Learning Outcome:
PLO #1: Exhibit general knowledge of theories and practices in the core areas of business.

Outcome Measure:
Peregrine Comprehensive Exit Exam Results
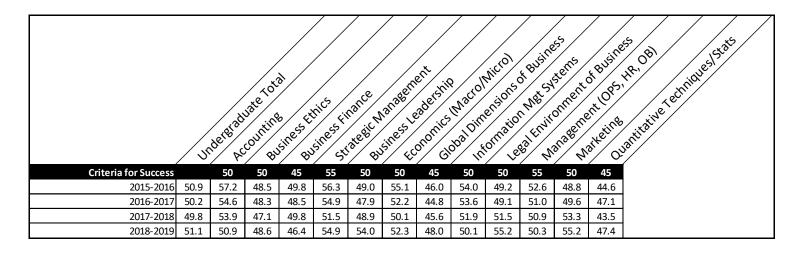
Criteria for Success:
Score at or above the following:

Peregrine Undergraduate Comprehensive Exit Exam Criteria for Success	
Disciplinary Area	**Score**
Accounting	50
Business Ethics	50
Business Finance	45
Strategic Management	55
Business Leadership	50
Economics (Macro/Micro)	50
Global Dimensions of Business	45
Information Mgt Systems	50
Legal Enviornment of Business	50
Management (OPS, HR, OB)	55
Marketing	50
Quantitative Techniques/Stats	45

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Approved by Assessment Committee 10.02.19
Approved by FSB Full Faculty 10.09.19

Longitudinal Data:

	Undergraduate Total	Accounting	Business Ethics	Business Finance	Strategic Management	Business Leadership	Economics (Macro/Micro)	Global Dimensions of Business	Information Mgt Systems	Legal Environment of Business	Management (OPS, HR, OB)	Marketing	Quantitative Techniques/Stats
Criteria for Success		50	50	45	55	50	50	45	50	50	55	50	45
2015-2016	50.9	57.2	48.5	49.8	56.3	49.0	55.1	46.0	54.0	49.2	52.6	48.8	44.6
2016-2017	50.2	54.6	48.3	48.5	54.9	47.9	52.2	44.8	53.6	49.1	51.0	49.6	47.1
2017-2018	49.8	53.9	47.1	49.8	51.5	48.9	50.1	45.6	51.9	51.5	50.9	53.3	43.5
2018-2019	51.1	50.9	48.6	46.4	54.9	54.0	52.3	48.0	50.1	55.2	50.3	55.2	47.4

Conclusions Drawn from Data:

It is important to note that PLNU's methodology of administering the Peregrine Comprehensive Exam is delivered in a face-to-face format, proctored and students are given a two-hour time limit to complete the test. According to Peregrine, a majority of the schools who administer the Peregrine Comprehensive Exam do so in an un-proctored online format with time limits up to 48 hours. Therefore, criteria for success were determined considering: (a) average total score and average disciplinary area scores of National and Region 7 ACBSP schools, (b) the FSB's undergraduate curriculum and (c) the FSB's historical disciplinary area scores.

During AY 15-16, the criteria for success were exceeded for six of the twelve disciplinary areas. Scores in the areas of Quantitative Techniques and Statistics were slightly below (within 0.4 points) the criteria for success. Scores in the remaining five areas were below the criteria for success, including Business Ethics, Business Leadership, Legal Environment of Business, Management and Marketing as indicated in the table above.

During AY 16-17, the criteria for success were exceeded for five of the twelve disciplinary areas. Scores in the areas of Strategic Management and Global Dimensions of Business were slightly below (within 0.2 points) the criteria for success. Scores in the remaining five areas were below the criteria for success, including Business Ethics, Business Leadership, Legal Environment of Business, Management and Marketing as indicated in the table above.

During AY 17-18, the criteria for success were exceeded for seven of the twelve disciplinary areas. Scores in the areas of Business Leadership and Quantitative Techniques and Statistics were slightly below (within 1.5 points) the criteria for success. Scores in the remaining three areas were below the criteria for success, including Business Ethics, Strategic Management, and Management.

During AY 18-19, the criteria for success were exceeded for nine of the twelve disciplinary areas. The average score in the area of Strategic Management was 0.1 points below the criteria for success. The average score in the area of Business Ethics was slightly below (within 1.4 points) the criteria for success. The average score in the area of Management was 4.7 points below the criteria for success.

