



OUTCOMES ASSESSMENT PLAN

(with 2023 results)

Mission

The mission of Patten University is to develop, inspire, and empower leaders to effect global and community transformation by delivering accessible, rigorous, and practical undergraduate and graduate distance education in the areas of Christian ministry, business, leadership, management, and technology.

Vision

Patten University will train, educate, and equip leaders in business, faith, and community to inspire global transformation.

Table of Contents

Mission	2
Vision	2
Introduction and Purpose	10
SECTION I – Program Learning Outcomes	11
Developing Program and Course Outcomes	11
Program Outcomes with Measurement Tools & Techniques	12
Master of Business Administration (all concentrations)	12
Master of Leadership and Management	13
Master of Project Management	14
Certificate Learning Outcomes (all Certificates)	15
SECTION II – Assessing Student Achievement of Learning Outcomes	16
Outcomes Measurements	16
Course-Level Outcomes Assessments	17
Course Completion Rates	17
Student Assessments (End of Course Surveys)	18
Assignment-Level Meta-Analyses	19
Program-Level Outcomes Assessment	21
Overview	21
Direct Methods	21
Indirect Methods	22

SECTION III: Assessing Student Satisfaction	24
Indirect Measurement Tools	24
Review and Reporting of Student Satisfaction Results	26
Using Student Satisfaction Results	26
SECTION IV - Assessing Progress Through the Course/Program	27
Course Completion Rates	27
Program Completion Rates	27
SECTION V – Improving the Institution Through Outcomes Assessment	32
Improving Instructional and Educational Support Services	32
Improving Assessments	32
Improving Course Outcomes & Curriculum (with 2023 Results and Actions)	32
Improving Program Outcomes and Curriculum	32
2023 Program Outcomes Assessment: Program Improvement Recommendations	34
Master of Business Administration	34
Master of Leadership Management	34
Master of Project Management	34
Institutional Policies and Procedures	34
Institutional Mission and Outcomes	35
2023 Outcomes Assessment Results	36
2023 Course Completion Rates	36
2023 Course Review with Results and Actions	38
2023 Program Completion Rates	42
2023 Program Outcomes Assessment: Student Achievement Results	43
Reviewers	43
2023 Program Outcomes Assessment: General Strengths of Student Artifacts	43
2023 Program Outcomes Assessment: General Weaknesses of Student Artifacts	44
2023 Program Outcomes Assessment: Program Improvement Recommendations	45
Master of Business Administration	45

Master of Leadership Management	45
Master of Project Management	45
2023 Program Outcomes Assessment: Master of Business Administration (all concentrations)	46
2023 Program Outcomes Assessment: Master of Leadership and Management	49
2023 Program Outcomes Assessment: Master of Project Management	51
Tables	54
Table A - Assessment Areas and Direct Measure Methods	54
Table B - Programs Outcomes Assessment Template Example (MBA)	55
Table C - Assessment of Student Academic Achievement - End of Program	57
Table D - Assessment of Student Academic Achievement After Graduation	58
Table E - Assessment of Student Academic Achievement Periodically	59
Appendix A: Program-Level Outcomes Assessment Rubrics	60
Master of Business Administration	60
Master of Leadership and Management	64
Master of Program Management	69
Appendix B: Program-Level Outcomes Assessment Rubrics with 2023 Measurement of Student Artifacts	74
Master of Business Administration	74
Master of Leadership and Management	75
Master of Program Management	76
Appendix C: Course-Level Outcomes Assessment Reference Data	77
BUS 602 - Essentials of Management	77
Student Assessments	77
Assignment-Level Meta-Analysis	78
SCM 605 - Supply Management	79
Student Assessments	79
Assignment-Level Meta-Analysis	80
BUS 606 - Marketing	81
Student Assessments	81

Assignment-Level Meta-Analysis	82
BUS 607 - Communications and Ethics	83
Student Assessments	83
Assignment-Level Meta-Analysis	84
BUS 608 - Law and Contracts	85
Student Assessments	85
Assignment-Level Meta-Analysis	86
BUS 610 - Operations Management	87
Student Assessments	87
Assignment-Level Meta-Analysis	88
LDR 611 - Leading Creativity and Innovation	89
Student Assessments	89
Assignment-Level Meta-Analysis	90
BUS 612 - Leadership Principles and Practices	91
Student Assessments	91
Assignment-Level Meta-Analysis	92
SCM 615 - Supply Chain Management	93
Student Assessments	93
Assignment-Level Meta-Analysis	94
PMP 625 - Project Management	95
Student Assessments	95
Assignment-Level Meta-Analysis	96
PMP 627 - Managing Projects	97
Student Assessments	97
Assignment-Level Meta-Analysis	98
PMP 629 - Technical Program Management	99
Student Assessments	99
Assignment-Level Meta-Analysis	100

PMP 632 - Contracting and Procurement	101
Student Assessments	101
Assignment-Level Meta-Analysis	102
PMP 636 - Negotiation for Project Managers	103
Student Assessments	103
Assignment-Level Meta-Analysis	103
PMP 647 - Earned Value Management Systems	105
Student Assessments	105
Assignment-Level Meta-Analysis	106
BUS 653 - Business Research Methods	107
Student Assessments	107
Assignment-Level Meta-Analysis	108
BUS 657 - Management Accounting and Control	109
Student Assessments	109
Assignment-Level Meta-Analysis	110
BUS 659 - Organizational Behavior and Human Resources	111
Student Assessments	111
Assignment-Level Meta-Analysis	112
BUS 661 - Financial Management	113
Student Assessments	113
Assignment-Level Meta-Analysis	114
BUS 663 - Management Economics	115
Student Assessments	115
Assignment-Level Meta-Analysis	116
BUS 665 - Strategy and Business Policy	117
Student Assessments	117
Assignment-Level Meta-Analysis	118
LDR 668 - Cross Cultural Management	119

Student Assessments	119
Assignment-Level Meta-Analysis	120
LDR 669 - Critical Thinking and Decision Analysis	121
Student Assessments	121
Assignment-Level Meta-Analysis	122
LDR 670 - Organizational Theory Design and Change	123
Student Assessments	123
Assignment-Level Meta-Analysis	124
PMP 671 - Building and Managing Project Teams	125
Student Assessments	125
Assignment-Level Meta-Analysis	126
LDR 676 - Advanced Approaches in Leadership	127
Student Assessments	127
Assignment-Level Meta-Analysis	128
PMP 679 - Risk Analysis and Management	129
Student Assessments	129
Assignment-Level Meta-Analysis	130
PMP 687 - Project Quality Management	131
Student Assessments	131
Assignment-Level Meta-Analysis	132
BUS 695 - Management Information Systems	133
Student Assessments	133
Assignment-Level Meta-Analysis	134

Introduction and Purpose

Patten University (PU) has developed this Outcomes Assessment Plan (“OAP”) in order to structure its ongoing review of student achievement of the institution's intended outcomes at both the course and program level. The plan consists of three primary components:

- 1) The learning outcomes themselves (see [Section I](#))
- 2) Direct and indirect assessment of student achievement of these outcomes (see [Section II](#)); and,
- 3) Improvements made on the basis of these assessments (see [Section V](#)).

In addition, the institution measures student satisfaction and course and program completion rates as part of its commitment to student success ([Section III](#) and [Section IV](#), respectively).

The purpose of Patten’s OAP is to assess students’ level of achievement of intended learning outcomes, provide a forum for students, faculty, and external advisors to generate feedback on achievement and satisfaction, and to build a basis for program improvement. As Patten’s students are generally working adults, both the outcomes and many of the measurements are adapted to this population. Importantly, the purpose of this form of assessment is institutional; is not to evaluate individual students, faculty, or staff.

Leadership for the institution’s OAP is provided by the Chief Academic Officer (“CAO”). The plan is reviewed annually by the CAO to determine the need for revision.

This plan includes results from the institution’s 2023 Outcomes Assessment Review.

SECTION I – Program Learning Outcomes

Developing Program and Course Outcomes

Patten University uses an [ADDIE-based instructional development model](#) to develop program learning outcomes:

- A needs analysis is conducted after a specific educational program is suggested by the institution's leadership, board, or outside group. This analysis looks at the educational requirements for the target audience and what programs, if any, exist to meet these requirements.
- Existing educational programs and curriculum from appropriately accredited institutions are examined to develop an understanding of industry standards and comparative models.
- Existing programs are reviewed for course or program outcomes that can be applied to the new program
- A program blueprint is developed which includes the program's educational outcomes and proposed courses.
- The blueprint is reviewed by the Chief Academic Officer, President, and Board of Advisors. Program outcomes are approved or undergo further revision(s) until they are approved.
- Course Learning Outcomes are developed in detail and mapped to Program Learning Outcomes, with instructional and learning resources identified, and assessments of student learning are built.

