

Department of Business Administration – 2017-2018 Outcomes Assessment Annual Report

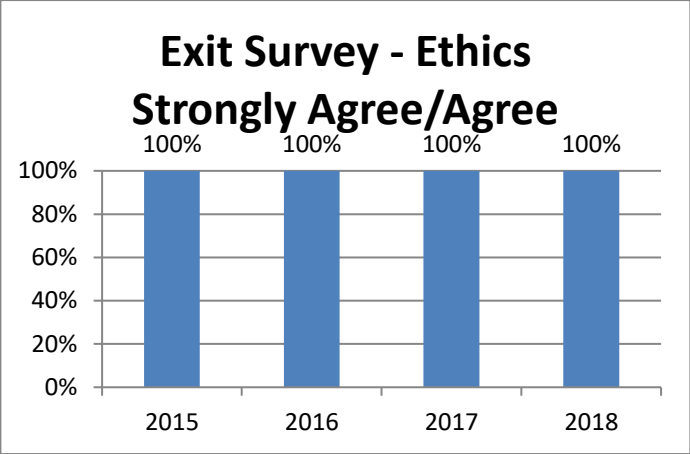
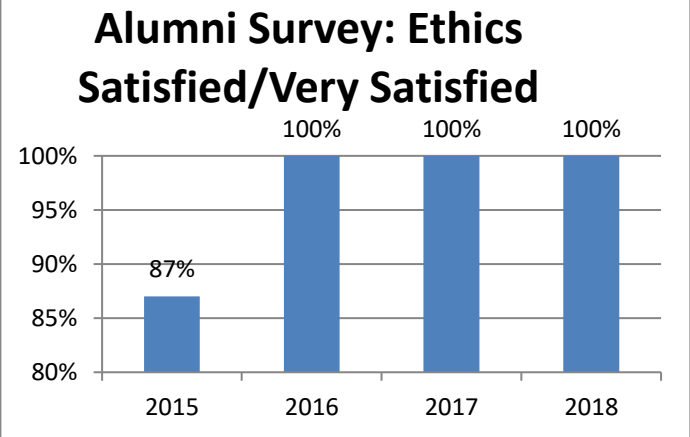
The following tables include:

- Six Global Business Outcomes
- 1 Major Specific Outcome per program
- General Education Outcomes

Each contain the relevant means of assessment, criterion for success, data, actions taken, and results of the actions taken.

