



Accreditation Council for Business Schools and Programs
Quality Assurance Report for NAU Yuma Business Programs
Submitted: February 2026

Institution Overview

Institution Name Northern Arizona University, **Yuma Branch Campus**

2020 South Ave 8 E, Yuma, AZ 85365

Year Accredited 2011

Year Reaffirmed 2022

Years Covered by this Report 2022-2023 through 2024-2025

Date Submitted February 2026

Table 3.2 - Student- and Stakeholder Focus - Criterion 3.2 - 3.4

Use this format to respond to Criterion 3.2 - 3.4. If you are submitting a self-study for reaffirmation, this is the same table used in your QA report.

Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.

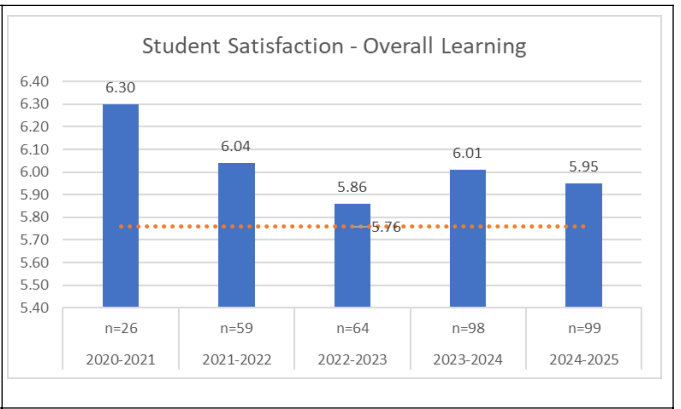
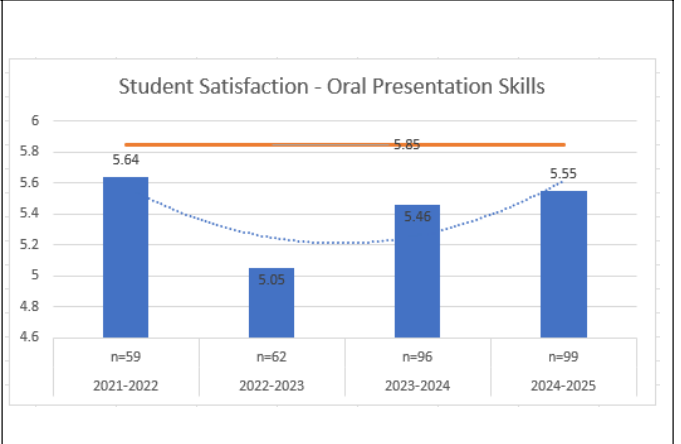
Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.

Measurement instrument or processes may include: end of course surveys, alumni surveys, Internship feedback, etc.

Each academic unit must demonstrate linkages to business practitioners and organizations which are current and significant, including an advisory board.

Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

	Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																		
Undergraduate Students	<p>Key Indicator A (from the 2020-21 Self-Study)</p> <p>EBI Student Satisfaction Survey - measuring student satisfaction with Learning Ethical and Legal Responsibilities (Factor 11). The goal is to be at or above the national average/all institutions and show continuous improvement. The comparison group mean was updated by the vendor in 2024-2025 from 5.72 to 5.76. ACADEMIC YEAR</p>	<p>EBI is a national student survey and an indirect, external, comparative assessment. It is administered each semester in the capstone courses using EBI/Skyfactor. Questions 90 & 91 were answered for this factor which is: Ethical and Legal Responsibilities - To what degree did the business program enhance your ability to: Make ethical decisions (Q90) and Understand legal responsibilities (Q91).</p>	<p>Student satisfaction results for Learning Ethical & Legal Responsibilities demonstrate overall consistency at a strong level across the reporting period. In 2020-2021, the outcome score reached 6.42 (n = 24), representing the highest value in the series. Scores then showed a slight decline to 6.12 (n = 60) in 2021-2022 and 6.05 (n = 64) in 2022-2023. This was followed by a modest recovery to 6.08 (n = 98) in 2023-2024 and 6.11 (n = 96) in 2024-2025. It is important to point out that in spite of these results, we have always exceeded the set benchmark.</p>	<p>The established goal of meeting or exceeding the national benchmark of 5.76 was consistently achieved in all reported years. Overall student satisfaction with Learning Ethical and Legal Responsibilities shows a sustained pattern of strong performance following the intentional integration of a shared ethics learning outcome across all core business courses. We need to keep monitoring the contents so they may stay relevant to current requirements from the industry.</p>	<p>The loop was closed. Results were reviewed and discussed during the faculty meeting on 10/27/22. Faculty agreed that the benchmark was met and we need to keep maintaining the work we have been doing so far. Monitoring of this factor has been kept and it was decided that we should keep focusing in reinforcing these skills.</p>	<table border="1"> <caption>Student Satisfaction - Learning Ethical & Legal Responsibilities</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>6.42</td> <td>24</td> </tr> <tr> <td>2021-2022</td> <td>6.12</td> <td>60</td> </tr> <tr> <td>2022-2023</td> <td>6.05</td> <td>64</td> </tr> <tr> <td>2023-2024</td> <td>6.08</td> <td>98</td> </tr> <tr> <td>2024-2025</td> <td>6.11</td> <td>96</td> </tr> </tbody> </table>	Year	Score	n	2020-2021	6.42	24	2021-2022	6.12	60	2022-2023	6.05	64	2023-2024	6.08	98	2024-2025	6.11	96
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Undergraduate Students	<p>Key Indicator B (from the 2020-21 Self-Study)</p> <p>EBI Student Satisfaction Survey - measuring student satisfaction with Quality of Instruction (Factor 1). The goal is to be at or above the national average/all institutions and show continuous improvement. The comparison group mean was updated by the vendor in 2024-2025 from 5.26 (all institutions). ACADEMIC YEAR</p>	<p>EBI is a national student survey and an indirect, external, comparative assessment. It is administered each semester in the capstone courses using EBI/Skyfactor. Questions 34, 35 & 36 were answered as follows: Instruction - To what degree did courses in the business program provide: Teaching in your major courses (Q34) To what degree did courses in the business program provide: Feedback on assignments (other than grades) received from instructors in required courses (Q35) and To what degree did courses in the business program provide: Encouragement to participate in class (Q36).</p>	<p>Current results show strong performance in student satisfaction with the Quality of Instruction. Scores peaked at 5.99 (n=26) in 2020-2021, followed by a decline to 5.69 (n=60) in 2021-2022 and 5.61 (n=64) in 2022-2023. Satisfaction then rebounded to 5.73 (n=98) in 2023-2024 and remained stable at 5.74 (n=99) in 2024-2025. Response rates increased substantially in the most recent years, strengthening the reliability of the results and indicating sustained instructional quality above the benchmark.</p>	<p>Student satisfaction with the Quality of Instruction remained higher than the national average of 5.26.</p>	<p>Closed the loop. This indicator reflects an area of consistently strong performance for the DBA&L unit and did not identify a need for further improvement, as noted in the self-study. The department is satisfied with the results and has discontinued this measure. While new areas for continuous improvement have been identified through other data, this outcome will continue to be monitored annually.</p>	<table border="1"> <caption>Student Satisfaction - Quality of Instruction</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>5.99</td> <td>26</td> </tr> <tr> <td>2021-2022</td> <td>5.69</td> <td>60</td> </tr> <tr> <td>2022-2023</td> <td>5.61</td> <td>64</td> </tr> <tr> <td>2023-2024</td> <td>5.73</td> <td>98</td> </tr> <tr> <td>2024-2025</td> <td>5.74</td> <td>99</td> </tr> </tbody> </table>	Year	Score	n	2020-2021	5.99	26	2021-2022	5.69	60	2022-2023	5.61	64	2023-2024	5.73	98	2024-2025	5.74	99
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<p>Undergraduate Students</p>	<p>Key Indicator C (from the 2020-21 Self-Study)</p> <p>EBI Student Satisfaction Survey - measuring student satisfaction with Overall Learning (Factor 20). The goal is to be at or above the national average and show continuous improvement. The comparison group mean was updated by the vendor in 2024-2025 to 5.76 (all institutions) ACADEMIC YEAR</p>	<p>EBI is a national student survey and an indirect, external, comparative assessment. It is administered each semester in the capstone courses using EBI/Skyfactor. Q112, Q113, Q114 were answered as it follows: Q112. Regarding your experience in the business program, to what degree: Were you challenged to do your best academic work? - Q113. Regarding your experience in the business program, to what degree: Were you motivated to do your best academic work? and finally: Q114. Regarding your experience in the business program, to what degree: Was the information you learned applicable to your future career?</p>	<p>Student satisfaction with overall learning was strong across the reporting periods. Scores peaked at 6.30 (n=26) in 2020–2021, followed by a gradual decline to 6.04 (n=59) in 2021–2022 and 5.86 (n=64) in 2022–2023. Satisfaction rebounded in subsequent years, increasing to 6.01 (n=98) in 2023–2024 and remaining high at 5.95 (n=99) in 2024–2025. Overall, results consistently exceeded the benchmark, while response rates increased and stabilized over time, strengthening confidence in the findings.</p>	<p>The goal to be at or above the national average of 5.67 was met. Student satisfaction with Overall Learning remained higher than the national average (all institutions).</p>	<p>Discontinued Measure. This indicator reported on a factor where DBA&L performed well. We are satisfied with the results and discontinued this measure. New areas of continuous improvement were identified from the data. These seven new measures, identified as Key Indicators D - J, are included below.</p>	 <table border="1"> <caption>Student Satisfaction - Overall Learning</caption> <thead> <tr> <th>Academic Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>6.30</td> <td>26</td> </tr> <tr> <td>2021-2022</td> <td>6.04</td> <td>59</td> </tr> <tr> <td>2022-2023</td> <td>5.86</td> <td>64</td> </tr> <tr> <td>2023-2024</td> <td>6.01</td> <td>98</td> </tr> <tr> <td>2024-2025</td> <td>5.95</td> <td>99</td> </tr> </tbody> </table>	Academic Year	Score	n	2020-2021	6.30	26	2021-2022	6.04	59	2022-2023	5.86	64	2023-2024	6.01	98	2024-2025	5.95	99
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<p>Undergraduate Students</p>	<p>Key Indicator D (new measure) Student Feedback</p> <p>EBI Student Satisfaction Survey - measuring student satisfaction with Learning Outcomes on Factor 9, specifically -Oral Presentation Skills. The goal is to be at or above the 2024-25 select 6 comparison group mean of 5.85. The comparison group mean was updated by the vendor in 2024-2025 to 5.85- ACADEMIC YEAR</p>	<p>EBI is a national student survey and an indirect, external, comparative assessment. It is administered each semester in the capstone courses using EBI/Skyfactor. Q074. Learning Outcomes - To what extent did the business program enhance your: Oral presentation skills</p>	<p>Current results show a decline in student satisfaction with oral presentation skills from 5.64 (n=59) in 2021–2022 to 5.05 (n=62) in 2022–2023, followed by a notable recovery to 5.46 (n=96) in 2023–2024 and a further increase to 5.55 (n=99) in 2024–2025. While scores remain slightly below the benchmark, the upward trend over the most recent two years suggests improvement. The substantial increase in the number of respondents since 2022–2023 strengthens the reliability of the recent results and indicates growing consistency in student experiences related to oral presentation skills.</p>	<p>Results show considerable variability over time, with a low mean in 2018–2019 (4.92), a peak in 2020–2021 (6.40), followed by declines in 2021–2022 (5.64) and 2022–2023 (5.05). More recent data indicate a positive recovery trend, with increases in 2023–2024 (5.46) and 2024–2025 (5.55), suggesting gradual improvement in student satisfaction with oral presentation skills, though the benchmark has not yet been consistently met. An oral Presentation Activity Rubric was implemented in 2023 in selected courses and the results have been consistently improving since then.</p>	<p>Faculty verified and standardized the inclusion of an oral presentation assignment across all sections of the core course BBA 360: Teams and Project Management. Where it was missing, the assignment with the designed rubric was added to ensure consistency. This improvement was agreed upon during the 10/27/22 department meeting and implemented in Spring 2023. Subsequent results show an increase in student satisfaction, rising to 5.46 in 2023–24 and 5.55 in 2024–25, suggesting the action is having a positive impact. The department will continue reinforcing oral presentation skills to further improve outcomes.</p>	 <table border="1"> <caption>Student Satisfaction - Oral Presentation Skills</caption> <thead> <tr> <th>Academic Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>5.64</td> <td>59</td> </tr> <tr> <td>2022-2023</td> <td>5.05</td> <td>62</td> </tr> <tr> <td>2023-2024</td> <td>5.46</td> <td>96</td> </tr> <tr> <td>2024-2025</td> <td>5.55</td> <td>99</td> </tr> </tbody> </table>	Academic Year	Score	n	2021-2022	5.64	59	2022-2023	5.05	62	2023-2024	5.46	96	2024-2025	5.55	99			
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<p>Undergraduate Students</p>	<p><i>Key Indicator E (new measure) Student Feedback</i></p> <p>EBI Student Satisfaction Survey - measuring student satisfaction with Co-curricular Activities (Factor 4). The goal is that DBA&L will promote at least three co-curricular student organization activities using Canvas LMS limited global announcements per academic year and meet or surpass the mean goal of 5.16 (all institutions) metric updated by the vendor- ACADEMIC YEAR</p>	<p>EBI is a national student survey and an indirect, external, comparative assessment. It is administered each semester in the capstone courses using EBI/Skyfactor. Two questions are answered in this factor (4): Q059. Co-Curricular Activities - Regarding your experiences in the business program, how satisfied are you with: Student organization activities- and Q060. Co-Curricular Activities - Regarding your experiences in the business program, how satisfied are you with: Leadership opportunities</p>	<p>Results show that student satisfaction with co-curricular activities remained below the target mean of 5.5 across all reporting years. Satisfaction was 5.06 (n=34) in 2022-23, declined slightly to 5.03 (n=60) in 2023-24, and then increased to 5.13 (n=72) in 2024-25. While the most recent results indicate a positive upward trend alongside increased participation, the goal has not yet been met, suggesting the need for continued emphasis on promoting and strengthening co-curricular engagement.</p>	<p>Student satisfaction with co-curricular activities remained at a mean of 5.0 in both 2022-23 and 2023-24, below the goal of 5.5, indicating no meaningful improvement. This factor was identified by EBI/Skyfactor as a Top Priority and that is why we designed differentiated co-curricular activities to give response of the different profile of students that are geographically dispersed across NAU Yuma, Phoenix/Statewide, and online. Co-curricular activities in different modalities have been promoted across all locations to increase student engagement.</p>	<p>Faculty increased the design and implementation of new co-curricular activities in different modalities as the primary improvement. Beginning in Fall 2023, these events have been promoted through Canvas LMS global announcements (via a pilot with NAU's technology department), DBA&L social media, and email when possible. This approach ensures outreach to geographically dispersed students across NAU Yuma. Some of the events designed were: Border Entrepreneurial Challenge (BEC), an interinstitutional event for students in USA and Mexico with the main objective of helping our students to start their own business. A hybrid webinar series called "A day in the life of..." were professionals and practitioners shared their experiences. The NAU Yuma Business Club was founded at the end of 2025 aiming to increase the engagement and participation of our business students in co-curricular activities such as applied projects with local businesses, industry visits and business networking for 2026. Phoenix/Statewide, and online programs. Ongoing faculty engagement in promoting these activities remains the next step.</p>	<table border="1"> <caption>Student Satisfaction - Co-Curricular Activities</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2022-23</td> <td>5.06</td> <td>34</td> </tr> <tr> <td>2023-24</td> <td>5.03</td> <td>60</td> </tr> <tr> <td>2024-25</td> <td>5.13</td> <td>72</td> </tr> </tbody> </table>	Year	Score	n	2022-23	5.06	34	2023-24	5.03	60	2024-25	5.13	72
