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## Outcomes Assessment Plan

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Institution	<u>Ashford University</u>
Academic Business Unit	<u>Forbes School of Business &amp; Technology</u>
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**OUTCOMES ASSESSMENT PLAN**  
**Ashford University**  
**Forbes School of Business & Technology**

**Section I: Mission and Broad-Based Goals**

Mission Statement

**Mission of the Forbes School of Business & Technology:**

In support of Ashford University's mission The Forbes School of Business & Technology will develop business leaders of today and tomorrow through experienced faculty who design and deliver relevant, rigorous, and real world business curriculum.

Broad-Based Goals

**Broad-Based Student Learning Goals:**

1. Our students will demonstrate understanding of theoretical knowledge that can be used in assessing business issues and solutions.
2. Our students will acquire specific business knowledge and skills which will provide them with a solid business foundation to be successful in the professional business world.
3. Our students will apply principles of strategy, management, accounting, finance, marketing, leadership, human behavior, and/or decision systems to effectively navigate organizational environments.
4. Our students will be able to apply business tools to analyze and execute business decisions in real world business scenarios consistent with their field of study.



**Broad-Based Operational Goals:**

1. The Forbes School of Business & Technology offers high-quality, “real-world” instruction and support services in a learning-centered environment that provides the resources that best serve a diverse student body and results in high retention and graduation rates.
2. The Forbes School of Business & Technology commits to meeting high internal and external standards and utilizing open communication while relying on its mission, strategic plan and focus on student success as the basis for decision making.
3. The University and The Forbes School of Business & Technology aspires to lead its sector in high quality academic programs and instruction that result in well-prepared graduates who successfully use their knowledge and skills to contribute to society.

**SECTION II: STUDENT LEARNING ASSESSMENT**  
**BACHELOR'S-LEVEL PROGRAMS**

<b>Student Learning Assessment for Bachelor of Arts in Accounting - Online</b>	
<b>Intended Student Learning Outcomes for Bachelor of Arts in Accounting - Online</b>	
<b>General Program Intended Student Learning Outcomes (Core ISLOs)</b>	
1. Demonstrate fundamental accounting principles and procedures.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7</p>
2. Employ technology tools related to the area of accounting.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 7</p>
3. Analyze alternatives to complex accounting problems.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7</p>
4. Utilize and integrate accounting information in business decision making.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7</p>
5. Synthesize accounting information and non-accounting information in order to appropriately assess business opportunities.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 5, 6, 7</p>
<b>Intended Student Learning Outcomes: Business Economics Specialization (BE ISLOs)</b>	
1. Evaluate the role that free choice of economic agents play in determining the equilibrium level of output, prices, and employment.	

<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 7</p>
<p>2. Examine the relationship between inflation, maturity, default risk, exchange rates and interest rates.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 6, 7</p>
<p>3. Analyze institutional and organizational arrangements used to allocate scarce economic resources in international and global settings and cultures.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 3, 4</p>
<p>4. Examine supply shocks and their influence on business cycles.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 5, 7</p>
<p><b>Intended Student Learning Outcomes: Entrepreneurship Specialization (ENT ISLOs)</b></p>
<p>1. Describe the process of entrepreneurship as an activity originating from market need, the creative recognition of opportunity, and innovative problem solving in the business environment.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 7</p>
<p>2. Analyze the characteristics of innovative companies.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 3, 7</p>
<p>3. Analyze the multiple sources of financing available to the entrepreneur together with the characteristics of each source, and the factor they weigh most heavily in investment decisions.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4</p>

<p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5</p>
<p>4. Apply a variety of tools and concepts including management structure, economic trends analysis, and financial analysis in the context of a written business plan.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 7</p>
<p><b>Intended Student Learning Outcomes: Finance Specialization (FIN ISLOs)</b></p>
<p>1. Develop a contingency plan for the future that includes retirement and estate planning.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7</p>
<p>2. Examine the relationship between inflation, maturity, default risk, exchange rates and interest rates.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 7</p>
<p>3. Evaluate the financial performance of an organization by analyzing financial statements using quantitative models and ratio analysis.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 5, 7</p>
<p>4. Examine techniques used for the evaluation of financial assets.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 7</p>
<p><b>Intended Student Learning Outcomes: Information Systems Specialization (IS ISLOs)</b></p>
<p>1. Apply software design processes (Coding, testing and debugging simple programs) to construct an executable program.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p>

<p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 7</p>
<p>2. Recognize the components of the system development life cycle and how they fit together.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1,4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 7</p>
<p>3. Apply systems analysis principles for database development.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 7</p>
<p>4. Evaluate the role of data communications models including the seven-layer open systems interconnection (OSI) reference model.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 7</p>
<p><b>Intended Student Learning Outcomes: International Management Specialization (INT ISLOs)</b></p>
<p>1. Analyze institutional and organizational arrangements used to allocate scarce economic resources in international and global settings and cultures.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 3, 7</p>
<p>2. Analyze the dynamic environment of international trade and the challenges and opportunities facing the global marketer.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 3, 4</p>
<p>3. Understand the various cultural, political and legal issues that impact international business activity.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 3</p>

<b>Intended Student Learning Outcomes: Operations Management Specialization (OPS ISLOs)</b>	
1. Understand the components of operations management and how they are related to other major business decision areas.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 7</p>
2. Evaluate project supply, service, and material needs from project initiation to project completion and closeout using the project plan and a scope document.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7</p>
3. Evaluate how strategic planning can be used by organizations to create quality systems thus allowing for the creation of quality products/services for consumers.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 7</p>
4. Identify and apply the principles of production planning and control.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 4, 5, 7</p>
<b>Intended Student Learning Outcomes: Project Management Specialization (PM ISLOs)</b>	
1. Assess application of modern quality control methods.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 4, 5</p>
2. Evaluate project supply, service, and material needs from project initiation to project completion and closeout using the project plan and a scope document.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 6, 7</p>

<p>3. Create project scope documents based on limited budget and/or resources.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 6, 7</p>	
<p>4. Apply critical thinking skills to analyze, design and develop a project using good project management techniques.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 6, 7</p>	
<p><b>Intended Student Learning Outcomes: Public Administration Specialization (PA ISLOs)</b></p>	
<p>1. Explore the role of public administrators in the development, implementation, and evaluation of public policies.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 5, 7</p>	
<p>2. Apply financial statements and budgets to make appropriate administrative decisions.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5</p>	
<p>3. Identify the major functions of the budgetary process.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 7</p>	
<p>4. Analyze the social, economic, and political environment of urban management.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 4, 7</p>	
<p><b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Direct Measures:</b></p>

<p>1. Common Professional Component – Accounting section; Business Finance section; Business Policies, Integration, and Strategic Management section; and Information Systems Management section</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5  BE ISLOs Assessed by this Measure: 2, 3, 4  FIN ISLOs Assessed by this Measure: 1, 2, 3, 4  ENT ISLOs Assessed by this Measure: 1, 2, 3  IS ISLOs Assessed by this Measure: NA  INT ISLOs Assessed by this Measure: 1, 2  PM ISLOs Assessed by this Measure: 3, 4  PA ISLOs Assessed by this Measure: 1, 3  OPS ISLOs Assessed by this Measure: 1</p>	<p>90% of all accounting students taking the CPC exam will score at least 400 or higher on each of the following sections: Accounting section; Business Finance section; Business Policies, Integration, and Strategic Management section; and Information Systems Management section, and will, on average, score above average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to each section listed above of the CPC comprehensive exam when compared to other competitive programs.</p>
<p>2. ACC 407 Capstone Final Paper</p> <p>Program ISLOs Assessed by this Measure: 3, 5  BE ISLOs Assessed by this Measure: 2, 3, 4  FIN ISLOs Assessed by this Measure: 1, 2, 3, 4  ENT ISLOs Assessed by this Measure: 1, 2, 3  IS ISLOs Assessed by this Measure: NA  INT ISLOs Assessed by this Measure: 1, 2  PM ISLOs Assessed by this Measure: 3, 4  PA ISLOs Assessed by this Measure: 1, 3  OPS ISLOs Assessed by this Measure: 1</p>	<p>On the capstone final paper evaluation rubric (containing separate evaluation criteria for each of the core ISLOs and specialization ISLOs assessed by this measure), the performance rating of 70% of all Accounting students' records completing the assignment must receive a basic, proficient, or distinguished evaluation (where rubric performance levels are non-performance, below expectations, basic, proficient, and distinguished).</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. End of Program Survey – I understand the learning objectives of my courses.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5  BE ISLOs Assessed by this Measure: 2, 3, 4  FIN ISLOs Assessed by this Measure: 1, 2, 3, 4  ENT ISLOs Assessed by this Measure: 1, 2, 3  IS ISLOs Assessed by this Measure: NA  INT ISLOs Assessed by this Measure: 1, 2</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs assessed by this measure), at least 70% of Accounting students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs and specialization ISLOs.</p>



<p>PM ISLOs Assessed by this Measure: 3, 4  PA ISLOs Assessed by this Measure: 1, 3  OPS ISLOs Assessed by this Measure: 1</p>	
<p>2. End of Program Survey – The curriculum was relevant to my professional needs.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5  BE ISLOs Assessed by this Measure: 2, 3, 4  FIN ISLOs Assessed by this Measure: 1, 2, 3, 4  ENT ISLOs Assessed by this Measure: 1, 2, 3  IS ISLOs Assessed by this Measure: NA  INT ISLOs Assessed by this Measure: 1, 2  PM ISLOs Assessed by this Measure: 3, 4  PA ISLOs Assessed by this Measure: 1, 3  OPS ISLOs Assessed by this Measure: 1</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs assessed by this measure), at least 70% of Accounting students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs and specialization ISLOs.</p>

## Student Learning Assessment for Bachelor of Arts in Business Administration - Online

### Program Intended Student Learning Outcomes (Program ISLOs)

1. Collaborate to achieve team goals.

Broad-Based Student Learning Goals Associated with this Outcome: 2, 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 7

2. Develop an awareness of their leadership style.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 6

3. Evaluate a situation and apply an effective leadership style.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 4, 6

4. Use technology tools related to their area of emphasis.

Broad-Based Student Learning Goals Associated with this Outcome: 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 7

5. Manage change within a dynamic business environment.

Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 4, 5

6. Create a strategic business plan.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 7

<b>Intended Student Learning Outcomes: Entrepreneurship Specialization (ENT ISLOs)</b>	
1. Describe the process of entrepreneurship as an activity originating from market need, the creative recognition of opportunity, and innovative problem solving in the business environment.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 7</p>
2. Analyze the characteristics of innovative companies.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 3, 7</p>
3. Analyze the multiple sources of financing available to the entrepreneur together with the characteristics of each source, and the factor they weigh most heavily in investment decisions.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5</p>
4. Apply a variety of tools and concepts including management structure, economic trends analysis, and financial analysis in the context of a written business plan.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 7</p>
<b>Intended Student Learning Outcomes: International Management Specialization (INT ISLOs)</b>	
1. Analyze institutional and organizational arrangements used to allocate scarce economic resources in international and global settings and cultures.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 3, 7</p>
2. Analyze the dynamic environment of international trade and the challenges and opportunities facing the global marketer	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 3, 4</p>

<p>3. Understand the various cultural, political and legal issues that impact international business activity</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 3</p>
<p><b>Intended Student Learning Outcomes: Human Resources Management Specialization (HRM ISLOs)</b></p>
<p>1. Develop diagnostic skills to identify OD issues, problems, and opportunities.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 4, 5</p>
<p>2. Describe and relate the key points of federal laws, regulations and procedures regarding labor relations, including the Norris-LaGuardia, Wagner, Taft-Hartley, and Landrum-Griffin Acts, and the jurisdiction of the NLRB.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 4, 6</p>
<p>3. Develop an understanding of human resource training and development roles, practices and procedures in organizations today.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 4, 7</p>
<p>4. Design compensation and benefits systems appropriate to a given organizational situation.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 4, 6</p>
<p><b>Intended Student Learning Outcomes: Information Systems Specialization (IS ISLOs)</b></p>
<p>1. Apply software design processes (Coding, testing and debugging simple programs) to construct an executable program.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 7</p>

<p>2. Recognize the components of the system development life cycle and how they fit together</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 7</p>
<p>3. Apply systems analysis principles for database development.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 7</p>
<p>4. Evaluate the role of data communications models including the seven-layer open systems interconnection (OSI) reference model.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 7</p>
<p><b>Intended Student Learning Outcomes: Marketing Specialization (MKT ISLOs)</b></p>
<p>1. Develop an understanding of how advertising is used by business to inform and influence the public.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 3, 5, 6, 7</p>
<p>2. Demonstrate practical understanding of the marketing research process.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 4, 7</p>
<p>3. Analyze the dynamic environment of international trade and the challenges and opportunities facing the global marketer.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 3, 4, 6, 7</p>
<p>4. Integrate consumer behavior theories and concepts to the design of marketing.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p>

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 6	
<b>Intended Student Learning Outcomes: Operations Management Specialization (OPS ISLOs)</b>	
1. Understand the components of operations management and how they are related to other major business decision areas.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 7</p>
2. Evaluate project supply, service, and material needs from project initiation to project completion and closeout using the project plan and a scope document.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7</p>
3. Evaluate how strategic planning can be used by organizations to create quality systems thus allowing for the creation of quality products/services for consumers.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 7</p>
4. Identify and apply the principles of production planning and control.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 4, 5, 7</p>
<b>Intended Student Learning Outcomes: Project Management Specialization (PM ISLOs)</b>	
1. Assess application of modern quality control methods.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 4, 5</p>
2. Evaluate project supply, service, and material needs from project initiation to project completion and closeout using the project plan and a scope document.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3, 4</p>

