



**Division of Business
and Security Studies**

**ACBSP Fully Accredited
Updated: March 3, 2021**

Vision

The Division of Business and Security Studies at Rivier University strives to be a premiere program for producing critical thinkers who effectively apply intellectually rigorous methodologies to address global business and security concerns.

Mission Statement

The Division of Business and Security Studies of Rivier University educates students to become future leaders and productive members of the global community, who are inspired to serve the world.

Strategic Goals

- Develop and deliver comprehensive programs that prepare students to succeed in competitive global environments
- Help students understand the interconnectedness of multiple disciplines and focus their knowledge to become leaders
- Instill in students a holistic view of international business and security with an emphasis on ethics, unwavering integrity, and social responsibility
- Connect core concepts with understanding of competitive corporate intelligence, national, and international security
- Facilitate the learning process by using multimodal communications, online tools, and advanced methodologies rendered by emerging technologies
- Educate students on the intricacies of cross-cultural competence and its impact within the organization; nationally and globally
- Instill in students the values of service before self, work, dedication, and achievement

The Business Programs offered by the Division of Business and Security Studies are fully accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Accreditation Council for Business Schools and Programs
11520 West 119th Street
Overland Park, KS 66213
Phone: (913) 339-9356
Website: www.acbsp.org

The programs currently fully accredited include:

- BS in Business Administration
- BS in Business Management
- BS in Finance
- BS in Marketing
- MBA in Management
- MBA with concentration in Information Technology Management
- MBA with concentration in Marketing
- MBA in Healthcare Administration

The following programs were initiated after the most recent accreditation cycle and will undergo specific programmatic accreditation upon completion of a graduation cohort.

- BS in Cybersecurity Management
- BS in Sport Management

The BS in Homeland & International Security does not qualify for ACBSP accreditation, as fewer than 25 credits fall under the business disciplines.

In compliance with ACBSP and Council for Higher Education Accreditation (CHEA), the Division of Business and Security Studies at Rivier University is reporting the latest data on the following student achievements for each accredited program:

- Business Degree Conferrals
- Employer Mid-term Evaluation for Interns
- Employer Final Evaluation for Interns
- Mean Gain Analysis – Differences Small Glimpse - Peregrine Academic Services
- Standard 4.2 – Measurement and Analysis for Student Learning and Performance

Division of Business and Security Studies
Student Achievement Outcome Data
November 16, 2020

Business Degree Conferrals

Business Degree Conferrals - September 2020

Graduate Programs

Business Administration MBA

Health Care Administration

Information Technology Management²

Management MBA

Marketing MBA²

Total Degree Conferrals Graduate Programs

| AY20-21 ¹ | AY19-20 | AY18-19 | AY17-18 |
|----------------------|-----------|-----------|-----------|
| 0 | 0 | 1 | 5 |
| 9 | 15 | 9 | 8 |
| 0 | 0 | 0 | 0 |
| 26 | 16 | 23 | 35 |
| 0 | 0 | 0 | 0 |
| 35 | 31 | 33 | 48 |

1 As of September 2020

2 The Information Technology Management and Marketing are Concentrations, where the current database system is not capable of separating Concentrations.

Undergraduate Programs

Business Administration BS

Business Management

Cybersecurity Management³

Finance

Homeland & International Security⁴

Marketing BS

Sport Management³

Total Degree Conferrals Undergraduate Programs

| AY20-21 ¹ | AY19-20 | AY18-19 | AY17-18 |
|----------------------|-----------|-----------|-----------|
| 5 | 10 | 12 | 9 |
| 17 | 21 | 16 | 8 |
| 0 | 0 | 0 | 0 |
| 4 | 5 | 6 | 9 |
| 5 | 4 | 4 | 5 |
| 7 | 3 | 4 | 4 |
| 0 | 0 | 0 | 0 |
| 38 | 43 | 42 | 35 |

1 Anticipated by May 2021

3 The Cybersecurity Management & Sport Management programs were launched in Fall 2019 Semester. The ETA for the first cohort of graduates is expected to be in May 2022.