Program Learning Outcomes ("PLOs") for each of Patten University's graduate programs/certificates are below, along with the tools and techniques used to measure achievement of the PLOs.

Program Outcomes with Measurement Tools & Techniques

Master of Business Administration (all concentrations)

<u>Program Outcome</u>	<u>Measurement Tools & Techniques</u>	
	<u>Direct</u>	<u>Indirect</u>
PLO #1: Demonstrate a structured knowledge of leadership and management principles and practices.	<ul style="list-style-type: none"> • Final Project • Course-level Subject Examinations, Application Lessons, and Case Studies 	<ul style="list-style-type: none"> • Course success rates • Student Surveys • Assignment-Level Meta-Analyses
PLO #2: Show the ability to use the basic functional elements necessary for business operations.	<ul style="list-style-type: none"> • Final Project • Course-level Subject Examinations, Application Lessons, and Case Studies 	<ul style="list-style-type: none"> • Course success rates • Student Surveys • Assignment-Level Meta-Analyses
PLO #3: Explain the evolving business environment.	<ul style="list-style-type: none"> • Final Project • Course-level Subject Examinations, Application Lessons, and Case Studies 	<ul style="list-style-type: none"> • Course success rates • Student Surveys • Assignment-Level Meta-Analyses
PLO #4: Recognize the proper relationship of basic business principles to the changing techniques used to implement them.	<ul style="list-style-type: none"> • Final Project • Course-level Subject Examinations, Application Lessons, and Case Studies 	<ul style="list-style-type: none"> • Course success rates • Student Surveys • Assignment-Level Meta-Analyses
PLO #5: Demonstrate a facility in critical analysis, communication, and quantitative and synthesizing skills.	<ul style="list-style-type: none"> • Final Project • Course-level Subject Examinations, Application Lessons, and Case Studies 	<ul style="list-style-type: none"> • Graduate Surveys • Course success rates • Student Surveys • Assignment-Level Meta-Analyses
PLO #6: Demonstrate an increase in skills and experience for today's competitive	<ul style="list-style-type: none"> • Final Project 	<ul style="list-style-type: none"> • Graduate Surveys • Graduate Employment Surveys

marketplace.		
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Master of Leadership and Management

<u>Program Outcome</u>	<u>Measurement Tools & Techniques</u>	
	<u>Direct</u>	<u>Indirect</u>
PLO #1: Demonstrate a structured knowledge of leadership principles and practices.	<ul style="list-style-type: none"> • Comprehensive Exam • Course-level Subject Examinations, Application Lessons, and Case Studies 	<ul style="list-style-type: none"> • Course success rates • Student Surveys • Assignment-Level Meta-Analyses
PLO #2: Demonstrate a structured knowledge of management principles and practice.	<ul style="list-style-type: none"> • Comprehensive Exam • Course-level Subject Examinations, Application Lessons, and Case Studies 	<ul style="list-style-type: none"> • Course success rates • Student Surveys • Assignment-Level Meta-Analyses
PLO #3: Assess and use the various techniques for organizational design and change.	<ul style="list-style-type: none"> • Comprehensive Exam • Course-level Subject Examinations, Application Lessons, and Case Studies 	<ul style="list-style-type: none"> • Course success rates • Student Surveys • Assignment-Level Meta-Analyses
PLO #4: Explain how leadership and management practices are used in a cross-cultural relationship.	<ul style="list-style-type: none"> • Comprehensive Exam • Course-level Subject Examinations, Application Lessons, and Case Studies 	<ul style="list-style-type: none"> • Course success rates • Student Surveys • Assignment-Level Meta-Analyses
PLO #5: Apply analytical skill in the research and solution of problems.	<ul style="list-style-type: none"> • Comprehensive Exam • Course-level Subject Examinations, Application Lessons, and Case Studies 	<ul style="list-style-type: none"> • Course success rates • Student Surveys • Assignment-Level Meta-Analyses
PLO #6: Demonstrate facility in critical thinking and ethical decision-making.	<ul style="list-style-type: none"> • Comprehensive Exam • Course-level Subject Examinations, Application Lessons, and Case Studies 	<ul style="list-style-type: none"> • Graduate Surveys • Course success rates • Student Surveys • Assignment-Level Meta-Analyses
PLO #7: Develop and use communication, negotiation, quantitative and synthesizing techniques.	<ul style="list-style-type: none"> • Comprehensive Exam • Course-level Subject Examinations, Application Lessons, and Case Studies 	<ul style="list-style-type: none"> • Graduate Surveys • Graduate Employment Surveys • Assignment-Level Meta-Analyses

Master of Project Management

<u>Program Outcome</u>	<u>Measurement Tools & Techniques</u>	
	<u>Direct</u>	<u>Indirect</u>
PLO #1: Demonstrate a structured yet varied knowledge of the theory and practice of program and project management.	<ul style="list-style-type: none"> • Comprehensive Exam • Course-level Subject Examinations, Application Lessons, and Case Studies 	<ul style="list-style-type: none"> • Course success rates • Student Surveys • Assignment-Level Meta-Analyses
PLO #2: Explain the role of project managers and the strategies, tactics and functions associated with the leadership and management of an entire project/program or portfolio.	<ul style="list-style-type: none"> • Comprehensive Exam • Course-level Subject Examinations, Application Lessons, and Case Studies 	<ul style="list-style-type: none"> • Course success rates • Student Surveys • Assignment-Level Meta-Analyses
PLO #3: Demonstrate a facility in critical analysis, communication, and quantitative and integrative skills.	<ul style="list-style-type: none"> • Comprehensive Exam • Course-level Subject Examinations, Application Lessons, and Case Studies 	<ul style="list-style-type: none"> • Course success rates • Student Surveys • Assignment-Level Meta-Analyses
PLO #4: Identify the relationship of the project interests to overall industry and government operations.	<ul style="list-style-type: none"> • Comprehensive Exam • Course-level Subject Examinations, Application Lessons, and Case Studies 	<ul style="list-style-type: none"> • Course success rates • Student Surveys • Assignment-Level Meta-Analyses
PLO #5: Recognize the proper relationship of basic principles to the changing techniques used to implement them.	<ul style="list-style-type: none"> • Comprehensive Exam • Course-level Subject Examinations, Application Lessons, and Case Studies 	<ul style="list-style-type: none"> • Course success rates • Student Surveys • Assignment-Level Meta-Analyses
PLO #6: Demonstrate readiness for career advancement.	<ul style="list-style-type: none"> • Comprehensive Exam 	<ul style="list-style-type: none"> • Graduate Surveys • Graduate Employment Surveys

Certificate Learning Outcomes (all Certificates)

<u>Program Outcome</u>	<u>Measurement Tools & Techniques</u>	
	<u>Direct</u>	<u>Indirect</u>
PLO #1: Demonstrate a structured knowledge of business management, project management, or financial management principles and practices.	<ul style="list-style-type: none"> • Course-level Subject Examinations 	<ul style="list-style-type: none"> • Course success rates • Student Surveys • Assignment-Level Meta-Analyses
PLO #2: Show the ability to use the basic functional elements necessary for select business operations.	<ul style="list-style-type: none"> • Course-level Subject Examinations 	<ul style="list-style-type: none"> • Course success rates • Student Surveys • Assignment-Level Meta-Analyses
PLO #3: Demonstrate a facility in critical analysis, communication, and quantitative and synthesizing skills.	<ul style="list-style-type: none"> • Course-level Subject Examinations 	<ul style="list-style-type: none"> • Course success rates • Student Surveys • Assignment-Level Meta-Analyses
PLO #4: Demonstrate an increase in skills and experience for today's competitive marketplace.	<ul style="list-style-type: none"> • Course-level Subject Examinations 	<ul style="list-style-type: none"> • Course success rates • Student Surveys • Assignment-Level Meta-Analyses

SECTION II – Assessing Student Achievement of Learning Outcomes

The leadership and faculty of Patten University continually review the overall programs and individual courses in conjunction with assessment tools/measurements to determine whether or not intended outcomes are being achieved and, if not, how the programs and courses can be improved.