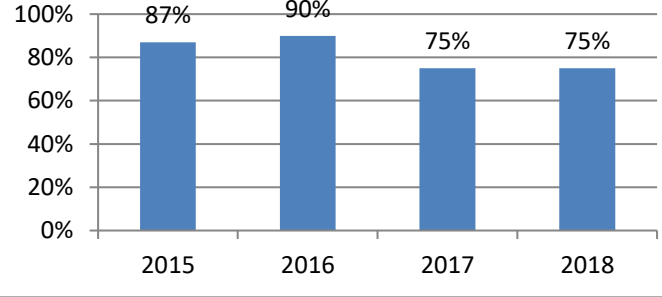
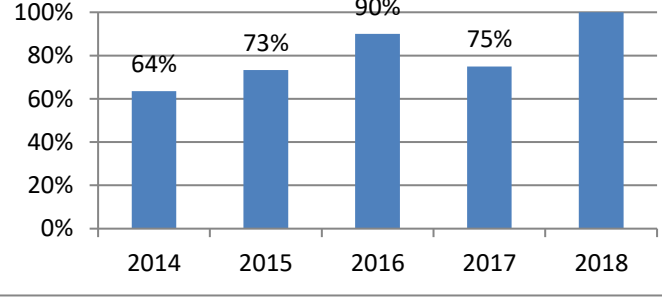
Performance Indicator		Objectives:																	
GB1: Ethics – Business graduates will develop and demonstrate a personal philosophy that integrates Christian principles with ethical business conduct.		1. Students will demonstrate through application of both a personal philosophy and the ability to recognize/engage in ethical business conduct. (Case Study – Business Ethics; Case Study – Strategic Management; department surveys)																	
Performance Measure (Competency)	Description of Measurement Instrument	Analysis of Results		Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)														
		Areas of Success	Analysis and Action Taken																
75% of students will score 70% or higher on the rubric.	Business Ethics – Case Study Each student writes a five-page paper analysis of a case. Students are to use methodology to demonstrate the ability to recognize and analyze ethical issues presented in the case.	All met or exceeded the performance measure. Fall 2017 – 20 out of 26 (77%) Spring 2018 – 23 out of 30 (77%)	Performance is as intended. No further action taken.		<div style="text-align: center;"> <h3>Ethics Case Study - B.E.</h3> <table border="1"> <caption>Ethics Case Study - B.E. Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>76%</td> </tr> <tr> <td>Spring 2016</td> <td>86%</td> </tr> <tr> <td>Fall 2016</td> <td>75%</td> </tr> <tr> <td>Spring 2017</td> <td>89%</td> </tr> <tr> <td>Fall 2017</td> <td>77.00%</td> </tr> <tr> <td>Spring 2018</td> <td>77.00%</td> </tr> </tbody> </table> </div>	Year	Score	Fall 2015	76%	Spring 2016	86%	Fall 2016	75%	Spring 2017	89%	Fall 2017	77.00%	Spring 2018	77.00%
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<p>75% of students will score 70% or higher on the rubric.</p>	<p>Strategic Management – Case Study</p>	<p>All met or exceeded the performance measure.</p> <p>Fall 2017 – 24/27 (89%)</p>	<p>Performance is as intended. No further action taken.</p>		<p>Ethics Case Study - S.M.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 2014</td> <td>100%</td> </tr> <tr> <td>Fall 2015</td> <td>96%</td> </tr> <tr> <td>Fall 2016</td> <td>100%</td> </tr> <tr> <td>Fall 2017</td> <td>89%</td> </tr> </tbody> </table>	Year	Percentage	Fall 2014	100%	Fall 2015	96%	Fall 2016	100%	Fall 2017	89%	
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<p>50% of students will agree or strongly agree with the statement.</p>	<p>Level of agreement that the MNU business program has prepared them to demonstrate ethical business conduct.</p>	<p>2015 – 24 – Strongly Agree, 5 – Agree</p> <p>2016 – 19 – Strongly Agree, 4 – Agree</p> <p>2017 – 30 – Strongly Agree, 4 – Agree</p> <p>2018 – 15 – Strongly Agree, 4 – Agree</p>	<p>Performance is as intended. No further action taken.</p>		 <p>Exit Survey - Ethics Strongly Agree/Agree</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>100%</td> </tr> <tr> <td>2016</td> <td>100%</td> </tr> <tr> <td>2017</td> <td>100%</td> </tr> <tr> <td>2018</td> <td>100%</td> </tr> </tbody> </table>	Year	Percentage	2015	100%	2016	100%	2017	100%	2018	100%
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<p>50% of students will be satisfied or very satisfied.</p>	<p>Business Department Alumni Survey – How satisfied are you with the emphasis on Christian ethics in MNU’s business program?</p>	<p>2015 – Very Satisfied – 11, Satisfied – 2, Somewhat Satisfied – 1 Somewhat Dissatisfied – 1</p> <p>2016- Very Satisfied – 8, Satisfied – 3</p> <p>2017- Very Satisfied – 3, Satisfied – 1</p> <p>2018- Very Satisfied – 4</p>	<p>Performance is as intended. No further action taken.</p>		 <p>Alumni Survey: Ethics Satisfied/Very Satisfied</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>87%</td> </tr> <tr> <td>2016</td> <td>100%</td> </tr> <tr> <td>2017</td> <td>100%</td> </tr> <tr> <td>2018</td> <td>100%</td> </tr> </tbody> </table>	Year	Percentage	2015	87%	2016	100%	2017	100%	2018	100%
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Performance Indicator															
GB2: Communication - Business graduates will be able to communicate effectively using appropriate methods and tools		Objectives: <ol style="list-style-type: none"> 1. Students will demonstrate effective written communication. (<i>Long, formal report in Business Communications; department surveys</i>). 2. Students will demonstrate effective oral presentation skills using technology. (<i>Oral presentation in Business Communications; department surveys</i>). 													
		Analysis of Results													
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)										
75% of students will score 70% or higher on the rubric.	<p>Long, formal report – Business Communications</p> <p>Students prepare a long, formal business report using APA formatting. The paper must be 18-22 pages in length, and covers the same business topic used for the group business meeting and oral presentation.</p>	<p>All met or exceeded the performance measure.</p> <p>Fall 2016 – 13/16 (81%)</p> <p>Spring 2017 – 17/20 (85%)</p> <p>Fall 2017 – 14/16 (87.5%)</p> <p>Spring 2018 – 20/26 (76.9%)</p>	Performance is as intended. No further action taken.		<p style="text-align: center;">Long, Formal Report</p> <table border="1"> <caption>Long, Formal Report Performance Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 2016</td> <td>81%</td> </tr> <tr> <td>Spring 2017</td> <td>85%</td> </tr> <tr> <td>Fall 2017</td> <td>88%</td> </tr> <tr> <td>Spring 2018</td> <td>77%</td> </tr> </tbody> </table>	Year	Percentage	Fall 2016	81%	Spring 2017	85%	Fall 2017	88%	Spring 2018	77%
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<p>75% of students will score 70% or higher on the rubric.</p>	<p>Oral presentation using technology – Business Communications</p> <p>At the group business meeting each student completes a formal business presentation for 10-12 minutes on his/her selected subject area. Each presentation must incorporate at least three slides using technology.</p>	<p>All met or exceeded the performance measure.</p> <p>Fall 2016 - 16/16 (100%)</p> <p>Spring 2017 – 19/20 (95%)</p> <p>Fall 2017 - 15/16 (93.8%)</p> <p>Spring 2018 – 23/26 (88.4%)</p>	<p>Performance is as intended. No further action taken.</p>		<table border="1"> <caption>Oral Presentation</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>100%</td> </tr> <tr> <td>Spring 2016</td> <td>96%</td> </tr> <tr> <td>Fall 2016</td> <td>100%</td> </tr> <tr> <td>Spring 2017</td> <td>95%</td> </tr> <tr> <td>Fall 2017</td> <td>94%</td> </tr> <tr> <td>Spring 2018</td> <td>88%</td> </tr> </tbody> </table>	Term	Percentage	Fall 2015	100%	Spring 2016	96%	Fall 2016	100%	Spring 2017	95%	Fall 2017	94%	Spring 2018	88%
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<p>50% of students will agree or strongly agree with the statement.</p>	<p>Level of agreement that the MNU business program has prepared them to effectively communicate in business.</p>	<p>2015 – Strongly Agree – 19, Agree – 9, Somewhat Agree – 1</p> <p>2016- Strongly Agree – 16, Agree – 7</p> <p>2017- Strongly Agree – 19, Agree – 15</p> <p>2018- Strongly Agree – 11, Agree – 7, 1- Somewhat Agree</p>	<p>Performance is as intended. No further action taken.</p>		<table border="1"> <caption>Exit Survey - Comm. Strongly Agree/Agree</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>97%</td> </tr> <tr> <td>2015</td> <td>100%</td> </tr> <tr> <td>2016</td> <td>100%</td> </tr> <tr> <td>2017</td> <td>100%</td> </tr> <tr> <td>2018</td> <td>95%</td> </tr> </tbody> </table>	Year	Percentage	2014	97%	2015	100%	2016	100%	2017	100%	2018	95%		
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<p>50% of students will rate excellent or above average.</p>	<p>Business Department Alumni Survey – Please rate the level of preparation you received from MNU’s business program in oral presentation skills.</p>	<p>2015 – Excellent – 13, Above Average – 6, Satisfactory – 2</p> <p>2016 – Excellent – 5, Above Avg – 4, Satisfactory – 1</p> <p>2017 – Excellent – 2, Above Avg – 1, Satisfactory – 1</p> <p>2018 – Excellent – 1, Above Avg – 2, Below Average - 1</p>	<p>Performance is as intended. No further action taken.</p>		<p style="text-align: center;">Alumni Survey: Oral Pres Excellent/Above Avg</p>  <table border="1" data-bbox="1331 253 1988 548"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>87%</td> </tr> <tr> <td>2016</td> <td>90%</td> </tr> <tr> <td>2017</td> <td>75%</td> </tr> <tr> <td>2018</td> <td>75%</td> </tr> </tbody> </table>	Year	Percentage	2015	87%	2016	90%	2017	75%	2018	75%		
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<p>50% of students will rate excellent or above average.</p>	<p>Business Department Alumni Survey – Please rate the level of preparation you received from MNU’s business program in written communication skills.</p>	<p>2016 – Excellent – 3, Above Avg – 6, Satisfactory – 1</p> <p>2017 – Excellent – 2, Above Avg – 1, Satisfactory – 1</p> <p>2018 – Excellent – 1, Above Avg – 3</p>	<p>Performance is as intended. No further action taken.</p>		<p style="text-align: center;">Alumni Survey: Written Excellent/Above Avg</p>  <table border="1" data-bbox="1331 1029 1988 1325"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>64%</td> </tr> <tr> <td>2015</td> <td>73%</td> </tr> <tr> <td>2016</td> <td>90%</td> </tr> <tr> <td>2017</td> <td>75%</td> </tr> <tr> <td>2018</td> <td>100%</td> </tr> </tbody> </table>	Year	Percentage	2014	64%	2015	73%	2016	90%	2017	75%	2018	100%
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Performance Indicator	
GB3: Critical Thinking – Business graduates will be able to demonstrate critical thinking skills and competencies in business content areas.	Objectives: <ol style="list-style-type: none"> Students will be able to demonstrate critical thinking skill and competencies in business content areas. (<i>Case Study in Strategic Management</i>) Students will demonstrate competencies in business content areas. (<i>Organizational Leadership & Marketing – Peregrine MFT; Accounting and Business Administration – ETS MFT</i>).

