



## Report of Outcomes Assessment Results

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Institution	Grantham University
Academic Business Unit	Mark Skousen School of Business
Academic Year	2018

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## Outcomes Assessment Plan

Is the outcomes assessment plan that you submitted to the IACBE still current or have you made changes?

The outcomes assessment plan that we have previously submitted is still current.

Changes have been made and the revised plan is attached.

We have made changes and the revised plan will be sent to the IACBE by: \_\_\_\_\_

## Outcomes Assessment Results

For Academic Year: 2018

### Section I: Student Learning Assessment

Student Learning Assessment for: <i>Bachelor of Business Administration with a Concentration in Human Resource Management</i>	
Program Intended Student Learning Outcomes (Program ISLOs)	
1. <i>Demonstrate critical thinking through applying decision-support tools.</i>	
2. <i>Demonstrate communication skills.</i>	
3. <i>Distinguish the theories, principles and concepts related to the foundational areas of business.</i>	
4. <i>Evaluate the evolving role of strategic human resource management in business organizations.</i>	
5. <i>Evaluate personnel in all stages of the employee lifecycle.</i>	
6. <i>Analyze economic, environmental, political, ethical, legal and regulatory contexts related to human resource management.</i>	
7. <i>Describe and explain ethical obligations and responsibilities of business.</i>	
8. <i>Describe decision-making skills that are relevant to professional, ethical and social responsibilities.</i>	
9. <i>Understand the importance of human and social diversity.</i>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Peregrine Exam</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8, 9	<i>Student submissions will be evaluated through the Peregrine portal and 70% of students will score at or above the discipline-based averages established by the November 2018 baseline assessment. (The baseline will be adjusted each November.)</i>
2. <i>Capstone Course Organizational Analysis Paper</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8, 9	<i>Capstone projects are reviewed using a program specific rubric; at least 70% of the graduating seniors will achieve 3-Advancing. This was reviewed using a rubric scoring from 1 (emerging) to 4 (proficient).</i>
3. <i>Direct Measure 3</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Direct Measure 3</i>
4. <i>Direct Measure 4</i>	<i>Objective (Target/Criterion) for Direct Measure 4</i>

Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
1. <i>Course Evaluations - Capstone</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8, 9	<i>The course evaluations include course quality, resources and facilitation subjects. The weighted areas above will achieve a 3.5 or higher (out of 5).</i>
2. <i>Graduate Survey</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8, 9	<i>The Graduate Survey surveys graduates 3 months after graduation, 50% of students will respond yes to the obtainment of the degree having a positive impact on their career.</i>
3. <i>Indirect Measure 3</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Indirect Measure 3</i>
4. <i>Indirect Measure 4</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Indirect Measure 4</i>
<b>Learning Assessment Results: Bachelor of Business Administration in Human Resource Management</b>	
<b>Summary of Results from Implementing Direct Measures of Student Learning:</b>	
1. Peregrine Exam - Overall 70% of Bachelor of Business Administration in Human Resource Management (BBA – HRM) students exceeded the November 2018 baseline assessment.	
2. Capstone Course Organizational Analysis Paper - The overall average score of BBA – HRM students was 2.03 (out of 4).	
3. <i>Summary of Results for Direct Measure 3</i>	
4. <i>Summary of Results for Direct Measure 4</i>	
<b>Summary of Results from Implementing Indirect Measures of Student Learning:</b>	
1. Course Evaluations - The mean score for BBA – HRM exceeded the goal of 3.5 (out of 5) in 2018.	
2. Graduate Survey - The BBA – HRM exceeded the goal of 50% in 2018.	
3. <i>Summary of Results for Indirect Measure 3</i>	
4. <i>Summary of Results for Indirect Measure 4</i>	
<b>Summary of Achievement of Intended Student Learning Outcomes:</b>	

Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	<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. Demonstrate critical thinking through applying decision-support tools.	Met	Met			Met	Met		
2. Demonstrate communication skills.	Met	Met			Met	Met		
3. Distinguish the theories, principles and concepts related to the foundational areas of business.	Met	Not Met			Met	Met		
4. Evaluate the evolving role of strategic human resource management in business organizations.	Met	Not Met			Met	Met		
5. Evaluate personnel in all stages of the employee lifecycle.	Met	Not Met			Met	Met		
6. Analyze economic, environmental, political, ethical, legal and regulatory contexts related to human resource management.	Met	Not Met			Met	Met		
7. Describe and explain ethical obligations and responsibilities of business.	Met	Not Met			Met	Met		
8. Describe decision-making skills that are relevant to professional, ethical and social responsibilities.	Met	Not Met			Met	Met		
9. Understand the importance of human and social diversity.	Met	Not 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: In 2017 it was discovered that HRM students performed well below their peers in the Bachelor of Science in Business Administration (BSAD) and Bachelor of Science in Business Management (BMGT) degree programs. The first course of action centered around designing a capstone course that is specific to the HRM degree. The capstone course launched in April of 2018 as well as a new revised BBA with a Concentration in Human Resource Management*

2. *Course of Action 2: The HRM capstone is tailored for HRM students and focus on program specific curriculum and learning outcomes that are unique to the degree. This program improvement will address the needs of HRM students and provide a more accurate measure of learning outcomes. Expertise for developing this HRM capstone will come from the faculty of the MSSB in consultation with the school's Advisory Board.*

3. *Course of Action 3: MSSB has redesigned the HRM program. The Bachelor of Business Administration with Concentration in Human Resource Management launched in April of 2018.*

4. *Course of Action 4: The new BBA with a Concentration in Human Resource Management has newly revised program objectives:*

*CORE LEARNING OUTCOMES*

*Demonstrate critical thinking through applying decision support tools*

*Demonstrate communication skills*

*Apply decision making skills that are relevant to professional, ethical and social responsibilities*

*Utilize strategic, tactical and operational methods in the decision making process to gain a competitive business advantage*

*Analyze economic, environmental, political, ethical, legal and regulatory guidelines*

*Engage in integrated business problem-solving activities by distinguishing the theories, principles and concepts related to the foundational areas of business in a global environment*

*CONCENTRATION LEARNING OUTCOMES*

*Apply strategic human resource management techniques and analytical problem-solving methods to support organizational objectives*

*Develop management knowledge and skills that support organizational performance and the development of human capital*

*Analyze policies, procedures, and laws in the areas of HR management*

**Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)**

<b>Operational Assessment</b>	
<b>Intended Operational Outcomes</b>	
1. <i>The Mark Skousen School of Business will be successful in providing high-quality learning and technological resources to its students.</i>	
2. <i>The academic programs offered by the Mark Skousen School of Business will be current, relevant, and meet the needs of business.</i>	
3. <i>Mark Skousen School of Business will support its highly-qualified and effective faculty members in their teaching disciplines through professional development opportunities and resources.</i>	
4. <i>Intended Operational Outcome 4</i>	
5. <i>Intended Operational Outcome 5</i>	
6. <i>Intended Operational Outcome 6</i>	
7. <i>Intended Operational Outcome 7</i>	
<b>Assessment Measures/Methods for Intended Operational Outcomes:</b>	<b>Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:</b>
1. <i>Student Surveys</i> Intended Operational Outcomes Assessed by this Measure: 1	<i>On the end of course survey instrument, at least 70% of respondents will indicate "Yes" to the Yes/No questions related to the learning and technological resources.</i>
2. <i>Advisory Board Meetings &amp; Community Engagement</i> Intended Operational Outcomes Assessed by this Measure: 2	<i>The MSSB Advisory Board will meet twice a year and, the school will engage with the Educational Outreach department for two events. The Advisory Board by-laws have also been revised and implemented.</i>
3. <i>Faculty Credentials</i> Intended Operational Outcomes Assessed by this Measure: 3	<i>All of the School's full-time and adjunct faculty members will be either doctoral- or professionally-qualified to teach in their respective disciplinary areas.</i>
4. <i>Operational Assessment Measure/Method 4</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 4</i>
5. <i>Operational Assessment Measure/Method 5</i>	<i>Objective (Target/Criterion) for Measure/Method 5</i>

Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	
6. <i>Operational Assessment Measure/Method 6</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 6</i>
7. <i>Operational Assessment Measure/Method 7</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 7</i>

**Summary of Results from Implementing Operational Assessment Measures/Methods:**

1. *In 2018, the survey results show that at least 70% of the respondents answered Yes to the Yes/No questions related to the learning and technological resources.*
2. *In 2018, the Mark Skousesn School of Business held two meetings with the Advisory Board. The revision of advisory board by-laws took place in 2018 and changes have been implemented.*
3. *In 2018, all of the full time and adjunct faculty met the criteria.*
4. *Summary of Results for Measure/Method 4*
5. *Summary of Results for Measure/Method 5*
6. *Summary of Results for Measure/Method 6*
7. *Summary of Results for Measure/Method 7*

**Summary of Achievement of Intended Operational Outcomes:**

Intended Operational Outcomes	Operational Assessment Measures/Methods							
	<i>Operational Assessment Measure/Method 1</i>	<i>Operational Assessment Measure/Method 2</i>	<i>Operational Assessment Measure/Method 3</i>	<i>Operational Assessment Measure/Method 4</i>	<i>Operational Assessment Measure/Method 5</i>	<i>Operational Assessment Measure/Method 6</i>	<i>Operational Assessment Measure/Method 7</i>	<i>Operational Assessment Measure/Method 8</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>The Mark Skousen School of Business will be successful in providing high-quality learning and</i>	Met	Met	Met					



<i>technological resources to its students.</i>								
<i>2. The academic programs offered by the Mark Skousen School of Business will be current, relevant, and meet the needs of business.</i>	Met	Met	Met					
<i>3. Mark Skousen School of Business will support its highly-qualified and effective faculty members in their teaching disciplines through professional development opportunities and resources.</i>	Met	Met	Met					
<i>4. Intended Operational Outcome 4</i>								
<i>5. Intended Operational Outcome 5</i>								
<i>6. Intended Operational Outcome 6</i>								
<i>7. Intended Operational Outcome 7</i>								

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

- 1. The systematic revision and implementation of curriculum initiated by the faculty. It is an ongoing process that is key to offering high-quality, relevant degree programs and preparing students to excel in their professional lives and the business world. Curriculum content is driven by external stakeholders (such as the school's Advisory Board to help ensure relevance), and internal stakeholders such as faculty and students.*
- 2. After meeting with our advisory board, it became apparent that we needed more interaction with organizations and professional associations. To that end, the MSSB has taken the initiative to align curriculum with key professional associations and organizations across industries. We also introduce students to the associations and organizations early in their degree program. This effort will engage students with industry experts and standards as they advance toward degree completion, and ultimately job placement. Offering courses and partnering with the Society for Human Resource Management (SHRM) are first steps toward affiliating and linking each degree program with professional associations and organizations.*
- 3. In meeting with the advisory board, they advised that we look into developing internship opportunities. The undergraduate internship opportunity was created to allow students to network, "test drive" a career, establish relationships, and develop new skills. The experience will make students more competitive in the job market and provide realistic, real world experiences.*
- 4. Faculty members have noted the lack of teamwork assignments in courses. To remedy this deficiency, a team has been organized to review opportunities in courses and programs that will enhance learning. As a result, we have included a team project in MGT468 Organizational Behavior course, and looking to add more.*

## Section I: Student Learning Assessment

Student Learning Assessment for: <i>Bachelor of Science - Accounting</i>	
Program Intended Student Learning Outcomes (Program ISLOs)	
1. Analyze accounting problems in the foundational areas of business.	
2. Apply accounting concepts, tools and strategies to solve problems in a global business settings.	
3. Create and analyze accounting data for business decision-making.	
4. Explain ethical obligations for accounting and/or financial areas.	
5. Demonstrate critical thinking through applying decision-support tools.	
6. Demonstrate communication skills.	
7. Describe decision making skills that are relevant professional, ethical and social responsibilities.	
8. Understand the importance of human and social diversity.	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Peregrine Exam</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8	<i>Student submissions will be evaluated through the Peregrine portal and 70% of students will score at or above the discipline-based averages established by the November 2018 baseline assessment. (The baseline will be adjusted each November.)</i>
2. <i>Capstone Course Organizational Analysis Paper</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8	<i>Capstone projects are reviewed using a program specific rubric; at least 70% of the graduating seniors will achieve 3-Advancing. This was reviewed using a rubric scoring from 1 (emerging) to 4 (proficient).</i>
3. <i>Direct Measure 3</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Direct Measure 3</i>
4. <i>Direct Measure 4</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Direct Measure 4</i>

Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. <i>Course Evaluations - Capstone</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8	<i>The course evaluations include course quality, resources and facilitation subjects. The weighted areas above will achieve a 3.5 or higher (out of 5).</i>
2. <i>Graduate Survey</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8	<i>The Graduate Survey surveys graduates 3 months after graduation, 50% of students will respond yes to the obtainment of the degree having a positive impact on their career.</i>
3. <i>Indirect Measure 3</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Indirect Measure 3</i>
4. <i>Indirect Measure 4</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Indirect Measure 4</i>
<b>Learning Assessment Results: Bachelor of Science - Accounting</b>	
<b>Summary of Results from Implementing Direct Measures of Student Learning:</b>	
1. Peregrine Exam - Overall 70% of Bachelor of Science in Business Administration (BS – ACCT) students exceeded the November 2018 baseline assessment.	
2. Capstone Course Organizational Analysis Paper - The overall average score of BS – ACCT students was 2.57 (out of 4).	
3. <i>Summary of Results for Direct Measure 3</i>	
4. <i>Summary of Results for Direct Measure 4</i>	
<b>Summary of Results from Implementing Indirect Measures of Student Learning:</b>	
1. Course Evaluations - The mean score for BS Accounting exceeded the goal of 3.5 (out of 5) in 2018.	
2. Graduate Survey - The BS – ACCT exceeded the goal of 50% in 2018.	
3. <i>Summary of Results for Indirect Measure 3</i>	
4. <i>Summary of Results for Indirect Measure 4</i>	
<b>Summary of Achievement of Intended Student Learning Outcomes:</b>	
<b>Intended Student Learning Outcomes</b>	<b>Learning Assessment Measures</b>

Program ISLOs	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. Analyze accounting problems in the foundational areas of business.	Met	Met			Met	Met		
2. Apply accounting concepts, tools and strategies to solve problems in a global business settings.	Met	Met			Met	Met		
3. Create and analyze accounting data for business decision-making.	Met	Not Met			Met	Met		
4. Explain ethical obligations for accounting and/or financial areas.	Met	Not Met			Met	Met		
5. Demonstrate critical thinking through applying decision-support tools.	Met	Not Met			Met	Met		
6. Demonstrate communication skills.	Met	Met			Met	Met		
7. Describe decision making skills that are relevant professional, ethical and social responsibilities.	Met	Not Met			Met	Met		
8. Understand the importance of human and social diversity.	Met	Not Met			Met	Met		

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

*1. Course of Action 1: Revisions to all accounting curriculum took into consideration information and standards of the National Association of State Board of Accountancy to ensure Grantham's curriculum prepares students to meet learning objectives, become accounting professionals, and sit for the Certified Public Accountant (CPA) exam.*

*2. Course of Action 2: In 2018, the MSSB conducted its assessment using Blackboard Outcomes Assessment System. More than one individual assessed the same artifact, which increased the reliability and validity of the assessment outcomes. Compared to previous years, the outcomes assessment results for 2018 showed improvement as a result of revisions and program updates.*

*3. Course of Action 3: As part of continuous improvements, more and more instructors held live sessions via Blackboard Collaborate and zoom to ensure that our students' needs are met.*

4. Course of Action 4

**Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)**

Operational Assessment	
Intended Operational Outcomes	
1. <i>The Mark Skousen School of Business will be successful in providing high-quality learning and technological resources to its students.</i>	
2. <i>The academic programs offered by the Mark Skousen School of Business will be current, relevant, and meet the needs of business.</i>	
3. <i>Mark Skousen School of Business will support its highly-qualified and effective faculty members in their teaching disciplines through professional development opportunities and resources.</i>	
4. <i>Intended Operational Outcome 4</i>	
5. <i>Intended Operational Outcome 5</i>	
6. <i>Intended Operational Outcome 6</i>	
7. <i>Intended Operational Outcome 7</i>	
Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
1. <i>Student Surveys</i> Intended Operational Outcomes Assessed by this Measure: 1	<i>On the end of course survey instrument, at least 70% of respondents will indicate "Yes" to the Yes/No questions related to the learning and technological resources.</i>
2. <i>Advisory Board Meetings &amp; Community Engagement</i> Intended Operational Outcomes Assessed by this Measure: 2	<i>The MSSB Advisory Board will meet twice a year and, the school will engage with the Educational Outreach department for two events.</i>
3. <i>Faculty Credentials</i> Intended Operational Outcomes Assessed by this Measure: 3	<i>All of the School's full-time and adjunct faculty members will be either doctoral- or professionally-qualified to teach in their respective disciplinary areas.</i>
4. <i>Operational Assessment Measure/Method 4</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 4</i>
5. <i>Operational Assessment Measure/Method 5</i>	<i>Objective (Target/Criterion) for Measure/Method 5</i>

Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>								
6. <i>Operational Assessment Measure/Method 6</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 6</i>							
7. <i>Operational Assessment Measure/Method 7</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 7</i>							
<b>Summary of Results from Implementing Operational Assessment Measures/Methods:</b>								
1. <i>In 2018, the survey results show that at least 70% of the respondents answered Yes to the Yes/No questions related to the learning and technological resources.</i>								
2. <i>In 2018, the Mark Skousesn School of Business held two meetings with the Advisory Board. The revision of the by-laws for advisory board took place and was implemented.</i>								
3. <i>In 2018, all of the full time and adjunct faculty met the criteria.</i>								
4. <i>Summary of Results for Measure/Method 4</i>								
5. <i>Summary of Results for Measure/Method 5</i>								
6. <i>Summary of Results for Measure/Method 6</i>								
7. <i>Summary of Results for Measure/Method 7</i>								
<b>Summary of Achievement of Intended Operational Outcomes:</b>								
<b>Intended Operational Outcomes</b>	<b>Operational Assessment Measures/Methods</b>							
	<i>Operational Assessment Measure/Method 1</i>	<i>Operational Assessment Measure/Method 2</i>	<i>Operational Assessment Measure/Method 3</i>	<i>Operational Assessment Measure/Method 4</i>	<i>Operational Assessment Measure/Method 5</i>	<i>Operational Assessment Measure/Method 6</i>	<i>Operational Assessment Measure/Method 7</i>	<i>Operational Assessment Measure/Method 8</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>The Mark Skousen School of Business will be successful in providing high-quality learning and</i>	Met	Met	Met					

<i>technological resources to its students.</i>								
<i>2. The academic programs offered by the Mark Skousen School of Business will be current, relevant, and meet the needs of business.</i>	Met	Met	Met					
<i>3. Mark Skousen School of Business will support its highly-qualified and effective faculty members in their teaching disciplines through professional development opportunities and resources.</i>	Met	Met	Met					
<i>4. Intended Operational Outcome 4</i>								
<i>5. Intended Operational Outcome 5</i>								
<i>6. Intended Operational Outcome 6</i>								
<i>7. Intended Operational Outcome 7</i>								

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

- 1. The systematic revision and implementation of curriculum initiated by the faculty. It is an ongoing process that is key to offering high-quality, relevant degree programs and preparing students to excel in their professional lives and the business world. Curriculum content is driven by external stakeholders (such as the school's Advisory Board to help ensure relevance), and internal stakeholders such as faculty and students.*
- 2. After meeting with our advisory board, it became apparent that we needed more interaction with organizations and professional associations. To that end, the MSSB has taken the initiative to align curriculum with key professional associations and organizations across industries. We also introduce students to the associations and organizations early in their degree program. This effort will engage students with industry experts and standards as they advance toward degree completion, and ultimately job placement. Offering courses and partnering with CPA are first steps toward affiliating and linking each degree program with professional associations and organizations.*
- 3. In meeting with the advisory board, they advised that we look into developing internship opportunities. The undergraduate internship opportunity was created to allow students to network, "test drive" a career, establish relationships, and develop new skills. The experience will make students more competitive in the job market and provide realistic, real world experiences.*
- 4. Faculty members have noted the lack of teamwork assignments in courses. To remedy this deficiency, a team has been organized to review opportunities in courses and programs that will enhance learning. As a result, a team project was included in MGT468 Organizational Behavior.*

5. To foster possibilities for faculty professional development and career enhancement, the MSSB has sponsored several conferences and events. At these events, faculty members were able to enhance their professional expertise and play an active role in the strategic planning process through collaboration and outreach. The school has also created the Career Pathing Committee to redefine current job roles, evaluate opportunities, and consider adding ranks to the existing positions.

**Section I: Student Learning Assessment**

<b>Student Learning Assessment for: Bachelor of Science in Business Administration</b>	
<b>Program Intended Student Learning Outcomes (Program ISLOs)</b>	
<i>1. Demonstrate critical thinking through applying decision-support tools.</i>	
<i>2. Demonstrate communication skills.</i>	
<i>3. Compare and contrast local, national and global business and cultural issues.</i>	
<i>4. Differentiate the theories, principles and concepts related to the foundational business areas.</i>	
<i>5. Evaluate the role of competitive advantage using strategic and tactical methods.</i>	
<i>6. Evaluate the legal, social and economic environments of business.</i>	
<i>7. Describe and explain ethical obligations and responsibilities of business.</i>	
<i>8. Describe decision making skills that are relevant to professional, ethical and social responsibilities.</i>	
<i>9. Understand the importance of human and social diversity.</i>	
<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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2. <i>Capstone Course Organizational Analysis Paper</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8, 9	<i>Capstone projects are reviewed using a program specific rubric; at least 70% of the graduating seniors will achieve 3-Advancing. This was reviewed using a rubric scoring from 1 (emerging) to 4 (proficient).</i>
3. <i>Direct Measure 3</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Direct Measure 3</i>
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<b>Learning Assessment Results: Bachelor of Science in Business Administration</b>	
<b>Summary of Results from Implementing Direct Measures of Student Learning:</b>	
1. Peregrine Exam - Overall 70% of Bachelor of Science in Business Administration (BS – BSAD) students exceeded the November 2018 baseline assessment.	
2. Capstone Course Organizational Analysis Paper - The overall average score of BS – BSAD students was 2.38 (out of 4).	
3. <i>Summary of Results for Direct Measure 3</i>	
4. <i>Summary of Results for Direct Measure 4</i>	
<b>Summary of Results from Implementing Indirect Measures of Student Learning:</b>	

1. Course Evaluations - The mean score for Bachelor of Science Business Administration exceeded the goal of 3.5 (out of 5) in 2018.

2. Graduate Survey - The BS – BSAD exceeded the goal of 50% in 2018.

3. Summary of Results for Indirect Measure 3

4. Summary of Results for Indirect Measure 4

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

Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	<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. Demonstrate critical thinking through applying decision-support tools.	Met	Not Met			Met	Met		
2. Demonstrate communication skills.	Met	Met			Met	Met		
3. Compare and contrast local, national and global business and cultural issues.	Met	Not Met			Met	Met		
4. Differentiate the theories, principles and concepts related to the foundational business areas.	Met	Not Met			Met	Met		
5. Evaluate the role of competitive advantage using strategic and tactical methods.	Met	Not Met			Met	Met		
6. Evaluate the legal, social and economic environments of business.	Met	Not Met			Met	Met		
7. Describe and explain ethical obligations and responsibilities of business.	Met	Not Met			Met	Met		

8. Describe decision making skills that are relevant to professional, ethical and social responsibilities.	Met	Not Met			Met	Met		
9. Understand the importance of human and social diversity.	Met	Not Met			Met	Met		
<b>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</b>								
<i>1. Course of Action 1: This program is in the teaching out phase, as it will be replaced with bachelor of business programs with concentrations.</i>								
<i>2. Course of Action 2: In 2018, the MSSB conducted its assessment using Blackboard Outcomes Assessment System. More than one individual assessed the same artifact, which increased the reliability and validity of the assessment outcomes.</i>								
<i>3. Course of Action 3: The capstone project will be reviewed and revised to ensure that students address the course objectives appropriately.</i>								
<i>4. Course of Action 4</i>								

**Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)**

Operational Assessment	
Intended Operational Outcomes	
<i>1. The Mark Skousen School of Business will be successful in providing high-quality learning and technological resources to its students.</i>	
<i>2. The academic programs offered by the Mark Skousen School of Business will be current, relevant, and meet the needs of business.</i>	
<i>3. Mark Skousen School of Business will support its highly-qualified and effective faculty members in their teaching disciplines through professional development opportunities and resources.</i>	
<i>4. Intended Operational Outcome 4</i>	
<i>5. Intended Operational Outcome 5</i>	
<i>6. Intended Operational Outcome 6</i>	
<i>7. Intended Operational Outcome 7</i>	
<b>Assessment Measures/Methods for Intended Operational Outcomes:</b>	<b>Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:</b>

1. <i>Student Surveys</i> Intended Operational Outcomes Assessed by this Measure: 1	<i>On the end of course survey instrument, at least 70% of respondents will indicate “Yes” to the Yes/No questions related to the learning and technological resources.</i>
2. <i>Advisory Board Meetings &amp; Community Engagement</i> Intended Operational Outcomes Assessed by this Measure: 2	<i>The MSSB Advisory Board will meet twice a year and, the school will engage with the Educational Outreach department for two events. The revision of advisory board by-laws and the implementation of new by-laws took place in 2018.</i>
3. <i>Faculty Credentials</i> Intended Operational Outcomes Assessed by this Measure: 3	<i>All of the School’s full-time and adjunct faculty members will be either doctoral- or professionally-qualified to teach in their respective disciplinary areas.</i>
4. <i>Operational Assessment Measure/Method 4</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 4</i>
5. <i>Operational Assessment Measure/Method 5</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 5</i>
6. <i>Operational Assessment Measure/Method 6</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 6</i>
7. <i>Operational Assessment Measure/Method 7</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 7</i>
<b>Summary of Results from Implementing Operational Assessment Measures/Methods:</b>	
1. <i>In 2018, the survey results show that at least 70% of the respondents answered Yes to the Yes/No questions related to the learning and technological resources.</i>	
2. <i>In 2018, the Mark Skousesn School of Business held two meetings with the Advisory Board.</i>	
3. <i>In 2018, all of the full time and adjunct faculty met the criteria.</i>	
4. <i>Summary of Results for Measure/Method 4</i>	
5. <i>Summary of Results for Measure/Method 5</i>	

6. Summary of Results for Measure/Method 6

7. Summary of Results for Measure/Method 7

**Summary of Achievement of Intended Operational Outcomes:**

Intended Operational Outcomes	Operational Assessment Measures/Methods							
	Operational Assessment Measure/ Method 1	Operational Assessment Measure/ Method 2	Operational Assessment Measure/ Method 3	Operational Assessment Measure/ Method 4	Operational Assessment Measure/ Method 5	Operational Assessment Measure/ Method 6	Operational Assessment Measure/ Method 7	Operational Assessment Measure/ Method 8
	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>The Mark Skousen School of Business will be successful in providing high-quality learning and technological resources to its students.</i>	Met	Met	Met					
2. <i>The academic programs offered by the Mark Skousen School of Business will be current, relevant, and meet the needs of business.</i>	Met	Met	Met					
3. <i>Mark Skousen School of Business will support its highly-qualified and effective faculty members in their teaching disciplines through professional development opportunities and resources.</i>	Met	Met	Met					
4. <i>Intended Operational Outcome 4</i>								
5. <i>Intended Operational Outcome 5</i>								
6. <i>Intended Operational Outcome 6</i>								
7. <i>Intended Operational Outcome 7</i>								

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

1. *The systematic revision and implementation of curriculum initiated by the faculty. It is an ongoing process that is key to offering high-quality, relevant degree programs and preparing students to excel in their professional lives and the business world. Curriculum content is driven by external stakeholders (such as the school's Advisory Board to help ensure relevance), and internal stakeholders such as faculty and students. Integrating Peregrine exams into capstone courses not only provided a second direct measure, but also strengthened our data analysis by providing exceptional reporting capabilities. The Peregrine exams were activated in the last quarter of 2014.*
2. *After meeting with our advisory board, it became apparent that we needed more interaction with organizations and professional associations. To that end, the MSSB has taken the initiative to align curriculum with key professional associations and organizations across industries. We also introduce students to the associations and organizations early in their degree program. This effort will engage students with industry experts and standards as they advance toward degree completion, and ultimately job placement. Offering courses and partnering with CFP are first steps toward affiliating and linking each degree program with professional associations and organizations.*
3. *In meeting with the advisory board, they advised that we look into developing internship opportunities. The undergraduate internship opportunity was created to allow students to network, "test drive" a career, establish relationships, and develop new skills. The experience will make students more competitive in the job market and provide realistic, real world experiences.*
4. *Faculty members have noted the lack of teamwork assignments in courses. To remedy this deficiency, a team has been organized to review opportunities in courses and programs that will enhance learning.*
5. *To foster possibilities for faculty professional development and career enhancement, the MSSB has sponsored several conferences and events. At these events, faculty members were able to enhance their professional expertise and play an active role in the strategic planning process through collaboration and outreach. The school has also created the Career Pathing Committee to redefine current job roles, evaluate opportunities, and consider adding ranks to the existing positions.*
6. *This program is in the teach out phase, as it is replaced with programs and concentrations that are more relevant to the specific business industry.*

## Section I: Student Learning Assessment

<b>Student Learning Assessment for: Bachelor of Science in Business Management</b>	
<b>Program Intended Student Learning Outcomes (Program ISLOs)</b>	
<i>1. Demonstrate critical thinking through applying decision-support tools.</i>	
<i>2. Demonstrate communication skills.</i>	
<i>3. Distinguish the theories, principles and concepts related to the foundational areas of business.</i>	
<i>4. Analyze the basic theories and best practices of business managers and leaders in a global setting.</i>	
<i>5. Engage in integrated business problem-solving activities.</i>	
<i>6. Analyze economic, environmental, political, ethical, legal and regulatory contexts related to global business.</i>	
<i>7. Describe decision making skills that are relevant to professional, ethical and social responsibilities.</i>	
<i>8. Understand the importance of human and social diversity.</i>	
<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
<i>1. Peregrine Exam</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8	<i>Student submissions will be evaluated through the Peregrine portal and 70% of students will score at or above the discipline-based averages established by the November 2018 baseline assessment. (The baseline will be adjusted each November.)</i>
<i>2. Capstone Course Organizational Analysis Paper</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8	<i>Capstone projects are reviewed using a program specific rubric; at least 70% of the graduating seniors will achieve 3-Advancing. This was reviewed using a rubric scoring from 1 (emerging) to 4 (proficient).</i>
<i>3. Direct Measure 3</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Direct Measure 3</i>

4. <i>Direct Measure 4</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Direct Measure 4</i>
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
1. <i>Course Evaluations - Capstone</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8	<i>The course evaluations include course quality, resources and facilitation subjects. The weighted areas above will achieve a 3.5 or higher (out of 5).</i>
2. <i>Graduate Survey</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8	<i>The Graduate Survey surveys graduates 3 months after graduation, 50% of students will respond yes to the obtainment of the degree having a positive impact on their career.</i>
3. <i>Indirect Measure 3</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Indirect Measure 3</i>
4. <i>Indirect Measure 4</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Indirect Measure 4</i>
<b>Learning Assessment Results: Bachelor of Science in Business Management</b>	
<b>Summary of Results from Implementing Direct Measures of Student Learning:</b>	
1. Peregrine Exam - Overall 70% of Bachelor of Science in Business Management (BS – BMGT) students exceeded the November 2018 baseline assessment.	
2. Capstone Course Organizational Analysis Paper - The overall average score of BS – BMGT students was 2.64 (out of 4).	
3. <i>Summary of Results for Direct Measure 3</i>	
4. <i>Summary of Results for Direct Measure 4</i>	
<b>Summary of Results from Implementing Indirect Measures of Student Learning:</b>	
1. Course Evaluations – Course Evaluations - The mean score for BS - BMGT exceeded the goal of 3.5 (out of 5) in 2018.	
2. Graduate Survey - The BS – BMGT met the goal of 50% in 2018.	
3. <i>Summary of Results for Indirect Measure 3</i>	
4. <i>Summary of Results for Indirect Measure 4</i>	
<b>Summary of Achievement of Intended Student Learning Outcomes:</b>	



Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	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. Demonstrate critical thinking through applying decision-support tools.	Met	Not Met			Met	Met		
2. Demonstrate communication skills.	Met	Met			Met	Met		
3. Distinguish the theories, principles and concepts related to the foundational areas of business.	Met	Not Met			Met	Met		
4. Analyze the basic theories and best practices of business managers and leaders in a global setting.	Met	Not Met			Met	Met		
5. Engage in integrated business problem-solving activities.	Met	Not Met			Met	Met		
6. Analyze economic, environmental, political, ethical, legal and regulatory contexts related to global business.	Met	Not Met			Met	Met		
7. Describe decision making skills that are relevant to professional, ethical and social responsibilities.	Met	Not Met			Met	Met		
8. Understand the importance of human and social diversity.	Met	Not 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: A faculty lead course leveling and curriculum reviews will aid in creating courses that will strengthen the curriculum map to the learning outcomes.</i>								
2. <i>Course of Action 2: In 2018, the MSSB conducted its assessment using Blackboard Outcomes Assessment System. More than one individual assessed the same artifact, which increased the reliability and validity of the assessment outcomes.</i>								

3. *Course of Action 3: The capstone project will be reviewed and revised to meet the objectives of this program.*

4. *Course of Action 4: This program is in the teach out phase as it is being replaced with programs and concentration that are more current and that meet the needs of specific business industry.*

**Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)**

Operational Assessment	
Intended Operational Outcomes	
1. <i>The Mark Skousen School of Business will be successful in providing high-quality learning and technological resources to its students.</i>	
2. <i>The academic programs offered by the Mark Skousen School of Business will be current, relevant, and meet the needs of business.</i>	
3. <i>Mark Skousen School of Business will support its highly-qualified and effective faculty members in their teaching disciplines through professional development opportunities and resources.</i>	
4. <i>Intended Operational Outcome 4</i>	
5. <i>Intended Operational Outcome 5</i>	
6. <i>Intended Operational Outcome 6</i>	
7. <i>Intended Operational Outcome 7</i>	
Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
1. <i>Student Surveys</i> Intended Operational Outcomes Assessed by this Measure: 1	<i>On the end of course survey instrument, at least 70% of respondents will indicate "Yes" to the Yes/No questions related to the learning and technological resources.</i>
2. <i>Advisory Board Meetings &amp; Community Engagement</i> Intended Operational Outcomes Assessed by this Measure: 2	<i>The MSSB Advisory Board will meet twice a year and, the school will engage with the Educational Outreach department for two events. By-laws for the advisory board have also been revised and implemented.</i>
3. <i>Faculty Credentials</i> Intended Operational Outcomes Assessed by this Measure: 3	<i>All of the School's full-time and adjunct faculty members will be either doctoral- or professionally-qualified to teach in their respective disciplinary areas.</i>

4. <i>Operational Assessment Measure/Method 4</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 4</i>
5. <i>Operational Assessment Measure/Method 5</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 5</i>
6. <i>Operational Assessment Measure/Method 6</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 6</i>
7. <i>Operational Assessment Measure/Method 7</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 7</i>

**Summary of Results from Implementing Operational Assessment Measures/Methods:**

1. *In 2018, the survey results show that at least 70% of the respondents answered Yes to the Yes/No questions related to the learning and technological resources.*
2. *In 2018, the Mark Skousesn School of Business held two meetings with the Advisory Board.*
3. *In 2018, all of the full time and adjunct faculty met the criteria.*
4. *Summary of Results for Measure/Method 4*
5. *Summary of Results for Measure/Method 5*
6. *Summary of Results for Measure/Method 6*
7. *Summary of Results for Measure/Method 7*

**Summary of Achievement of Intended Operational Outcomes:**

Intended Operational Outcomes	Operational Assessment Measures/Methods							
	<i>Operational Assessment Measure/Method 1</i>	<i>Operational Assessment Measure/Method 2</i>	<i>Operational Assessment Measure/Method 3</i>	<i>Operational Assessment Measure/Method 4</i>	<i>Operational Assessment Measure/Method 5</i>	<i>Operational Assessment Measure/Method 6</i>	<i>Operational Assessment Measure/Method 7</i>	<i>Operational Assessment Measure/Method 8</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>The Mark Skousen School of Business will be successful in providing high-quality learning and technological resources to its students.</i>	Met	Met	Met					
2. <i>The academic programs offered by the Mark Skousen School of Business will be current, relevant, and meet the needs of business.</i>	Met	Met	Met					
3. <i>Mark Skousen School of Business will support its highly-qualified and effective faculty members in their teaching disciplines through professional development opportunities and resources.</i>	Met	Met	Met					
4. <i>Intended Operational Outcome 4</i>								
5. <i>Intended Operational Outcome 5</i>								
6. <i>Intended Operational Outcome 6</i>								
7. <i>Intended Operational Outcome 7</i>								
<b>Proposed Courses of Action for Improvement in Operational Outcomes for which Performance Targets Were Not Met:</b>								
1. <i>The systematic revision and implementation of curriculum initiated by the faculty. It is an ongoing process that is key to offering high-quality, relevant degree programs and preparing students to excel in their professional lives and the business world. Curriculum content is driven by external stakeholders (such as the school's Advisory Board to help ensure relevance), and internal stakeholders such as faculty and students. Integrating Peregrine exams into capstone courses not only provided a second direct measure, but also strengthened our data analysis by providing exceptional reporting capabilities. The Peregrine exams were activated in the last quarter of 2014.</i>								
2. <i>After meeting with our advisory board, it became apparent that we needed more interaction with organizations and professional associations. To that end, the MSSB has taken the initiative to align curriculum with key professional associations and organizations across industries. We also introduce students to the associations and organizations early in their degree program. This effort will engage students with industry experts and standards as they advance toward degree completion, and ultimately job placement. Offering courses and partnering with CFP are first steps toward affiliating and linking each degree program with professional associations and organizations.</i>								

3. In meeting with the advisory board, they advised that we look into developing internship opportunities. The undergraduate internship opportunity was created to allow students to network, “test drive” a career, establish relationships, and develop new skills. The experience will make students more competitive in the job market and provide realistic, real world experiences.