Outcomes Measurements

Patten University utilizes the following tools and techniques to measure student achievement of learning outcomes at the program and course level:

- Direct
 - Course-Level Subject Examinations
 - Application Lessons
 - Case Studies
 - Comprehensive Examinations
 - Final Projects
- Indirect
 - Course Success Rates
 - Student Assessments
 - Assignment-Level Meta-Analyses
 - Graduate Surveys
 - Graduate Employment Surveys

For a full mapping of PLOs to Outcomes Measurement tools and techniques, see [Program Outcomes with Measurement Tools and Techniques](#).

Course-Level Outcomes Assessments

Within each course, Patten University utilizes the following direct methods to measure student achievement:

- Subject Lesson Examinations – All standard course modules include an examination which consists of objective and subjective questions.
- Application Lessons – These lessons require students to demonstrate their mastery of the previous three to four lessons through problem solving, essays, and case analysis.
- Mini-Projects – Students must complete mini-project(s) as part of certain courses. For example: (1) research and critique organizational procedures; (2) demonstrate the use of a tool or process in a real-world situation; or (3) develop a continuous improvement example for their organization.
- Course Final Examination – this consists of objective/subjective questions, as well as case studies and analyses.

The quality of the student performance indicates whether the course learning outcomes, as identified by the faculty and administration, have been successfully accomplished.

Additionally, the university utilizes several indirect tools to measure student achievement of course learning outcomes:

- [Course Completion Rates](#)
- [Student Assessments \(End of Course Surveys\)](#)
- [Assignment-Level Meta-Analyses](#)

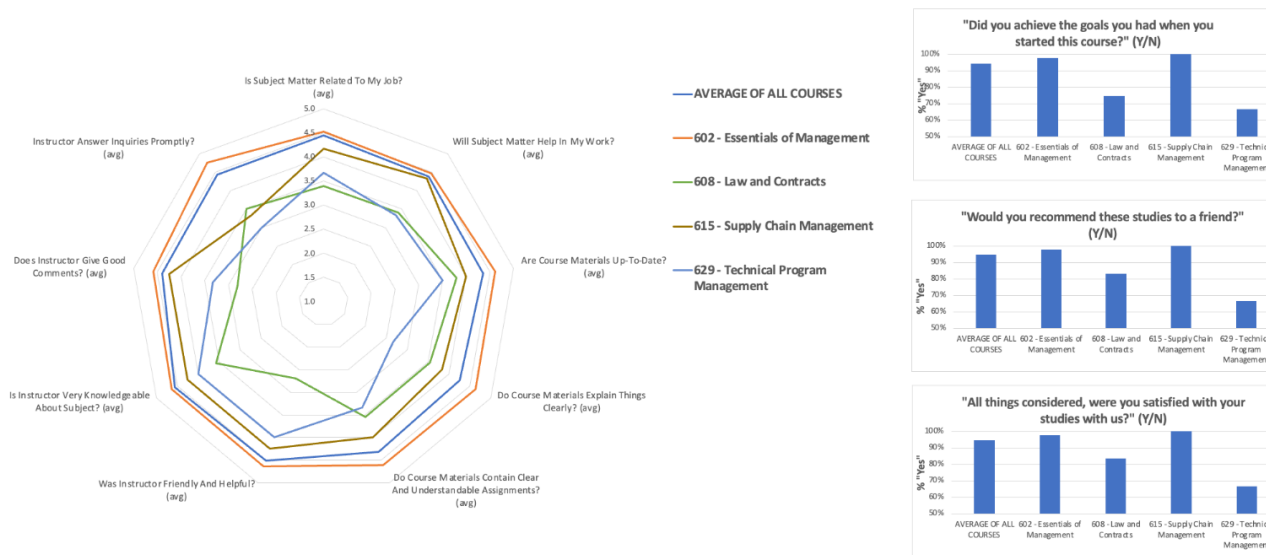
Results from these analyses support determinations for which assignments, courses, and program outcomes might benefit most from intervention or revision.

Course Completion Rates

Course completion rates are calculated by dividing the number of students who complete a course by the number of students who start a course. Students who register for, but do not start any part of the course, are removed from both the numerator and denominator, as are students who received advanced standing. The resulting calculation is presented as a percentage. For the latest course completion rates, see [2023 Course Completion Rates](#).

Student Assessments (End of Course Surveys)

Students assess individual courses upon their completion of each course via surveys. In Patten’s legacy LMS system, this is done via Survey Monkey. In Patten’s new LMS (Populi), this is integrated within the LMS itself. Key data from these assessments are imported into an excel template for visualization and analysis (example below). From this analysis, the institution is able to compare student feedback on multiple dimensions of their course. To illustrate, the figure below is a comparative analysis of four courses:



Course	Is Subject Matter Related To My Job? (avg)	Will Subject Matter Help In My Work? (avg)	Are Course Materials Up-To-Date? (avg)	Do Course Materials Explain Things Clearly? (avg)	Do Course Materials Contain Clear And Understandable Assignments? (avg)	Was Instructor Friendly And Helpful? (avg)	Is Instructor Very Knowledgeable About Subject? (avg)	Does Instructor Give Good Comments? (avg)	Instructor Answer Inquiries Promptly? (avg)	"Did you achieve the goals you had when you started this course?" Y/N (% "Yes")	"Would you recommend these studies to a friend?" Y/N (% "Yes")	"All things considered, were you satisfied with your studies with us?" Y/N (% "Yes")	"I would rate this course as:"				
													Poor	Fair	Good	Excellent	N-size
AVERAGE OF ALL COURSES	4.4	4.4	4.4	4.3	4.3	4.5	4.5	4.4	4.4	94%	95%	99%	8	15	77	254	367
602 - Essentials of Management	4.5	4.5	4.6	4.5	4.6	4.6	4.6	4.6	4.2	98%	98%	100%	0	0	6	40	46
608 - Law and Contracts	3.4	3.4	3.8	3.5	3.5	2.7	3.6	2.8	3.5	75%	83%	92%	2	1	4	4	12
615 - Supply Chain Management	4.2	4.3	4.0	3.8	4.0	4.3	4.3	4.3	3.3	100%	100%	100%	0	0	4	2	6
629 - Technical Program Management	3.7	3.3	3.5	2.7	3.3	4.0	4.0	3.3	3.0	67%	67%	67%	1	0	2	0	3

Detailed Student Assessment data for each course may be found in [Appendix C: Course-Level Assessment Reference Data](#).

Assignment-Level Meta-Analyses

Patten maintains aggregate data (extracted from its LMS) on student grades for each assignment. This gives the institution insight into comparative levels of student achievement for individual assignments, subject matter areas, and assignment modalities. This analysis is useful for comparing courses, assignment modalities, and/or identifying anomalies within courses that may indicate potential for improvement. These data may be found in the [Appendix C: Course-Level Assessment Reference Data](#).

As an example, the Assignment-Level Meta-Analysis for BUS 607 - Communication and Ethics is below:

