



## Public Disclosure of Student Learning

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Institution Webber International University

Academic Business Unit School of Business – Florida Campus

Academic Year 2014-2015

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Outcomes Assessment Results  
For Academic Year: 2014-2015

**Section I: Student Learning Assessment**

*Name of Academic Business Unit*

**Student Learning Assessment for Program 1 General Program Intended Student Learning Outcomes (General Program ISLOs)**

1. Students develop critical skills to take advantage of opportunities and resolve adversities
2. Students develop communication skills to professionally demonstrate application of business decision making

**Intended Student Learning Outcomes: Accounting**

1. Students will demonstrate adequate computer skills required of accounting graduates by using computer software to complete assigned projects.
2. Students will demonstrate foundational knowledge of the auditing process and tools along with appropriate written communication skills required of accounting graduates by preparing written solutions to complete assigned projects.
3. Students will demonstrate ability to complete accounting cycle for governmental and not for profit organizations.

**Intended Student Learning Outcomes: Computer Information Systems**

1. The student will demonstrate skills in document layout and design by creating various forms, reports, web pages, business documents, and slide presentations
2. The student will demonstrate skills in programming logic and critical thinking through structured programming in a high-level programming language, configuring a computer system, designing a network system, relational database design, querying a database, etc.
3. The student will demonstrate basic skills in systems analysis and design through a course project
4. The student will demonstrate written and oral communications skills appropriate for someone entering the CIS field.

**Intended Student Learning Outcomes: Finance**

1. Students will apply the fundamental processes used in performing a **Financial Analysis** of a firm's statements
2. Students will demonstrate how to apply **Valuation** techniques for debt and equity for use in investment analysis.
3. Students will demonstrate the importance of Capital Structure and Capital budgeting in the decision making of a firm.
4. Students will demonstrate their understanding of economic concepts of 'comparative advantage' and 'trade deficit'.

5. Students will demonstrate their understanding of the macroeconomic effects of the money supply and the essential role of banks in the economy

**Intended Student Learning Outcomes: Hospitality and Tourism**

- 1 Students will demonstrate their skills necessary to manage human resources
- 2 Students will demonstrate their problem solving skills appropriate to the challenges typically faced in the hospitality and tourism areas
- 3. Students will demonstrate their skills in the application of directing a team effort in the delivery of superior hospitality service.

**Intended Student Learning Outcomes: Marketing**

- 1 Students will demonstrate their understanding of product development and planning, pricing, distribution, and promotion.
- 2 Students will demonstrate their skills necessary to develop, evaluate and implement a marketing strategy.
- 3 Students will demonstrate the skills necessary to meet consumer needs through manipulation of product, price, distribution and promotional strategies

**Intended Student Learning Outcomes: Management**

- 1 Students will create and revise a strategic plan.
- 2. Students will demonstrate the processes for the achievement of planned outcomes.
- 3. Students demonstrate their use of management strategies for problem solving personnel issues.

**Intended Student Learning Outcomes: – Criminal Justice Management**

- 1. Students will identify the need for and prepare a plan that will assist in assuring the safety of residents, first responding personnel, and property during a natural and man-made disaster being responded to by law enforcement and private sector personnel.
- 2. Students will demonstrate their ability identify and explain the legal and ethical duties and issues as relates to various types of criminal investigations as they relate to specific types of cases and suspects being investigated.

3. Students demonstrate an understanding and working knowledge of the criminal justice system in the United States at the local, state and federal levels.
4. Students will demonstrate their ability effectively discuss and explain the specific functions and importance of police presence and response involved in police operations.

**Intended Student Learning Outcomes: Sport Business Management**

1. Students will demonstrate their fundamental understanding of legal aspects of sport and risk management.
2. Students will demonstrate their understanding of the key aspects of sport promotion.

