

**Northwestern**

---

OKLAHOMA STATE UNIVERSITY

DIVISION OF BUSINESS

**AY 2016-2017  
ASSESSMENT REPORT**

Issued: Spring 2018

Amended Spring 2019

The Peregrine Academic Services Assessment Test (PAS) became the standardized instrument for assessing student learning outcomes and progress beginning in AY14-15. Because of the changing of the assessment instrument, some long-term data trends have not yet been established.

Switching to the PAS had several benefits. First, the ACBSP Common Professional Component (CPC) is more easily assessed using the PAS. Second, benchmarking against other ACBSP schools similar to NWOSU is available. Third, a pretest/post-test comparison is available. Fourth, raw data is easily collected in different cohorts so that trends that evolve by campus, semester graduated, major program, minor program, or student classification can be made. Last, raw data is easily accessible on demand from the publisher's website.

**Program Outcomes for All Division of Business**

**1. Graduating students should have basic knowledge of the 12 disciplines of the ACBSP Undergraduate Common Professional Component.**

During the MGMT 4433 Business Policy course the students will take the Peregrine Academic Services Assessment Test (PAS).

**Measure 1**

Analysis of Results																	
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
60% of the students will score above the 50 <sup>th</sup> percentile on the PAS	Peregrine Assessment Test  Direct External Summative Comparative	Performance is below target. No detectable pattern can be observed.	Three years of data indicate that students are performing consistently below expectations.  In the OK educational environment in which OK ranks 47 <sup>th</sup> on educational quality, expectations that students at NWOSU will score above a 50 percentile seems unreasonable.	Review the target setting and set a level of measurement that is reasonable for a local, regional university that services rural Oklahoma to attain in a national ranking. The goal has not been close to being met in 3 yrs.	<table border="1"> <caption>Graph Data</caption> <thead> <tr> <th>Year</th> <th>% At or above 50th Percentile</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>32%</td> <td>60%</td> </tr> <tr> <td>15-16</td> <td>18%</td> <td>60%</td> </tr> <tr> <td>16-17</td> <td>27%</td> <td>60%</td> </tr> </tbody> </table>	Year	% At or above 50th Percentile	Target	14-15	32%	60%	15-16	18%	60%	16-17	27%	60%
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**1. Graduating students should have basic knowledge of the 12 disciplines of the ACBSP Undergraduate Common Professional Component.**

During the MGMT 4433 Business Policy course the students will take the Peregrine Academic Services Assessment Test (PAS).

**Measure 2**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
The institution mean PAS score will be above the ACBSP Region 6 institutions.	Peregrine Assessment Test  Direct External Summative Comparative	Performance is below target but consistent.	Performance has been consistent at a mark slightly below the target amount.  As review of curriculum and pedagogy continue and stability within faculty, improvements should be attainable.	SLOs and team projects have been implemented to help improve this performance. To date, no measureable impact can be detected. Other processes and instruments may be developed to improve scores.	<table border="1"> <caption>Mean PAS Score and Target Trends (14-15 to 16-17)</caption> <thead> <tr> <th>Year</th> <th>NWOSU Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>47</td> <td>50</td> </tr> <tr> <td>15-16</td> <td>46</td> <td>50</td> </tr> <tr> <td>16-17</td> <td>45</td> <td>50</td> </tr> </tbody> </table>	Year	NWOSU Score	Target Score	14-15	47	50	15-16	46	50	16-17	45	50
Year	NWOSU Score	Target Score															
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During the MGMT 4433 Business Policy course the students will take the Peregrine Academic Services Assessment Test (PAS).

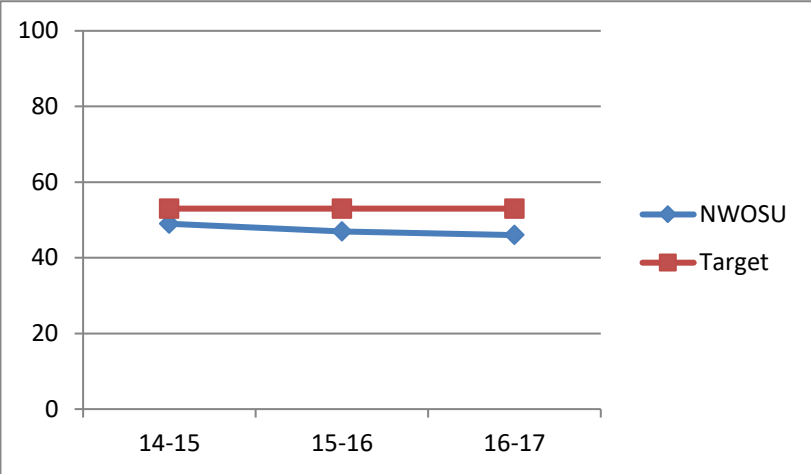
**Measure 3**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
The institution mean PAS score will be above all ACBSP institutions.	Peregrine Assessment Test  Direct External Summative Comparative	Performance is below target but consistent.	In the OK educational environment in which OK ranks 47 <sup>th</sup> on educational quality, expectations that students at NWOSU will score above a 50 percentile seems unreasonable.	SLOs and team projects have been implemented to help improve this performance. To date, no measureable impact can be detected. Other processes and instruments may be developed to improve scores	<table border="1"> <caption>Mean PAS Score and Target Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>48</td> <td>53</td> </tr> <tr> <td>15-16</td> <td>47</td> <td>53</td> </tr> <tr> <td>16-17</td> <td>46</td> <td>53</td> </tr> </tbody> </table>	Year	NWOSU Score	Target Score	14-15	48	53	15-16	47	53	16-17	46	53
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**1. Graduating students should have basic knowledge of the 12 disciplines of the ACBSP Undergraduate Common Professional Component.**

During the MGMT 4433 Business Policy course the students will take the Peregrine Academic Services Assessment Test (PAS).

**Measure 4**

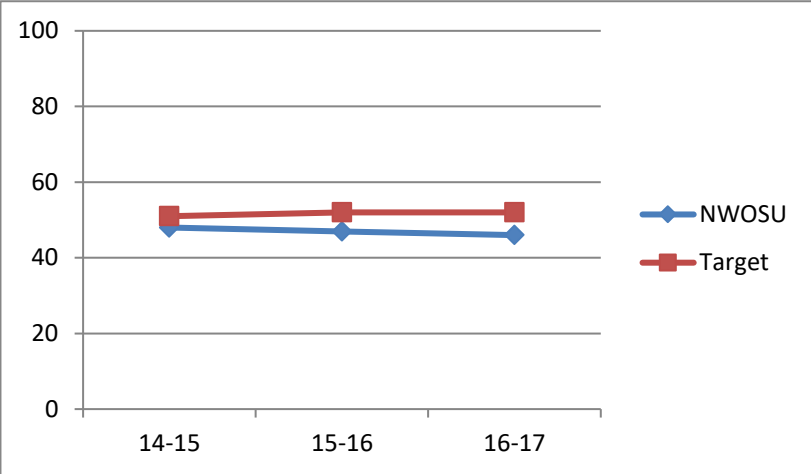
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
The institution mean PAS score will be above all publicly owned institutions.	Peregrine Assessment Test  Direct External Summative Comparative	Performance is below target but consistent.	Performance has been consistent at a mark slightly below the target amount.  As review of curriculum and pedagogy continue and stability within faculty, improvements should be attainable.  Expectations of student performance being at or higher than all publicly owned institutions is probably unattainable when considering NWOSU's financial limitations, minimal operational infrastructure support, and student body population conventions.	SLOs and team projects have been implemented to help improve this performance. To date, no measureable impact can be detected. Other processes and instruments may be developed to improve scores	 <table border="1" data-bbox="1115 435 1921 906"> <caption>Resulting Trends for 3-5 Years</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>48</td> <td>53</td> </tr> <tr> <td>15-16</td> <td>46</td> <td>53</td> </tr> <tr> <td>16-17</td> <td>45</td> <td>53</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	48	53	15-16	46	53	16-17	45	53
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**1. Graduating students should have basic knowledge of the 12 disciplines of the ACBSP Undergraduate Common Professional Component.**

During the MGMT 4433 Business Policy course the students will take the Peregrine Academic Services Assessment Test (PAS).

**Measure 5**

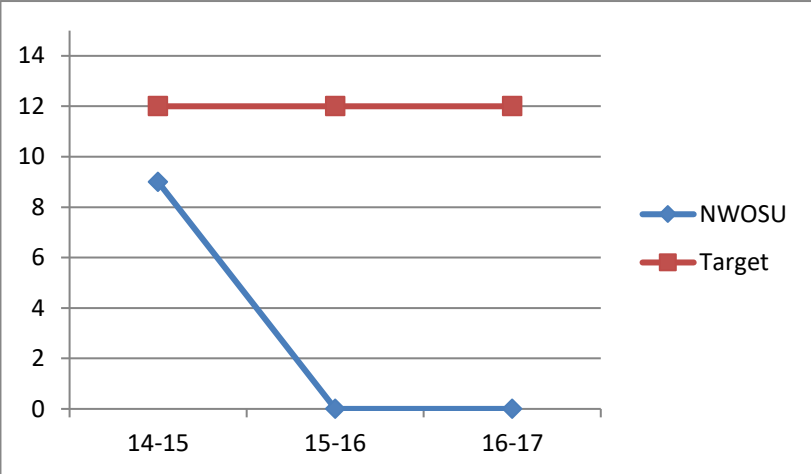
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
The institution mean PAS score will be above all US institutions.	Peregrine Assessment Test  Direct External Summative Comparative	Performance is below target but consistent.	Performance has been consistent at a mark slightly below the target amount. As review of curriculum and pedagogy continue and stability within faculty, improvements should be attainable. Expectations of student performance being at or higher than all publicly owned institutions is probably unattainable when considering NWOSU's financial limitations, minimal operational infrastructure support, and student body population conventions.	SLOs and team projects have been implemented to help improve this performance. To date, no measureable impact can be detected. Other processes and instruments may be developed to improve scores	 <table border="1" data-bbox="1115 435 1921 906"> <caption>Mean PAS Score and Target Trends (14-15 to 16-17)</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>48</td> <td>52</td> </tr> <tr> <td>15-16</td> <td>47</td> <td>52</td> </tr> <tr> <td>16-17</td> <td>46</td> <td>52</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	48	52	15-16	47	52	16-17	46	52
Year	NWOSU	Target															
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**1. Graduating students should have basic knowledge of the 12 disciplines of the ACBSP Undergraduate Common Professional Component.**

During the MGMT 4433 Business Policy course the students will take the Peregrine Academic Services Assessment Test (PAS).

