

**Figure 4.2 - Standard Four: Measurement and Analysis of Student Learning and Performance Masters of Business Program**

Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2										
	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)										
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?											
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative														
Demonstration of understanding of <b>Written Communication</b>	Data: direct, formative, internal, comparative. Source: course embedded assessment.	Goal: 70% of students will reach of target of 70% proficiency	70% of students met target	Student performance could be improved through more detailed structured understanding of expectations and directing students to work with Writing Center to improve writing skills	<table border="1"> <caption>Written Communication Performance Data</caption> <thead> <tr> <th>Year</th> <th>Performance Level</th> </tr> </thead> <tbody> <tr> <td>Fall 2010</td> <td>0.7</td> </tr> <tr> <td>Spring 2012</td> <td>0.7</td> </tr> <tr> <td>Fall 2013</td> <td>0.7</td> </tr> <tr> <td>Spring 2014</td> <td>0.95</td> </tr> </tbody> </table>	Year	Performance Level	Fall 2010	0.7	Spring 2012	0.7	Fall 2013	0.7	Spring 2014	0.95
Year	Performance Level														
Fall 2010	0.7														
Spring 2012	0.7														
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Demonstration of understanding of <b>Oral Communication</b>	Data: direct, formative, internal, comparative. Source: course embedded assessment.	Goal: 70% of students will reach of target of 70% proficiency	100% of students met target	Oral Presentation skills have not found to be lacking. Consider new goal.	<table border="1"> <caption>Oral Communication Performance Data</caption> <thead> <tr> <th>Year</th> <th>Performance Level (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2010</td> <td>70.00%</td> </tr> <tr> <td>Spring 2014</td> <td>100.00%</td> </tr> </tbody> </table>	Year	Performance Level (%)	Fall 2010	70.00%	Spring 2014	100.00%				
Year	Performance Level (%)														
Fall 2010	70.00%														
Spring 2014	100.00%														
Demonstration of understanding of major <b>Accounting</b> concepts	Data: direct, formative, internal, comparative. Source: course embedded assessment.	Goal: 80% of students will reach of target of 80% proficiency	Students performed at 75% level and was comparable to the last assessment	Students satisfactorily identified the type of center. Students did not demonstrate understand of performance measure for the types of centers correctly identified. Add an assignment where students will refer to their own performance evaluation and why select measures are used to help students with conceptual understanding.	<table border="1"> <caption>Accounting Concepts Performance Data</caption> <thead> <tr> <th>Year</th> <th>Performance Level</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>0.88</td> </tr> <tr> <td>Spring 2012</td> <td>0.82</td> </tr> <tr> <td>Fall 2012</td> <td>0.78</td> </tr> <tr> <td>Spring 2018</td> <td>0.78</td> </tr> </tbody> </table>	Year	Performance Level	Spring 2011	0.88	Spring 2012	0.82	Fall 2012	0.78	Spring 2018	0.78
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Spring 2011	0.88														
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Written Communication