		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)

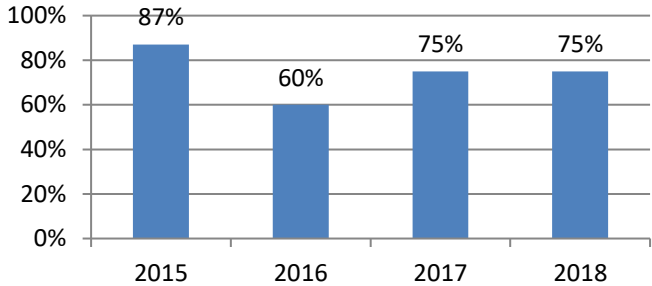
75% of students will score 80% or higher on the rubric.	Business Statistics – Research Project The group project involves students choosing a topic, developing specific hypotheses, collecting data appropriately, developing descriptive statistics, producing confidence intervals, and conducting the proper hypothesis tests. Students prepare a written report and make a presentation to the class.	All met or exceeded the performance measure. Fall 2014 - 10/10 (100%) Fall 2015 – 7/9 (79%) Fall 2016 – 11/14 (78.6%) Fall 2017 – 13/14 (92.9%)	Performance is as intended. No further action taken.		<table border="1" style="margin: 10px auto;"> <caption>Stats Research Project</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 2014</td> <td>100%</td> </tr> <tr> <td>Fall 2015</td> <td>79%</td> </tr> <tr> <td>Fall 2016</td> <td>79%</td> </tr> <tr> <td>Fall 2017</td> <td>93%</td> </tr> </tbody> </table>	Year	Percentage	Fall 2014	100%	Fall 2015	79%	Fall 2016	79%	Fall 2017	93%
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<p>75% of students will score 70% or higher on the rubric.</p>	<p>Case Study – Strategic Management</p>	<p>All met or exceeded the performance measure.</p> <p>Fall 2016 – 28/31 (90%)</p> <p>Fall 2017 – 24/27 (89%)</p>	<p>Performance is as intended. No further action taken.</p>		<div data-bbox="1283 99 1923 524"> <h3 style="text-align: center;">S.M. - Case Study</h3> <table border="1"> <caption>S.M. - Case Study Performance</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>75%</td> </tr> <tr> <td>Fall 2016</td> <td>90%</td> </tr> <tr> <td>Fall 2017</td> <td>89%</td> </tr> </tbody> </table> </div>	Year	Percentage	Fall 2015	75%	Fall 2016	90%	Fall 2017	89%		
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<p>50% of students will agree or strongly agree with the statement.</p>	<p>Level of agreement that the MNU business program has adequately prepared the student to demonstrate critical thinking skills.</p>	<p>2015 – Strongly Agree – 15, Agree – 12, Somewhat Agree – 2</p> <p>2016 – Strongly Agree – 13, Agree – 6, Somewhat Agree – 4</p> <p>2017 – Strongly Agree – 15, Agree – 14, Somewhat Agree – 5</p> <p>2018 – Strongly Agree – 10, Agree – 7, Somewhat Agree – 2</p>	<p>Performance is as intended. No further action taken.</p>		<div data-bbox="1283 566 1961 1008"> <h3 style="text-align: center;">Exit Survey - Crit. Thinking Strongly Agree/Agree</h3> <table border="1"> <caption>Exit Survey - Crit. Thinking Strongly Agree/Agree Performance</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>93%</td> </tr> <tr> <td>2016</td> <td>83%</td> </tr> <tr> <td>2017</td> <td>85%</td> </tr> <tr> <td>2018</td> <td>90%</td> </tr> </tbody> </table> </div>	Year	Percentage	2015	93%	2016	83%	2017	85%	2018	90%
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<p>50% of students will rate excellent or above average.</p>	<p>Business Department Alumni Survey – Please rate the level of preparation you received from MNU’s business program in problem solving and decision-making skills.</p>	<p>2015 – Excellent – 7, Above Average – 6, Satisfactory – 2</p> <p>2016 – Excellent – 3, Above Avg – 3, Satisfactory – 4</p> <p>2017 – Excellent – 2, Above Avg – 1, Below Average – 1</p> <p>2018 – Excellent – 2, Above Avg – 1, Below Average - 1</p>	<p>Performance is as intended. No further action taken.</p>		<p>Alumni Survey: Crit. Thkg Excellent/Above Avg</p> <table border="1"> <caption>Alumni Survey: Crit. Thkg Excellent/Above Avg</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>87%</td> </tr> <tr> <td>2016</td> <td>60%</td> </tr> <tr> <td>2017</td> <td>75%</td> </tr> <tr> <td>2018</td> <td>75%</td> </tr> </tbody> </table>	Year	Percentage	2015	87%	2016	60%	2017	75%	2018	75%
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<p>50% of students will score at or above the 50th percentile.</p>	<p>Business Department – Peregrine Major Field Test</p>	<p>2015 – 26/39 (66.7%) students scored at or above the 50th percentile.</p> <p>2016 – 32/48 (67%) students scored at or above the 50th percentile.</p> <p>2017 – 21/32 (66%) students scored at or above the 50th percentile.</p>	<p>Performance is as intended. No further action taken.</p>		<p>Peregrine: % above the 50th percentile</p> <table border="1"> <caption>Peregrine: % above the 50th percentile</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>67%</td> </tr> <tr> <td>2016</td> <td>67%</td> </tr> <tr> <td>2017</td> <td>66%</td> </tr> </tbody> </table>	Year	Percentage	2015	67%	2016	67%	2017	66%		
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GB 4: Technology – Business graduates will be able to effectively use technology to enhance business processes and presentation.		Objectives: <ol style="list-style-type: none"> 1. Students will be able to effectively use technology and pass an external exam associated with the course: <ol style="list-style-type: none"> a. <i>Excel 2013 Microsoft Office Specialist – Computer Applications in Business</i> b. <i>GMetrix Exam – Advanced Spreadsheet Applications</i> c. <i>Access 2013 Microsoft Office Specialist – Data Applications in Business</i> 																	
50% of students will earn certification.	Microsoft Office Certification Exam – Computer Applications The Microsoft Office exam is a performance based assessment of a student’s competence across a spectrum of skills needed for proficiency in Excel.	<u>Comp Apps Excel Specialist:</u> Fall 2016 – 9/16 (56%) Spring 2017 – 12/24 (50%) Spring 2018 – 18/21 (86%)	Performance is as intended. No further action taken.		<table border="1"> <caption>C.A. - Excel Specialist</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Spring 2015</td> <td>71%</td> </tr> <tr> <td>Fall 2015</td> <td>69%</td> </tr> <tr> <td>Spring 2016</td> <td>80%</td> </tr> <tr> <td>Fall 2016</td> <td>56%</td> </tr> <tr> <td>Spring 2017</td> <td>50%</td> </tr> <tr> <td>Spring 2018</td> <td>86%</td> </tr> </tbody> </table>	Year	Percentage	Spring 2015	71%	Fall 2015	69%	Spring 2016	80%	Fall 2016	56%	Spring 2017	50%	Spring 2018	86%
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<p>50% of students will agree or strongly agree with the statement.</p>	<p>Level of agreement that the MNU business program prepared the student to use technology in business.</p>	<p>2015 – Strongly Agree – 9, Agree – 15, Somewhat Agree – 4, Disagree – 1</p> <p>2016 – Strongly Agree – 12, Agree – 7, Somewhat Agree – 4</p> <p>2017 – Strongly Agree – 15, Agree – 8, Somewhat Agree – 9 Somewhat Disagree – 1, Disagree – 1</p> <p>2018 – Strongly Agree – 7, Agree – 6, Somewhat Agree – 4 Somewhat Disagree – 2</p>	<p>Performance is as intended. No further action taken.</p>	<div data-bbox="1073 131 1761 581" data-label="Figure"> <h3 style="text-align: center;">Exit Survey - Technology Strongly Agree/Agree</h3> <table border="1"> <caption>Exit Survey - Technology Strongly Agree/Agree</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>83%</td> </tr> <tr> <td>2016</td> <td>83%</td> </tr> <tr> <td>2017</td> <td>67%</td> </tr> <tr> <td>2018</td> <td>68%</td> </tr> </tbody> </table> </div>	Year	Percentage	2015	83%	2016	83%	2017	67%	2018	68%
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<p>50% of students will rate excellent or above average.</p>	<p>Business Department Alumni Survey – Please rate the level of preparation you received from MNU’s business program technology skills.</p>	<p>2015 – Excellent – 5, Above Average – 8, Satisfactory – 2</p> <p>2016 – Excellent – 3, Above Avg – 4, Satisfactory – 4</p> <p>2017 – Excellent – 2, Above Avg – 1, Satisfactory – 1</p> <p>2018 – Excellent – 3, Satisfactory - 1</p>			<p style="text-align: center;">Alumni Survey: Technology Excellent/Above Avg</p>  <table border="1" data-bbox="1087 245 1734 529"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>87%</td> </tr> <tr> <td>2016</td> <td>60%</td> </tr> <tr> <td>2017</td> <td>75%</td> </tr> <tr> <td>2018</td> <td>75%</td> </tr> </tbody> </table>	Year	Percentage	2015	87%	2016	60%	2017	75%	2018	75%	
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Performance Indicator																			
GB5: Management and Leadership – Business graduates will demonstrate awareness, understanding, and, as appropriate, mastery of management and leadership theories and skills.		Objectives: 1. Students will demonstrate awareness of appropriate management and leadership skills. (<i>Case study in Principles of Management, Final Exam in Human Resource Management; department surveys</i>).																	
		Analysis of Results																	
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)														
75% of students will score 70% or higher on the rubric.	Case study – Principles of Management Students read the chapter material over Leadership and complete the correlating assignments. In the assignment the students watch an informational video of a leader of an organization and then answer questions that are related to the chapter material and video.	All met or exceeded the performance measure. Fall 2016 – 16/17 (94%) Spring 2017 – 26/26 (100%) Fall 2017 – 21/25 (84%) Spring 2018 – 26/26 (100%)	Performance is as intended. No further action taken.		<table border="1"> <caption>Mgmt. Case Study</caption> <thead> <tr> <th>Semester</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>91%</td> </tr> <tr> <td>Spring 2016</td> <td>83%</td> </tr> <tr> <td>Fall 2016</td> <td>94%</td> </tr> <tr> <td>Spring 2017</td> <td>100%</td> </tr> <tr> <td>Fall 2017</td> <td>84%</td> </tr> <tr> <td>Spring 2018</td> <td>100%</td> </tr> </tbody> </table>	Semester	Percentage	Fall 2015	91%	Spring 2016	83%	Fall 2016	94%	Spring 2017	100%	Fall 2017	84%	Spring 2018	100%
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Spring 2018	100%																		