4. Faculty members have noted the lack of teamwork assignments in courses. To remedy this deficiency, a team has been organized to review opportunities in courses and programs that will enhance learning.

5. To foster possibilities for faculty professional development and career enhancement, the MSSB has sponsored several conferences and events. At these events, faculty members were able to enhance their professional expertise and play an active role in the strategic planning process through collaboration and outreach. The school has also created the Career Pathing Committee to redefine current job roles, evaluate opportunities, and consider adding ranks to the existing positions. The Bachelor of Science Business Management is in the teach out phase as it is replaced with programs and concentrations that are current and that meet the needs of specific industry.

## Section I: Student Learning Assessment

<b>Student Learning Assessment for: Bachelor of Business Administration in Financial Planning</b>	
<b>Program Intended Student Learning Outcomes (Program ISLOs)</b>	
1. Apply and evaluate financial planning theories in an integrated approach to real-life financial planning situations based on the Certified Financial Planning principles.	
2. Advise individuals and families on a variety of complex financial issues.	
3. Develop, design, and maintain tailored and comprehensive financial plans.	
4. Analyze the ethical responsibility of financial planners and leaders in the financial planning industry.	
5. Demonstrate critical thinking through applying decision-support tools.	
6. Demonstrate communication skills.	
7. Distinguish the theories, principles and concepts related to the foundational areas of business.	
<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
1. Comprehensive Exam	Student submissions will be evaluated through the Learning Management System and 70% of students will score at or above the

Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7	<i>aggregate of all test scores for the assessment period. (All exam scores are based off the core topics alone for assessment purposes).</i>
2. <i>Capstone Case Study</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7	<i>Capstone case studies are reviewed using a program specific rubric; at least 70% of the graduating seniors will achieve 3-Advancing. This was reviewed using a rubric scoring from 1 (emerging) to 4 (proficient).</i>
3. <i>Direct Measure 3</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Direct Measure 3</i>
4. <i>Direct Measure 4</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Direct Measure 4</i>
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
1. <i>Course Evaluations - Capstone</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7	<i>The course evaluations include course quality, resources and facilitation subjects. The weighted areas above will achieve a 3.5 or higher (out of 5).</i>
2. <i>Graduate Survey</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7	<i>The Graduate Survey surveys graduates 3 months after graduation, 50% of students will respond yes to the obtainment of the degree having a positive impact on their career.</i>
3. <i>Indirect Measure 3</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Indirect Measure 3</i>
4. <i>Indirect Measure 4</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Indirect Measure 4</i>
<b>Learning Assessment Results: Bachelor of Business Administration in Financial Planning</b>	
<b>Summary of Results from Implementing Direct Measures of Student Learning:</b>	
1. Comprehensive Exam - The mean score for Bachelor of Business Administration in Financial Planning (BBA-FP) is 61.5%. Did not exceed the goal.	
2. Capstone Project - The overall average score of BBA-FP students was 1.78 (out of 4).	
3. <i>Summary of Results for Direct Measure 3</i>	

4. Summary of Results for Direct Measure 4

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

1. Course Evaluations - The mean score for BBA – FP exceeded the goal of 3.5 (out of 5) in 2018.

2. Graduate Survey - NA

3. Summary of Results for Indirect Measure 3

4. Summary of Results for Indirect Measure 4

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

Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	<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. Apply and evaluate financial planning theories in an integrated approach to real-life financial planning situations based on the Certified Financial Planning principles.	Not Met	Not Met			Met	NA		
2. Advise individuals and families on a variety of complex financial issues.	Not Met	Not Met			Met	NA		
3. Develop, design, and maintain tailored and comprehensive financial plans.	Not Met	Not Met			Met	NA		
4. Analyze the ethical responsibility of financial planners and leaders in the financial planning industry.	Not Met	Not Met			Met	NA		
5. Demonstrate critical thinking through applying decision-support tools.	Not Met	Not Met			Met	NA		
6. Demonstrate communication skills.	Not Met	Not Met			Met	NA		

7. Distinguish the theories, principles and concepts related to the foundational areas of business.	Not Met	Not Met			Met	NA		
<b>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</b>								
1. <i>Course of Action 1: The BBA – FP is a new program, launched at the beginning of 2018. There were only two students who graduated from the program, and only one artifact assessed.</i>								
2. <i>Course of Action 2: In 2018, the MSSB conducted its assessment using Blackboard Outcomes Assessment System. More than one individual assessed the same artifact, which increased the reliability and validity of the assessment outcomes.</i>								
<p>2. <i>Course of Action 3: In 2018, the MSSB revised program objectives for the FP program:</i></p> <p><b>CORE LEARNING OUTCOMES</b></p> <p><i>Demonstrate critical thinking through applying decision support tools</i></p> <p><i>Demonstrate communication skills</i></p> <p><i>Apply decision making skills that are relevant to professional, ethical and social responsibilities</i></p> <p><i>Utilize strategic, tactical and operational methods in the decision making process to gain a competitive business advantage</i></p> <p><i>Analyze economic, environmental, political, ethical, legal and regulatory guidelines</i></p> <p><i>Engage in integrated business problem-solving activities by distinguishing the theories, principles and concepts related to the foundational areas of business in a global environment</i></p> <p><b>CONCENTRATION LEARNING OUTCOMES</b></p> <p><i>Apply and evaluate financial planning theories in an integrated approach to real-life financial planning situations based on the Certified Financial Planning principles</i></p> <p><i>Advise individuals and families on a variety of complex financial issues</i></p>								
4. <i>Course of Action 4</i>								

**Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)**

Operational Assessment
Intended Operational Outcomes
1. <i>The Mark Skousen School of Business will be successful in providing high-quality learning and technological resources to its students.</i>
2. <i>The academic programs offered by the Mark Skousen School of Business will be current, relevant, and meet the needs of business.</i>



3. *Mark Skousen School of Business will support its highly-qualified and effective faculty members in their teaching disciplines through professional development opportunities and resources.*

4. *Intended Operational Outcome 4*

5. *Intended Operational Outcome 5*

6. *Intended Operational Outcome 6*

7. *Intended Operational Outcome 7*

<b>Assessment Measures/Methods for Intended Operational Outcomes:</b>	<b>Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:</b>
<p>1. <i>Student Surveys</i> Intended Operational Outcomes Assessed by this Measure: 1</p>	<p><i>On the end of course survey instrument, at least 70% of respondents will indicate “Yes” to the Yes/No questions related to the learning and technological resources.</i></p>
<p>2. <i>Advisory Board Meetings &amp; Community Engagement</i> Intended Operational Outcomes Assessed by this Measure: 2</p>	<p><i>The MSSB Advisory Board will meet twice a year and, the school will engage with the Educational Outreach department for two events. The by-laws were also revised in 2018.</i></p>
<p>3. <i>Faculty Credentials</i> Intended Operational Outcomes Assessed by this Measure: 3</p>	<p><i>All of the School’s full-time and adjunct faculty members will be either doctoral- or professionally-qualified to teach in their respective disciplinary areas.</i></p>
<p>4. <i>Operational Assessment Measure/Method 4</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i></p>	<p><i>Objective (Target/Criterion) for Measure/Method 4</i></p>
<p>5. <i>Operational Assessment Measure/Method 5</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i></p>	<p><i>Objective (Target/Criterion) for Measure/Method 5</i></p>
<p>6. <i>Operational Assessment Measure/Method 6</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i></p>	<p><i>Objective (Target/Criterion) for Measure/Method 6</i></p>
<p>7. <i>Operational Assessment Measure/Method 7</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i></p>	<p><i>Objective (Target/Criterion) for Measure/Method 7</i></p>

**Summary of Results from Implementing Operational Assessment Measures/Methods:**

1. *In 2018, the survey results show that at least 70% of the respondents answered Yes to the Yes/No questions related to the learning and technological resources.*
2. *In 2018, the Mark Skousen School of Business held two meetings with the Advisory Board.*
3. *In 2018, all of the full time and adjunct faculty met the criteria.*
4. *Summary of Results for Measure/Method 4*
5. *Summary of Results for Measure/Method 5*
6. *Summary of Results for Measure/Method 6*
7. *Summary of Results for Measure/Method 7*

**Summary of Achievement of Intended Operational Outcomes:**

Intended Operational Outcomes	Operational Assessment Measures/Methods							
	Operational Assessment Measure/Method 1	Operational Assessment Measure/Method 2	Operational Assessment Measure/Method 3	Operational Assessment Measure/Method 4	Operational Assessment Measure/Method 5	Operational Assessment Measure/Method 6	Operational Assessment Measure/Method 7	Operational Assessment Measure/Method 8
	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>The Mark Skousen School of Business will be successful in providing high-quality learning and technological resources to its students.</i>	Met	Met	Met					
2. <i>The academic programs offered by the Mark Skousen School of Business will be current, relevant, and meet the needs of business.</i>	Met	Met	Met					
3. <i>Mark Skousen School of Business will support its highly-qualified and effective faculty members in their teaching disciplines through</i>	Met	Met	Met					

<i>professional development opportunities and resources.</i>								
4. <i>Intended Operational Outcome 4</i>								
5. <i>Intended Operational Outcome 5</i>								
6. <i>Intended Operational Outcome 6</i>								
7. <i>Intended Operational Outcome 7</i>								

<b>Proposed Courses of Action for Improvement in Operational Outcomes for which Performance Targets Were Not Met:</b>								
1. <i>The systematic revision and implementation of curriculum initiated by the faculty. It is an ongoing process that is key to offering high-quality, relevant degree programs and preparing students to excel in their professional lives and the business world. Curriculum content is driven by external stakeholders (such as the school’s Advisory Board to help ensure relevance), and internal stakeholders such as faculty and students.</i>								
2. <i>After meeting with our advisory board, it became apparent that we needed more interaction with organizations and professional associations. To that end, the MSSB has taken the initiative to align curriculum with key professional associations and organizations across industries. We also introduce students to the associations and organizations early in their degree program. This effort will engage students with industry experts and standards as they advance toward degree completion, and ultimately job placement. Offering courses and partnering with CFP are first steps toward affiliating and linking each degree program with professional associations and organizations.</i>								
3. <i>In meeting with the advisory board, they advised that we look into developing internship opportunities. The undergraduate internship opportunity was created to allow students to network, “test drive” a career, establish relationships, and develop new skills. The experience will make students more competitive in the job market and provide realistic, real world experiences.</i>								
4. <i>Faculty members have noted the lack of teamwork assignments in courses. To remedy this deficiency, a team has been organized to review opportunities in courses and programs that will enhance learning.</i>								
5. <i>To foster possibilities for faculty professional development and career enhancement, the MSSB has sponsored several conferences and events. At these events, faculty members were able to enhance their professional expertise and play an active role in the strategic planning process through collaboration and outreach. The school has also created the Career Pathing Committee to redefine current job roles, evaluate opportunities, and consider adding ranks to the existing positions.</i>								