Oral Communication

Accounting

Identified in Criterion 4.2	Identified in Criterion 4.1	Analysis of Results			Identified in Criterion 4.2														
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Demonstration of understanding of major <b>Information Systems</b> concepts	Data: direct, formative, internal, comparative. Source: course embedded assessment.	Goal: 70% of students will reach of target of 70% proficiency	70% of student met or exceeded target	There is a need to address the ESL challenges of our large foreign student population. As suggested in earlier discussions, MIS lab has been implemented.	<p style="text-align: center;"><b>Information Systems Concepts</b></p> <table border="1"> <caption>Information Systems Concepts</caption> <thead> <tr> <th>Term</th> <th>Proficiency (%)</th> </tr> </thead> <tbody> <tr> <td>Spring 2014</td> <td>70</td> </tr> </tbody> </table>	Term	Proficiency (%)	Spring 2014	70										
Term	Proficiency (%)																		
Spring 2014	70																		
Demonstration of understanding of major <b>Solving International Business Problems</b> concepts	Data: direct, formative, internal, comparative. Source: course embedded assessment.	Goal: 70% of students will reach of target of 70% proficiency	17% of student met or exceeded target	There needs to be more focus on global issues facing US businesses. Every class taught in College must include chapters on global scope and competition. Study abroad programs, visits to embassies, and videos need to be used more often to enhance our students understanding of the global nature of today's businesses.	<p style="text-align: center;"><b>Solving International Business Problems</b></p> <table border="1"> <caption>Solving International Business Problems</caption> <thead> <tr> <th>Term</th> <th>Proficiency (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2014</td> <td>17</td> </tr> </tbody> </table>	Term	Proficiency (%)	Fall 2014	17										
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Fall 2014	17																		
Demonstration of understanding of major <b>Marketing</b> concepts	Data: direct, formative, internal, comparative. Source: course embedded assessment.	Goal: 70% of students will reach of target of 70% proficiency; 2012 target	Students performed at the 91% level	Case studies and experiential approached were recommended in 2014 and appear to have affected improved performance in fall	<p style="text-align: center;"><b>Marketing Concepts</b></p> <table border="1"> <caption>Marketing Concepts</caption> <thead> <tr> <th>Term</th> <th>Proficiency (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2010</td> <td>88</td> </tr> <tr> <td>Fall 2011</td> <td>82</td> </tr> <tr> <td>Spring 2012</td> <td>72</td> </tr> <tr> <td>Fall 2013</td> <td>70</td> </tr> <tr> <td>Spring 2014</td> <td>70</td> </tr> <tr> <td>Fall 2014</td> <td>91</td> </tr> </tbody> </table>	Term	Proficiency (%)	Fall 2010	88	Fall 2011	82	Spring 2012	72	Fall 2013	70	Spring 2014	70	Fall 2014	91
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Fall 2010	88																		
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MIS

Solving Intl Business Problems

Marketing

		Analysis of Results																			
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Demonstration of <b>Financial Management</b> Knowledge	Data: direct, summative, external, comparative. Source: GloBus Strategic Simulation Game	Goal: Class Average of 75th percentile score	Students scored at 83%	Discuss results with Finance instructors.	<table border="1"> <caption>GloBus - Finance</caption> <thead> <tr> <th>Year</th> <th>Average of 75th percentile score</th> </tr> </thead> <tbody> <tr> <td>Fall 2014</td> <td>58</td> </tr> <tr> <td>Fall 2015</td> <td>83</td> </tr> <tr> <td>Fall 2017</td> <td>83</td> </tr> </tbody> </table>	Year	Average of 75th percentile score	Fall 2014	58	Fall 2015	83	Fall 2017	83								
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Demonstration of understanding of major <b>Finance</b> concepts	Data: direct, formative, internal, comparative. Source: course embedded assessment.	Goal: 70% of students will reach of target of 70% proficiency	67% of student met target. Biggest challenge was going into details with analysis for the financial statements and interpreting the results giving recommendations	The critical strategy would be to revisit the concepts of financial statement analysis and stress the analysis and interpretation part.	<table border="1"> <caption>Finance</caption> <thead> <tr> <th>Year</th> <th>Percent meeting 70% target</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>88%</td> </tr> <tr> <td>Spring 2012</td> <td>68%</td> </tr> <tr> <td>Fall 2012</td> <td>78%</td> </tr> <tr> <td>Fall 2014</td> <td>35%</td> </tr> <tr> <td>Fall 2015</td> <td>40%</td> </tr> <tr> <td>Fall 2017</td> <td>55%</td> </tr> <tr> <td>Spring 2018</td> <td>68%</td> </tr> </tbody> </table>	Year	Percent meeting 70% target	Spring 2011	88%	Spring 2012	68%	Fall 2012	78%	Fall 2014	35%	Fall 2015	40%	Fall 2017	55%	Spring 2018	68%
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GloBus Finance