<p>70% of students will score 70% or higher on the exam.</p>	<p>Final exam – Human Resource Management</p>	<p>All met or exceeded the performance measure.</p> <p>Fall 2016 – 25/32 (78%)</p> <p>Fall 2017 – 17/21 (81%)</p>	<p>Performance is as intended. No further action taken.</p>		<div data-bbox="1129 94 1768 516"> <h3 style="text-align: center;">Final Exam - HR</h3> <table border="1"> <caption>Final Exam - HR Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>95%</td> </tr> <tr> <td>Fall 2016</td> <td>78%</td> </tr> <tr> <td>Fall 2017</td> <td>81%</td> </tr> </tbody> </table> </div>	Year	Score	Fall 2015	95%	Fall 2016	78%	Fall 2017	81%				
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<p>50% of students will agree or strongly agree with the statement.</p>	<p>Level of agreement that the MNU business program has prepared the student to understand management & leadership theories and best practices.</p>	<p>2016 – Strongly Agree – 14, Agree – 7, Somewhat Agree – 2</p> <p>2017 – Strongly Agree – 18, Agree – 15, Somewhat Agree – 1</p> <p>2018 – Strongly Agree – 12, Agree – 6, Somewhat Agree – 1</p>	<p>Performance is as intended. No further action taken.</p>		<div data-bbox="1129 600 1810 1088"> <h3 style="text-align: center;">Exit Survey - Mgmt/Leadership Strongly Agree/Agree</h3> <table border="1"> <caption>Exit Survey - Mgmt/Leadership Strongly Agree/Agree Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>100%</td> </tr> <tr> <td>2015</td> <td>97%</td> </tr> <tr> <td>2016</td> <td>91%</td> </tr> <tr> <td>2017</td> <td>97%</td> </tr> <tr> <td>2018</td> <td>95.00%</td> </tr> </tbody> </table> </div>	Year	Percentage	2014	100%	2015	97%	2016	91%	2017	97%	2018	95.00%
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2016	91%																
2017	97%																
2018	95.00%																

<p>50% of students will rate excellent or above average.</p>	<p>Business Department Alumni Survey – Please rate the level of preparation you received from MNU’s business program in leadership skills.</p>	<p>2015 – Excellent – 10, Above Average – 4, Poor – 1</p> <p>2016 – Excellent – 5, Above Avg- 3, Satisfactory – 2</p> <p>2017 – Excellent – 2, Above Avg- 1, Satisfactory - 1</p> <p>2018 – Excellent – 3, Above Avg- 1</p>	<p>Performance is as intended. No further action taken.</p>	<h3 style="text-align: center;">Alumni Survey: Leadership Excellent/Above Avg</h3> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>93%</td> </tr> <tr> <td>2016</td> <td>80%</td> </tr> <tr> <td>2017</td> <td>75%</td> </tr> <tr> <td>2018</td> <td>100%</td> </tr> </tbody> </table>	Year	Percentage	2015	93%	2016	80%	2017	75%	2018	100%
Year	Percentage													
2015	93%													
2016	80%													
2017	75%													
2018	100%													