## Section I: Student Learning Assessment

<b>Student Learning Assessment for: <i>Master of Business Administration</i></b>	
<b>Program Intended Student Learning Outcomes (Program ISLOs)</b>	
<i>1. Analyze knowledge, techniques, skills and tools of past, present and future business models.</i>	
<i>2. Apply current knowledge and adapt to emerging applications of all foundational business areas.</i>	
<i>3. Integrate theory and practice for the purpose of strategic analysis and planning.</i>	
<i>4. Use communication skills.</i>	
<i>5. Evaluate professional, ethical and social responsibilities in business management and team settings.</i>	
<i>6. Employ quantitative analysis in business.</i>	
<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
<i>1. Capstone Business Plan</i> Program ISLOs Assessed by this Measure: <i>1, 2, 3, 4, 5, 6</i>	<i>Capstone business plans are reviewed using a program specific rubric; at least 70% of the graduating seniors will achieve 3-Advancing. This was reviewed using a rubric scoring from 1 (emerging) to 4 (proficient).</i>
<i>2. Direct Measure 2</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Direct Measure 2</i>

3. <i>Direct Measure 3</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Direct Measure 3</i>
4. <i>Direct Measure 4</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Direct Measure 4</i>
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
1. <i>Course Evaluations - Capstone</i> Program ISLOs Assessed by this Measure: <i>1, 2, 3, 4, 5, 6</i>	<i>The course evaluations include course quality, resources and facilitation subjects. The weighted areas above will achieve a 3.5 or higher (out of 5).</i>
2. <i>Graduate Survey</i> Program ISLOs Assessed by this Measure: <i>1, 2, 3, 4, 5, 6</i>	<i>The Graduate Survey surveys graduates 3 months after graduation, 50% of students will respond yes to the obtainment of the degree having a positive impact on their career.</i>
3. <i>Indirect Measure 3</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Indirect Measure 3</i>
4. <i>Indirect Measure 4</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Indirect Measure 4</i>
<b>Learning Assessment Results: <i>Master of Business Administration</i></b>	
<b>Summary of Results from Implementing Direct Measures of Student Learning:</b>	
1. Capstone Business Plan - The overall average score of Master of Business Administration (MBA) students was 2.54 (out of 4).	
2. <i>Summary of Results for Direct Measure 2</i>	
3. <i>Summary of Results for Direct Measure 3</i>	
4. <i>Summary of Results for Direct Measure 4</i>	
<b>Summary of Results from Implementing Indirect Measures of Student Learning:</b>	
1. Course Evaluations – Course Evaluations - The mean score for MBA – BSAD exceeded the goal of 3.5 (out of 5) in 2018.	
2. Graduate Survey - The MBA – BSAD exceeded the goal of 50% in 2018.	
3. <i>Summary of Results for Indirect Measure 3</i>	

4. Summary of Results for Indirect Measure 4

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

Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	<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. Analyze knowledge, techniques, skills and tools of past, present and future business models.	Met				Met	Met		
2. Apply current knowledge and adapt to emerging applications of all foundational business areas.	Met				Met	Met		
3. Integrate theory and practice for the purpose of strategic analysis and planning.	Not Met				Met	Met		
4. Use communication skills.	Met				Met	Met		
5. Evaluate professional, ethical and social responsibilities in business management and team settings.	Not Met				Met	Met		
6. Employ quantitative analysis in business.	Not Met				Met	Met		

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

1. *Course of Action 1: A faculty lead course leveling and curriculum reviews will aid in creating courses that will strengthen the curriculum map to the learning outcomes.*

2. *Course of Action 2: The capstone course for this program is currently under revision, and we are looking to add another direct measure in the form of comprehensive exam to assess learning outcomes.*

3. *Course of Action 3: In 2018, the MSSB conducted its assessment using Blackboard Outcomes Assessment System. More than one individual assessed the same artifact, which increased the reliability and validity of the assessment outcomes.*

4. *Course of Action 4: After a careful analysis of the student's degree plan, we have made it a requirement for students to follow a course sequence in this program.*

**Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)**

Operational Assessment	
Intended Operational Outcomes	
1. <i>The Mark Skousen School of Business will be successful in providing high-quality learning and technological resources to its students.</i>	
2. <i>The academic programs offered by the Mark Skousen School of Business will be current, relevant, and meet the needs of business.</i>	
3. <i>Mark Skousen School of Business will support its highly-qualified and effective faculty members in their teaching disciplines through professional development opportunities and resources.</i>	
4. <i>Intended Operational Outcome 4</i>	
5. <i>Intended Operational Outcome 5</i>	
6. <i>Intended Operational Outcome 6</i>	
7. <i>Intended Operational Outcome 7</i>	
Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
1. <i>Student Surveys</i> Intended Operational Outcomes Assessed by this Measure: 1	<i>On the end of course survey instrument, at least 70% of respondents will indicate "Yes" to the Yes/No questions related to the learning and technological resources.</i>
2. <i>Advisory Board Meetings &amp; Community Engagement</i> Intended Operational Outcomes Assessed by this Measure: 2	<i>The MSSB Advisory Board will meet twice a year and, the school will engage with the Educational Outreach department for two events.</i>
3. <i>Faculty Credentials</i> Intended Operational Outcomes Assessed by this Measure: 3	<i>All of the School's full-time and adjunct faculty members will be either doctoral- or professionally-qualified to teach in their respective disciplinary areas.</i>
4. <i>Operational Assessment Measure/Method 4</i>	<i>Objective (Target/Criterion) for Measure/Method 4</i>

Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	
5. <i>Operational Assessment Measure/Method 5</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 5</i>
6. <i>Operational Assessment Measure/Method 6</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 6</i>
7. <i>Operational Assessment Measure/Method 7</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 7</i>

**Summary of Results from Implementing Operational Assessment Measures/Methods:**

1. *In 2018, the survey results show that at least 70% of the respondents answered Yes to the Yes/No questions related to the learning and technological resources.*
2. *In 2018, the Mark Skousesn School of Business held two meetings with the Advisory Board. A revision of advisory board by-laws took place this year also.*
3. *In 2018, all of the full time and adjunct faculty met the criteria.*
4. *Summary of Results for Measure/Method 4*
5. *Summary of Results for Measure/Method 5*
6. *Summary of Results for Measure/Method 6*
7. *Summary of Results for Measure/Method 7*

**Summary of Achievement of Intended Operational Outcomes:**

Intended Operational Outcomes	Operational Assessment Measures/Methods							
	<i>Operational Assessment Measure/Method 1</i>	<i>Operational Assessment Measure/Method 2</i>	<i>Operational Assessment Measure/Method 3</i>	<i>Operational Assessment Measure/Method 4</i>	<i>Operational Assessment Measure/Method 5</i>	<i>Operational Assessment Measure/Method 6</i>	<i>Operational Assessment Measure/Method 7</i>	<i>Operational Assessment Measure/Method 8</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>The Mark Skousen School of Business will be successful in providing high-quality learning and technological resources to its students.</i>	Met	Met	Met					
2. <i>The academic programs offered by the Mark Skousen School of Business will be current, relevant, and meet the needs of business.</i>	Met	Met	Met					
3. <i>Mark Skousen School of Business will support its highly-qualified and effective faculty members in their teaching disciplines through professional development opportunities and resources.</i>	Met	Met	Met					
4. <i>Intended Operational Outcome 4</i>								
5. <i>Intended Operational Outcome 5</i>								
6. <i>Intended Operational Outcome 6</i>								
7. <i>Intended Operational Outcome 7</i>								

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

1. *The systematic revision and implementation of curriculum initiated by the faculty. It is an ongoing process that is key to offering high-quality, relevant degree programs and preparing students to excel in their professional lives and the business world. Curriculum content is driven by external stakeholders (such as the school's Advisory Board to help ensure relevance), and internal stakeholders such as faculty and students. Changes have been implemented at the graduate level for the MS-BI, MS-PI, and MBA-PM to each have a program specific capstone. The MBA-BSAD and MB-IMGT share a capstone course, but there are program specific paths within the course. The development of a new capstone for the MBA-IMGT program will run parallel with incorporating teamwork activities in all graduate capstone courses. Due to the large number of degree programs it supports, as well as the suggestion from Dr. Mark Skousen, a business strategy game was added in MGT570 Strategic Management.*
2. *Three of the degree programs (MS - IMGT, MS - IMGT-PM, and MS - IT) were transferred from the Business School and to the College of Engineering and Computer Science. The Advisory Board successfully argued against the faculty's proposal to create a thesis for the MBA*

*program. They maintained that it was not relevant for that particular program. So, in its place, in collaboration with internships.com, we created a project paper, capstone project, and a simulation which are also used as direct assessments. Faculty/advisory board suggested industry alignment.*

*3. In meeting with the advisory board, they advised that we look into developing internship opportunities. The undergraduate internship opportunity was created to allow students to network, “test drive” a career, establish relationships, and develop new skills. The experience will make students more competitive in the job market and provide realistic, real world experiences. The revisions in the PMI program highlighted the business school’s need for greater industry alignment. The MSSB faculty took an entrepreneurial approach and, with the Dean’s guidance, developed alignments and/or partnership with Society for Human Resource Management – SHRM, Certified Financial Planners – CFP, and Increased frequency of course leveling to ensure industry alignment.*

*4. Faculty members have noted the lack of teamwork assignments in courses. To remedy this deficiency, a team has been organized to review opportunities in courses and programs that will enhance learning.*

*5. To foster possibilities for faculty professional development and career enhancement, the MSSB has sponsored several conferences and events. At these events, faculty members were able to enhance their professional expertise and play an active role in the strategic planning process through collaboration and outreach. The school has also created the Career Pathing Committee to redefine current job roles, evaluate opportunities, and consider adding ranks to the existing positions.*

## Section I: Student Learning Assessment

Student Learning Assessment for: <i>Master of Business Administration in Information Management</i>	
Program Intended Student Learning Outcomes (Program ISLOs)	
1. Analyze knowledge, techniques, skills and tools of past, present and future business models.	
2. Apply current knowledge and adapt to emerging applications of all foundational business areas.	
3. Integrate theory and practice for the purpose of strategic analysis and planning.	
4. Use communication skills.	
5. Evaluate professional, ethical and social responsibilities in business management and team settings.	
6. Employ quantitative analysis in business.	
7. Evaluate state-of-the-art information processing and computer networking strategies.	
8. Assess and develop plans for future information systems expansion and implementation.	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Capstone Business Plan</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8	<i>Capstone business plans are reviewed using a program specific rubric; at least 70% of the graduating seniors will achieve 3-Advancing. This was reviewed using a rubric scoring from 1 (emerging) to 4 (proficient).</i>
2. <i>Direct Measure 2</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Direct Measure 2</i>
3. <i>Direct Measure 3</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Direct Measure 3</i>
4. <i>Direct Measure 4</i>	<i>Objective (Target/Criterion) for Direct Measure 4</i>

Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
1. <i>Course Evaluations - Capstone</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8	<i>The course evaluations include course quality, resources and facilitation subjects. The weighted areas above will achieve a 3.5 or higher (out of 5).</i>
2. <i>Graduate Survey</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8	<i>The Graduate Survey surveys graduates 3 months after graduation, 50% of students will respond yes to the obtainment of the degree having a positive impact on their career.</i>
3. <i>Indirect Measure 3</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Indirect Measure 3</i>
4. <i>Indirect Measure 4</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Indirect Measure 4</i>
<b>Learning Assessment Results: Master of Business Administration in Information Management</b>	
<b>Summary of Results from Implementing Direct Measures of Student Learning:</b>	
1. Capstone Business Plan - The overall average score of MBA – IMNG students was 2.44 (out of 4).	
2. <i>Summary of Results for Direct Measure 2</i>	
3. <i>Summary of Results for Direct Measure 3</i>	
4. <i>Summary of Results for Direct Measure 4</i>	
<b>Summary of Results from Implementing Indirect Measures of Student Learning:</b>	
1. Course Evaluations - The mean score for MBA - IMNG exceeded the goal of 3.5 (out of 5) in 2018.	
2. Graduate Survey - The MBA – IMNG exceeded the goal of 50% in 2018.	
3. <i>Summary of Results for Indirect Measure 3</i>	
4. <i>Summary of Results for Indirect Measure 4</i>	
<b>Summary of Achievement of Intended Student Learning Outcomes:</b>	
<b>Intended Student Learning Outcomes</b>	<b>Learning Assessment Measures</b>