GloBus Finance

Finance

GloBus Marketing

GloBus Marketing

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Course Evaluation, <b>Knowledge in the discipline</b>	Data: indirect, formative & Summative, internal, comparative (temporal). Source: COB core course evaluations. <i>Course information further developed my knowledge in the area</i>	A goal of 70% responding always or often on survey	Students are increasingly confident that course content and coverage is furthering their knowledge	Numbers increasing. Curriculum revision in 2019 will assess program relative to peer institutions and market needs/expectations.	<table border="1"> <caption>Course Content Furthered My Knowledge</caption> <thead> <tr> <th>Year</th> <th>Percent meeting 70% target</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>90.0%</td> </tr> <tr> <td>Fall 2014</td> <td>80.0%</td> </tr> <tr> <td>Fall 2015</td> <td>80.0%</td> </tr> <tr> <td>Fall 2016</td> <td>85.0%</td> </tr> <tr> <td>Fall 2017</td> <td>85.0%</td> </tr> </tbody> </table>		Year	Percent meeting 70% target	Fall 2013	90.0%	Fall 2014	80.0%	Fall 2015	80.0%	Fall 2016	85.0%	Fall 2017	85.0%
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Course Evaluation, <b>Writing</b>	Data: indirect, formative & Summative, internal, comparative (temporal). Source: COB core course evaluations. <i>The writing assignments improved my writing skills</i>	A goal of 70% responding always or often on survey	Students are decreasingly confident that course content and coverage is furthering their writing skills	Continue to use writing assignments as major component of courses.	<table border="1"> <caption>Course Writing Assignments Improved My Skills</caption> <thead> <tr> <th>Year</th> <th>Percent meeting 70% target</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>80.0%</td> </tr> <tr> <td>Fall 2014</td> <td>75.0%</td> </tr> <tr> <td>Fall 2015</td> <td>70.0%</td> </tr> <tr> <td>Fall 2016</td> <td>75.0%</td> </tr> <tr> <td>Fall 2017</td> <td>80.0%</td> </tr> </tbody> </table>		Year	Percent meeting 70% target	Fall 2013	80.0%	Fall 2014	75.0%	Fall 2015	70.0%	Fall 2016	75.0%	Fall 2017	80.0%
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GloBus Marketing

GloBus Marketing

Course Content Furthers My Knowledge

Writing assignments improved my skills

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Course Evaluation, <b>Oral Communication</b>	Data: indirect, formative & Summative, internal, comparative (temporal). Source: COB core course evaluations. <i>The oral assignments improved my presentation skills</i>	A goal of 70% responding always or often on survey	Results show decreasing then increasing confidence that course content and coverage is furthering their presentation skills.	Continue to use presentations as major component of courses.	<p><b>Course Oral Assignments Improved My Presentation Skills</b></p> <table border="1"> <thead> <tr> <th>Term</th> <th>Percent meeting 70% target</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>65%</td> </tr> <tr> <td>Fall 2014</td> <td>35%</td> </tr> <tr> <td>Fall 2015</td> <td>40%</td> </tr> <tr> <td>Fall 2016</td> <td>65%</td> </tr> <tr> <td>Fall 2017</td> <td>60%</td> </tr> </tbody> </table>	Term	Percent meeting 70% target	Fall 2013	65%	Fall 2014	35%	Fall 2015	40%	Fall 2016	65%	Fall 2017	60%												
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<b>MBA Comp Assessment Finance: Time Value of Money</b>	Data: direct, summative, internal, comparative. Source: Comprehensive exam.	Majority of students mastering	Majority of students mastering	Review with MBA faculty team	<p><b>Finance: Time Value of Money</b></p> <table border="1"> <thead> <tr> <th>Term</th> <th>Mastering</th> <th>Arriving</th> <th>Approaching</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>18</td> <td>1</td> <td>1</td> </tr> <tr> <td>Spring 2016</td> <td>2</td> <td>1</td> <td>1</td> </tr> <tr> <td>Fall 2016</td> <td>5</td> <td>1</td> <td>1</td> </tr> <tr> <td>Spring 2017</td> <td>10</td> <td>1</td> <td>1</td> </tr> <tr> <td>Spring 2018</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table>	Term	Mastering	Arriving	Approaching	Fall 2015	18	1	1	Spring 2016	2	1	1	Fall 2016	5	1	1	Spring 2017	10	1	1	Spring 2018	1	1	1
Term	Mastering	Arriving	Approaching																										
Fall 2015	18	1	1																										
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<b>MBA Comp Assessment Finance: Stock and Bond Valuation</b>	Data: direct, summative, internal, comparative. Source: Comprehensive exam.	Majority of students mastering	Majority of students mastering	Review with MBA faculty team	<p><b>Finance: Stock &amp; Bond Valuation</b></p> <table border="1"> <thead> <tr> <th>Term</th> <th>Mastering</th> <th>Arriving</th> <th>Approaching</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Fall 2016</td> <td>2</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Term	Mastering	Arriving	Approaching	Fall 2015	1	0	0	Fall 2016	2	0	0												
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<b>MBA Comp Assessment Finance: Capital Budgeting &amp; Analysis</b>	Data: direct, summative, internal, comparative. Source: Comprehensive exam.	Majority of students mastering	Majority of students mastering	Review with MBA faculty team	<p><b>Finance: Capital Budgeting &amp; Analysis</b></p> <table border="1"> <thead> <tr> <th>Term</th> <th>Mastering</th> <th>Arriving</th> <th>Approaching</th> </tr> </thead> <tbody> <tr> <td>Spring 2016</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Spring 2017</td> <td>2</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Term	Mastering	Arriving	Approaching	Spring 2016	1	0	0	Spring 2017	2	0	0												
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Oral assignments improved my skills