Performance Indicator																					
GB6: Career Preparation & Enhancement - Business graduates will be prepared with the knowledge and skills necessary to enter or advance in a career in the field of business and/or pursue further education.		Objectives: <ol style="list-style-type: none"> 1. Students will be prepared with the knowledge and skills necessary to prepare a cover letter and resume for the job search process. (<i>Cover letter and resume in Business Communications</i>). 2. Students will be prepared to interview for a career in the field of business. (<i>Mock Interview in Business Communications</i>). 																			
		Analysis of Results																			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)																
75% of students will score 70% or higher on the rubric.	Cover Letter and Resume – Business Communications Students prepare the proper job-search process documents including a resume and cover letter. The documents are graded according to specific criteria. Students must prepare these ahead of time and bring them to the mock interview.	All met or exceeded the performance measure. Fall 2016 – 16/16 (100%) Spring 2017 – 19/20 (95%) Fall 2017 – 15/16 (93.8%) Spring 2018 – 25/26 (96.2%)	Performance is as intended. No further action taken.		<div style="text-align: center;"> <h3>Cover Letter & Resume</h3> <table border="1"> <caption>Cover Letter & Resume Performance Data</caption> <thead> <tr> <th>Semester</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Spring 2015</td> <td>100%</td> </tr> <tr> <td>Fall 2015</td> <td>100%</td> </tr> <tr> <td>Spring 2016</td> <td>83%</td> </tr> <tr> <td>Fall 2016</td> <td>100%</td> </tr> <tr> <td>Spring 2017</td> <td>95%</td> </tr> <tr> <td>Fall 2017</td> <td>94%</td> </tr> <tr> <td>Spring 2018</td> <td>96%</td> </tr> </tbody> </table> </div>	Semester	Percentage	Spring 2015	100%	Fall 2015	100%	Spring 2016	83%	Fall 2016	100%	Spring 2017	95%	Fall 2017	94%	Spring 2018	96%
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<p>75% of students will score 70% or higher on the rubric.</p>	<p>Mock Interview – Business Communications</p> <p>Students are given a realistic job description and title for which they apply and interview. Students participate in a mock employment interview. Students are graded according to specific guidelines.</p>	<p>All met or exceeded the performance measure.</p> <p>Fall 2016 – 15/16 (94%)</p> <p>Spring 2017 – 20/20 (100%)</p> <p>Fall 2017 – 16/16 (100%)</p> <p>Spring 2018 – 26/26 (100%)</p>	<p>Performance is as intended. No further action taken.</p>		<table border="1"> <caption>Mock Interviews</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Spring 2015</td> <td>96%</td> </tr> <tr> <td>Fall 2015</td> <td>94%</td> </tr> <tr> <td>Spring 2016</td> <td>87%</td> </tr> <tr> <td>Fall 2016</td> <td>94%</td> </tr> <tr> <td>Spring 2017</td> <td>100%</td> </tr> <tr> <td>Fall 2017</td> <td>100%</td> </tr> <tr> <td>Spring 2018</td> <td>100%</td> </tr> </tbody> </table>	Term	Percentage	Spring 2015	96%	Fall 2015	94%	Spring 2016	87%	Fall 2016	94%	Spring 2017	100%	Fall 2017	100%	Spring 2018	100%
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<p>75% of students will score 70% or higher on the employer evaluation rubric.</p>	<p>Internship – Employer Evaluation Survey</p> <p>Students who enroll in an internship experience are evaluated by the employer in a final performance evaluation. The evaluation includes 14 different aspects of the students' performance.</p>	<p>All met or exceeded the performance measure.</p> <p>Fall 2016 – 5/6 (83%)</p> <p>Spring 2017 – 9/9 (100%)</p> <p>Fall 2017 – 3/4 (75%)</p> <p>Spring 2018 – 7/8 (87.5%)</p>	<p>Performance is as intended. No further action taken.</p>		<table border="1"> <caption>Employer Eval. Survey</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Spring 2015</td> <td>88%</td> </tr> <tr> <td>Fall 2015</td> <td>83%</td> </tr> <tr> <td>Spring 2016</td> <td>100%</td> </tr> <tr> <td>Fall 2016</td> <td>83%</td> </tr> <tr> <td>Spring 2017</td> <td>100%</td> </tr> <tr> <td>Fall 2017</td> <td>75%</td> </tr> <tr> <td>Spring 2018</td> <td>88%</td> </tr> </tbody> </table>	Term	Percentage	Spring 2015	88%	Fall 2015	83%	Spring 2016	100%	Fall 2016	83%	Spring 2017	100%	Fall 2017	75%	Spring 2018	88%
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<p>50% of students will agree or strongly agree with the statement.</p>	<p>Level of agreement that the MNU business program prepared the student with the knowledge and skills to enter a career in business and/or pursue graduate school or professional certification.</p>	<p>2015 – Strongly Agree – 15, Agree – 10, Somewhat Agree – 3, Somewhat Disagree – 1</p> <p>2016 – Strongly Agree – 14, Agree – 6, Somewhat Agree – 3</p> <p>2017 – Strongly Agree – 21, Agree – 11, Somewhat Agree – 1</p> <p>2018 – Strongly Agree – 11, Agree – 7, Somewhat Agree – 1</p>	<p>Performance is as intended. No further action taken.</p>	<div data-bbox="1297 131 1999 581"> <h3 style="text-align: center;">Exit Survey - Career Prep. Strongly Agree/Agree</h3> <table border="1"> <caption>Exit Survey - Career Prep. Strongly Agree/Agree</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>86%</td> </tr> <tr> <td>2016</td> <td>87%</td> </tr> <tr> <td>2017</td> <td>97%</td> </tr> <tr> <td>2018</td> <td>95%</td> </tr> </tbody> </table> </div>	Year	Percentage	2015	86%	2016	87%	2017	97%	2018	95%
Year	Percentage													
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<p>50% of students will agree or strongly agree with the statement.</p>	<p>Business Department Alumni Survey – Please state your level of agreement with the statement – My academic experiences in the MNU business department prepared me for the next steps in my professional future.</p>	<p>2016 – Strongly Agree – 5, Agree – 5</p> <p>2017 – Strongly Agree – 2, Agree – 2</p> <p>2018 – Strongly Agree – 3, Somewhat Agree – 1</p>	<p>Performance is as intended. No further action taken.</p>	<div data-bbox="1297 956 1999 1386"> <h3 style="text-align: center;">Alumni Survey: Career Excellent/Above Avg</h3> <table border="1"> <caption>Alumni Survey: Career Excellent/Above Avg</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>67%</td> </tr> <tr> <td>2016</td> <td>100%</td> </tr> <tr> <td>2017</td> <td>100%</td> </tr> <tr> <td>2018</td> <td>75%</td> </tr> </tbody> </table> </div>	Year	Percentage	2015	67%	2016	100%	2017	100%	2018	75%
Year	Percentage													
2015	67%													
2016	100%													
2017	100%													
2018	75%													

