Analyze dividend policies and financial planning models

Program Student Learning Outcomes:

PLO1 Integrate concepts within and across business disciplines to promote strategic goals and solve complex problems by applying theoretical and practical models

PLO2 Manage projects and teams using innovative leadership and communication skills through negotiating conflict and by using effective leadership skills

PLO3 Integrate ethical, evidence-based decisions to solve complex business problems leveraging a variety of quantitative, qualitative, and information technology tools

PLO4 Demonstrate written and oral forms of effective business communication

Strengths of this course:

Focus on application.

Cost-effective approach to course design achieved through use of an open-source text.

Grade distribution:

19	A			C+
3	A-			C
3	B+			F
1	B			I
	B-			

Comments on grades: None

Improvements for next year: N/A

Course Outcomes Assessed:

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
Identify the goal of financial management	Discussions Article Review 1	Grading	N/A	N/A
Describe the challenges associated with	Discussions Article Review 2	Grading	N/A	N/A

the agency relationship				
Recognize each of the key financial statements and identify the kinds of information they provide to corporate managers and investors.	Discussions Minor Project Midterm Exam	Grading	N/A	N/A
Synthesize the information given by financial ratios to determine the financial condition of a firm	Discussions Major Project	Grading	N/A	N/A
Discuss capital budgeting decisions	Discussions Final Exam	Grading	N/A	N/A
Analyze dividend policies and financial planning models	Discussions Final Exam	Grading	N/A	N/A

Course name: Accounting for Managers**Course Number: MBA-510-80**

Term: SPRING

Year: 2024

Instructor: Dr. Mitchell Miller, CFP®

Instructional Student Learning Outcomes:

1. Demonstrate basic knowledge of the process by which business entities record, classify, summarize and present economic transactions.
2. Use in-depth understanding of the complexity of the accounting information that is presented in financial statements to analyze financial information.
3. Develop a basic understanding of managerial accounting.
4. Familiarize with the components of a Form 10-K, analyze a firm's financial reporting in the context of financing, investing and operating activities, and assess future potential of the firm based on its historical record, in particular financial performances and cash flows.
5. Apply ethical reasoning toward accounting issues and earnings management.

Program Student Learning Outcomes:

PLO1 Integrate concepts within and across business disciplines to promote strategic goals and solve complex problems by applying theoretical and practical models

PLO2 Manage projects and teams using innovative leadership and communication skills through negotiating conflict and by using effective leadership skills

PLO3 Integrate ethical, evidence-based decisions to solve complex business problems leveraging a variety of quantitative, qualitative, and information technology tools

PLO4 Demonstrate written and oral forms of effective business communication

Strengths of this course:

Focus on application.

Cost-effective approach to course design achieved through use of an open-source text.

Grade distribution:

4	A			C+
2	A-		1	C
	B+			F
1	B			I
	B-			

Comments on grades: None

Improvements for next year: N/A

Course Outcomes Assessed:

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
Demonstrate basic knowledge of the process by which business entities record,	Discussions Article Review 1	Grading	N/A	N/A

classify, summarize and present economic transactions.				
Use in-depth understanding of the complexity of the accounting information that is presented in financial statements to analyze financial information.	Discussions Article Review 2	Grading	N/A	N/A
Develop a basic understanding of managerial accounting.	Discussions Minor Project Midterm Exam	Grading	N/A	N/A
Familiarize with the components of a Form 10-K, analyze a firm's financial reporting in the context of financing, investing and operating activities, and assess future potential of the firm based on its historical record, in particular financial performances and cash flows.	Discussions Major Project	Grading	N/A	N/A
Apply ethical reasoning toward accounting issues and earnings management.	Discussions Final Exam	Grading	N/A	N/A

Course name: Negotiation and Conflict Management

Course Number: MBA-599-80

Term: Spring II

Year: 2024

Instructor: Julius Monk

Instructional Student Learning Outcomes:

Students will be able to discuss fundamental and technical concepts for strategically negotiating individual and multi-party negotiations. Additionally, students will be able to assess negotiation strategies and their associated outcomes, as well as examine ethical principles of negotiating. Students will integrate their beliefs and opinions into developing negotiation strategies.

Program Student Learning Outcomes:

At the end of this course, students should have gained practical knowledge for improving their personal and professional techniques of negotiation and conflict management.

Strengths of this course:

The course is well laid out and divided into learning modules that are comprised of presentations from each chapter included, as well as resource videos and articles. Each module contains weekly discussions and assignment exercises that allow students to practice what they have learned within the module. Also, students are given a week to complete assignments, which allows flexibility for work or athletics.

Grade distribution:

3	A		1	C+
	A-			C
4	B+		1	F
1	B			I
	B-			

Comment on grades:

Overall, students did well in the class. Grades were lower for students who did not turn in assignments or fully participate in weekly discussions.

Improvements for next year:

Introduce virtual negotiation assignments so students can participate in role playing negotiating exercises in real-time.

Course Outcomes Assessed:

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
Negotiation Theories & Concepts	1. Discussion posts 2. Review Questions	Discussion Posts: Fully answers questions and engages with classmates. Review questions: accuracy and depth of knowledge when answering questions. Case Study Evaluations: ability to clearly demonstrate their understanding of		

	3. Case Study Evaluations	negotiation theories and concepts through applying them to solve real-world negotiation scenarios.		
Negotiation Prep & Planning	1. Discussion posts 2. Review Questions 3. Case Study Evaluations	Discussion Posts: Fully answers questions and engages with classmates. Review questions: accuracy and depth of knowledge when answering questions. Case Study Evaluations: ability to prepare negotiation plans for scenarios that include outlining BATNA (Best Alternative to a Negotiated Agreement), negotiating tactics and contingency plans.		
Negotiation Skills Development	1. Discussion posts 2. Review Questions 3. Case Study Evaluations	Discussion Posts: Fully answers questions and engages with classmates. Review questions: accuracy and depth of knowledge when answering questions. Case Study Evaluations: clearly demonstrate active listening, problem solving and persuasions skills through negotiation simulated exercises.		
Cross-Cultural Negotiations	1. Discussion posts 2. Review Questions 3. Case Study Evaluations	Discussion Posts: Fully answers questions and engages with classmates. Review questions: accuracy and depth of knowledge when answering questions. Case Study Evaluations: ability to navigate cultural difference case studies to demonstrate cultural sensitivity in negotiation interactions and decisions.		
Ethical Negotiation Practices	1. Discussion posts	Discussion Posts: Fully answers questions and engages with classmates.		

	2. Review Questions 3. Case Study Evaluations	Review questions: accuracy and depth of knowledge when answering questions. Case Study Evaluations: demonstrate integrity and respect for parties involved in negotiations through written assessments of case scenarios.		
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Course name: Auditing & Prof Auditing Stds

Course Number: MSA 534-30

Term: Spring

Year: 2024

Instructor: Fred Rossell

Instructional Student Learning Outcomes:

Identify and explain the environment and theoretical structure of auditing.

Describe the role of Public Accountant in the American economy.

Demonstrate the ability to prepare and perform the audit function.

Identify and access general research materials.