3. Students will demonstrate their application of skills in sport information and media relations.

4. Students will demonstrate their application of skills in facility and event management.

<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
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<p>1. <i>Project</i></p> <p><i>Accounting</i></p> <p><i>Computer Information Systems</i></p> <p><i>Finance</i></p> <p><i>Hospitality &amp; Tourism</i></p> <p><i>Sport Business Management</i></p>	<p><b>Accounting</b> - 90% of the students will score a 4 or better on a five-point evaluation rubric scale for the excel computer project.</p> <ul style="list-style-type: none"> <li>- 90% of the students will receive a score of 3 or better on a five point evaluation rubric scale on the Accounting software practice set.</li> </ul> <p><b>Computer Information Systems</b> - 75% of graduates in the CIS major to earn an evaluation score of 80 or better on a project that involves designing and programming a web site in CIS340 (Web Design).</p> <ul style="list-style-type: none"> <li>- 75% of graduates in the CIS major to earn an evaluation score of 80 or better on the component of the student’s project in the capstone course involving the application of the process of system analysis.</li> <li>- 75% of graduates in the CIS major to earn a 75% or better on the verbal component of the student’s final project in the capstone course involving presenting the project to the class.</li> </ul> <p><b>Finance</b> - 80% of the students earn a 4 or better on a five-point evaluation scale on their Financial Statement Analysis project.</p> <ul style="list-style-type: none"> <li>- 80% of the students earn a 4 or better on a five-point evaluation scale on their Portfolio Project.</li> </ul> <p><b>Hospitality &amp; Tourism</b> - Average score on the written HRM project assignment will be 80%</p> <ul style="list-style-type: none"> <li>- Average score on the group assignment in delivery of hospitality service will be 85%</li> </ul> <p><b>Sport Business Management</b> – 80% or more of the students will earn 80% or more on selected projects in SBM420</p>
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<p>2. <i>Case Analysis</i></p> <p><i>Accounting</i></p> <p><i>Hospitality &amp; Tourism Management</i></p> <p><i>Management</i></p>	<p>Accounting - 80% of the students will receive a score of 3 or better on a five-point evaluation rubric scale on the audit case.</p> <p><b>Hospitality &amp; Tourism</b> - Average score on the case study involving problem solving skills in HTM will be 75%</p> <p><b>Management</b> – Achieve 75% on the case covering strategic analysis process (SAP) and the creation of a strategic plan</p> <ul style="list-style-type: none"> <li>- Achieve 75% on the case covering effective methods for dealing with personnel issues.</li> </ul>
<p>3. <i>Component of Exam</i></p> <p><i>Computer Information Systems</i></p> <p><i>Criminal Justice Management</i></p> <p><i>Finance</i></p> <p><i>Marketing</i></p> <p><i>Sport Business Management</i></p>	<p><b>Computer Information Systems</b> - 75% of graduates in the CIS major to earn an evaluation score of 80 or better on the component of the final test that involves the student developing code for an application form and developing SQL code to retrieve information from an Access relational database.</p> <p><b>Criminal Justice Management</b> – classes average of greater than 85% on written exams</p> <p><b>Finance</b> - 80% of the students earn on a 4 or better on a five-point evaluation scale the essay portion of the course which involves the importance of Capital Budgeting and Capital Structure decisions</p> <ul style="list-style-type: none"> <li>- 90% of the students adequately understand both concepts 'comparative advantage' and 'trade deficit' based on two questions embedded in the final exam."</li> <li>- 90% of the students will adequately answer the following questions embedded in the final exam: (1) What is money and what are the macroeconomic effects of increasing the quantity of it? (2) What is a bank and what is the essential role of banks in the economy?</li> </ul> <p><b>Marketing</b> - 95% answering correctly questions concerning the the difference between skimming and penetration pricing?' and the purpose of advertising in the introductory stage of the PLC?'</p>

- Mean score of 4 or better in the areas concerning marketing strategies
  - Mean score of 4 or better in the areas covering product, price, distribution and promotional strategies
- Sport Business Management** - students earns 80% or above on embedded exam questions

**Assessment Results: BSBA Accounting**

**Summary of Results from Implementing Direct Measures of Student Learning:**

1. *Summary of Results for Direct Measure 1* - 86% of the students received a score of 4 or better on a five-point evaluation rubric scale on the project.

2. *Summary of Results for Direct Measure 2* - 100% of students achieved a score of 3 or better on a five-point evaluation rubric scale on the project

3. *Summary of Results for Direct Measure 3* - 93% of the students achieved a score of 3 or better on a five-point evaluation rubric scale on the project.