Performance Indicator															
Accounting Outcome: Accounting graduates understand authoritative accounting principles and practices of the major forms of accounting, and apply them to a full range of accounting problems encountered in business.		Objectives: 1. Students will be able to study an organization's financial statement and identify trends, calculate ratios, identify accounting policies, and communicate effectively to a financial or non-financial audience. (<i>Final Exam in Intermediate Accounting II</i>).													
		Analysis of Results													
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)										
75% of students will achieve a score of 70% or higher on the Intermediate Accounting Final.	Intermediate Acct II – Final Exam (Beginning during the 2016-17 academic year, the accounting performance measure was changed to the Intermediate Accounting II Final Exam rather than using the Int. Acct. II presentations.)	All met or exceeded the performance measure. Spring 2015 – 5/5 (100%) Spring 2016 – 2/2 (100%) Spring 2017 – 7/11 (64%) Spring 2018 – 4/6 (67%)	Performance measure not met.		<p>Acct. Presentations/Exam</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>100%</td> </tr> <tr> <td>2016</td> <td>100%</td> </tr> <tr> <td>2017</td> <td>64%</td> </tr> <tr> <td>2018</td> <td>67%</td> </tr> </tbody> </table> <p>2015 & 2016 – Int. Acct. II -- Presentations 2017 & 18 – Int. Acct. II -- Final Exam</p>	Year	Percentage	2015	100%	2016	100%	2017	64%	2018	67%
Year	Percentage														
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<p>50% of students will agree or strongly agree with the statement.</p>	<p>Business Department Exit Survey – Please indicate your level of agreement that the Accounting major at MNU helped you understand authoritative accounting principles and practices of the major forms of accounting and apply them to a full range of accounting problems encountered in business.</p>	<p>2015 – Strongly Agree – 6, Agree – 1, Somewhat Agree – 1</p> <p>2016 – Strongly Agree – 2, Agree – 2</p> <p>2017 – Agree – 2</p> <p>2018 – Strongly Agree – 3, Agree – 2</p>	<p>Performance is as intended. No further action taken.</p>		<div data-bbox="1302 113 1984 544"> <h3 style="text-align: center;">Exit Survey:Acct. Outcome Strongly Agree/Agree</h3> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>88%</td> </tr> <tr> <td>2016</td> <td>100%</td> </tr> <tr> <td>2017</td> <td>100%</td> </tr> <tr> <td>2018</td> <td>100%</td> </tr> </tbody> </table> </div>	Year	Percentage	2015	88%	2016	100%	2017	100%	2018	100%
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2018	100%														

Performance Indicator	
Business Administration Outcome: Business Administration graduates understand organizational business systems and how they integrate effectively.	Objectives: 1. Students will be able to understand how all of the aspects of business are interrelated and interdependent by engaging in a semester-long computer business simulation game. (<i>Computer Simulation in Applied Strategic Management</i>).

		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)

MNU overall average score on the simulation will meet, or exceed, the overall average score for all undergraduate classes in the US over the last 12 months.	Computer Simulation – Applied Strategic Management	Spring 2016 – MNU Avg – 85, US Avg – 81 Spring 2017 – MNU Avg – 92, US Avg - 86 Spring 2018 – MNU Avg – 78, US Avg - 84	Performance measure not met.		<div style="border: 1px solid black; padding: 10px;"> <h3 style="text-align: center;">Simulation Results</h3> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th>Year</th> <th>MNU Avg</th> <th>US Avg</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>85%</td> <td>81%</td> </tr> <tr> <td>2017</td> <td>92%</td> <td>86%</td> </tr> <tr> <td>2018</td> <td>78%</td> <td>84%</td> </tr> </tbody> </table> </div>	Year	MNU Avg	US Avg	2016	85%	81%	2017	92%	86%	2018	78%	84%
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<p>50% of students will agree or strongly agree with the statement.</p>	<p>Business Department Exit Survey – Please indicate your level of agreement that the Business Administration major helped you understand organizational business systems and how they integrate effectively.</p>	<p>2015 – Strongly Agree – 3, Agree – 6, Somewhat Agree – 1</p> <p>2016 – Strongly Agree – 5, Agree – 4, Somewhat Disagree – 1, Strongly Disagree – 1</p> <p>2017 – Strongly Agree – 5, Agree – 8</p> <p>2018 – Strongly Agree – 6, Agree – 2, Somewhat Agree – 1</p>	<p>Performance is as intended. No further action taken.</p>		<div data-bbox="1304 115 1988 548"> <h3 style="text-align: center;">Exit Survey: B.A. Outcome Strongly Agree/Agree</h3> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>90%</td> </tr> <tr> <td>2016</td> <td>82%</td> </tr> <tr> <td>2017</td> <td>100%</td> </tr> <tr> <td>2018</td> <td>89%</td> </tr> </tbody> </table> </div>	Year	Percentage	2015	90%	2016	82%	2017	100%	2018	89%
Year	Percentage														
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2018	89%														