**Measure 7**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
In 12 CPC indicators collectively at or above median score	Peregrine Assessment Test  Direct External Summative Comparative	Performance is below target. AY 15-16 and 16-17, no student scored high on the 12 CPC indicators.	Performance has been consistent at a mark slightly below the target amount. As review of curriculum and pedagogy continue and stability within faculty, improvements should be attainable. Expectations of student performance being at or higher than all publicly owned institutions is probably unattainable when considering NWOSU's financial limitations, minimal operational infrastructure support, and student body population conventions.	Review whether this measurements is valid or immaterial given the financial and demographic restrictions of the region.	 <table border="1" data-bbox="1115 472 1921 943"> <caption>Performance Trends for Measure 7</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>9</td> <td>12</td> </tr> <tr> <td>15-16</td> <td>0</td> <td>12</td> </tr> <tr> <td>16-17</td> <td>0</td> <td>12</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	9	12	15-16	0	12	16-17	0	12
Year	NWOSU	Target															
14-15	9	12															
15-16	0	12															
16-17	0	12															



**Program Outcomes for All Division of Business**

**2. Graduating students should have well developed communication skills.**

During GBUS 3753 Business Research students will prepare and make a presentation that will be assessed based on a faculty-approved rubric.

**Measure 1**

		<b>Analysis of Results</b>															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
80% of the students must score at or higher than acceptable on a faculty-approved rubric.	Research presentations were assessed by faculty using the Presentation Assessment Rubric (Plan Attachment 1)  Direct Formative Internal	Performance is below target and improving.	Student performance has been improved and in AY16-17 meets the target.	Continue to offer oral assignments for both individual and team assignments.  In-class discussions have been added to some courses.	<p align="center"><b>Communication Skills</b></p> <table border="1"> <caption>Communication Skills Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>68</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>70</td> <td>80</td> </tr> <tr> <td>16-17</td> <td>80</td> <td>80</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	68	80	15-16	70	80	16-17	80	80
Year	NWOSU	Target															
14-15	68	80															
15-16	70	80															
16-17	80	80															

**Program Outcomes for All Division of Business**

**2. Graduating students should have well developed communication skills.**

During MGMT 4343 *Cross-Cultural Management* students will prepare a research report using proper written communication skills based on a rubric.

**Measure 2**

		<b>Analysis of Results</b>			Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken													
80% of the students must score at or higher than acceptable on a faculty-approved rubric.	Papers were assessed using the Written Communication Assessment Rubric (Plan Attachment 2)  Direct Formative Internal	Performance is above target but falls below target in AY 16-17. Downward decline over all years.	Performance has seen a decline for two consecutive years. AY16-17 is below target.  Further review of the aggregate performance to take place in AY17-18 to see if the trend continues.	Some written assignments have been removed from some courses and replaced with oral and team assignments. Not sure if the impact of the curriculum changes has affected this downturn.	<p><b>Communication Skills</b></p> <table border="1"> <caption>Communication Skills Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>95</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>80</td> <td>80</td> </tr> <tr> <td>16-17</td> <td>70</td> <td>80</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	95	80	15-16	80	80	16-17	70	80
Year	NWOSU	Target															
14-15	95	80															
15-16	80	80															
16-17	70	80															

**Program Outcomes for All Division of Business**

**2. Graduating students should have well developed communication skills.**

During MGMT 4433 *Business Policy* students will prepare a detailed case analysis using proper written communication skills based on a rubric.

**Measure 3**

		<b>Analysis of Results</b>															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
80% of the students must score at or higher than acceptable on a faculty-approved rubric.	Detailed analyses were assessed using the Written Communication Assessment Rubric (Plan Attachment 2)  Direct Summative Internal	Performance is below target.	Small fluctuations are noted in the outcomes. A change of instructors for MGMT4433 Business Policy took place in AY16-17 and the written assignments were altered. Performance remains below the target area.	No action taken and see what long-term trend develops.	<p><b>Communication Skills</b></p> <table border="1"> <caption>Communication Skills Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>50</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>45</td> <td>80</td> </tr> <tr> <td>16-17</td> <td>50</td> <td>80</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	50	80	15-16	45	80	16-17	50	80
Year	NWOSU	Target															
14-15	50	80															
15-16	45	80															
16-17	50	80															

**Program Outcomes for All Division of Business**

**2. Graduating students should have well developed communication skills.**

During MGMT 4433 *Business Policy* course the students will prepare and make a presentation that will be assessed based on a faculty-developed rubric.

**Measure**

		<b>Analysis of Results</b>															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
80% of the students must score at or higher than acceptable on a faculty-approved rubric.	Stockholder presentations were assessed by faculty using the Presentation Assessment Rubric (Plan Attachment 1)  Direct Summative Internal	The target has been met two out of three years of measurements.	Students are consistently meeting expectations on oral presentations.  Oral communication assignments have been added to several courses across the curriculum and	Adding more oral assignments has strengthened student performance. Changing the rubric appears to result in new more beneficial data to analyze for continuous improvement.	<p><b>Communication Skills</b></p> <table border="1"> <caption>Communication Skills Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>80</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>75</td> <td>80</td> </tr> <tr> <td>16-17</td> <td>80</td> <td>80</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	80	80	15-16	75	80	16-17	80	80
Year	NWOSU	Target															
14-15	80	80															
15-16	75	80															
16-17	80	80															

**Program Outcomes for All Division of Business**

**3) Graduating students are expected to think critically.**

During MGMT 3063 Principles of Management students will prepare a case analysis demonstrating the ability to identify issues, analyze issues, develop reasonable alternatives and propose a plausible solution.

**MEASURE 1**

Analysis of Results																	
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
80% of the students will demonstrate (meet or exceed) acceptable critical thinking abilities using a faculty-approved rubric.	The assignment was assessed using the Critical Thinking Assessment Rubric (Plan Attachment 4)  Direct Formative Internal	Performance is near or below target. Slight downward trend accelerated in AY16-17.	Students have consistently performed below the target. Performance is not substantially below target amount.  Students are under-prepared for critical thinking skills prior to attending NWOSU.	Changes in curriculum has not resulted in positive outputs. Not enough time has passed to determine if the changes have had a negative impact.	<table border="1"> <caption>Performance Data for Measure 1</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>75</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>72</td> <td>80</td> </tr> <tr> <td>16-17</td> <td>68</td> <td>80</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	75	80	15-16	72	80	16-17	68	80
Year	NWOSU	Target															
14-15	75	80															
15-16	72	80															
16-17	68	80															

**Program Outcomes for All Division of Business**

**3) Graduating students are expected to think critically.**

During MGMT 4433 Business Policy students will prepare a detailed case analysis demonstrating the ability to identify issues, analyze issues, develop reasonable alternatives and propose a plausible solution.

**MEASURE 2**

Analysis of Results																	
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
80% of the students will demonstrate (meet or exceed) acceptable abilities by scoring 20 points or higher on the faculty-approved rubric	Students submitted detailed case analyses and were assessed on items 3-5, 8-9, and 11-12 of Case Analysis Assessment Rubric (Plan Attachment 3)  Direct Summative External Comparative	Performance is at or below target.	Measurements of student performance fluctuates drastically over three years of data. Drastic fluctuations reveal no trends or single cause.	More case studies and class discussions on issues should improve this performance.  Faculty demonstrating how to apply critical thinking skills is being done in some classes.  This data contradicts previous measurements.	<table border="1"> <caption>Performance Data for Measure 2</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>68</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>38</td> <td>80</td> </tr> <tr> <td>16-17</td> <td>55</td> <td>80</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	68	80	15-16	38	80	16-17	55	80
Year	NWOSU	Target															
14-15	68	80															
15-16	38	80															
16-17	55	80															



**Program Outcomes for All Division of Business**

**4) Graduating students are expected to possess knowledge of leadership principles and demonstrate teamwork skills.**

During the MRKT 3043 Principles of Marketing, the students will complete a team Simulation and associated presentation. Peer evaluation of the interpersonal communication/teamwork on the simulation team will be measured using a rubric.

**Measure 1**

		<b>Analysis of Results</b>															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
80% of the students must score at or higher than the acceptable on a faculty-approved rubric.	Peer Evaluations  Indirect Formative Internal	Performance is near target.*	No simulation is used in MRKT3043.	No simulation is used in MRKT3043.  A review of the relevance of this measurement in future assessment plans and reports needs to take place. Faculty teaching MRKT3043 varies and each uses a different approach and assignment type.	<table border="1"> <caption>Data for NWOSU Performance vs Target</caption> <thead> <tr> <th>Year</th> <th>NWOSU Performance</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>80</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>78</td> <td>80</td> </tr> <tr> <td>16-17</td> <td>82</td> <td>80</td> </tr> </tbody> </table>	Year	NWOSU Performance	Target	14-15	80	80	15-16	78	80	16-17	82	80
Year	NWOSU Performance	Target															
14-15	80	80															
15-16	78	80															
16-17	82	80															

\* Data for Fall 2015-16 was based on the use of a non-approved rubric.

**Program Outcomes for All Division of Business**

**4) Graduating students are expected to possess knowledge of leadership principles and demonstrate teamwork skills.**

During the GBUS 3953 Business, Society & Government, the students will complete a team Simulation and associated presentation. Peer evaluation of the interpersonal communication/teamwork on the simulation team will be measured using a rubric.

**Measure 2**

		<b>Analysis of Results</b>															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
80% of the students must score at or higher than the acceptable on a faculty-approved rubric.	Peer Evaluations  Indirect Formative Internal	Performance has improved consistently over 3 years. AY16-17 performance exceeds target.	Student performance has improved over the time period under review. AY16-17 performance exceeds the target. More student leadership opportunities have been introduced in other classes with team assignments and activities which may explain improvement in performance.	Ongoing review of performance will be necessary to see if this increase in ratings is sustainable.	<table border="1"> <caption>Performance Trends Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>45</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>60</td> <td>80</td> </tr> <tr> <td>16-17</td> <td>85</td> <td>80</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	45	80	15-16	60	80	16-17	85	80
Year	NWOSU	Target															
14-15	45	80															
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16-17	85	80															

### Program Outcomes for All Division of Business

**4) Graduating students are expected to possess knowledge of leadership principles and demonstrate teamwork skills.**

During the MGMT 4433 Business Policy course the students will complete a team Simulation and associated presentation. Peer evaluation of the interpersonal communication/teamwork on the simulation team will be measured using a rubric.