4 The Homeland & International Security program is a non-business program.

Employer Evaluations for Student Interns Data and Graphs

Fall 2017 – Fall 2020

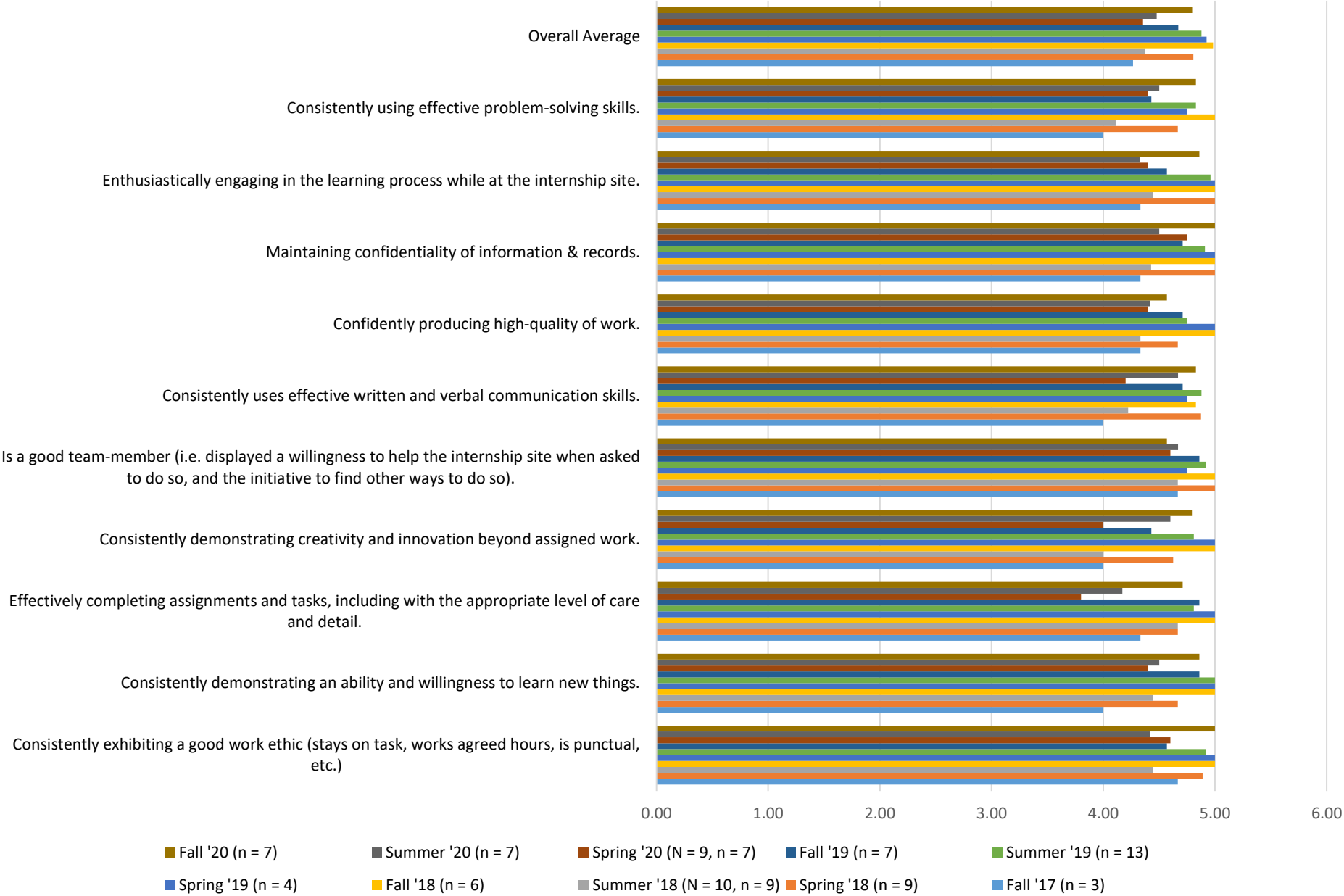
January 26, 2021

Overall Semester to Semester Employer Evaluations for Student Interns - Midterm

| Progress | Fall '17 (n = 3) | Spring '18 (n = 9) | Summer '18 (N = 10, n = 9) | Fall '18 (n = 6) | Spring '19 (n = 4) | Summer '19 (n = 13) | Fall '19 (n = 7) | Spring '20 (N = 9, n = 7) | Summer '20 (n = 7) | Fall '20 (n = 7) | Overall Mean (N = 74, n = 72) |
|---|-----------------------------|-------------------------------|---------------------------------------|-----------------------------|-------------------------------|----------------------------|-----------------------------|--------------------------------------|-------------------------------|-----------------------------|--|
| Consistently exhibiting a good work ethic (stays on task, works agreed hours, is punctual, etc.) | 4.67 | 4.89 | 4.44 | 5.00 | 5.00 | 4.92 | 4.57 | 4.60 | 4.42 | 5.00 | 4.75 |
| Consistently demonstrating an ability and willingness to learn new things. | 4.00 | 4.67 | 4.44 | 5.00 | 5.00 | 5.00 | 4.86 | 4.40 | 4.50 | 4.86 | 4.67 |
| Effectively completing assignments and tasks, including with the appropriate level of care and detail. | 4.33 | 4.67 | 4.67 | 5.00 | 5.00 | 4.81 | 4.86 | 3.80 | 4.17 | 4.71 | 4.60 |
| Consistently demonstrating creativity and innovation beyond assigned work. | 4.00 | 4.63 | 4.00 | 5.00 | 5.00 | 4.81 | 4.43 | 4.00 | 4.60 | 4.80 | 4.53 |

| | | | | | | | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------|-------------|
| Is a good team-member (i.e. displayed a willingness to help the internship site when asked to do so, and the initiative to find other ways to do so). | 4.67 | 5.00 | 4.67 | 5.00 | 4.75 | 4.92 | 4.86 | 4.60 | 4.67 | 4.57 | 4.77 |
| Consistently uses effective written and verbal communication skills. | 4.00 | 4.88 | 4.22 | 4.83 | 4.75 | 4.88 | 4.71 | 4.20 | 4.67 | 4.83 | 4.60 |
| Confidently producing high-quality of work. | 4.33 | 4.67 | 4.33 | 5.00 | 5.00 | 4.75 | 4.71 | 4.40 | 4.42 | 4.57 | 4.62 |
| Maintaining confidentiality of information & records. | 4.33 | 5.00 | 4.43 | 5.00 | 5.00 | 4.91 | 4.71 | 4.75 | 4.50 | 5.00 | 4.76 |
| Enthusiastically engaging in the learning process while at the internship site. | 4.33 | 5.00 | 4.44 | 5.00 | 5.00 | 4.96 | 4.57 | 4.40 | 4.33 | 4.86 | 4.69 |
| Consistently using effective problem-solving skills. | 4.00 | 4.67 | 4.11 | 5.00 | 4.75 | 4.83 | 4.43 | 4.40 | 4.50 | 4.83 | 4.55 |
| Overall Average | 4.27 | 4.81 | 4.38 | 4.98 | 4.93 | 4.88 | 4.67 | 4.36 | 4.48 | 4.80 | 4.65 |