Performance Indicator													
Business Psychology Outcome: Business Psychology graduates understand the various dimensions of human resources including employee relations, training and development, compensation, employment law, appraisal, and planning and budgeting.		Objectives: 1. Students will understand the various dimensions of human resources in order to integrate their knowledge of the two disciplines -- psychology and business. (<i>Exam in Human Resource Management</i>).											
		Analysis of Results											
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)								
70% of students will score 70% or higher on the exam.	Exam – Human Resource Management Students complete the entire course curriculum using the required textbook chapter sections. The final exam is a lengthy comprehensive coverage of all the materials covered and previously tested upon to assess overall retained student knowledge of the discipline.	All met or exceeded the performance measure. Fall 2015 – 18/19 (95%) Fall 2016 – 25/32 (78%) Fall 2017 – 17/21 (81%)	Performance is as intended. No further action taken.		<div style="text-align: center;"> <h3>HRM Exam</h3> <table border="1"> <caption>HRM Exam Scores</caption> <thead> <tr> <th>Year</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>95%</td> </tr> <tr> <td>Fall 2016</td> <td>78%</td> </tr> <tr> <td>Fall 2017</td> <td>81%</td> </tr> </tbody> </table> </div>	Year	Score (%)	Fall 2015	95%	Fall 2016	78%	Fall 2017	81%
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<p>50% of students will agree or strongly agree with the statement.</p>	<p>Business Department Exit Survey – Please indicate your level of agreement that the Business Psychology major at MNU helped you understand the various dimensions of human resources including employee relations, training and development, compensation, employment law, appraisal and planning and budgeting.</p>	<p>2015 – Somewhat Agree – 1</p> <p>2016 – No Bus Psych majors completed the survey.</p> <p>2017 – Somewhat Agree – 1</p> <p>2018 – No Bus Psych majors completed the survey.</p>	<p>Performance is as intended. No further action taken.</p>		<div data-bbox="1302 113 1984 544"> <h3 style="text-align: center;">Exit Survey: B.P. Outcome Strongly Agree/Agree</h3> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>0%</td> </tr> <tr> <td>2017</td> <td>100%</td> </tr> <tr> <td>2018</td> <td>0%</td> </tr> </tbody> </table> </div>	Year	Percentage	2015	0%	2017	100%	2018	0%
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Performance Indicator															
Marketing Outcome: Marketing graduates will understand how to implement a marketing orientation that focuses on identifying consumer needs and satisfying them with effective marketing strategies.		Objectives: 1. Students will understand how to identify customer needs and recommend appropriate marketing strategies through a semester-long research project. (<i>Research project in Marketing Research</i>).													
		Analysis of Results													
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)										
75% of students will score 70% or higher on the research project.	Research Project – Marketing Research Students complete a semester-long project conducting both quantitative and qualitative research including secondary data, a focus group and a survey instrument for an external client. Final research results and recommendations are presented to the client.	All met or exceeded the performance measure. Spring 2015 – 7/7 (100%) Spring 2016 – 8/8 (100%) Spring 2017 – 7/8 (87.5%) Spring 2018 – 4/4 (100%)	Beginning in the 2016-17 academic year, the performance measure was changed to include the client evaluation rubric score, along with the project totals. Performance is as intended. No further action taken.		<div style="text-align: center;"> <h3>Marketing Research Project</h3> <table border="1"> <caption>Marketing Research Project Performance Data</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>Spring 2015</td> <td>100%</td> </tr> <tr> <td>Spring 2016</td> <td>100%</td> </tr> <tr> <td>Spring 2017</td> <td>88%</td> </tr> <tr> <td>Spring 2018</td> <td>100%</td> </tr> </tbody> </table> </div>	Year	Performance (%)	Spring 2015	100%	Spring 2016	100%	Spring 2017	88%	Spring 2018	100%
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<p>50% of students will agree or strongly agree with the statement.</p>	<p>Business Department Exit Survey – Please indicate your level of agreement that the Marketing major at MNU helped you understand how to implement a marketing orientation that focuses on identifying consumer needs and satisfying them with effective marketing strategies.</p>	<p>2015 – There were no senior marketing students to take the senior exit survey.</p> <p>2016 – Strongly Agree – 1</p> <p>2017 – Strongly Agree – 2, Somewhat Agree – 1</p> <p>2018 – Strongly Agree – 1, Somewhat Agree - 1</p>	<p>Performance is as intended. No further action taken.</p>		<div data-bbox="1287 99 1999 548"> <h3 style="text-align: center;">Exit Survey Mktg. Outcome Strongly Agree/Agree</h3> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>100%</td> </tr> <tr> <td>2017</td> <td>67%</td> </tr> <tr> <td>2018</td> <td>50%</td> </tr> </tbody> </table> </div>	Year	Percentage	2016	100%	2017	67%	2018	50%
Year	Percentage												
2016	100%												
2017	67%												
2018	50%												

Performance Indicator													
Organizational Leadership Outcome: Organizational Leadership graduates understand organizational and personal leadership theories and appropriate application.		Objectives: 1. Students will understand organizational and personal leadership theories. (<i>Exam in Organizational Leadership</i>)											
		Analysis of Results											
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)								
70% of students will score 70% or higher on the exam.	Exam – Organizational Leadership Students complete the entire course curriculum using the required textbook chapter sections. The final exam is a comprehensive coverage of all the materials covered and an application essay to assess overall retained student knowledge and application of the discipline.	All met or exceeded the performance measure. Fall 2016 – 22/29 (76%) Fall 2017 – 25/28 (89%)	Performance is as intended. No further action taken.		<div style="text-align: center;"> <h3>Org. Leadership Exam</h3> <table border="1"> <caption>Org. Leadership Exam Results</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>81%</td> </tr> <tr> <td>Fall 2016</td> <td>76%</td> </tr> <tr> <td>Fall 2017</td> <td>89%</td> </tr> </tbody> </table> </div>	Year	Percentage	Fall 2015	81%	Fall 2016	76%	Fall 2017	89%
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Fall 2015	81%												
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Fall 2017	89%												

<p>50% of students will agree or strongly agree with the statement.</p>	<p>Business Department Exit Survey – Please indicate your level of agreement that the Organizational Leadership major at MNU helped you understand organizational and personal leadership theories and appropriate application</p>	<p>2015 – Strongly Agree – 2, Agree – 1 2016 – Strongly Agree – 2 2017 – Strongly Agree – 3, Agree – 6 2018 – Agree - 1</p>	<p>Performance is as intended. No further action taken.</p>		<div data-bbox="1308 118 1974 548"> <h3 style="text-align: center;">Exit Survey: OL Outcome Strongly Agree/Agree</h3> <p>The bar chart displays the percentage of students who strongly agreed or agreed with the statement from 2015 to 2018. The y-axis represents the percentage from 0% to 100% in 20% increments. The x-axis lists the years 2015, 2016, 2017, and 2018. Each year has a blue bar that reaches the 100% mark on the y-axis, with '100%' labeled above each bar.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>100%</td> </tr> <tr> <td>2016</td> <td>100%</td> </tr> <tr> <td>2017</td> <td>100%</td> </tr> <tr> <td>2018</td> <td>100%</td> </tr> </tbody> </table> </div>	Year	Percentage	2015	100%	2016	100%	2017	100%	2018	100%
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2016	100%														
2017	100%														
2018	100%														