Program ISLOs	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. Analyze knowledge, techniques, skills and tools of past, present and future business models.	Met				Met	Met		
2. Apply current knowledge and adapt to emerging applications of all foundational business areas.	Met				Met	Met		
3. Integrate theory and practice for the purpose of strategic analysis and planning.	Not Met				Met	Met		
4. Use communication skills.	Met				Met	Met		
5. Evaluate professional, ethical and social responsibilities in business management and team settings.	Not Met				Met	Met		
6. Employ quantitative analysis in business.	Not Met				Met	Met		
7. Evaluate state-of-the-art information processing and computer networking strategies.	Not Met				Met	Met		
8. Assess and develop plans for future information systems expansion and implementation.	Not Met				Met	Met		
<b>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</b>								
<i>1. Course of Action 1: A faculty lead course leveling and curriculum reviews will aid in creating courses that will strengthen the curriculum map to the learning outcomes.</i>								
<i>2. Course of Action 2: Three new learning outcomes were developed to promote real-world learning and application. The results from cycle 3 show that the addition of new learning outcomes led to our students' meeting most of the objectives.</i>								

3. *Course of Action 3: The capstone for this program is currently under revision, and we are looking to add another direct measure in the form of a comprehensive exam to assess learning outcomes.*

4. *Course of Action 4: In 2018, the MSSB conducted its assessment using Blackboard Outcomes Assessment System. More than one individual assessed the same artifact, which increased the reliability and validity of the assessment outcomes.*

5. *After a careful analysis of the student's degree plan, we have made it a requirement for students to follow a course sequence in this program.*

**Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)**

Operational Assessment	
Intended Operational Outcomes	
1. <i>The Mark Skousen School of Business will be successful in providing high-quality learning and technological resources to its students.</i>	
2. <i>The academic programs offered by the Mark Skousen School of Business will be current, relevant, and meet the needs of business.</i>	
3. <i>Mark Skousen School of Business will support its highly-qualified and effective faculty members in their teaching disciplines through professional development opportunities and resources.</i>	
4. <i>Intended Operational Outcome 4</i>	
5. <i>Intended Operational Outcome 5</i>	
6. <i>Intended Operational Outcome 6</i>	
7. <i>Intended Operational Outcome 7</i>	
Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
1. <i>Student Surveys</i> Intended Operational Outcomes Assessed by this Measure: 1	<i>On the end of course survey instrument, at least 70% of respondents will indicate "Yes" to the Yes/No questions related to the learning and technological resources.</i>
2. <i>Advisory Board Meetings &amp; Community Engagement</i> Intended Operational Outcomes Assessed by this Measure: 2	<i>The MSSB Advisory Board will meet twice a year and, the school will engage with the Educational Outreach department for two events.</i>
3. <i>Faculty Credentials</i> Intended Operational Outcomes Assessed by this Measure: 3	<i>All of the School's full-time and adjunct faculty members will be either doctoral- or professionally-qualified to teach in their respective disciplinary areas.</i>

4. <i>Operational Assessment Measure/Method 4</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 4</i>
5. <i>Operational Assessment Measure/Method 5</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 5</i>
6. <i>Operational Assessment Measure/Method 6</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 6</i>
7. <i>Operational Assessment Measure/Method 7</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 7</i>

**Summary of Results from Implementing Operational Assessment Measures/Methods:**

- In 2018, the survey results show that at least 70% of the respondents answered Yes to the Yes/No questions related to the learning and technological resources.*
- In 2018, the Mark Skousesn School of Business held two meetings with the Advisory Board. By-laws for the advisory board were also revised and implemented this year.*
- In 2018, all of the full time and adjunct faculty met the criteria.*
- Summary of Results for Measure/Method 4*
- Summary of Results for Measure/Method 5*
- Summary of Results for Measure/Method 6*
- Summary of Results for Measure/Method 7*

**Summary of Achievement of Intended Operational Outcomes:**

<b>Intended Operational Outcomes</b>	<b>Operational Assessment Measures/Methods</b>							
	<i>Operational Assessment Measure/Method 1</i>	<i>Operational Assessment Measure/Method 2</i>	<i>Operational Assessment Measure/Method 3</i>	<i>Operational Assessment Measure/Method 4</i>	<i>Operational Assessment Measure/Method 5</i>	<i>Operational Assessment Measure/Method 6</i>	<i>Operational Assessment Measure/Method 7</i>	<i>Operational Assessment Measure/Method 8</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>The Mark Skousen School of Business will be successful in providing high-quality learning and technological resources to its students.</i>	Met	Met	Met					
2. <i>The academic programs offered by the Mark Skousen School of Business will be current, relevant, and meet the needs of business.</i>	Met	Met	Met					
3. <i>Mark Skousen School of Business will support its highly-qualified and effective faculty members in their teaching disciplines through professional development opportunities and resources.</i>	Met	Met	Met					
4. <i>Intended Operational Outcome 4</i>								
5. <i>Intended Operational Outcome 5</i>								
6. <i>Intended Operational Outcome 6</i>								
7. <i>Intended Operational Outcome 7</i>								
<b>Proposed Courses of Action for Improvement in Operational Outcomes for which Performance Targets Were Not Met:</b>								
1. <i>Changes have been implemented at the graduate level for the MS-BI, MS-PI, and MBA-PM to each have a program specific capstone. The MBA-BSAD and MB-IMGT share a capstone course, but there are program specific paths within the course. The development of a new capstone for the MBA-IMGT program will run parallel with incorporating teamwork activities in all graduate capstone courses. Due to the large number of degree programs it supports, as well as the suggestion from Dr. Mark Skousen, a business strategy game was added in MGT570 Strategic Management.</i>								
2. <i>Three of the degree programs (MS - IMGT, MS - IMGT-PM, and MS - IT) were transferred from the Business School and to the College of Engineering and Computer Science. The Advisory Board successfully argued against the faculty's proposal to create a thesis for the MBA program. They maintained that it was not relevant for that particular program. So, in its place, in collaboration with internships.com, we created a project paper, capstone project, and a simulation which are also used as direct assessments. We created MGT699, Project Management Capstone for the MBA-PM program. Faculty/advisory board suggested industry alignment. In the MBA-PM program, courses are designed to prepare students for the industry certification examination. Faculty led initiative with PMI to obtain Registered Educational Provider (REP) status.</i>								



3. In meeting with the advisory board, they advised that we look into developing internship opportunities. The undergraduate internship opportunity was created to allow students to network, “test drive” a career, establish relationships, and develop new skills. The experience will make students more competitive in the job market and provide realistic, real world experiences. The revisions in the PMI program highlighted the business school’s need for greater industry alignment. The MSSB faculty took an entrepreneurial approach and, with the Dean’s guidance, developed alignments and/or partnership with Society for Human Resource Management – SHRM, Certified Financial Planners – CFP, and Increased frequency of course leveling to ensure industry alignment.

4. Faculty members have noted the lack of teamwork assignments in courses. To remedy this deficiency, a team has been organized to review opportunities in courses and programs that will enhance learning.

5. To foster possibilities for faculty professional development and career enhancement, the MSSB has sponsored several conferences and events. At these events, faculty members were able to enhance their professional expertise and play an active role in the strategic planning process through collaboration and outreach. The school has also created the Career Pathing Committee to redefine current job roles, evaluate opportunities, and consider adding ranks to the existing positions.

**Section I: Student Learning Assessment**

Student Learning Assessment for: <i>Master of Business Administration in Project Management</i>	
Program Intended Student Learning Outcomes (Program ISLOs)	
1. Analyze knowledge, techniques, skills and tools of past, present and future business models.	
2. Apply current knowledge and adapt to emerging applications of all foundational business areas.	
3. Integrate theory and practice for the purpose of strategic analysis and planning.	
4. Use communication skills.	
5. Evaluate professional, ethical and social responsibilities in business management and team settings.	
6. Employ quantitative analysis in business.	
7. Engage in practical exercises that improve organizational skills in the project management field.	
8. Develop the necessary tools to effectively plan, measure and control projects.	
<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>

<p>1. <i>Comprehensive Exam</i>  Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8</p>	<p><i>Student submissions will be evaluated through the Learning Management System and 70% of students will score at or above the aggregate of all test scores for the assessment period. (All exam scores are based off the core topics alone for assessment purposes).</i></p>
<p>2. <i>Capstone Case Study</i>  Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8</p>	<p><i>Capstone case studies are reviewed using a program specific rubric; at least 70% of the graduating seniors will achieve 3-Advancing. This was reviewed using a rubric scoring from 1 (emerging) to 4 (proficient).</i></p>
<p>3. <i>Direct Measure 3</i>  Program ISLOs Assessed by this Measure: <i>Outcomes List</i></p>	<p><i>Objective (Target/Criterion) for Direct Measure 3</i></p>
<p>4. <i>Direct Measure 4</i>  Program ISLOs Assessed by this Measure: <i>Outcomes List</i></p>	<p><i>Objective (Target/Criterion) for Direct Measure 4</i></p>
<p><b>Assessment Instruments for Intended Student Learning Outcomes—  Indirect Measures of Student Learning:</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b></p>
<p>1. <i>Course Evaluations - Capstone</i>  Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8</p>	<p><i>The course evaluations include course quality, resources and facilitation subjects. The weighted areas above will achieve a 3.5 or higher (out of 5).</i></p>
<p>2. <i>Graduate Survey</i>  Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8</p>	<p><i>The Graduate Survey surveys graduates 3 months after graduation, 50% of students will respond yes to the obtainment of the degree having a positive impact on their career.</i></p>
<p>3. <i>Indirect Measure 3</i>  Program ISLOs Assessed by this Measure: <i>Outcomes List</i></p>	<p><i>Objective (Target/Criterion) for Indirect Measure 3</i></p>
<p>4. <i>Indirect Measure 4</i>  Program ISLOs Assessed by this Measure: <i>Outcomes List</i></p>	<p><i>Objective (Target/Criterion) for Indirect Measure 4</i></p>
<p><b>Learning Assessment Results: Master of Business Administration in Project Management</b></p>	
<p><b>Summary of Results from Implementing Direct Measures of Student Learning:</b></p>	
<p>1. Comprehensive Exam - The mean score for Master of Business Administration in Project Management (MBA-PMGT) is 80.05% exceeding the goal.</p>	
<p>2. Capstone Business Plan - The overall average score of MBA – PMGT students was 2.12 (out of 4).</p>	
<p>3. <i>Summary of Results for Direct Measure 3</i></p>	

4. Summary of Results for Direct Measure 4

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

1. Course Evaluations – The mean score for MBA - PMGT exceeded the goal of 3.5 (out of 5) in 2018.

2. Graduate Survey - The MBA – PMGT exceeded the goal of 50% in 2018.

3. Summary of Results for Indirect Measure 3

4. Summary of Results for Indirect Measure 4

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

Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	<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. Analyze knowledge, techniques, skills and tools of past, present and future business models.	Met	Not Met			Met	Met		
2. Apply current knowledge and adapt to emerging applications of all foundational business areas.	Met	Not Met			Met	Met		
3. Integrate theory and practice for the purpose of strategic analysis and planning.	Met	Not Met			Met	Met		
4. Use communication skills.	Met	Met			Met	Met		
5. Evaluate professional, ethical and social responsibilities in business management and team settings.	Met	Not Met			Met	Met		
6. Employ quantitative analysis in business.	Met	Not Met			Met	Met		

7. Engage in practical exercises that improve organizational skills in the project management field.	Met	Not Met			Met	Met		
8. Develop the necessary tools to effectively plan, measure and control projects.	Met	Not Met			Met	Met		
<b>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</b>								
<i>1. Course of Action 1: A faculty lead course leveling and curriculum reviews will aid in creating courses that will strengthen the curriculum map to the learning outcomes.</i>								
<i>2. Course of Action 2: Three new learning outcomes were developed to promote real-world learning and application.</i>								
<i>3. Course of Action 3: We have removed Mindedge PMP Practive Exam from the capstone, and replaced it with the comprehensive final exam.</i>								
<i>4. Course of Action 4: In 2018, the MSSB conducted its assessment using Blackboard Outcomes Assessment System. More than one individual assessed the same artifact, which increased the reliability and validity of the assessment outcomes.</i>								
<i>5. Course of Action 5: In 2018, the capstone course for MBA – PMG was revised in order to better meet the program objectives (PRJ695).</i>								

**Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)**

<b>Operational Assessment</b>	
<b>Intended Operational Outcomes</b>	
<i>1. The Mark Skousen School of Business will be successful in providing high-quality learning and technological resources to its students.</i>	
<i>2. The academic programs offered by the Mark Skousen School of Business will be current, relevant, and meet the needs of business.</i>	
<i>3. Mark Skousen School of Business will support its highly-qualified and effective faculty members in their teaching disciplines through professional development opportunities and resources.</i>	
<i>4. Intended Operational Outcome 4</i>	
<i>5. Intended Operational Outcome 5</i>	
<i>6. Intended Operational Outcome 6</i>	
<i>7. Intended Operational Outcome 7</i>	

Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
1. <i>Student Surveys</i> Intended Operational Outcomes Assessed by this Measure: 1	<i>On the end of course survey instrument, at least 70% of respondents will indicate "Yes" to the Yes/No questions related to the learning and technological resources.</i>
2. <i>Advisory Board Meetings &amp; Community Engagement</i> Intended Operational Outcomes Assessed by this Measure: 2	<i>The MSSB Advisory Board will meet twice a year and, the school will engage with the Educational Outreach department for two events.</i>
3. <i>Faculty Credentials</i> Intended Operational Outcomes Assessed by this Measure: 3	<i>All of the School's full-time and adjunct faculty members will be either doctoral- or professionally-qualified to teach in their respective disciplinary areas.</i>
4. <i>Operational Assessment Measure/Method 4</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 4</i>
5. <i>Operational Assessment Measure/Method 5</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 5</i>
6. <i>Operational Assessment Measure/Method 6</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 6</i>
7. <i>Operational Assessment Measure/Method 7</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 7</i>
<b>Summary of Results from Implementing Operational Assessment Measures/Methods:</b>	
1. <i>In 2018, the survey results show that at least 70% of the respondents answered Yes to the Yes/No questions related to the learning and technological resources.</i>	
2. <i>In 2018, the Mark Skousesn School of Business held two meetings with the Advisory Board.</i>	
3. <i>In 2018, all of the full time and adjunct faculty met the criteria.</i>	
4. <i>Summary of Results for Measure/Method 4</i>	

5. Summary of Results for Measure/Method 5

6. Summary of Results for Measure/Method 6

7. Summary of Results for Measure/Method 7

**Summary of Achievement of Intended Operational Outcomes:**

Intended Operational Outcomes	Operational Assessment Measures/Methods							
	Operational Assessment Measure/ Method 1	Operational Assessment Measure/ Method 2	Operational Assessment Measure/ Method 3	Operational Assessment Measure/ Method 4	Operational Assessment Measure/ Method 5	Operational Assessment Measure/ Method 6	Operational Assessment Measure/ Method 7	Operational Assessment Measure/ Method 8
	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. The Mark Skousen School of Business will be successful in providing high-quality learning and technological resources to its students.	Met	Met	Met					
2. The academic programs offered by the Mark Skousen School of Business will be current, relevant, and meet the needs of business.	Met	Met	Met					
3. Mark Skousen School of Business will support its highly-qualified and effective faculty members in their teaching disciplines through professional development opportunities and resources.	Met	Met	Met					
4. Intended Operational Outcome 4								
5. Intended Operational Outcome 5								
6. Intended Operational Outcome 6								
7. Intended Operational Outcome 7								

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

1. *Changes have been implemented at the graduate level for the MS-BI, MS-PI, and MBA-PM to each have a program specific capstone. The MBA-BSAD and MB-IMG T share a capstone course, but there are program specific paths within the course. The development of a new capstone for the MBA-IMG T program will run parallel with incorporating teamwork activities in all graduate capstone courses.*
2. *Three of the degree programs (MS - IMG T, MS - IMG T-PM, and MS - IT) were transferred from the Business School and to the College of Engineering and Computer Science. The Advisory Board successfully argued against the faculty's proposal to create a thesis for the MBA program. They maintained that it was not relevant for that particular program. So, in its place, in collaboration with internships.com, we created a project paper, capstone project, and a simulation which are also used as direct assessments. We created PRJ695, Project Management Capstone for the MBA-PM program, Faculty/advisory board suggested industry alignment. In the MBA-PM program, courses are designed to prepare students for the industry certification examination. Faculty led initiative with PMI to obtain Registered Educational Provider (REP) status. Due to the large number of degree programs it supports, as well as the suggestion from Dr. Mark Skousen, a business strategy game was added in MGT570 Strategic Management.*
3. *In meeting with the advisory board, they advised that we look into developing internship opportunities. The undergraduate internship opportunity was created to allow students to network, "test drive" a career, establish relationships, and develop new skills. The experience will make students more competitive in the job market and provide realistic, real world experiences. The revisions in the PMI program highlighted the business school's need for greater industry alignment. The MSSB faculty took an entrepreneurial approach and, with the Dean's guidance, developed alignments and/or partnership with Society for Human Resource Management – SHRM, Certified Financial Planners – CFP, and Increased frequency of course leveling to ensure industry alignment.*
4. *Faculty members have noted the lack of teamwork assignments in courses. To remedy this deficiency, a team has been organized to review opportunities in courses and programs that will enhance learning.*
5. *To foster possibilities for faculty professional development and career enhancement, the MSSB has sponsored several conferences and events. At these events, faculty members were able to enhance their professional expertise and play an active role in the strategic planning process through collaboration and outreach. The school has also created the Career Pathing Committee to redefine current job roles, evaluate opportunities, and consider adding ranks to the existing positions.*

## Section I: Student Learning Assessment

Student Learning Assessment for: <i>Master of Science in Business Intelligence</i>	
Program Intended Student Learning Outcomes (Program ISLOs)	
1. <i>Build business models for forecasting and business analysis.</i>	
2. <i>Compare and contrast business intelligence technologies.</i>	
3. <i>Integrate information from the organization into a strategic system.</i>	
4. <i>Use communication skills.</i>	
5. <i>Assess workflow, data analysis, and technology through quantitative techniques.</i>	
6. <i>Analyze professional, ethical, legal, security, and social issues and responsibilities.</i>	
7. <i>Evaluate information about an organization’s operational processes, financial situation and business performance.</i>	
8. <i>Assemble project plans to report project progress to stakeholders.</i>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Comprehensive Exam</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8	<i>Student submissions will be evaluated through the Learning Management System and 70% of students will score at or above the aggregate of all test scores for the assessment period. (All exam scores are based off the core topics alone for assessment purposes).</i>
2. <i>Capstone Project</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8	<i>Capstone projects are reviewed using a program specific rubric; at least 70% of the graduating seniors will achieve 3-Advancing. This was reviewed using a rubric scoring from 1 (emerging) to 4 (proficient).</i>
3. <i>Direct Measure 3</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Direct Measure 3</i>
4. <i>Direct Measure 4</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Direct Measure 4</i>



Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. <i>Course Evaluations - Capstone</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8	<i>The course evaluations include course quality, resources and facilitation subjects. The weighted areas above will achieve a 3.5 or higher (out of 5).</i>
2. <i>Graduate Survey</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8	<i>The Graduate Survey surveys graduates 3 months after graduation, 50% of students will respond yes to the obtainment of the degree having a positive impact on their career.</i>
3. <i>Indirect Measure 3</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Indirect Measure 3</i>
4. <i>Indirect Measure 4</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Indirect Measure 4</i>

**Learning Assessment Results: *Master of Science in Business Intelligence***

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

1. Comprehensive Exam - The mean score for Master of Science in Business Intelligence (MS – BINT) is 99.3% exceeding the goal.
2. Capstone Project - The overall average score of MS – BINT students was 1.92 (out of 4).
3. *Summary of Results for Direct Measure 3*
4. *Summary of Results for Direct Measure 4*

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

1. Course Evaluations – Course Evaluations - The mean score for MS - BINT exceeded the goal of 3.5 (out of 5) in 2018.
2. Graduate Survey - The MS – BINT exceeded the goal of 50% in 2018.
3. *Summary of Results for Indirect Measure 3*
4. *Summary of Results for Indirect Measure 4*

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

Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	<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. Build business models for forecasting and business analysis.	Met	Not Met			Met	Met		
2. Compare and contrast business intelligence technologies.	Met	Not Met			Met	Met		
3. Integrate information from the organization into a strategic system.	Met	Not Met			Met	Met		
4. Use communication skills.	Met	Met			Met	Met		
5. Assess workflow, data analysis, and technology through quantitative techniques.	Met	Not Met			Met	Met		
6. Analyze professional, ethical, legal, security, and social issues and responsibilities.	Met	Not Met			Met	Met		
7. Evaluate information about an organization's operational processes, financial situation and business performance.	Met	Not Met			Met	Met		
8. Assemble project plans to report project progress to stakeholders.	Met	Not Met			Met	Met		

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

1. *Course of Action 1: A faculty lead course leveling and curriculum reviews will aid in creating courses that will strengthen the curriculum map to the learning outcomes.*

2. *Course of Action 2: We determined the Capstone Project was not sufficient to serve as two direct measures, so a comprehensive exam was created and implemented in 2017. The results show that the addition of a comprehensive exam did not make a significant difference in terms of outcomes assessment.*

3. *Course of Action 3: In 2018, the MSSB conducted its assessment using Blackboard Outcomes Assessment System. More than one individual assessed the same artifact, which increased the reliability and validity of the assessment outcomes.*

4. *Course of Action 4*

**Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)**

<b>Operational Assessment</b>	
<b>Intended Operational Outcomes</b>	
1. <i>The Mark Skousen School of Business will be successful in providing high-quality learning and technological resources to its students.</i>	
2. <i>The academic programs offered by the Mark Skousen School of Business will be current, relevant, and meet the needs of business.</i>	
3. <i>Mark Skousen School of Business will support its highly-qualified and effective faculty members in their teaching disciplines through professional development opportunities and resources.</i>	
4. <i>Intended Operational Outcome 4</i>	
5. <i>Intended Operational Outcome 5</i>	
6. <i>Intended Operational Outcome 6</i>	
7. <i>Intended Operational Outcome 7</i>	
<b>Assessment Measures/Methods for Intended Operational Outcomes:</b>	<b>Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:</b>
1. <i>Student Surveys</i> Intended Operational Outcomes Assessed by this Measure: 1	<i>On the end of course survey instrument, at least 70% of respondents will indicate "Yes" to the Yes/No questions related to the learning and technological resources.</i>
2. <i>Advisory Board Meetings &amp; Community Engagement</i> Intended Operational Outcomes Assessed by this Measure: 2	<i>The MSSB Advisory Board will meet twice a year and, the school will engage with the Educational Outreach department for two events. By-laws were also revised for advisory board.</i>
3. <i>Faculty Credentials</i> Intended Operational Outcomes Assessed by this Measure: 3	<i>All of the School's full-time and adjunct faculty members will be either doctoral- or professionally-qualified to teach in their respective disciplinary areas.</i>
4. <i>Operational Assessment Measure/Method 4</i>	<i>Objective (Target/Criterion) for Measure/Method 4</i>

Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	
5. <i>Operational Assessment Measure/Method 5</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 5</i>
6. <i>Operational Assessment Measure/Method 6</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 6</i>
7. <i>Operational Assessment Measure/Method 7</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 7</i>

**Summary of Results from Implementing Operational Assessment Measures/Methods:**

1. *In 2018, the survey results show that at least 70% of the respondents answered Yes to the Yes/No questions related to the learning and technological resources.*
2. *In 2018, the Mark Skousesn School of Business held two meetings with the Advisory Board. The by-laws were revised for advisory board to better meet the demands and needs of the MSSB school.*
3. *In 2018, all of the full time and adjunct faculty met the criteria.*
4. *Summary of Results for Measure/Method 4*
5. *Summary of Results for Measure/Method 5*
6. *Summary of Results for Measure/Method 6*
7. *Summary of Results for Measure/Method 7*