Changes to be Made Based on Data:
Management has been recognized as an area needing improvement. Scores in this area have been consistently below the criteria for success and a downward trend in the data is noted. Content in operations management was added to MGT212 Principles of Management beginning Fall 2017. Students taking this improved MGT212 course will begin graduating in Spring 2020, so increased scores in this area may be delayed.

Business Ethics has been recognized as an area needing improvement. There was an increase in the average score in the area of Business Ethics from AY 17-18 to AY 18-19. Beginning in Fall 2017, content relating to the study of various ethical models was included in MGT 212 Principles of Management. Students taking MGT212 with this new content will begin graduating in Spring 2020, so increased scores in this area may be delayed.

The areas of Strategic Management, Business Leadership and Quantitative Techniques/Statistics are being closely monitored. All three areas showed increases in scores from AY 17-18 to AY 18-19. Scores in the areas of Business Leadership and Quantitative Techniques/Statistics exceeded the criteria for success in AY 18-19. All three areas will continue to be monitored over the next several academic years.

A positive trend is noted in the area of Marketing. Beginning Fall 2017, MKT332 Principles of Marketing was redesigned to improve content. This content shift, in addition to course re-design in the 400-level marketing courses, has resulted in the positive trend.

The criteria for success will be revisited in Spring 2020. With nine of twelve scores above the criteria for success in Spring 2019, the FSB will consider increasing the criteria for success in areas deemed appropriate.

Fermanian School of Business
PLO #2 Assessment
2018-2019

Learning Outcome:
PLO #2: Critically analyze and apply business knowledge to solve complex business situations.

Outcome Measure:
The CAPSIM COMP-XM Management Simulation provides comparative data on how each student (and class) performs against all other students taking the simulation and exam at the same time nationally. Two results are used:
1. CAPSIM COMP-XM Balanced Score Card Results – Application-based
2. CAPSIM COMP-XM Simulation Board Query Results – Knowledge-based

Criteria for Success:
1. Average score of all students will be above 70th percentile on the national COMP-XM Balanced Score Card Results
2. Average score of all students will be above 55th percentile on the national COMP-XM Board Query Results

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Semester	N[1]	Balanced Score Card Results	Board Query Results
Fall 2015	51	82	70
Spring 2016	59	71	60
Fall 2016	60	80	86
Spring 2017	68	80	71
Fall 2017	81	60	53
Spring 2018	56	82	64
Fall 2018	64	65	72
Spring 2019	70	53	-
Summer 2019	13	24.5	41.5

[1] Number of Students Completing Module
Note: Board Query results not collected in Spring 2019

Approved by Assessment Committee 10.02.19
Approved by FSB Full Faculty 10.09.19

Conclusions Drawn from Data:
Scores on the COMP-XM Balanced Score Card exceeded the criteria for success in five of the nine semesters. A downward trend has been noted beginning Fall 2018, with students averaging in the 65th percentile in Fall 2018, 53rd percentile in Spring 2019 and 24th percentile in Summer 2019.

Between Fall 2015 and Fall 2018, scores on the COMP-XM Board Query exceeded the criteria for success, ranging from 60 to 86, with an outlier in Fall 2017 when students averaged in the 53rd percentile. Data was not collected in Spring 2019 due to a miscommunication with the instructor. The average score fell below the criteria for success in Summer 2019 with students averaging in the 41st percentile.

Changes to be Made Based on Data:
It is important to note that the professor that had been teaching MGT488 Strategic Management retired in December 2018. Work was done prior to the professor's retirement to institutionalize the instruction of the simulation; however, there is a learning curve to teaching this simulation. The new faculty members teaching Strategic Management in the traditional undergraduate and BBA programs attended specialized training on the simulation in Spring and Summer 2019. The faculty members will participate in additional training in AY 19-20 to ensure they are better prepared to teach MGT488 with the simulation. Data will be collected and monitored in AY 19-20.

[1] Number of Students Completing Module
Note: Board Query results not collected in Spring 2019

Learning Outcome:
PLO #3: Demonstrate effective business communication through both written and verbal means.