**Summary of Achievement of Intended Student Learning Outcomes:**

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	Course Project	Course Case	Component of Course exam	Direct Measure 4	Indirect Measure 1	Indirect Measure 2	Indirect Measure 3	Indirect Measure 4
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <i>Program Learning Outcome 1</i>	met							
2. <i>Program Learning Outcome 2</i>	met							
Intended Student Learning Outcomes: <i>Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1</i>	Direct Measure 1	Direct Measure 2	Direct Measure 3	Direct Measure 4	Indirect Measure 1	Indirect Measure 2	Indirect Measure 3	Indirect Measure 4
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <i>Intended Learning Outcome 1</i>	met	met	met					

2. <i>Intended Learning Outcome 2</i>	met	met	met					
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3. <i>Intended Learning Outcome 3</i>	met	met	met						
<b>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</b>									
1. <i>Course of Action 1 - all targets were met</i> - In the future, the instructor will need to spend additional time with students like these who lack the prerequisite skills in Excel to provide additional one-on-one assistance or use student tutorial help that may be available to provide the appropriate amount of assistance to reach the target outcomes.									
<b>Assessment Results: BSBA Computer Information Systems</b>									
<b>Summary of Results from Implementation ; Direct Measures of Student Learning:</b>									
1. <i>Summary of Results for Direct Measure 1</i> -80% of the CIS340 class, Web Design (8 of 10 students), earned a score of 80 or better on the 2 <sup>nd</sup> test that involves writing HTML code.									
2. <i>Summary of Results for Direct Measure 2</i> - 100% of the CIS435 class, Visual Basic Programming (9 of 9 students), earned a score of 80 or better on the component of the final test that involves writing Visual Basic code.									
3. <i>Summary of Results for Direct Measure 3</i> - 78% of the CIS470 class, Advanced Programming in C# (7 of 9 students), earned a score of 80 or better on the component of the final test that involves writing Visual C# code.									
4. <i>Summary of Results for Direct Measure 4</i> - 33% of the class (3 of 9 students) earned a score of 80 or better on the component of the final test involving writing SQL code to retrieve information from an Access relational database. <b>Failed to reach the expected level of 75% of the students.</b>									
<b>Summary of Achievement of Intended Student Learning Outcomes:</b>									
<b>Intended Student Learning Outcomes</b>		<b>Learning Assessment Measures</b>							
<b>General Program ISLOs</b>		<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
		Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...

1. Program Learning Outcome 1								
2. Program Learning Outcome 2	met							
<b>Intended Student Learning Outcomes:</b>	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>

<b>Major, Concentration, Specialization, Emphasis, Option, or Track in Area 2</b>	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Intended Learning Outcome 1	met	met	met	Not met				
2. Intended Learning Outcome 2	met	met	met	Not met				
3. Intended Learning Outcome 3	met	met	met	Not met				

**Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:**

1. *Course of Action 1* - The course material and teaching method have been slightly modified for clarification.

- 2. *Course of Action* - For the next academic year, the professor will review the methods of instruction, sample problems, and homework problems in these three courses and make changes that are designed to help the marginal student develop stronger skills.

**Assessment Results: BSBA Finance**

**Summary of Results from Implementing Direct Measures of Student Learning:**

1. *Summary of Results for Direct Measure 1* -77% in the FIN360 course earned a 4

2. *Summary of Results for Direct Measure 2* - 71% of the students earned a 4 on their portfolio project. 7/5 students – scores skewed – but target was not met.

3. *Summary of Results for Direct Measure 3* - 75% of the students earned a 4 or better – Target was not achieved.

4. *Summary of Results for Direct Measure 4* - Seventy five percent (75%) of the students in ECO451 International Trade & Finance know the meaning of comparative advantage. Seventy five percent (75%) know what a trade deficit is. These results are below target (90%).