**Summary of Achievement of Intended Operational Outcomes:**

Intended Operational Outcomes	Operational Assessment Measures/Methods							
	<i>Operational Assessment Measure/Method 1</i>	<i>Operational Assessment Measure/Method 2</i>	<i>Operational Assessment Measure/Method 3</i>	<i>Operational Assessment Measure/Method 4</i>	<i>Operational Assessment Measure/Method 5</i>	<i>Operational Assessment Measure/Method 6</i>	<i>Operational Assessment Measure/Method 7</i>	<i>Operational Assessment Measure/Method 8</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>The Mark Skousen School of Business will be successful in providing high-quality learning and technological resources to its students.</i>	Met	Met	Met					
2. <i>The academic programs offered by the Mark Skousen School of Business will be current, relevant, and meet the needs of business.</i>	Met	Met	Met					
3. <i>Mark Skousen School of Business will support its highly-qualified and effective faculty members in their teaching disciplines through professional development opportunities and resources.</i>	Met	Met	Met					
4. <i>Intended Operational Outcome 4</i>								
5. <i>Intended Operational Outcome 5</i>								
6. <i>Intended Operational Outcome 6</i>								
7. <i>Intended Operational Outcome 7</i>								

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

1. *Changes have been implemented at the graduate level for the MS-BI, MS-PI, and MBA-PM to each have a program specific capstone. The MBA-BSAD and MB-IMGT share a capstone course, but there are program specific paths within the course. The development of a new capstone for the MBA-IMGT program will run parallel with incorporating teamwork activities in all graduate capstone courses.*
2. *Three of the degree programs (MS - IMGT, MS - IMGT-PM, and MS - IT) were transferred from the Business School and to the College of Engineering and Computer Science. The Advisory Board successfully argued against the faculty's proposal to create a thesis for the MBA program. They maintained that it was not relevant for that particular program. So, in its place, in collaboration with internships.com, we created a project paper, capstone project, and a simulation which are also used as direct assessments. We created PRJ695, Project Management Capstone for the MBA-PM program, Faculty/advisory board suggested industry alignment. In the MBA-PM program, courses are designed to prepare students for the industry certification examination. Faculty led initiative with PMI to obtain Registered Educational Provider (REP) status.*

3. In meeting with the advisory board, they advised that we look into developing internship opportunities. The undergraduate internship opportunity was created to allow students to network, “test drive” a career, establish relationships, and develop new skills. The experience will make students more competitive in the job market and provide realistic, real world experiences. The revisions in the PMI program highlighted the business school’s need for greater industry alignment. The MSSB faculty took an entrepreneurial approach and, with the Dean’s guidance, developed alignments and/or partnership with Society for Human Resource Management – SHRM, Certified Financial Planners – CFP, and Increased frequency of course leveling to ensure industry alignment.

4. Faculty members have noted the lack of teamwork assignments in courses. To remedy this deficiency, a team has been organized to review opportunities in courses and programs that will enhance learning.

5. To foster possibilities for faculty professional development and career enhancement, the MSSB has sponsored several conferences and events. At these events, faculty members were able to enhance their professional expertise and play an active role in the strategic planning process through collaboration and outreach. The school has also created the Career Pathing Committee to redefine current job roles, evaluate opportunities, and consider adding ranks to the existing positions.

**Section I: Student Learning Assessment**

Student Learning Assessment for: <i>Master of Science in Performance Improvement</i>	
Program Intended Student Learning Outcomes (Program ISLOs)	
1. Evaluate organizational and human performance problems and issues.	
2. Prepare proposals and develop strategies to influence stakeholder decisions.	
3. Design and develop viable interventions to improve performance.	
4. Use communication skills.	
5. Analyze professional, ethical, legal and social issues and responsibilities.	
6. Measure and revise performance improvement solutions.	
7. Design and manage performance improvement projects.	
8. Employ and apply quantitative techniques in performance improvement areas.	
<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>

1. <i>Comprehensive Exam</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8	<i>Student submissions will be evaluated through the Learning Management System and 70% of students will score at or above the aggregate of all test scores for the assessment period. (All exam scores are based off the core topics alone for assessment purposes).</i>
2. <i>Capstone Project</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8	<i>Capstone projects are reviewed using a program specific rubric; at least 70% of the graduating seniors will achieve 3-Advancing. This was reviewed using a rubric scoring from 1 (emerging) to 4 (proficient).</i>
3. <i>Direct Measure 3</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Direct Measure 3</i>
4. <i>Direct Measure 4</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Direct Measure 4</i>
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
1. <i>Course Evaluations - Capstone</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8	<i>The course evaluations include course quality, resources and facilitation subjects. The weighted areas above will achieve a 3.5 or higher (out of 5).</i>
2. <i>Graduate Survey</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8	<i>The Graduate Survey surveys graduates 3 months after graduation, 50% of students will respond yes to the obtainment of the degree having a positive impact on their career.</i>
3. <i>Indirect Measure 3</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Indirect Measure 3</i>
4. <i>Indirect Measure 4</i> Program ISLOs Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Indirect Measure 4</i>
<b>Learning Assessment Results: <i>Master of Science in Performance Improvement</i></b>	
<b>Summary of Results from Implementing Direct Measures of Student Learning:</b>	
1. <i>Comprehensive Exam</i> - The mean score for Master of Science in Performance Improvement (MS – PI) is 90.05% exceeding the goal.	
2. <i>Capstone Project</i> - The overall average score of MS – PI students was 2.32 (out of 4).	
3. <i>Summary of Results for Direct Measure 3</i>	

4. Summary of Results for Direct Measure 4

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

1. Course Evaluations – Course Evaluations - The mean score for MS - PI exceeded the goal of 3.5 (out of 5) in 2018.

2. Graduate Survey - The MS – PI exceeded the goal of 50% in 2018.

3. Summary of Results for Indirect Measure 3

4. Summary of Results for Indirect Measure 4

**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>
	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. Evaluate organizational and human performance problems and issues.	Met	Not Met			Met	Met		
2. Prepare proposals and develop strategies to influence stakeholder decisions.	Met	Not Met			Met	Met		
3. Design and develop viable interventions to improve performance.	Met	Not Met			Met	Met		
4. Use communication skills.	Met	Met			Met	Met		
5. Analyze professional, ethical, legal and social issues and responsibilities.	Met	Not Met			Met	Met		
6. Measure and revise performance improvement solutions.	Met	Not Met			Met	Met		
7. Design and manage performance improvement projects.	Met	Not Met			Met	Met		



8. Employ and apply quantitative techniques in performance improvement areas.	Met	Not 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: A faculty lead course leveling and curriculum reviews will aid in creating courses that will strengthen the curriculum map to the learning outcomes.</i>								
2. <i>Course of Action 2: In 2018, the MSSB conducted its assessment using Blackboard Outcomes Assessment System. More than one individual assessed the same artifact, which increased the reliability and validity of the assessment outcomes.</i>								
3. <i>Course of Action 3</i>								
4. <i>Course of Action 4</i>								

**Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)**

Operational Assessment	
Intended Operational Outcomes	
1. <i>The Mark Skousen School of Business will be successful in providing high-quality learning and technological resources to its students.</i>	
2. <i>The academic programs offered by the Mark Skousen School of Business will be current, relevant, and meet the needs of business.</i>	
3. <i>Mark Skousen School of Business will support its highly-qualified and effective faculty members in their teaching disciplines through professional development opportunities and resources.</i>	
4. <i>Intended Operational Outcome 4</i>	
5. <i>Intended Operational Outcome 5</i>	
6. <i>Intended Operational Outcome 6</i>	
7. <i>Intended Operational Outcome 7</i>	
<b>Assessment Measures/Methods for Intended Operational Outcomes:</b>	<b>Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:</b>

1. <i>Student Surveys</i> Intended Operational Outcomes Assessed by this Measure: 1	<i>On the end of course survey instrument, at least 70% of respondents will indicate "Yes" to the Yes/No questions related to the learning and technological resources.</i>
2. <i>Advisory Board Meetings &amp; Community Engagement</i> Intended Operational Outcomes Assessed by this Measure: 2	<i>The MSSB Advisory Board will meet twice a year and, the school will engage with the Educational Outreach department for two events.</i>
3. <i>Faculty Credentials</i> Intended Operational Outcomes Assessed by this Measure: 3	<i>All of the School's full-time and adjunct faculty members will be either doctoral- or professionally-qualified to teach in their respective disciplinary areas.</i>
4. <i>Operational Assessment Measure/Method 4</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 4</i>
5. <i>Operational Assessment Measure/Method 5</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 5</i>
6. <i>Operational Assessment Measure/Method 6</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 6</i>
7. <i>Operational Assessment Measure/Method 7</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes List</i>	<i>Objective (Target/Criterion) for Measure/Method 7</i>
<b>Summary of Results from Implementing Operational Assessment Measures/Methods:</b>	
1. <i>In 2018, the survey results show that at least 70% of the respondents answered Yes to the Yes/No questions related to the learning and technological resources.</i>	
2. <i>In 2018, the Mark Skousesn School of Business held two meetings with the Advisory Board.</i>	
3. <i>In 2018, all of the full time and adjunct faculty met the criteria.</i>	
4. <i>Summary of Results for Measure/Method 4</i>	
5. <i>Summary of Results for Measure/Method 5</i>	
6. <i>Summary of Results for Measure/Method 6</i>	

7. Summary of Results for Measure/Method 7

**Summary of Achievement of Intended Operational Outcomes:**

Intended Operational Outcomes	Operational Assessment Measures/Methods							
	<i>Operational Assessment Measure/ Method 1</i>	<i>Operational Assessment Measure/ Method 2</i>	<i>Operational Assessment Measure/ Method 3</i>	<i>Operational Assessment Measure/ Method 4</i>	<i>Operational Assessment Measure Method 5</i>	<i>Operational Assessment Measure/ Method 6</i>	<i>Operational Assessment Measure/ Method 7</i>	<i>Operational Assessment Measure/ Method 8</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>The Mark Skousen School of Business will be successful in providing high-quality learning and technological resources to its students.</i>	Met	Met	Met					
2. <i>The academic programs offered by the Mark Skousen School of Business will be current, relevant, and meet the needs of business.</i>	Met	Met	Met					
3. <i>Mark Skousen School of Business will support its highly-qualified and effective faculty members in their teaching disciplines through professional development opportunities and resources.</i>	Met	Met	Met					
4. <i>Intended Operational Outcome 4</i>								
5. <i>Intended Operational Outcome 5</i>								
6. <i>Intended Operational Outcome 6</i>								
7. <i>Intended Operational Outcome 7</i>								
<b>Proposed Courses of Action for Improvement in Operational Outcomes for which Performance Targets Were Not Met:</b>								

1. *Changes have been implemented at the graduate level for the MS-BI, MS-PI, and MBA-PM to each have a program specific capstone. The MBA-BSAD and MB-IMGT share a capstone course, but there are program specific paths within the course. The development of a new capstone for the MBA-IMGT program will run parallel with incorporating teamwork activities in all graduate capstone courses.*
2. *Three of the degree programs (MS - IMGT, MS - IMGT-PM, and MS - IT) were transferred from the Business School and to the College of Engineering and Computer Science. The Advisory Board successfully argued against the faculty's proposal to create a thesis for the MBA program. They maintained that it was not relevant for that particular program. So, in its place, in collaboration with internships.com, we created a project paper, capstone project, and a simulation which are also used as direct assessments. We created PRJ695, Project Management Capstone for the MBA-PM program, Faculty/advisory board suggested industry alignment. In the MBA-PM program, courses are designed to prepare students for the industry certification examination. Faculty led initiative with PMI to obtain Registered Educational Provider (REP) status.*
3. *In meeting with the advisory board, they advised that we look into developing internship opportunities. The undergraduate internship opportunity was created to allow students to network, "test drive" a career, establish relationships, and develop new skills. The experience will make students more competitive in the job market and provide realistic, real world experiences. The revisions in the PMI program highlighted the business school's need for greater industry alignment. The MSSB faculty took an entrepreneurial approach and, with the Dean's guidance, developed alignments and/or partnership with Society for Human Resource Management – SHRM, Certified Financial Planners – CFP, and Increased frequency of course leveling to ensure industry alignment.*
4. *Faculty members have noted the lack of teamwork assignments in courses. To remedy this deficiency, a team has been organized to review opportunities in courses and programs that will enhance learning.*
5. *To foster possibilities for faculty professional development and career enhancement, the MSSB has sponsored several conferences and events. At these events, faculty members were able to enhance their professional expertise and play an active role in the strategic planning process through collaboration and outreach. The school has also created the Career Pathing Committee to redefine current job roles, evaluate opportunities, and consider adding ranks to the existing positions.*