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<p>Undergraduate Students</p>	<p><i>Key Indicator F (new measure) Internship Feedback</i></p> <p>EBI Student Satisfaction Survey - measuring intern feedback using survey question #25 - recommending an internship to a close friend. The goal is for student interns to report an average rating of 6 out of 7 or 85% on a 7 pt. Likert scale.</p>	<p>EBI is a national student survey and an indirect, external, comparative assessment. It is administered each semester in the capstone courses using EBI/Skyfactor. Q025. Recommend an internship - To what degree: Would you recommend this internship experience to a close friend?</p> <p>Scale: (1) Not at all, (2), (3), (4) Moderately, (5), (6), (7) Extremely, Not applicable</p>	<p>Student recommendations of the internship experience (Q25) improved from 5.89 in 2022-23 to a peak of 6.43 in 2023-24, followed by a slight decline to 6.17 in 2024-25. Overall results remain above the benchmark and indicate continued positive perceptions of the internship experience.</p>	<p>We had a lower score in 2022-23 (5.89). In 2023-24, the average score for Q025 increased to 6.43, exceeding the goal of 6 and indicating improved intern satisfaction with recommending the experience. In 2024-25, the score declined slightly to 6.0 but continued to meet the established benchmark, suggesting overall sustained positive perceptions while highlighting the need to remain attentive to internship fit and experiential quality.</p>	<p>Following the decline in the Internship Satisfaction indicator from 6.43 to 6.17, we convened a meeting with the Coordinator of Internships to analyze the possible causes and to identify strategies to make internships more appealing, accessible, and relevant for our students. During this meeting, several improvement initiatives were proposed, including offering a wider range of internship modalities (such as hybrid and remote options), strengthening communication with students, and increasing the promotion and visibility of internship opportunities across courses and institutional channels.</p> <p>As a result of this discussion, these actions have been gradually implemented throughout 2025. We anticipate that these improvements will positively impact student perceptions and participation in internships, and we will assess their effectiveness in the 2025-2026 academic cycle.</p>	<table border="1"> <caption>Internship Feedback - Students Recommend Internship Q#25</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2022-23</td> <td>5.89</td> <td>9</td> </tr> <tr> <td>2023-24</td> <td>6.43</td> <td>7</td> </tr> <tr> <td>2024-25</td> <td>6.17</td> <td>5</td> </tr> </tbody> </table>	Year	Score	n	2022-23	5.89	9	2023-24	6.43	7	2024-25	6.17	5
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<p>Employers/ Advisory Board</p>	<p><i>Key Indicator G (new measure) Advisory Board Feedback</i></p> <p>DBA&L's Advisory Board (AB) members include employers, partners, alumni, faculty, and staff. There is a Yuma AB and a Phoenix/statewide AB. Question #13 on the AB survey is measuring board members satisfaction with graduates understanding of domestic and global economies. The goal is for AB members to score at or above the mean of 5.5 for question #13.</p>	<p>The Advisory Board survey is an indirect, external assessment that is administered twice per academic year, once in the fall term and once in the spring term following AB meetings. The survey was first administered in Spring 2023 using EBI/Skyfactor. Question #13 addresses learning outcomes, "to what degree do recent graduates (i.e., graduated five or fewer years ago) effectively understand domestic and global economies"</p>	<p>Results show an increase in Advisory Board satisfaction from 3.83 (n=7) in 2022-23 to 5.0 (n=14) in 2023-24. No results are available for 2024-25 due to insufficient responses.</p>	<p>These survey results were discussed among the faculty during the 4/27/23 department meeting. After the improvement was implemented, we learned that AB member satisfaction improved from 3.83 in 2022-2023 (n=6) to 5 in 2023-2024 (n=7). Six members must complete the survey for the data to be released in 2024-2025, unfortunately we did not had the third data point, but we are working towards to gather more information.</p>	<p>In the Spring 2023 term, the lead faculty for BBA 420 Global Finance & Financial Analysis reviewed the course content, current textbook, syllabus, LOs, course description, and course name. Implementing a content and curricular name change in BBA 420 Global Finance & Financial Analysis is the improvement identified. This improvement includes the addition of domestic and global economic content in BBA 420 by the faculty lead and the course name being changed from BBA 420 Global Finance & Financial Institutions and the Global Economy. The name change moved through the curricular process in Fall 2023. 2023-2024 shows a 5.0 result, 2024-2025 survey results indicate that AB members scored mean of 5 for Q #13 indicating that the improvement is potentially making an impact. In Spring 2025, not enough members completed the survey for the data to be released by the vendor. We are working towards obtaining our following data point in our next survey and keeping the improvement efforts so far mentioned.</p>	<table border="1"> <caption>Advisory Board Satisfaction - Graduates Understand Domestic & Global Economies Q#13</caption> <thead> <tr> <th>Year</th> <th>Mean Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2022-23</td> <td>3.83</td> <td>7</td> </tr> <tr> <td>2023-24</td> <td>5</td> <td>14</td> </tr> <tr> <td>2024-25</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Year	Mean Score	n	2022-23	3.83	7	2023-24	5	14	2024-25	0	0																												
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<p>Alumni</p>	<p><i>Key Indicator H (new measure) Alumni Feedback</i></p> <p>Alumni survey - measuring alumni satisfaction with Learning: Cognitive Complexity. The goal is that alumni satisfaction with critical thinking skills will be at or above the mean goal of 5.5 out of 7 on a 7-pt. Likert scale . Factor 6. Learning: Cognitive Complexity</p>	<p>The Alumni survey is an indirect, external assessment that is administered once per academic year in the spring term. The survey was first administered in Spring 2023 using EBI/Skyfactor across all three measures—critical thinking (Q65), problem definition (Q66), and problem solving (Q67)—confirming this factor as a Top Priority in EBI/Skyfactor reporting.</p>	<p>Results indicate that alumni satisfaction with Learning: Cognitive Complexity was below the mean goal of 5.5. In Spring 2024, mean scores increased across all three questions, indicating improvement following faculty review and instructional emphasis. Spring 2025 results show continued improvement in critical thinking (Q65), stability in problem definition (Q66), and further improvement in problem solving (Q67). While positive progress is evident, two of the three measures remain below the 5.5 goal, indicating a continued need for focused curricular and pedagogical improvement in cognitive complexity skills.</p>	<p>The results indicate that alumni perceived learning outcomes related to cognitive complexity (critical thinking, problem definition, and problem solving) as below the established goal of 5.5 in Spring 2023, identifying this area as a priority for improvement. Although Spring 2024 and Spring 2025 results show overall improvement—particularly increases in critical thinking (Q#65) and problem solving (Q#67) and stability in problem definition (Q#66)—two of the three measures remain below the target benchmark. This suggests that recent curricular and instructional efforts are having a positive impact but more time is required in order to reach a broader impact on alumni.</p>	<p>To strengthen cognitive complexity outcomes, faculty agreed to more intentionally embed and assess critical thinking and problem-solving skills across programs. During the 4/27/23 department meeting, lead faculty identified one course per program to apply a standardized critical thinking rubric: BBA 490C (BBA), BBA 435C (LSCM), and MGBA 550 (MGBA). The rubric was implemented beginning Fall 2023. Spring 2024 and Spring 2025 results show improved or stable alumni satisfaction across all three measures (Q65-Q67), suggesting the change is having a positive impact. Continued emphasis on academic effort is still ongoing to reach the 5.5 benchmark.</p>	<table border="1"> <caption>Alumni Satisfaction - Learning: Cognitive Complexity</caption> <thead> <tr> <th>Question</th> <th>Year</th> <th>Mean Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Q65</td> <td>SP23</td> <td>5</td> <td>45</td> </tr> <tr> <td>Q65</td> <td>SP24</td> <td>5.37</td> <td>49</td> </tr> <tr> <td>Q65</td> <td>SP25</td> <td>6</td> <td>22</td> </tr> <tr> <td>Q66</td> <td>SP23</td> <td>4.6</td> <td>47</td> </tr> <tr> <td>Q66</td> <td>SP24</td> <td>5</td> <td>48</td> </tr> <tr> <td>Q66</td> <td>SP25</td> <td>5</td> <td>22</td> </tr> <tr> <td>Q67</td> <td>SP23</td> <td>4.67</td> <td>46</td> </tr> <tr> <td>Q67</td> <td>SP24</td> <td>5.09</td> <td>47</td> </tr> <tr> <td>Q67</td> <td>SP25</td> <td>5.31</td> <td>22</td> </tr> </tbody> </table>	Question	Year	Mean Score	n	Q65	SP23	5	45	Q65	SP24	5.37	49	Q65	SP25	6	22	Q66	SP23	4.6	47	Q66	SP24	5	48	Q66	SP25	5	22	Q67	SP23	4.67	46	Q67	SP24	5.09	47	Q67	SP25	5.31	22
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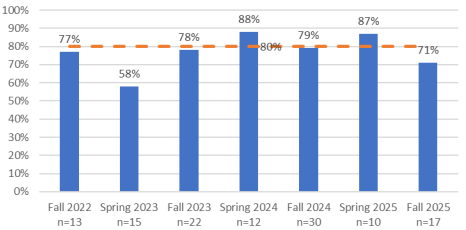
<p>Alumni</p>	<p><i>Key Indicator 1 (new measure) Alumni Feedback</i></p> <p><i>The goal is to meet or exceed a mean score of 5.5 on alumni satisfaction with co-curricular activities and to promote at least three existing co-curricular activities per academic year using Canvas LMS limited global announcements. Factor 4: Satisfaction: Contribution of School Activities to Success</i></p>	<p><i>The EBI/Skyfactor Alumni Survey, an indirect external assessment, administered annually each spring. This measure was first collected in Spring 2023 and includes survey questions Q42–Q50, which assess alumni satisfaction with internships, field projects, student organizations, leadership, volunteer activities, faculty interaction, and professional networking.</i></p> <p><i>Q042. To what extent have the following business program activities contributed to your success as a manager: Internships</i></p> <p><i>Q043. To what extent have the following business program activities contributed to your success as a manager: Field projects</i></p> <p><i>Q044. To what extent have the following business program activities contributed to your success as a manager: Interaction with alumni</i></p> <p><i>Q046. To what extent have the following business program activities contributed to your success as a manager: Student organization participation</i></p> <p><i>Q047. To what extent have the following business program activities contributed to your success as a manager: Student organization leadership</i></p> <p><i>Q048. To what extent have the following business program activities contributed to your success as a manager: Participation in volunteer activities</i></p> <p><i>Q049. To what extent have the following business program activities contributed to your success as a manager: Informal faculty contact</i></p> <p><i>Q050. To what extent have the following business program activities contributed to your success as a manager: Establishing a network of business contacts</i></p>	<p><i>Spring 2023: Mean scores across Q42–Q50 ranged from 2.27 to 2.62, indicating very low satisfaction.</i></p> <p><i>Spring 2024: Modest increases were observed across all items, with means ranging from 2.40 to 2.98.</i></p> <p><i>Spring 2025: Continued improvement was evident in most areas, particularly:</i></p> <p><i>Student organization participation (Q46: 3.30),</i></p> <p><i>Volunteer activities (Q48: 3.11),</i></p> <p><i>Informal faculty contact (Q49: 3.89),</i></p> <p><i>Professional networking (Q50: 3.80).</i></p> <p><i>Despite improvement, all measures remain below the 5.5 benchmark.</i></p>	<p><i>The results show that alumni satisfaction with co-curricular activities was initially very low but has steadily improved over three years. The strongest gains occurred in areas most visible and accessible to students, such as faculty interaction, networking, and student organizations. While progress is evident, the data indicate that awareness and participation remain insufficient to meet the benchmark, especially given the program's geographically dispersed student population.</i></p>	<p><i>In 2023, faculty determined that promoting existing co-curricular activities, rather than creating new ones, would have the greatest impact across locations. Beginning Fall 2023, DBA&L implemented a coordinated promotion strategy that includes:</i></p> <p><i>Canvas LMS limited global announcements (multiple times per year),</i></p> <p><i>Email communications when available,</i></p> <p><i>Social media promotion,</i></p> <p><i>Continued visibility through NAU Handshake.</i></p> <p><i>Participation in the Negotiation Competition (Phoenix), Undergraduate Symposiums, and other engagement opportunities has increased. The upward trend in Spring 2024 and Spring 2025 indicates that current outreach efforts are having a positive—though gradual—impact. After reviewing additional indicators, in 2024, faculty concluded that the next step is to continue and expand cocurricular activities while evaluating whether newer initiatives, such as Business Club growth and virtual engagement events, further strengthen alumni perceptions.</i></p>	<table border="1"> <caption>Alumni Satisfaction - Co-Curricular Activities</caption> <thead> <tr> <th>Question</th> <th>SP23</th> <th>SP24</th> <th>SP25</th> </tr> </thead> <tbody> <tr> <td>Q42</td> <td>2.37</td> <td>2.55</td> <td>2.36</td> </tr> <tr> <td>Q43</td> <td>2.46</td> <td>2.89</td> <td>3.00</td> </tr> <tr> <td>Q44</td> <td>2.31</td> <td>2.6</td> <td>2.44</td> </tr> <tr> <td>Q46</td> <td>2.28</td> <td>2.47</td> <td>3.3</td> </tr> <tr> <td>Q47</td> <td>2.35</td> <td>2.4</td> <td>2.8</td> </tr> <tr> <td>Q48</td> <td>2.27</td> <td>2.67</td> <td>3.11</td> </tr> <tr> <td>Q49</td> <td>2.62</td> <td>2.98</td> <td>3.89</td> </tr> <tr> <td>Q50</td> <td>2.42</td> <td>2.82</td> <td>3.8</td> </tr> </tbody> </table>	Question	SP23	SP24	SP25	Q42	2.37	2.55	2.36	Q43	2.46	2.89	3.00	Q44	2.31	2.6	2.44	Q46	2.28	2.47	3.3	Q47	2.35	2.4	2.8	Q48	2.27	2.67	3.11	Q49	2.62	2.98	3.89	Q50	2.42	2.82	3.8
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Table 4.1 - Standard 4 Student Learning Assessment