Program Student Learning Outcomes:

Explain, integrate, and perform advanced concepts in accounting, finance, management, and economics

Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals

Explain the ethical implications and responsibilities of ensuring financial integrity

Demonstrate written and oral forms of effective business communication

Demonstrate knowledge of U.S. financial reporting standards and auditing standards for corporate financial reporting and attestation.

Strengths of this course:

Grade distribution:

1	A			C+
	A-			C
1	B+			F
	B			I
	B-			

Comments on grades:

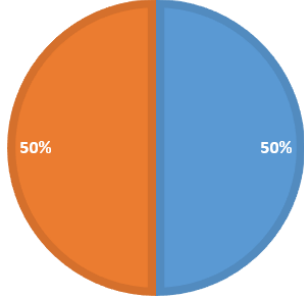
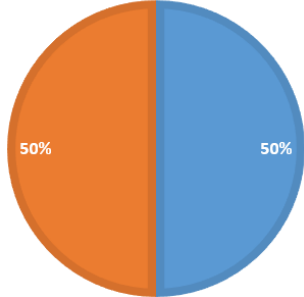
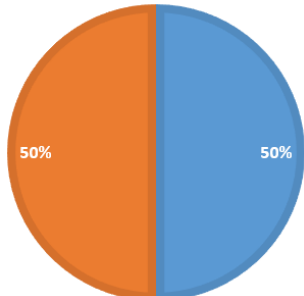
Improvements for next year:

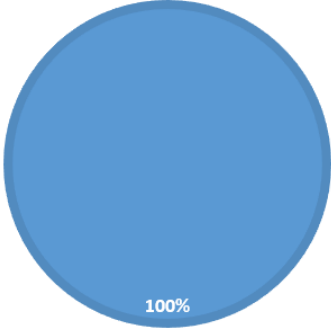
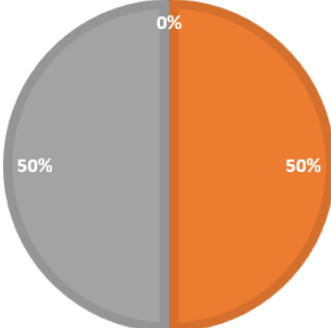
Course Outcomes Assessed:

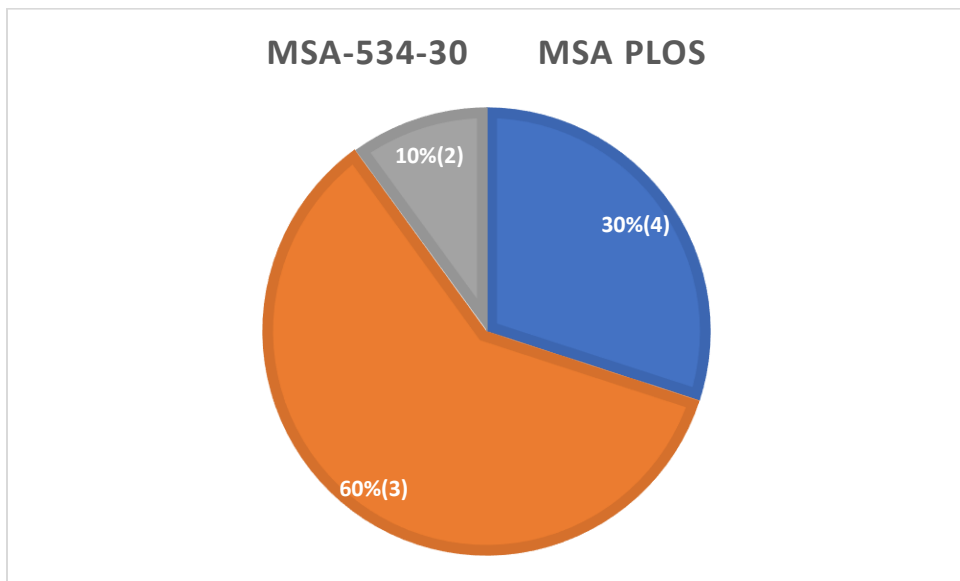
Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
1.				
2.				
3.				

MSA-534-30 MSA Rubric

Learning Activity	Course	Instructors	Enrollment	Evaluations	% Met the Benchmark
MSA Rubric- Auditing & Prof Auditing Stds	2024 SP Auditing & Prof Auditing Stds (2024 SP- MSA-534-30)	Rossell, Fred	2	2	90% Met Benchmark of good or above.

No	Row	Levels Of Achievement	Distribution
1	Demonstrate knowledge of U.S. financial reporting standards and auditing standards for corporate financial reporting and attestation.	50% Excellent 4 50% Good 3 0% Fair 2 0% Needs Improvement1 0% Inadequate 0	
2	Demonstrate written and oral forms of effective business communication	50% Excellent 4 50% Good 3 0% Fair 2 0% Needs Improvement1 0% Inadequate 0	
3	Explain, integrate, and perform advanced concepts in accounting, finance, management, and economics	50% Excellent 4 50% Good 3 0% Fair 2 0% Needs Improvement1 0% Inadequate 0	

No	Row	Levels Of Achievement	Distribution
4	Explain the ethical implications and responsibilities of ensuring financial integrity	0% Excellent 4 100% Good 3 0% Fair 2 0% Needs Improvement1 0% Inadequate 0	 <p>100%</p>
5	Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals	0% Excellent 4 50% Good 3 50% Fair 2 0% Needs Improvement1 0% Inadequate 0	 <p>50%</p>



Course name: Law for Accountants

Course Number: MSA 509-30

Term: Spring

Year: 2024

Instructor: Fred Rossell

Instructional Student Learning Outcomes:

Identify and explain the environment and theoretical structure of the Law.

Describe the role of Public Accountant in the American legal system.

Demonstrate the ability to prepare and perform the audit function in the legal system.

Identify and access general research materials

Program Student Learning Outcomes:

Explain, integrate, and perform advanced concepts in accounting, finance, management, and economics

Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals

Explain the ethical implications and responsibilities of ensuring financial integrity

Demonstrate written and oral forms of effective business communication

Demonstrate knowledge of U.S. financial reporting standards and auditing standards for corporate financial reporting and attestation.

Strengths of this course:

Grade distribution:

2	A			C+
	A-			C
	B+			F
1	B			I
	B-			

Comments on grades:

Improvements for next year:

Course Outcomes Assessed:

Key 5 Course Outcomes	Assessment Method	Criteria for Success	Summary of Data	Use of Data
1.				
2.				
3.				

Results of PEGs Assessment Within DOB:

Mission PEG

BUSN/ACCT Programs

BUSN-211 (Introductory)

FA: 100% of students in both sections met the benchmark of needs improvement or above.

SP: 90% of students met the benchmark of needs improvement or above.

BUSN-301 (Advanced and Mastery)

SP: 100% of students met the benchmark of needs improvement or above.

BUSN-410 (Advanced and Mastery)

SP: 100% of students met the benchmark of needs improvement or above.

Sport MGMT Program

SPMT-220 (Introductory)

No data available.

SPMT-261(Advanced)

Yet to offer this course.

SPMT-410 (Mastery)

Yet to offer this course.

Written Communication PEG

BUSN/ACCT Programs

BUSN-211 (Introductory)

FA: 100% of students in both sections met the benchmark of milestone 2 or above.

SP: 63.34% of students met the benchmark of milestone 2 or above.