Employer Midterm Evaluations on Interns - Fall '17 through Fall '20

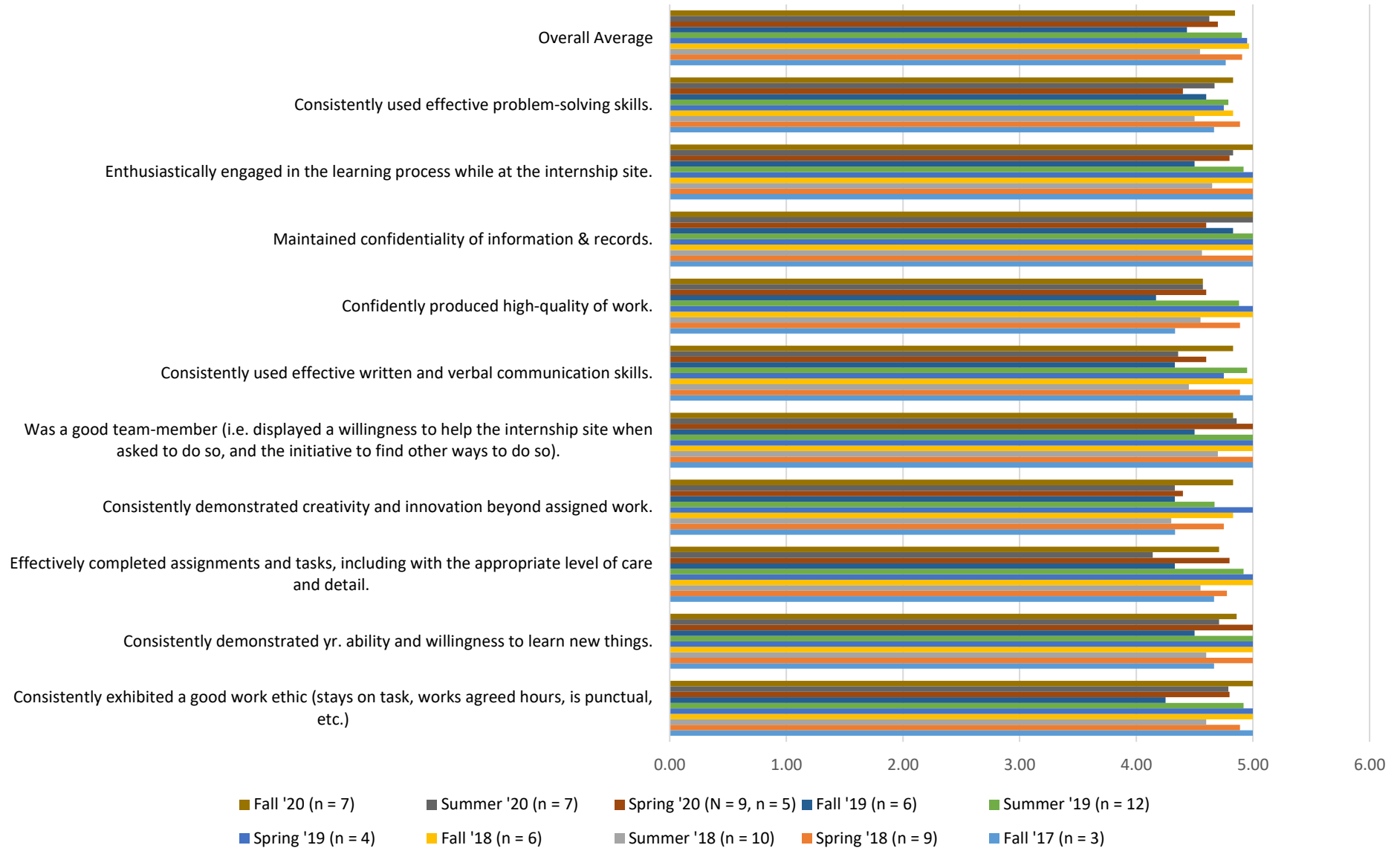


Overall Semester to Semester Employer Evaluations for Student Interns - Final

| Progress | Fall '17 (n = 3) | Spring '18 (n = 9) | Summer '18 (n = 10) | Fall '18 (n = 6) | Spring '19 (n = 4) | Summer '19 (n = 12) | Fall '19 (n = 6) | Spring '20 (N = 9, n = 5) | Summer '20 (n = 7) | Fall '20 (n = 7) | Overall Mean (N = 74, n = 72) |
|--|-----------------------------|-------------------------------|----------------------------|-----------------------------|-------------------------------|--------------------------------|-----------------------------|--------------------------------------|-------------------------------|-----------------------------|--|
| Consistently exhibited a good work ethic (stays on task, works agreed hours, is punctual, etc.) | 5.00 | 4.89 | 4.60 | 5.00 | 5.00 | 4.92 | 4.25 | 4.80 | 4.79 | 5.00 | 4.82 |
| Consistently demonstrated yr. ability and willingness to learn new things. | 4.67 | 5.00 | 4.60 | 5.00 | 5.00 | 5.00 | 4.50 | 5.00 | 4.71 | 4.86 | 4.83 |
| Effectively completed assignments and tasks, including with the appropriate level of care and detail. | 4.67 | 4.78 | 4.55 | 5.00 | 5.00 | 4.92 | 4.33 | 4.80 | 4.14 | 4.71 | 4.69 |
| Consistently demonstrated creativity and innovation beyond assigned work. | 4.33 | 4.75 | 4.30 | 4.83 | 5.00 | 4.67 | 4.33 | 4.40 | 4.33 | 4.83 | 4.58 |

| | | | | | | | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------|-------------|
| Was a good team-member (i.e. displayed a willingness to help the internship site when asked to do so, and the initiative to find other ways to do so). | 5.00 | 5.00 | 4.70 | 5.00 | 5.00 | 5.00 | 4.50 | 5.00 | 4.86 | 4.83 | 4.89 |
| Consistently used effective written and verbal communication skills. | 5.00 | 4.89 | 4.45 | 5.00 | 4.75 | 4.95 | 4.33 | 4.60 | 4.36 | 4.83 | 4.72 |
| Confidently produced high-quality of work. | 4.33 | 4.89 | 4.55 | 5.00 | 5.00 | 4.88 | 4.17 | 4.60 | 4.57 | 4.57 | 4.66 |
| Maintained confidentiality of information & records. | 5.00 | 5.00 | 4.56 | 5.00 | 5.00 | 5.00 | 4.83 | 4.60 | 5.00 | 5.00 | 4.90 |
| Enthusiastically engaged in the learning process while at the internship site. | 5.00 | 5.00 | 4.65 | 5.00 | 5.00 | 4.92 | 4.50 | 4.80 | 4.83 | 5.00 | 4.87 |
| Consistently used effective problem-solving skills. | 4.67 | 4.89 | 4.50 | 4.83 | 4.75 | 4.79 | 4.60 | 4.40 | 4.67 | 4.83 | 4.69 |
| Overall Average | 4.77 | 4.91 | 4.55 | 4.97 | 4.95 | 4.91 | 4.43 | 4.70 | 4.63 | 4.85 | 4.76 |

Employer Final Evaluations on Interns - Fall '17 through Fall '20



**Mean Gain Analysis
Differences – Glimpse**

| Figure 4.2 Mean Gain Analysis Differences – Glimpse | | | |
|--|---------------------|------------------------|-------------------|
| Area of Assessment | Rivier Gain* | ACBSP Gain* | Difference |
| Management: Human Resource Management | 14.4 | 12.2 | -2.3 |
| Legal Environment of Business | 13.8 | 11.6 | -2.2 |
| Information Management Systems | 14.4 | 12.8 | -1.6 |
| Quantitative Research Techniques and Statistics | 12.8 | 12.2 | -0.6 |
| Business Finance | 13.0 | 12.5 | -0.5 |
| Global Dimensions of Business | 12.9 | 12.6 | -0.4 |
| Business Ethics | 11.3 | 12.0 | 0.8 |
| Business Communications | 11.7 | 12.5 | 0.8 |
| *The higher the gain scores, the better the results | | | |

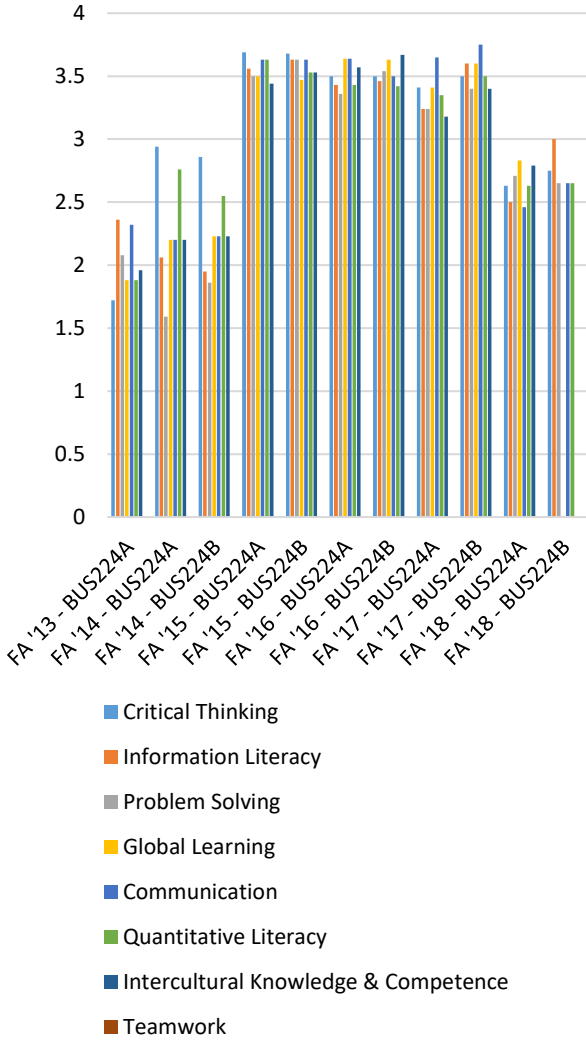
Division of Business Data for Standard 4.2 – Measurement and Analysis for Student Learning and Performance

January 29, 2020

Figure 4.2 - Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

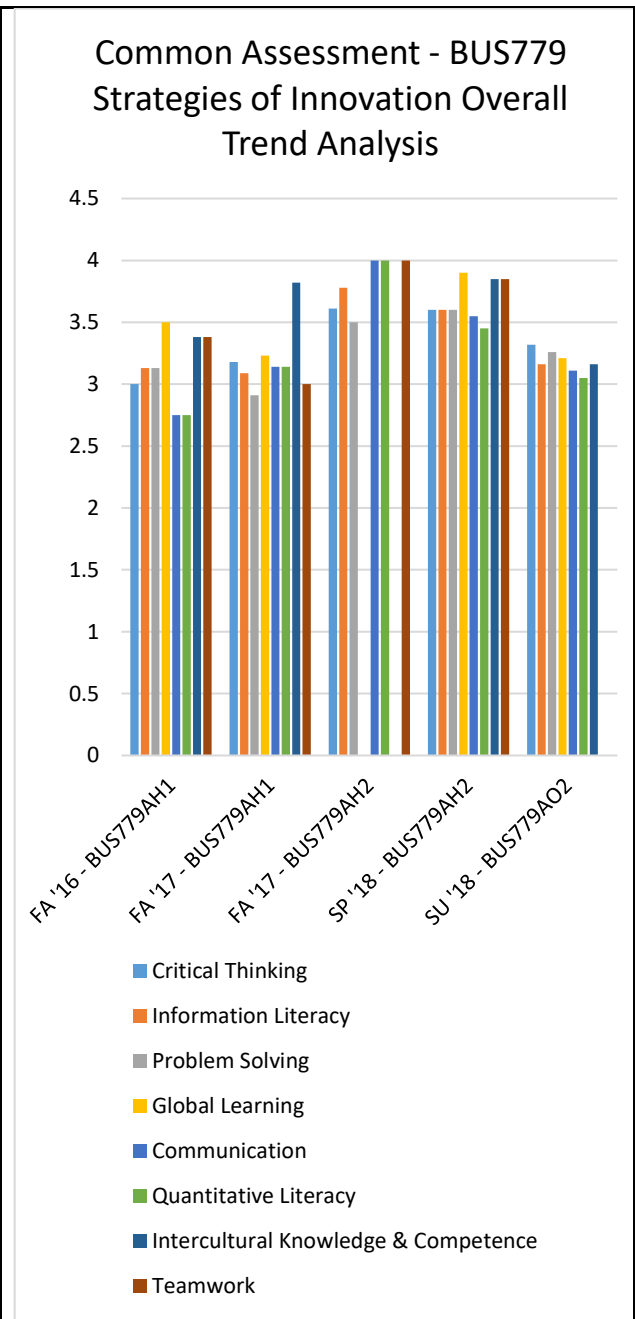
| Performance Indicator | Definition | | | | |
|------------------------------------|---|--------------------------------|--------------------------------------|---|---|
| 1. Student Learning Results | <p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of 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 between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p> | | | | |
| | | Analysis of Results | | | |
| Identified in Criterion 4.2 | Identified in Criterion 4.1 | Identified in Criterion 4.2 | | Identified in Criterion 4.4 | Identified in Criterion 4.2 |
| Measurable goal | What is your measurement instrument or process? Do not use grades. | Current Results | Analysis of Results | Action Taken or Improvement made | Insert Graphs or Tables of Resulting Trends (3-5 data points preferred) |
| What is your goal? | (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? | |