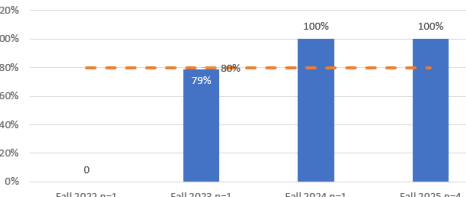
Use this table to supply data for Criterion 4.1.

Performance Indicator	You must provide minimum 2-3 assessments results for each program, concentration, specialization, etc. accredited or to be accredited. You must have direct, summative, formative and comparative results for each program.																															
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative - An assessment conducted during the student's education. Summative - An assessment conducted at the end of the student's education. Internal - An assessment instrument that was developed within the business unit. External - An assessment instrument that was developed outside the business unit. Comparative - Compare results to external students using data from i.e. the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data. Internal comparative data may be between classes, online and on ground classes, professors, programs, campuses, etc.</p>																															
Identified in Criterion 4.2		Identified in Criterion 4.1		Analysis of Results																												
Program Learning objectives SLO1, SLO2, etc. Measurable Goals 80%, 5.5 or above, etc.	What is your measurement instrument or process? (Indicate type of instrument) direct, formative, internal, comparative	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	Identified in Criterion 4.3 Graphs or Tables of Trends (3-5 data points) Report sample or population size n = #																											
BBA																																
<p>SLO1 New Measure – Engage others through effective interpersonal communication. This outcome is measured through the team-based oral presentation in BBA 360. Program benchmark: 80% or higher on the oral presentation rubric. Nueva NOMENCLATURA a revisar con Faculty 2026</p>	<p>This is a direct, formative, internal assessment using a standardized oral presentation rubric in BBA 360. Data are collected each Academic Year, a change from reporting every Semester and aggregated at the program level for analysis.</p>	<p>Most Recent Results (Academic Year 2025):</p> <p>Mean score: 97%</p> <p>Sample size: n = 37</p> <p>Benchmark: 80%</p> <p>Outcome: Benchmark exceeded</p> <p>Longitudinal Results (from the graphic):</p> <p>2023: 97% (n = 51)</p> <p>2024: 98% (n = 40)</p> <p>2025: 97% (n = 37)</p> <p>All assessment periods exceeded the program benchmark of 80%, with results remaining within a narrow and stable performance range.</p>	<p>The results indicate that:</p> <p>Students consistently demonstrate effective oral communication skills in a team-based, applied learning environment.</p> <p>Performance levels are stable across multiple years, with minimal variation (97%–98%), indicating reliable outcome attainment.</p> <p>The consistency of results suggests strong alignment between curriculum, instruction, and assessment expectations for oral communication competencies.</p>	<p>Improvements Implemented (Closed the Loop):</p> <p>No corrective actions were required, as results consistently exceed the benchmark across all measured years.</p> <p>Next Steps (Sustained Continuous Improvement):</p> <p>Continue longitudinal monitoring of student performance to ensure sustained outcome attainment.</p> <p>Maintain the current instructional and assessment approach, as it is demonstrating effective and stable results.</p>	<p style="text-align: center;">BBA 360 Oral Presentation</p> <table border="1"> <caption>BBA 360 Oral Presentation Data</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>2023</td> <td>51</td> <td>97%</td> </tr> <tr> <td>2024</td> <td>40</td> <td>98%</td> </tr> <tr> <td>2025</td> <td>37</td> <td>97%</td> </tr> </tbody> </table>	Year	Sample Size (n)	Score (%)	2023	51	97%	2024	40	98%	2025	37	97%															
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<p>SLO2 New Measure – Think creatively, analyze, and synthesize data from multiple perspectives. This outcome is assessed through the Critical Thinking Assignment in BBA 480. Program benchmark: Mean score of 80% or higher.</p>	<p>This is a direct, formative, internal assessment using a standardized critical thinking rubric embedded in BBA 480. Data are collected each semester and analyzed at the program level.</p>	<p>Most Recent Results (Fall 2025):</p> <p>Mean score: 91%</p> <p>Sample size: n = 9</p> <p>Benchmark: 80%</p> <p>Outcome: Benchmark exceeded</p> <p>Longitudinal Results (from the graphic):</p> <p>Fall 2022: 75%</p> <p>Spring 2023: 77%</p> <p>Fall 2023: 80%</p> <p>Spring 2024: 80%</p> <p>Fall 2024: 84%</p> <p>Spring 2025: 89%</p> <p>Fall 2025: 91%</p> <p>Results were below the benchmark in 2022 and early 2023, reached the benchmark in Fall 2023 and Spring 2024, and consistently exceeded the benchmark beginning in Spring 2024, with continued increases through Fall 2025.</p>	<p>Key findings include:</p> <p>There is a clear upward performance trend over time. Student performance improved from the mid-70% range in 2022–2023 to above 90% by Fall 2025.</p> <p>Students' ability to analyze and synthesize information has strengthened. Sustained gains since Spring 2024 indicate improved competency attainment in critical thinking and multi-perspective analysis.</p> <p>Instructional refinements appear to be effective. Increased performance coincides with instructional adjustments and greater student familiarity with assignment expectations.</p> <p>Sample size stability improves data reliability. Earlier fluctuations in counts affected result stability; current counts have stabilized at n = 9, supporting more reliable trend interpretation.</p>	<p>Improvements Implemented (Closed the Loop):</p> <p>Data collection for this measure began in Fall 2022.</p> <p>In Spring 2024, the lead faculty reviewed the critical thinking rubric to confirm clarity and alignment with SLO2.</p> <p>In Spring 2024, both student counts increased and mean scores exceeded the benchmark for the first time.</p> <p>Results continued to improve in Fall 2024 and Spring/Fall 2025, confirming sustained gains.</p> <p>Next Steps (Sustained Continuous Improvement):</p> <p>Continue semester-by-semester monitoring of student performance trends.</p> <p>Maintain the current rubric and instructional approach, as results are consistently exceeding the benchmark.</p> <p>Monitor cohort size stability to ensure continued data reliability.</p> <p>Use longitudinal data to determine whether any additional instructional refinements are warranted.</p>	<p style="text-align: center;">BBA 480 Critical Thinking Assignment</p> <table border="1"> <caption>BBA 480 Critical Thinking Assignment Data</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>FA 2022</td> <td>4</td> <td>76%</td> </tr> <tr> <td>SP 2023</td> <td>22</td> <td>77%</td> </tr> <tr> <td>SU 2023</td> <td>10</td> <td>80%</td> </tr> <tr> <td>FA 2023</td> <td>10</td> <td>80%</td> </tr> <tr> <td>SP 2024</td> <td>15</td> <td>84%</td> </tr> <tr> <td>FA 2024</td> <td>7</td> <td>89%</td> </tr> <tr> <td>SP 2025</td> <td>9</td> <td>91%</td> </tr> <tr> <td>FA 2025</td> <td>9</td> <td>91%</td> </tr> </tbody> </table>	Year	Sample Size (n)	Score (%)	FA 2022	4	76%	SP 2023	22	77%	SU 2023	10	80%	FA 2023	10	80%	SP 2024	15	84%	FA 2024	7	89%	SP 2025	9	91%	FA 2025	9	91%
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<p>SLO2 New Measure – Think creatively, analyze, and synthesize data from multiple perspectives. This outcome is assessed through the Business Leadership CPC using the Peregrine national benchmark exam embedded in BBA 450. Benchmark: Peregrine private, for-profit institutional benchmark.</p>	<p>This is a summative, direct, comparative, and external assessment. The exam is administered each term and results are benchmarked against comparable private, for-profit institutions using Peregrine’s national aggregate pools. The benchmark for acceptable performance is the Peregrine private, for-profit institutional benchmark.</p>	<p>Fall 2025 Results: Student mean score: 75.42% Benchmark: 64.82% Outcome: Benchmark exceeded by +14.33 percentage points Longitudinal Performance (as shown in the graphic): Aug 15–Dec 31, 2024: 63.77% Jan 1–May 12, 2025: 70.54% May 13–Aug 14, 2025: 69.23% Aug 15–Dec 31, 2025: 75.42%</p> <p>These results demonstrate a clear upward trend over time, with all recent terms meeting or exceeding the external benchmark. Although there was a modest decline in Summer 2025, performance rebounded strongly in Fall 2025 to the highest observed level in the assessment cycle.</p>	<p>Key insights: Students consistently meet or exceed the external benchmark. Across multiple semesters, student performance remains above the Peregrine private, for-profit comparison group, indicating acceptable and improving competency attainment in leadership, analysis, and synthesis skills. External assessments show normal term-to-term variability. The slight dip in Summer 2025 aligns with known volatility in shorter or low-enrollment terms and does not represent a systemic decline. Faculty discussed the need of providing more time to develop the course final project (applied project or research paper) to the students to improve the development of their critical thinking, analytical and wider perspective through their leadership project. Overall, the data confirm that program-level learning for SLO2 is strong, stable, and improving, while also identifying structural factors that influence peak performance.</p>	<p>Improvements Implemented: (Closed the Loop): A score under the goal was observed in Fall 2024, which prompted discussion about course structure and time available for leadership projects and analytical development. Based on this review, faculty concluded that a longer instructional format could support stronger outcomes. As a result, BBA 450 was converted to a 16-week course, and this change was implemented in Spring 2025. Next Steps (Sustained Continuous Improvement) Continue semester-by-semester monitoring of Peregrine CPC results to track performance trends. Maintain the 16-week course format and evaluate its impact on future SLO2 results. Continue to review benchmark performance annually to determine whether further instructional adjustments are warranted to strengthen leadership and critical-thinking outcomes.</p>	<p>Comparison of Outbound Exam Results with the Selected Aggregate Pools</p> <table border="1"> <thead> <tr> <th>Date Range</th> <th>Number of Outbound Exams</th> </tr> </thead> <tbody> <tr> <td>Aug 15, 2024 - Dec 31, 2024</td> <td>61</td> </tr> <tr> <td>Jan 1, 2025 - May 12, 2025</td> <td>56</td> </tr> <tr> <td>May 13, 2025 - Aug 14, 2025</td> <td>13</td> </tr> <tr> <td>Aug 15, 2025 - Dec 31, 2025</td> <td>48</td> </tr> </tbody> </table>	Date Range	Number of Outbound Exams	Aug 15, 2024 - Dec 31, 2024	61	Jan 1, 2025 - May 12, 2025	56	May 13, 2025 - Aug 14, 2025	13	Aug 15, 2025 - Dec 31, 2025	48
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<p>SLO3 New Measure– Solve problems using decision-making tools and theories. This outcome is assessed through the Capstone Case Analysis in BBA 490C. Program benchmark: Mean score of 80% or higher.</p>	<p>This is a summative, direct, and internal assessment using a standardized capstone case rubric. Data are collected each semester and aggregated for program-level analysis.</p>	<p>Fall 2025 Results: Mean score: 87% Sample size: n = 15 The program has exceeded the 80% benchmark. Performance has shown a sustained upward trend since Spring 2024. Scores improved from below benchmark levels in earlier semesters to meeting the benchmark in Fall 2024, with continued improvement into Fall 2025.</p>	<p>Key insights: Smaller class sizes improve learning outcomes. In Spring 2024, the course cap was reduced from 35 to 25 students, allowing for more individualized feedback and deeper instructional support. This change correlated with improved student performance. Course structure and time-on-task matter. On 02/13/2025, the capstone course was redesigned into a 16-week format, implemented in Fall 2025, giving students more time to develop analytical depth and apply decision-making frameworks. Overall, the data confirm that intentional course design and instructional scaffolding directly impact SLO attainment.</p>	<p>Improvements Implemented: (Closed the Loop): Reduced course enrollment cap from 35 to 25 (implemented Spring 2024). Extended the capstone course duration to a 16-week format (implemented Fall 2025). Enhanced individualized feedback and milestone-based project scaffolding. Next Steps (Sustained Continuous Improvement): Continue semester-by-semester monitoring of SLO3 performance to confirm sustainability of gains. Maintain the 25-student enrollment cap to preserve instructional quality. Conduct rubric norming sessions among capstone faculty to ensure scoring consistency. Introduce earlier formative case exercises in pre-capstone courses to strengthen readiness for analytical rigor. (BBA430 Course) Review data annually to determine whether the benchmark should be raised in future cycles due to consistently strong performance.</p>	<p>BBA 490C Capstone Case</p>										

<p>SLO4 New Measure – Discern the underpinning ethical issues in local and global business decision-making, including social responsibility, environmental sustainability, and profitability. This outcome is assessed through the Ethical Comparison Video Assignment in BBA 471C. Program benchmark: Mean score of 80% or higher.</p>	<p>This is a summative, direct, and internal assessment using a standardized ethical analysis rubric. Data are collected each semester and reviewed at the program level for trend analysis and continuous improvement.</p>	<p>Fall 2025 Results: Mean score: 71% Sample size: n = 17 Benchmark: 80% Outcome: Benchmark not met</p> <p>Longitudinal Results (from the graphic): Fall 2022: 77% (n = 13) Spring 2023: 58% (n = 15) Fall 2023: 78% (n = 22) Spring 2024: 88% (n = 12) Fall 2024: 79% (n = 30) Spring 2025: 87% (n = 10) Fall 2025: 71% (n = 17)</p> <p>Results show that the benchmark was met in Spring 2024 and Spring 2025, but not met in Fall 2025. While semester-to-semester performance is inconsistent, there is evidence of improvement in Spring terms, followed by declines in subsequent Fall terms.</p>	<p>Key findings: Performance is inconsistent across semesters, perhaps mainly because the number of students enrolled in the course has been also fluctuating (Fall 2024 - outlier). Student results fluctuate around the 80% benchmark, with strong performance in Spring 2024 (88%) and Spring 2025 (87%), but declines in Fall 2024 (79%) and Fall 2025 (71%).</p> <p>The rubric itself is adequate. A rubric review conducted in Spring 2024 confirmed that the instrument contains sufficient detail per criterion to evaluate ethical reasoning and analysis.</p> <p>Standardization efforts correlate with improved results. The first time the benchmark was met (Spring 2024) occurred immediately after the rubric review, suggesting that greater clarity and alignment in rubric use had a positive impact.</p>	<p>Improvements Implemented: Data collection for SLO4 began in Fall 2022. In Spring 2024, the lead faculty reviewed the ethical analysis rubric and confirmed that it contained sufficient detail for each criterion. Following this review, Spring 2024 results improved significantly (88%), reaching the benchmark for the first time. Performance again exceeded the benchmark in Spring 2025 (87%). Next Steps (Sustained Continuous Improvement): Continue semester-by-semester monitoring of SLO4 results to track trends. Maintain consistent rubric use across sections to reduce scoring variability. Continue reviewing performance trends as enrollment counts increase, since Fall 2024 and Fall 2025 had higher sample sizes (n = 30 and n = 17) but narrowly missed or fell below the benchmark. From the last measured period we detected the need to discuss the size of the students enrolled in the course, perhaps it should be limited to 15 students, we will analyze in our next faculty meeting that option and its implications (Feb 26th, 2026).</p>	<p style="text-align: center;">BBA 471C Ethical Comparison Video Assignment</p>  <table border="1"> <caption>BBA 471C Ethical Comparison Video Assignment Data</caption> <thead> <tr> <th>Semester</th> <th>Score (%)</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>Fall 2022</td> <td>77%</td> <td>13</td> </tr> <tr> <td>Spring 2023</td> <td>58%</td> <td>15</td> </tr> <tr> <td>Fall 2023</td> <td>78%</td> <td>22</td> </tr> <tr> <td>Spring 2024</td> <td>88%</td> <td>12</td> </tr> <tr> <td>Fall 2024</td> <td>79%</td> <td>30</td> </tr> <tr> <td>Spring 2025</td> <td>87%</td> <td>10</td> </tr> <tr> <td>Fall 2025</td> <td>71%</td> <td>17</td> </tr> </tbody> </table>	Semester	Score (%)	Sample Size (n)	Fall 2022	77%	13	Spring 2023	58%	15	Fall 2023	78%	22	Spring 2024	88%	12	Fall 2024	79%	30	Spring 2025	87%	10	Fall 2025	71%	17
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BAS in ITM