Comp Assessment

Comp Assessment

Comp Assessment

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MBA Comp Assessment Strategy: Demonstrate Model of Strategic Mgt Process	Data: direct, summative, internal, comparative. Source: Comprehensive exam.	Majority of students mastering	Majority of students mastering	Review with MBA faculty team	<p>Strategy: Demonstrate Model of Strategic Mgt Process</p> <table border="1"> <tr><th>Term</th><th>Mastering</th><th>Arriving</th><th>Approaching</th></tr> <tr><td>Fall 2015</td><td>3</td><td>0</td><td>0</td></tr> <tr><td>Spring 2016</td><td>1</td><td>0</td><td>0</td></tr> <tr><td>Fall 2016</td><td>1</td><td>0</td><td>0</td></tr> </table>	Term	Mastering	Arriving	Approaching	Fall 2015	3	0	0	Spring 2016	1	0	0	Fall 2016	1	0	0
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MBA Comp Assessment Strategy: Porter's Five Forces Model	Data: direct, summative, internal, comparative. Source: Comprehensive exam.	Majority of students mastering	Majority of students mastering 2015 but declines observed	Review with MBA faculty team	<p>Strategy: Porter's Five Forces Model</p> <table border="1"> <caption>Porter's Five Forces Model Performance</caption> <thead> <tr> <th>Term</th> <th>Mastering</th> <th>Arriving</th> <th>Approaching</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>4</td> <td>0</td> <td>1</td> </tr> <tr> <td>Spring 2018</td> <td>1</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	Term	Mastering	Arriving	Approaching	Fall 2015	4	0	1	Spring 2018	1	0	1				
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MBA Comp Assessment Strategy: Internal Factor Evaluation (IFE) Matrix	Data: direct, summative, internal, comparative. Source: Comprehensive exam.	Majority of students mastering	Mixed performance	Review with MBA faculty team	<p>Strategy: Internal Factor Evaluation (IFE) Matrix</p> <table border="1"> <caption>IFE Matrix Performance</caption> <thead> <tr> <th>Term</th> <th>Mastering</th> <th>Arriving</th> <th>Approaching</th> </tr> </thead> <tbody> <tr> <td>Fall 2016</td> <td>1</td> <td>0</td> <td>1</td> </tr> <tr> <td>Spring 2018</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Term	Mastering	Arriving	Approaching	Fall 2016	1	0	1	Spring 2018	1	0	0				
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Fall 2016	1	0	1																		
Spring 2018	1	0	0																		
MBA Comp Assessment Strategy: Growth-Oriented and/or Defensive Strategies	Data: direct, summative, internal, comparative. Source: Comprehensive exam.	Majority of students mastering	Majority of students mastering	Review with MBA faculty team	<p>Strategy: Growth-Oriented and/or Defensive Strategies</p> <table border="1"> <caption>Growth-Oriented and/or Defensive Strategies Performance</caption> <thead> <tr> <th>Term</th> <th>Mastering</th> <th>Arriving</th> <th>Approaching</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>6</td> <td>0</td> <td>0</td> </tr> <tr> <td>Fall 2016</td> <td>3</td> <td>0</td> <td>3</td> </tr> <tr> <td>Spring 2017</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Term	Mastering	Arriving	Approaching	Fall 2015	6	0	0	Fall 2016	3	0	3	Spring 2017	1	0	0
Term	Mastering	Arriving	Approaching																		
Fall 2015	6	0	0																		
Fall 2016	3	0	3																		
Spring 2017	1	0	0																		
MBA Comp Assessment Strategy: SWOT Analysis/SWOT Matrix	Data: direct, summative, internal, comparative. Source: Comprehensive exam.	Majority of students mastering	Majority of students mastering	Review with MBA faculty team	<p>Strategy: SWOT Analysis/SWOT Matrix</p> <table border="1"> <caption>SWOT Analysis/SWOT Matrix Performance</caption> <thead> <tr> <th>Term</th> <th>Mastering</th> <th>Arriving</th> <th>Approaching</th> </tr> </thead> <tbody> <tr> <td>Spring 2017</td> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>Spring 2018</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Term	Mastering	Arriving	Approaching	Spring 2017	2	0	0	Spring 2018	1	0	0				
Term	Mastering	Arriving	Approaching																		
Spring 2017	2	0	0																		
Spring 2018	1	0	0																		