| | | | | | |
|--|---|---|--|---|--|
| <p>Common Assessment - BUS224 Principles of Macroeconomics in FA '13 - SU '19 Semesters.</p> | <p>Indirect, Formative, Internal, Comparative</p> | <p>The updated results based on the Trend Analysis are showing the following: Critical Thinking - 3.11; Information Literacy - 2.98; Problem Solving - 2.87; Global Learning - 3.04; Communication - 3.06; Quantitative Literacy - 3.03; Intercultural Knowledge & Competence - 3.00; and Teamwork - 0.00 (n/a) based on an average sample of 19.73 students. The highest and lowest variables were Critical Thinking and Problem Solving, respectively, again from the original ACBSP Self-Study Report.</p> | <p>From Fall '13 Semester to Fall '17 Semester, the BUS224 Principles of Macroeconomics course has been mainly taught by two different full-time faculty members. During the AY '17-18, the main variable the Dean determined to focus on was the Critical Thinking. The highest and lowest faculty perspectives were 3.69 and 1.72 during the FA '15 BUS224A Principles of Macroeconomics and FA '13 BUS224A Principles of Macroeconomics, respectively with an overall Trend Analysis of 2.71.</p> | <p>During this updated trend analysis from FA '13 to FA '18, the highest and lowest trend analysis have been on Problem Solving and Critical Thinking with a mean of 3.11 and 2.87, respectively. By comparison of the previous trend analysis from FA '13 to FA '17, the highest and lowest trend analysis variables were also Critical Thinking and Problem Solving with 3.20 and 2.91, respectively. The ideal Trend Analysis after the FA '18 semester was not met to be at 3.00 or higher for the Problem Solving variable. Since the Division of Business and Security Studies had decided to replace the Common Assessment with other means of assessment, such as the launch of the Peregrine Academic services (Peregrine) in the start of Academic Year '19-'20, this data analysis and interpretation for continuous improvement has come to an end. The use of Peregrine, Internship Employer Evaluations for Midterm and Final, external subject matter experts from course project will be further expanded with the somewhat similar variables (e.g., critical thinking, problem solving, communication, etc.) as a key dataset.</p> | <div data-bbox="1465 245 1938 370" data-label="Caption"> <p>Common Assessment - BUS224 Principles of Macroeconomics Overall Trend Analysis</p> </div>  |
|--|---|---|--|---|--|