<p>SLO1 New Measure– Communicate business information professionally (oral and written). This outcome is assessed through the Oral Presentation or Internship experience in BBA 475C. Program benchmark: Mean score of 80% or higher.</p>	<p>This is a direct, summative, and internal assessment using a standardized oral presentation rubric. Data are collected each semester and reviewed at the program level.</p>	<p>Fall 2025 Results: Mean score: 100% Sample size: n = 4 Benchmark: 80% Outcome: Benchmark exceeded</p> <p>Longitudinal Results (from the graphic): Fall 2022: 0% (n = 1) Fall 2023: 79% (n = 1) Fall 2024: 100% (n = 1) Fall 2025: 100% (n = 4)</p> <p>Results indicate that the benchmark was not met in Fall 2023, but was met and exceeded in Fall 2024 and Fall 2025. The most recent results show perfect attainment of the outcome with a higher student count than in prior years.</p>	<p>Key findings include: Low enrollment significantly impacts result stability. With sample sizes of n = 1 in Fall 2022, Fall 2023, and Fall 2024, results were highly sensitive to individual student performance. Performance improved as enrollment increased. In Fall 2025, enrollment increased to n = 4, and results reached 100%, suggesting stronger and more stable outcome attainment. The Fall 2023 result (79%) narrowly missed the benchmark. This confirmed that communication skills development needed continued monitoring, particularly in a low-enrollment context. Program consolidation may be influencing enrollment trends. Three lower-performing programs (Technology Management, Administration, and Industrial Technology Management) were consolidated into the Business Management (BM) program, which likely contributed to the observed increase in student counts. Overall, the data indicate that student performance on SLO1 is improving, but small cohort sizes remain a structural limitation for long-term trend reliability.</p>	<p>Improvements Implemented: Data collection for SLO1 began in Fall 2022. Following the Fall 2023 result (79%), faculty continued using the standardized oral presentation rubric to ensure consistent evaluation across semesters. Results improved to 100% in Fall 2024 and were sustained at 100% in Fall 2025, with a higher student count in the most recent term. Next Steps (Sustained Continuous Improvement): Continue semester-by-semester monitoring of SLO1 results. Maintain use of the standardized oral presentation rubric to ensure consistency in scoring.</p>	<p style="text-align: center;">BBA 475C Oral Presentation</p>  <table border="1"> <caption>BBA 475C Oral Presentation Data</caption> <thead> <tr> <th>Semester</th> <th>Score (%)</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>Fall 2022</td> <td>0%</td> <td>1</td> </tr> <tr> <td>Fall 2023</td> <td>79%</td> <td>1</td> </tr> <tr> <td>Fall 2024</td> <td>100%</td> <td>1</td> </tr> <tr> <td>Fall 2025</td> <td>100%</td> <td>4</td> </tr> </tbody> </table>	Semester	Score (%)	Sample Size (n)	Fall 2022	0%	1	Fall 2023	79%	1	Fall 2024	100%	1	Fall 2025	100%	4
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Fall 2024	100%	1																		
Fall 2025	100%	4																		

<p>SLO2 New Measure– Recognize and solve business problems in an ethical manner. This outcome is assessed through the Ethics Critical Performance Competency (CPC) using the Peregrine national benchmark exam embedded in BBA 475C. Program benchmark: Surpass the publicly owned university average.</p>	<p>This is a summative, direct, comparative, and external assessment using the Peregrine national exam, which is administered each semester and benchmarked against national peer institutions.</p>	<p>Academic Year 2024–2025 Results: Mean score: 61.43% (≈ 61.5%) Sample size: n = 7 Outcome: Below benchmark Longitudinal Results (from the graphic): 2021–2022: 60.00% 2022–2023: 50.00% 2023–2024: 80.00% 2024–2025: 61.43%</p> <p>Results indicate that performance in 2024–2025 declined from the prior year peak (80.00%) and remains below the benchmark, although scores are higher than earlier cycles (2021–2022 and 2022–2023).</p>	<p>Key findings include: Performance shows an upward long-term trend but remains below target. While 2024–2025 results (61.43%) did not meet the benchmark, they are substantially higher than the 2022–2023 low point (50.00%) and indicate partial recovery after the 2023–2024 peak. Enrollment changes are improving data reliability. The sample size increased to n = 7 in 2024–2025, producing more stable and interpretable results than in earlier years with smaller cohorts. Program consolidation is affecting cohort composition. Three lower-performing programs (Technology Management, Administration, and Industrial Technology Management) were consolidated into the Business Management (BM) program, which likely influenced both enrollment growth and cohort preparedness. Results remain below benchmark despite enrollment growth.</p>	<p>Improvements Implemented: Data collection for this measure began in Fall 2022 and has continued annually. In Spring 2024, advisors were informed about the Business Management (BM) program and asked to promote it to increase enrollment. Enrollment increased, and counts are now consistent with the new program structure. Program consolidation was completed by merging Technology Management, Administration, and Industrial Technology Management into the BM program. Next Steps (Sustained Continuous Improvement): Continue annual monitoring of Ethics CPC results. Maintain efforts to stabilize enrollment to ensure reliable assessment data.</p>	<p>Longitudinal Comparison: Business Ethics</p> <table border="1"> <thead> <tr> <th>Date Range</th> <th>Number of Outbound Exams</th> </tr> </thead> <tbody> <tr> <td>Jul 1, 2021 - Jun 30, 2022</td> <td>9</td> </tr> <tr> <td>Jul 1, 2022 - Jun 30, 2023</td> <td>1</td> </tr> <tr> <td>Jul 1, 2023 - Jun 30, 2024</td> <td>1</td> </tr> <tr> <td>Jul 1, 2024 - Jun 30, 2025</td> <td>7</td> </tr> </tbody> </table>	Date Range	Number of Outbound Exams	Jul 1, 2021 - Jun 30, 2022	9	Jul 1, 2022 - Jun 30, 2023	1	Jul 1, 2023 - Jun 30, 2024	1	Jul 1, 2024 - Jun 30, 2025	7
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Jul 1, 2022 - Jun 30, 2023	1														
Jul 1, 2023 - Jun 30, 2024	1														
Jul 1, 2024 - Jun 30, 2025	7														

<p>New Measure SLO3 New Measure - Work well in teams, including virtual settings/BBA 360 team project. Goal: Mean 80% or above.</p>	<p>This is a direct, formative, internal assessment. Data are collected each semester and reviewed at the program level for longitudinal trend analysis.</p>	<p>Fall 2025 Results: Mean score: 99% Sample size: n = 34 Benchmark: 80% Outcome: Benchmark exceeded Longitudinal Results (from the graphic – semester-based): Spring 2023: 97% (n = 5) Summer 2023: 98% (n = 3) Fall 2023: 87% (n = 4) Spring 2024: 92% (n = 50) Summer 2024: 99% (n = 12) Fall 2024: 87% (n = 40) Spring 2025: 88% (n = 15) Summer 2025: 87% (n = 8) Fall 2025: 99% (n = 34)</p> <p>Results indicate that all semesters exceed the 80% benchmark, with performance remaining within a high and stable range (87%–99%) across all assessment periods.</p>	<p>Key findings: Students consistently exceed the benchmark. In every measured semester, mean scores remained well above the 80% standard, indicating strong attainment of teamwork competencies. Performance is high and stable over time. Scores fluctuate within a narrow range (87%–99%), reflecting normal semester-to-semester variation rather than systemic instructional issues. Larger cohorts improve data reliability. Semesters with higher enrollment (e.g., Spring 2024 n = 50; Fall 2025 n = 34) continue to show strong performance, confirming that results are not inflated by small-sample effects. Curriculum and assessment alignment is strong. Consistent benchmark attainment suggests effective alignment between teamwork expectations, instructional activities, and assessment criteria in BBA 360. Overall, the data confirm that students are consistently demonstrating strong teamwork skills, including in virtual collaboration contexts.</p>	<p>Improvements Implemented: (Closed the Loop): Data collection for this measure has been conducted each semester since Spring 2023. No corrective instructional actions were required, as results have consistently exceeded the benchmark across all terms. Next Steps (Sustained Continuous Improvement): Continue semester-by-semester monitoring of SLO3 performance in BBA 360. Revisit the potential transition to academic-year reporting after consultation (e.g., with Omar) to determine whether aggregation would improve trend clarity without reducing analytical value. Maintain the current team project design and rubric, as they are producing strong and stable outcomes.</p>	<p>BBA 360 Oral Presentation</p>
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SLO4 New Measure- Solve problems using decision-making tools and theories/BBA 475C project-based assignment. Goal: Mean 80% or above.

This is a direct, summative, internal assessment. Data collected each semester where students are enrolled. Student performance is evaluated using a standardized project evaluation rubric aligned with program learning outcomes.

Fall 2025 Results (Formal Reporting Cycle):
 Mean score: 100%
 Sample size: n = 4
 Benchmark: 80%
 Outcome: Benchmark exceeded

Spring 2025 Results (Supplemental):
 Mean score: 100%
 Sample size: n = 2
 Outcome: Benchmark exceeded (Spring results are monitored for confirmation purposes but not used as the primary AoL reporting point due to small cohort size.)

Longitudinal Results (from the graphic):
 Fall 2022: 100% (n = 1)
 Fall 2023: 86% (n = 1)
 Spring 2024: No students enrolled
 Fall 2024: 95% (n = 5)
 Spring 2025: 100% (n = 2) (supplemental)
 Fall 2025: 100% (n = 4)

Results indicate that all assessment periods exceed the program benchmark, with the most recent Fall term showing both perfect attainment and the highest student count to date. Spring 2025 results are consistent with Fall performance and further confirm strong outcome attainment, although the small cohort size limits their use for formal trend analysis.

Key findings include:
 Students consistently exceed the benchmark. In every measured term (Fall and Spring), mean scores remained above the 80% standard, indicating strong attainment of decision-making and problem-solving competencies.

Performance is stable with minimal variability. Scores fluctuate within a narrow range (86%-100%), reflecting normal year-to-year variation rather than instructional weaknesses.

Enrollment growth improves data reliability. The increase in sample size to n = 4 in Fall 2025 provides more reliable evidence of sustained outcome attainment compared to earlier terms with n = 1.

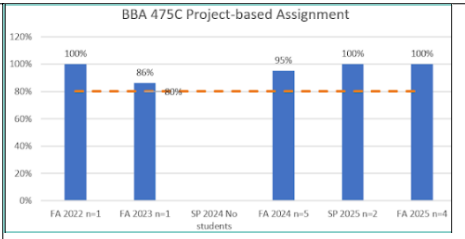
Spring results reinforce the Fall trend. Spring 2025 performance aligns with Fall outcomes, confirming that benchmark attainment is not term-specific.