BUSN-410 (Advanced and Mastery)

SP: 100% of students met the benchmark of milestone 2 or above.

Sport MGMT Program

SPMT-220 (Introductory)

FA: 100% of students met the benchmark of milestone 2 or above.

SPMT-410 (Advanced & Mastery)

Yet to offer this course.

Oral Communication PEG

BUSN/ACCT Programs

BUSN-211 (Introductory)

FA: 100% of students in both sections met the benchmark of milestone 2 or above.

SP: 76.35% of students met the benchmark of milestone 2 or above.

BUSN-212 (Introductory)

FA: 87.1% of students met the benchmark of milestone 2 or above.

SP: 64.29% of students met the benchmark of milestone 2 or above.

BUSN-410 (Advanced and Mastery)

SP: 100% of students met the benchmark of milestone 2 or above.

Sport MGMT Program

SPMT-220 (Introductory)

FA: 100% of students met the benchmark of milestone 2 or above.

SPMT-410 (Advanced & Mastery)

Yet to offer this course.

Critical Thinking PEG

BUSN/ACCT Programs

ECON-211 (Introductory)

FA: 100% of students in both sections met the benchmark of milestone 2 or above.

SP: 97.3% of students met the benchmark of milestone 2 or above.

BUSN-410 (Mastery and Advanced)

SP: 100% of students met the benchmark of milestone 2 or above.

BUSN-420 (Mastery and Advanced)

FA: 100% of students met the benchmark of milestone 2 or above.

Sport MGMT Program

SPMT-225 (Introductory and Advanced)

FA: 100% of students met the benchmark of milestone 2 or above.

SPMT-410 (Mastery)

Yet to offer this course.

Ethical Reasoning PEG

BUSN/ACCT Programs

BUSN-211 (Introductory)

FA: 100% of students in both sections met the benchmark of milestone 2 or above.

SP: 95.46% of students met the benchmark of milestone 2 or above.

BUSN-355 (Advanced)

FA: 100% of students met the benchmark of milestone 2 or above.

SP: 100% of students met the benchmark of milestone 2 or above.

BUSN-410 (Mastery)

SP: 100% of students met the benchmark of milestone 2 or above.

Sport MGMT Program

SPMT- 340 (Introductory & Advanced)

SPMT-410 (Mastery)

Empirical Analysis (Quantitative Reasoning) PEG

BUSN/ACCT Programs

BUSN-115 (Introductory)

FA: 100% of students met the benchmark of milestone 2 or above.

SP: 100% of students met the benchmark of milestone 2 or above.

BUSN-201(Advanced)

FA: First section: 96.25% of students met the benchmark of milestone 2 or above.

Second section: 90.91% of students met the benchmark of milestone 2 or above.

SP: 100% of students met the benchmark of milestone 2 or above.

BUSN-312 (Mastery)

SP: 100% of students met the benchmark of milestone 2 or above.

ACCT-341(Advanced):

FA: 100% of students met the benchmark of milestone 2 or above.

ACCT-406 (Mastery)

SP: 100% of students met the benchmark of milestone 2 or above.

Global perspectives PEG

BUSN/ACCT Programs

BUSN-410 (Advanced and Mastery)

SP: 100% of students met the benchmark of milestone 2 or above.

BUSN-420 (Advanced and Mastery)

FA: 100% of students met the benchmark of milestone 2 or above.

Sport MGMT Program

SPMT-261 (Introductory and Advanced)

Yet to offer this course.

SPMT-410 (Mastery)

Yet to offer this course.

From Certification

THMT-125(Introductory and Advanced)

FA: 98.33% of students met the benchmark of milestone 2 or above.

Section D: Results/Findings

Comparison of AY 22-23 and AY 23-24:

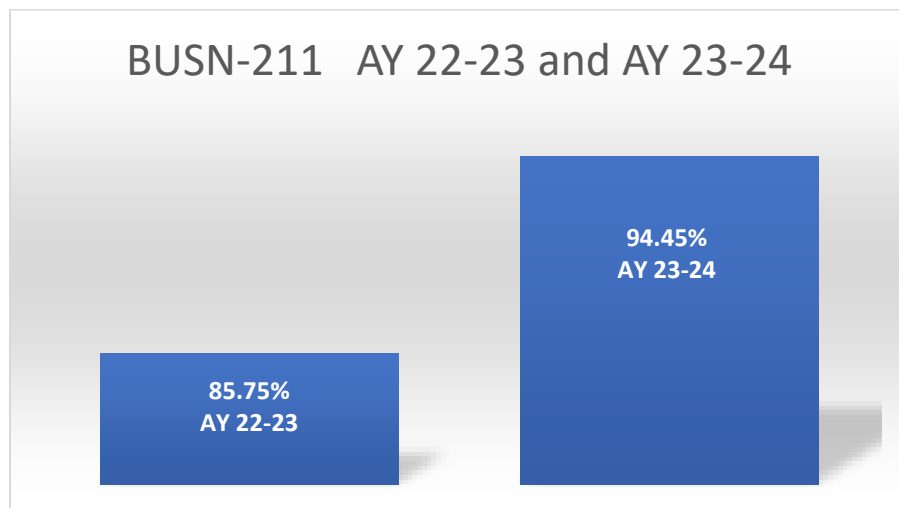
DOB lacks data for all courses across undergraduate and graduate programs from the previous year. Additionally, there is no available data for graduate programs for the past few years, spanning at least the last five years. The academic year 23-24 marks the first year in which DOB has gathered data for graduate programs and assessed courses based on the program's PLOs.

The Sport Management program was not operational in the previous year, having been retired several years ago and subsequently reinstated for the academic year 23-24.

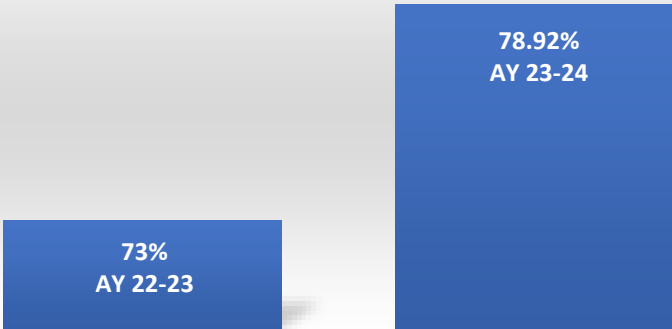
During the academic year 22-23, only courses from the ACCT and BUSN programs were evaluated based on PLOs, specifically BUSN-211, BUSN-212, ECON-211, and ACCT-201. A comparison of the results between the academic years 22-23 and 23-24 is presented below:

	AY 22-23	AY 23-24
BUSN-211	85.75% met the benchmark	94.45% met the benchmark
BUSN-212	73% met the benchmark	78.92% met the benchmark
ACCT-201	73.90% met the benchmark	96.05% met the benchmark
ECON-211	77.5% met the benchmark	96.17% met the benchmark

Results from last year and this year for the above-mentioned courses show a significant improvement in students' performance.



BUSN- 212 AY 22-23 and AY 23-24



ACCT-201 AY 22-23 and AY 23-24



ECON-211 AY 22-23 and AY 23-24



Business Department

Program Review

AY 2023 - 2024

Prepared by: Zahra Mohebbi, Ph.D.