| <p>Common Assessment - BUS319 Managerial Finance in FA '15 - SU '19 Semesters.</p> | <p>Indirect, Formative, Internal, Comparative</p> | <p>The updated results based on the Trend Analysis are showing the following: Critical Thinking - 3.03; Information Literacy - 3.14; Problem Solving - 3.43; Global Learning - 2.41; Communication - 3.07; Quantitative Literacy - 2.98; Intercultural Knowledge & Competence - 2.00 (n = 31); and Teamwork - 3.24 based on an average sample of 15.43 students. Other than the Intercultural Knowledge & Competence, the sample size was 108 students. The highest and lowest variables were Problem Solving (n = 108 students) and Intercultural Knowledge & Competence (n = 31), respectively.</p> | <p>From Fall '15 Semester to Fall '17 Semester, the BUS319 Managerial Finance course has been taught by one full-time faculty member. During the AY '17-18, the main variable the Dean determined to focus on was the Critical Thinking. The highest and lowest faculty perspectives were 3.64 and 2.20 during the FA '15 BUS319B Managerial Finance and FA '18 BUS319A Managerial Finance, respectively, with an overall Trend Analysis of 2.92.</p> | <p>During this updated trend analysis from FA '15 to FA '18, the highest and lowest trend analysis have been Problem Solving (n = 108) and Intercultural Knowledge & Competence (n = 31), with a mean of 3.42 and 2.00, respectively. The lowest variable with a valid sample size was Quantitative Literacy (n = 108) with an overall score of 2.98. By comparison of the previous trend analysis from FA '13 to FA '17, the highest and lowest trend analysis variables were Information Literacy (n = 77) and Critical Thinking (n = 77) with 3.43 and 3.27, respectively. The ideal trend analysis after the FA '18 semester was not met to be at 3.32 or higher for the Critical Thinking variable. Since the Division of Business and Security Studies had decided to replace the Common Assessment with other means of assessment, such as the launch of Peregrine in the start of the Academic Year '19-'20, this data analysis and interpretation for continuous improvements has come to an end. The use of Peregrine, Internship Employer Evaluations for Midterm and Final, external subject matter experts from course projects will be further expanded with the somewhat similar variables (critical thinking, problem solving, communications, etc.) as a key dataset.</p> | <h3 style="text-align: center;">Common Assessment - BUS319 Managerial Finance Overall Trend Analysis</h3> <table border="1"> <caption>Approximate data from the trend analysis chart</caption> <thead> <tr> <th>Semester</th> <th>Critical Thinking</th> <th>Information Literacy</th> <th>Problem Solving</th> <th>Global Learning</th> <th>Communication</th> <th>Quantitative Literacy</th> <th>Intercultural Knowledge & Competence</th> <th>Teamwork</th> </tr> </thead> <tbody> <tr> <td>FA '15 - BUS319A</td> <td>3.2</td> <td>3.5</td> <td>3.4</td> <td>2.4</td> <td>3.5</td> <td>3.4</td> <td>2.0</td> <td>3.2</td> </tr> <tr> <td>FA '15 - BUS319B</td> <td>3.6</td> <td>3.8</td> <td>3.4</td> <td>2.4</td> <td>3.4</td> <td>3.7</td> <td>2.0</td> <td>3.4</td> </tr> <tr> <td>FA '16 - BUS319A</td> <td>3.0</td> <td>3.5</td> <td>3.5</td> <td>2.4</td> <td>3.4</td> <td>3.3</td> <td>2.0</td> <td>3.1</td> </tr> <tr> <td>FA '16 - BUS319B</td> <td>3.4</td> <td>3.4</td> <td>3.4</td> <td>2.4</td> <td>3.3</td> <td>3.3</td> <td>2.0</td> <td>3.5</td> </tr> <tr> <td>FA '17 - BUS319A</td> <td>3.2</td> <td>2.8</td> <td>3.0</td> <td>2.2</td> <td>3.0</td> <td>3.0</td> <td>2.0</td> <td>3.8</td> </tr> <tr> <td>FA '18 - BUS319A</td> <td>2.2</td> <td>2.2</td> <td>3.1</td> <td>2.2</td> <td>2.0</td> <td>2.0</td> <td>2.0</td> <td>2.6</td> </tr> <tr> <td>FA '18 - BUS319B</td> <td>2.6</td> <td>2.6</td> <td>3.8</td> <td>2.6</td> <td>2.6</td> <td>2.0</td> <td>2.0</td> <td>3.4</td> </tr> </tbody> </table> | Semester | Critical Thinking | Information Literacy | Problem Solving | Global Learning | Communication | Quantitative Literacy | Intercultural Knowledge & Competence | Teamwork | FA '15 - BUS319A | 3.2 | 3.5 | 3.4 | 2.4 | 3.5 | 3.4 | 2.0 | 3.2 | FA '15 - BUS319B | 3.6 | 3.8 | 3.4 | 2.4 | 3.4 | 3.7 | 2.0 | 3.4 | FA '16 - BUS319A | 3.0 | 3.5 | 3.5 | 2.4 | 3.4 | 3.3 | 2.0 | 3.1 | FA '16 - BUS319B | 3.4 | 3.4 | 3.4 | 2.4 | 3.3 | 3.3 | 2.0 | 3.5 | FA '17 - BUS319A | 3.2 | 2.8 | 3.0 | 2.2 | 3.0 | 3.0 | 2.0 | 3.8 | FA '18 - BUS319A | 2.2 | 2.2 | 3.1 | 2.2 | 2.0 | 2.0 | 2.0 | 2.6 | FA '18 - BUS319B | 2.6 | 2.6 | 3.8 | 2.6 | 2.6 | 2.0 | 2.0 | 3.4 |
|--|---|---|---|--|--|-----------------------|--------------------------------------|----------------------|-----------------|-----------------|---------------|-----------------------|--------------------------------------|----------|------------------|-----|-----|-----|-----|-----|-----|-----|-----|------------------|-----|-----|-----|-----|-----|-----|-----|-----|------------------|-----|-----|-----|-----|-----|-----|-----|-----|------------------|-----|-----|-----|-----|-----|-----|-----|-----|------------------|-----|-----|-----|-----|-----|-----|-----|-----|------------------|-----|-----|-----|-----|-----|-----|-----|-----|------------------|-----|-----|-----|-----|-----|-----|-----|-----|
| Semester | Critical Thinking | Information Literacy | Problem Solving | Global Learning | Communication | Quantitative Literacy | Intercultural Knowledge & Competence | Teamwork | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FA '15 - BUS319A | 3.2 | 3.5 | 3.4 | 2.4 | 3.5 | 3.4 | 2.0 | 3.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FA '15 - BUS319B | 3.6 | 3.8 | 3.4 | 2.4 | 3.4 | 3.7 | 2.0 | 3.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FA '16 - BUS319A | 3.0 | 3.5 | 3.5 | 2.4 | 3.4 | 3.3 | 2.0 | 3.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FA '16 - BUS319B | 3.4 | 3.4 | 3.4 | 2.4 | 3.3 | 3.3 | 2.0 | 3.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FA '17 - BUS319A | 3.2 | 2.8 | 3.0 | 2.2 | 3.0 | 3.0 | 2.0 | 3.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FA '18 - BUS319A | 2.2 | 2.2 | 3.1 | 2.2 | 2.0 | 2.0 | 2.0 | 2.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FA '18 - BUS319B | 2.6 | 2.6 | 3.8 | 2.6 | 2.6 | 2.0 | 2.0 | 3.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| <p>Common Assessment - BUS560 Organizational Dynamics in FA '16 - SU '19 Semesters.</p> | <p>Indirect, Formative, Internal, Comparative</p> | <p>The updated results based on the Trend Analysis are showing the following: Critical Thinking - 3.02; Information Literacy - 2.99; Problem Solving - 3.05; Global Learning - 3.00; Communication - 3.07; Quantitative Literacy - 3.08; Intercultural Knowledge & Competence - 3.17; and Teamwork - 3.33 based on an average sample of 14.67 students. The highest and lowest variables were Teamwork (n = 57) and Information Literacy (n = 132), respectively.</p> | <p>From FA '16 Semester to SU '19 Semester, the BUS560 Organizational Dynamics course has been taught by one part-time and one full-time faculty member. Since the AY '17-'18, the main variable the Dean determined to focus on was Critical Thinking. The highest and lowest faculty perspectives were 3.60 and 2.64 during the FA '18 BUS560AO2 Organizational Dynamics and FA '16 BUS560AO2 Organizational Dynamics, respectively with an overall Trend Analysis of 2.91.</p> | <p>During this updated trend analysis from FA '13 to SU '19, the highest and lowest trend analysis variables have been on Teamwork (n = 57), and Information Literacy (n = 132), 3.44 and 2.94 respectively. By comparison of the previous trend analysis from FA '13 to FA '17, the highest and lowest trend analysis variables were also Teamwork (n = 22) and Information Literacy (n = 132) with 3.14 and 2.91, respectively. The ideal trend analysis after the SU '19 semester was met to be at 3.00 or higher for the Critical Thinking variable. Since the Division of Business and Security Studies had decided to replace the Common Assessment with other means of assessment, such as the launch of Peregrine in the start of AY '19-'20, this data analysis and interpretation for continuous improvement has come to an end. The usage of Peregrine, Internship Employer Evaluations for Midterm and Final, external subject matter experts from course projects will be further expanded with somewhat similar variables (e.g., critical thinking, problem solving, communication, etc.) as a key dataset.