<p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 6, 7</p>
<p>3. Create project scope documents based on limited budget and/or resources.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 6, 7</p>
<p>4. Apply critical thinking skills to analyze, design and develop a project using good project management techniques.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 6, 7</p>
<p><b>Intended Student Learning Outcomes: Public Administration Specialization (PA ISLOs)</b></p>
<p>1. Explore the role of public administrators in the development, implementation, and evaluation of public policies.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 5, 7</p>
<p>2. Apply financial statements and budgets to make appropriate administrative decisions.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5</p>
<p>3. Identify the major functions of the budgetary process.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 7</p>
<p>4. Analyze the social, economic, and political environment of urban management.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 4, 7</p>

<b>Intended Student Learning Outcomes: Logistics Specialization (LOG ISLOs)</b>	
1. Assess the role of logistics management as a responsibility center in the organization.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 4, 7</p>
2. Examine how transportation fits into supply chain/logistics management.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7</p>
3. Assess the risks and advantages of international supply chains.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 3</p>
4. Assess various hazardous materials and toxic waste and the impacts on our environment.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 4, 7</p>
<b>Intended Student Learning Outcomes: Finance Specialization (FIN ISLOs)</b>	
1. Develop a contingency plan for the future that includes retirement and estate planning.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 4, 7</p>
2. Examine the relationship between inflation, maturity, default risk, exchange rates and interest rates.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 7</p>



<p>3. Evaluate the financial performance of an organization by analyzing financial statements using quantitative models and ratio analysis.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 5, 7</p>	
<p>4. Examine techniques used for the evaluation of financial assets.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 7</p>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. Common Professional Component – Management section, Business Leadership section, Information Management section, Business Integration and Strategic Management section</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6  ENT ISLOs Assessed by this Measure: 1, 2, 3, 4  INT ISLOs Assessed by this Measure: 1, 3  HRM ISLOs Assessed by this Measure: 3, 4  IS ISLOs Assessed by this Measure: 4  MKT ISLOs Assessed by this Measure: 1, 3  OPS ISLOs Assessed by this Measure: 1, 2, 3, 4  PM ISLOs Assessed by this Measure: 1, 2, 3, 4  PA ISLOs Assessed by this Measure: 2, 3, 4  LOG ISLOs Assessed by this Measure: 1, 2  FIN ISLOs Assessed by this Measure: 4</p>	<p>90% of all business administration students taking the CPC exam will score at least 400 or higher on each of the following sections: Management, Business Leadership, Information Management, Business Integration and Strategic Management, and will, on average, score above average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to each section listed above of the CPC comprehensive exam when compared to other competitive programs.</p>
<p>2. BUS 402 Final Paper</p> <p>Program ISLOs Assessed by this Measure: 3, 4, 6  ENT ISLOs Assessed by this Measure: 1, 2, 3  INT ISLOs Assessed by this Measure: 1, 3  HRM ISLOs Assessed by this Measure: 3, 4  IS ISLOs Assessed by this Measure: 4  MKT ISLOs Assessed by this Measure: 1, 3</p>	<p>On the BUS 402 final paper evaluation rubric (containing separate evaluation criteria for each of the core ISLOs and specialization ISLOs) assessed by this measure), the performance rating of 70% of all business administration students' records completing the assignment must receive a basic, proficient, or distinguished evaluation (where rubric performance levels are non-performance, below expectations, basic, proficient, and distinguished).</p>

<p>OPS ISLOs Assessed by this Measure: 1, 2, 3, 4  PM ISLOs Assessed by this Measure: 1, 2, 3, 4  PA ISLOs Assessed by this Measure: 2, 3, 4  LOG ISLOs Assessed by this Measure: 2, 4  FIN ISLOs Assessed by this Measure: 4</p>	
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
<p>1. End of Program Survey – I understand the learning objectives of my courses.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6  ENT ISLOs Assessed by this Measure: 1, 2, 3, 4  INT ISLOs Assessed by this Measure: 1, 3  HRM ISLOs Assessed by this Measure: 3, 4  IS ISLOs Assessed by this Measure: 4  MKT ISLOs Assessed by this Measure: 1, 3:  OPS ISLOs Assessed by this Measure: 1, 2, 3, 4  PM ISLOs Assessed by this Measure: 1, 2, 3, 4  PA ISLOs Assessed by this Measure: 2, 3, 4  LOG ISLOs Assessed by this Measure: 1, 2  FIN ISLOs Assessed by this Measure: 4</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs and specialization ISLOs assessed by this measure), at least 70% of business administration students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs and specialization ISLOs.</p>
<p>2. End of Program Survey – The curriculum was relevant to my professional needs.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6  ENT ISLOs Assessed by this Measure: 1, 2, 3, 4  INT ISLOs Assessed by this Measure: 1, 3  HRM ISLOs Assessed by this Measure: 3, 4  IS ISLOs Assessed by this Measure: 4  MKT ISLOs Assessed by this Measure: 1, 3:  OPS ISLOs Assessed by this Measure: 1, 2, 3, 4  PM ISLOs Assessed by this Measure: 1, 2, 3, 4  PA ISLOs Assessed by this Measure: 2, 3, 4  LOG ISLOs Assessed by this Measure: 1, 2  FIN ISLOs Assessed by this Measure: 4</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs and specialization ISLOs assessed by this measure), at least 70% of business administration students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs and specialization ISLOs.</p>

## Student Learning Assessment for Bachelor of Arts in Business Economics - Online

### Intended Student Learning Outcomes for Bachelor of Arts in Business Economics - Online

1. Assess business facts and interpret them consistent with economic thinking.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 7

2. Understanding of how decision makers allocate scarce resources to achieve economic efficiency.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 7

3. Apply economic tools to analyze decisions made by consumers, firms, and policy makers.

Broad-Based Student Learning Goals Associated with this Outcome: 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7

4. Integrate economic models to analyze the impact of various fiscal monetary, and trade policies on a nation's economy.

Broad-Based Student Learning Goals Associated with this Outcome: 2, 7

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 7

### Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:

### Performance Objectives (Targets/Criteria) for Direct Measures:

1. Common Professional Component – Business Finance section , Business Integration and Strategic Management section, Economics section, and Management section

Program ISLOs Assessed by this Measure: 1, 2, 3, 4

90% of all business economics students taking the CPC exam will score at least 400 or higher on each of the following sections: Business Finance section , Business Integration and Strategic Management section, Economics section, and Management section, and will, on average, score above average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to each section listed above of the CPC comprehensive exam when compared to other competitive programs.

2. BUS 402 Capstone Final Paper

On the capstone final paper evaluation rubric (containing separate evaluation criteria for each of the core ISLOs assessed by this measure), the performance

Program ISLOs Assessed by this Measure: 1	rating of 70% of all Business Economics students' records completing the assignment must receive a basic, proficient, or distinguished evaluation (where rubric performance levels are non-performance, below expectations, basic, proficient, and distinguished).
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
1. End of Program Survey – I understand the objectives of my courses.  Program ISLOs Assessed by this Measure: 1, 2, 3, 4	On the end of program survey instrument (containing separate items for each of the core ISLOs assessed by this measure), at least 70% of Business Economics students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs.
2. End of Program Survey – The curriculum was relevant to my professional needs.  Program ISLOs Assessed by this Measure: 1, 2, 3, 4	On the end of program survey instrument (containing separate items for each of the core ISLOs assessed by this measure), at least 70% of Business Economics students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs.

## Student Learning Assessment for Bachelor of Arts in Business Information Systems - Online

### Intended Student Learning Outcomes for Bachelor of Arts in Business Information Systems - Online

- |  |
|--|
| 1. Apply analytical, logical, and critical thinking abilities in the development of effective information systems solutions.<br><br>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4<br><br>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7   |
| 2. Evaluate information systems and enterprise solutions appropriate to meet presented business challenges.<br><br>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4<br><br>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7  |
| 3. Compare and contrast the local and global impact of computing on individuals, organizations, providers, and society.<br><br>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3<br><br>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 3, 7   |
| 4. Develop alternative information systems solutions appropriate for addressing business problems.<br><br>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4<br><br>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 5, 7  |
| 5. Evaluate processes that support the delivery and management of information systems within the business application environment.<br><br>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4<br><br>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 6, 7   |
| 6. Apply knowledge to make responsible decisions when addressing professional, ethical, legal, and social issues and responsibilities relevant to the Information Technology discipline.<br><br>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3<br><br>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 4, 7 |

<p>7. Employ collaborative team skills to accomplish a common goal.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 6, 7</p>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. Common Professional Component – Business Integration and Strategic Management section, Global Dimensions of Business section, Information Management Systems section, and Management section</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7</p>	<p>90% of all business information systems students taking the CPC exam will score at least 400 or higher on each of the following sections: Business Integration and Strategic Management section, Global Dimensions of Business section, Information Management Systems section, and Management section, and will, on average, score above average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to each section listed above of the CPC comprehensive exam when compared to other competitive programs.</p>
<p>2. MGT 497 Capstone Final Paper</p> <p>Program ISLOs Assessed by this Measure: 2, 4, 5</p>	<p>On the capstone final paper evaluation rubric (containing separate evaluation criteria for each of the core ISLOs assessed by this measure), the performance rating of 70% of all Business Information Systems students' records completing the assignment must receive a basic, proficient, or distinguished evaluation (where rubric performance levels are non-performance, below expectations, basic, proficient, and distinguished).</p>
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
<p>1. End of Program Survey – I understand the objectives of my courses.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs assessed by this measure), at least 70% of Business Information Systems students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs.</p>
<p>2. End of Program Survey – The curriculum was relevant to my professional needs.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs assessed by this measure), at least 70% of Business Information Systems students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs.</p>

## Student Learning Assessment for Bachelor of Arts in Business Leadership - Online

### Program Intended Student Learning Outcomes (Program ISLOs)

1. Examine the influence of leadership, vision, and strategic planning in a variety of organizations and environments.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 7

2. Assess the process of leading others in environments increasingly characterized by change and complexity.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 6, 7

3. Apply principles of human behavior and motivation to maximize use of human resources.

Broad-Based Student Learning Goals Associated with this Outcome: 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 6, 7

4. Analyze methods of organization change and development.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 7

5. Evaluate the most recent tools and concepts emerging in management and leadership.

Broad-Based Student Learning Goals Associated with this Outcome: 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 6, 7

### Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:

### Performance Objectives (Targets/Criteria) for Direct Measures:

1. Common Professional Component – Business Leadership section, Business Communications section, Business Ethics section, Business Integration and Strategic Management section, and Management section.

90% of all business leadership students taking the CPC exam will score at least 400 or higher on each of the following sections: Business Leadership section, Business Communications section, Business Ethics section, Business Integration and Strategic Management section, and Management section, and will, on

Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5	average, score above average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to each section listed above of the CPC comprehensive exam when compared to other competitive programs.
2. BUS 370 Final Paper  Program ISLOs Assessed by this Measure: 2, 4	On the BUS 370 final paper evaluation rubric, the performance rating of 70% of all business leadership students' records completing the assignment must receive a basic, proficient, or distinguished evaluation (where rubric performance levels are non-performance, below expectations, basic, proficient, and distinguished).
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
1. End of Program Survey – I understand the learning objectives of my courses  Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5	On the end of program survey instrument, at least 70% of business leadership students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs.
2. End of Program Survey – The curriculum was relevant to my professional needs  Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5	On the end of program survey instrument, at least 70% of business leadership students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs.



## Student Learning Assessment for Bachelor of Arts in Consumer and Family Financial Services - Online

### Intended Student Learning Outcomes for Bachelor of Arts in Consumer and Family Financial Services - Online

1. Analyze and communicate financial information to individual consumers.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 6

2. Assess legal concepts and their application to the individual investor.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 7

3. Evaluate the U.S. banking system and its regulation, examination, and control and the personal account limits of the various regulatory agencies.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 4

4. Assess the role of advisor in the provision of business services to clients.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 6

5. Develop a life-time financial plan.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 4, 5, 6, 7

6. Examine the role of life, health, property, and casualty insurance in business and personal financial planning.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 7

<p>7. Evaluate various types of investments in terms of their risks and potential returns.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4, 5, 7</p>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. Common Professional Component – Business Ethics section, Business Finance section, Legal Environment of Business section, Marketing section, and Quantitative Techniques and Statistics section</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7</p>	<p>90% of all consumer and family financial services students taking the CPC exam will score at least 400 or higher on each of the following sections: Business Ethics section, Business Finance section, Legal Environment of Business section, Marketing section, and Quantitative Techniques and Statistics section, and will, on average, score above average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to each section listed above of the CPC comprehensive exam when compared to other competitive programs.</p>
<p>2. BUS 458 Capstone Final Paper</p> <p>Program ISLOs Assessed by this Measure: 1, 4, 5, 7</p>	<p>On the capstone final paper evaluation rubric (containing separate evaluation criteria for each of the core ISLOs assessed by this measure), the performance rating of 70% of all Consumer and Family Financial Services students' records completing the assignment must receive a basic, proficient, or distinguished evaluation (where rubric performance levels are non-performance, below expectations, basic, proficient, and distinguished).</p>
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
<p>1. End of Program Survey – I understand the objectives of my courses.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs assessed by this measure), at least 70% of Consumer and Family Financial Services students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs.</p>
<p>2. End of Program Survey – The curriculum was relevant to my professional needs.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs assessed by this measure), at least 70% of Consumer and Family Financial Services students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs.</p>

## Student Learning Assessment for Bachelor of Arts in eMarketing- Online

### Program Intended Student Learning Outcomes (Program ISLOs)

1. Evaluate marketing situations and make informed marketing decisions.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7

2. Examine the significance of global markets and the universal marketing processes to develop global marketing plans applying alternative media approaches.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 3

3. Apply computer applications used by the emarketing profession in an e-business solution.

Broad-Based Student Learning Goals Associated with this Outcome: 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5

4. Assess the business as an integrated system including the relations among the functional business areas, and the application long-range planning, implementation and business control systems.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 7

### Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:

### Performance Objectives (Targets/Criteria) for Direct Measures:

1. BUS 497 Capstone Final Paper

Program ISLOs Assessed by this Measure: 4

On the capstone final paper evaluation rubric, the performance rating of 70% of all service management students' records completing the assignment must receive a basic, proficient, or distinguished evaluation (where rubric performance levels are non-performance, below expectations, basic, proficient, and distinguished).