Course-Lesson	n						Grade Mean						StdDev of Grade						n	Grade Mean	StdDev of Grade	
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)				2018-2023 (Jan-March)
607	309	148	93	114																		
Application	82	38	23	32			96%	96%	94%	96%			0.05	0.04	0.05	0.05			664	96%	0.05	
04. Application Lesson - Lessons 1 through 3	13	5	4	3			99%	98%	99%	100%			0.01	0.00	0.01	0.00			25	99%	0.01	
08. Application Lesson - Lessons 5 through 7	13	4	5	3			99%	99%	98%	99%			0.01	0.01	0.02	0.02			25	99%	0.01	
13. Application Lesson - Lessons 9 through 12	12	5	3	5			98%	98%	99%	99%			0.01	0.01	0.01	0.01			25	99%	0.01	
17. Application Lesson - Lessons 14 through 16	11	6	3	5			99%	99%	99%	99%			0.01	0.01	0.01	0.01			25	99%	0.01	
22. Application Lesson - Lessons 18 through 21	11	6	3	5			99%	98%	100%	99%			0.01	0.01	0.00	0.02			25	99%	0.01	
26. Application Lesson - Lessons 23 through 25	11	6	3	5			99%	99%	98%	99%			0.01	0.01	0.00	0.02			25	99%	0.01	
30. Application Lesson - Lessons 27 through 29	11	6	2	6			99%	98%	98%	100%			0.01	0.01	0.01	0.01			25	99%	0.01	
Subject Examination	227	110	70	82			95%	95%	93%	95%			0.05	0.05	0.05	0.05			489	95%	0.05	
01. Business Communication, Adapting Your Message, Editing and Cf	5	2	1	2			91%	93%	85%	93%			0.05	0.04		0.04			10	91%	0.05	
02. You-Attitude; Reader Benefits	9	5	4	3			95%	93%	91%	94%			0.06	0.08	0.08	0.06			21	93%	0.06	
03. Communicating Across Cultures; E-Mail	12	4	4	3			94%	94%	92%	93%			0.05	0.00	0.03	0.06			23	94%	0.04	
05. Planning, Writing, Revising, Formatting, and Positive Messages	10	5	3	1			96%	92%	93%	95%			0.05	0.06	0.03				19	94%	0.05	
06. Negative Messages	7	3	3	2			91%	86%	88%	88%			0.07	0.07	0.06	0.08			15	89%	0.06	
07. Persuasive Messages; Revising Sentences and Paragraphs	9	3	3	2			94%	92%	90%	95%			0.07	0.03	0.05	0.07			17	93%	0.06	
09. Interpersonal Communication	12	3	4	3			92%	92%	88%	90%			0.07	0.08	0.03	0.09			22	91%	0.06	
10. Jobs and Resumes	9	4	2	3			96%	95%	88%	95%			0.04	0.00	0.04	0.05			18	95%	0.04	
11. Applications and Interviews	11	4	5	1			94%	91%	92%	94%			0.07	0.05	0.03				21	93%	0.06	
12. Follow-Up	12	4	5	3			98%	100%	98%	100%			0.05	0.00	0.05	0.00			24	99%	0.04	
14. Proposals and Findings	11	4	3	3			92%	96%	87%	90%			0.07	0.05	0.03	0.05			21	92%	0.06	
15. Short and Long Reports	6	4	1	4			97%	91%	85%	88%			0.06	0.05		0.03			15	92%	0.06	
16. Oral Presentations and Visuals	8	6	3	4			96%	97%	90%	90%			0.06	0.04	0.05	0.04			21	94%	0.06	
18. The Foundation of Ethical Thought	11	6	3	5			96%	96%	97%	98%			0.05	0.04	0.02	0.05			25	96%	0.04	
19. The Evolving Complexities of Business Ethics	11	6	3	5			97%	97%	96%	98%			0.03	0.02	0.04	0.02			25	97%	0.03	
20. Stakeholders and Corporate Social Responsibility	10	6	3	5			98%	98%	97%	95%			0.03	0.02	0.02	0.03			24	97%	0.03	
21. Strategic Planning, Corporate Culture, and Corporate Compliant	11	6	3	5			98%	96%	95%	94%			0.02	0.04	0.09	0.02			25	96%	0.04	
23. Ethics and the Environment	9	5	2	4			92%	94%	92%	93%			0.04	0.04	0.06	0.02			20	93%	0.04	
24. Ethical Leadership and Corporate Governance	11	6	3	5			97%	96%	96%	98%			0.05	0.04	0.00	0.04			25	97%	0.04	
25. Ethics and Information Technology	10	6	3	5			97%	97%	97%	96%			0.04	0.03	0.02	0.04			24	97%	0.04	
27. Decision Making and Human Resource Issues	11	6	3	5			99%	99%	97%	98%			0.04	0.02	0.05	0.04			25	98%	0.03	
28. Ethics and Financial Reporting	11	6	3	5			92%	95%	97%	97%			0.04	0.02	0.02	0.03			25	94%	0.04	
29. Establishing a Code of Ethics and Evaluating Corporate Ethics	11	6	3	4			95%	95%	95%	96%			0.05	0.03	0.02	0.03			24	95%	0.04	

Program-Level Outcomes Assessment

Overview

Patten University utilizes both [direct](#) and [indirect](#) methods to assess students' level of achievement of Program Learning Outcomes annually.

Direct Methods

As a requirement of Patten's graduate degree programs, all students must complete either a Comprehensive Exam (applicable to students in the Master of Leadership and Management and Master of Project Management programs) or a Final Project (required for students in the Master of Business Administration program, though students in other programs may petition to complete a Final Project in lieu of a Comprehensive Exam). Comprehensive Exams consist of multiple choice questions, short essay questions, and long essay questions in response to case studies. Final Projects contain the development, implementation, documentation, and analysis of a new business project or venture.

Patten University utilizes its students' Comprehensive Exams and Final Projects as the primary direct methodology upon which it reviews its students' achievement of program level outcomes. As both the Comprehensive Exam and the Final Project are culminating capstone projects which draw on students' cumulative knowledge and skill, they are artifacts ripe for assessing outcomes at the program level.

Student artifacts are assessed by faculty and external experts according to a rubric built for each program. Each rubric is designed to assess all program learning outcomes of a given program. Each program learning outcome is mapped to one or more criterion for review, which is mapped to a particular student artifact. In this way, the review is comprehensive to all program learning outcomes. To illustrate, an excerpt from the Master of Leadership and Management rubric is below:

PLO #	Program Learning Outcome	Student Artifact	Criteria to assess PLO	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
PLO4	Explain how leadership and management practices are used in a cross-cultural relationship.	Comprehensive Essay Question 16	<ol style="list-style-type: none"> 1. Recognize the environmental factors that are critical to becoming a multinational firm and expanding overseas for both a retail company and a manufacturing firm. 2. Demonstrate an understanding of the comparative benefits and drawbacks of internal analysis vs. environmental scanning in terms of expansion of a retail company and a manufacturing firm. 	<ol style="list-style-type: none"> 1. The student does not demonstrate familiarity with the essential nature of conducting an environmental scan while researching company expansion for a retail company and a manufacturing firm. 2. Limited or few accurate details are offered when comparing internal analysis vs. environmental scanning in terms of global expansion for a retail company and a manufacturing firm. 	<ol style="list-style-type: none"> 1. The student exhibits knowledge of the key components of at least one environmental scanning framework and how the insight gained can assist in researching expansion of a retail company and a manufacturing firm. 2. There is a complete comparison of the benefits of internal analysis and environmental scanning in terms of global expansion for a retail company and a manufacturing firm. 	<ol style="list-style-type: none"> 1. A thorough review of the elements of 2 or more environmental scanning frameworks is presented in context of a retail company and a manufacturing firm seeking to expand globally. 2. There is an extensive comparison of the benefits of internal analysis and environmental scanning in terms of global expansion for a retail company and a manufacturing firm. 3. The student competently articulates how insight gained from environmental scanning frameworks can lead to sound expansion decisions in the case of a retail company and a manufacturing firm. The most beneficial insights that can be gained from environmental scanning are succinctly presented.

Student artifacts from recent graduates are collected. Faculty members and external experts then assess student work in accordance with the rubric, indicating if the artifact “Does Not Meet” (1 point), “Meets” (2 points), or “Exceeds” expectations (3 points). Averages are then calculated from the multiple reviewers’ scores, creating a comprehensive overview of sampled students’ level of achievement against the program outcomes.

Indirect Methods

Patten University also utilizes several indirect tools to measure student achievement of program learning outcomes, including:

- Graduate Satisfaction Surveys
- Graduate Employment Outcome Surveys
- Employer Surveys

These results are integrated into the review of student achievement, and inform the findings for program improvement.

SECTION III: Assessing Student Satisfaction

Indirect Measurement Tools

The following indirect measurement tools are used to measure overall quality and to assess student satisfaction with the courses and programs. Examples of the survey tools are included in the Appendices section of this plan.