</p> | <h3 style="text-align: center;">Common Assessment - BUS560 Organizational Dynamics Overall Trend Analysis</h3> <table border="1"> <caption>Approximate data from the trend analysis chart</caption> <thead> <tr> <th>Semester</th> <th>Critical Thinking</th> <th>Information Literacy</th> <th>Problem Solving</th> <th>Global Learning</th> <th>Communication</th> <th>Quantitative Literacy</th> <th>Intercultural Knowledge & Competence</th> <th>Teamwork</th> </tr> </thead> <tbody> <tr><td>FA '16 - BUS560AO2</td><td>2.6</td><td>2.5</td><td>2.6</td><td>2.7</td><td>2.8</td><td>2.9</td><td>3.0</td><td>3.1</td></tr> <tr><td>FA '17 - BUS560AO2</td><td>2.7</td><td>2.6</td><td>2.7</td><td>2.8</td><td>2.9</td><td>3.0</td><td>3.1</td><td>3.2</td></tr> <tr><td>SP '18 - BUS560AH2</td><td>2.8</td><td>2.7</td><td>2.8</td><td>2.9</td><td>3.0</td><td>3.1</td><td>3.2</td><td>3.3</td></tr> <tr><td>SP '18 - BUS560AO2</td><td>2.9</td><td>2.8</td><td>2.9</td><td>3.0</td><td>3.1</td><td>3.2</td><td>3.3</td><td>3.4</td></tr> <tr><td>SU '18 - BUS560AO2</td><td>3.0</td><td>2.9</td><td>3.0</td><td>3.1</td><td>3.2</td><td>3.3</td><td>3.4</td><td>3.5</td></tr> <tr><td>FA '18 - BUS560AO1</td><td>3.1</td><td>3.0</td><td>3.1</td><td>3.2</td><td>3.3</td><td>3.4</td><td>3.5</td><td>3.6</td></tr> <tr><td>SP '19 - BUS560AO2</td><td>3.2</td><td>3.1</td><td>3.2</td><td>3.3</td><td>3.4</td><td>3.5</td><td>3.6</td><td>3.7</td></tr> <tr><td>SP '19 - BUS560AH2</td><td>3.3</td><td>3.2</td><td>3.3</td><td>3.4</td><td>3.5</td><td>3.6</td><td>3.7</td><td>3.8</td></tr> <tr><td>SU '19 - BUS560AO2</td><td>3.4</td><td>3.3</td><td>3.4</td><td>3.5</td><td>3.6</td><td>3.7</td><td>3.8</td><td>3.9</td></tr> <tr><td>SU '19 - BUS560AO1</td><td>3.5</td><td>3.4</td><td>3.5</td><td>3.6</td><td>3.7</td><td>3.8</td><td>3.9</td><td>4.0</td></tr> </tbody> </table> | Semester | Critical Thinking | Information Literacy | Problem Solving | Global Learning | Communication | Quantitative Literacy | Intercultural Knowledge & Competence | Teamwork | FA '16 - BUS560AO2 | 2.6 | 2.5 | 2.6 | 2.7 | 2.8 | 2.9 | 3.0 | 3.1 | FA '17 - BUS560AO2 | 2.7 | 2.6 | 2.7 | 2.8 | 2.9 | 3.0 | 3.1 | 3.2 | SP '18 - BUS560AH2 | 2.8 | 2.7 | 2.8 | 2.9 | 3.0 | 3.1 | 3.2 | 3.3 | SP '18 - BUS560AO2 | 2.9 | 2.8 | 2.9 | 3.0 | 3.1 | 3.2 | 3.3 | 3.4 | SU '18 - BUS560AO2 | 3.0 | 2.9 | 3.0 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | FA '18 - BUS560AO1 | 3.1 | 3.0 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | SP '19 - BUS560AO2 | 3.2 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | SP '19 - BUS560AH2 | 3.3 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.8 | SU '19 - BUS560AO2 | 3.4 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.8 | 3.9 | SU '19 - BUS560AO1 | 3.5 | 3.4 | 3.5 | 3.6 | 3.7 | 3.8 | 3.9 | 4.0 |
|---|---|---|---|---|--|-----------------------|--------------------------------------|----------------------|-----------------|-----------------|---------------|-----------------------|--------------------------------------|----------|--------------------|-----|-----|-----|-----|-----|-----|-----|-----|--------------------|-----|-----|-----|-----|-----|-----|-----|-----|--------------------|-----|-----|-----|-----|-----|-----|-----|-----|--------------------|-----|-----|-----|-----|-----|-----|-----|-----|--------------------|-----|-----|-----|-----|-----|-----|-----|-----|--------------------|-----|-----|-----|-----|-----|-----|-----|-----|--------------------|-----|-----|-----|-----|-----|-----|-----|-----|--------------------|-----|-----|-----|-----|-----|-----|-----|-----|--------------------|-----|-----|-----|-----|-----|-----|-----|-----|--------------------|-----|-----|-----|-----|-----|-----|-----|-----|
| Semester | Critical Thinking | Information Literacy | Problem Solving | Global Learning | Communication | Quantitative Literacy | Intercultural Knowledge & Competence | Teamwork | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FA '16 - BUS560AO2 | 2.6 | 2.5 | 2.6 | 2.7 | 2.8 | 2.9 | 3.0 | 3.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FA '17 - BUS560AO2 | 2.7 | 2.6 | 2.7 | 2.8 | 2.9 | 3.0 | 3.1 | 3.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SP '18 - BUS560AH2 | 2.8 | 2.7 | 2.8 | 2.9 | 3.0 | 3.1 | 3.2 | 3.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SP '18 - BUS560AO2 | 2.9 | 2.8 | 2.9 | 3.0 | 3.1 | 3.2 | 3.3 | 3.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SU '18 - BUS560AO2 | 3.0 | 2.9 | 3.0 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FA '18 - BUS560AO1 | 3.1 | 3.0 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SP '19 - BUS560AO2 | 3.2 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SP '19 - BUS560AH2 | 3.3 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SU '19 - BUS560AO2 | 3.4 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.8 | 3.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SU '19 - BUS560AO1 | 3.5 | 3.4 | 3.5 | 3.6 | 3.7 | 3.8 | 3.9 | 4.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>Common Assessment - BUS779 Strategies of Innovation in FA '16 - SU '19 Semesters.</p> | <p>Indirect, Formative, Internal, Comparative</p> | <p>The updated current results based on the Trend Analysis are showing the following: Critical Thinking - 3.38; Information Literacy - 3.35; Problem Solving - 3.33; Global Learning - 3.46; Communication - 3.37; Quantitative Literacy - 3.28; Intercultural Knowledge & Competence - 3.54; and Teamwork - 3.58 based on an average sample of 16.75 students. The two highest variables were 3.58 and 3.54 on Teamwork (n = 114) and Intercultural Knowledge & Competence (n = 134). On the other hand, the two lowest variables (both n = 134) were in Problem Solving and Quantitative Literacy with a mean of 3.33 and 3.28, respectively.</p> | <p>From FA '16 Semester to SU '19 Semester, the BUS779 Strategies of Innovation course has been taught by six different part-time faculty members. During the AY '17-18, the main variable the Dean determined to focus on was the Critical Thinking. The highest and lowest faculty perspectives remained 3.61 and 3.00 during the FA '17 BUS779AH2 Strategies of Innovation and the FA '16 BUS779AH2 Strategies of Innovation, respectively with an overall Trend Analysis of 3.31.</p> | <p>During this updated trend analysis from FA '16 to SU '19, the highest trend and lowest analysis variables have been Teamwork (n = 115) and Problem Solving (n = 134), respectively. By comparison of the previous trend analysis from FA '13 to FA '17, the highest and lowest trend analysis variables were Teamwork (n = 48) and Quantitative Literacy (n = 48) with 3.56 and 3.28, respectively. The ideal trend analysis after SU '19 semester was met to be at 3.32 or higher for the Critical Thinking variable. Since the Division of Business and Security Studies had decided to replace the Common Assessment with other means of assessment, such as the launch of Peregrine in the start of the AY '19-'20, this data analysis and interpretation for continuous improvement has come to an end. The usage of Peregrine, Internship Employer Evaluations for Midterm and Final, external subject matter experts from course projects will be expanded with somewhat similar variables (e.g., critical thinking, problem solving, communications, etc.) as a key dataset.</p> |