**Measure 3**

		Analysis of Results															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
80% of the students must score at or higher than the acceptable on a faculty-approved rubric.	Peer Evaluations  Indirect Summative Internal	Students have scored above or near target. Team work in multiple classes has improved. The reason for the decline in AY16-17 is not understood.	Team members' self-evaluations are indicating a reduction in performance. Many factors may contribute to this phenomena and long-term data is necessary before any reasonable conclusion can be made.	Monitor long-term ratings to see if the drop is an anomaly or an actual trend has begun developing. Wait for future results.	<table border="1" style="display: none;"> <caption>Graph Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>90</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>88</td> <td>80</td> </tr> <tr> <td>16-17</td> <td>78</td> <td>80</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	90	80	15-16	88	80	16-17	78	80
Year	NWOSU	Target															
14-15	90	80															
15-16	88	80															
16-17	78	80															

**Program Outcomes for All Division of Business**

**4) Graduating students are expected to possess knowledge of leadership principles and demonstrate teamwork skills.**

In MGMT 4433 Business Policy students will take the PAS assessment.

**Measure 4**

		<b>Analysis of Results</b>															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
Collectively the students in the testing cohort should be at or above the mean score	PAS Direct Summative External	Performance is near or below target.	<p>Performance remains below the target.</p> <p>Expecting students at an OK rural regional university to perform at or above the mean score may be an unreasonable target due to the OK educational environment in which OK ranks 47<sup>th</sup> on educational quality, including reading and math skills.</p>	<p>Specific areas of weakness can be addressed through targeted assignments and teaching techniques. Specific topics and sub-topics are being analyzed to determine where and how to improve results.</p>	<table border="1"> <caption>Performance Data for Measure 4</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>52</td> <td>55</td> </tr> <tr> <td>15-16</td> <td>15</td> <td>55</td> </tr> <tr> <td>16-17</td> <td>28</td> <td>55</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	52	55	15-16	15	55	16-17	28	55
Year	NWOSU	Target															
14-15	52	55															
15-16	15	55															
16-17	28	55															

**Program Outcomes for All Division of Business**

**4) Graduating students are expected to possess knowledge of leadership principles and demonstrate teamwork skills.**

In MGMT 4433 Business Policy students will take the PAS assessment.

**Measure 5**

<b>Analysis of Results</b>																	
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
<p>In the PAS Leadership score (Business or Accounting) the testing cohort frequency correct score will be higher than the ACBSP Region 6 frequency correct score.</p>	<p>PAS Direct Summative External</p>	<p>Performance is at or above target.</p>	<p>Results in the AY16-17 cohort returned to the level of the AY14-15 cohort. No major changes should take place until more data reflects what the true performance level is.</p>	<p>Follow-up for more data to see where the actual level of student performance is.</p>	<table border="1" style="display: none;"> <caption>Graph Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>50</td> <td>50</td> </tr> <tr> <td>15-16</td> <td>15</td> <td>52</td> </tr> <tr> <td>16-17</td> <td>45</td> <td>50</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	50	50	15-16	15	52	16-17	45	50
Year	NWOSU	Target															
14-15	50	50															
15-16	15	52															
16-17	45	50															

### Program Outcomes for All Division of Business

**4) Graduating students are expected to possess knowledge of leadership principles and demonstrate teamwork skills.**

In MGMT 4433 Business Policy students will take the PAS assessment.

**Measure 6**

<b>Analysis of Results</b>																	
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
The institution frequency correct score will be above the frequency correct score of all ACBSP institutions.	PAS  Direct Summative External	Performance is near, but below target.	Results are below the target amount.  Expecting NWOSU students to score above all ACBSP institutions may not be met on an ongoing basis due to the educational environment background of NWOSU majority student population, Consistency of disparity between student performance and the target score should be Considered.	Continue to monitor the results for any long-term trend. Review is this measurement is reasonable or should be altered because of the local environment from which students are from.	<table border="1" style="display: none;"> <caption>Performance Data for Measure 6</caption> <thead> <tr> <th>Year</th> <th>NWOSU Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>52</td> <td>55</td> </tr> <tr> <td>15-16</td> <td>41</td> <td>55</td> </tr> <tr> <td>16-17</td> <td>45</td> <td>55</td> </tr> </tbody> </table>	Year	NWOSU Score	Target Score	14-15	52	55	15-16	41	55	16-17	45	55
Year	NWOSU Score	Target Score															
14-15	52	55															
15-16	41	55															
16-17	45	55															

**Program Outcomes for All Division of Business**

**4) Graduating students are expected to possess knowledge of leadership principles and demonstrate teamwork skills.**

In MGMT 4433 Business Policy students will take the PAS assessment.

**Measure 7**

Analysis of Results																	
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
The institution frequency correct score will be above the frequency correct score of all Publicly Owned Universities institutions	PAS  Direct Summative External	Performance is near, but below target.	Student scores have been reasonably steady over the three years under review.  Team assignments and activities have been included in some classes for several and the outcomes of those activities seems to be steady.	Continue to monitor the outcomes for consistency and stability of outcomes. No change is necessary at this time.	<table border="1"> <caption>Data for Performance Trend Graph</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>50</td> <td>52</td> </tr> <tr> <td>15-16</td> <td>40</td> <td>52</td> </tr> <tr> <td>16-17</td> <td>45</td> <td>50</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	50	52	15-16	40	52	16-17	45	50
Year	NWOSU	Target															
14-15	50	52															
15-16	40	52															
16-17	45	50															

**Program Outcomes for All Division of Business**

**4) Graduating students are expected to possess knowledge of leadership principles and demonstrate teamwork skills.**

In MGMT 4433 Business Policy students will take the PAS assessment.

**Measure 8**

		Analysis of Results															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
The institution frequency correct score will be above the frequency correct score of all institutions inside the United States	PAS Direct Summative External	Performance is near, but below target.	<p>Student scores have been reasonably steady over the three years under review.</p> <p>Team assignments and activities have been included in some classes for several and the outcomes of those activities seems to be steady.</p>	Continue to monitor the outcomes for consistency and stability of outcomes.	<table border="1"> <caption>Data for Line Graph</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>52</td> <td>55</td> </tr> <tr> <td>15-16</td> <td>40</td> <td>52</td> </tr> <tr> <td>16-17</td> <td>45</td> <td>52</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	52	55	15-16	40	52	16-17	45	52
Year	NWOSU	Target															
14-15	52	55															
15-16	40	52															
16-17	45	52															



**Program Outcomes for All Division of Business**

**4) Graduating students are expected to possess knowledge of leadership principles and demonstrate teamwork skills.**

In MGMT 4433 Business Policy students will take the PAS assessment.

**Measure 9**

		Analysis of Results			Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)									
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)										
The institution frequency correct score will be above the frequency correct score of all institutions outside the United States.	PAS Direct Summative External	No data available for international institutions.	<p>Student scores have been reasonably steady over the three years under review.</p> <p>Team assignments and activities have been included in some classes for several and the outcomes of those activities seems to be steady.</p>	<p>Continue to monitor the outcomes for consistency and stability of outcomes.</p> <p>Consider removing this measurement from the assessment report because data from international students is not readily available for comparison.</p>	<table border="1"> <caption>Graph Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>50</td> <td>48</td> </tr> <tr> <td>15-16</td> <td>40</td> <td>52</td> </tr> </tbody> </table>	Year	NWOSU Score	Target Score	14-15	50	48	15-16	40	52
Year	NWOSU Score	Target Score												
14-15	50	48												
15-16	40	52												

**Program Outcomes for All Division of Business**

**5) Graduating students should have the ability to formulate good ethical judgments.**

The GBUS3953 Business, Society & Government course will use a simulation to verify the use of ethical decision-making processes

**Measure 1**

		<b>Analysis of Results</b>															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
80% of the students must score at or higher than acceptable on a faculty-approved rubric.	Deepwater simulation  Direct Formative External	Performance is below target.	Student scores have improved each year during the review period. A continuation to monitor and assess student scores will continue.	Follow-up next year to see if trend continues upward or if it plateaus.	<table border="1"> <caption>Performance Data for Measure 1</caption> <thead> <tr> <th>Year</th> <th>NWOSU Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>53</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>57</td> <td>80</td> </tr> <tr> <td>16-17</td> <td>58</td> <td>80</td> </tr> </tbody> </table>	Year	NWOSU Score	Target Score	14-15	53	80	15-16	57	80	16-17	58	80
Year	NWOSU Score	Target Score															
14-15	53	80															
15-16	57	80															
16-17	58	80															

**5) Graduating students should have the ability to formulate good ethical judgments.**

During MGMT 4433 *Business Policy* students will prepare a detailed case analysis demonstrating stakeholder identification, and ethical consideration, analysis and decision-making based on a rubric

**Measure 2**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
80% of the students must score at or higher than acceptable on a faculty-approved rubric.	Business Policy case analysis as assessed using Case Analysis Assessment Rubric (items 6-7 and 10-11)  Direct Summative Internal	Scores have improved slightly over the observation period.	Slight improvements have been seen in the scoring. A change of faculty of MGMT4433 took place in AY16-17. Students remain below the target. Additional case studies and assignments including these elements have been added to the curriculum.	Additional case studies have been added to various courses to help improve skills in this area.	<p style="text-align: center;"><b>Ethical Decision Making</b></p> <table border="1" style="display: none;"> <caption>Data for Ethical Decision Making Graph</caption> <thead> <tr> <th>Year</th> <th>NWOSU Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>43</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>51</td> <td>80</td> </tr> <tr> <td>16-17</td> <td>52</td> <td>80</td> </tr> </tbody> </table>	Year	NWOSU Score	Target Score	14-15	43	80	15-16	51	80	16-17	52	80
Year	NWOSU Score	Target Score															
14-15	43	80															
15-16	51	80															
16-17	52	80															

**5) Graduating students should have the ability to formulate good ethical judgments.**

In MGMT 4433 Business Policy students will take the PAS assessment.

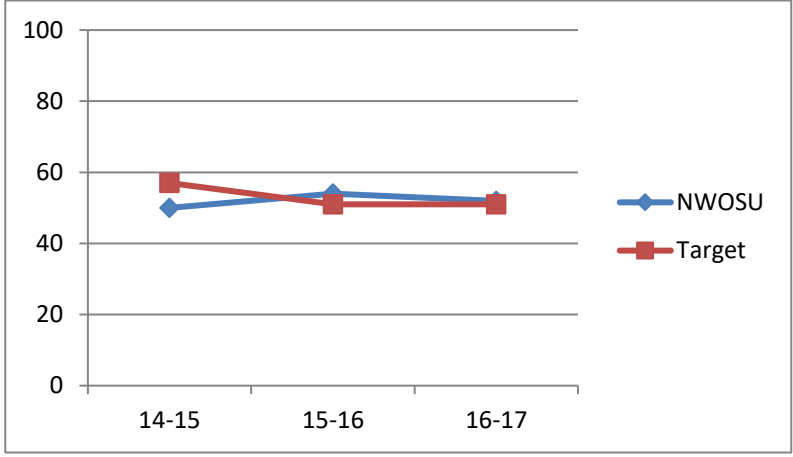
**Measure 3**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
On the Ethics section (Business or Accounting) collectively the students in the testing cohort should be at or above the 50 <sup>th</sup> percentile..	PAS  Direct Summative External	Performance is near above target.	Student scores are above the target.  Several courses include ethical analysis and decision making.	Monitor for ongoing above target performance.	<p style="text-align: center;"><b>Ethical Decision Making</b></p> <table border="1"> <caption>Ethical Decision Making Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>50</td> <td>50</td> </tr> <tr> <td>15-16</td> <td>78</td> <td>50</td> </tr> <tr> <td>16-17</td> <td>78</td> <td>50</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	50	50	15-16	78	50	16-17	78	50
Year	NWOSU	Target															
14-15	50	50															
15-16	78	50															
16-17	78	50															

**5) Graduating students should have the ability to formulate good ethical judgments.**

In MGMT 4433 Business Policy students will take the PAS assessment.