Business Department Program Reviews

I. Executive Summary

The majority of the business department's full-time faculty members are recent additions. Dr. Younkings stands out as the sole full-time faculty member who has been with the department for the past 50 years. Dr. Mohebbi, Dr. Corbett, Dr Fosu, and Dr. Poxes came on board during the academic year 2022-2023, while Dr. Steitz and Prof. Parry joined the department in the academic year 2023-2024.

During the academic year 2022-2023, the business department implemented several significant changes. Firstly, they introduced a new concentration in "Sport Management" and adjusted the required courses for the business major, including the addition of Business Statistics as a mandatory course for both business and accounting majors. Furthermore, accounting majors were required to undertake an internship as part of their curriculum. In addition to these adjustments, the business department also developed a Sport Management major, which received approval from the undergraduate committee. Furthermore, they crafted a Professional Certificate program in Digital Marketing, which was also approved by the undergraduate committee. Moreover, the department revisited the Financial Management concentration, refining its focus to align closely with the recent skills and knowledge essential for the current job landscape.

During the academic year 2023-2024, the business department enacted significant curriculum changes in response to evolving job market demands. These modifications, now in effect, reflect the department's ongoing commitment to enhancing educational relevance. As part of this ongoing effort, the department decided to incorporate a Business Communication course into its curriculum, making it a mandatory requirement for both Business Administration and Accounting majors. This proposal has already received approval from the committee and will be implemented starting the academic year 2024-2025. Furthermore, the business department undertook a revision of its MBA curriculum to ensure its alignment with current industry needs. The updated MBA curriculum is scheduled to take effect from the Fall semester of 2024. These proactive measures underscore the department's commitment to providing students with relevant and practical skills essential for success in today's dynamic business environment.

Note: our department's program review focuses on the past two years. As none of the previous chairs and faculty members are currently with us, there's a lack of reliable information concerning earlier periods.

II. Program Goals (Learning & Operational)

- **What is program's mission, learning goals, and operational goals?**

Department of business mission:

The mission of the Wheeling University Business Department is to deliver high-quality business students that have learned the talents of leadership, social responsibility, and the core competencies of the business environment. The Department of Business programs empower students to use relevant business knowledge, think critically, analyze and solve problems, communicate effectively, and make decisions ethically and professionally.

Learning goals:

Business Administration program learning goals:

1. Demonstrate working knowledge of basic concepts and principles in business.
2. Demonstrate the value of personal and professional effective communication.
3. Critically analyze, think logically, and apply analytical methods for business problems.

4. Demonstrate an appreciation of ethical implications in managerial functions.
5. Develop the capacity to work harmoniously and effectively with others

Accounting program learning goals:

1. Explain, integrate, and perform basic fundamental concepts in accounting, finance, marketing, management, and economics.
2. Critically analyze, think logically, and apply analytical methods and skills for business problems.
3. Explain the ethical implications and responsibilities of ensuring integrity of financial integrity.
4. Demonstrate the value of personal and professional effective communication.
5. Apply knowledge of GAAP, FASB, GASB, and managerial accounting theories to businesses, state and local governments, and nonprofit organizations.
6. Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals.

Sport management program learning goals:

1. Demonstrate knowledge of the concepts of sport management and leadership.
2. Describe the various skills, roles, and functions of sport management.
3. Explain cultural traditions, social values, and psycho-social experiences related to sport.
4. Analyze ethical issues and moral commitment related to sport.
5. Explain principles of financial management, risk management, marketing, and human resources management in sport.
6. Explain public relations strategies and communications for sport organizations.
7. Demonstrate the ability to work with various diverse groups.

Master of Accountancy leaning goals:

1. Explain, integrate, and perform advanced concepts in accounting, finance, management, and economics.
2. Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals.
3. Explain the ethical implications and responsibilities of ensuring financial integrity.
4. Demonstrate written and oral forms of effective business communication.
5. Demonstrate knowledge of U.S. financial reporting standards and auditing standards for corporate financial reporting and attestation.

Master of Business Administration leaning goals:

1. Integrate concepts within and across business disciplines to promote strategic goals and solve complex problems by applying theoretical and practical models.
2. Manage projects and teams using innovative leadership and communications skills through negotiating conflict and by using effective leadership skills.
3. Integrate ethical, evidence-based decisions to solve complex business problems leveraging a variety of quantitative, qualitative, and information technology tools.
4. Demonstrate written and oral forms of effective business communication.

Operational goals:

The DOB utmost priority is student learning, which we prioritize through ongoing scrutiny of our curricular offerings, a strong emphasis on student engagement, and effective pedagogy. The DOB employs a diverse array of delivery methods, including

online, face-to-face, and blended formats, to cater to different learning preferences and needs.

The DOB faculty members are highly qualified, possessing academic and/or professional expertise. They hold appropriate degrees, make recent intellectual contributions, and/or boast relevant professional experience, ensuring that students receive instruction of the highest caliber.

- **How do the learning and operational goals support the College mission?**

The Catholic education values that drive our university's culture are foundational to the mission and primary educational goals of WU. Within this context, the Department of Business (DOB) has developed its own vision and mission, which are aligned with the university's overarching objectives. The learning and operational goals within DOB are essential elements of this alignment, serving as integral components of the college mission. They play a crucial role in supporting the institution's commitment to academic excellence, ethical leadership, and holistic student development, thereby contributing to the fulfillment of WU's broader educational mission.

1. **Educating for Life:** The university integrates Catholic traditions of excellence and service into all programs. By blending learning, research, and economic development with classical knowledge and Christian revelation, Wheeling University fosters competence, creativity, and innovation. Graduates are equipped with socially responsible goals, a thirst for lifelong learning, and a commitment to improving the world.
2. **Educating for Leadership:** Wheeling University welcomes individuals of all backgrounds to pursue excellence together. It emphasizes close student-faculty relationships and encourages students to reach their full leadership potential. Grounded in the liberal arts and the example of Jesus Christ, the university aims to produce intelligent, moral leaders who advocate for Catholic values of faith, peace, and justice.
3. **Educating Men and Women for Others:** While nationally and internationally focused, Wheeling University also values its role in its immediate community. It educates local individuals to enrich their communities and believes in preparing graduates to use their talents for the service of others. The university's mascot, "Iggy" the Cardinal, embodies these values, named after Saint Ignatius of Loyola, the founder of the Jesuits.

- **Describe the process by which goals are developed and adopted in the department.**

Developing and adopting goals within the Department of Business (DOB) is a methodical process that ensures alignment with the institution's mission and values, particularly emphasizing Catholic education principles. The DOB aligns its goals with the broader educational objectives of the university while addressing department-specific needs. These goals are integrated with the university's primary educational goals (PEG) mission courses, which span topics such as "Principles of Management", "Conceptual Foundation of Business", "Strategic Business Planning", "Sport Management", "Diversity and Inclusion in Sport Management", "Senior Seminar Sport Management", and "Ethical Issues in Tourism and Hospitality Management".