Improvements Implemented: **(Closed the Loop):**
 Data collection for this measure began in Fall 2022.
 Three lower-performing programs (Technology Management, Administration, and Industrial Technology Management) were consolidated into the Business Management (BM) program.

This consolidation coincided with increased enrollment and improved data stability in Fall 2024 and Fall 2025.

Spring data were formally incorporated as supplemental monitoring evidence to validate Fall performance trends.

Next Steps (Sustained Continuous Improvement):
 Continue annual (Fall-term) monitoring of SLO4 performance in BBA 475C as the formal reporting cycle.
 Maintain Spring monitoring as supplemental confirmation of outcome stability.
 Continue efforts to stabilize and grow enrollment to improve data reliability.
 Review results annually as enrollment changes to assess the long-term viability of this measure.



SLO4 New Measure- Solve problems using decision-making tools and theories/Peregrine Management CPC (BBA 475C). Goal: To surpass publicly owned university average.

This is a summative, direct, comparative, and external assessment in the form of a national exam (Peregrine) and is administered each semester.

Academic Year 2024–2025 Results:

Mean score: 54.59%
 Sample size: n = 7
 Benchmark: 64.75%
 Outcome: Below benchmark
 Longitudinal Results (from the graphic):
 2021–2022: 50.00%
 2022–2023: 60.00%
 2023–2024: 90.00%
 2024–2025: 54.29% (≈ 54.59%)

Results indicate that performance in 2024–2025 declined from the prior-year peak (90.00%) and remains below the benchmark, although scores are higher than the 2021–2022 baseline.

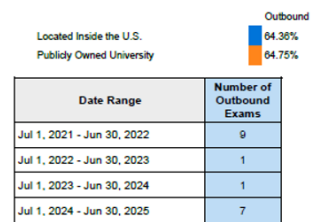
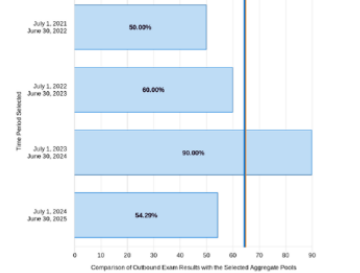
Key findings:

Performance remains below the external benchmark. The 2024–2025 mean score (54.59%) did not meet the publicly owned university benchmark (64.75%).
 Longitudinal performance shows partial recovery but instability. While results improved significantly in 2023–2024, the decline in 2024–2025 indicates that gains have not yet stabilized.
 Enrollment growth is improving data reliability. The sample size increased to n = 7, providing more stable and interpretable results than in earlier cycles with smaller cohorts.
 Program consolidation is reshaping the cohort profile. The consolidation of Technology Management, Administration, and Industrial Technology Management into the Business Management (BM) program has increased enrollment and placed greater curricular emphasis on management competencies.
 Overall, the data confirm that student performance in management remains below the desired level, despite modest long-term gains and improved data stability.

Improvements Implemented:

Data collection for this measure began in Fall 2022.
 During the 10/27/2022 department meeting, faculty identified the need to strengthen management decision-making skills.
 As a result, the six managerial decision-making steps were added to learning activities in BBA 303, the core management course for the BM program.
 This curricular improvement was implemented in Spring 2023.
 Three lower-performing programs (Technology Management, Administration, and Industrial Technology Management) were consolidated into the Business Management (BM) program, increasing enrollment and emphasizing management as a key topic area.
 Next Steps (Sustained Continuous Improvement):
 Continue annual monitoring of Management CPC results.
 Maintain the revised BBA 303 learning activities focused on managerial decision-making.
 Conduct faculty discussions to identify additional instructional strategies to improve management performance.
 Review longitudinal data to determine whether further curricular adjustments are needed to stabilize and raise performance above the benchmark.

Longitudinal Comparison: Management



BAS LSCM

SLO1 New Measure - Weekly assignment. Demonstrate a sound understanding of supply chain management foundational concepts and principles then apply these to the real world LSCM settings. This embedded weekly assignment measures student ability to apply logistics and supply chain management with a strategic mindset/BBA 435C weekly assignment. Goal: Mean ≥ 85%.

This is a summative, direct, internal assessment. Data collected each semester.

Fall 2025 Results:

Mean score: 93%
 Sample size: n = 11
 Benchmark: 85%
 Outcome: Benchmark exceeded
 Longitudinal Results (from the graphic):
 Fall 2022: 76% (n = 8)
 Spring 2023: 93% (n = 6)
 Summer 2023: 93% (n = 3)
 Fall 2023: 81% (n = 6)
 Spring 2024: Data not meaningful (course length error)
 Fall 2024: 92% (n = 8)
 Spring 2025: 93% (n = 8)
 Fall 2025: 93% (n = 11)

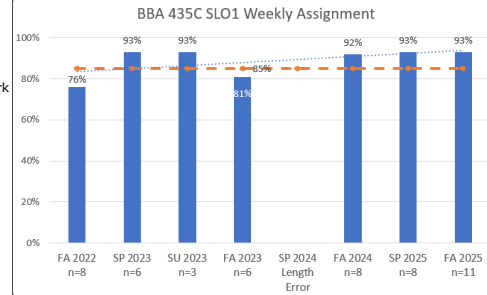
Results indicate that the benchmark was not met in Fall 2022 and Fall 2023, but was exceeded in all other meaningful terms. Since Fall 2024, performance has been consistently above the benchmark with increasing and stable student counts.

Key findings include:

Performance is trending upward and now stable above the benchmark. After early variability, results from Fall 2024, Spring 2025, and Fall 2025 show sustained performance in the low-to-mid 90% range.
 Course length has a direct impact on learning outcomes. The decline in Fall 2023 (81%) occurred during the transition from an 8-week to a 16-week format. Stronger results followed once the 16-week format was fully implemented and stabilized.
 Shortened course formats distort assessment validity. The Spring 2024 term is not meaningful for assessment because the course was mistakenly scheduled as an 8-week format instead of 16 weeks.
 Enrollment growth improves data reliability. Sample sizes increased from n = 3–6 in early cycles to n = 11 by Fall 2025, strengthening confidence in sustained outcome attainment.
 Overall, the data confirm that extended instructional time improves student performance on communication-related assignments in the LSCM capstone.

Improvements Implemented: **(Closed the Loop):**

Data collection for this measure began in Fall 2022.
 The length of BBA 435C was extended from 8 weeks to 16 weeks, and this change was implemented in Fall 2023.
 After identifying that Spring 2024 was incorrectly scheduled as an 8-week course, the error was corrected by the course scheduler for all future terms.
 Following full implementation of the 16-week format, results improved in Fall 2024 and remained above the benchmark in Spring 2025 and Fall 2025.
 Next Steps (Sustained Continuous Improvement):
 Continue term-by-term monitoring of SLO1 performance in BBA 435C.
 Maintain the 16-week course format as the standard delivery model.
 Exclude Spring 2024 from formal trend analysis due to the course-length error.
 Review longitudinal data to ensure sustained performance above the benchmark.



SLO3 New Measure - Measures total student performance on the CPCs/Logistics Total. Going forward, after the plan and LOs were reevaluated and reduced, this external assessment carried forward and is for SLO3 - Demonstrate leadership skills and scientific methods to evaluate, analyze, and improve supply chain and logistics processes, and systems, develop coherent proposals for improvement that support the strategy of the firm as well as the supply chain/Peregrine Logistics Total CPC. Goal: Surpass publicly owned university average.

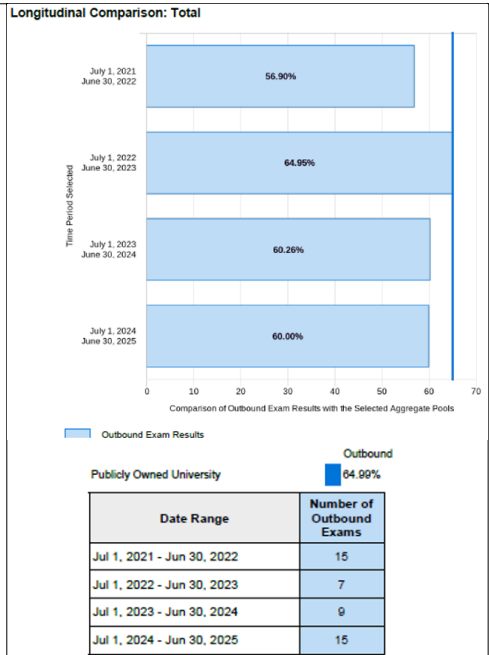
This is a summative, direct, comparative, and external assessment in the form of a national exam (Peregrine) and is administered each semester.

Academic Year 2024-2025 Results:
 Mean score: 60.00%
 Outcome: Below benchmark (65%)
 Longitudinal Results (from the graphic):
 2021-2022: 56.90%
 2022-2023: 64.95%
 2023-2024: 60.26%
 2024-2025: 60.00%

Results indicate that performance peaked in 2022-2023 and then declined in subsequent years. Although scores have remained relatively steady around 60% since 2023-2024, they are not meeting the updated benchmark.

Key findings include:
 Performance remains below the external benchmark. Student scores in the Logistics Total CPC declined from 64.95% (2022-2023) to 60.00% (2024-2025) and are currently below the updated benchmark of 65%.
 Results have stabilized but at a sub-target level. Aside from the 2022-2023 peak, performance has remained steady in the low 60% range, indicating no sustained improvement since the benchmark change.
 Instructional format changes have not yet produced measurable gains. The transition of BBA 435C from an 8-week to a 16-week format in Fall 2023 has not yet resulted in a significant increase in Logistics CPC performance.
 Course scheduling errors affected instructional continuity. In Spring 2024, BBA 435C was mistakenly scheduled as an 8-week course instead of 16 weeks. This error was corrected for all future terms, but it likely disrupted the continuity of curricular improvements.
 Overall, the data confirm that student performance in logistics remains below the desired benchmark and that recent structural changes have not yet translated into measurable gains.

Improvements Implemented:
 Data collection for this measure began in Fall 2022.
 In Fall 2023, the LSCM capstone course (BBA 435C) was extended from 8 weeks to 16 weeks to provide more time for content coverage and student comprehension.
 In Spring 2024, a scheduling error that reverted BBA 435C to an 8-week format was identified and corrected by the course scheduler.
 The corrected 16-week format was fully implemented beginning in Fall 2024.
 Next Steps (Sustained Continuous Improvement):
 Continue annual monitoring of Logistics Total CPC results.
 Maintain the 16-week format for BBA 435C to ensure instructional continuity.
 Review longitudinal data to determine whether further curricular adjustments are needed to raise performance above the benchmark.



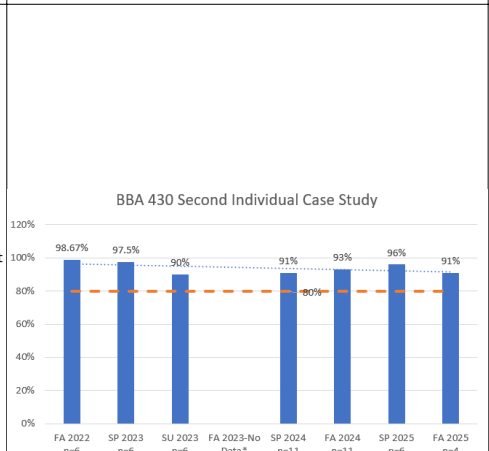
SLO2 New Measure - Evaluate the effectiveness of local and global logistics networks, including ethical, legal, and environmental impacts of logistics activities/BBA 430 second individual case study. Goal: Mean 80% or above.