**Measure 4**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
On the Ethics section (Business or Accounting) the testing cohort frequency correct score will be higher than the ACBSP Region 6 frequency correct score	PAS  Direct Summative External	Performance is near target for three consecutive years..	Scores for NWOSU student have remained fairly steady, the PAS number has fluctuated.  Students' scores are consistent.	Faculty will continue monitoring the outcomes to see if the results hold true over several testing periods.	<p style="text-align: center;"><b>Ethical Decision Making</b></p>  <table border="1" data-bbox="1123 479 1911 933"> <caption>Ethical Decision Making Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>50</td> <td>58</td> </tr> <tr> <td>15-16</td> <td>55</td> <td>50</td> </tr> <tr> <td>16-17</td> <td>52</td> <td>50</td> </tr> </tbody> </table>	Year	NWOSU Score	Target Score	14-15	50	58	15-16	55	50	16-17	52	50
Year	NWOSU Score	Target Score															
14-15	50	58															
15-16	55	50															
16-17	52	50															

**5) Graduating students should have the ability to formulate good ethical judgments.**

In MGMT 4433 Business Policy students will take the PAS assessment.

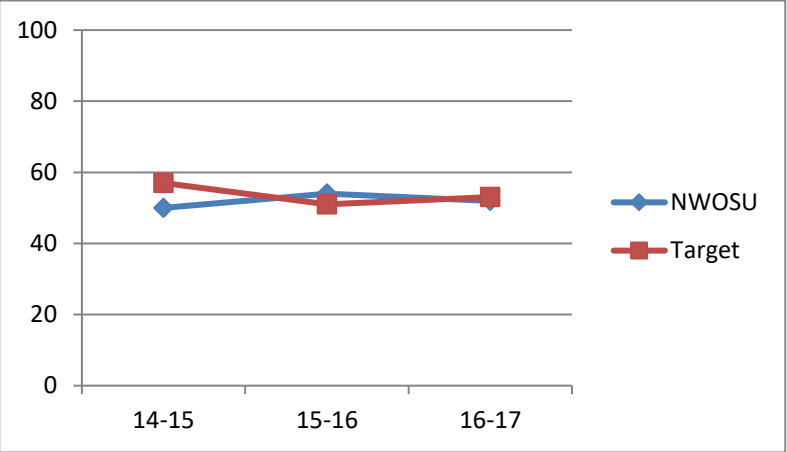
**Measure 5**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
The institution frequency correct score will be above the frequency correct score of all ACBSP institutions.	PAS  Direct Summative External	Performance is near target for three consecutive years..	Scores for NWOSU student have remained fairly steady, the PAS number has fluctuated.  Students' scores are consistent.	Faculty will continue monitoring the outcomes to see if the results hold true over several testing periods.	<p style="text-align: center;"><b>Ethical Decision Making</b></p> <table border="1"> <caption>Ethical Decision Making Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>50</td> <td>58</td> </tr> <tr> <td>15-16</td> <td>55</td> <td>52</td> </tr> <tr> <td>16-17</td> <td>52</td> <td>54</td> </tr> </tbody> </table>	Year	NWOSU Score	Target Score	14-15	50	58	15-16	55	52	16-17	52	54
Year	NWOSU Score	Target Score															
14-15	50	58															
15-16	55	52															
16-17	52	54															

**5) Graduating students should have the ability to formulate good ethical judgments.**

In MGMT 4433 Business Policy students will take the PAS assessment.

**Measure 6**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
The institution frequency correct score will be above the frequency correct score of all Publicly Owned Universities institutions	PAS  Direct Summative External	Performance is near target for three consecutive years.	Scores for NWOSU student have remained fairly steady, the PAS number has fluctuated.  Students' scores are consistent.	Faculty will continue monitoring the outcomes to see if the results hold true over several testing periods.	<p style="text-align: center;"><b>Ethical Decision Making</b></p>  <table border="1" data-bbox="1129 479 1911 928"> <caption>Ethical Decision Making Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>50</td> <td>58</td> </tr> <tr> <td>15-16</td> <td>55</td> <td>50</td> </tr> <tr> <td>16-17</td> <td>52</td> <td>53</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	50	58	15-16	55	50	16-17	52	53
Year	NWOSU	Target															
14-15	50	58															
15-16	55	50															
16-17	52	53															

**5) Graduating students should have the ability to formulate good ethical judgments.**

In MGMT 4433 Business Policy students will take the PAS assessment.

**Measure 7**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
The institution frequency correct score will be above the frequency correct score of all institutions inside the United States.	PAS Direct Summative External	Performance is near target for three consecutive years..	Scores for NWOSU student have remained fairly steady, the PAS number has fluctuated.  Students' scores are consistent.	Faculty will continue monitoring the outcomes to see if the results hold true over several testing periods.	<p style="text-align: center;"><b>Ethical Decision Making</b></p> <table border="1" style="display: none;"> <caption>Data for Ethical Decision Making Graph</caption> <thead> <tr> <th>Year</th> <th>NWOSU Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>50</td> <td>60</td> </tr> <tr> <td>15-16</td> <td>55</td> <td>55</td> </tr> <tr> <td>16-17</td> <td>52</td> <td>55</td> </tr> </tbody> </table>	Year	NWOSU Score	Target Score	14-15	50	60	15-16	55	55	16-17	52	55
Year	NWOSU Score	Target Score															
14-15	50	60															
15-16	55	55															
16-17	52	55															



**PROGRAM GOALS FOR ALL DIVISION OF BUSINESS MAJORS**

**6. Graduating students should demonstrate the necessary skill to identify, conceptualize, diagnose, evaluate, and analyze business problems.**

During the MGMT 4433 Business Policy course each student will prepare a detailed case analysis to demonstrate these abilities.

**Measure 1**

Analysis of Results																	
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
80% of the students must score at or higher than the acceptable on a faculty-approved rubric.	MGMT 4433 Case analysis assessed using Case Analysis Assessment Rubric (Plan Attachment 3)  Direct Summative Internal	Performance has been below target but improvement has been made in scores.	Scores have improved during the time frame for review.  Students were given a sample case analysis starting in Fall 2013 to better demonstrate acceptable level of performance. In prior semesters, students were simply given a description of what was expected in the case analysis.	Students will continue to receive a sample of a written case study as a guide to use. Additional written assignments in other classes are needed to help reinforce these concepts.  Some collaborative effort has been made to reach out to the English Department to coordinate goals and SLOs.	<table border="1"> <caption>Performance Data for Measure 1</caption> <thead> <tr> <th>Year</th> <th>NWOSU Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>55</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>75</td> <td>80</td> </tr> <tr> <td>16-17</td> <td>72</td> <td>80</td> </tr> </tbody> </table>	Year	NWOSU Score	Target Score	14-15	55	80	15-16	75	80	16-17	72	80
Year	NWOSU Score	Target Score															
14-15	55	80															
15-16	75	80															
16-17	72	80															

**PROGRAM GOALS FOR ACCOUNTING MAJOR**

**1. Graduating students should have appropriate accounting software skills.**

In ACCT 4133 Accounting Information Systems a computer software project with a written report would be an internal measure of the students' accounting/bookkeeping software skills

**Measure 1**

		<b>Analysis of Results</b>												
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)									
80% of the students will score at or higher than acceptable on a faculty-approved rubric	In ACCT 4133 Accounting Information Systems students complete a computer software project with a written report as assessed by Accounting/Bookkeeping Software Assessment Rubric (Plan Attachment 7)  Direct Summative Internal	No data reported for the time period.	AIS is under review for curriculum change due to a change in faculty and industry changes.	Consideration of the inclusion of this measurement in the assessment report needs to be made because there is not data available for 3 consecutive years.	<table border="1"> <caption>Performance Trends Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>80</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>-</td> <td>-</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	80	80	15-16	-	-
Year	NWOSU	Target												
14-15	80	80												
15-16	-	-												

**PROGRAM GOALS FOR ACCOUNTING MAJOR**

**1. Graduating students should have appropriate accounting software skills.**

In ACCT 3153 Cost Accounting I there will be an Excel-based project.

**Measure 2**

		Analysis of Results															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
80% of the students will score at or higher than acceptable on a faculty-approved rubric	In ACCT 3153 Cost Accounting I there will be an Excel-based project, as assessed by Accounting Student Excel Assessment Rubric (Plan Attachment 8)  Direct Summative Internal	Performance is below target but improving.*	Results are below target.  Changes in Accounting faculty have taken place and a review of the Accounting curriculum and assignments is planned.	No action to be reviewed.	<table border="1"> <caption>Performance Trends Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>62</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>64</td> <td>80</td> </tr> <tr> <td>16-17</td> <td>70</td> <td>80</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	62	80	15-16	64	80	16-17	70	80
Year	NWOSU	Target															
14-15	62	80															
15-16	64	80															
16-17	70	80															

\* Data for Fall 2014 was based, in part, on the use of a non-approved rubric.

**PROGRAM GOALS FOR ACCOUNTING MAJOR**

**1. Graduating students should have appropriate accounting software skills.**  
 In ACCT 3133 Individual Income Tax there will be an income tax software-based project.

**Measure 3**

		Analysis of Results															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
80% of the students will score at or higher than acceptable on a faculty-approved rubric	In ACCT 3133 Individual Income Tax there will be an income tax software-based project, as assessed using Income Tax Software Assessment Rubric (Plan Attachment 9)  Direct Summative Internal	Performance is above target.*	Results are above target.  Changes in Accounting faculty have taken place and a review of the Accounting curriculum and assignments is planned.	No action to be reviewed.	<table border="1"> <caption>Performance Data for Measure 3</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>85</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>80</td> <td>80</td> </tr> <tr> <td>16-17</td> <td>82</td> <td>80</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	85	80	15-16	80	80	16-17	82	80
Year	NWOSU	Target															
14-15	85	80															
15-16	80	80															
16-17	82	80															

**PROGRAM GOALS FOR ACCOUNTING MAJOR**

**1. Graduating students should have appropriate accounting software skills.**

In MGMT 4433 Business Policy, students will submit a detailed analysis demonstrating MS Word competency.