2. BUS 336 Final Paper

Program ISLOs Assessed by this Measure: 1

On the BUS 336 final paper evaluation rubric, the performance rating of 70% of all eMarketing students' records completing the assignment must receive a

	basic, proficient, or distinguished evaluation (where rubric performance levels are non-performance, below expectations, basic, proficient, and distinguished).
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
1. End of Program Survey – I understand the learning objectives of my courses  Program ISLOs Assessed by this Measure: 1, 2, 3, 4	On the end of program survey instrument, at least 70% of eMarketing students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs.
2. End of Program Survey – The curriculum was relevant to my professional needs  Program ISLOs Assessed by this Measure: 1, 2, 3, 4	On the end of program survey instrument, at least 70% of eMarketing students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs.

## Student Learning Assessment for Bachelor of Arts in Entrepreneurship- Online

### Program Intended Student Learning Outcomes (Program ISLOs)

1. Assess the risks involved in an entrepreneurial venture.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 7

2. Analyze the impact of the political, legal and ethical environment on entrepreneurial ventures.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 4

3. Analyze emerging issues facing emerging businesses in competitive markets.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 3, 7

4. Integrate the functional areas of business in the strategic planning process.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7

5. Construct a business plan for an entrepreneurial venture.

Broad-Based Student Learning Goals Associated with this Outcome: 2, 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 6, 7

### Intended Student Learning Outcomes: Logistics Management Specialization (LOG ISLOs)

1. Assess the role of logistics management as a responsibility center in the organization.

Broad-Based Student Learning Goals Associated with this Outcome: 2, 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 4, 7

<p>2. Examine how transportation fits into supply chain/logistics management.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7</p>	
<p>3. Assess the risks and advantages of international supply chains.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 3, 5, 7</p>	
<p>4. Assess various hazardous materials and toxic waste and the impacts on our environment.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 4, 7</p>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. Common Professional Component – Accounting section, Legal Environment of Business section, Business Ethics section, Management section, and Economics section.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5</p> <p>LOG ISLOs Assessed by this Measure: 1, 3</p>	<p>90% of all entrepreneurship students taking the CPC exam will score at least 400 or higher on each of the following sections: Accounting section, Legal Environment of Business section, Business Ethics section, Management section, and Economics section, and will, on average, score above average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to each section listed above of the CPC comprehensive exam when compared to other competitive programs.</p>
<p>2. BUS 437 Capstone Final Paper</p> <p>Program ISLOs Assessed by this Measure: 5</p> <p>LOG ISLOs Assessed by this Measure: 3</p>	<p>On the capstone final paper evaluation rubric (containing separate evaluation criteria for each of the core ISLOs and LOG ISLOs assessed by this measure), the performance rating of 70% of all entrepreneurship students' records completing the assignment must receive a basic, proficient, or distinguished evaluation (where rubric performance levels are non-performance, below expectations, basic, proficient, and distinguished).</p>
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:

<p>1. End of Program Survey – I understand the learning objectives of my courses</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 LOG ISLOs Assessed by this Measure: 1, 3</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs and LOG ISLOs assessed by this measure), at least 70% of entrepreneurship students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs and LOG ISLOs.</p>
<p>2. End of Program Survey – The curriculum was relevant to my professional needs.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 LOG ISLOs Assessed by this Measure: 1, 3</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs and LOG ISLOs assessed by this measure), at least 70% of entrepreneurship students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs and LOG ISLOs.</p>

## Student Learning Assessment for Bachelor of Arts in Finance - Online

### Intended Student Learning Outcomes for Bachelor of Arts in Finance - Online

1. Demonstrate problem solving skills including the ability to analyze business and financial conditions.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7

2. Apply financial theories to conduct financial analysis.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 7

3. Understand how to measure and achieve the efficiency use of financial resources.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 5

4. Evaluate the political, social, legal, regulatory, and technological issues in the context of micro and macro-finance.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 3, 4, 7

5. Understand the business as an integrated system including the relations among the functional areas, and the application long-range planning, implementation and control systems.

Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7

#### Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:

#### Performance Objectives (Targets/Criteria) for Direct Measures:

1. Common Professional Component – Accounting section, Business Finance section, Legal Environment of Business section, Management section, and Quantitative Techniques and Statistics section

90% of all finance students taking the CPC exam will score at least 400 or higher on each of the following sections: Accounting section, Business Finance section, Legal Environment of Business section, Management section, and Quantitative



Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5	Techniques and Statistics section, and will, on average, score above average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to each section listed above of the CPC comprehensive exam when compared to other competitive programs.
2. BUS 402 Capstone Final Paper  Program ISLOs Assessed by this Measure: 5	On the capstone final paper evaluation rubric (containing separate evaluation criteria for each of the core ISLOs assessed by this measure), the performance rating of 70% of all Finance students' records completing the assignment must receive a basic, proficient, or distinguished evaluation (where rubric performance levels are non-performance, below expectations, basic, proficient, and distinguished).
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
1. End of Program Survey – I understand the objectives of my courses.  Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5	On the end of program survey instrument (containing separate items for each of the core ISLOs assessed by this measure), at least 70% of Finance students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs.
2. End of Program Survey – The curriculum was relevant to my professional needs.  Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5	On the end of program survey instrument (containing separate items for each of the core ISLOs assessed by this measure), at least 70% of Finance students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs.

## Student Learning Assessment for Bachelor of Arts in Human Resources Management- Online

### Program Intended Student Learning Outcomes (Program ISLOs)

1. Evaluate internal and external organizational environments and the impact of their interrelationships on human resource functions.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 3, 7

2. Analyze the process of job analysis, staffing, appraisal and compensation, training, career planning, and organizational development.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 4, 5, 7

3. Examine the interaction among management, labor, and labor law.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 7

4. Assess and develop methods designed to prevent employer liability and labor relation issues (antidiscrimination statutes, employee and labor relations, union and non-union environment issues).

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 4, 7

5. Analyze the ethical, legal, and safety challenges faced in the workplace.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 4, 7

### Intended Student Learning Outcomes: Entrepreneurship Specialization (ENT ISLOs)

1. Describe the process of entrepreneurship as an activity originating from market need, the creative recognition of opportunity, and innovative problem solving in the business environment.

Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 7	
2. Analyze the characteristics of innovative companies.  Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4  Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 3, 7	
3. Analyze the multiple sources of financing available to the entrepreneur together with the characteristics of each source, and the factor they weigh most heavily in investment decisions.  Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4  Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5	
4. Apply a variety of tools and concepts including management structure, economic trends analysis, and financial analysis in the context of a written business plan.  Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4  Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 7	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. Common Professional Component – Business Integration and Strategic Management section, Business Leadership section, Management section, Global Dimensions of Business Section, Business Ethics section, and Legal Environments of Business section.  Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 ENT ISLOs Assessed by this Measure: 1, 2, 4	90% of all human resources management students taking the CPC exam will score at least 400 or higher on each of the following sections: Business Integration and Strategic Management section, Business Leadership section, Management section, Global Dimensions of Business Section, Business Ethics section, and Legal Environments of Business section, and will, on average, score above average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to each section listed above of the CPC comprehensive exam when compared to other competitive programs.
2. BUS 372 Final Paper  Program ISLOs Assessed by this Measure: 3, 4 ENT ISLOs Assessed by this Measure: 1	On the BUS 372 final paper evaluation rubric (containing separate evaluation criteria for each of the core ISLOs and ENT ISLOs assessed by this measure), the performance rating of 70% of all human resources management students' records completing the assignment must receive a basic, proficient, or distinguished evaluation (where rubric performance levels are non-performance, below expectations, basic, proficient, and distinguished).

Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
<p>1. End of Program Survey – I understand the learning objectives of my courses</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 ENT ISLOs Assessed by this Measure: 1, 2, 4</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs and ENT ISLOs assessed by this measure), at least 70% of human resources management students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs and ENT ISLOs.</p>
<p>2. End of Program Survey – The curriculum was relevant to my professional needs.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 ENT ISLOs Assessed by this Measure: 1, 2, 4</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs and LOG ISLOs assessed by this measure), at least 70% of human resources management students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs and ENT ISLOs.</p>

## Student Learning Assessment for Bachelor of Arts in International Business- Online

### Program Intended Student Learning Outcomes (Program ISLOs)

1. Apply basic business practices to resolve international business problems.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 3, 5, 7

2. Assess market globalization factors and typical business strategies for competing in foreign markets.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 3, 5, 7

3. Construct a country strategic risk assessment that includes all the relevant factors for firms operating overseas or thinking of entering new markets.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4, 5, 6, 7

4. Integrate culturally sensitive concepts into team communication.

Broad-Based Student Learning Goals Associated with this Outcome: 1

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 3, 6

5. Analyze emerging issues facing countries or businesses in international markets.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 3, 7

### Intended Student Learning Outcomes: Logistics Management Specialization (LOG ISLOs)

1. Assess the role of logistics management as a responsibility center in the organization.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 4, 7

<p>2. Examine how transportation fits into supply chain/logistics management.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7</p>	
<p>3. Assess the risks and advantages of international supply chains.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 3</p>	
<p>4. Assess various hazardous materials and toxic waste and the impacts on our environment.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 4, 7</p>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. Common Professional Component – Management section, Business Integration and Strategic Management section, Global Dimensions of Business section, Information Management Systems section, Business Ethics section, and Business Leadership section.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5</p> <p>LOG ISLOs Assessed by this Measure: 3, 4</p>	<p>90% of all international business students taking the CPC exam will score at least 400 or higher on each of the following sections: Management section, Business Integration and Strategic Management section, Global Dimensions of Business section, Information Management Systems section, Business Ethics section, and Business Leadership section, and will, on average, score above average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to each section listed above of the CPC comprehensive exam when compared to other competitive programs.</p>
<p>2. BUS 492 Capstone Final Paper</p> <p>Program ISLOs Assessed by this Measure: 3, 5</p> <p>LOG ISLOs Assessed by this Measure: 3</p>	<p>On the capstone final paper evaluation rubric (containing separate evaluation criteria for each of the core ISLOs and LOG ISLOs assessed by this measure), the performance rating of 70% of all international business students' records completing the assignment must receive a basic, proficient, or distinguished evaluation (where rubric performance levels are non-performance, below expectations, basic, proficient, and distinguished).</p>
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:

<p>1. End of Program Survey – I understand the learning objectives of my courses</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 LOG ISLOs Assessed by this Measure: 3, 4</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs and LOG ISLOs assessed by this measure), at least 70% of international business students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs and LOG ISLOs.</p>
<p>2. End of Program Survey – The curriculum was relevant to my professional needs.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 LOG ISLOs Assessed by this Measure: 3, 4</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs and LOG ISLOs assessed by this measure), at least 70% of international business students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs and LOG ISLOs.</p>

Student Learning Assessment for Bachelor of Arts in Operations Management and Analysis - Online	
Intended Student Learning Outcomes for Bachelor of Arts in Operations Management and Analysis - Online	
General Program Intended Student Learning Outcomes (Core ISLOs)	
1. Apply systems analysis to management decisions and operational success.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 7</p>
2. Assess methods of quality management, product and service development, and lean processes in business operations.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7</p>
3. Develop skills in managing projects and programs.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 6, 7</p>
4. Examine globalization effects on the organization's operations, supply chain, and product or services production.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 3</p>
5. Understand effective decision-making, problem solving, and technical skills required in management.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 4, 5, 6, 7</p>
Intended Student Learning Outcomes: Logistics Management Specialization (LM ISLOs)	
1. Assess the role of logistics management as a responsibility center in the organization.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p>



Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 4, 7	
<p>2. Examine how transportation fits into supply chain/logistics management.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7</p>	
<p>3. Assess the risks and advantages of international supply chains.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 3</p>	
<p>4. Assess various hazardous materials and toxic waste and the impacts on our environment.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 4, 7</p>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. Common Professional Component – Business Integration and Strategic Management section, Business Leadership section, Global Dimensions of Business section, Management section, and Quantitative Techniques and Statistics section</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 LM ISLOs Assessed by this Measure: 2, 3</p>	<p>90% of all Operations Management and Analysis students taking the CPC exam will score at least 400 or higher on each of the following sections: Business Integration and Strategic Management section, Business Leadership section, Global Dimensions of Business section, Management section, and Quantitative Techniques and Statistics section, and will, on average, score above average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to each section listed above of the CPC comprehensive exam when compared to other competitive programs.</p>
<p>2. INF 336 Final Paper</p> <p>Program ISLOs Assessed by this Measure: 4 LM ISLOs Assessed by this Measure: 2</p>	<p>On the INF 336 final paper evaluation rubric (containing separate evaluation criteria for each of the core ISLOs and LM ISLOs assessed by this measure), the performance rating of 70% of all Operations Management and Analysis students' records completing the assignment must receive a basic, proficient, or distinguished evaluation (where rubric performance levels are non-performance, below expectations, basic, proficient, and distinguished).</p>

Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
<p>1. End of Program Survey – I understand the objectives of my courses.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 LM ISLOs Assessed by this Measure: 2, 3</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs and LM ISLOs assessed by this measure), at least 70% of Operations Management and Analysis students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs and LM ISLOs.</p>
<p>2. End of Program Survey – The curriculum was relevant to my professional needs.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 LM ISLOs Assessed by this Measure: 2</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs and LM ISLOs assessed by this measure), at least 70% of Operations Management and Analysis students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs and LM ISLOs.</p>

Student Learning Assessment for Bachelor of Arts in Organizational Management - Online	
Intended Student Learning Outcomes for Bachelor of Arts in Organizational Management - Online	
General Program Intended Student Learning Outcomes (Core ISLOs)	
1. Examine one's personal leadership style and determine its appropriateness to various organizational situations.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 4, 6, 7</p>
2. Demonstrate appropriate decision-making skills in organizational contexts.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7</p>
3. Formulate strategies for effective team development.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 6, 7</p>
4. Analyze alternative solutions for complex business problems.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 4, 5, 7</p>
5. Compare and contrast individual characteristics that influence work behaviors and organizational effectiveness.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 4</p>
6. Analyze the impact of social problems on the workplace at the individual, group, organizational, and societal levels.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 4, 5</p>