This is a formative, direct, internal assessment. Data collected each semester.

Fall 2025 Results:
 Mean score: 91%
 Sample size: n = 4
 Benchmark: 80%
 Outcome: Benchmark exceeded
 Longitudinal Results (from the graphic):
 Fall 2022: 98.67% (n = 6)
 Spring 2023: 97.5% (n = 6)
 Summer 2023: 90% (n = 6)
 Fall 2023: No data (assessment removed by adjunct)
 Spring 2024: 91% (n = 11)
 Fall 2024: 93% (n = 11)
 Spring 2025: 96% (n = 6)
 Fall 2025: 91% (n = 4)
 Results indicate that although performance declined slightly from Spring 2025 (96%) to Fall 2025 (91%), student performance has consistently exceeded the 80% benchmark in all semesters where data were collected.

Key findings:
 Students consistently exceed the benchmark. In every measured term, mean scores remained well above the 80% goal, indicating strong attainment of logistics evaluation competencies.
 Performance is stable with modest variability. Scores have fluctuated within a narrow range (90%-98.67%), reflecting normal semester-to-semester variation rather than a systemic decline.
 Course-level changes directly affect assessment continuity. No data were collected in Fall 2023 because a part-time instructor eliminated the second individual case study from the course, creating a break in longitudinal tracking.
 Post-resumption performance remains strong. After evaluation resumed in Spring 2024, results remained above the benchmark with higher student counts, supporting the reliability of recent findings.
 Overall, the data confirm that student performance on this SLO is strong and consistently above target, despite minor short-term variability.

Improvements Implemented (**Closed the Loop**):
 Data collection for this measure began in Fall 2022.
 In Fall 2023, a part-time faculty member removed the Second Individual Case Study from the course, resulting in no data for that term.
 The evaluation of this indicator resumed in Spring 2024, restoring longitudinal tracking.
 Following resumption, results remained above the benchmark with higher student counts.
 Next Steps (Sustained Continuous Improvement):
 Continue semester-by-semester monitoring of student performance trends.
 Maintain inclusion of the Second Individual Case Study as a required assessment artifact.
 Monitor cohort size stability to support reliable trend interpretation.
 Review results periodically to determine whether any instructional refinements are warranted.



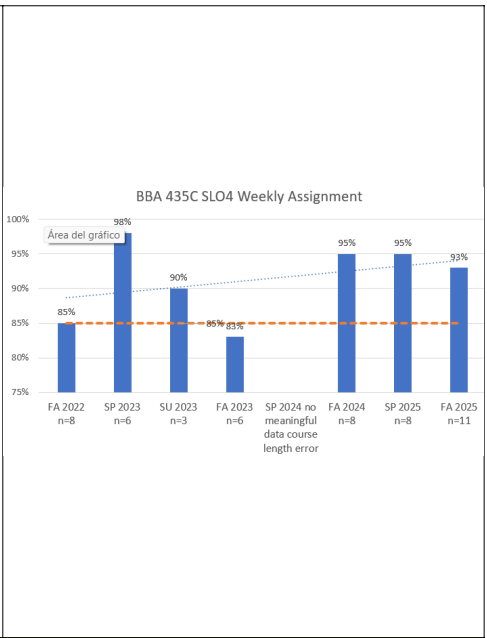
SLO4 New Measure-Weekly assignment. Communicate effectively in both written and spoken form, including communication involving the use of appropriate facilitating technologies This embedded weekly assignment measures student communication skills/BBA 435C weekly assignment. Goal: Mean 85% or above.

This is a summative, direct, internal assessment. Data collected each semester.

Fall 2025 Results:
 Mean score: 93%
 Sample size: n = 11
 Benchmark: 85%
 Outcome: Benchmark exceeded
 Longitudinal Results (from the graphic):
 Fall 2022: 85% (n = 8)
 Spring 2023: 98% (n = 6)
 Summer 2023: 90% (n = 3)
 Fall 2023: 83% (n = 6)
 Spring 2024: Data not meaningful (course length error)
 Fall 2024: 95% (n = 8)
 Spring 2025: 95% (n = 8)
 Fall 2025: 93% (n = 11)
 Results indicate that the benchmark was exceeded in all meaningful terms except Fall 2023. Since Fall 2024, performance has been consistently above the benchmark, with stable and increasing student counts.

Key findings include:
 Students consistently meet or exceed the benchmark. In all meaningful assessment periods except Fall 2023, mean scores remained at or above the 85% goal.
 Course length directly affects communication outcomes. The decline in Fall 2023 (83%) occurred during the transition from an 8-week to a 16-week format. Stronger results followed once the 16-week format was fully implemented.
 Shortened course formats distort assessment validity. Spring 2024 data are not meaningful for analysis because the course was mistakenly scheduled as an 8-week term instead of 16 weeks.
 Enrollment growth improves data reliability. Sample sizes increased from n = 3-6 in early cycles to n = 11 by Fall 2025, strengthening confidence in sustained outcome attainment.
 Overall, the data confirm that extended instructional time improves student communication performance in the LSCM capstone.

Improvements Implemented (**Closed the Loop**):
 Data collection for this measure began in Fall 2022.
 The length of BBA 435C was extended from 8 weeks to 16 weeks, and this change was implemented in Fall 2023.
 After identifying that Spring 2024 was incorrectly scheduled as an 8-week course, the error was corrected by the course scheduler for all future terms.
 Following full implementation of the 16-week format, results improved in Fall 2024 and remained above the benchmark in Spring 2025 and Fall 2025.
 Next Steps (Sustained Continuous Improvement):
 Continue semester-by-semester monitoring of SLO4 performance in BBA 435C.
 Maintain the 16-week course format as the standard delivery model.
 Exclude Spring 2024 from formal trend analysis due to the course-length error.
 Continue efforts to increase and stabilize enrollment to strengthen data reliability.



MGBA

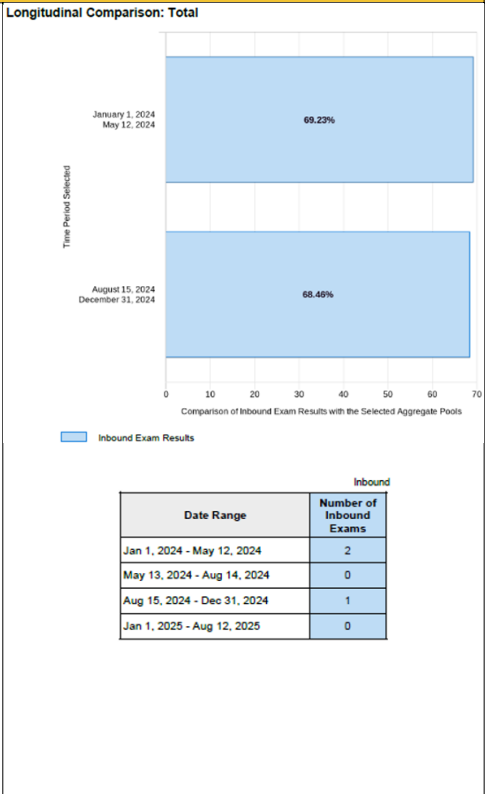
New Measure ENTRANCE-- MGBA Peregrine Entrance Exam (MGBA 500). Goal: 100% of admitted MGBA students complete the entrance exam.

This is a direct, summative, external, and comparative assessment using the Peregrine national standardized exam. The exam is administered to newly enrolled MGBA students as part of MGBA 500.

Results indicate improving but incomplete participation in the MGBA Peregrine Entrance Exam.
 Longitudinal Results (from the graphic and table):
 Fall 2023:
 3 out of 6 students completed the exam (50% completion)
 Jan 1 – May 12, 2024:
 2 students completed the exam
 Mean inbound score: 69.23%
 May 13 – Aug 14, 2024:
 0 students completed the exam
 Aug 15 – Dec 31, 2024:
 1 student completed the exam
 Mean inbound score: 68.46%
 Jan 1 – Aug 12, 2025:
 0 students completed the exam
 Summary:
 Completion rates improved from 50% in Fall 2023 to approximately 69% in early 2024 and 68% in late 2024, as shown in the longitudinal comparison chart.
 Despite improvement, the program did not meet the 100% completion goal.
 In Spring 2025, no students completed the entrance exam.

Key findings:
 Not all MGBA students are completing the entrance exam. In Fall 2023, only 3 of 6 students completed the exam. One student was a computer science student for whom the exam did not apply, and no documented reason was identified for the remaining two non-completions.
 Including the exam as a course assignment improved participation, but not fully. After the Peregrine entrance exam was added as an assignment in MGBA 500 (implemented Fall 2023), completion increased to 2 students in Spring 2024 and 1 student in Fall 2024, but participation remained inconsistent.
 Low enrollment amplifies participation volatility. With very small cohorts, each non-completion significantly affects overall completion rates and trend stability.
 Participation declined again in Spring 2025. No students completed the entrance exam in the most recent reporting period, indicating that prior improvements were not sustained.
 Overall, the data confirm that process compliance—not student capability—is the primary challenge for this measure.

Improvements Implemented (**Closed the Loop**):
 Data collection for this measure began in Fall 2023.
 In Fall 2023, the Peregrine entrance exam was added as a required assignment in MGBA 500.
 Following this change:
 Spring 2024: 2 students completed the entrance exam
 Fall 2024: 1 student completed the entrance exam
 Next Steps (Sustained Continuous Improvement):
 Continue monitoring completion rates each term.
 Reinforce that the entrance exam is a required course assignment in MGBA 500.
 Track participation by cohort to ensure all admitted students complete the exam.
 Review enrollment trends and compliance patterns to determine whether additional enforcement or procedural adjustments are needed to achieve the 100% completion goal.