**Measure 4**

		Analysis of Results															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
80% of the students will score at or higher than acceptable on a faculty-approved rubric	In MGMT 4433 Business Policy, students will submit a detailed analysis demonstrating MS Word competency, using MS Word Assessment Rubric (Plan Attachment 10)  Direct Summative Internal	Student scores are mixed.	Students' skills are developed in multiple courses from high school through their collegiate experience that require MS Word. Many students enter NWOSU with Word skills. Multiple courses require various skills in Word.	Review the scores in the next AY to see if the drop in AY16-17 is an anomaly or a trend.	<table border="1"> <caption>Resulting Trends for 3-5 Years</caption> <thead> <tr> <th>Academic Year</th> <th>NWOSU Score</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>88</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>95</td> <td>80</td> </tr> <tr> <td>16-17</td> <td>60</td> <td>80</td> </tr> </tbody> </table>	Academic Year	NWOSU Score	Target	14-15	88	80	15-16	95	80	16-17	60	80
Academic Year	NWOSU Score	Target															
14-15	88	80															
15-16	95	80															
16-17	60	80															

**PROGRAM GOALS FOR ACCOUNTING MAJOR**

**2.** Graduating students should know the accounting standards of the accounting profession.  
 In ACCT 3103 Intermediate Accounting I students will take a test regarding Accounting standards

**Measure 1**

Analysis of Results																	
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
80% of the students will score 80% or higher on the test.	Standards test in ACCT 3103  Direct Formative External	Performance is below or near target.	Accounting classes have experienced inconsistency of instructors over the past three years. This chaos of faculty being assigned to the same classes could be a cause for lower scores. With new FT accounting faculty on staff, stability should return to the program.	Monitor scores over the next AY to see if they return to near target range.	<table border="1"> <caption>Resulting Trends for 3-5 Years</caption> <thead> <tr> <th>Year</th> <th>NWOSU Score</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>78</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>75</td> <td>80</td> </tr> <tr> <td>16-17</td> <td>68</td> <td>80</td> </tr> </tbody> </table>	Year	NWOSU Score	Target	14-15	78	80	15-16	75	80	16-17	68	80
Year	NWOSU Score	Target															
14-15	78	80															
15-16	75	80															
16-17	68	80															

**PROGRAM GOALS FOR ACCOUNTING MAJOR**

**2.** Graduating students should know the accounting standards of the accounting profession.  
 In ACCT 3113 Intermediate Accounting II students will take a test regarding Accounting standards

**Measure 2**

<b>Analysis of Results</b>																	
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
80% of the students will score 80% or higher on the test.	Standards test in ACCT 3113  Direct Summative External	Performance is above target.	Several Accounting faculty are practicing licensed OK CPAs. Their professional experience and exposure help students learn this content.	Monitor for future fluctuations in scores.	<table border="1"> <caption>Resulting Trends for 3-5 Years</caption> <thead> <tr> <th>Year</th> <th>NWOSU Score</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>85</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>82</td> <td>80</td> </tr> <tr> <td>16-17</td> <td>88</td> <td>80</td> </tr> </tbody> </table>	Year	NWOSU Score	Target	14-15	85	80	15-16	82	80	16-17	88	80
Year	NWOSU Score	Target															
14-15	85	80															
15-16	82	80															
16-17	88	80															

**PROGRAM GOALS FOR ACCOUNTING MAJOR**

**2.** Graduating students should know the accounting standards of the accounting profession.  
 In ACCT 4303 International Accounting, students will take a test regarding Accounting standards

**Measure 3**

<b>Analysis of Results</b>																	
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
80% of the students will score 80% or higher on the test.	Standards test in ACCT 4303  Direct Summative External	Performance is at or above target for two out of three years.	Several Accounting faculty are practicing licensed OK CPAs. Their professional experience and exposure help students learn this content.	Monitor for future fluctuations in scores.	<table border="1"> <caption>Resulting Trends for 3-5 Years</caption> <thead> <tr> <th>Year</th> <th>NWOSU Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>92</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>75</td> <td>80</td> </tr> <tr> <td>16-17</td> <td>80</td> <td>80</td> </tr> </tbody> </table>	Year	NWOSU Score	Target Score	14-15	92	80	15-16	75	80	16-17	80	80
Year	NWOSU Score	Target Score															
14-15	92	80															
15-16	75	80															
16-17	80	80															



**3) Graduating students should recognize ethical conduct in Accounting.**

In MGMT 4433 Business Policy students will take the PAS assessment.

**Measure 1**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
On the Ethics section (Business or Accounting) collectively the students in the testing cohort should be at or above the 50 <sup>th</sup> percentile..	PAS  Direct Summative External	Performance is below target.	Several classes include an ethical component in a generic business context. Specific ethical issues within Accounting are not discussed in most courses. Scores could be below target because of the high number of non-Accounting students.	Review the validity of this measurement in future assessment plans. This measurement duplicates other “ethical making” measurements in this report.	<p style="text-align: center;"><b>Ethical Decision Making</b></p> <table border="1"> <caption>Data for Ethical Decision Making Graph</caption> <thead> <tr> <th>Year</th> <th>NWOSU Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>45</td> <td>50</td> </tr> <tr> <td>15-16</td> <td>25</td> <td>50</td> </tr> <tr> <td>16-17</td> <td>30</td> <td>50</td> </tr> </tbody> </table>	Year	NWOSU Score	Target Score	14-15	45	50	15-16	25	50	16-17	30	50
Year	NWOSU Score	Target Score															
14-15	45	50															
15-16	25	50															
16-17	30	50															

**3) Graduating students should recognize ethical conduct in Accounting.**

In MGMT 4433 Business Policy students will take the PAS assessment.

**Measure 2**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
On the Ethics section (Business or Accounting) the testing cohort frequency correct score will be higher than the ACBSP Region 6 frequency correct score	PAS  Direct Summative External	Performance is below target, but somewhat consistent.	Several classes include an ethical component in a generic business context. Specific ethical issues within Accounting are not discussed in most courses. Scores could be below target because of the high number of non-Accounting students.	Review the validity of this measurement in future assessment plans.	<p style="text-align: center;"><b>Ethical Decision Making</b></p> <table border="1"> <caption>Ethical Decision Making Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>48</td> <td>58</td> </tr> <tr> <td>15-16</td> <td>39</td> <td>57</td> </tr> <tr> <td>16-17</td> <td>47</td> <td>56</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	48	58	15-16	39	57	16-17	47	56
Year	NWOSU	Target															
14-15	48	58															
15-16	39	57															
16-17	47	56															

**3) Graduating students should recognize ethical conduct in Accounting.**

In MGMT 4433 Business Policy students will take the PAS assessment.

**Measure 3**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
The institution frequency correct score will be above the frequency correct score of all ACBSP institutions.	PAS  Direct Summative External	Performance is below target.	Several classes include an ethical component in a generic business context. Specific ethical issues within Accounting are not discussed in most courses. Scores could be below target because of the high number of non-Accounting students.	Review the validity of this measurement in future assessment plans.	<p style="text-align: center;"><b>Ethical Decision Making</b></p> <table border="1" style="display: none;"> <caption>Ethical Decision Making Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>43</td> <td>58</td> </tr> <tr> <td>15-16</td> <td>39</td> <td>58</td> </tr> <tr> <td>16-17</td> <td>46</td> <td>52</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	43	58	15-16	39	58	16-17	46	52
Year	NWOSU	Target															
14-15	43	58															
15-16	39	58															
16-17	46	52															

**3) Graduating students should recognize ethical conduct in Accounting.**

In MGMT 4433 Business Policy students will take the PAS assessment.

**Measure 4**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
The institution frequency correct score will be above the frequency correct score of all Publicly Owned Universities institutions	PAS Direct Summative External	Performance is below target.	Several classes include an ethical component in a generic business context. Specific ethical issues within Accounting are not discussed in most courses. Scores could be below target because of the high number of non-Accounting students.  However, scores mirror the trend of the target measurement.	Review the validity of this measurement in future assessment plans.	<p style="text-align: center;"><b>Ethical Decision Making</b></p> <table border="1"> <caption>Ethical Decision Making Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>45</td> <td>58</td> </tr> <tr> <td>15-16</td> <td>38</td> <td>52</td> </tr> <tr> <td>16-17</td> <td>46</td> <td>56</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	45	58	15-16	38	52	16-17	46	56
Year	NWOSU	Target															
14-15	45	58															
15-16	38	52															
16-17	46	56															

**3) Graduating students should recognize ethical conduct in Accounting.**

In MGMT 4433 Business Policy students will take the PAS assessment.

**Measure 5**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
The institution frequency correct score will be above the frequency correct score of all institutions inside the United States.	PAS Direct Summative External	Performance is below target.	Several classes include an ethical component in a generic business context. Specific ethical issues within Accounting are not discussed in most courses. Scores could be below target because of the high number of non-Accounting students. The target has lowered consistently for three consecutive years.	Review the validity of this measurement in future assessment plans.	<p style="text-align: center;"><b>Ethical Decision Making</b></p> <table border="1"> <caption>Ethical Decision Making Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>45</td> <td>59</td> </tr> <tr> <td>15-16</td> <td>39</td> <td>52</td> </tr> <tr> <td>16-17</td> <td>46</td> <td>51</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	45	59	15-16	39	52	16-17	46	51
Year	NWOSU	Target															
14-15	45	59															
15-16	39	52															
16-17	46	51															

**4) Graduating students should have the skills and knowledge to prepare and interpret financial statements and documents.**

In MGMT 4433 Business Policy students will take the PAS assessment.

**Measure 1**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
On the Accounting section of the PAS assessment test, collectively the students in the testing cohort should be at or above the 50 <sup>th</sup> percentile.	PAS  Direct Summative External	Performance is above or meets target in two of three years under review. A decline in scores is consistent over three years.	Students are taught to interpret financial statements in MGMT4433. Additional activities and assignments have been introduced by new faculty on this topic.	Watch the data for the next testing period and see if the decline is reversed. Additional assignments in financial statements have been introduced.	<p style="text-align: center;"><b>Financial Statements</b></p> <table border="1"> <caption>Financial Statements Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>70</td> <td>50</td> </tr> <tr> <td>15-16</td> <td>58</td> <td>50</td> </tr> <tr> <td>16-17</td> <td>30</td> <td>50</td> </tr> </tbody> </table>	Year	NWOSU Score	Target Score	14-15	70	50	15-16	58	50	16-17	30	50
Year	NWOSU Score	Target Score															
14-15	70	50															
15-16	58	50															
16-17	30	50															

**4) Graduating students should have the skills and knowledge to prepare and interpret financial statements and documents.**

In MGMT 4433 Business Policy students will take the PAS assessment.