<b>Intended Student Learning Outcomes: Human Resources Specialization (HRM ISLOs)</b>	
1. Develop diagnostic skills to identify OD issues, problems, and opportunities.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 4, 5</p>
2. Describe and relate the key points of federal laws, regulations and procedures regarding labor relations, including the Norris-LaGuardia, Wagner, Taft-Hartley, and Landrum-Griffin Acts, and the jurisdiction of the NLRB.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 4, 6</p>
3. Develop an understanding of human resource training and development roles, practices and procedures in organizations today.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 4, 6</p>
4. Design compensation and benefits systems appropriate to a given organizational situation.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 4, 6</p>
<b>Intended Student Learning Outcomes: Logistics Management Specialization (LOG ISLOs)</b>	
1. Assess the role of logistics management as a responsibility center in the organization.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 4, 7</p>
2. Examine how transportation fits into supply chain/logistics management.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7</p>

<p>3. Assess the risks and advantages of international supply chains.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 3</p>
<p>4. Assess various hazardous materials and toxic waste and the impacts on our environment.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 4, 7</p>
<p><b>Intended Student Learning Outcomes: Project Management Specialization (PM ISLOs)</b></p>
<p>1. Assess application of modern quality control methods.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 4, 5</p>
<p>2. Evaluate project supply, service, and material needs from project initiation to project completion and closeout using the project plan and a scope document.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 6, 7</p>
<p>3. Create project scope documents based on limited budget and/or resources.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 6, 7</p>
<p>4. Apply critical thinking skills to analyze, design and develop a project using good project management techniques.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 6, 7</p>
<p><b>Intended Student Learning Outcomes: Public Administration Specialization (PA ISLOs)</b></p>

<p>1. Explore the role of public administrators in the development, implementation, and evaluation of public policies.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 5, 7</p>
<p>2. Apply financial statements and budgets to make appropriate administrative decisions.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5</p>
<p>3. Identify the major functions of the budgetary process.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 7</p>
<p>4. Analyze the social, economic, and political environment of urban management.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 4, 7</p>
<p><b>Intended Student Learning Outcomes: Sports and Recreation Management Specialization (SRM ISLOs)</b></p>
<p>1. Compute and journalize a business's current liability and payroll transactions.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 7</p>
<p>2. Relate marketing to other functional areas of business and to the strategic orientation of the organization.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7</p>
<p>3. Apply both the "functional model" and "conflict model" to the analysis of sport.</p>

<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 7</p>	
<p>4. Classify the various managerial processes, roles, skills, and attributes required of sport managers, specifically as applied to managing sport organizations/events.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 5, 7</p>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. Common Professional Component – Business Communications section, Business Ethics section, Business Integration and Strategic Management section, Business Leadership section, and Management section</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6  HRM ISLOs Assessed by this Measure: 1  LOG ISLOs Assessed by this Measure: 1  PM ISLOs Assessed by this Measure: 3, 4  PA ISLOs Assessed by this Measure: 2  SRM ISLOs Assessed by this Measure: 1</p>	<p>90% of all Organizational Management students taking the CPC exam will score at least 400 or higher on each of the following sections: Business Communications section, Business Ethics section, Business Integration and Strategic Management section, Business Leadership section, and Management section, and will, on average, score above average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to each section listed above of the CPC comprehensive exam when compared to other competitive programs.</p>
<p>2. MGT 415 Final Paper</p> <p>Program ISLOs Assessed by this Measure: 3, 5  HRM ISLOs Assessed by this Measure: 1  LOG ISLOs Assessed by this Measure: 2  PM ISLOs Assessed by this Measure: 3,4  PA ISLOs Assessed by this Measure: 3  SRM ISLOs Assessed by this Measure: none</p>	<p>On the MGT 415 final paper evaluation rubric (containing separate evaluation criteria for each of the core ISLOs assessed by this measure), the performance rating of 70% of all Organizational Management students' records completing the assignment must receive a basic, proficient, or distinguished evaluation (where rubric performance levels are non-performance, below expectations, basic, proficient, and distinguished).</p>
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:

<p>1. End of Program Survey – I understand the objectives of my courses.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6  HRM ISLOs Assessed by this Measure: 1  LOG ISLOs Assessed by this Measure: 1  PM ISLOs Assessed by this Measure: 3, 4  PA ISLOs Assessed by this Measure: 2  SRM ISLOs Assessed by this Measure: 1</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs and specialization ISLOs assessed by this measure), at least 70% of Organizational Management students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs and specialization ISLOs.</p>
<p>2. End of Program Survey – The curriculum was relevant to my professional needs.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6  HRM ISLOs Assessed by this Measure: 1  LOG ISLOs Assessed by this Measure: 1  PM ISLOs Assessed by this Measure: 3, 4  PA ISLOs Assessed by this Measure: 2  SRM ISLOs Assessed by this Measure: 1</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs and specialization ISLOs assessed by this measure), at least 70% of Organizational Management students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs and specialization ISLOs.</p>



## Student Learning Assessment for Bachelor of Arts in Public Administration - Online

### Intended Student Learning Outcomes for Bachelor of Arts in Public Administration - Online

#### General Program Intended Student Learning Outcomes (Core ISLOs)

1. Demonstrate theoretical knowledge for understanding, developing, and implementing public policy and administration.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 6

2. Integrate academic theory and practical applications.

Broad-Based Student Learning Goals Associated with this Outcome: 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 7

3. Apply management theory to the practice of public administration.

Broad-Based Student Learning Goals Associated with this Outcome: 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 6, 7

4. Identify relevant political and legal factors in the policy process and analyze their roles critically.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 4

5. Judge the ethical components of public responsibility.

Broad-Based Student Learning Goals Associated with this Outcome: 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 3, 4

#### Intended Student Learning Outcomes: Logistics Management Specialization (LOG ISLOs)

1. Assess the role of logistics management as a responsibility center in the organization.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 4, 7	
2. Examine how transportation fits into supply chain/logistics management.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7</p>
3. Assess the risks and advantages of international supply chains.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 3</p>
4. Assess various hazardous materials and toxic waste and the impacts on our environment.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 4, 7</p>
<b>Intended Student Learning Outcomes: Sports and Recreation Management Specialization (SRM ISLOs)</b>	
1. Compute and journalize a business's current liability and payroll transactions.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 7</p>
2. Relate marketing to other functional areas of business and to the strategic orientation of the organization.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7</p>
3. Apply both the "functional model" and "conflict model" to the analysis of sport.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 7</p>

<p>4. Classify the various managerial processes, roles, skills, and attributes required of sport managers, specifically as applied to managing sport organizations/events.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 5, 7</p>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. Common Professional Component – Administrative Law section, Ethics and Social Responsibility section, Public Administration Management section, and Public Administration Principles and Foundations section</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 SRM ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 LOG ISLOs Assessed by this Measure: 1, 3</p>	<p>90% of all Public Administration students taking the CPC exam will score at least 400 or higher on each of the following sections: Administrative Law section, Ethics and Social Responsibility section, Public Administration Management section, and Public Administration Principles and Foundations section, and will, on average, score above average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to each section listed above of the CPC comprehensive exam when compared to other competitive programs.</p>
<p>2. PPA 497 Capstone Final Paper</p> <p>Program ISLOs Assessed by this Measure: 1 SRM ISLOs Assessed by this Measure: 2, 3, 4 LOG ISLOs Assessed by this Measure: 1, 3</p>	<p>On the capstone final paper evaluation rubric (containing separate evaluation criteria for each of the core ISLOs and specialization ISLOs assessed by this measure), the performance rating of 70% of all Public Administration students' records completing the assignment must receive a basic, proficient, or distinguished evaluation (where rubric performance levels are non-performance, below expectations, basic, proficient, and distinguished).</p>
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
<p>1. End of Program Survey – I understand the objectives of my courses.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 SRM ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 LOG ISLOs Assessed by this Measure: 1, 3</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs and specialization ISLOs assessed by this measure), at least 70% of Public Administration students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs and specialization ISLOs.</p>
<p>2. End of Program Survey – The curriculum was relevant to my professional needs.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 SRM ISLOs Assessed by this Measure: 1, 2, 3, 4, 5</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs and specialization ISLOs assessed by this measure), at least 70% of Public Administration students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs and specialization ISLOs.</p>

LOG ISLOs Assessed by this Measure: 1, 3	
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## Student Learning Assessment for Bachelor of Arts in Project Management - Online

### Intended Student Learning Outcomes for Bachelor of Arts in Project Management - Online

1. Apply proven project management principles to business situations.

Broad-Based Student Learning Goals Associated with this Outcome: 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 6, 7

2. Systematically initiate, plan, execute, control, and close a well-documented project.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 6, 7

3. Identify and apply successful team development and management strategies.

Broad-Based Student Learning Goals Associated with this Outcome: 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 5, 7

4. Evaluate the implications of project management to organizational effectiveness.

Broad-Based Student Learning Goals Associated with this Outcome: 2, 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7

5. Construct and implement an approach for using contracting and procurement activities to fulfill project goals.

Broad-Based Student Learning Goals Associated with this Outcome: 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7

6. Align project goals with the corporate strategic planning process.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 6, 7	
<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
1. Common Professional Component – Business Integration and Strategic Management section, Business Leadership section, Information Management Systems section, and Management section  Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6	90% of all Project Management students taking the CPC exam will score at least 400 or higher on each of the following sections: Business Integration and Strategic Management section, Business Leadership section, Information Management Systems section, and Management section, and will, on average, score above average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to each section listed above of the CPC comprehensive exam when compared to other competitive programs.
2. BUS 402 Capstone Final Paper  Program ISLOs Assessed by this Measure: 6	On the capstone final paper evaluation rubric (containing separate evaluation criteria for each of the core ISLOs assessed by this measure), the performance rating of 70% of all Project Management students' records completing the assignment must receive a basic, proficient, or distinguished evaluation (where rubric performance levels are non-performance, below expectations, basic, proficient, and distinguished).
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
1. End of Program Survey – I understand the objectives of my courses.  Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6	On the end of program survey instrument (containing separate items for each of the core ISLOs assessed by this measure), at least 70% of Project Management students will indicate that they were "agree" or "strongly agree" in achieving the core ISLOs.
2. End of Program Survey – The curriculum was relevant to my professional needs.  Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6	On the end of program survey instrument (containing separate items for each of the core ISLOs assessed by this measure), at least 70% of Project Management students will indicate that they were "agree" or "strongly agree" in achieving the core ISLOs.

## Student Learning Assessment for Bachelor of Arts in Public Relations and Marketing - Online

### Program Intended Student Learning Outcomes (Program ISLOs)

1. Develop an understanding and mastery of marketing, and public relations functions.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 3, 6

2. Create a repertoire of communication skills in order to become an effective communicator across contexts.

Broad-Based Student Learning Goals Associated with this Outcome: 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 6

3. Develop competence in using planning skills to create and implement marketing and public relations solutions to meet client's needs.

Broad-Based Student Learning Goals Associated with this Outcome: 2, 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 7

4. Evaluate the effectiveness and appropriateness of marketing and public relations messages.

Broad-Based Student Learning Goals Associated with this Outcome: 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 3, 6, 7

5. Engage in problem analysis, strategic planning, message development, and tactical solutions.

Broad-Based Student Learning Goals Associated with this Outcome: 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 6, 7

### Intended Student Learning Outcomes: Information Systems Specialization (IS ISLOs)

1. Apply software design processes (Coding, testing and debugging simple programs) to construct an executable program.

Broad-Based Student Learning Goals Associated with this Outcome: 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 7

<p>2. Recognize the components of the system development life cycle and how they fit together.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 7</p>
<p>3. Apply systems analysis principles for database development.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 7</p>
<p>4. Evaluate the role of data communications models including the seven-layer open systems interconnection (OSI) reference model.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 7</p>
<p><b>Intended Student Learning Outcomes: International Management Specialization (INT ISLOs)</b></p>
<p>1. Analyze institutional and organizational arrangements used to allocate scarce economic resources in international and global settings and cultures.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 3, 7</p>
<p>2. Analyze the dynamic environment of international trade and the challenges and opportunities facing the global marketer.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 3, 4</p>
<p>3. Understand the various cultural, political and legal issues that impact international business activity.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 3</p>
<p><b>Intended Student Learning Outcomes: Project Management Specialization (PM ISLOs)</b></p>

<p>1. Assess application of modern quality control methods.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 4, 5</p>	
<p>2. Evaluate project supply, service, and material needs from project initiation to project completion and closeout using the project plan and a scope document.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 6, 7</p>	
<p>3. Create project scope documents based on limited budget and/or resources.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 6, 7</p>	
<p>4. Apply critical thinking skills to analyze, design and develop a project using good project management techniques.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 6, 7</p>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. BUS 421 Capstone Final Marketing Plan</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5</p> <p>IS ISLOs Assessed by this Measure: 2, 3</p> <p>INT ISLOs Assessed by this Measure: 1</p> <p>PM ISLOs Assessed by this Measure: 4</p>	<p>On the capstone final paper evaluation rubric (containing separate evaluation criteria for each of the core ISLOs, IS ISLOs, INT ISLOs, and PM ISLOs assessed by this measure), the performance rating of 70% of all service management students' records completing the assignment must receive a basic, proficient, or distinguished evaluation (where rubric performance levels are non-performance, below expectations, basic, proficient, and distinguished).</p>
<p>2. BUS 336 Final Paper</p> <p>Program ISLOs Assessed by this Measure: 4, 5</p> <p>IS ISLOs Assessed by this Measure: 2, 3</p> <p>INT ISLOs Assessed by this Measure: 1</p>	<p>On the BUS 336 final paper evaluation rubric (containing separate evaluation criteria for each of the core ISLOs, IS ISLOs, INT ISLOs, and PM ISLOs assessed by this measure), the performance rating of 70% of all public relations and marketing students' records completing the assignment must receive a basic,</p>



PM ISLOs Assessed by this Measure: 4	proficient, or distinguished evaluation (where rubric performance levels are non-performance, below expectations, basic, proficient, and distinguished).
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
<p>1. End of Program Survey- I understand the learning objectives of my courses.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5  IS ISLOs Assessed by this Measure: 2, 3  INT ISLOs Assessed by this Measure: 1  PM ISLOs Assessed by this Measure: 4</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs, IS ISLOs, INT ISLOs, and PM ISLOs assessed by this measure), at least 70% of public relations and marketing students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs, IS ISLOs, INT ISLOs, and PM ISLOs.</p>
<p>2. End of Program Survey – The curriculum was relevant to my professional needs.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5  IS ISLOs Assessed by this Measure: 2, 3  INT ISLOs Assessed by this Measure: 1  PM ISLOs Assessed by this Measure: 4</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs, IS ISLOs, INT ISLOs, and PM ISLOs assessed by this measure), at least 70% of public relations and marketing students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs, IS ISLOs, INT ISLOs, and PM ISLOs.</p>

## Student Learning Assessment for Bachelor of Arts in Real Estate Studies - Online

### Intended Student Learning Outcomes for Bachelor of Arts in Real Estate Studies - Online

1. Assess real estate professional governance and licensing in the states and how such laws and systems benefit consumers.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 4

2. Examine essential real estate business practices.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 5, 7

3. Apply real estate law, contract law, and Uniform Commercial Code in solving complex real estate problems.

Broad-Based Student Learning Goals Associated with this Outcome: 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 4, 5

4. Discern how economic, demographic, dynamic, and market trends influence real estate and real estate valuations.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 5, 7

5. Examine basic real estate financial markets and financing methods most commonly applied to single family residences and businesses properties.