- Student Inactivity Reports
 - The university continuously reviews student activity, and detects periods of inactivity. Based on inactivity, the institution conducts outreach to students who have stopped progressing through their coursework via email. This is coordinated by the Director of Admissions and Student Achievement.
- Student Assessment (End of Course Survey)
 - At the end of each course, students complete a survey designed for them to assess a number of dimensions of the course, including satisfaction. Patten University aggregates these reviews on a continuous basis to develop insight into student satisfaction on its instructors, materials, pedagogy, etc. Additional information may be found at [Student Assessments \(End of Course Surveys\)](#). Data by course from all student assessments may be found in [Appendix C: Course-Level Outcomes Assessment Reference Data](#).
 - Specific course dimensions assessed include:
 - Subject Matter Relevance
 - To Student's Job
 - Helpfulness at Work
 - Course Materials
 - Up-To-Date
 - Clarity of explanations
 - Clarity and understandability of assignments
 - Instructor
 - Friendliness and helpfulness
 - Knowledge about subject matter
 - Good comments

- Prompt responsiveness to inquires
 - Course satisfaction questions include:
 - “Did you achieve the goals you had when you started this course?”
 - “Would you recommend these studies to a friend?”
 - “All things considered, were you satisfied with your studies with us?”
 - “I would rate this course as:” (Poor, Fair, Good, Excellent).
- Graduate Survey
 - After graduation, students are sent a survey to provide feedback on their educational experience at the university. Students are queried on why they chose distance education, what they liked about Patten, if they have suggestions for improvement, and if they would recommend Patten to colleagues. They are also asked if they received a promotion or salary increase as a result of their degree. It is also requested that they provide their supervisor’s contact information so that the institution can send a short survey.
- Employer Survey
 - Approximately six months after graduation, employers are surveyed on how this graduate degree will benefit the individual and the organization (open/unstructured feedback); if there any immediate benefits available to this graduate with the granting of this degree, such as a promotion or increase in pay (open/unstructured feedback); and if the employer/supervisor would recommend this program to other personnel in the organization (Yes/No).
- Graduate Follow-up Survey (Alumni Survey)
 - Annually, a survey is sent out to alumni who have graduated approximately two years before in order to provide feedback on the value of their degree or certificate. Alumni are queried on whether their program resulted in a promotion, salary increase, career change, or other benefit.

Note that while Patten does not promise specific benefits for completion of a course or program, it does survey and track employment outcomes.

Review and Reporting of Student Satisfaction Results

The institution reviews student satisfaction results on a continuous basis. Student satisfaction results are posted on the institution's website for public review. Annually, the institution reports to DEAC as part of its Annual report a sample of this survey and a description of how it was conducted. The description will include the names of the courses surveyed (all courses), the timeframe used to collect the data, and the number and percent of "yes" answers to the following three questions:

- "Did you achieve the goals you had when you started this course?"
- "Would you recommend these studies to a friend?"
- "All things considered, were you satisfied with your studies with us?"

Using Student Satisfaction Results

The institution utilizes Student Satisfaction Results in three primary ways:

- 1) As individual students complete their student assessments, the Director of Admissions and Student Achievement reviews them. Any acute issues (e.g. dissatisfaction with the instructor) are addressed immediately.
- 2) Results from surveys are aggregated and analyzed annually by the CAO as described in [Student Assessments \(End of Course Surveys\)](#). This provides the institution with a longitudinal perspective of student satisfaction, and informs course revision cycle, faculty selection, and course materials selection.
- 3) Results from graduate surveys are incorporated into program level outcomes assessments for a comprehensive view as illustrated in [2023 Program Outcomes Assessment: Student Achievement Results](#).

If at any point the satisfaction rates for any course fall below the minimum DEAC standard of 75%, the Chief Academic Officer is notified by the Director of Admissions and Student Achievement and the following steps are taken:

- Student feedback is analyzed and interpreted
- The Director of Admissions and Student Achievement contacts students responding to any of the three questions with "no"
- Faculty member(s) will meet with the CAO and Director of Admissions and Student Achievement to develop and implement a plan to increase student satisfaction
- A review of course satisfaction rates occurs six-months later to determine effectiveness of the improvements

SECTION IV - Assessing Progress Through the Course/Program

Patten collects completion rates at both the course and program level on an ongoing basis.

Course Completion Rates

Course completion rates are calculated by dividing the number of students who complete a course by the number of students who start a course. Students who register for, but do not start any part of the course, are removed from both the numerator and denominator, as are students who received advanced standing. The resulting calculation is presented as a percentage.

While higher course completion rates are naturally regarded as a positive sign, the institution is cautious not to over-interpret these results absent other information. Lower completion rates may reflect course difficulty and rigor; and not *necessarily* a defect with the course itself. Because of this, the institution relies on a multitude of course outcomes assessment as described in [Summary and Use of Course-Level Outcomes Assessment](#).

Program Completion Rates

Patten collects program completion rates on an ongoing basis, submits these results annually to DEAC (as part of its annual reporting requirements), and publishes these results on its website for public dissemination. Based on DEAC and BPPE requirements, Patten identifies students enrolled in each degree program six years prior to the annual reporting period. Patten then removes any DEAC-defined exclusions from the total and calculates the program completion rates. The completion/graduate rates are then reported each year in the annual report.

The most recent program completion rates may be found in [2023 Program Completion Rates](#).

SECTION V – Improving the Institution Through Outcomes Assessment

Improving Instructional and Educational Support Services

Patten utilizes [Student Assessments \(End of Course Surveys\)](#) as the primary methodology by which instructional and support services are reviewed and improved. In the event that student satisfaction of an instructor or any support services is indicated, the institution investigates. For instance, in BUS 608 - Law and Contracts, students reported uniformly poor satisfaction in the area of instruction. In 2023, the institution made a change of the instructor of that course. The institution will monitor the outcome of this change and determine if additional changes need to be made. See also [Improving Course Outcomes \(with 2023 Results\)](#).

Improving Assessments

Patten University utilizes [Assignment-Level Meta-Analyses](#) to determine which assignments and course-level assessments require additional review and potential improvement. This is typically done in the context of a course review. However, assignments may be updated at any time based on this review.

Improving Course Outcomes & Curriculum (with 2023 Results and Actions)

Based on the [Course Completion Rates](#), [Student Assessments](#), and [Assignment-Level Meta-Analyses](#), the institution determines what additional action needs to be taken to improve student learning and achievement. This may indicate a number of improvements that need to be made, e.g. a need to review individual lessons assessments, review the performance of an instructor, or revise the course. For results from the latest review cycle, see [2023 Course Review with Results and Actions](#).

Supporting data for all courses can be found in [Appendix C: Course-Level Assessment Reference Data](#).

Improving Program Outcomes and Curriculum

Annually, Patten gathers faculty and external reviewers to review outcomes at the program level via direct assessment of summative student artifacts as described in [Program-Level Outcomes Assessment](#). While typically only one program is assessed annually, during the 2023 cycle, the institution determined that it was necessary to comprehensively assess ALL PLOs from ALL degree programs in order to better inform its approach to program improvement.

Reviewers each analyze multiple student artifacts in accordance with a rubric. Results are shared and normed, and reviewers then discuss areas of strength, weakness, and opportunities for improvement to the PLOs and/or programs reviewed. Feedback from these sessions are used to inform program review, course revisions, and other program improvement opportunities. For results from the latest review cycle, see [2023 Program Outcomes Assessment: Student Achievement Results](#).

Institutional Policies and Procedures

In the event that the Outcomes Assessment process indicates a need that would require a broad policy change, or a change in procedure, the CAO will be charged with proposing such a change to the President.

Institutional Mission and Outcomes

In the event that the Outcomes Assessment process indicates misalignment with the mission of the institution, the CAO, President, and Board will meet to determine the appropriate action. Note that the institution updated its mission in 2022.

2023 Outcomes Assessment Results

2023 Course Completion Rates

Course completion rates are calculated by dividing the number of students who complete a course by the number of students who start a course. Students who register for, but do not start any part of the course, are removed from both the numerator and denominator, as are students who received advanced standing. The resulting calculation is presented as a percentage.

<u>Course</u>	<u>Course Completion Rate</u>
602 - Essentials of Management	82.9%
605 - Supply Management	93.9%
606 - Marketing	93.6%
607 - Communications and Ethics	100.0% (caution - low n)
608 - Law and Contracts	93.5%
610 - Operations Management	91.7%
611 - Leading Creativity and Innovation	91.3%
612 - Leadership Principles and Practices	85.7%
615 - Supply Chain Management	91.4%
625 - Project Management	69.0%
627 - Managing Projects	69.2% (caution - low n)
628 - Mastering IT Project Management	75.0%
629 - Technical Program Management	77.5%
632 - Contracting and Procurement	100.0% (caution - low n)
636 - Negotiation for Project Managers	95.3%

<u>Course</u>	<u>Course Completion Rate</u>
647 - Earned Value Management Systems	92.9%
653 - Business Research Methods	94.4%
657 - Management Accounting and Control	90.0%
659 - Organizational Behavior and Human Resources	93.0%
661 - Financial Management	94.4%
663 - Management Economics	94.4%
665 - Strategy and Business Policy	94.3%
668 - Cross Cultural Management	92.6%
669 - Critical Thinking and Decision Analysis	84.6%
670 - Organizational Theory Design and Change	100.0%
671 - Building and Managing Project Teams	93.9%
676 - Advanced Approaches in Leadership	100.0%
679 - Risk Analysis and Management	90.4%
687 - Project Quality Management	90.9%
695 - Management Information Systems	98.7%

2023 Course Review with Results and Actions

Blank cells indicate that no anomalies from these analyses were observed, or no actions are required.