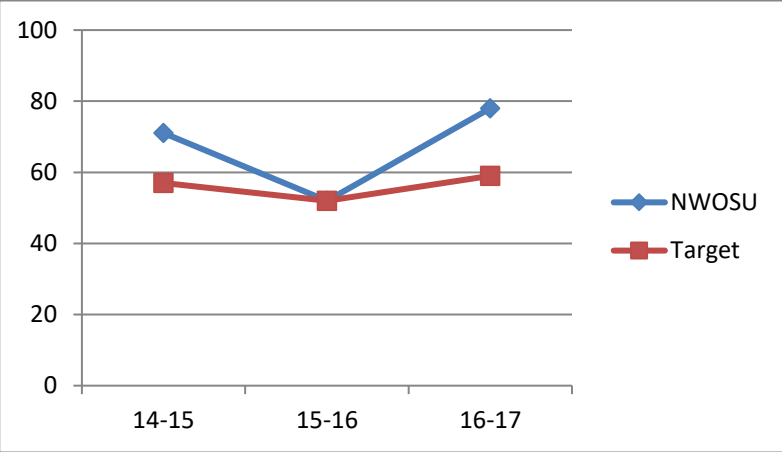
**Measure 2**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
On the Accounting section of the PAS assessment test, the testing cohort frequency correct score will be higher than the ACBSP Region 6 frequency correct score.	PAS  Direct Summative External	Scores have been above or at target.	Scores have been near or above target for three consecutive years. Accounting faculty with field experience have added additional assignments and activities that require financial statement interpretation.	Monitor future scores for continuation above target.	<p style="text-align: center;"><b>Financial Statements</b></p> <table border="1"> <caption>Financial Statements Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>70</td> <td>55</td> </tr> <tr> <td>15-16</td> <td>50</td> <td>55</td> </tr> <tr> <td>16-17</td> <td>78</td> <td>55</td> </tr> </tbody> </table>	Year	NWOSU Score	Target Score	14-15	70	55	15-16	50	55	16-17	78	55
Year	NWOSU Score	Target Score															
14-15	70	55															
15-16	50	55															
16-17	78	55															

**4) Graduating students should have the skills and knowledge to prepare and interpret financial statements and documents.**

In MGMT 4433 Business Policy students will take the PAS assessment.

**Measure 3**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
The institution frequency correct score will be above the frequency correct score of all ACBSP institutions.	PAS  Direct Summative External	Performance is above or meets target.	Scores have been near or above target for three consecutive years. Accounting faculty with field experience have added additional assignments and activities that require financial statement interpretation.	Monitor future scores for continuation above target.	<p style="text-align: center;"><b>Financial Statements</b></p>  <table border="1" style="display: none;"> <caption>Financial Statements Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>70</td> <td>55</td> </tr> <tr> <td>15-16</td> <td>50</td> <td>50</td> </tr> <tr> <td>16-17</td> <td>78</td> <td>58</td> </tr> </tbody> </table>	Year	NWOSU Score	Target Score	14-15	70	55	15-16	50	50	16-17	78	58
Year	NWOSU Score	Target Score															
14-15	70	55															
15-16	50	50															
16-17	78	58															



**4) Graduating students should have the skills and knowledge to prepare and interpret financial statements and documents.**

In MGMT 4433 Business Policy students will take the PAS assessment.

**Measure 4**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
The institution frequency correct score will be above the frequency correct score of all Publicly Owned institutions.	PAS  Direct Summative External	Performance is above target.	Scores have been near or above target for three consecutive years. Accounting faculty with field experience have added additional assignments and activities that require financial statement interpretation.	Monitor future scores for continuation above target.	<p style="text-align: center;"><b>Financial Statements</b></p> <table border="1"> <caption>Financial Statements Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>70</td> <td>52</td> </tr> <tr> <td>15-16</td> <td>52</td> <td>52</td> </tr> <tr> <td>16-17</td> <td>78</td> <td>52</td> </tr> </tbody> </table>	Year	NWOSU Score	Target Score	14-15	70	52	15-16	52	52	16-17	78	52
Year	NWOSU Score	Target Score															
14-15	70	52															
15-16	52	52															
16-17	78	52															

**4) Graduating students should have the skills and knowledge to prepare and interpret financial statements and documents.**

In MGMT 4433 Business Policy students will take the PAS assessment.

**Measure 5**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
The institution frequency correct score will be above the frequency correct score of all institutions inside the United States.	PAS  Direct Summative External	Performance is above or meets target.	Scores have been near or above target for three consecutive years. Accounting faculty with field experience have added additional assignments and activities that require financial statement interpretation.	Monitor future scores for continuation above target.	<p style="text-align: center;"><b>Financial Statements</b></p> <table border="1"> <caption>Financial Statements Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>70</td> <td>58</td> </tr> <tr> <td>15-16</td> <td>52</td> <td>52</td> </tr> <tr> <td>16-17</td> <td>78</td> <td>62</td> </tr> </tbody> </table>	Year	NWOSU Score	Target Score	14-15	70	58	15-16	52	52	16-17	78	62
Year	NWOSU Score	Target Score															
14-15	70	58															
15-16	52	52															
16-17	78	62															

**PROGRAM GOALS FOR BUSINESS ADMINISTRATION MAJOR**

**1) Graduating students will demonstrate elevated knowledge in the disciplines associated with their minor.**

In MGMT 4433 Business Policy course students will take the PAS assessment test.

**Measure 1 – Accounting minor**

		Analysis of Results															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
On the Accounting portion of the PAS test, 80% of the Accounting minors will score above the average frequency correct score of non-Accounting minor students taking the same exam.	PAS Test  Direct Summative External	Data not collected.	No analysis or action taken.	Consider removing this measurement as no data is collected.	<p>The graph displays two data series over three academic years: 14-15, 15-16, and 16-17. The vertical axis represents a percentage score from 0 to 100. The 'Target' series, marked with red squares, maintains a constant value of 80 across all three years. The 'NWOSU' series, marked with blue diamonds, remains at 0 for all three years. A legend on the right side of the graph identifies the blue diamond as 'NWOSU' and the red square as 'Target'.</p> <table border="1"> <caption>Graph Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>0</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>0</td> <td>80</td> </tr> <tr> <td>16-17</td> <td>0</td> <td>80</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	0	80	15-16	0	80	16-17	0	80
Year	NWOSU	Target															
14-15	0	80															
15-16	0	80															
16-17	0	80															

**PROGRAM GOALS FOR BUSINESS ADMINISTRATION MAJOR**

**1) Graduating students will demonstrate elevated knowledge in the disciplines associated with their minor.**

In MGMT 4433 Business Policy course students will take the PAS assessment test.

**Measure 1 – Management minor**

		Analysis of Results															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
On the Management portion of the PAS test, 80% of the Management minors will score above the average frequency correct score of non-Management minor students taking the same exam.	PAS Test  Direct Summative External	Performance is below target for three consecutive periods but improving.	Scores have seen an upward trend for three consecutive periods. More team work and case studies have added requirements involving critical thinking and recollection of management techniques that may be the cause for improvements.	Monitor scores to see if upward trend continues.  Identify which course has had impact upon improved skills.	<table border="1"> <caption>Resulting Trends for 3-5 Years</caption> <thead> <tr> <th>Year</th> <th>NWOSU Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>50</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>55</td> <td>80</td> </tr> <tr> <td>16-17</td> <td>62</td> <td>80</td> </tr> </tbody> </table>	Year	NWOSU Score	Target Score	14-15	50	80	15-16	55	80	16-17	62	80
Year	NWOSU Score	Target Score															
14-15	50	80															
15-16	55	80															
16-17	62	80															

**PROGRAM GOALS FOR BUSINESS ADMINISTRATION MAJOR**

**1) Graduating students will demonstrate elevated knowledge in the disciplines associated with their minor.**

In MGMT 4433 Business Policy course students will take the PAS assessment test.

**Measure 1 – Marketing minor**

		Analysis of Results															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
On the Management portion of the PAS test, 80% of the Marketing minors will score above the average frequency correct score of non-Marketing minor students taking the same exam.	PAS Test  Direct Summative External	Performance is below target and declining.	Fewer marketing minors have participated in the exam. Content for Marketing minors may not be covering the material being tested.	Review the validity of this measurement in future years as the content being measured may not be presented to the students being tested.	<table border="1"> <caption>Performance Trends for 3-5 Years</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>63</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>58</td> <td>80</td> </tr> <tr> <td>16-17</td> <td>50</td> <td>80</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	63	80	15-16	58	80	16-17	50	80
Year	NWOSU	Target															
14-15	63	80															
15-16	58	80															
16-17	50	80															

**PROGRAM GOALS FOR BUSINESS ADMINISTRATION MAJOR**

**1) Graduating students will demonstrate elevated knowledge in the disciplines associated with their minor.**

In MGMT 4433 Business Policy course students will take the PAS assessment test.

**Measure 1 – General Business minor**

		Analysis of Results															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
On the Management portion of the PAS test, 80% of the General Business minors will score above the average frequency correct score of non-Marketing minor students taking the same exam.	PAS Test  Direct Summative External	Performance is below target.  Data not available for AY16-17.	Scores for non-Marketing minors on the Management portion of the PAS may not be a feasible measurement.	Consider removing this measurement from the assessment report because data is not being collected and the minor courses are not consistent over the minor program.	<table border="1"> <caption>Performance Data for Measure 1</caption> <thead> <tr> <th>Year</th> <th>NWOSU Performance</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>~42</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>~58</td> <td>80</td> </tr> <tr> <td>16-17</td> <td>-</td> <td>-</td> </tr> </tbody> </table>	Year	NWOSU Performance	Target	14-15	~42	80	15-16	~58	80	16-17	-	-
Year	NWOSU Performance	Target															
14-15	~42	80															
15-16	~58	80															
16-17	-	-															

**PROGRAM GOALS FOR BUSINESS ADMINISTRATION MAJOR**

**1) Graduating students will demonstrate elevated knowledge in the disciplines associated with their minor.**

In GBUS 3613 *Principles of Entrepreneurship*, Entrepreneurship minor students will prepare a business plan.