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		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2													
	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?													
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																
MBA Comp Assessment Marketing: Meaning, Importance, Scope of Marketing	Data: direct, summative, internal, comparative. Source: Comprehensive exam.	Majority of students mastering	Majority of students mastering	Review with MBA faculty team	<table border="1"> <caption>Marketing: Meaning, Importance, Scope of Marketing</caption> <thead> <tr> <th>Term</th> <th>Mastering</th> <th>Arriving</th> <th>Approaching</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Fall 2016</td> <td>1</td> <td>0</td> <td>3</td> </tr> </tbody> </table>	Term	Mastering	Arriving	Approaching	Fall 2015	1	0	0	Fall 2016	1	0	3
Term	Mastering	Arriving	Approaching														
Fall 2015	1	0	0														
Fall 2016	1	0	3														
MBA Comp Assessment Marketing: Relationship & Integrated Marketing	Data: direct, summative, internal, comparative. Source: Comprehensive exam.	Majority of students mastering	Majority of students approaching.	Review with MBA faculty team and marketing faculty	<table border="1"> <caption>Marketing: Relationship &amp; Integrated Marketing</caption> <thead> <tr> <th>Term</th> <th>Mastering</th> <th>Arriving</th> <th>Approaching</th> </tr> </thead> <tbody> <tr> <td>Fall 2016</td> <td>0</td> <td>0</td> <td>2</td> </tr> <tr> <td>Spring 2018</td> <td>0</td> <td>0</td> <td>2</td> </tr> </tbody> </table>	Term	Mastering	Arriving	Approaching	Fall 2016	0	0	2	Spring 2018	0	0	2
Term	Mastering	Arriving	Approaching														
Fall 2016	0	0	2														
Spring 2018	0	0	2														
MBA Comp Assessment Marketing: Marketing Intelligence	Data: direct, summative, internal, comparative. Source: Comprehensive exam.	Majority of students mastering	Majority of students mastering	Review with MBA faculty team	<table border="1"> <caption>Marketing: Marketing Intelligence</caption> <thead> <tr> <th>Term</th> <th>Mastering</th> <th>Arriving</th> <th>Approaching</th> </tr> </thead> <tbody> <tr> <td>Spring 2016</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Spring 2017</td> <td>2</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Term	Mastering	Arriving	Approaching	Spring 2016	1	0	0	Spring 2017	2	0	0
Term	Mastering	Arriving	Approaching														
Spring 2016	1	0	0														
Spring 2017	2	0	0														
MBA Comp Assessment Marketing: Marketing Research System & Process	Data: direct, summative, internal, comparative. Source: Comprehensive exam.	Majority of students mastering	Majority of students mastering	Review with MBA faculty team	<table border="1"> <caption>Marketing: Marketing Research System &amp; Process</caption> <thead> <tr> <th>Term</th> <th>Mastering</th> <th>Arriving</th> <th>Approaching</th> </tr> </thead> <tbody> <tr> <td>Spring 2017</td> <td>4</td> <td>0</td> <td>1</td> </tr> <tr> <td>Spring 2018</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	Term	Mastering	Arriving	Approaching	Spring 2017	4	0	1	Spring 2018	0	0	1
Term	Mastering	Arriving	Approaching														
Spring 2017	4	0	1														
Spring 2018	0	0	1														