Outcome Measure:
Two measures are collected from the senior level BUS/BBU 489 course:
1. Final Internship Research Report
2. Video Cover Letter

Criteria for Success:
1. Final Internship Research Report: Average score for each criteria of the AACU Written Communication Value Rubric will be a 3.0 or higher out of 4.0.
2. Final Internship Research Report: Average score for each criteria of the AACU Information Literacy Value Rubric will be a 3.0 or higher out of 4.0.
3. Video Cover Letter: Average score for each criteria of the AACU Oral Communication Value Rubric will be a 3.0 or higher out of 4.0.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data – Final Internship Research Report:

AACU Written Communication Value Rubric: Average Rubric Score

Course	Semester	# of assessments	Context and Purpose for Writing	Content Develop-ment	Genre and Disciplinary Conventions	Sources and Evidence	Control of Syntax and Mechanics	Total
BUS489	Fall 2016	40	3.30	3.03	2.70	3.33	2.85	3.04
BUS489	Spring 2017	40	3.28	3.13	3.05	3.20	3.00	3.13
BUS489	Summer 2017	44	3.46	3.23	2.98	2.84	3.16	3.13
BUS489	Fall 2017	38	3.40	3.37	2.92	3.71	2.74	3.23
BUS489	Spring 2018	40	2.73	2.63	2.68	2.75	2.60	2.68
BUS489	Summer 2018	48	3.56	3.36	3.24	3.28	3.00	3.29
BUS489	Fall 2018	24	3.33	3.08	3.17	3.00	3.00	3.12
BUS489	Spring 2019	64	3.21	3.39	3.54	3.32	3.41	3.37
BUS489	Summer 2019	40	3.30	3.15	2.88	3.18	2.90	3.08

AACU Information Literacy Value Rubric: Average Rubric Score

Course	Semester	# of assessments	Determine Extent of Info Needed	Access Needed Info	Critically Evaluate Info and Sources	Use Info to Accomplish Purpose	Access and Use Info Ethically and Legally	Total
BUS489	Fall 2016	40	3.98	3.95	3.48	3.33	2.75	3.50
BUS489	Spring 2017	40	3.82	3.95	3.49	3.39	3.03	3.54
BUS489	Summer 2017	44	3.27	3.41	2.89	2.96	3.18	3.14
BUS489	Fall 2017	38	3.71	3.74	3.34	3.34	3.13	3.45
BUS489	Spring 2018	40	2.85	NA	2.55	2.70	2.63	2.68
BUS489	Summer 2018	48	3.49	3.39	3.39	3.39	3.18	3.37
BUS489	Fall 2018	24	3.25	3.08	3.00	3.25	3.25	3.17
BUS489	Spring 2019	64	3.28	3.33	3.22	3.10	3.43	3.27
BUS489	Summer 2019	40	3.28	3.18	2.95	3.13	3.13	3.13

Longitudinal Data – Video Cover Letter:

AACU Oral Communication Value Rubric – Average Rubric Score:

Course	Semester	# of assessments	Organization	Language	Delivery	Supporting Material	Central Message	Total
BUS489	Fall 2016	40	2.98	3.13	2.55	3.20	2.98	2.97
BUS489	Spring 2017	40	3.00	2.98	2.83	3.08	2.95	2.97
BUS489	Summer 2017	44	3.55	3.41	3.23	3.48	3.59	3.45
BUS489	Fall 2017	34	3.88	3.50	3.09	3.21	3.41	3.42
BUS489	Spring 2018	40	3.80	3.48	3.23	2.43	3.38	3.26
BUS489	Summer 2018	66	3.74	3.36	2.94	3.18	3.16	3.28
BUS489	Fall 2018	28	2.57	2.86	2.82	2.46	2.64	2.67
BUS489	Spring 2019	40	2.88	3.05	2.95	2.85	3.15	2.98
BUS489	Summer 2019	40	3.80	3.80	3.27	3.54	3.59	3.60

Conclusions Drawn from Data

Final Internship Research Report – Written Communication Rubric: The Spring 2018 semester is an outlier for all rubric criteria areas on the Written Communication rubric; therefore, Spring 2018 data has been excluded from this analysis. The areas of Context and Purpose for Writing and Content Development show consistently high scores, with students scoring above the criteria for success (average of 3.0 or higher out of 4.0) in all eight semesters. The criteria for success was met in seven of the eight semesters in the area of Sources and Evidence. Scores in the area of Control of Syntax and Mechanics exceeded the criteria for success in five of the eight semesters. Scores in the area of Genre and Disciplinary Conventions exceeded the criteria for success in four of the eight semesters.