III. Curriculum

- **Analyze the curriculum map(s). Do the current curriculum requirements provide sufficient opportunities for students to achieve the learning goals?**

Indeed, through recent curriculum changes and revisions across all programs, the Department of Business has made a concerted effort to furnish students with ample

Sport Management Program Requirement																			
Place or completion instructions: A through E below (row 19)	A. Insert course names & #s in columns and program outcomes in rows	BUSN-118-Business Statistics	ACCT-201-Principles of Accounting I	ACCT-202-Principles of Accounting II	ECON-211-Macroeconomics	SPMT-220-Sports MGMT	SPMT-225-Sociology of Sports	SPMT-230-Sports Sales MGMT	SPMT-255-Sport Media & Content Production	SPMT-320-Sport Ethics	SPMT-325-Sport Finance	SPMT-401-Sports Facility & Event MGMT	SPMT-402-Sport Law	SPMT-345-Economics & Governance of Sport	SPMT-340-Sport Marketing	SPMT-410-Senior Seminar SPMT	SPMT-485-Sport Sponsorship & Sales	SPMT-471-Internship SPMT	
A. Insert rows		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
B. Insert "I," "A," or "M."		I	I	I	I	I	I	I	I	A	I	A	A	A	A	M	M	M	M
1. Demonstrate knowledge of the concepts of sport management and leadership	C. Insert instructional activities	Lecture, Class Work, and Group Projects	Lecture, Demonstration problems, Homework	Lecture, Demonstration problems, Problem Solving	Lecture, Class Work, and Group Projects	Lecture, Class Work, and Group Projects	Lecture, Self-Assessment or Survey, Group Discussion, Group Project	Lecture, Group Discussion, Sample Solving, Group	Demonstration problems, Problem Solving, Group	Lecture, Projects	Lecture, Case analysis	Lecture, Group Discussion, Sample Applications	Lecture, Group Discussion, Sample Applications	Lecture, Class Work, discussion, and Group Projects	Lecture, Class Work, discussion, and Group Projects	Lecture, Student presentations	Lecture, Class Work, discussion, and Group Projects	Lecture, Class Work, discussion, and Group Projects	Lecture, Class Work, discussion, and Group Projects
	D. Insert potential assessments	Assignment, Quizzes, Tests, Graded Group Project Work, Presentations	Tests	Tests	Assignment, Quizzes, Tests, Graded Group Project Work, Presentations	Assignment, Quizzes, Tests, Graded Group Project Work, Presentations	Tests, Graded Discussions, Case Studies, Final Group Project and Presentations	Tests, projects	Tests, Presentations	Tests, project performance, Capstone project	Tests	Tests, projects	Tests, projects	Assignment, Quizzes, Tests, Graded Group Project Work, Presentations	Assignment, Quizzes, Tests, Graded Group Project Work, Presentations	Tests, Student Presentations	Assignment, Quizzes, Tests, Graded Group Project Work, Presentations	Assignment, Quizzes, Tests, Graded Group Project Work, Presentations	Assignment, Quizzes, Tests, Graded Group Project Work, Presentations
	B. Insert "I," "A," or "M."	I	I	A	I	I	A	A	I	I	I	A	A	A	A	A	M	M	M
2. Describe the various skills, roles, and functions of sport management	C. Insert instructional activities	Class Work, Group Projects	Lecture, Demonstration problems, Problem Solving	Lecture, Demonstration problems, Problem Solving	Class Work, Group Projects	Class Work, Group Projects	Critique Presentation	Critique Presentation	Critique Presentation	Class Work, Group Projects	Case analysis critique	Lecture, Group Discussion, Sample Applications	Lecture, Group Discussion, Sample Applications	Lecture, Class Work, discussion, and Group Projects	Lecture, Class Work, discussion, and Group Projects	Lecture	Lecture, Class Work, discussion, and Group Projects	Lecture, Class Work, discussion, and Group Projects	Lecture, Class Work, discussion, and Group Projects
	D. Insert potential assessments	Graded Project, Presentations	Tests	Tests	Graded Project, Presentations	Graded Project, Presentations	Group Discussion, Project grade	Group Discussion	Project grade	Graded Project, Presentations	Case Grade	Tests, projects	Tests, projects	Assignment, Quizzes, Tests, Graded Group Project Work, Presentations	Assignment, Quizzes, Tests, Graded Group Project Work, Presentations	Case Study, Group Project, E-portfolio	Assignment, Quizzes, Tests, Graded Group Project Work, Presentations	Assignment, Quizzes, Tests, Graded Group Project Work, Presentations	Assignment, Quizzes, Tests, Graded Group Project Work, Presentations
	B. Insert "I," "A," or "M."	I	I	I	I	I	I	I	I	I	I	A	A	A	A	A	M	M	M
3. Explain cultural traditions, social values, and psycho-social experiences related to sport	C. Insert instructional activities	Group Work, Project Critique	Ethical cases in accounting discussions, Essays	Ethical cases in accounting discussions, Essays	Group Work, Project Critique	Group Work, Project Critique	Lecture, Group Discussion	Lecture, Group Discussion	Case Discussions	Group Work, Project Critique	Case analysis	Lecture, Group Discussion, Sample Applications	Lecture, Group Discussion, Sample Applications	Lecture, Class Work, discussion, and Group Projects	Lecture, Class Work, discussion, and Group Projects	Case Application, Discussions, Presentations	Lecture, Class Work, discussion, and Group Projects	Lecture, Class Work, discussion, and Group Projects	Lecture, Class Work, discussion, and Group Projects
	D. Insert potential assessments	Tests	Tests	Tests	Tests	Tests	Tests	Tests	Tests	Tests	tests	Tests, projects	Tests, projects	Assignment, Quizzes, Tests, Graded Group Project Work, Presentations	Assignment, Quizzes, Tests, Graded Group Project Work, Presentations	Tests	Assignment, Quizzes, Tests, Graded Group Project Work, Presentations	Assignment, Quizzes, Tests, Graded Group Project Work, Presentations	
	B. Insert "I," "A," or "M."	I	I	I	I	I	I	I	I	I	I	A	A	A	A	A	M	M	M

	BUSN-301: Conceptual Foundations of Business	SPMT-320: Sport Ethics	BUSN-410: Strategic Business Planning	BUSN-436: Human Resource Management	ECON-211: Macroeconomics	BUSN-250: Sport Leadership	BUSN-325: Organizational Leadership	THMT-403: Ethical Issues in Tourism and Hospitality Management	ACCT-406: Auditing Theory and Practice
CIT: Catholic Intellectual Tradition	✓	✓	✓	✓					
CST: Catholic Social Teaching	✓	✓	✓	✓	✓	✓	✓	✓	✓

Place or completion instructions: A through E below (row 19)	A. Insert course names & #s in columns and program outcomes in rows	Business Communication - BUSN 230X	Principles of MGMT-BUSN-211	Principles of MKTG-BUSN-212	Macroeconomics - ECON-211	Conceptual Foundations of Business-BUS-N-301	Financial Analytics - BUSN-311	Business Law - BUSN-308	Strategic Business Planning-BUS-N-410	Marketing Strategy-BUSN-420	Auditing Theory and Practice - ACCT-406	BUSN-373/374 74/473/474	ACCT-373/374 374/473/474	THMT-473	Sport MGMT-SPMT-320	Sociology of Sports-SPMT-328	Diversity & Inclusion in SPMT-SPMT-241	Sports Ethics - SPMT-320	Senior Seminar - Sport MGMT-SPMT-410	SPMT-471	Intro. to Tourism & Hospitality-THMT-128	Ethical issues in T&H Management-THMT-403	
B. Insert "I," "A," or "M."			I			A			M						I		A		M			M	M
Mission FOC	C. Insert instructional activities		Lecture, Case Studies, Discussion Boards			Lecture, Case Studies, Debate			Lecture, Student presentations						Group Work, Group Projects & Presentations		Lecture, Student presentations		Lecture, Student presentations			Lecture, Case Studies, Discussion Board	
	D. Insert potential assessments		Discussion Boards, Final Paper/Final Project			Case Studies, Discussion Boards, Exams			Student Presentations, E-portfolio Assignment						Graded group work, project, presentations		Presentation, Graded Discussion, Test		Student Presentations, E-portfolio Assignment			Lecture, Case Studies, Student Presentations	

- Describe how the curriculum is structured to allow for a congruent learning experience.