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| <p>Employer Mid-term Evaluation</p> | | <p>The overall Employer Midterm Evaluation for student intern results based on the Trend Analysis during the FA '17, to SU '18 Internships had an overall mean of 4.48. From FA '18 to FA '20, the overall Employer Midterm Evaluation for student inters results based on Trend Analysis is 4.68. It is important to highlight the overall score has increased 0.20 with additional students fulfilling the internship course.</p> | <p>From FA '17 Semester to SU '18 Semester, the BUS495 Internship Seminar course has been taught by the Dean, who is also referred to as a full-time faculty member. During the FY '17-'18, the main variable the Dean determined to focus on was the Critical Thinking. The highest employer perspective related to the Critical Thinking related question ("Consistently demonstrating creativity and innovation beyond assigned work") was 4.63, whereas the lowest employer perspectives were 4.00 during both FA '17 and SU '18. Since FA '18 to SU '20 Semesters, the highest and lowest of Critical Thinking variable were during the FA '18 and SP '19 (both 5.00) and SP '20 (4.00), respectively. The overall Trend Analysis is currently at 4.21.</p> | <p>During the original ACBSP Self-Study period, the highest trend analysis overall was on Teamwork related evaluation ("Is a good team member (i.e., displayed a willingness to help the internship site when asked to do so, and the initiative to find other ways to do so.)" with a mean of 4.78. The lowest has been in the area of Critical Thinking (Consistently demonstrating creativity and innovation beyond assigned work" with a mean of 4.21. The Dean and respective faculty members who have been teaching the BUS495 Internship courses have been asking questions of students during the different assessment methods (e.g., Weekly Reports, etc.) to increase the overall Critical Thinking Trend Analysis by the SU '19 Semester. By including the FA '19, SP '20, and SU '20 dataset, the overall trend analysis for Teamwork and Critical Thinking have results with an overall mean score of 4.78</p> | <h3 style="text-align: center;">Employer Midterm Evaluations on Interns - Fall '17 through Fall '20</h3> <p>The chart shows that scores are generally high, with most categories scoring between 4.5 and 5.0. The 'Overall Average' is approximately 4.78. The 'Is a good team-member...' category shows the lowest scores, around 4.21.</p> |
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|--|--|--|--|--|--|
| | | | | <p>and 4.21, respectively. The Teamwork variable has met the benchmark. However, the Critical Thinking variable has remained at 4.21. The next step is for the Dean of Business and Security Studies and the Program Director of Security Studies to share during the upcoming Division Meetings and Division Curriculum Committee meetings to brainstorm and list at least five creative ways for students to improve on the Critical Thinking variable. The new goal by the end of SU '21 Semester, is to increase the mean to 4.25 or higher. The second lowest overall variable from the Trend Analysis has been Problem Solving (Consistently using effective problem-solving skills), which has an overall mean of 4.26. Similar to the Critical Thinking variable, the goal for Problem Solving is 4.30 by the end of SU '21.</p> | |
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| <p>Employer Final Evaluation</p> | | <p>The overall Employer Final Evaluation for student intern results based on the Trend Analysis during the FA '17 to SU '18 Internships have an overall mean of 4.74. From FA '18 to FA '20, the overall Employer Final Evaluation for student intern results based on Trend Analysis is 4.77. It is important to highlight the overall score has increased 0.03 with additional students fulfilling the internship course.</p> | <p>From Fall '17 Semester to Summer '18 Semester, the BUS495 Internship Seminar course has been taught by the Dean, who is also referred to as a full-time faculty member. During the FY '17-'18, the main variable the Dean determined to focus on was Critical Thinking. The highest employer perspective related to the Critical Thinking related question ("Consistently demonstrating creativity and innovation beyond assigned work") was 5.00 during the SP '19 Semester, whereas the lowest employer perspective was 4.30 during SU '18. The overall Trend Analysis is currently at 4.65.</p> | <p>During the original ACBSP Self-Study period, the highest trend analysis overall has been on Teamwork related evaluation ("Is a good team member (i.e., displayed a willingness to help the internship site when asked to do so, and the initiative to find other ways to do so.)" with a mean of 4.78. The lowest has been in the area of Critical Thinking ("Consistently demonstrating creativity and innovation beyond assigned work") with a mean of 4.21. The ideal Trend Analysis after the FA '18, SP '19, and SU '19 semesters was to be at 4.92 (Teamwork) and 4.50 (Critical Thinking) or higher for both criteria. The Dean and respective faculty members who have been the BUS495 Internship courses have been asking questions of the students during the different assessment methods (e.g., Weekly Reports, etc.) to increase the overall Critical Thinking Trend Analysis by the end of SU '19 Semester. By including the FA '19 to FA '20 dataset, the overall trend analysis for Teamwork and Critical</p> | <h3 style="text-align: center;">Employer Final Evaluations on Interns - Fall '17 through Fall '20</h3> <p>Overall Average</p> <table border="1"> <thead> <tr> <th>Criteria</th> <th>Fall '20 (n = 7)</th> <th>Spring '20 (N = 9, n = 5)</th> <th>Summer '19 (n = 12)</th> <th>Fall '19 (n = 6)</th> <th>Spring '19 (n = 4)</th> <th>Summer '18 (n = 10)</th> </tr> </thead> <tbody> <tr> <td>Consistently used effective problem-solving skills.</td> <td>4.8</td> <td>4.7</td> <td>4.6</td> <td>4.5</td> <td>4.4</td> <td>4.3</td> </tr> <tr> <td>Enthusiastically engaged in the learning process while...</td> <td>4.8</td> <td>4.7</td> <td>4.6</td> <td>4.5</td> <td>4.4</td> <td>4.3</td> </tr> <tr> <td>Maintained confidentiality of information & records.</td> <td>4.8</td> <td>4.7</td> <td>4.6</td> <td>4.5</td> <td>4.4</td> <td>4.3</td> </tr> <tr> <td>Confidently produced high-quality of work.</td> <td>4.8</td> <td>4.7</td> <td>4.6</td> <td>4.5</td> <td>4.4</td> <td>4.3</td> </tr> <tr> <td>Consistently used effective written and verbal...</td> <td>4.8</td> <td>4.7</td> <td>4.6</td> <td>4.5</td> <td>4.4</td> <td>4.3</td> </tr> <tr> <td>Was a good team-member (i.e. displayed a...</td> <td>4.8</td> <td>4.7</td> <td>4.6</td> <td>4.5</td> <td>4.4</td> <td>4.3</td> </tr> <tr> <td>Consistently demonstrated creativity and innovation...</td> <td>4.8</td> <td>4.7</td> <td>4.6</td> <td>4.5</td> <td>4.4</td> <td>4.3</td> </tr> <tr> <td>Effectively completed assignments and tasks,...</td> <td>4.8</td> <td>4.7</td> <td>4.6</td> <td>4.5</td> <td>4.4</td> <td>4.3</td> </tr> <tr> <td>Consistently demonstrated yr. ability and willingness...</td> <td>4.8</td> <td>4.7</td> <td>4.6</td> <td>4.5</td> <td>4.4</td> <td>4.3</td> </tr> <tr> <td>Consistently exhibited a good work ethic (stays on...</td> <td>4.8</td> <td>4.7</td> <td>4.6</td> <td>4.5</td> <td>4.4</td> <td>4.3</td> </tr> </tbody> </table> <p>Legend:</p> <ul style="list-style-type: none"> Fall '20 (n = 7) Spring '20 (N = 9, n = 5) Summer '19 (n = 12) Fall '19 (n = 6) Spring '19 (n = 4) Summer '18 (n = 10) | Criteria | Fall '20 (n = 7) | Spring '20 (N = 9, n = 5) | Summer '19 (n = 12) | Fall '19 (n = 6) | Spring '19 (n = 4) | Summer '18 (n = 10) | Consistently used effective problem-solving skills. | 4.8 | 4.7 | 4.6 | 4.5 | 4.4 | 4.3 | Enthusiastically engaged in the learning process while... | 4.8 | 4.7 | 4.6 | 4.5 | 4.4 | 4.3 | Maintained confidentiality of information & records. | 4.8 | 4.7 | 4.6 | 4.5 | 4.4 | 4.3 | Confidently produced high-quality of work. | 4.8 | 4.7 | 4.6 | 4.5 | 4.4 | 4.3 | Consistently used effective written and verbal... | 4.8 | 4.7 | 4.6 | 4.5 | 4.4 | 4.3 | Was a good team-member (i.e. displayed a... | 4.8 | 4.7 | 4.6 | 4.5 | 4.4 | 4.3 | Consistently demonstrated creativity and innovation... | 4.8 | 4.7 | 4.6 | 4.5 | 4.4 | 4.3 | Effectively completed assignments and tasks,... | 4.8 | 4.7 | 4.6 | 4.5 | 4.4 | 4.3 | Consistently demonstrated yr. ability and willingness... | 4.8 | 4.7 | 4.6 | 4.5 | 4.4 | 4.3 | Consistently exhibited a good work ethic (stays on... | 4.8 | 4.7 | 4.6 | 4.5 | 4.4 | 4.3 |
|---|------------------|---|---|--|--|---------------------|------------------|---------------------------|---------------------|------------------|--------------------|---------------------|---|-----|-----|-----|-----|-----|-----|---|-----|-----|-----|-----|-----|-----|--|-----|-----|-----|-----|-----|-----|--|-----|-----|-----|-----|-----|-----|---|-----|-----|-----|-----|-----|-----|---|-----|-----|-----|-----|-----|-----|--|-----|-----|-----|-----|-----|-----|---|-----|-----|-----|-----|-----|-----|--|-----|-----|-----|-----|-----|-----|---|-----|-----|-----|-----|-----|-----|