**Summary of Achievement of Intended Student Learning Outcomes:**

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	Course Project	Course Case	Component of Course exam	Direct Measure 4	Indirect Measure 1	Indirect Measure 2	Indirect Measure 3	Indirect Measure 4
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Program Learning Outcome 1								
2. Program Learning Outcome 2								
Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1	Direct Measure 1	Direct Measure 2	Direct Measure 3	Direct Measure 4	Indirect Measure 1	Indirect Measure 2	Indirect Measure 3	Indirect Measure 4
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Intended Learning Outcome 1	Not met	Not met	Not met	Not met				
2. Intended Learning Outcome 2	Not met	Not met	Not met	Not met				
3. Intended Learning Outcome 3	Not met	Not met	Not met	Not met				
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:								
<p>1. <i>Course of Action 1</i> - , I am going to emphasize how this material is applicable to all business students. I plan on doing a better job of building this as the semester progresses.</p>								
<p>2. <i>Course of Action 2</i> - : This score is skewed because of the small sample size. 5/7 students did achieve the desired score. Even though statistically this was not meant. I consider this target achieved. I am motivating the students to learn and apply portfolio concepts. I have provided a rubric which will detail the grading process.</p>								
<p>3. <i>Course of Action 3</i> - I will emphasize the application of financial skills to the decisions made by corporations and look at specific results to assist the students in the transition from personal application of financial skills to corporate applications.</p>								

4. *Course of Action 4* - In part, the instructor attributes these results to three poor students. However the instructor will examine students over comparative advantage on each exam (Exam 1, Exam 2, and the Final Exam) so that the students might retain the concept. The instructor already emphasizes the concept of trade deficit in the textbook, lecture, and writing assignments.

**Assessment Results: BSBA Hospitality and Tourism**

**Summary of Results from Implementing Direct Measures of Student Learning:**

1. *Summary of Results for Direct Measure 1* - The average score on the written assignment was 80%

2. *Summary of Results for Direct Measure 2* - Target met. The average score was 75%.

3. *Summary of Results for Direct Measure 3* - : Target met. The average score was 85%.

4. *Summary of Results for Direct Measure 4* - Target met. The average score was 89%

**Summary of Results from Implementing Indirect Measures of Student Learning:**

**Summary of Achievement of Intended Student Learning Outcomes:**

Intended Student Learning Outcomes	Learning Assessment Measures							
	<i>Course</i>	<i>Course Case</i>	<i>Component of Course</i>	<i>Direct</i>	<i>Indirect</i>	<i>Indirect</i>	<i>Indirect</i>	<i>Indirect</i>
General Program ISLOs								

	<i>Project</i>		<i>exam</i>	<i>Measure 4</i>	<i>Measure 1</i>	<i>Measure 2</i>	<i>Measure 3</i>	<i>Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <i>Program Learning Outcome 1</i>								
2. <i>Program Learning Outcome 2</i>								
<b>Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1</b>	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <i>Intended Learning Outcome 1</i>	met	met	met	met				
2. <i>Intended Learning Outcome 2</i>	met	met	met	met				
3. <i>Intended Learning Outcome 3</i>	met	met	met	met				
<b>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</b>								
1. <i>Course of Action 1 - Targets all met...</i> More emphasis will be placed on the development of recruitment tools for students, preparing them for entry into the hospitality workplace. Mock interviews with practice questions will be an important part of this course.								
<b>Assessment Results: BSBA Management</b>								
<b>Summary of Results from Implementing Direct Measures of Student Learning:</b>								
1. <i>Summary of Results for Direct Measure 1</i> - Target: 75 – 80 Results: 75								
2. <i>Summary of Results for Direct Measure 2</i> - Target 75 – 80 Results: 75%								
3. <i>Summary of Results for Direct Measure 3</i> -: Target: 75 – 80 Results: 77%								
<b>Summary of Achievement of Intended Student Learning Outcomes:</b>								
<b>Intended Student Learning Outcomes</b>	<b>Learning Assessment Measures</b>							

General Program ISLOs	Course Project	Course Case	Component of Course exam	Direct Measure 4	Indirect Measure 1	Indirect Measure 2	Indirect Measure 3	Indirect Measure 4
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Program Learning Outcome 1								
2. Program Learning Outcome 2								
Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1	Direct Measure 1	Direct Measure 2	Direct Measure 3	Direct Measure 4	Indirect Measure 1	Indirect Measure 2	Indirect Measure 3	Indirect Measure 4
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Intended Learning Outcome 1	met	met	met					
2. Intended Learning Outcome 2	met	met	met					
3. Intended Learning Outcome 3	met	met	met					

**Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:**

1. *Course of Action 1 - targets were met* - Although the target was met, the average results were below of what have been in the past. Part of this can be attributed on a portion of the students for whom English as a second language was a significant challenge. Also for a couple of teams passing the storming stage, of team development, took longer than it should resulting to some struggle going through the norming stage and arriving at the performing level. These are two areas (probably interrelated) that require emphasis of attention and effort going forward.