Broad-Based Student Learning Goals Associated with this Outcome: 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 4, 5, 7

### Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:

1. Common Professional Component – Business Ethics section, Business Finance section, Legal Environment of Business section, and Management section

### Performance Objectives (Targets/Criteria) for Direct Measures:

90% of all Real Estate Studies students taking the CPC exam will score at least 400 or higher on each of the following sections: Business Ethics section, Business Finance section, Legal Environment of Business section, and Management section, and will, on average, score above average in the

Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5	Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to each section listed above of the CPC comprehensive exam when compared to other competitive programs.
2. RES 325 Final Paper  Program ISLOs Assessed by this Measure: 1, 2	On the RES 325 final paper evaluation rubric (containing separate evaluation criteria for each of the core ISLOs assessed by this measure), the performance rating of 70% of all Real Estate Studies students' records completing the assignment must receive a basic, proficient, or distinguished evaluation (where rubric performance levels are non-performance, below expectations, basic, proficient, and distinguished).
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
1. End of Program Survey – I understand the objectives of my courses.  Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5	On the end of program survey instrument (containing separate items for each of the core ISLOs assessed by this measure), at least 70% of Real Estate Studies students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs.
2. End of Program Survey – The curriculum was relevant to my professional needs.  Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5	On the end of program survey instrument (containing separate items for each of the core ISLOs assessed by this measure), at least 70% of Real Estate Studies students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs.

## Student Learning Assessment for Bachelor of Arts in Service Management - Online

### Program Intended Student Learning Outcomes (Program ISLOs)

1. Assess service logistics in a variety of service environments.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 3

2. Apply various service systems to construct customer relationship platforms.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5

3. Integrate innovative practices and processes designed to increase the performance of a service organization.

Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7

4. Develop new human capital strategies in service organizations.

Broad-Based Student Learning Goals Associated with this Outcome: 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 6, 7

5. Design service metrics based on the needs of a service organization.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 6

### Intended Student Learning Outcomes: Hospitality Enterprise Specialization (HE ISLOs)

1. Classify the various segments (e.g., lodging, restaurants, recreation, and events) of the hospitality industry.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 7

<p>2. Develop guest activity programming.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 7</p>
<p>3. Evaluate budgeting as a forecasting and control mechanism.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5</p>
<p>4. Develop a strategic framework to successfully plan and manage events.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 7</p>
<p><b>Intended Student Learning Outcomes: Mass Market Retail Enterprise Specialization (MMRE ISLOs)</b></p>
<p>1. Analyze the organizational and operational characteristics of a retail enterprise.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 3, 5</p>
<p>2. Apply a working knowledge of advertising strategies and advertising campaign development.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 7</p>
<p>3. Assess the strategic importance for organizations of managing pricing and product strategies.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 5, 7</p>
<p>4. Examine opportunities and challenges that retailers face when interacting with customers through multiple channels.</p>

<p>Broad-Based Student Learning Goals Associated with this Outcome: 1</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 6</p>
<p><b>Intended Student Learning Outcomes: Non-Profit Enterprise Specialization (NPE ISLOs)</b></p>
<p>1. Evaluate perception and its role in individual behavior, learning, and decision making.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 6, 3</p>
<p>2. Evaluate the skill set required to successfully manage a non-profit organization.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 7</p>
<p>3. Examine the differences between the public sector and non-profit sector accounting principles.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2</p>
<p><b>Intended Student Learning Outcomes: Restaurant Enterprise Management Specialization (REM ISLOs)</b></p>
<p>1. Describe the role of the menu as the foundation for control in a food service operation.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 7</p>
<p>2. Examine the marketing function of a successful food service operation.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 3</p>
<p>3. Assess food safety challenges in maintaining and providing a safe food supply.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3</p>

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 4 ,7	
<p>4. Assess the application of cost-volume-profit analysis in a food and beverage operation.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7</p>	
<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. Common Professional Component – Accounting section, Business Finance section, Business Integration and Strategic Management section, Economics section, Marketing section, and Management section</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 HE ISLOs Assessed by this Measure: 1, 2, 4 MMRE ISLOs Assessed by this Measure: 1, 2, 3, 4 NPE ISLOs Assessed by this Measure: 1, 2 REM ISLOs Assessed by this Measure: 1, 2, 3</p>	90% of all service management students taking the CPC exam will score at least 400 or higher on each of the following sections: Accounting section, Business Finance section, Business Integration and Strategic Management section, Economics section, Marketing section, and Management section, and will, on average, score above average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to each section listed above of the CPC comprehensive exam when compared to other competitive programs.
<p>2. SRV 312 Final Paper</p> <p>Program ISLOs Assessed by this Measure: 1, 5 HE ISLOs Assessed by this Measure: 1, 2, 4 MMRE ISLOs Assessed by this Measure: 1, 2, 3, 4 NPE ISLOs Assessed by this Measure: 1, 2 REM ISLOs Assessed by this Measure: 1, 2, 3</p>	On the SRV 312 final paper evaluation rubric (containing separate evaluation criteria for each of the core ISLOs, HE ISLOs, MMRE ISLOs, NPE ISLOs, and REM ISLOs assessed by this measure), the performance rating of 70% of all service management students' records completing the assignment must receive a basic, proficient, or distinguished evaluation (where rubric performance levels are non-performance, below expectations, basic, proficient, and distinguished).
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
<p>1. End of Program Survey – I understand the learning objectives of my courses.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 HE ISLOs Assessed by this Measure: 1, 2, 4 MMRE ISLOs Assessed by this Measure: 1, 2, 3, 4</p>	On the end of program survey instrument (containing separate items for each of the core ISLOs, HE ISLOs, MMRE ISLOs, NPE ISLOs, and REM ISLOs assessed by this measure), at least 70% of service management students will indicate that they were "successful" or "very successful" in achieving the core ISLOs, HE ISLOs, MMRE ISLOs, NPE ISLOs, and REM ISLOs .

<p>NPE ISLOs Assessed by this Measure: 1, 2 REM ISLOs Assessed by this Measure: 1, 2, 3</p>	
<p>2. End of Program Survey – The curriculum was relevant to my professional needs.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 HE ISLOs Assessed by this Measure: 1, 2, 4 MMRE ISLOs Assessed by this Measure: 1, 2, 3, 4 NPE ISLOs Assessed by this Measure: 1, 2 REM ISLOs Assessed by this Measure: 1, 2, 3</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs, HE ISLOs, MMRE ISLOs, NPE ISLOs, and REM ISLOs assessed by this measure), at least 70% of service management students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs, HE ISLOs, MMRE ISLOs, NPE ISLOs, and REM ISLOs .</p>



Student Learning Assessment for Bachelor of Arts in Sports and Recreation Management- Online	
Program Intended Student Learning Outcomes (Program ISLOs)	
1. Integrate knowledge from sports recreation and business administration fields.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4, 7</p>
2. Apply theory to practice.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 7</p>
3. Communicate effectively in a variety of modalities.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 6</p>
4. Apply business procedures to team and facilities management.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 7</p>
5. Demonstrate appropriate decision-making skills in organizational contexts.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 7</p>
Intended Student Learning Outcomes: Entrepreneurship Specialization (ENT ISLOs)	
1. Describe the process of entrepreneurship as an activity originating from market need, the creative recognition of opportunity, and innovative problem solving in the business environment.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4</p>

<p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 7</p>
<p>2. Analyze the characteristics of innovative companies.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 3, 7</p>
<p>3. Analyze the multiple sources of financing available to the entrepreneur together with the characteristics of each source, and the factor they weigh most heavily in investment decisions.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5</p>
<p>4. Apply a variety of tools and concepts including management structure, economic trends analysis, and financial analysis in the context of a written business plan.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 7</p>
<p><b>Intended Student Learning Outcomes: Information Systems Specialization (IS ISLOs)</b></p>
<p>1. Apply software design processes (Coding, testing and debugging simple programs) to construct an executable program.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 7</p>
<p>2. Recognize the components of the system development life cycle and how they fit together</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 7</p>
<p>3. Apply systems analysis principles for database development.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p>

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 7
<p>4. Evaluate the role of data communications models including the seven-layer open systems interconnection (OSI) reference model.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 7</p>
<b>Intended Student Learning Outcomes: Marketing Specialization (MKT ISLOs)</b>
<p>1. Develop an understanding of how advertising is used by business to inform and influence the public.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 3, 5, 6, 7</p>
<p>2. Demonstrate practical understanding of the marketing research process.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 4, 7</p>
<p>3. Analyze the dynamic environment of international trade and the challenges and opportunities facing the global marketer.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 3, 4, 6, 7</p>
<p>4. Integrate consumer behavior theories and concepts to the design of marketing.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 6</p>
<b>Intended Student Learning Outcomes: Project Management Specialization (PM ISLOs)</b>
<p>1. Assess application of modern quality control methods.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 4</p>

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 4, 5
<p>2. Evaluate project supply, service, and material needs from project initiation to project completion and closeout using the project plan and a scope document.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 6, 7</p>
<p>3. Create project scope documents based on limited budget and/or resources.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 7</p>
<p>4. Apply critical thinking skills to analyze, design and develop a project using good project management techniques.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 4, 7</p>
<b>Intended Student Learning Outcomes: Finance Specialization (FIN ISLOs)</b>
<p>1. Develop a contingency plan for the future that includes retirement and estate planning.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7</p>
<p>2. Examine the relationship between inflation, maturity, default risk, exchange rates and interest rates.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5, 7</p>
<p>3. Evaluate the financial performance of an organization by analyzing financial statements using quantitative models and ratio analysis.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 5, 7</p>

<p>4. Examine techniques used for the evaluation of financial assets.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 7</p>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. Common Professional Component – Legal Environment of Business section, Management section, Marketing section, Communications Section, and Accounting section.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5  ENT ISLOs Assessed by this Measure: 3, 4  IS ISLOs Assessed by this Measure: 1, 2, 3, 4  MKT ISLOs Assessed by this Measure: 1, 3, 4  PM ISLOs Assessed by this Measure: 4  FIN ISLOs Assessed by this Measure: 4</p>	<p>90% of all sports and recreation management students taking the CPC exam will score at least 400 or higher on each of the following sections: Legal Environment of Business section, Management section, Marketing section, Communications Section, and Accounting section, and will, on average, score above average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to each section listed above of the CPC comprehensive exam when compared to other competitive programs.</p>
<p>2. SRM 325 Final Paper</p> <p>Program ISLOs Assessed by this Measure: 1, 2  ENT ISLOs Assessed by this Measure: 1, 3, 4  IS ISLOs Assessed by this Measure: 1, 2, 3  MKT ISLOs Assessed by this Measure: 4  PM ISLOs Assessed by this Measure: NA  FIN ISLOs Assessed by this Measure: NA</p>	<p>On the SRM 325 final paper evaluation rubric (containing separate evaluation criteria for each of the core ISLOs, and specialization ISLOs) assessed by this measure), the performance rating of 70% of all sports and recreation management students' records completing the assignment must receive a basic, proficient, or distinguished evaluation (where rubric performance levels are non-performance, below expectations, basic, proficient, and distinguished).</p>
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
<p>1. End of Program Survey – I understand the learning objectives of my courses.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5  ENT ISLOs Assessed by this Measure: 3, 4  IS ISLOs Assessed by this Measure: 1, 2, 3, 4  MKT ISLOs Assessed by this Measure: 1, 3, 4</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs and specialization ISLOs assessed by this measure), at least 70% of sports and recreation management students will indicate that they were "agree" or "strongly agree" in achieving the core ISLOs and specialization ISLOs.</p>

<p>PM ISLOs Assessed by this Measure: 4 FIN ISLOs Assessed by this Measure: 4</p>	
<p>2. End of Program Survey – The curriculum was relevant to my professional needs.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 ENT ISLOs Assessed by this Measure: 1, 3, 4 IS ISLOs Assessed by this Measure: 1, 2, 3, 4 MKT ISLOs Assessed by this Measure: 1, 3, 4 PM ISLOs Assessed by this Measure: 4 FIN ISLOs Assessed by this Measure: 4</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs and specialization ISLOs assessed by this measure), at least 70% of sports and recreation management students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs and specialization ISLOs.</p>