<u>Course</u>	<u>Course Completion Rate</u>	<u>Student Assessment Observations</u>	<u>Meta-Analysis Observations</u>	<u>2023 Actions</u>	<u>Status</u>
602 - Essentials of Management	82.9%		Application lessons show high levels of achievement inconsistent with subject examinations.	Review sample of Application Lessons to ensure rigor.	Course review cycle: 2023
605 - Supply Management	93.9%				Course review cycle: 2024
606 - Marketing	93.6%				Course review cycle: 2024
607 - Communications and Ethics	100.0%		Subject Examinations appear challenging but appropriately so. Application lessons show a consistent, overly high standard of achievement and low SD.	Review sample of Application Lessons to ensure rigor.	Course review cycle: 2023
608 - Law and Contracts	93.5%	Students report uniformly poor student satisfaction, particularly in the area of faculty performance and perceived applicability to their field.	This is by all accounts a challenging course. However, nothing in the analysis appears to indicate an uneven level of accomplishment.	A change in instructor was made. The institution will monitor the course during 2023 and determine if additional changes need to be made.	Instructor is no longer with the institution. However, no students have taken this course since. Course review cycle: 2024
610 - Operations Management	91.7%		Subject Examinations appear challenging but appropriately so. Application Lessons appear to be too easily graded.	Review sample of Application Lessons to ensure rigor.	Course review cycle: 2025

<u>Course</u>	<u>Course Completion Rate</u>	<u>Student Assessment Observations</u>	<u>Meta-Analysis Observations</u>	<u>2023 Actions</u>	<u>Status</u>
611 - Leading Creativity and Innovation	91.3%		Application lessons show unusually high level of achievement	Review sample of Application Lessons to ensure rigor.	Course review cycle: 2023
612 - Leadership Principles and Practices	85.7%		Subject Examinations appear challenging but appropriately so. Application Lessons appear to be too easily graded.	Review sample of Application Lessons to ensure rigor.	Course review cycle: 2024
615 - Supply Chain Management	91.4%	Somewhat low satisfaction of course materials, with moderate satisfaction with perceived applicability to students' fields.	Application lessons show unusually high level of achievement.	Review course material quality. Review sample of application lessons to ensure rigor.	Course review cycle: In Teach-out 2023
625 - Project Management	69.0%				Course review cycle 2023:
627 - Managing Projects	69.2%				Course review cycle: 2023
628 - Mastering IT Project Management	75.0%				Course review cycle: 2023
629 - Technical Program Management	77.5%	Very low satisfaction with course materials, as well as perceived applicability to students' fields.		Review course entirely.	Course review cycle: In Teach-out 2023
632 - Contracting and Procurement	100.0%				Course review cycle: 2023
636 - Negotiation for Project Managers	95.3%		Subject Examination appear challenging but appropriately so. Application Lessons appear to be too easily graded.	Review sample of Application Lessons to ensure rigor.	Course review cycle: 2025
647 - Earned Value Management Systems	92.9%				Course review cycle: 2023

<u>Course</u>	<u>Course Completion Rate</u>	<u>Student Assessment Observations</u>	<u>Meta-Analysis Observations</u>	<u>2023 Actions</u>	<u>Status</u>
653 - Business Research Methods	94.4%				Course review cycle: 2022
657 - Management Accounting and Control	90.0%		Application lessons show unusually high level of achievement, as do Subject Examinations 1, 7, 11, 15, 20, and 24.	Review Application lessons and Subject Examinations 1, 7, 11, 15, 20, and 24 to ensure rigor.	Course review cycle: 2025
659 - Organizational Behavior and Human Resources	93.0%		Application lessons show unusually high level of achievement	Review sample of Application Lessons to ensure rigor.	Course review cycle: 2023
661 - Financial Management	94.4%		Application lessons show unusually high level of achievement	Review sample of Application Lessons to ensure rigor.	Course review cycle: 2022
663 - Management Economics	94.4%		Application lessons show unusually high level of achievement	Review sample of Application Lessons to ensure rigor.	Course review cycle: 2023
665 - Strategy and Business Policy	94.3%				Course review cycle: 2022
668 - Cross Cultural Management	92.6%		Application lessons show unusually high level of achievement.	Review sample of Application Lessons to ensure rigor.	Course review cycle: 2024
669 - Critical Thinking and Decision Analysis	84.6%	Extremely low perceived applicability to students' field; extremely low satisfaction with course materials.	Relatively low levels of student achievement, but by all accounts, this is a rigorous and difficult course.	Review course entirely.	Course review cycle: 2023
670 - Organizational Theory Design and Change	100.0%				Course review cycle: 2022
671 - Building and	93.9%				Course review

<u>Course</u>	<u>Course Completion Rate</u>	<u>Student Assessment Observations</u>	<u>Meta-Analysis Observations</u>	<u>2023 Actions</u>	<u>Status</u>
Managing Project Teams					cycle: 2023
676 - Advanced Approaches in Leadership	100.0%		Application lessons show unusually high level of achievement	Review sample of Application Lessons to ensure rigor.	Course review cycle: 2023
679 - Risk Analysis and Management	90.4%				Course review cycle: 2024
687 - Project Quality Management	90.9%				Course review schedule: 2023
695 - Management Information Systems	98.7%		Application lessons show unusually high level of achievement	Review sample of Application Lessons to ensure rigor.	Course review schedule: 2023

2023 Program Completion Rates

The most recent program completion rates are below.

Nota bene: the 2021 and 2022 program completion rates were negatively affected by the prior notification of teachout and closure to students, which occurred in March 2021, and which resulted in many students transferring to alternate institutions to complete their degree. Absent this event, the institution's program completion rates would have been significantly higher, and the university expects that its program completion rates will return to a normal range in the future. The institution was acquired by Patten Educational Foundation in May 2022, and notice to students that the institution would no longer close went out shortly thereafter.

6-Year Cohort Program Completion Rates ¹ - For Cohorts Ending in Year:					
	2018	2019	2020	2021	2022
MBA	47.70%	60.71%	54.55%	44.44%	12.50%
MLM	N/A	N/A	N/A	60.00%	22.22%
MPM	75.00%	75.00%	66.67%	80.00%	36.36%

¹ Students who were actively deployed for military service, medical leave of absence, death, approved leave of absence, or similar circumstances; or students who remain enrolled and are making active degree progress are excluded from the denominator.

2023 Program Outcomes Assessment: Student Achievement Results

Reviewers

For the 2023 Assessment of Program Learning Outcomes, the following reviewers were utilized:

- Dr. Benjamin Perez, Faculty
- Dr. Geoffrey Vanderpal, Faculty
- Dr. Keith Wade, Faculty
- Mr. Robert Oravitz, External Advisor

A total of 13 graduate artifacts (Final Projects and Comprehensive Exams) were assessed by each reviewer as described in [Program-Level Outcomes Assessment](#).

The full rubrics utilized for this review are available in [Appendix A](#) (without 2023 results) and [Appendix B](#) (inclusive of 2023 results).

2023 Program Outcomes Assessment: General Strengths of Student Artifacts

- Comprehensive understanding: Students demonstrated a strong grasp of the subject matter, including leadership and management principles, business operations, the evolving business environment, and critical analysis skills. They showcased their knowledge and acquisition of relevant skills for the competitive marketplace.
- Application of concepts: Students effectively applied learned concepts and principles to real-world scenarios, showcasing the practical integration of these concepts and their contribution to successful outcomes. Examples included implementing standardized processes, migrating to new storage systems, and considering current business and economic trends.
- Clear communication: Students communicated their ideas and analysis clearly and effectively throughout their projects. They presented arguments, findings, and conclusions logically and coherently, enabling readers to understand the connections between different elements.