**Measure 1 – Entrepreneurship minor**

		Analysis of Results															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
80% of the students will score at or higher than acceptable on a faculty-approved rubric	Business Plan assessed using Business Plan Assessment Rubric (Plan Attachment 11)  Direct Summative External	No data has been collected for AY14-15 through AY16-17.	Changes among faculty members who teach GBUS3613 makes this measurement difficult to obtain and data collected will be unreliable because of the fluidity of the assessment tool.	No actions to review.  Consideration to assess the validity of this data in the overall assessment report.	<table border="1"> <caption>Performance Data for Measure 1</caption> <thead> <tr> <th>Year</th> <th>NWOSU Mgmt</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>80</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>80</td> <td>80</td> </tr> <tr> <td>16-17</td> <td>80</td> <td>80</td> </tr> </tbody> </table>	Year	NWOSU Mgmt	Target	14-15	80	80	15-16	80	80	16-17	80	80
Year	NWOSU Mgmt	Target															
14-15	80	80															
15-16	80	80															
16-17	80	80															

**PROGRAM GOALS FOR BUSINESS ADMINISTRATION MAJOR**

**2) Graduating students should demonstrate sufficient knowledge of appropriate business software to prepare appropriate documents.**

In MGMT 4433 Business Policy students will submit a written detailed analysis in MS Word (or compatible software) format.

**Measure 1**

		<b>Analysis of Results</b>															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
80% of the students must score at or higher than the acceptable on a faculty-approved rubric	Students will submit a written detailed analysis in MS Word (or compatible software) format using the MS Word Assessment Rubric (Plan Attachment 10)  Direct Summative Internal	Performance is below target. A spike in AY15-16 is unexplained at this time.	Student scores are below the target two out of three periods.  Additional written assignments have been added to other classes to help improve this score.	Monitor for improvements in future years to see if additional written assignments have had the expected positive influence. Review student body for AY15-16 to determine why the spike in scores.	<table border="1"> <caption>Graph Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU Score</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>65</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>95</td> <td>80</td> </tr> <tr> <td>16-17</td> <td>65</td> <td>80</td> </tr> </tbody> </table>	Year	NWOSU Score	Target	14-15	65	80	15-16	95	80	16-17	65	80
Year	NWOSU Score	Target															
14-15	65	80															
15-16	95	80															
16-17	65	80															



**PROGRAM GOALS FOR BUSINESS ADMINISTRATION MAJOR**

**2) Graduating students should demonstrate sufficient knowledge of appropriate business software to prepare appropriate documents**

In MGMT 4433 Business Policy students will make a presentation using a PowerPoint (or compatible software) presentation.

**Measure 2**

		<b>Analysis of Results</b>															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
80% of the students must score at or higher than the acceptable on a faculty-approved rubric	Stockholder presentations using the PowerPoint Assessment Rubric (Plan Attachment 11)  Direct Summative Internal	Performance is above target for two out of three years.	Performance of PPT skills has increased. Additional courses require PPT elements in assignments. Feedback is given to students at each presentation which is incorporated into the MGMT4433 assignments.	Consider feedback technique used in PPT grading to see if it can be replicated in other skill sets. Consider removing this from the assessment report as students have consistently improved and maintained high performance in this area.	<table border="1"> <caption>Performance Data for Measure 2</caption> <thead> <tr> <th>Year</th> <th>NWOSU Performance</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>55</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>100</td> <td>80</td> </tr> <tr> <td>16-17</td> <td>100</td> <td>80</td> </tr> </tbody> </table>	Year	NWOSU Performance	Target	14-15	55	80	15-16	100	80	16-17	100	80
Year	NWOSU Performance	Target															
14-15	55	80															
15-16	100	80															
16-17	100	80															

**PROGRAM GOALS FOR BUSINESS ADMINISTRATION MAJOR**

**2) Graduating students should demonstrate sufficient knowledge of appropriate business software to prepare appropriate documents**  
 In GBUS 3753 Business Research students will demonstrate their ability to use Excel (or compatible software) by completing an assignment  
**Measure 3**

		<b>Analysis of Results</b>															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
80% of the students must score at or higher than the acceptable on a faculty-approved rubric	Excel assignment (or compatible software) format using the Excel Assessment Rubric (Plan Attachment 13)  Direct Summative Internal	Performance is below target.*	Many students use Excel sporadically before taking GBUS3753. Excel is introduced in GBUS1021 and is being implemented in other courses as well.	Monitor this measurement for improvement to see if the curriculum changes have had the desired outcome.	<table border="1"> <caption>Data for Line Graph</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>60</td> <td>80</td> </tr> <tr> <td>15-16</td> <td>65</td> <td>80</td> </tr> <tr> <td>16-17</td> <td>65</td> <td>80</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	60	80	15-16	65	80	16-17	65	80
Year	NWOSU	Target															
14-15	60	80															
15-16	65	80															
16-17	65	80															

\* Data for Fall 2014/Spring 2015 was based on the use of a non-approved rubric.

**3) Graduating students should recognize ethical conduct in Business.**

In MGMT 4433 Business Policy students will take the PAS assessment.

**Measure 1**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
On the Ethics section (Business or Accounting) collectively the students in the testing cohort should be at or above the 50 <sup>th</sup> percentile.	PAS  Direct Summative External	Performance is below target but meets target in AY16-17.	Students are exposed to ethical situations in several classes. Written assignments and class discussions are used to teach, demonstrate, and reinforce ethical reasoning.	Efforts to improve ethical reasoning and decision making show positive results.	<p style="text-align: center;"><b>Ethical Decision Making</b></p> <table border="1"> <caption>Data for Ethical Decision Making Graph</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>50</td> <td>60</td> </tr> <tr> <td>15-16</td> <td>52</td> <td>60</td> </tr> <tr> <td>16-17</td> <td>60</td> <td>60</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	50	60	15-16	52	60	16-17	60	60
Year	NWOSU	Target															
14-15	50	60															
15-16	52	60															
16-17	60	60															

**3) Graduating students should recognize ethical conduct in Business.**

In MGMT 4433 Business Policy students will take the PAS assessment.

**Measure 2**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
On the Ethics section (Business or Accounting) the testing cohort frequency correct score will be higher than the ACBSP Region 6 frequency correct score	PAS  Direct Summative External	Performance is below target in only one year, exceed target in AY15-16 and AY16-17.	Students are exposed to ethical situations in several classes. Written assignments and class discussions are used to teach, demonstrate, and reinforce ethical reasoning.	Efforts to improve ethical reasoning and decision making show positive results.	<p style="text-align: center;"><b>Ethical Decision Making</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Ethical Decision Making Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>50</td> <td>58</td> </tr> <tr> <td>15-16</td> <td>55</td> <td>52</td> </tr> <tr> <td>16-17</td> <td>60</td> <td>52</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	50	58	15-16	55	52	16-17	60	52
Year	NWOSU	Target															
14-15	50	58															
15-16	55	52															
16-17	60	52															

**3) Graduating students should recognize ethical conduct in Business.**

In MGMT 4433 Business Policy students will take the PAS assessment.

**Measure 3**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
The institution frequency correct score will be above the frequency correct score of all ACBSP institutions.	PAS  Direct Summative External	Performance is below target in only one year, exceed target in AY15-16 and AY16-17.	Students are exposed to ethical situations in several classes. Written assignments and class discussions are used to teach, demonstrate, and reinforce ethical reasoning.	Efforts to improve ethical reasoning and decision making show positive results.	<p style="text-align: center;"><b>Ethical Decision Making</b></p> <table border="1"> <caption>Ethical Decision Making Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>50</td> <td>60</td> </tr> <tr> <td>15-16</td> <td>55</td> <td>55</td> </tr> <tr> <td>16-17</td> <td>55</td> <td>50</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	50	60	15-16	55	55	16-17	55	50
Year	NWOSU	Target															
14-15	50	60															
15-16	55	55															
16-17	55	50															

**3) Graduating students should recognize ethical conduct in Business.**

In MGMT 4433 Business Policy students will take the PAS assessment.

**Measure 4**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
The institution frequency correct score will be above the frequency correct score of all Publicly Owned Universities institutions	PAS Direct Summative External	Performance is below target in only one year, meets target in AY15-16 and AY16-17.	Students are exposed to ethical situations in several classes. Written assignments and class discussions are used to teach, demonstrate, and reinforce ethical reasoning.	Efforts to improve ethical reasoning and decision making show positive results.	<p style="text-align: center;"><b>Ethical Decision Making</b></p> <table border="1"> <caption>Ethical Decision Making Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>50</td> <td>58</td> </tr> <tr> <td>15-16</td> <td>55</td> <td>53</td> </tr> <tr> <td>16-17</td> <td>55</td> <td>53</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	50	58	15-16	55	53	16-17	55	53
Year	NWOSU	Target															
14-15	50	58															
15-16	55	53															
16-17	55	53															

**3) Graduating students should recognize ethical conduct in Business.**

In MGMT 4433 Business Policy students will take the PAS assessment.

**Measure 5**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
The institution frequency correct score will be above the frequency correct score of all institutions inside the United States.	PAS Direct Summative External	Performance is below target in only one year, exceed target in AY15-16 and AY16-17.	Students are exposed to ethical situations in several classes. Written assignments and class discussions are used to teach, demonstrate, and reinforce ethical reasoning.	Efforts to improve ethical reasoning and decision making show positive results.	<p style="text-align: center;"><b>Ethical Decision Making</b></p> <table border="1"> <caption>Ethical Decision Making Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>50</td> <td>60</td> </tr> <tr> <td>15-16</td> <td>55</td> <td>55</td> </tr> <tr> <td>16-17</td> <td>55</td> <td>55</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	50	60	15-16	55	55	16-17	55	55
Year	NWOSU	Target															
14-15	50	60															
15-16	55	55															
16-17	55	55															

**PROGRAM GOALS FOR ORGANIZATIONAL LEADERSHIP MAJOR**

**1) Graduating students should be able to integrate prior work experience with complimentary knowledge of business principles grounded in an academic environment.**

Students will take a pre-test in ORGL 3113, Foundations of Organizational Leadership. A post-test will be administered in ORGL 4553 Capstone

**Measure 1**

		<b>Analysis of Results</b>			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
80% of the students will show at least a 50% reduction in errors from the pre-test.	A pretest will be administered in the first ORGL class – Foundations. A post-test will be administered in the final ORGL class – Capstone.  Direct Summative Internal	This goal, and thus this measurement, began with AY 2010-11.  Therefore there has been no measurement yet, as no students have gone through the program who have taken the pre-test.	With the implementation of the Peregrine Academic Services assessment test (See Appendix 1), this test will be used as the pretest/posttest. The Assessment Committee will make a determination as to the appropriate test sections to be used for this measurement.	Consider removing this measurement from the assessment report.	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p>There have been no students graduating with the Bachelor of Science in Organizational Leadership.</p> </div>



**2) Graduating students should recognize ethical conduct in Business.**

Graduating students will take the PAS test in ORGL 4553 Capstone class.