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		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2													
	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?													
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																
MBA Comp Assessment Marketing: Factors Influencing Consumer Behavior	Data: direct, summative, internal, comparative. Source: Comprehensive exam.	Majority of students mastering	Majority of students mastering	Review with MBA faculty team	<p>Marketing: Factors Influencing Consumer Behavior</p> <table border="1"> <tr><th>Category</th><th>Mastering</th><th>Arriving</th><th>Approaching</th></tr> <tr><td>Spring 2016</td><td>1</td><td>0</td><td>0</td></tr> </table>	Category	Mastering	Arriving	Approaching	Spring 2016	1	0	0				
Category	Mastering	Arriving	Approaching														
Spring 2016	1	0	0														
MBA Comp Assessment Marketing: Stages in Buying Process	Data: direct, summative, internal, comparative. Source: Comprehensive exam.	Majority of students mastering	Majority of students mastering	Review with MBA faculty team	<p>Marketing: Stages in Buying Process</p> <table border="1"> <tr><th>Stage</th><th>Fall 2015</th><th>Spring 2016</th></tr> <tr><td>Mastering</td><td>6</td><td>2</td></tr> <tr><td>Arriving</td><td>0</td><td>0</td></tr> <tr><td>Approaching</td><td>1</td><td>0</td></tr> </table>	Stage	Fall 2015	Spring 2016	Mastering	6	2	Arriving	0	0	Approaching	1	0
Stage	Fall 2015	Spring 2016															
Mastering	6	2															
Arriving	0	0															
Approaching	1	0															
MBA Comp Assessment Marketing: Managing B-2-B Customer Relationship	Data: direct, summative, internal, comparative. Source: Comprehensive exam.	Majority of students mastering	Majority of students mastering	Review with MBA faculty team	<p>Marketing: Managing B-2-B Customer Relationship</p> <table border="1"> <tr><th>Category</th><th>Mastering</th><th>Arriving</th><th>Approaching</th></tr> <tr><td>Fall 2016</td><td>1</td><td>0</td><td>1</td></tr> </table>	Category	Mastering	Arriving	Approaching	Fall 2016	1	0	1				
Category	Mastering	Arriving	Approaching														
Fall 2016	1	0	1														
MBA Comp Assessment Marketing: Marketing Plan	Data: direct, summative, internal, comparative. Source: Comprehensive exam.	Majority of students mastering	Majority of students mastering	Review with MBA faculty team	<p>Marketing: Marketing Plan</p> <table border="1"> <tr><th>Category</th><th>Fall 2015</th><th>Fall 2016</th></tr> <tr><td>Mastering</td><td>4</td><td>1</td></tr> <tr><td>Arriving</td><td>0</td><td>0</td></tr> <tr><td>Approaching</td><td>1</td><td>1</td></tr> </table>	Category	Fall 2015	Fall 2016	Mastering	4	1	Arriving	0	0	Approaching	1	1
Category	Fall 2015	Fall 2016															
Mastering	4	1															
Arriving	0	0															
Approaching	1	1															

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Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2								
	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)								
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?									
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative												
<b>MBA Comp Assessment Marketing: Marketing Communication Mix</b>	Data: direct, summative, internal, comparative. Source: Comprehensive exam.	Majority of students mastering	Majority of students mastering	Review with MBA faculty team	<p>Marketing: Marketing Communication Mix</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Mastering</td> <td>5</td> </tr> <tr> <td>Arriving</td> <td>0</td> </tr> <tr> <td>Approaching</td> <td>0</td> </tr> </tbody> </table>	Category	Count	Mastering	5	Arriving	0	Approaching	0
Category	Count												
Mastering	5												
Arriving	0												
Approaching	0												
<b>MBA Comp Assessment Marketing: Consumer/Customers Marketing Concepts</b>	Data: direct, summative, internal, comparative. Source: Comprehensive exam.	Majority of students mastering	Majority of students mastering	Review with MBA faculty team	<p>Marketing: Consumer/Customers Marketing Concepts</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Mastering</td> <td>2</td> </tr> <tr> <td>Arriving</td> <td>0</td> </tr> <tr> <td>Approaching</td> <td>0</td> </tr> </tbody> </table>	Category	Count	Mastering	2	Arriving	0	Approaching	0
Category	Count												
Mastering	2												
Arriving	0												
Approaching	0												

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