- Thorough research and analysis: Students demonstrated a strong ability to conduct thorough research and analysis, integrating multiple perspectives into their work.
- Adherence to assessment criteria: Students adhered to the assessment criteria, showcasing their understanding of the requirements and meeting or exceeding the expected standards.
- Some students showed basic learning of concepts and structures, generating work within the given guidance and rubric alignment. Mathematical or formulaic responses were particularly strong for those who met or exceeded the Program Learning Outcome (PLO) standards.

2023 Program Outcomes Assessment: General Weaknesses of Student Artifacts

- Limited use of supporting evidence: Some students may rely on assertions or personal opinions without providing sufficient supporting evidence or references. This weakens the credibility of their arguments and limits the persuasiveness of their analysis. Students should focus on fully explaining and supporting their responses using research and examples.
- Inconsistent organization and structure: The structure and organization of students' work may lack consistency and coherence. They may struggle with transitioning between different sections or providing clear connections between ideas. This inconsistency makes it difficult for readers to follow their thought process and understand the logical flow of their work.
- Lack of application and problem-solving skills: Some students may show a lack of application and problem-solving skills. They may struggle to connect theoretical concepts to practical real-world scenarios, limiting the depth of their analysis and the application of learned skills.
- Insufficient development of soft skills: Soft skills, such as effective communication, teamwork, and leadership, may not be adequately developed or applied in students' work. These skills are essential for success in professional environments and should be further emphasized and practiced.
- Limited tie-in to practical application: Some students' work may align primarily with theoretical or "textbook" knowledge, with limited connections to practical applications. The analysis and final work products may not sufficiently demonstrate the ability to apply learned concepts and skills to real-world scenarios.
- Occasional lack of graduate-level writing capacity: Students may struggle to meet the expected level of graduate-level writing in their work. This can include deficiencies in narrative and data presentation, failure to provide extended analysis or interpretation, and a reliance on primarily definitional responses.

2023 Program Outcomes Assessment: Program Improvement Recommendations

Master of Business Administration

- Revise Program Learning Outcomes to ensure they are current, specific, and measurable.
- Emphasize critical thinking and problem-solving in applied learning scenarios
- Develop modules or coursework focusing on leadership, self-awareness, and soft-skills.
- Incorporate more industry connections and practical insights via guest speakers, industry integration, etc.
- Consider use of collaborative learning experiences

Master of Leadership Management

- Revise Program Learning Outcomes to ensure they are current, specific, and measurable.
- Develop and implement collaborative learning opportunities
- Develop and implement change management case studies, including communication strategies, stakeholder engagement, and resistance management
- Develop and implement additional scenario- and case study-based learning.
- Consider use of collaborative learning experiences

Master of Project Management

- Revise Program Learning Outcomes to ensure they are current, specific, and measurable.
- Provide earlier opportunities to engage in scenarios and case studies in order to integrate and apply students' learning.
- Include courses or modules designed to improve students' communication, soft skills, and ability to influence without direct lines of authority.
- Shift curricular focus from government to private sector
- Align assignments and case studies with current, private sector practices
- Focus on practical applications of project management

2023 Program Outcomes Assessment: Master of Business Administration (all concentrations)

Degree Level: Master's					
Program: Master of Business Administration (General Management & Project Management Concentration)					
<p>Program Purpose: This program offers a broad-based education in business operations designed for working professionals who wish to advance or enhance their working careers. The MBA program emphasizes both core business principles and the latest concepts, practices and skills needed in today's marketplace.</p>					
<u>Program Learning Outcome</u>	<u>Student Artifact</u>	<u>Criteria to Assess PLO</u>	<u>Assessment Method</u>	<u>Benchmark</u>	<u>2023 Results</u>
PLO1 - Demonstrate a structured knowledge of leadership and management principles and practices	MBA Final Project	see full rubric in Appendix A	rubric	2.0 - Meets Expectations	2.1 - Meets Expectations
PLO2 - Show the ability to use the basic functional elements necessary for business operations.	MBA Final Project	see full rubric in Appendix A	rubric	2.0 - Meets Expectations	2.3 - Meets Expectations
PLO3 - Explain the evolving business environment.	MBA Final Project	see full rubric in Appendix A	rubric	2.0 - Meets Expectations	2.1 - Meets Expectations
PLO4 - Recognize the proper relationship of basic business principles to the changing techniques used to implement them.	MBA Final Project	see full rubric in Appendix A	rubric	2.0 - Meets Expectations	2.1 - Meets Expectations
PLO5 - Demonstrate a facility [competence] in critical analysis, communication, and quantitative and synthesizing skills.	MBA Final Project	see full rubric in Appendix A	rubric	2.0 - Meets Expectations	2.5 - Meets Expectations
PLO6 - Demonstrate an increase in skills and experience for today's competitive marketplace.	MBA Final Project	see full rubric in Appendix A	rubric	2.0 - Meets Expectations	2.3 - Meets Expectations
Actions for Improving Student Learning - Direct Measures					
<ul style="list-style-type: none"> ● Revise Program Learning Outcomes to ensure they are current, specific, and measurable. ● Emphasize critical thinking and problem-solving in applied learning scenarios ● Develop modules or coursework focusing on leadership, self-awareness, and soft-skills. ● Incorporate more industry connections and practical insights via guest speakers, industry integration, etc. ● Consider use of collaborative learning experiences 					
Review Cycle - Direct Measures					
<ul style="list-style-type: none"> ● Actions for Improving Student Learning will be addressed annually. ● In future annual OAP cycles, not all Programs/PLOs will be reviewed [the institution performed a comprehensive review in 2023 after the change of 					

ownership to gain insight into its program review strategy.]

<u>Indirect Measures (Instrument Used)</u>	<u>Criteria/Question</u>	<u>Benchmarks</u>	<u>2023 Results</u>
Graduate Satisfaction Survey	Did your educational experience with AGU help you to: acquire job or work related skills?	Yes ≥ 85%	Yes = 96%
	Did your educational experience with AGU help you to think critically and analytically?	Yes ≥ 85%	Yes = 96%
	Did your educational experience with AGU help you to solve complex real-world problems?	Yes ≥ 85%	Yes = 88%
	Did your educational experience with AGU help you to learn something that changed the way you understand an issue or concept?	Yes ≥ 85%	Yes = 100%
	Would you recommend AGU to a co-worker?	Yes ≥ 85%	Yes = 92%
Graduate Employment Outcomes Survey	Was graduate employed within 6 months of graduation?	Yes ≥ 80%	Yes = 91%
	Is graduate working in government, non-profit, religious, international, or community-based organizations, agencies, or sectors?	Yes ≥ 70%	Yes = 83%
	Did you receive an [immediate] promotion as a result of your degree?	Yes ≥ 15%	Yes = 12%
	Did you receive an [immediate] increase in pay after earning your degree?	Yes ≥ 15%	Yes = 20%
Graduate Employment Outcome Surveys + 2 Years	Did you receive a promotion as a result of your degree?	Yes ≥ 40%	Yes = 46%
	Did you receive an increase in pay after earning your degree?	Yes ≥ 40%	Yes = 51%
Employer Surveys	Would you recommend this program to other personnel in your organization?	Yes ≥ 85%	Yes = 100%
Actions for Improving Student Learning - Indirect Measures			
<ul style="list-style-type: none"> Patten will incorporate more real-world, applied, and industry-connected experiences in its program to improve its graduate's ability to solve complex, real-world problems. 			
Review Cycle - Indirect Measures			
<ul style="list-style-type: none"> Patten will address indirect measures as part of its MBA Program Review and course revision cycle in 2023-2024. 			