**Assessment Results: BSBA Marketing**

**Summary of Results from Implementing Direct Measures of Student Learning:**

1. *Summary of Results for Direct Measure 1* - : Spring 2015 – 83% of the sample answered accurately

2. *Summary of Results for Direct Measure 2* - Spring 2015 – 76% of the sample answered accurately.

3. *Summary of Results for Direct Measure 3 - Spring 2015 MKT 480 Marketing Strategies Mean Score* 4.52

4. *Summary of Results for Direct Measure 4 - Spring 2015 MKT 250 Principle of Marketing Mean Score* 2.87

**Summary of Achievement of Intended Student Learning Outcomes:**

Intended Student Learning Outcomes	Learning Assessment Measures							
	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
General Program ISLOs	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <i>Program Learning Outcome 1</i>								
2. <i>Program Learning Outcome 2</i>								
Intended Student Learning Outcomes: <i>Major, Concentration, Specialization, Emphasis, Option, or Track in Area 2</i>	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <i>Intended Learning Outcome 1</i>	not met	Not met	met	Not met				
2. <i>Intended Learning Outcome 2</i>	not met	Not met	met	Not met				
3. <i>Intended Learning Outcome 3</i>	met	met	met	met				

**Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:**

1. *Course of Action 1* - Instead of relying on students to read the text while they are not in class, we will conduct live sessions on-line and have recordings available for students to review.

2. *Course of Action 2* - We will include specific group activities that solve marketing problems so that students retain the information and thus use it in future marketing classes.

3. *Course of Action 3* - Today's students are very involved in social media. More communication occurs in Instagram and Twitter than emails. Therefore, professors have agreed to connect with students through these social media to establish a bond. Professor can send out reminders of test dates,

deadlines, the latest trends, and a simple “like” when a student says they have a job interview tomorrow.

4. *Course of Action 4* - This year the marketing professors attended a professional development seminar. It was discussed that students do far better in class if the student feels they have a real connection with the professors or the other students. Therefore, the new strategy from here is to make a special effort to recognize each student and in fact invite each student to spend 30 minutes at least once in the office of the professor to build rapport and understanding

**Assessment Results: – BSBA Criminal Justice Management**

**Summary of Results from Implementing Direct Measures of Student Learning:**

- 1. *Summary of Results for Direct Measure 1 - 85% on written test*
- 2. *Summary of Results for Direct Measure 2 - 90% on written test*
- 3. *Summary of Results for Direct Measure 3 - 86% on written test*
- 4. *Summary of Results for Direct Measure 4 - 90% on written test*

**Summary of Achievement of Intended Student Learning Outcomes:**

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	<i>Course Project</i>	<i>Course Case</i>	<i>Component of Course exam</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <i>Program Learning Outcome 1</i>								
2. <i>Program Learning Outcome 2</i>								
<b>Intended Student Learning Outcomes: Major, Concentration, Specialization,</b>	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>



<b>Emphasis, Option, or Track in Area 1</b>	<b>Performance Target Was...</b>	<b>Performance Target Was...</b>	<b>Performance Target Was...</b>	<b>Performance Target Was...</b>	<b>Performance Target Was...</b>	<b>Performance Target Was...</b>	<b>Performance Target Was...</b>	<b>Performance Target Was...</b>
1. <i>Intended Learning Outcome 1</i>	met	met	met	met				
2. <i>Intended Learning Outcome 2</i>	met	met	met	met				
3. <i>Intended Learning Outcome 3</i>	met	met	met	met				
<b>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</b>								