The curriculum is meticulously crafted to align with the school's mission, the Department of Business (DOB) mission, and the evolving demands of the industry and job market. To ensure relevance and effectiveness, we consistently review and revise the curriculum as needed. Over the past two academic years, significant adjustments have been made to both core and required courses, all of which are detailed in the school catalog.

- Describe the extent to which the program's curricular offerings support the Core program and/or requirements in other majors outside the department. The Department of Buildings (DOB) provides several courses that are included in the general curriculum, allowing students from other disciplines to enroll based on their interests. Additionally, the DOB offers numerous elective courses, providing students with opportunities to explore topics they find intriguing. Moreover, the DOB presents two minors and four professional certifications that are open to students from various disciplines. Notably, one of these professional certificates, "Integrated Marketing Communication," is a collaborative effort between the DOB and the Communication department. Furthermore, the department collaborates with the Department of Biology to

offer a major in "Healthcare Management," showcasing interdisciplinary collaboration within the institution.

- **Describe how the curriculum includes diverse perspectives and addresses issues relevant to diversity initiatives.**

The business program curriculum was specifically created to accept multiple points of view and address challenges related to diversity efforts in a variety of ways. The DOB courses include case studies, readings, and discussions that emphasize varied viewpoints in business, such as examples from many cultures, locations, and demographics. This enables students to investigate how race, ethnicity, gender, and socioeconomic status affect business practices and outcomes. Each semester, we attempt to have three guest speakers from different backgrounds to share their experiences and views with students. These speakers provide distinct insights on inclusive leadership, workplace diversity, and the value of representation in business. During the academic year 2022-2023, our department organized the "Lunch with a CPA" event, where we welcomed three Certified Public Accountants (CPAs) to share their invaluable insights and experiences with students studying accounting and finance. In the academic year 2023-2024, our department organized the "3Gs Event; Meet and Greet; Learn About Financial Management As A Career; Obtaining, Growing, and Monitoring Your Credit; Sport Management As A Career; Lunch With A CPA" events. Students can participate in experiential learning activities, such as internships, which expose them to a variety of business contexts and approaches. This hands-on training enables students to gain cultural competency and adaptation in real-world situations.

- **Describe how the curriculum has changed over the 5-year review period.**

What informed these changes? During the academic year 2022-2023, the business department implemented several significant changes. Firstly, they introduced a new concentration in "Sport Management" and adjusted the required courses for the business major, including the addition of Business Statistics as a mandatory course for both business and accounting majors. Furthermore, accounting majors were required to undertake an internship as part of their curriculum. In addition to these adjustments, the business department also developed a Sport Management major, which received approval from the undergraduate committee. Furthermore, they crafted a Professional Certificate program in Digital Marketing, which was also approved by the undergraduate committee. Moreover, the department revisited the Financial Management concentration, refining its focus to align closely with the recent skills and knowledge essential for the current job landscape.

During the academic year 2023-2024, the business department enacted significant curriculum changes in response to evolving job market demands. These modifications, now in effect, reflect the department's ongoing commitment to enhancing educational relevance. As part of this ongoing effort, the department decided to incorporate a Business Communication course into its curriculum, making it a mandatory requirement for both Business Administration and Accounting majors. This proposal has already received approval from the committee and will be implemented starting the academic year 2024-2025. Furthermore, the business department undertook a revision of its MBA curriculum to ensure its alignment with current industry needs. The updated MBA curriculum is scheduled to take effect from the Fall semester of 2024. These proactive

measures underscore the department's commitment to providing students with relevant and practical skills essential for success in today's dynamic business environment.

Note: All details are available on the undergraduate and graduate catalogs.

- **What experiential or co-curricular opportunities does the program provide for its students (e.g. student-faculty research, clinical experiences, internships)?** How many students participated in these experiences during the 5-year review period? The department of business has internship available to all students in any majors (business, accounting, and sport management). Over the past five years, approximately 15 students have participated in internships, providing valuable real-world experience and enhancing their academic and professional development

IV. Students & Assessment of Student Learning

- **How has enrollment in the program changed over the 5-year review period?**
The DOB regret to inform you that the information we were able to retrieve does not include data for the academic years 2021 and 2022. Between 2019 and 2023, the Business program experienced steady growth in enrollment, starting with 106 students in 2019, increasing to 148 students in 2020, and reaching 178 students by 2023. Similarly, the accounting program saw an upward trend in enrollment numbers, with 6 students in 2019, 4 students in 2020, and a substantial jump to 18 students in 2023. Additionally, in 2023, there were a total of 32 MBA students and 1 MSA student enrolled, further contributing to the academic diversity of the institution. The data clearly indicates a consistent increase in student enrollment over the years, especially within the Business program.
- **Describe the involvement program faculty have when recruiting, enrolling, and retaining students.** The DOB faculty members are actively involved in engaging with prospective students, providing them with comprehensive information about all available opportunities. They take the time to introduce our various programs, required courses, concentrations, as well as the professional certificates we offer. Additionally, our faculty participate in school open houses and orientation sessions, where they have the opportunity to engage in face-to-face discussions with new students and their families, offering insights and guidance to help them navigate their educational journey effectively. The DOB faculty members are dedicated to advising students on their academic progress and helping them determine the best course of action for their individual needs. This advising process is ongoing, with faculty members regularly guiding students through course selections, helping them plan their schedules, and offering support as needed. By maintaining open lines of communication and providing personalized guidance, our faculty ensure that students receive the assistance they need to succeed academically and reach their goals effectively.
- **Describe how students' interests, needs, and/or academic preparedness have changed over the 5-year review period.** The changes DOB have implemented in the curriculum are designed to align with both our students' needs and the demands of the job market. As a result, DOB have witnessed a notable increase in student engagement and enrollment in our programs. Additionally, current students have shown greater interest in

pursuing different concentrations and minors that we offer. These positive trends indicate that our efforts to adapt our curriculum to better meet the needs of both students and the job market are yielding tangible results.