## Student Learning Assessment for Bachelor of Arts in Supply Chain Management - Online

### Intended Student Learning Outcomes for Bachelor of Arts in Supply Chain Management - Online

1. Apply proven supply chain management principles to business situations.

Broad-Based Student Learning Goals Associated with this Outcome: 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7

2. Examine globalization effects on the organization's operations, supply chain, and product or services production.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 3

3. Evaluate and select an appropriate supply chain design.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7

4. Analyze the implications of supply chain management to organizational effectiveness.

Broad-Based Student Learning Goals Associated with this Outcome: 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7

5. Assess supply chain system performance using logistics decision support systems.

Broad-Based Student Learning Goals Associated with this Outcome: 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 5, 7

6. Align supply chain goals with the corporate strategic planning process.

Broad-Based Student Learning Goals Associated with this Outcome: 3, 4

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 2, 5, 6, 7

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. Common Professional Component – Economics section, Management section, and Quantitative Techniques and Statistics section</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6</p>	<p>90% of all Supply Chain Management students taking the CPC exam will score at least 400 or higher on each of the following sections: Economics section, Management section, and Quantitative Techniques and Statistics section, and will, on average, score above average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to each section listed above of the CPC comprehensive exam when compared to other competitive programs.</p>
<p>2. MGT 322 Final Paper</p> <p>Program ISLOs Assessed by this Measure: 1, 5</p>	<p>On the MGT 322 final paper evaluation rubric (containing separate evaluation criteria for each of the core ISLOs assessed by this measure), the performance rating of 70% of all Supply Chain Management students' records completing the assignment must receive a basic, proficient, or distinguished evaluation (where rubric performance levels are non-performance, below expectations, basic, proficient, and distinguished).</p>
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
<p>1. End of Program Survey – I understand the objectives of my courses.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs assessed by this measure), at least 70% of Supply Chain Management students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs.</p>
<p>2. End of Program Survey – The curriculum was relevant to my professional needs.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs assessed by this measure), at least 70% of Supply Chain Management students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs.</p>



## MASTER'S-LEVEL PROGRAMS

Student Learning Assessment for Master of Accountancy - Online	
Intended Student Learning Outcomes for Master of Accountancy - Online	
General Program Intended Student Learning Outcomes (Core ISLOs)	
1. Develop technical knowledge and competency in the field of accountancy.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3</p>
2. Evaluate how to research complex accounting issues using professional resources.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 5</p>
3. Articulate applied concepts and principles to real world problems.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 3, 4, 5</p>
4. Assess the relevancy, accuracy, and value of financial and nonfinancial information.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3</p>
5. Appraise ethical issues and decision alternatives by incorporating professional codes of conduct and social responsibility.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 3, 6</p>
Intended Student Learning Outcomes: Accounting Specialization (ACC ISLOs)	

<p>1. Locate authoritative sources of tax law to support a tax position relative to situations presented.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 3, 6</p>
<p>2. Construct a complete set of financial statements in accordance with Generally Accepted Accounting Principles (GAAP) for combined business entities.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4, 6</p>
<p>3. Synthesize information through research and knowledge acquired in prior coursework to develop accounting solutions.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 6</p>
<p><b>Intended Student Learning Outcomes: Audit Specialization (AUD ISLOs)</b></p>
<p>1. Assess fraud prevention and detection methods.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 6</p>
<p>2. Critique significant cases of financial statement fraud that have impacted the auditing profession.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 6</p>
<p>3. Synthesize information through research and knowledge acquired in prior coursework to develop audit findings and supported recommendations.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 6</p>
<p><b>Intended Student Learning Outcomes: Tax Specialization (TAX ISLOs)</b></p>

1. Locate authoritative sources of tax law to support a tax position relative to situations presented.  Broad-Based Student Learning Goals Associated with this Outcome: 1, 2  Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 3, 6	
2. Analyze appropriate tax law related to current economic trends and situations and their impact on businesses and individuals.  Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4  Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 3, 6	
3. Demonstrate tax problem solving skills including the ability to analyze complicated business and personal tax issues.  Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4  Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4, 6	
<b>Intended Student Learning Outcomes: Information Accounting Systems Specialization (INF ISLOs)</b>	
1. Develop functional knowledge of database systems and spreadsheet tools to report accounting information.  Broad-Based Student Learning Goals Associated with this Outcome: 3, 4  Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3	
2. Describe the importance that accounting information systems plays in supporting the decision making process at different levels of an organization.  Broad-Based Student Learning Goals Associated with this Outcome: 1, 2  Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 3, 4, 5, 6	
3. Formulate improvements on the collection, recording, and processing of financial data to provide appropriate information for management decision making.  Broad-Based Student Learning Goals Associated with this Outcome: 3, 4  Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4, 5	
<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. Common Professional Component –Accounting, Business Ethics in Accounting, Global Dimension of Business Accounting, Quantitative Techniques, Statistics, and Research Analysis, Legal Environment of Business</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5  ACC ISLOs Assessed by this Measure: 1, 2, 3  AUD ISLOs Assessed by this Measure: 1, 2  TAX ISLOs Assessed by this Measure: 1, 2  INF ISLOs Assessed by this Measure: 1, 2</p>	<p>90% of all Accountancy students taking the CPC exam will score at least 400 or higher on each of the following sections: Management section, Accounting, Business Ethics in Accounting, Global Dimension of Business Accounting, Quantitative Techniques, Statistics, and Research Analysis, Legal Environment of Business and will, on average, score above average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to each section listed above of the CPC comprehensive exam when compared to other competitive programs.</p>
<p>2. ACC 695 Capstone Final Paper</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5  ACC ISLOs Assessed by this Measure: 1, 2, 3  AUD ISLOs Assessed by this Measure: 1, 2, 3  TAX ISLOs Assessed by this Measure: 1, 2  INF ISLOs Assessed by this Measure: 1, 2</p>	<p>On the capstone final paper evaluation rubric (containing separate evaluation criteria for each of the core ISLOs assessed by this measure), the performance rating of 70% of all Accountancy students' records completing the assignment must receive a basic, proficient, or distinguished evaluation (where rubric performance levels are non-performance, below expectations, basic, proficient, and distinguished).</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. End of Program Survey – I understand the learning objectives of my courses.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5  ACC ISLOs Assessed by this Measure: 1, 2, 3  AUD ISLOs Assessed by this Measure: 1, 2, 3  TAX ISLOs Assessed by this Measure: 1, 2  INF ISLOs Assessed by this Measure: 1, 2</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs and specialization ISLOs assessed by this measure), at least 70% of Accountancy students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs and specialization ISLOs.</p>
<p>2. End of Program Survey – The curriculum was relevant to my professional needs.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5  ACC ISLOs Assessed by this Measure: 1, 2, 3  AUD ISLOs Assessed by this Measure: 1, 2, 3  TAX ISLOs Assessed by this Measure: 1, 2  INF ISLOs Assessed by this Measure: 1, 2</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs and specialization ISLOs assessed by this measure), at least 70% of Accountancy students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs and specialization ISLOs.</p>

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Student Learning Assessment for Master of Business Administration - Online	
Program Intended Student Learning Outcomes (Program ISLOs)	
1. Solve managerial problems using critical thinking skills and quantitative analysis.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3</p>
2. Evaluate the moral and ethical principles practiced in the organizational setting.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Master's -Level Business Programs to which this Outcome is Linked: 2, 4, 6</p>
3. Analyze the use of managerial and leadership skills used to develop productive teams.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Master's -Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4, 5</p>
4. Evaluate the influence of internal and external forces within organizations.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Master's -Level Business Programs to which this Outcome is Linked: 1, 2, 3</p>
5. Research business information to support the decision making process.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Master's -Level Business Programs to which this Outcome is Linked: 1, 2, 3</p>
6. Assess internal and external communication practices used in business.	

<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Master's -Level Business Programs to which this Outcome is Linked: 1, 4</p>
<p>7. Analyze business opportunities and challenges from a global perspective.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Master's -Level Business Programs to which this Outcome is Linked: 1, 2, 3</p>
<p><b>Intended Student Learning Outcomes: Business Economics Specialization (BE ISLOs)</b></p>
<p>1. Analyze the key elements of the US financial system including the principal financial institutions, commercial and investment banking, financial markets, financial instruments, and the banking and securities market regulation.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Master's -Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4, 6</p>
<p>2. Analyze the results of data collection and random sampling.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Master's -Level Business Programs to which this Outcome is Linked: 2, 3</p>
<p>3. Analyze business decisions when their strategies affect and are affected by other firms in the industry.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 3, 4, 6</p>
<p><b>Intended Student Learning Outcomes: Entrepreneurship Specialization (ENT ISLOs)</b></p>
<p>1. Assess the critical driving forces of new venture success.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 3, 6</p>

<p>2. Assess financial and non-financial resources available for new ventures including seed and venture capital.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 3, 4, 5</p>
<p>3. Evaluate the impact of strategy on organization processes, leadership, structure and strategic change.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3</p>
<p><b>Intended Student Learning Outcomes: Environmental Management Specialization (ENV ISLOs)</b></p>
<p>1. Evaluate environmental statutes and consider implications for business operations.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 3</p>
<p>2. Examine the principles of exhaustible resource economics.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 3</p>
<p>3. Examine the issues and opportunities enterprises face in an energy and environmentally conscious operating environment.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3</p>
<p><b>Intended Student Learning Outcomes: Finance Specialization (FIN ISLOs)</b></p>
<p>1. Assess the characteristics of various investments.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 3</p>

<p>2. Determine the economic performance of an organization by analyzing financial statements using cash flow and ratio analysis.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3</p>
<p>3. Discuss the theory, objectives and practices in corporate merger and acquisitions.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2</p>
<p><b>Intended Student Learning Outcomes: Global Management Specialization (GLO ISLOs)</b></p>
<p>1. Examine the various cultural, political and legal issues that impact international business activity.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 6</p>
<p>2. Evaluate strategies to accommodate cultural variables.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 4, 6</p>
<p>3. Examine the similarities and differences of global strategic perspectives compared to purely domestic ones.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 3</p>
<p><b>Intended Student Learning Outcomes: Human Resources Management Specialization (HRM ISLOs)</b></p>
<p>1. Differentiate and explain the various uses of training, education, and career development in the workplace.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 4</p>



<p>2. Assess the many different ways employees look at compensation at their jobs.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3</p>
<p>3. Understand the significant role that effective human resource management has in achieving strategic organization goals.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2</p>
<p><b>Intended Student Learning Outcomes: Information Systems Specialization (IS ISLOs)</b></p>
<p>1. Analyze the roles of information systems in business.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 4</p>
<p>2. Analyze influences of high technology on increasing the business efficiencies.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 4</p>
<p>3. Analyze implementation issues and develop tactics necessary to support successful strategic implementation.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 3</p>
<p><b>Intended Student Learning Outcomes: Marketing Specialization (MKT ISLOs)</b></p>
<p>1. Analyze the influence and importance of human behavior in developing marketing strategies.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3</p>

<p>2. Compare and contrast data collection techniques.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 3, 4</p>
<p>3. Analyze the roles of targeting and segmentation in developing promotional strategies.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 3, 4</p>
<p><b>Intended Student Learning Outcomes: Media Management Specialization (MM ISLOs)</b></p>
<p>1. Differentiate messages appropriate for variant stakeholder interests.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 4</p>
<p>2. Relate the fundamental principles of management to the oversight of media teams.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 4</p>
<p>3. Evaluate various strategic planning models as they relate to media management.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4, 6</p>
<p><b>Intended Student Learning Outcomes: Organizational Leadership Specialization (OL ISLOs)</b></p>
<p>1. Evaluate strategies for measuring effective leadership.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4, 5</p>

<p>2. Analyze strategies for addressing resistance to change in organizations.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 6</p>
<p>3. Investigate and understand the role of top leadership in dealing with complex and dynamic organizational issues.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 3, 5, 6</p>
<p><b>Intended Student Learning Outcomes: Project Management Specialization (PM ISLOs)</b></p>
<p>1. Assess the project life cycle parameters.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: List 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2</p>
<p>2. Analyze procurement and contract management techniques to the Project Management process.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 4</p>
<p>3. Evaluate the impact of strategy on organization processes, leadership, structure and strategic change.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 4</p>
<p><b>Intended Student Learning Outcomes: Public Administration Specialization (PA ISLOs)</b></p>
<p>1. Evaluate the impact of strategy on organization processes, leadership, structure and strategic change.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 4</p>

<p>2. Evaluate analytical techniques and tools such as cost benefit analysis, revenue forecasting, costing of public services, input, output, and outcome oriented budgeting techniques.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 4</p>	
<p>3. Analyze public policy process and policy initiatives in terms of desired outcomes and realized outcomes.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 3, 4</p>	
<p><b>Intended Student Learning Outcomes: Supply Chain Management Specialization (SCM ISLOs)</b></p>	
<p>1. Evaluate methods and models within the supply chain.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4</p>	
<p>2. Evaluate transportation and warehousing cost drivers and structures common in the systems.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4</p>	
<p>3. Examine current practices and alternative strategies to meet the future operational and strategic requirements for effective materials management and distribution systems.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4</p>	
<p><b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Direct Measures:</b></p>
<p>1. Common Professional Component – Management section, Business Ethics section, Business Leadership section, Business Integration and Strategic Management Section, Information Management Systems section, and Global Dimensions of Business section</p>	<p>90% of all Master of Business Administration students taking the CPC exam will score at least 400 or higher on each of the following sections: Management section, Business Ethics section, Business Leadership section, Business Integration and Strategic Management Section, Information Management</p>

