



<p>essential knowledge of relevant and specific accounting concepts (e.g., the Accounting Equation, Accounting Principles and Assumptions, etc.).</p>	<p>Summative, Internal, Direct: exams in Intermediate Accounting and Summative, External, Comparative data derived from outbound Accounting and Finance test, Peregrine Global Services (starting 2023)</p>	<p>Internal, 2024: 82% (goal met) - Chart External added in 2023 (result 43%); <u>2024: (46%)</u></p>	<p>Internal: Students performed well in the qualitative assessments but scored lower in the financial performance evaluation</p>	<p>More instruction and additional tutorial modules added in Canvas. <u>Next step:</u> continue integrating external comparative measurement tool for this PLO: perform topics internal analysis, establish goal</p>
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<p>ability to understand the role of technology in various applications used in accounting.</p>	<p>Formative, Internal, Direct: exams in Accounting Information Systems core course</p>	<p>2024: 83% (goal met)</p>	<p>Positive trend in performance above the goal observed in response to involving real-world applications and bringing IT professionals as guest speakers. Drop in 2024 is attributed to an instructor change. Continue to monitor and analyze performance</p>	<p>Major changes were implemented: new</p>
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(new program)

<p>knowledge pertinent to professions and situations within the sports industry.</p>	<p>Summative, Internal, Direct: the Sports-Related Marketing examination</p>	<p>2024: 90% (goal met)</p>	<p>Students scored high in both major area: sports industry markets and standards, and marketing and communication strategies.</p>	<p>More scenario-based questions will be added to the test</p>
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<p>understanding of environmental forces (globally and domestically: social, political, economic, legal, intercultural, and technological) that can create challenges/opportunities that drive a necessity for change</p>	<p>Formative, Internal, Direct: Business Strategy &amp; Plan Survey Outline, rubric</p>	<p>2024: 92%</p>	<p>Students performed well in the Survey</p>
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<p> : knowledge of essential concepts and tools.</p>	<p>Summative, External, Comparative data derived from outbound test, Peregrine Global Services</p>	<p>A goal was set based on comparison with selected aggregate pools (av. ACBSP-R7) 2024: 62.89 (goal met)</p>	<p>Evaluation and internal analysis of performance in all topics. Topics with lowest scores were identified (quant research, IT, finance)</p>	<p>Remedial measures proposed: additional instructional materials in Canvas, tutoring options, early identification of academic challenge in underscored topics, recommendations for foundation courses</p>	<table border="1"> <caption>Fundamentals</caption> <thead> <tr> <th>Year</th> <th>Data</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>65</td> <td>60</td> </tr> <tr> <td>2021</td> <td>55</td> <td>60</td> </tr> <tr> <td>2022</td> <td>60</td> <td>60</td> </tr> <tr> <td>2023</td> <td>58</td> <td>60</td> </tr> <tr> <td>2024</td> <td>65</td> <td>60</td> </tr> </tbody> </table>	Year	Data	Goal	2020	65	60	2021	55	60	2022	60	60	2023	58	60	2024	65	60
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<p> : ability to perform analysis and develop recommendations for building a sustainable organization and business model. Students will score 90%</p>	<p>Formative, Internal, Direct: a Sustainable Business Strategies research paper: rubric</p>	<p>2024: 93 (goal met)</p>	<p>Students performed well in demonstrating knowledge of principles: lower scores in applying sustainability frameworks</p>	<p>Added case studies and a new home work assignment to practice Stakeholder Analysis</p>	<table border="1"> <caption>CSR</caption> <thead> <tr> <th>Year</th> <th>Data</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>90</td> <td>90</td> </tr> <tr> <td>2021</td> <td>92</td> <td>90</td> </tr> <tr> <td>2022</td> <td>85</td> <td>90</td> </tr> <tr> <td>2023</td> <td>91</td> <td>90</td> </tr> <tr> <td>2024</td> <td>93</td> <td>90</td> </tr> </tbody> </table>	Year	Data	Goal	2020	90	90	2021	92	90	2022	85	90	2023	91	90	2024	93	90
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<p>Domestic (D) and European (Eu) cohorts</p>																							
<p> : student ability to assess the effectiveness of organizational policies on human capital management.</p>	<p>Formative, Internal, Direct: project-report on hiring professionals (once-process-multiple goals): rubric</p>	<p>2024: 95 (D); 97 (Eu) goal met</p>	<p>Students in both cohorts performed above goal: both cohorts demonstrated similar trends and dynamic in comprehension of policies and best practices</p>	<p>Next step: consider an experiential learning component (field research)</p>	<table border="1"> <caption>Planning and Organization</caption> <thead> <tr> <th>Year</th> <th>D</th> <th>Eu</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>90</td> <td>90</td> <td>90</td> </tr> <tr> <td>2023</td> <td>92</td> <td>92</td> <td>92</td> </tr> <tr> <td>2024</td> <td>95</td> <td>97</td> <td>90</td> </tr> </tbody> </table>	Year	D	Eu	Goal	2022	90	90	90	2023	92	92	92	2024	95	97	90		
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<p> knowledge of business concepts, tools, strategies.</p>	<p>Summative, External, Comparative data derived from outbound: Masters Bus Admin (for Domestic); Masters Bus GBE (for European), Peregrine Global Services</p>	<p>A goal set corresponding aggregate pools. 2024 Results: <u>D</u>: vs 60 for R7 (goal met) <u>Eu</u>: 53 for R8 (goal met)</p>	<p>Evaluation and internal analysis of performance in all topics. Topics with lowest scores were identified: <u>D</u>: Finance, Quant Res Techniques <u>Eu</u>: IT, Finance</p>	<p>Additional instructional materials in Canvas, tutoring options to address knowledge gaps</p>	<table border="1"> <caption>Principle Concepts</caption> <thead> <tr> <th>Year</th> <th>D</th> <th>Eu</th> </tr> </thead> <tbody> <tr> <td>2023</td> <td>70</td> <td>60</td> </tr> <tr> <td>2024</td> <td>50</td> <td>60</td> </tr> </tbody> </table>	Year	D	Eu	2023	70	60	2024	50	60									
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PLO Fundamentals (qualitative): knowledge of essential concepts and tools.	Formative, Internal, Direct: a marketing plan comprehensive assignment: rubric	2024: 90% (goal met)	Students performed above goal in all assessed categories	Revisions based on analysis of student performance in the prior year produced improved results; additional tutorials and professors consulting opportunities were offered to MSM students.	
understanding management information technology tools that management employs for achieving organizational goals.	Formative, Internal Direct: a CEO Letter assignment in core Information Technology Management course: rubric	2024: 82% (vs 85% goal)	An increase from 82 to 84% indicates that MSM student performance can be improved when additional support offered	Next: continue to offer individual support: revise-enhance IT topic in foundational courses.	
: understanding of major theoretical constructs in economics.	Formative, Internal, Direct: a Policy Briefing Assignment data: rubric	2024: 88 (vs goal 90%)	Student performance struggle areas were identified (note: the assignment complexity was increased in 2022): greater use principles/ concepts/ theories from class	Continue to put greater emphasis on scaffolding (improvement in instruction)	
ability to apply major concepts of analysis in financial economics and/or risk management to a given financial or risk exposure situation.	Summative, Internal, Direct: the Mini-project requiring students to apply a financial economics theory: rubric	2024: 92 (goal met)	Engaging students in using conceptual material helps keeping high performance scores	Continue using best practices in instructional approaches; add more assignments on 'theoretical thinking'	