<p><i>Course of Action 1</i> - In order to better assess the students comprehension and understanding of the essential aspects of emergency management and disaster planning the use of critical thinking skills and leadership quizzes were added to test the course to better assess the student's knowledge and information which was provided to the student in lectures and power point presentation.</p>
<p>2. <i>Course of Action 2</i> - It has been decided that there will be further exposure to the students involving the various professions that exist in the law enforcement field and to the various investigation techniques and technology that are utilized.</p>
<p>3. <i>Course of Action 3</i> - In order to better assess the students comprehension and understanding of the essential aspects of law enforcement operations practical exercises in assessing the needs of allocation of personnel based upon assessments of crime mapping and assessment of criminal activity are being added that will assist the students' learning; and the assignments will be related to the real world operations in the law enforcement field.</p>
<p>4. <i>Course of Action 4</i> - Field trips to the Medical Examiner's Office and the Court House to observe court proceedings and speak to judges and prosecutors have been added to the course requirements</p>
<p><b>Assessment Results: BSBA Sport Business Management</b></p>
<p><b>Summary of Results from Implementing Direct Measures of Student Learning:</b></p>
<p>1. <i>Summary of Results for Direct Measure 1</i> - 85% achieved 80% or above</p>
<p>2. <i>Summary of Results for Direct Measure 2</i> - 83% achieved 80% or above</p>

3. Summary of Results for Direct Measure 3 - 85% achieved 80% or above								
4. Summary of Results for Direct Measure 4 - 83% achieved 80% or above								
<b>Summary of Results from Implementing Indirect Measures of Student Learning:</b>								
<b>Summary of Achievement of Intended Student Learning Outcomes:</b>								
<b>Intended Student Learning Outcomes</b>		<b>Learning Assessment Measures</b>						
<b>General Program ISLOs</b>	<i>Course Project</i>	<i>Course Case</i>	<i>Component of Course exam</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Program Learning Outcome 1	met		met					
2. Program Learning Outcome 2	met		met					
<b>Intended Student Learning Outcomes:</b>	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
<b>Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1</b>	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Intended Learning Outcome 1	met	met	met					
2. Intended Learning Outcome 2	met	met	met					
3. Intended Learning Outcome 3	met	met	met					
<b>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</b>								
1. Course of Action 1 - all met - Continue with strategy to include more actual cases from news or legal archives and discussion of legal and risk management principles and their application in these situations. The purpose is to								

reinforce concepts already learned through traditional methods through dialogue, discussion and application of theory to real- world scenarios they are familiar with.

**Assessment Results: MBA Management**

**Summary of Results from Implementing Direct Measures of Student Learning:**

1. <i>Summary of Results for Direct Measure 1</i> - Result: faculty 4.10	<b>4.71</b>	<i>client</i> 4.50	<b>4.63</b>
2. <i>Summary of Results for Direct Measure 2</i> - Result: faculty 3.86	<b>4.00</b>	<i>client</i> 4.75	<b>4.00</b>
3. <i>Summary of Results for Direct Measure 3</i> - Result: faculty 3.90	<b>4.00</b>	<i>client</i> 4.50	<b>4.50</b>
4. <i>Summary of Results for Direct Measure 4</i> - Result: faculty 4.10	<b>4.44</b>	<i>client</i> 4.75	<b>4.67</b>

**Summary of Achievement of Intended Student Learning Outcomes:**

Intended Student Learning Outcomes	Learning Assessment Measures							
	<i>Course Project</i>	<i>Course Case</i>	<i>Component of Course exam</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
<b>General Program ISLOs</b>								

1. <i>Program Learning Outcome 1</i>	met	met			met	met		
2. <i>Program Learning Outcome 2</i>	met	met			met	met		
3. <i>Program Learning Outcome 3</i>	met	met			met	met		
4. <i>Program Learning Outcome 4</i>	met	met			met	met		
5. <i>Program Learning Outcome 5</i>	met	met			met	met		

<b>Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1</b>	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <i>Intended Learning Outcome 1</i>	met	met			met	met		
2. <i>Intended Learning Outcome 2</i>	met	met			met	met		
3. <i>Intended Learning Outcome 3</i>	met	met			met	met		
<b>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</b>								
<i>Course of Action 1 - Targets have been met – practicum coordination has been rearranged</i>								