<p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7  BE ISLOs Assessed by this Measure: 1, 2, 3  ENT ISLOs Assessed by this Measure: 1, 2, 3  ENV ISLOs Assessed by this Measure: 1, 3  FIN ISLOs Assessed by this Measure: 1  GLO ISLOs Assessed by this Measure: 1, 2, 3  HRM ISLOs Assessed by this Measure: 1, 2, 3  IS ISLOs Assessed by this Measure: 1, 2, 3  MKT ISLOs Assessed by this Measure: 1, 2, 3  MM ISLOs Assessed by this Measure: 2  OL ISLOs Assessed by this Measure: 2, 3  PM ISLOs Assessed by this Measure: 3  PA ISLOs Assessed by this Measure: 2  SCM ISLOs Assessed by this Measure: 3</p>	<p>Systems section, and Global Dimensions of Business section, and will, on average, score above average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to each section listed above of the CPC comprehensive exam when compared to other competitive programs.</p>
<p>2. BUS 610 Final Paper</p> <p>Program ISLOs Assessed by this Measure: 3, 6  BE ISLOs Assessed by this Measure: 3  ENT ISLOs Assessed by this Measure: 3  ENV ISLOs Assessed by this Measure: 3  FIN ISLOs Assessed by this Measure: 3  GLO ISLOs Assessed by this Measure: 1, 2  HRM ISLOs Assessed by this Measure: 1, 2, 3  IS ISLOs Assessed by this Measure: 1, 2, 3  MKT ISLOs Assessed by this Measure: 1, 2, 3  MM ISLOs Assessed by this Measure: 2  OL ISLOs Assessed by this Measure: 2, 3  PM ISLOs Assessed by this Measure: 3  PA ISLOs Assessed by this Measure: 2  SCM ISLOs Assessed by this Measure: 3</p>	<p>On the BUS 610 final paper evaluation rubric (containing separate evaluation criteria for each of the core ISLOs, and specialization ISLOs) assessed by this measure), the performance rating of 70% of all Master of Business Administration students' records completing the assignment must receive a basic, proficient, or distinguished evaluation (where rubric performance levels are non-performance, below expectations, basic, proficient, and distinguished).</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. End of Program Survey – I understand the learning objectives of my courses.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7  BE ISLOs Assessed by this Measure: 1, 2, 3  ENT ISLOs Assessed by this Measure: 1, 2, 3  ENV ISLOs Assessed by this Measure: 1, 3  FIN ISLOs Assessed by this Measure: 1  GLO ISLOs Assessed by this Measure: 1, 2, 3  HRM ISLOs Assessed by this Measure: 1, 2, 3  IS ISLOs Assessed by this Measure: 1, 2, 3  MKT ISLOs Assessed by this Measure: 1, 2, 3  MM ISLOs Assessed by this Measure: 2  OL ISLOs Assessed by this Measure: 2, 3  PM ISLOs Assessed by this Measure: 3  PA ISLOs Assessed by this Measure: 2  SCM ISLOs Assessed by this Measure: 3</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs and specialization ISLOs assessed by this measure), at least 70% of Business Administration students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs and specialization ISLOs.</p>
<p>2. End of Program Survey – The curriculum was relevant to my professional needs.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7  BE ISLOs Assessed by this Measure: 1, 2, 3  ENT ISLOs Assessed by this Measure: 1, 2, 3  ENV ISLOs Assessed by this Measure: 1, 3  FIN ISLOs Assessed by this Measure: 1  GLO ISLOs Assessed by this Measure: 1, 2, 3  HRM ISLOs Assessed by this Measure: 1, 2, 3  IS ISLOs Assessed by this Measure: 1, 2, 3  MKT ISLOs Assessed by this Measure: 1, 2, 3  MM ISLOs Assessed by this Measure: 2  OL ISLOs Assessed by this Measure: 2, 3  PM ISLOs Assessed by this Measure: 3  PA ISLOs Assessed by this Measure: 2  SCM ISLOs Assessed by this Measure: 3</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs and specialization ISLOs assessed by this measure), at least 70% of Business Administration students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs and specialization ISLOs.</p>

## Student Learning Assessment for Master of Information Systems Management - Online

### Intended Student Learning Outcomes for Master of Information Systems Management - Online

#### General Program Intended Student Learning Outcomes (Core ISLOs)

1. Assess business needs and appropriate technological solutions using analytical and critical thinking.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4

Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3

2. Evaluate the interrelationships between user needs, business goals, and technology solutions.

Broad-Based Student Learning Goals Associated with this Outcome: 3, 4

Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 3, 4, 5

3. Apply strategic planning methods for long-term technological solutions.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4

Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 3, 6

4. Integrate dynamic business data demands using ease-of-use technology solutions.

Broad-Based Student Learning Goals Associated with this Outcome: 3, 4

Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4

5. Apply effective project management, business technology management, and budgeting models to enterprise issues.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4

Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 3, 4, 5

#### Intended Student Learning Outcomes: Business Intelligence Specialization (BI ISLOs)

1. Collaborate with stakeholders to determine and implement the best Business Intelligence (BI) approaches, solutions, and measurements.

Broad-Based Student Learning Goals Associated with this Outcome: 2, 4

<p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 3, 4, 5</p>
<p>2. Assess the current landscape of data applications in order to forecast their evolution.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 3</p>
<p>3. Justify the place of Big Data in today's business environment.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 3, 4, 6</p>
<p><b>Intended Student Learning Outcomes: IT Organizational Management and Leadership Specialization (ITOL ISLOs)</b></p>
<p>1. Integrate theories, principles, and skills in information technology with business demands.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 3, 6</p>
<p>2. Evaluate the relationship between IT management and enterprise operations.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 4, 5, 6</p>
<p>3. Synthesize ethical and organizational leadership concepts with enterprise IT management.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 3, 4, 5</p>
<p><b>Intended Student Learning Outcomes: Project Management Specialization (PM ISLOs)</b></p>
<p>1. Apply project concepts to complex enterprise issues.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4</p>



Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 3	
<p>2. Align information technology projects with organizational goals.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4, 5, 6</p>	
<p>3. Evaluate the impact of organizational strategy on information technology projects.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 6</p>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. Common Professional Component – Business Integration and Strategic Management section, Management Information Systems section, Business Communications Section, Legal Environment of Business section, Business Ethics section, Business Leadership section, Business Finance section, and Management section</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5  BI ISLOs Assessed by this Measure: 1, 2, 3, 4  ITOL ISLOs Assessed by this Measure: 1, 2, 3, 4  PM ISLOs Assessed by this Measure: 1, 2, 3, 4</p>	<p>90% of all Information Systems Management students taking the CPC exam will score at least 400 or higher on each of the following sections: Business Integration and Strategic Management section, Management Information Systems section, Business Communications Section, Legal Environment of Business section, Business Ethics section, Business Leadership section, Business Finance section, and Management section and will, on average, score above average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to each section listed above of the CPC comprehensive exam when compared to other competitive programs.</p>
<p>2. ISM 645 - Capstone Final Paper</p> <p>Program ISLOs Assessed by this Measure: List of Outcomes  BI ISLOs Assessed by this Measure:  ITOL ISLOs Assessed by this Measure:  PM ISLOs Assessed by this Measure:</p>	<p>Performance Objective for this Measure has not yet been determined.</p>
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:

<p>1. End of Program Survey – I understand the learning objectives of my courses.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5  BI ISLOs Assessed by this Measure: 1, 2, 3, 4  ITOL ISLOs Assessed by this Measure: 1, 2, 3, 4  PM ISLOs Assessed by this Measure: 1, 2, 3, 4</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs and specialization ISLOs assessed by this measure), at least 70% of Information Systems Management students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs and specialization ISLOs.</p>
<p>2. End of Program Survey – The curriculum was relevant to my professional needs.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5  BI ISLOs Assessed by this Measure: 1, 2, 3, 4  ITOL ISLOs Assessed by this Measure: 1, 2, 3, 4  PM ISLOs Assessed by this Measure: 1, 2, 3, 4</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs and specialization ISLOs assessed by this measure), at least 70% of Information Systems Management will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs and specialization ISLOs.</p>

## Student Learning Assessment for Master of Arts in Organizational Management - Online

### Intended Student Learning Outcomes for Master of Arts in Organizational Management - Online

#### General Program Intended Student Learning Outcomes (Core ISLOs)

1. Evaluate the role of management practice in organizations and the managerial processes to effectively implement an organizational communication plan.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4

Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 4, 6

2. Analyze common behavioral factors that are present in organization.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2

Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 4, 5

3. Analyze the factors that shape the legal environment of an organization.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4

Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 6

4. Develop processes and policies to manage human capital in organizations.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2

Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 5, 6

5. Evaluate the importance of ethics and corporate social responsibility.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2

Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 6

6. Develop a framework of analysis for strategic planning.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4

Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 5

<b>Intended Student Learning Outcomes: Global Management Specialization (GLO ISLOs)</b>	
1. Examine the various cultural, political and legal issues that impact international business activity.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 6</p>
2. Evaluate strategies to accommodate cultural variables.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 4, 6</p>
3. Examine the similarities and differences of global strategic perspectives compared to purely domestic ones.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 3</p>
<b>Intended Student Learning Outcomes: Human Resources Management Specialization (HRM ISLOs)</b>	
1. Differentiate and explain the various uses of training, education, and career development in the workplace.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 4</p>
2. Assess the many different ways employees look at compensation at their jobs.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3</p>
3. Understand the significant role that effective human resource management has in achieving strategic organization goals.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2</p>

<b>Intended Student Learning Outcomes: Media Management Specialization (MM ISLOs)</b>	
1. Differentiate messages appropriate for variant stakeholder interests.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 4</p>
2. Relate the fundamental principles of management to the oversight of media teams.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 4</p>
3. Evaluate various strategic planning models as they relate to media management.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4, 6</p>
<b>Intended Student Learning Outcomes: Organizational Leadership Specialization (OL ISLOs)</b>	
1. Evaluate strategies for measuring effective leadership.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4, 5</p>
2. Analyze strategies for addressing resistance to change in organizations.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 6</p>
3. Investigate and understand the role of top leadership in dealing with complex and dynamic organizational issues.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 2</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 3, 5, 6</p>

<b>Intended Student Learning Outcomes: Project Management Specialization (PM ISLOs)</b>	
1. Assess the project life cycle parameters.	<p>Broad-Based Student Learning Goals Associated with this Outcome: List 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2</p>
2. Analyze procurement and contract management techniques to the Project Management process.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 4</p>
3. Evaluate the impact of strategy on organization processes, leadership, structure and strategic change.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 4</p>
<b>Intended Student Learning Outcomes: Public Administration Specialization (PA ISLOs)</b>	
1. Evaluate the impact of strategy on organization processes, leadership, structure and strategic change.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 4</p>
2. Evaluate analytical techniques and tools such as cost benefit analysis, revenue forecasting, costing of public services, input, output, and outcome oriented budgeting techniques.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 4</p>
3. Analyze public policy process and policy initiatives in terms of desired outcomes and realized outcomes.	<p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 3, 4</p>

Intended Student Learning Outcomes: Supply Chain Management Specialization (SCM ISLOs)	
<p>1. Evaluate methods and models within the supply chain.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4</p>	
<p>2. Evaluate transportation and warehousing cost drivers and structures common in the systems.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4</p>	
<p>3. Examine current practices and alternative strategies to meet the future operational and strategic requirements for effective materials management and distribution systems.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 4</p>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. Common Professional Component – Business Ethics section, Business Integration and Strategic Management section, Business Leadership section, Global Dimensions of Business section, Legal Environment of Business section, and Management section</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6</p> <p>GLO ISLOs Assessed by this Measure: 1, 2, 3</p> <p>HRM ISLOs Assessed by this Measure: 1, 2, 3</p> <p>MM ISLOs Assessed by this Measure: 2, 3</p> <p>OL ISLOs Assessed by this Measure: 1, 3</p> <p>PM ISLOs Assessed by this Measure: 2, 3</p> <p>PA ISLOs Assessed by this Measure: 1, 2, 3</p> <p>SCM ISLOs Assessed by this Measure: 1</p>	<p>90% of all Organizational Management students taking the CPC exam will score at least 400 or higher on each of the following sections: Business Ethics section, Business Integration and Strategic Management section, Business Leadership section, Global Dimensions of Business section, Legal Environment of Business section, and Management section and will, on average, score above average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to each section listed above of the CPC comprehensive exam when compared to other competitive programs.</p>

<p>2. OMM 640 Final Paper</p> <p>Program ISLOs Assessed by this Measure: 5  GLO ISLOs Assessed by this Measure: 1, 2, 3  HRM ISLOs Assessed by this Measure: 1, 2, 3  MM ISLOs Assessed by this Measure: 2, 3  OL ISLOs Assessed by this Measure: 1, 3  PM ISLOs Assessed by this Measure: 2, 3  PA ISLOs Assessed by this Measure: 1, 2, 3  SCM ISLOs Assessed by this Measure: 1</p>	<p>On the OMM 640 final paper evaluation rubric (containing separate evaluation criteria for each of the core ISLOs assessed by this measure), the performance rating of 70% of all Organizational Management students' records completing the assignment must receive a basic, proficient, or distinguished evaluation (where rubric performance levels are non-performance, below expectations, basic, proficient, and distinguished).</p>
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
<p>1. End of Program Survey – I understand the learning objectives of my courses.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6  GLO ISLOs Assessed by this Measure: 1, 2, 3  HRM ISLOs Assessed by this Measure: 1, 2, 3  MM ISLOs Assessed by this Measure: 2, 3  OL ISLOs Assessed by this Measure: 1, 3  PM ISLOs Assessed by this Measure: 2, 3  PA ISLOs Assessed by this Measure: 1, 2, 3  SCM ISLOs Assessed by this Measure: 1</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs and specialization ISLOs assessed by this measure), at least 70% of Organizational management students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs and specialization ISLOs.</p>
<p>2. End of Program Survey – The curriculum was relevant to my professional needs.</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6  GLO ISLOs Assessed by this Measure: 1, 2, 3  HRM ISLOs Assessed by this Measure: 1, 2, 3  MM ISLOs Assessed by this Measure: 2, 3  OL ISLOs Assessed by this Measure: 1, 3  PM ISLOs Assessed by this Measure: 2, 3  PA ISLOs Assessed by this Measure: 1, 2, 3  SCM ISLOs Assessed by this Measure: 1</p>	<p>On the end of program survey instrument (containing separate items for each of the core ISLOs and specialization ISLOs assessed by this measure), at least 70% of Organizational management students will indicate that they were “agree” or “strongly agree” in achieving the core ISLOs and specialization ISLOs.</p>



## Student Learning Assessment for Master of Public Administration - Online

### Intended Student Learning Outcomes for Master of Public Administration - Online

1. Demonstrate critical thinking skills relevant to public administration contexts.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4

Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3

2. Apply management theory to the practice of public administration.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2

Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 3, 6

3. Evaluate the impact of political influences on the public sector decision-making process.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4

Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 3, 4, 5, 6

4. Analyze the needs of various stakeholders in the development of public policy.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3, 4

Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 4, 5, 6

5. Assess the effectiveness of public administration strategies for dealing with urban planning and redevelopment.

Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4

Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 1, 2, 3, 6

6. Evaluate public administration trends and strategies for financing government operations.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 4

Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 3, 6

7. Assess the role and function of public administration in today's multicultural environment.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2

Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 2, 4, 6

**Assessment Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Direct Measures:**

1. Common Professional Component – Budgets and Public Finance section, Ethics and Social Responsibility section, Intergovernmental Relations section, Public Administration Management section, Public Administration Principles and Foundations section, Research Methods and Statistics in Public Administration section, and Urban and Community Management and Planning section

Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7

90% of all Public Administration students taking the CPC exam will score at least 400 or higher on each of the following sections: Budgets and Public Finance section, Ethics and Social Responsibility section, Intergovernmental Relations section, Public Administration Management section, Public Administration Principles and Foundations section, Research Methods and Statistics in Public Administration section, and Urban and Community Management and Planning section and will, on average, score above average in the Peregrine Academic Services (PAS) Online Campus and Traditional Campus Aggregate Pools related to each section listed above of the CPC comprehensive exam when compared to other competitive programs.