Final Internship Research Report – Information Literacy Rubric: The Spring 2018 semester is an outlier for all rubric criteria areas on the Information Literacy rubric; therefore, Spring 2018 data has been

excluded from this analysis. The criteria for success (average of 3.0 or higher out of 4.0) was met in each of the eight semesters on two of the rubric criteria areas, Determine the Extent of Information Needed and Access the Needed Information. The criteria for success was met in seven of the eight semesters on the rubric criteria areas of Use Information Effectively to Accomplish a Specific Purpose and Access and Use Information Ethically and Legally. Scores in the area of Critically Evaluate Info and Sources exceeded the criteria for success in six of the eight semesters.

Video Cover Letter – Oral Communication Rubric:
The criteria for success (average of 3.0 or higher out of 4.0) was met in seven of the nine semesters on the rubric criteria areas of Language. Scores in the rubric criteria areas of Organization, Supporting Material and Central Message met the criteria for success in six of the nine semesters. Scores in the rubric criteria area of Delivery fell below the criteria for success in five of the nine semesters.

Changes to be Made Based on Data

Final Internship Research Report - Written Communication:
Despite two areas scoring slightly below the criteria for success in Summer 2019, scores on the Written Communication rubric have been consistently higher since Spring 2018. Data will continue to be collected and the areas of Genre and Disciplinary Conventions and Control of Syntax and Mechanics will be closely monitored.

Final Internship Research Report - Information Literacy:
Despite one area scoring slightly below the criteria for success in Summer 2019, scores on the Information Literacy rubric have consistently exceeded the criteria for success since Spring 2018. Data will continue to be collected and the area of Critically Evaluate Information and Sources will be closely monitored.

Video Cover Letter – Oral Communication:
Scores on the Oral Communication rubric fell below the criteria for success in a majority of the rubric criteria areas in Fall 2018 and Spring 2019. The lead faculty member that developed the course and the assessment did not teach BUS489 in Fall 2018 and Spring 2019. During AY 19-20, the lead faculty will ensure that all instructors are consistent in the development of this learning outcome and instruction of the assignment. Data will continue to be collected and monitored for all rubric criteria areas.

WRITTEN COMMUNICATION VALUE RUBRIC
for more information, please contact value@aacu.org

AAC&U *Association of American Colleges and Universities*

Definition: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

ORAL COMMUNICATION VALUE RUBRIC
for more information, please contact value@aacu.org

AAC&U Association of American Colleges and Universities

Definition: Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. *Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone (4)	Milestones (3)	Milestones (3)	Benchmark (1)
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Fermanian School of Business
PLO #4 Assessment
2018-2019

Learning Outcome:
PLO #4: Formulate decisions informed by ethical values.

Outcome Measure:
The CAPSIM COMP-XM Management Ethics Simulation provides comparative data on how each student (and class) performs against all other students in the nation taking the applied simulation at the same time.

Criteria for Success:
Average score of all students will be above the 70th percentile on the national COMP-XM Ethics Module Results

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Semester	N[1]	Ethics Module Results
Spring 2016	59	54
Fall 2016	60	80
Spring 2017	68	83
Fall 2017	81	74
Spring 2018	56	77
Fall 2018	N/A	N/A
Spring 2019	N/A	N/A
Summer 2019	13	72

Conclusions Drawn from Data:
The COMP-XM Ethics Module was implemented in Spring 2016. With an average score in the 54th percentile, the criteria for success was initially set at the 55th percentile. The criteria for success was raised to the 70th percentile beginning in Fall 2017 due to strong results in AY 2016-2017. Students exceeded the revised criteria for success in all semesters beginning Fall 2016. Data was not collected in Fall 2018 or Spring 2019 due to miscommunications regarding the simulation set-up.

Changes to be Made Based on Data:
FSB students scored high in business ethics application through the COMP-XM Ethics Module from Spring 2016 thru Spring 2018. Business ethics knowledge has been recognized as an area needing improvement through the Peregrine comprehensive exit exam, although a positive trend has been noted (see Undergraduate Core PLO #1 Assessment Report). Beginning in Fall 2017, content relating to the study of various ethical models was introduced and developed in MGT 212 Principles of Management. Students taking MGT212 with this new content will begin taking MGT488 Strategic

[1] Number of Students Completing Module

Management in Fall 2019; therefore, positive impacts due to this added content may be reflected beginning Fall 2019. Data will continue to be collected.