| Criteria | Fall '20 (n = 7) | Spring '20 (N = 9, n = 5) | Summer '19 (n = 12) | Fall '19 (n = 6) | Spring '19 (n = 4) | Summer '18 (n = 10) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Consistently used effective problem-solving skills. | 4.8 | 4.7 | 4.6 | 4.5 | 4.4 | 4.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Enthusiastically engaged in the learning process while... | 4.8 | 4.7 | 4.6 | 4.5 | 4.4 | 4.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maintained confidentiality of information & records. | 4.8 | 4.7 | 4.6 | 4.5 | 4.4 | 4.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Confidently produced high-quality of work. | 4.8 | 4.7 | 4.6 | 4.5 | 4.4 | 4.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Consistently used effective written and verbal... | 4.8 | 4.7 | 4.6 | 4.5 | 4.4 | 4.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Was a good team-member (i.e. displayed a... | 4.8 | 4.7 | 4.6 | 4.5 | 4.4 | 4.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Consistently demonstrated creativity and innovation... | 4.8 | 4.7 | 4.6 | 4.5 | 4.4 | 4.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Effectively completed assignments and tasks,... | 4.8 | 4.7 | 4.6 | 4.5 | 4.4 | 4.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Consistently demonstrated yr. ability and willingness... | 4.8 | 4.7 | 4.6 | 4.5 | 4.4 | 4.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Consistently exhibited a good work ethic (stays on... | 4.8 | 4.7 | 4.6 | 4.5 | 4.4 | 4.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | | | | <p>Thinking have results with overall mean scores of 4.90 and 4.55, respectively. Both of the variables (Teamwork and Critical Thinking) have been met. The next step is for the Dean of Business and Security Studies and Program Director of Security Studies to share during upcoming Division Meetings and Division Curriculum Committee meetings to brainstorm and list at least five create ways for students to further improve on the Critical Thinking variable. The new goal by the end of SU '21 semester is to increase the mean to 4.59 or higher. The second focus variable from the Trend Analysis selected to focus on is Problem Solving ("Consistently using effective problem solving skills") has an overall mean of 4.68. Similar to Critical Thinking, the goal for Problem Solving is 4.72 by the end of SU '21.</p> | |
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| <p>Goal is to increase the overall Mean Gain Analysis compared to Rivier University students (10.50) to all ACBSP institutions (11.50)</p> | <p>Direct, External, Formative, Comparative</p> | <p>The analysis was completed by looking at "mean gain." This was determined by subtracting the scores of the freshmen from the scores of the seniors, to determine how much of a gain was made in each of the 13 areas. The initial data results for the Mean Gain Analysis by Comparing the Change of Rivier's students to all ACBSP institutions in AY '19-'20 is 10.5 and 11.5, respectively. Below is the Area of Assessment for Rivier and ALL ACBSP data results, respectively: Accounting 6.14 & 12.3; Business Communications 11.71 & 12.5; Business Ethics 11.26 & 12.0; Business Finance 12.98 & 12.50; Business Integration & Strategic Management 6.70 & 15.1; Business Leadership 8.22 & 10.80; Economics 8.06 & 11.1; Economics: Macroeconomics</p> | <p>The initial data results for the Mean Gain Analysis by Comparing the Change of Rivier's students to all ACBSP institutions in AY '19-'20 is 10.5 and 11.5, respectively. Rivier's overall students scored higher than all ACBSP in six Areas of Assessment. At the same time, Rivier's overall students scored lower than all ACBSP in eight Areas of Assessment.</p> | <p>The action taken is the initial start of using an external instrument (Peregrine) as the first dataset. The next step is to continue this assessment method for AY '20-'21 through AY '22-'23 to further determine what courses require improvement to better prepare students from freshman to end of senior year (four-year cohort). Additionally, we will continue to compare the AY'20-'21 results to initial results.</p> | |
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| | | 6.90 & 11.3; Economics: Microeconomics 9.22 & 10.8; Global Dimensions of Business 12.94 & 12.60; Information Management Systems 14.38 & 12.80; Legal Environment of Business 13.78 & 11.60; Management 8.93 & 12.30; Management: HRM 14.41 & 12.20; Management Operations/Productio n Management 10.73 & 12.60; Management Organizational Behavior 1.90 & 12.10; Marketing 8.27 & 13.20; and Quantitative Research Techniques & Statistics 12.79 & 12.20. | | | |
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| <p>The two primary areas identified consist of accounting and organizational behavior. While the general issue of "rigor," identified through the Incoming and Exiting surveys, will be addressed through Faculty Development Retreats and Division meetings, the areas of accounting and organizational behavior will be engaged by reviewing and revamping the accounting and organizational behavior courses taught by the Division of Business and Security Studies.</p> | <p>Direct, External, Summative, Comparative</p> | <p>The Mean Gain Analysis Difference is ranked from high to low. The ranking does not represent the scores of Rivier students on the initial assessment as it delineates the gain Rivier students achieved over a four-year degree program, as compared to the students all ACBSP institutions. The Areas of Assessment Rivier students gained more than all ACBSP institutions were in the following areas: Management: HRM 2.30; Legal Environment of Business 2.20; Information Management Systems 1.60; Quantitative Research Techniques & Statistics 0.60; Business Finance 0.50; and Global Dimensions of Business 0.40. The following are gained almost the same average between Rivier students and all ACBSP institutions: Business Ethics 0.80; and</p> | <p>The initial data results for the Mean Gain Analysis difference between Rivier's overall students scored gained more than all ACBSP institutions in six Areas of Assessment. There are two Areas of Assessment that both Rivier students and all ACBSP institutions that resulted with almost no differences. At the same time, Rivier's overall students Mean Gain Analysis difference lower than all ACBSP institutions in ten Areas of Assessment.</p> | <p>Two primary areas of concern have been identified consists of accounting and organizational behavior. While the general issue of "rigor," identified through the Incoming and Exiting surveys, will be addressed through Faculty Development Retreats and Division meetings, the areas of accounting and organizational behavior will be engaged by reviewing and revamping the accounting and organizational behavior courses. The next step is to continue this assessment method for AY '20-'21 through AY '22-'23 (four-year cohort) to further determine what courses required improvements to better prepare students from freshmen to end of senior year. The first data results will be compared to the upcoming AY '20-'21 results, as well. In the short term, BUS 309 Managerial Accounting will implement the following changes: 1. Ensure the course is consistent in rigor and</p> | |
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| | | <p>Business Communications 0.80. The following Areas of Assessment gained the less are the following from Rivier students compared to all ACBSP institutions:</p> <p>Economics: Microeconomics 1.60; Management: Operations/Production Management 1.90;+C33 Business Leadership 2.60; Economics 3.00; Management 3.40; Economics: Macroeconomics 4.40; Marketing 4.90; Accounting 6.20; Business Integration & Strategic Management 8.40; and Management: Organizational Behavior 10.20.</p> | | <p>content as other introductory accounting courses available at universities offering Accounting degrees, 2. Increase opportunities for continuous individual work on problems, as accounting is learned through practice and repetition, and 3. Incorporate a real case group project emphasizing sustainability to reinforce individual learning, group collaboration, and corporate social responsibility.</p> | |
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