<p>New Measure SLO1 Business Communication (carried forward) - Apply effective written, oral and non-verbal communications skills in a cross-culture business environment. Goal: To have all students score at least 2.5 out of 3 on the oral component in the MGBA 690 capstone project.</p>	<p>This is a direct, summative, and internal assessment. Student performance is evaluated using a standardized oral communication rubric aligned with MGBA program learning outcomes. Data are collected each term and reviewed at the program level for longitudinal trend analysis.</p>	<p>What are your current results?</p> <p>Spring 2025 Results: Mean score: 2.46</p> <p>Benchmark: 2.5</p> <p>Outcome: Slightly below benchmark</p> <p>Longitudinal Results (from the graphic): Summer 2023: 2.8 Fall 2023: 2.7 Summer 2024: 2.9 Fall 2024: 2.83 Spring 2025: 2.46</p> <p>Results indicate that performance was at or above the benchmark in all measured terms from Summer 2023 through Fall 2024, followed by a marginal decline in Spring 2025.</p>	<p>Key findings:</p> <p>Students generally meet or exceed the benchmark. In four of the five measured terms, mean scores were at or above 2.5, indicating strong oral communication performance in the capstone experience.</p> <p>A slight decline occurred in Spring 2025. The Spring 2025 result (2.46) is marginally below the benchmark and represents a deviation from the prior stable trend.</p> <p>Performance has been stable with modest variability. Scores fluctuated within a narrow range (2.7–2.9) prior to Spring 2025, reflecting normal semester-to-semester variation.</p> <p>Cohort variability may influence outcomes. Minor fluctuations appear to align with differences in cohort size and composition rather than instructional design issues.</p> <p>Overall, the data confirm that student oral communication performance is strong, with a single-term dip that requires monitoring.</p>	<p>Improvements Implemented:</p> <p>The oral communication rubric was revised to promote more consistent scoring across instructors.</p> <p>There were no students enrolled in Spring 2023, so no data were collected for that term.</p> <p>The revised rubric was implemented in Summer 2023, after which results stabilized above the benchmark.</p> <p>Next Steps (Sustained Continuous Improvement):</p> <p>Continue semester-by-semester monitoring of MGBA 690C oral communication results.</p> <p>Review whether the Spring 2025 decline represents a short-term fluctuation or an emerging trend.</p> <p>If results remain below the benchmark in future terms, initiate a targeted review of instructional and mentoring practices.</p> <p>Maintain use of the revised oral communication rubric to ensure scoring consistency.</p>	<table border="1"> <caption>MGBA 690C - Oral Communication</caption> <thead> <tr> <th>Term</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>SU 2023</td> <td>2.8</td> </tr> <tr> <td>FA 2023</td> <td>2.7</td> </tr> <tr> <td>SU 2024</td> <td>2.9</td> </tr> <tr> <td>FA 2024</td> <td>2.83</td> </tr> <tr> <td>SP 2025</td> <td>2.46</td> </tr> </tbody> </table>	Term	Mean Score	SU 2023	2.8	FA 2023	2.7	SU 2024	2.9	FA 2024	2.83	SP 2025	2.46
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FA 2024	2.83																
SP 2025	2.46																
<p>New Measure SLO1 Business Communication (carried forward) - Apply effective written, oral and non-verbal communications skills in a cross-culture business environment. Goal: To have all students score at least 2.5 out of 3 on the written component in the MGBA 690 capstone project.</p>	<p>This is a direct, summative, and internal assessment. A comprehensive capstone project that combines the business knowledge and skills learned in the MGBA degree program. Data collected each semester.</p>	<p>Spring 2025 Results: Mean score: 2.76</p> <p>Benchmark: 2.5</p> <p>Outcome: Benchmark exceeded</p> <p>Longitudinal Results (from the graphic): Summer 2023: 2.6 Fall 2023: 2.8 Summer 2024: 3.0 Fall 2024: 2.6 Spring 2025: 2.76</p> <p>Results indicate that performance has been consistently at or above the benchmark in all measured terms, with improvement in the most recent year despite normal semester-to-semester variability.</p>	<p>Key findings:</p> <p>Students consistently exceed the benchmark. In all measured terms, mean scores were at or above 2.5, indicating strong written communication performance in the capstone experience.</p> <p>Performance shows a positive recent trend. After variability between Summer 2023 and Fall 2024, results improved again in Spring 2025 (2.76).</p> <p>Variability is within an acceptable range. Scores fluctuated between 2.6 and 3.0, reflecting expected cohort differences rather than instructional weaknesses.</p> <p>Overall, the data confirm that students are performing well on the written component, with a stable and positive trend in the most recent cycle.</p>	<p>Improvements Implemented: (Closed the Loop):</p> <p>The written communication rubric was revised to promote more consistent scoring across instructors.</p> <p>This improvement was implemented in Summer 2023.</p> <p>Following rubric revision, results remained consistently above the benchmark.</p> <p>Next Steps (Sustained Continuous Improvement):</p> <p>Continue semester-by-semester monitoring of MGBA 690C written communication results.</p> <p>Maintain use of the revised written rubric to ensure scoring consistency.</p> <p>Review longitudinal data periodically to confirm sustained performance above the benchmark.</p>	<table border="1"> <caption>MGBA 690C Written Communication</caption> <thead> <tr> <th>Term</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>SU 2023</td> <td>2.6</td> </tr> <tr> <td>FA 2023</td> <td>2.8</td> </tr> <tr> <td>SU 2024</td> <td>3.0</td> </tr> <tr> <td>FA 2024</td> <td>2.6</td> </tr> <tr> <td>SP 2025</td> <td>2.76</td> </tr> </tbody> </table>	Term	Mean Score	SU 2023	2.6	FA 2023	2.8	SU 2024	3.0	FA 2024	2.6	SP 2025	2.76
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<p>New Measure SLO2 - Business Problem Solving Evaluate business problems & formulate then apply solutions based on financial & strategic info; including global business environment/MGBA 600 final project. Goal: Mean 85% or above.</p>	<p>This is a formative, direct, internal assessment. Data collected each semester that students are enrolled.</p>	<p>Spring 2025 Results: Mean score: 94% Sample size: n = 5 Benchmark: 85% Outcome: Benchmark exceeded Longitudinal Results (from the graphic): Spring 2023: 93% (n = 8) Spring 2024: 85% (n = 8) Spring 2025: 94% (n = 5) Results indicate that performance in Spring 2025 improved over Spring 2024 and remains consistently at or above the benchmark across all measured terms.</p>	<p>Key findings include: Students consistently meet or exceed the benchmark. Mean scores in all three measured terms (93%, 85%, and 94%) are at or above the 85% standard. Performance shows a positive and stable trend. After a modest decline in Spring 2024 (85%), results rebounded in Spring 2025 (94%), indicating sustained competency attainment. Year-to-year variability is limited and expected. Minor fluctuations across terms reflect normal cohort differences rather than systemic instructional issues. Overall, the data confirm that students are effectively integrating business knowledge and skills in the MGBA final project.</p>	<p>Improvements Implemented (Closed the Loop): Data collection for this measure began in Spring 2023. The course was not offered in Summer 2023 or Fall 2023, resulting in no data for those terms. Data collection resumed in Spring 2024 and continued in Spring 2025. No corrective instructional actions were required, as results have remained at or above the benchmark. Next Steps (Sustained Continuous Improvement): Continue term-by-term monitoring of MGBA 600 results when the course is offered. Maintain the current instructional and assessment approach, as it is producing strong and stable outcomes. Review longitudinal data periodically to ensure sustained performance above the benchmark.</p>	<p>MGBA 600 Final Project</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Score (%)</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Spring 2023</td> <td>93%</td> <td>8</td> </tr> <tr> <td>Spring 2024</td> <td>85%</td> <td>8</td> </tr> <tr> <td>Spring 2025</td> <td>94%</td> <td>5</td> </tr> </tbody> </table>	Term	Score (%)	n	Spring 2023	93%	8	Spring 2024	85%	8	Spring 2025	94%	5			
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<p>New Measure SLO3 - Business Teams and Leadership-Build multi-cultural teams & evaluate multi-cultural leadership in contemporary business environments, including virtual context/MGBA 560 team project. Goal: Mean 85% or above.</p>	<p>This is a formative, direct, internal assessment. Data collected each Academic Year, a change from previous Semester reporting.</p>	<p>Academic Year 2025 Results: Mean score: 96% Sample size: n = 4 Benchmark: 85% Outcome: Benchmark exceeded Longitudinal Results (from the graphic): Academic Year 2022: 96% (n = 1) Academic Year 2023: 98% (n = 7) Academic Year 2024: 99% (n = 6) Academic Year 2025: 96% (n = 4) Results indicate that student performance has consistently exceeded the benchmark across all measured academic years, with scores ranging from 96% to 99%.</p>	<p>Key findings: Students consistently exceed the benchmark. In every academic year measured, mean team project scores remained well above the 85% goal. Performance is stable with minimal variability. Scores fluctuate within a narrow range (96%-99%), indicating strong and consistent outcome attainment. Trends are positive and sustained. Longitudinal results show stable high performance rather than short-term spikes or declines. Small cohort sizes limit long-term trend reliability. Sample sizes remain modest (n = 1-7), which affects the interpretability of year-to-year variation. Overall, the data confirm that student teams perform strongly on the MGBA 560 team project, demonstrating effective collaborative and applied business competencies.</p>	<p>Improvements Implemented (Closed the Loop): Data collection for this measure began in Fall 2022. The reporting format for this metric was changed from semester-based to academic-year-based to improve sample size stability and consistency in comparisons. It was identified that no rubric was formally linked to the PLO for this assignment. Next Steps (Sustained Continuous Improvement): The lead faculty will develop a rubric aligned to the relevant Program Learning Outcome for the MGBA 560 team project. The new rubric was used beginning in Spring 2024. The impact on such rubric is positive. Continue academic-year reporting to strengthen data reliability. Maintain longitudinal monitoring to ensure sustained benchmark attainment.</p>	<p>MGBA 560 Team Project</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score (%)</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>YEAR 2022</td> <td>96%</td> <td>1</td> </tr> <tr> <td>YEAR 2023</td> <td>98%</td> <td>7</td> </tr> <tr> <td>YEAR 2024</td> <td>99%</td> <td>6</td> </tr> <tr> <td>YEAR 2025</td> <td>96%</td> <td>4</td> </tr> </tbody> </table>	Year	Score (%)	n	YEAR 2022	96%	1	YEAR 2023	98%	7	YEAR 2024	99%	6	YEAR 2025	96%	4
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New Measure EXIT - Peregrine Exit Exam. Measures total student performance on the Peregrine CPCs/MGBA 690. Goal: To surpass the publicly owned university average.

This is a direct, summative, external and comparative assessment in the form of a national exam (Peregrine). Data is collected each semester students are enrolled.

Fall 2025 Results:
 Mean score: 56.15%
 Sample size: n = 2
 Benchmark: 65.03%
 Outcome: Below benchmark

Longitudinal Results (from the graphic):
 Aug 15 – Dec 31, 2024: 46.15%
 Jan 1 – Aug 12, 2025: 66.19%
 Aug 13 – Dec 31, 2025: 56.15%

Additional Context:
 MGBA 680 was not offered in Summer 2022.
 In Fall 2022, one student abandoned the exam, resulting in no usable data.
 MGBA 680 was not offered in Spring 2023.
 Results show that performance exceeded the benchmark once in Spring 2025 (66.19%), but declined again in Fall 2025 (56.15%), remaining below the publicly owned university average in the most recent term.

Key findings:
 Results are inconsistent and mostly below target. Although the benchmark was surpassed in Spring 2025, performance declined again in Fall 2025, indicating unstable outcome attainment.
 Low participation limits result reliability. With very small cohorts (n = 2 in Fall 2025), each student's performance has a large impact on the mean score.
 Inconsistent exam administration created data gaps. The Peregrine exit exam was not administered consistently in MGBA 680 in earlier terms, resulting in missing or unusable data.
 The single-term benchmark attainment in Spring 2025 suggests that participation enforcement, not student capability alone, is a key driver of performance variability.
 Overall, the data confirm that MGBA exit exam performance is not yet stable and remains below the desired benchmark in most terms.

Improvements Implemented:
 The Peregrine exit exam was formally included as a required assignment in MGBA 680, worth 10% of the course grade.
 This decision was made at the end of Fall 2023 and implemented in Spring 2024.
 In Spring 2025, 4 students completed the exam, producing a higher count and a mean score of 66.19%, which surpassed the benchmark.
 On 02/13/2025, faculty agreed to include the Peregrine exit exam as part of graduation requirements to further improve participation.
Next Steps (Sustained Continuous Improvement):
 Continue monitoring participation and performance each term.
 Enforce the graduation requirement to stabilize exam completion rates.
 Maintain the 10% course-grade weighting for the exit exam in MGBA 680.
 Review longitudinal data to determine whether performance stabilizes above the benchmark as participation improves.
 Address low cohort size by tracking enrollment trends and their impact on outcome reliability.