Performance Indicator													
Sports Management Outcome: Sports Management graduates will understand how to successfully work in business with the flexibility to do a variety of jobs in the sports management area, including organization, administration, budgeting and teaching.		Objectives: 1. Students will understand the aspects of a Sports Management career through writing a research paper addressing various elements. (<i>Success paper – Sports Management Senior Seminar</i>).											
		Analysis of Results											
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)								
75% of students will score 70% or higher on the rubric.	Success Paper – Sports Management Senior Seminar Students type a four page paper describing the skills necessary for success in a sports management position. Outsides sources are required. The papers are graded with a rubric.	All met or exceeded the performance measure. Fall 2016 – 15/16 (94%) Fall 2017 – 6/6 (100%)	Performance is as intended. No further action taken.		<table border="1"> <caption>Success Paper Performance Trends</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>90%</td> </tr> <tr> <td>Fall 2016</td> <td>94%</td> </tr> <tr> <td>Fall 2017</td> <td>100%</td> </tr> </tbody> </table>	Year	Percentage	Fall 2015	90%	Fall 2016	94%	Fall 2017	100%
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<p>50% of students will agree or strongly agree with the statement.</p>	<p>Business Department Exit Survey – Please indicate your level of agreement that the Sports Management major at MNU helped you understand how to successfully work in business with the flexibility to do a variety of jobs in the sports management area, including organization, administration, budgeting and teaching.</p>	<p>2015 – Strongly Agree – 3, Agree – 4</p> <p>2016- Strongly Agree – 2, Agree – 2, Somewhat Agree – 1</p> <p>2017- Strongly Agree – 3, Agree – 2</p> <p>2018- Agree – 2</p>	<p>Performance is as intended. No further action taken.</p>		<div data-bbox="1302 113 1984 544"> <h3 style="text-align: center;">Exit Survey: SM Outcome Strongly Agree/Agree</h3> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>100%</td> </tr> <tr> <td>2016</td> <td>80%</td> </tr> <tr> <td>2017</td> <td>100%</td> </tr> <tr> <td>2018</td> <td>100%</td> </tr> </tbody> </table> </div>	Year	Percentage	2015	100%	2016	80%	2017	100%	2018	100%
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Performance Indicator																	
GE3 – Critical Thinking:		Objectives: 1. Students will develop the ability to determine validity and reasonableness through an examination of information, argumentation, and experience by completing a research project and statistically analyzing the results. (<i>Research Project in Business Statistics</i>).															
		Analysis of Results															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
80% of students will score 80% or higher on the rubric.	Research Project – Business Statistics The group project involves students choosing a topic to investigate, developing specific hypotheses, collecting data appropriately, developing descriptive statistics, producing confidence intervals, and conducting the proper hypothesis tests. Students prepare a written report and make a presentation to the class.	All met or exceeded the performance measure. Fall 2014 – 10/10 (100%) Fall 2015 – 36/38 (95%) Fall 2016 – 38/40 (95%) Fall 2017 – 13/14 (92.9%)	Performance is as intended. No further action taken.		<div style="text-align: center;"> <h3>Stats Research Project</h3> <table border="1"> <caption>Stats Research Project Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Spring 2014</td> <td>89%</td> </tr> <tr> <td>Fall 2014</td> <td>100%</td> </tr> <tr> <td>Fall 2015</td> <td>95%</td> </tr> <tr> <td>Fall 2016</td> <td>95%</td> </tr> <tr> <td>Fall 2017</td> <td>93%</td> </tr> </tbody> </table> </div>	Year	Percentage	Spring 2014	89%	Fall 2014	100%	Fall 2015	95%	Fall 2016	95%	Fall 2017	93%
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Performance Indicator																			
GE5: Social Responsibility		Objectives: 1. Students will become informed, concerned and involved citizens in the world by: <ol style="list-style-type: none"> Creating a budget plan to better manage their own personal finances. (<i>Budget Plan in Personal Finance</i>), or Writing a research paper on various aspects of another country. (<i>Paper in Principles of Macroeconomics</i>), or Writing a research paper about a company that interacts in the global economy. (<i>Paper in Principles of Microeconomics</i>) 																	
		Analysis of Results																	
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)														
75% of students will score 70% or higher on the rubric.	Budget plan – Personal Finance Each student keeps all receipts for all expenditures during the assigned month. Each expenditure is recorded on a budget journal which is provided by the text book. After all expenditures are recorded, each student completes an analysis of observations made during the month and for the final cash flow statement.	All met or exceeded the performance measure. Fall 2016 – 36/45 (80%) Spring 2017 – 22/26 (84%) Spring 2018 – Taught by an adjunct. Outcomes not collected this year.	No outcomes data was gathered.		<div style="text-align: center;"> <h3>Budget Plan</h3> <table border="1"> <caption>Budget Plan Performance Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 2014</td> <td>85%</td> </tr> <tr> <td>Spring 2015</td> <td>76%</td> </tr> <tr> <td>Fall 2015</td> <td>75%</td> </tr> <tr> <td>Spring 2016</td> <td>79%</td> </tr> <tr> <td>Fall 2016</td> <td>80%</td> </tr> <tr> <td>Spring 2017</td> <td>84%</td> </tr> </tbody> </table> </div>	Year	Percentage	Fall 2014	85%	Spring 2015	76%	Fall 2015	75%	Spring 2016	79%	Fall 2016	80%	Spring 2017	84%
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<p>75% of students will score 70% or higher on the rubric.</p>	<p>Paper – Macroeconomics</p> <p>Students write a research paper on the foreign country of their choice. Students review the history, geography and economic system of the country. They also report the current state of this country's economy, its resources and international trade. Based on an analysis of the condition of the economy, students use economic theory to recommend monetary and fiscal policies.</p>	<p>All met or exceeded the performance measure.</p> <p>Fall 2015 – 24/26 (92%)</p> <p>Fall 2016 – 22/25 (88%)</p> <p>Fall 2017 – 24/25 (96%)</p>	<p>Performance is as intended. No further action taken.</p>		<div data-bbox="1310 94 1927 493"> <h3 style="text-align: center;">Macroeconomics Paper</h3> <table border="1"> <caption>Macroeconomics Paper Performance Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>92%</td> </tr> <tr> <td>Fall 2016</td> <td>88%</td> </tr> <tr> <td>Fall 2017</td> <td>96%</td> </tr> </tbody> </table> </div>	Year	Score	Fall 2015	92%	Fall 2016	88%	Fall 2017	96%		
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<p>75% of students will score 70% or higher on the rubric.</p>	<p>Paper – Microeconomics</p> <p>Students write a 7-10 page paper about a company of their choice that interacts in the global economy. The student researches the company and has to apply economic concepts and theories.</p>	<p>All met or exceeded the performance measure.</p> <p>Spring 2015 – 17/26 (65%)</p> <p>Spring 2016 – 17/24 (71%)</p> <p>Spring 2017 – 18/21 (86%)</p> <p>Spring 2018 – 21/22 (95.5%)</p>	<p>Performance is as intended. No further action taken.</p>		<div data-bbox="1310 873 1927 1295"> <h3 style="text-align: center;">Microeconomics Paper</h3> <table border="1"> <caption>Microeconomics Paper Performance Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2015</td> <td>65%</td> </tr> <tr> <td>Spring 2016</td> <td>71%</td> </tr> <tr> <td>Spring 2017</td> <td>86%</td> </tr> <tr> <td>Spring 2018</td> <td>96%</td> </tr> </tbody> </table> </div>	Year	Score	Spring 2015	65%	Spring 2016	71%	Spring 2017	86%	Spring 2018	96%
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GE6 – Scientific Literacy:		Objectives: 1. Students will develop an informed perspective and respect for the created order and use the methods of scientific inquiry to explore it. (<i>Assignment in Computer Applications in Business</i>).																	
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Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)														
50% of students will earn certification.	Microsoft Office Certification Exams – Computer Applications in Business	All met or exceeded the performance measure. Fall 2015 - 29/42 (69%) Spring 2016 – 16/20 (80%) Fall 2016 - 9/16 (56%) Spring 2017 – 12/24 (50%) Spring 2018 - 18/21 (86%)	Performance is as intended. No further action taken.		<p style="text-align: center;">C.A. - Excel Specialist</p> <table border="1"> <caption>C.A. - Excel Specialist Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Spring 2015</td> <td>71%</td> </tr> <tr> <td>Fall 2015</td> <td>69%</td> </tr> <tr> <td>Spring 2016</td> <td>80%</td> </tr> <tr> <td>Fall 2016</td> <td>56%</td> </tr> <tr> <td>Spring 2017</td> <td>50%</td> </tr> <tr> <td>Spring 2018</td> <td>86%</td> </tr> </tbody> </table>	Year	Percentage	Spring 2015	71%	Fall 2015	69%	Spring 2016	80%	Fall 2016	56%	Spring 2017	50%	Spring 2018	86%
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