- **Describe the department's efforts to support the College's goals related to diversity, equity, and inclusion. Are all students achieving the program's outcomes, or are there inequities?** The Department of Business is deeply committed to advancing the College's objectives regarding diversity, equity, and inclusion through a range of initiatives and actions. One key aspect of this commitment is our proactive approach to recruiting a diverse faculty and student body, ensuring that the business community within our department reflects a broad spectrum of backgrounds and perspectives. Our student body comprises individuals from nearly 30 countries, while our faculty members hail from three different countries. This diversity underscores our dedication to supporting initiatives that promote inclusivity and equity within our academic community and beyond.
- **Summarize findings from ongoing assessments of student learning. What trends have emerged during the 5-year review period?** For assessment purposes, it is required that each faculty member submits a course evaluation form at the end of each semester. This evaluation includes assessing student outcomes based on their grades as well as program learning outcome rubrics. However, it's important to note that our Learning Management System (LMS) transitioned from Blackboard to a new platform, Canvas, in the summer of 2023. Unfortunately, during this transition, we encountered technical issues resulting in the loss of some data and reports from previous years. Despite having backups and downloading all information, a system error has prevented us from accessing this data for future use and reporting purposes. You can find assessment results and data in the DOB assessment report, which is included in the annual report of the Department of Business (DOB).
- **How did the program use assessment findings to improve student learning, curriculum and pedagogy, and professional development opportunities?** Despite the challenges faced during the transition period, the program made use of available assessment reports to make informed adjustments to the curriculum and course design. These adjustments were aimed at improving student learning outcomes and expanding opportunities for professional growth and development. Through curriculum adjustments, the program sought to provide students with a more comprehensive and relevant educational experience. This may have involved updating course content to reflect emerging trends and technologies in the field, integrating hands-on learning experiences, or introducing new elective courses to broaden students' skill sets.
- **How were results shared with relevant stakeholders and used to inform prospective students about the institution?** The school's PEG (Primary Educational Goals) assessment reports, along with the program assessment reports, are readily accessible to the public on the school's website. This transparency ensures that stakeholders, including students, faculty, staff, and the broader community, have access to valuable insights into the school's ongoing assessment and improvement efforts. However, it is important to note that there is currently no report available for the academic year 2022-2023. The assessment committee, in collaboration with the department, is actively working to

address the gaps identified in the reports and ensure that a comprehensive and accurate report is made available to all stakeholders shortly on our website. This proactive approach underscores our dedication to transparency and accountability in our assessment and improvement processes.

V. Faculty

- **Explain whether or not the number of faculty is sufficient to achieve the program's mission and goals.**

In the academic year 2022-2023, the Department of Business at Wheeling University comprised five full-time faculty members. Full-time faculty teaching loads are 12 semester hours per semester (4 courses).

The DOB is currently in need of hiring new faculty for our finance and sport management. With three undergraduate programs and two graduate programs, DOB is seeking faculty with expertise in business management, HR management, accounting, business economics, finance, and marketing to meet our academic needs. Considering our student enrollment and program diversity, DOB requires a minimum of eight full-time faculty members in addition to our adjuncts. However, budget constraints due to the current financial exigency are posing challenges in hiring new faculty and meeting their expectations. Most of its undergraduate classes are conducted face-to-face, with a few hybrid courses taught by adjuncts. While its MBA program was initially fully online, it has transitioned since last year to offer a mix of online-hybrid and face-to-face classes to accommodate international students in our graduate programs.

The DOB is in need of a new position for a finance faculty, followed by a later addition for a sport management faculty. The DOB existing faculty members possess the requisite skills for their course assignments, aligning with their respective strengths. The primary focus of its full-time faculty is on undergraduate business students. During the summer semester I & II, full-time faculty members teach online MBA courses. Their main responsibility is teaching core business courses for which each faculty member is best qualified. Additionally, adjunct faculty members are utilized to teach upper-level courses within one of the five business concentrations, leveraging their specialized skills.

- **Describe how the faculty's expertise allow the department to achieve its mission and goals.**

Our full-time faculty members:

Dr David Corbett

Dr Zahra Mohebbi (Business Chair)

Prof. Lori Parry

Dr Alberto Poxes

Dr Colin Steitz

Dr Edward Younkens

Dr. David Corbett, is a dedicated full-time faculty member and the Marketing Program Lead, brings a wealth of expertise to the marketing concentration. Holding a Doctor of Business Administration (D.B.A.) and possessing a Digital Marketing Certificate, he is well-equipped to guide students in the dynamic field of marketing. Dr. Corbett imparts his extensive knowledge through various courses, including BUSN-212 Principles of Marketing, BUSN-252 Consumer Behavior, BUSN-323 Digital Marketing, BUSN-420 Marketing Strategies, and MBA-502 Marketing Management. . His industry experience

spans an impressive 30 years, providing students with valuable perspectives and real-world applications in marketing.

Dr. Zahra Mohebbi, is an accomplished faculty member, serving as the undergraduate program lead in the Business Department. With a Ph.D. in History (Tourism Studies), specializing in Tourism Studies, she brings a unique interdisciplinary perspective to her role. Holding an Advanced Diploma in Human Resource Management and a Master's degree in Tourism and Hospitality Management, Dr. Mohebbi possesses a wealth of knowledge and expertise in various facets of business and management. Her expertise spans areas such as management, tourism, hospitality, culture, and international studies. Her multifaceted background, including a Bachelor's degree in Museum Management and four years of work experience in museums and the tourist and hospitality industry, enriches her teaching approach.

Prof. Lori Parry, joined our faculty in Fall 2023, brings a wealth of experience to her role. She holds two master's degrees, one in Business Administration and another in Human Resource Management. With this impressive academic background, she brings a multidisciplinary perspective to her teaching, enriching her students' learning experiences with a holistic understanding of both business management and human resources practices. With over 20 years of teaching experiences. Prof. Parry has an extensive industry background spanning two decades, enriching the learning experience with real-world insights.

Dr. Alberto Poxes, a devoted full-time faculty member and the Sport Management Program Lead, brings over 20 years of teaching experience to the department. Holding a Ph.D. in Higher Education Administration with a specialization in Sport Management, he has made significant contributions to the academic community. His coaching and referee experience, combined with his academic qualifications, create a dynamic learning environment for students. As the Sport Management Program Lead, Dr. Alberto Poxes stands as a respected figure, blending academic expertise with practical experience to shape the next generation of professionals in the sports industry.

Dr. Colin Steitz, is a recent addition to the academic team, assumed the role of Program Lead for Finance and Economics in the fall of 2023. With a Ph.D. in Economics and a Bachelor of Science degree in Economics, Colin brought a wealth of expertise to his new position. As a full-time faculty member and Program Lead, Colin Steitz exemplified dedication and leadership in the academic sphere. His passion for economics, coupled with his commitment to student success, made him a valuable asset to the department and an inspiration to aspiring economists and business professionals alike.

Dr. Edward Younkins, a dedicated tenured faculty member, serves as the ACCT Program Lead, bringing a wealth of expertise to the Accounting Department. Holding a Ph.D. in Accounting, an M.B.A., and a B.Sc. in Accountancy and Economics, Dr. Younkins boasts an extensive academic background that spans various facets of the field. With an impressive 51 years of experience teaching accounting courses, Dr. Younkins is a pillar of knowledge within the academic community. His commitment to excellence is further demonstrated through his certifications, including being a Certified Public Accountant (C.P.A.) in the State of West Virginia, a Certified Manager (C.M.), and holding a Certificate in Management Accounting (C.M.A.). Dr. Edward Younkins stands as a respected leader in the accounting program, combining his extensive academic achievements with a wealth of practical experience. His commitment to the

development of students is evident through his long-standing tenure and multifaceted contributions to the accounting and business programs.