2. PPA 699 Capstone Final Paper

Program ISLOs Assessed by this Measure: 3, 4

On the capstone final paper evaluation rubric (containing separate evaluation criteria for each of the core ISLOs assessed by this measure), the performance rating of 70% of all Public Administration students' records completing the assignment must receive a basic, proficient, or distinguished evaluation (where rubric performance levels are non-performance, below expectations, basic, proficient, and distinguished).

**Assessment Instruments for Intended Student Learning Outcomes—  
Indirect Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Indirect Measures:**

1. End of Program Survey – I understand the learning objectives of my courses.

Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7

On the end of program survey instrument (containing separate items for each of the core ISLOs assessed by this measure), at least 70% of Public Administration students will indicate that they were "agree" or "strongly agree" in achieving the core ISLOs.

2. End of Program Survey – The curriculum was relevant to my professional needs.

Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7

On the end of program survey instrument (containing separate items for each of the core ISLOs and assessed by this measure), at least 70% of Public Administration students will indicate that they were "agree" or "strongly agree" in achieving the core ISLOs.

### Section III: Operational Assessment

Intended Operational Outcomes for the Forbes School of Business & Technology	
1. The Forbes School of Business & Technology will increase course completion rates across programs	Broad-Based Operational Goals Associated with this Outcome: 1
2. The Forbes School of Business & Technology full-time faculty will provide high-quality instruction to its students.	Broad-Based Operational Goals Associated with this Outcome: 1, 3
3. The Forbes School of Business & Technology associate faculty will provide high-quality instruction to its students.	Broad-Based Operational Goals Associated with this Outcome: 1, 3
4. The academic programs offered by the Forbes School of Business & Technology will be current, relevant, and meet the needs of business students.	Broad-Based Operational Goals Associated with this Outcome: 2, 3
5. The Forbes School of Business & Technology will be successful in contributing to the professional advancement of its graduates.	Broad-Based Operational Goals Associated with this Outcome: 2, 3
6. The Forbes School of Business & Technology will utilize data to make improvements on an annual basis.	Broad-Based Operational Goals Associated with this Outcome: 2
7. Faculty members in the Forbes School of Business & Technology will be engaged in appropriate scholarly and professional activities.	

Broad-Based Operational Goals Associated with this Outcome: 1, 2	
8. The Forbes School of Business & Technology will be successful in providing high-quality learning and technological resources to its students.  Broad-Based Operational Goals Associated with this Outcome: 1, 3	
<b>Assessment Measures/Methods for Intended Operational Outcomes:</b>	<b>Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:</b>
1. End-of-Program Survey  Intended Operational Outcomes Assessed by this Measure: 4, 5	On the end of program surveys, at least 70% of students will indicate that the program curriculum was relevant to their professional needs.
2. Faculty Credential Files  Intended Operational Outcomes Assessed by this Measure: 2, 3	At least 85% of the Forbes School of Business & Technology full-time faculty members will be have terminal degrees or be professionally-qualified to teach in their respective disciplinary areas.
3. Faculty Performance Reviews, including Publications and Conference Attendance  Intended Operational Outcomes Assessed by this Measure: 2, 3, 7	100% of the Forbes School of Business & Technology full-time faculty members will engage in scholarly and professional activities as one-third of their work load. This includes publication of scholarly articles and conference participation.
4. Instructional Quality Review (IQR) for Full-time Faculty  Intended Operational Outcomes Assessed by this Measure: 2, 3	Full-time Faculty Meets Expectations – Mean score of 3.4 or better Exceeds Expectations – Mean score of 3.6 or better Far Exceeds Expectations – Mean score of 3.8 or better
5. Instructional Quality Review (IQR) for Associate Faculty  Intended Operational Outcomes Assessed by this Measure: 2, 3	Associate Faculty Meets Expectations – Mean score of 3.0 or better Exceeds Expectations – Mean score of 3.2 or better Far Exceeds Expectations – Mean score of 3.4 or better
6. Successful Course Completion Rates  Intended Operational Outcomes Assessed by this Measure: 1, 2, 3	Meets Expectations – Successful course completion improves by 0% for all programs in the 2015-2016 academic year over the 2014-2015 academic year.

	Exceeds Expectations - Successful course completion improves by 2% for all programs in the 2015-2016 academic year over the 2014-2015 academic year. Far Exceeds Expectations – Successful course completion improves by 4% for all programs in the 2015-2016 academic year over the 2014-2015 academic year.
7. Course Drop Rates  Intended Operational Outcomes Assessed by this Measure: 2, 3	Meets Expectations – Average drop rate for the year improves by 0% for all programs in the 2015-2016 academic year over the 2014-2015 academic year. Exceeds Expectations - Average drop rate for the year improves by 1% for all programs in the 2015-2016 academic year over the 2014-2015 academic year. Far Exceeds Expectations – Average drop rate for the year improves 2% for all programs in the 2015-2016 academic year over the 2014-2015
8. Common Professional Component (CPC) Exam  Intended Operational Outcomes Assessed by this Measure: 4	Acceptable Target: 90% of students must score 400 or higher on the CPC comprehensive exam.  Ideal Target: 95% of students must score 400 or higher on the CPC comprehensive exam.
9. Program Review Action Plan Completion Data  Intended Operational Outcomes Assessed by this Measure: 6, 8	100% of action items resulting from Academic Program Review will be completed within the five-year cycle determined by each program.

## Section IV: Linkage of Outcomes Assessment with Strategic Planning and Budgeting

- A. Provide a narrative that describes the ways in which the results from implementing your outcomes assessment plan (i.e., changes and improvements needed) are linked to the strategic planning processes of the academic business unit and the institution.

As stated in the self-study, the Forbes School of Business & Technology's strategic plan stems from the vision and mission of Ashford University and is focused on five pillars which include student learning and success; affordability; institutional integrity, accountability and public trust; organizational effectiveness, productivity, and efficiency; and academic reputation. The FSBT leadership and faculty established a strategic direction, goals, and key strategies for each pillar.

Each year the FSBT leadership identifies projects and initiatives that are aligned to the goals of the strategic plan. These projects and initiatives include "action items" that stem from the outcomes assessment plans of each program. The action plan items are based on assessment data, as well as internal and external, subjective and objective research conducted by program chairs and core online faculty. Examples of the latter (not including outcomes assessment plans) include faculty forums, competitor analysis, unplanned curriculum revision requests by associate faculty, continual core online faculty course reviews, and formal program reviews.

Action plan items are first approved by the program chairs of the respective program and forwarded to the associate dean of the FSBT division where a program resides. The funding and final approval of the implementation of action items is discussed among all the FSBT deans and a final decision is made based on resource availability and overall impact on student learning.

- B. If possible, the academic business unit's outcomes assessment process should also be connected to the institutional budgeting process. If applicable, provide a narrative that describes this connection.

Once action plan items are approved by the FSBT deans, the items are properly resourced. For instance, if an action item is a full revision of a course within a program, we would inform our Bridgepoint shared service partners in the annual "Course Revisions and New Course Developments" meeting, so that they can support our faculty in revising the course by providing services such as curriculum design and educational technology.

The FSBT is provided an annual budget by the institution which is in part used to fund the implementation of action items including the services provided by the Bridgepoint shared service curriculum and technology staff departments. These services include instructional design, curriculum changes to the course shell, technology integration and management, library and electronic resources, and quality assurance. All other duties, such as subject matter

experts and assessment, are provided by FSBT, and Ashford University staff and expenses are allocated to the respective budgets (e.g., FSBT, Office of Institutional Effectiveness).

## Section V: Appendices

- A. Provide blank copies of all the assessment instruments that will be used as measures of intended student learning outcomes and intended operational outcomes. These should be separated by tabs and identified in a table of contents.

### **Assessment Instruments**

1. [BA Ent Final Paper Assignment Instructions BUS437 – 2016](#)
2. [BA PR and Mark Final Paper Assignment Instructions BUS336 – 2016](#)
3. [BA PR and Mark Final Paper Assignment Instructions BUS421 – 2016](#)
4. [BA Serv Mgt Final Paper Assignment Instructions SRV312 – 2016](#)
5. [BA Sports Rec Mgt Final Paper Assignment Instructions SRM325 – 2016](#)
6. [BAACC Final Paper Assignment Instructions ACC407 – 2016](#)
7. [BABA Final Paper Assignment Instructions BUS402 – 2016](#)
8. [BABE Final Paper Assignment Instructions BUS402 – 2016](#)
9. [BABIS Final Paper Assignment Instructions MGT497 – 2016](#)
10. [BABL Final Paper Assignment Instructions BUS370 – 2016](#)
11. [BACFFS Final Paper Assignment Instructions BUS458 – 2016](#)
12. [BAeM Final Paper Assignment Instructions BUS336 – 2016](#)
13. [BAeM Final Paper Assignment Instructions BUS497 – 2016](#)
14. [BAF Final Paper Assignment Instructions BUS402 – 2016](#)
15. [BAHRM Final Paper Assignment Instructions BUS372 – 2016](#)
16. [BAIB Final Paper Assignment Instructions BUS492 – 2016](#)
17. [BAOM Final Paper Assignment Instructions MGT415 – 2016](#)
18. [BAOMA Final Paper Assignment Instructions INF336 – 2016](#)
19. [BAPA Final Paper Assignment Instructions PPA497 – 2016](#)
20. [BAPM Final Paper Assignment Instructions BUS402 – 2016](#)
21. [BARES Final Paper Assignment Instructions RES325 – 2016](#)
22. [BASCM Final Paper Assignment Instructions MGT322 – 2016](#)
23. [MACC Final Paper Assignment Instructions ACC695 – 2016](#)
24. [MAOM Final Paper Assignment Instructions OMM640 – 2016](#)
25. [MBA Final Paper Assignment Instructions BUS610 – 2016](#)
26. [MISM Final Paper Assignment Instructions ISM645 – 2016](#)



27. [MPA Final Paper Assignment Instructions PPA699 – 2016](#)

- B. Provide blank copies of all the evaluation rubrics associated with the assessment instruments identified in Part A above. These should be separated by tabs and identified in a table of contents.

**Evaluation Rubrics**

28. [BA Ent Final Paper Grading Rubric BUS437 – 2016](#)
29. [BA PR and Mark Final Paper Grading Rubric BUS336 – 2016](#)
30. [BA PR and Mark Final Paper Grading Rubric BUS421 – 2016](#)
31. [BA Serv Mgt Final Paper Grading Rubric SRV312 – 2016](#)
32. [BA Sports Rec Mgt Final Paper Grading Rubric SRM325 – 2016](#)
33. [BAACC Final Paper Grading Rubric ACC407 – 2016](#)
34. [BABA Final Paper Grading Rubric BUS402 – 2016](#)
35. [BABE Final Paper Grading Rubric BUS402 – 2016](#)
36. [BABIS Final Paper Grading Rubric MGT497 – 2016](#)
37. [BABL Final Paper Grading Rubric BUS370 – 2016](#)
38. [BACFFS Final Paper Grading Rubric BUS458 – 2016](#)
39. [BAeM Final Paper Grading Rubric BUS336 – 2016](#)
40. [BAeM Final Paper Grading Rubric BUS497 – 2016](#)
41. [BAF Final Paper Grading Rubric BUS402 – 2016](#)
42. [BAHRM Final Paper Grading Rubric BUS372 – 2016](#)
43. [BAIB Final Paper Grading Rubric BUS492 – 2016](#)
44. [BAOM Final Paper Grading Rubric MGT415 – 2016](#)
45. [BAOMA Final Paper Grading Rubric INF336 – 2016](#)
46. [BAPA Final Paper Grading Rubric PPA497 – 2016](#)
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48. [BARES Final Paper Grading Rubric RES325 – 2016](#)
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51. [MAOM Final Paper Grading Rubric OMM640 – 2016](#)
52. [MBA Final Paper Grading Rubric BUS610 – 2016](#)

- 53. [MISM Final Paper Grading Rubric ISM645 – 2016](#)
- 54. [MPA Final Paper Grading Rubric PPA699 - 2016](#)