**Measure 1**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
On the Ethics section (Business or Accounting) collectively the students in the testing cohort should be at or above the 50 <sup>th</sup> percentile.	PAS  Direct Summative External			Consider removing this measurement from the assessment report.	<div data-bbox="1098 516 1782 646" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>There have been no students graduating with the Bachelor of Science in Organizational Leadership.</p> </div>

**2) Graduating students should recognize ethical conduct in Business.**

Graduating students will take the PAS test in ORGL 4553 Capstone class.

**Measure 2**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
On the Ethics section (Business or Accounting) the testing cohort frequency correct score will be higher than the ACBSP Region 6 frequency correct score	PAS  Direct Summative External			Consider removing this measurement from the assessment report.	<div data-bbox="1098 446 1780 576" style="border: 1px solid black; padding: 5px;"> <p>There have been no students graduating with the Bachelor of Science in Organizational Leadership.</p> </div>

**2) Graduating students should recognize ethical conduct in Business.**

Graduating students will take the PAS test in ORGL 4553 Capstone class.

**Measure 3**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
The institution frequency correct score will be above the frequency correct score of all ACBSP institutions.	PAS  Direct Summative External			Consider removing this measurement from the assessment report.	<div data-bbox="1100 477 1782 607" style="border: 1px solid black; padding: 5px;"> <p>There have been no students graduating with the Bachelor of Science in Organizational Leadership.</p> </div>

**2) Graduating students should recognize ethical conduct in Business.**

Graduating students will take the PAS test in ORGL 4553 Capstone class.

**Measure 4**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
The institution frequency correct score will be above the frequency correct score of all Publicly Owned Universities institutions	PAS  Direct Summative External			Consider removing this measurement from the assessment report.	<div data-bbox="1098 475 1782 607" style="border: 1px solid black; padding: 5px;"> <p>There have been no students graduating with the Bachelor of Science in Organizational Leadership.</p> </div>

**2) Graduating students should recognize ethical conduct in Business.**

Graduating students will take the PAS test in ORGL 4553 Capstone class.

**Measure 5**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
The institution frequency correct score will be above the frequency correct score of all institutions inside the United States.	PAS  Direct Summative External			Consider removing this measurement from the assessment report.	<div data-bbox="1098 475 1782 607" style="border: 1px solid black; padding: 5px;"> <p>There have been no students graduating with the Bachelor of Science in Organizational Leadership.</p> </div>

**2) Graduating students should recognize ethical conduct in Business.**

Graduating students will take the PAS test in ORGL 4553 Capstone class.

**Measure 6**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
The institution frequency correct score will be above the frequency correct score of all institutions outside the United States.	PAS  Direct Summative External			Consider removing this measurement from the assessment report.	<div data-bbox="1098 505 1782 638" style="border: 1px solid black; padding: 5px;"> <p>There have been no students graduating with the Bachelor of Science in Organizational Leadership.</p> </div>

**PROGRAM GOALS FOR TECHNICAL MANAGEMENT MAJOR**

**1)** Graduating students should have added commentary knowledge of business principles to the skills gained from their career specialty. Students will take a pre-test administered by their advisor before taking their first class after declaring the major. A post-test will be administered in MGMT 4433 Business Policy.

**Measure 1**

		<b>Analysis of Results</b>			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
80% of the students will show at least a 50% reduction in errors from the pre-test.	<p>A pretest will be administered by the program advisor before students take their first class in the program.</p> <p>A post-test will be administered in the MGMT 4433 Business Policy.</p> <p>Direct Summative Internal</p>	<p>This goal, and thus this measure, began with AY 2010-11.</p> <p>Therefore there has been no measurement yet, as no students have gone through the program having taken the pre-test.</p>	<p>With the implementation of the Peregrine Academic Services assessment test (See Appendix 1), this test will be used as the pretest/posttest. The Assessment Committee will make a determination as to the appropriate test sections to be used for this measurement.</p>	<p>Consider removing this measurement from the assessment report.</p>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>No Technical Management major has taken both the pre-test and the post-test.</p> </div>

**2) Graduating students should recognize ethical conduct in Business.**

Graduating students will take the PAS test in MGMT 4433 Business Policy class.

**Measure 1**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
On the Ethics section (Business or Accounting) collectively the students in the testing cohort should be at or above the 50 <sup>th</sup> percentile.	PAS  Direct Summative External	N=0 or N=1 in test period.	Take no action until there is sufficient data to make reasonable conclusions.	Consider removing this measurement from the assessment report.	<table border="1"> <caption>Data for Ethics Section Performance</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>60</td> <td>55</td> </tr> <tr> <td>15-16</td> <td>0</td> <td>55</td> </tr> <tr> <td>16-17</td> <td>0</td> <td>55</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	60	55	15-16	0	55	16-17	0	55
Year	NWOSU	Target															
14-15	60	55															
15-16	0	55															
16-17	0	55															



**2) Graduating students should recognize ethical conduct in Business.**

Graduating students will take the PAS test in MGMT 4433 Business Policy class.

**Measure 2**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
On the Ethics section (Business or Accounting) the testing cohort frequency correct score will be higher than the ACBSP Region 6 frequency correct score	PAS Direct Summative External	N=0 or N=1 in test period.	Take no action until there is sufficient data to make reasonable conclusions.	Consider removing this measurement from the assessment report.	<table border="1"> <caption>Data for Line Graph</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>60</td> <td>55</td> </tr> <tr> <td>15-16</td> <td>0</td> <td>55</td> </tr> <tr> <td>16-17</td> <td>0</td> <td>55</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	60	55	15-16	0	55	16-17	0	55
Year	NWOSU	Target															
14-15	60	55															
15-16	0	55															
16-17	0	55															

W

**2) Graduating students should recognize ethical conduct in Business.**

Graduating students will take the PAS test in MGMT 4433 Business Policy class.

**Measure 3**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
The institution frequency correct score will be above the frequency correct score of all ACBSP institutions.	PAS Direct Summative External	N=0 or N=1 in test period.	Take no action until there is sufficient data to make reasonable conclusions.	Consider removing this measurement from the assessment report..	<table border="1"> <caption>Performance Trends Data</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>60</td> <td>60</td> </tr> <tr> <td>15-16</td> <td>0</td> <td>60</td> </tr> <tr> <td>16-17</td> <td>0</td> <td>60</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	60	60	15-16	0	60	16-17	0	60
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**2) Graduating students should recognize ethical conduct in Business.**

Graduating students will take the PAS test in MGMT 4433 Business Policy class.

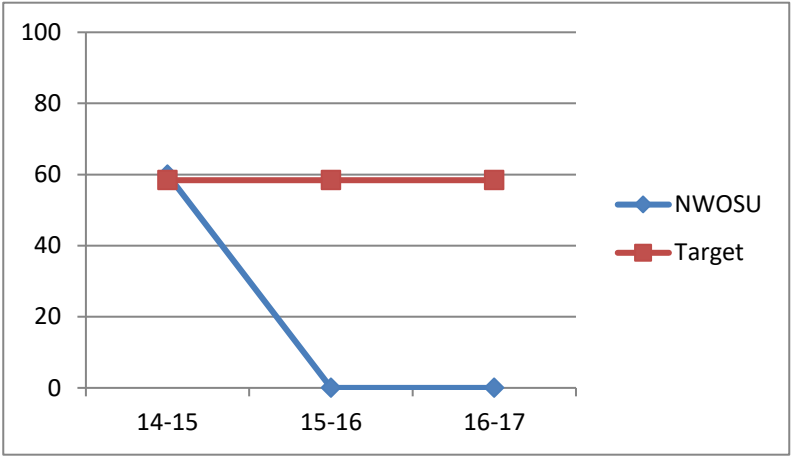
**Measure 4**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
The institution frequency correct score will be above the frequency correct score of all Publicly Owned Universities institutions	PAS  Direct Summative External	N=0 or N=1 in test period.	Take no action until there is sufficient data to make reasonable conclusions.	Consider removing this measurement from the assessment report.	<table border="1"> <caption>Data for Line Graph</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>60</td> <td>58</td> </tr> <tr> <td>15-16</td> <td>0</td> <td>58</td> </tr> <tr> <td>16-17</td> <td>0</td> <td>58</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	60	58	15-16	0	58	16-17	0	58
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**Measure 5**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
The institution frequency correct score will be above the frequency correct score of all institutions inside the United States.	PAS Direct Summative External	N=0 or N=1 in test period.	Take no action until there is sufficient data to make reasonable conclusions.	Consider removing this measurement from the assessment report.	 <table border="1" data-bbox="1125 440 1911 894"> <caption>Resulting Trends for 3-5 Years</caption> <thead> <tr> <th>Year</th> <th>NWOSU</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>60</td> <td>60</td> </tr> <tr> <td>15-16</td> <td>0</td> <td>60</td> </tr> <tr> <td>16-17</td> <td>0</td> <td>60</td> </tr> </tbody> </table>	Year	NWOSU	Target	14-15	60	60	15-16	0	60	16-17	0	60
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**Measure 6**

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
The institution frequency correct score will be above the frequency correct score of all institutions outside the United States.	PAS  Direct Summative External	N=0 or N=1 in test period.	Take no action until there is sufficient data to make reasonable conclusions.	Consider removing this measurement from the assessment report.	<table border="1"> <caption>Data for Performance Measure 6 Graph</caption> <thead> <tr> <th>Year</th> <th>NWOSU Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>60</td> <td>55</td> </tr> <tr> <td>15-16</td> <td>0</td> <td>55</td> </tr> <tr> <td>16-17</td> <td>0</td> <td>55</td> </tr> </tbody> </table>	Year	NWOSU Score	Target Score	14-15	60	55	15-16	0	55	16-17	0	55
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## APPENDIX 1

In Spring 2014, the Division of Business faculty made the decision to change the assessment test from the Major Field Test (MFT) administered by ETS to the Peregrine Academic Services assessment test (PAS). The faculty believed the PAS test was a better fit for our assessment efforts for the following reasons:

- pre-test/post-test model
- separate Accounting and Business Administration tests
- PAS test tests the 12 CPC components of ACBSP standards
- Ability to customize the exams
- No proctor requirement – beneficial for online students
- Availability of raw data
- Pay as you go versus pre-payment of tests in blocks
- Longitudinal reporting availability
- Unlimited options regarding cohorts
- Immediate availability of results
- Subject-level analysis

Therefore, starting in Fall 2014, the PAS assessment test will be administered instead of the MFT.