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[1] Number of Students Completing Module

Fermanian School of Business
PLO #5 Assessment
2018-2019

Learning Outcome:
PLO #5: Collaborate effectively in teams.

Outcome Measure:
The CAPSIM Capstone simulation provides comparative data on how each team of students performs against all other teams in the nation taking the simulation at the same time. Direct and summative data for the School of Business Assessment of PLO #5 is gathered in MGT488 – Strategic Management in both the Fall and Spring semesters using two different results:
1. CAPSIM Capstone Simulation Results
2. CAPSIM COMP-XM Knowledge of Teamwork Module Results (implemented Spring 2016)

Indirect and summative data is gathered in MGT488 in both the Fall and Spring semesters using the following results:
3. CAPSIM Capstone Peer Evaluation Module Results (implemented Spring 2016)

Criteria for Success:
1. Capstone Simulation Results - Average team score will be above the 75th percentile
2. COMP-XM Knowledge of Teamwork Module - Average student score will be above the 75th percentile
3. Capstone Peer Evaluation Module – Average student score will be a 4.5 or higher on a 5.0 scale in both areas of the module.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:
Capstone Simulation Results:

Semester	N[1]	Capstone Simulation Results
Fall 2015	51	79.2
Spring 2016	59	74.2
Fall 2016	60	76.5
Spring 2017	68	72.5
Fall 2017	81	71.8
Spring 2018	56	73.3
Fall 2018	64	83.5
Spring 2019	70	65.4

[1] Number of Students Completing Module

Approved by Assessment Committee 10.02.19
Approved by FSB Full Faculty 10.09.19

Summer 2019	14	47.0

Knowledge of Team Module Results:

Semester	N[1]	Knowledge of Team Module Results
Spring 2016	59	81.0
Fall 2016	60	79
Spring 2017	68	68
Fall 2017	81	81
Spring 2018	56	83
Fall 2018	N/A	N/A
Spring 2019	N/A	N/A
Summer 2019	N/A	N/A

Peer Evaluation Module Results:

Semester	N[1]	Self-Management/ Accountability	Quality of Work and Contextual Performance
Spring 2016	59	4.93	4.94
Fall 2016	30	4.74	4.75
Spring 2017	68	4.88	4.88
Fall 2017	81	4.79	4.78
Spring 2018	56	4.85	4.82
Fall 2018	N/A	N/A	N/A
Spring 2019	N/A	N/A	N/A
Summer 2019	9	4.77	4.84

Conclusions Drawn from Data:

Teams' scores on the CAPSIM Capstone Simulation exceeded the criteria for success (above the 75th percentile) in Fall 2015, Fall 2016 and Fall 2018. Teams' scores fell slightly under the criteria for success in Spring 2016, scoring in the 74.2 percentile. Teams scored below the criteria for success in Spring 2017, Fall 2017, Spring 2018, Spring 2019 and Summer 2019, with scores ranging in the 47.0-73.3 percentiles.

Students' scores on the COMP-XM Knowledge of Teamwork Module met the criteria for success (above the 75th percentile) in all semesters except for Spring 2017, with students averaging in the 68th percentile. Data was not collected in AY 18-19 due to miscommunications with the simulation set-up.

Students' average scores on the CAPSIM Capstone Peer Evaluation Module met the criteria for success (average score of 4.5 out of 5.0) in each of the six semesters in both areas of the module, Self-

[1] Number of Students Completing Module

Management/Accountability and Quality of Work and Contextual Performance. Data was not collected in Fall 2018 and Spring 2019 due to miscommunications with the simulation set-up.

Changes to be Made Based on Data:
It is important to note that the professor that had been teaching MGT488 Strategic Management retired in December 2018. Work was done prior to the professor's retirement to institutionalize the instruction of the simulation; however, there is a learning curve to teaching this simulation. The new faculty members teaching Strategic Management in both the traditional undergraduate and BBA programs attended specialized training on the simulation in Spring 2019 and Summer 2019. The faculty members will participate in additional training in AY 19-20 to ensure they are better prepared to teach MGT488 with the simulation.

In addition to the simulation training for faculty, a need was recognized to improve students' ability to collaborate effectively in teams as a result of the Capstone Simulation results. The FSB hired a consultant beginning in Spring 2019 to integrate strength's coaching in a team setting as part of MGT488 Strategic Management. Data will be continue to be collected and monitored in AY 19-20.

[1] Number of Students Completing Module