- **Describe the methods used to assess teaching effectiveness in the program.**
The department of business uses different methods in order to assess teaching effectiveness:

1. **Student Evaluations:** Students utilize IOTA360 for course and instructor evaluations at the end of each semester. Through IOTA360, students can anonymously evaluate different aspects of the course, such as the clarity of instruction, organization of materials, relevance of assignments, and overall effectiveness of the learning experience.
2. **Peer Review:** The faculty of the Department of Business at Wheeling University undergo annual evaluations as part of the institution's faculty assessment process. The Faculty Evaluation Committee responsible for this task comprises a faculty council member and the department chair. This committee plays a crucial role in assessing faculty members' performance, considering various factors such as teaching effectiveness, scholarly contributions, service to the university and community, and adherence to institutional policies and values. The evaluation process aims to provide constructive feedback to faculty members, recognize their accomplishments, and identify areas for improvement.
3. **Self-assessment:** Each faculty member at Wheeling University's Department of Business is required to prepare a course assessment report at the conclusion of each semester. This report serves as a means for faculty to evaluate their courses comprehensively, review course outcomes, and identify areas for improvement.
4. **Evidence of Student Learning:** Faculty collect and analysis evidences (exam grades, course completion rate, assignment and project scores, comparison with learning objectives, etc.) of their student learning on their course assessment report.

VI. Resources

- **Explain whether or not the program's resources, including human resources, are sufficient to achieve its mission and goals.** For years, the Department of Business grappled with a persistent challenge: a shortage of full-time faculty. This shortage posed a significant obstacle to maintaining an optimal faculty-to-student ratio, particularly in specialized areas like finance and sport management. With each full-time faculty member responsible for advising approximately 50 students, the burden of advising had become overwhelming, leaving little time for meaningful interactions or support. By taking proactive steps to address the shortage of full-time faculty and enhance our advising capabilities, we can ensure that we are better equipped to fulfill our mission and provide our students with the support and guidance they need to succeed.
- **What resources will be needed during the next 5 years?**
Indeed, addressing the shortage of full-time faculty is just one facet of DOB strategy to enhance the effectiveness and relevance of our Department of Business. In addition to recruiting more faculty members, DOB recognize the importance of engaging with local partners and industry stakeholders to enrich our curriculum and ensure that our programs remain aligned with the needs of the job market. Furthermore, direct communication with our students is essential to understanding their needs, preferences, and aspirations. By actively soliciting feedback through surveys, focus groups, and one-on-one discussions,

we can gain valuable insights into areas where our programs can be improved, as well as identify emerging interests and opportunities for growth.

Additionally, conducting regular analyses of the job market allows us to stay abreast of evolving industry trends, skill requirements, and employment opportunities.

Acknowledging the identified areas for improvement and the resources needed, it's crucial to recognize that transforming the Department of Business into a dynamic, industry-responsive institution will require time and collaboration. Recruiting additional faculty, engaging with local partners and industry, revising our curriculum, and enhancing student communication are multifaceted tasks that may encounter challenges like budget constraints and logistical hurdles. Our commitment, patience, and resilience will be essential as we strive to achieve our objectives.

VII. Program Strengths & Areas for Improvement

- **Summarize the program's current strengths and areas for improvement.**

Strengths:

The curriculum offered by our institution is meticulously designed to cater to the diverse interests and career goals of our students. We offer three undergraduate programs: Business Administration, Accounting, and Sport Management, each providing a solid foundation in their respective fields. Within the Business Administration program, students have the opportunity to specialize in six different concentrations: General Business, Management, Financial Management, Marketing, Human Resources Management, and Sport Management. Additionally, we provide two graduate programs: Master of Business Administration (MBA) and Master of Science in Accounting (MSA), offering advanced study opportunities for those seeking to further their education and career prospects. In addition to the degree programs, we also offer four professional certifications, providing students with the opportunity to gain valuable credentials in areas such as marketing, tourism and hospitality, sport leadership, and salesforce. Overall, our curriculum is designed to be comprehensive, flexible, and relevant, preparing students for success in today's dynamic and competitive business environment.

Weaknesses:

It's clear that our assessment process and reporting system are currently facing significant challenges, which could impede our ability to effectively evaluate student learning outcomes and make data-driven decisions. Some of the key weaknesses include:

- Losing important data from the previous year creates gaps in our assessment records, making it difficult to track progress over time and identify trends in student performance.
- The lack of consistency in the reports submitted by faculty members can lead to confusion and hinder our ability to compare results across different courses and programs.
- There appears to be confusion among faculty members regarding how and what to report, particularly in relation to the school's Primary Educational Goals (PEG) and the program learning goals for each department.
- The new Learning Management System (LMS) lacks built-in analysis tools, making it challenging for faculty to effectively mine data and extract meaningful insights from assessment data.

- **What are the opportunities for growth over the next 5-years?**

The Department of Business at Wheeling University is renowned for its diverse programs and curriculum, attracting the interest of prospective students. Beyond academic offerings, the university fosters a vibrant atmosphere with a wide array of co-curricular activities, enriching the overall student experience. Additionally, internship opportunities are available for interested students, with accounting and sport management majors required to complete internships as part of their curriculum. This combination of academic excellence and practical experience ensures that students receive a comprehensive education that prepares them for success in their chosen fields and creates opportunities for growth now and in future.

- **What are the potential threats the program faces?**

The DOB enrollment is confronted with several significant challenges. Firstly, the recent turnover in our higher administration, including the suspension of the school president, has introduced uncertainty that may deter prospective students. This instability could undermine confidence in the institution's leadership, potentially impacting enrollment numbers. Secondly, the Department of Business is facing a shortage of full-time faculty. It is imperative to rectify this by recruiting additional faculty, particularly in finance and sport management, to maintain an optimal faculty-to-student ratio. Failing to address this shortfall risks compromising the quality of education and may hinder our ability to attract students to these programs. Moreover, the nationwide increase in the cost of education and tuition fees presents a significant barrier. As tuition fees rise, affordability becomes a pressing concern for prospective students and their families, potentially discouraging enrollment. By addressing the turnover in higher administration and instilling stable leadership, we can rebuild trust and confidence in the institution. A cohesive and visionary leadership team can implement strategic initiatives to attract students and improve enrollment. Addressing the shortage of full-time faculty, especially in high-demand areas like finance and sport management, presents an opportunity to enhance the quality and reputation of our programs. Recruiting additional faculty members can also facilitate the development of new academic offerings, attracting a broader range of students. Embracing innovative educational models, such as online or hybrid learning formats, can expand access to education and attract non-traditional students. Leveraging technology and flexible learning options can differentiate our institution and appeal to a diverse student population. Establishing partnerships with industry leaders, community organizations, and other educational institutions can create opportunities for collaborative initiatives, research projects, and experiential learning opportunities. These partnerships can enrich the educational experience and attract students seeking practical, hands-on learning experiences.

- **Based on the reflections provided in Sections III-VI, what are the program's plans and goals for the next 5-years?** Please refer to DOB strategic plan available on annual report as well as Wheeling University strategic plan.

MAY 2024

Wheeling University