2023 Program Outcomes Assessment: Master of Leadership and Management

Degree Level: Master's					
Program: Master of Leadership and Management					
Program Purpose: This program provides a broad-based education in leadership and management principles and practices that will enable working professionals to navigate the ever changing world of complex organizations. The program combines the traditional approaches of leadership and management with the emerging ideas necessary for leading organizations in the 21st century.					
<u>Program Learning Outcome</u>	<u>Student Artifact</u>	<u>Criteria to Assess PLO</u>	<u>Assessment Method</u>	<u>Benchmark</u>	<u>2023 Results</u>
PLO1 - Demonstrate a structured knowledge of leadership principles and practices	Comprehensive Exam - M/C section	Score on Comprehensive Exam - M/C Section	M/C	2.0 - Meets Expectations	2.0 - Meets Expectations
PLO2 - Demonstrate a structured knowledge of management principles and practices					
PLO3 - Assess and use the various techniques for organizational design and change.	Comprehensive Exam Essay Question 19 & 20	see full rubric in Appendix A	rubric	2.0 - Meets Expectations	1.8 - Does not Meet Expectations
PLO4 - Explain how leadership and management practices are used in a cross-cultural relationship.	Short Answer Essay Question 27, Comprehensive Essay Question 16	see full rubric in Appendix A	rubric	2.0 - Meets Expectations	2.0 - Meets Expectations
PLO5 - Apply analytical skill in the research and solution of problems.	Comprehensive Essay Question 11 & 12	see full rubric in Appendix A	rubric	2.0 - Meets Expectations	2.1 - Meets Expectations
PLO6 - Demonstrate facility in critical thinking and ethical decision-making.	Comprehensive Essay Question 18 & 9	see full rubric in Appendix A	rubric	2.0 - Meets Expectations	2.8 - Exceeds Expectations
PLO7 - Develop and use communication, negotiation, quantitative and synthesizing techniques.	Comprehensive Essay Question 17 & 22	see full rubric in Appendix A	rubric	2.0 - Meets Expectations	2.1 - Meets Expectations
Actions for Improving Student Learning - Direct Measures					
<ul style="list-style-type: none"> ● Revise Program Learning Outcomes to ensure they are current, specific, and measurable. ● Develop and implement collaborative learning opportunities ● Develop and implement change management case studies, including communication strategies, stakeholder engagement, and resistance management ● Develop and implement additional scenario- and case study-based learning. 					

- Consider use of collaborative learning experiences

Review Cycle - Direct Measures

- Actions for Improving Student Learning will be addressed annually.
- In future annual OAP cycles, not all Programs/PLOs will be reviewed [the institution performed a comprehensive review in 2023 after the change of ownership to gain insight into its program review strategy.]

<u>Indirect Measures (Instrument Used)</u>	<u>Criteria/Assessment Method</u>	<u>Benchmarks</u>	<u>Results</u>
Graduate Satisfaction Survey	Did your educational experience with AGU help you to: acquire job or work related skills?	Yes ≥ 85%	Yes = 67%
	Did your educational experience with AGU help you to think critically and analytically?	Yes ≥ 85%	Yes = 100%
	Did your educational experience with AGU help you to solve complex real-world problems?	Yes ≥ 85%	Yes = 83%
	Did your educational experience with AGU help you to learn something that changed the way you understand an issue or concept?	Yes ≥ 85%	Yes = 100%
	Would you recommend AGU to a co-worker?	Yes ≥ 85%	Yes = 100%
Graduate Employment Outcomes Survey	Was graduate employed within 6 months of graduation?	Yes ≥ 80%	Yes = 100%
	Is graduate working in government, non-profit, religious, international, or community-based organizations, agencies, or sectors?	Yes ≥ 70%	Yes = 100%
	Did you receive an [immediate] promotion as a result of your degree?	Yes ≥ 15%	Yes = 17%
	Did you receive an [immediate] increase in pay after earning your degree?	Yes ≥ 15%	Yes = 17%
Graduate Employment Outcome Surveys + 2 Years	Did you receive a promotion as a result of your degree?	Yes ≥ 40%	N/A (data unavailable)
	Did you receive an increase in pay after earning your degree?	Yes ≥ 40%	N/A (data unavailable)
Employer Surveys	Would you recommend this program to other personnel in your organization?	Yes ≥ 85%	Yes = 100%

Actions for Improving Student Learning - Indirect Measures

- Develop and implement additional scenario- and case study-based learning to enhance work-related skill development.

Review Cycle - Indirect Measures

- Patten will address actions for indirect measures as part of its MLM Program Review (scheduled for 2024), and within its course revision cycle in 2023-2024.

2023 Program Outcomes Assessment: Master of Project Management

Degree Level: Master's					
Program: Master of Project Management					
Program Purpose: The Master of Project Management program is geared for industry and government professionals whose responsibilities require a sophisticated, but practical understanding of how projects and large programs are planned, organized and implemented.					
<u>Program Learning Outcome</u>	<u>Student Artifact</u>	<u>Criteria to Assess PLO</u>	<u>Assessment Method</u>	<u>Benchmark</u>	<u>2023 Results</u>
PLO1 - Demonstrate a structured yet varied knowledge of the theory and practice of program and project management.	Comprehensive Exam - M/C Section	Score on Comprehensive Exam - M/C Section	M/C	2.0 - Meets Expectations	2.0 - Meets Expectations
PLO2 - Explain the role of project managers and the strategies, tactics and functions associated with the leadership and management of an entire project/program or portfolio	Comprehensive Exam - Case Study 1 - Polar A - Performance Management	see full rubric in Appendix A	rubric	2.0 - Meets Expectations	2.6 - Exceeds Expectations
PLO3 - Demonstrate a facility [proficiency] in critical analysis, communication, and quantitative and integrative skills	Comprehensive Exam - Case Study - Contract Administration Problem No. 3	see full rubric in Appendix A	rubric	2.0 - Meets Expectations	1.8 - Does not Meet Expectations
PLO4 - Identify the relationship of the project interests to overall industry and government operations.	Comprehensive Exam - Case Study - Project Quality Problems	see full rubric in Appendix A	rubric	2.0 - Meets Expectations	1.4 - Does not Meet Expectations
PLO5 - Recognize the proper relationship of basic project management principles to the changing techniques used to implement them	Comprehensive Exam - Case Study 5 - Northeast Research Lab	see full rubric in Appendix A	rubric	2.0 - Meets Expectations	1.8 - Does not Meet Expectations

PLO6 - Demonstrate readiness for career advancement	Comprehensive Exam - Case Study 6 - Negotiation for Project Managers	see full rubric in Appendix A	rubric	2.0 - Meets Expectations	1.8 - Does not Meet Expectations
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Actions for Improving Student Learning - Direct Measures

- Revise Program Learning Outcomes to ensure they are current, specific, and measurable.
- Provide earlier opportunities to engage in scenarios and case studies in order to integrate and apply students' learning.
- Include courses or modules designed to improve students' communication, soft skills, and ability to influence without direct lines of authority.
- Shift curricular focus from government to private sector
- Align assignments and case studies with current, private sector practices
- Focus on practical applications of project management

Review Cycle - Direct Measures

- Actions for Improving Student Learning will be addressed annually.
- In future annual OAP cycles, not all Programs/PLOs will be reviewed [the institution performed a comprehensive review in 2023 after the change of ownership to gain insight into its program review strategy.]

<u>Indirect Measures (Instrument Used)</u>	<u>Criteria/Assessment Method</u>	<u>Benchmarks</u>	<u>Results</u>
Graduate Satisfaction Survey	Did your educational experience with AGU help you to: acquire job or work related skills?	Yes ≥ 85%	Yes = 100%
	Did your educational experience with AGU help you to think critically and analytically?	Yes ≥ 85%	Yes = 92%
	Did your educational experience with AGU help you to solve complex real-world problems?	Yes ≥ 85%	Yes = 92%
	Did your educational experience with AGU help you to learn something that changed the way you understand an issue or concept?	Yes ≥ 85%	Yes = 100%
	Would you recommend AGU to a co-worker?	Yes ≥ 85%	Yes = 100%
Graduate Employment Outcomes Survey	Was graduate employed within 6 months of graduation?	Yes ≥ 80%	Yes = 93%
	Is graduate working in government, non-profit, religious, international, or community-based organizations, agencies, or sectors?	Yes ≥ 70%	Yes = 89%
	Did you receive an [immediate] promotion as a result of your degree?	Yes ≥ 15%	Yes = 8%
	Did you receive an [immediate] increase in pay after earning your degree?	Yes ≥ 15%	Yes = 17%
Graduate Employment Outcome Surveys + 2 Years	Did you receive a promotion as a result of your degree?	Yes ≥ 40%	Yes = 33%
	Did you receive an increase in pay after earning your degree?	Yes ≥ 40%	Yes = 43%
Employer Surveys	Would you recommend this program to other personnel in your organization?	Yes ≥ 85%	Yes = 100%

Actions for Improving Student Learning - Indirect Measures
<ul style="list-style-type: none">• Shift curricular focus from government to private sector• Assess career earning potential in field, determine if benchmarks are correct
Review Cycle - Indirect Measures
<ul style="list-style-type: none">• Patten will address actions for indirect measures as part of its MPM Program Review (scheduled for 2024-2025), and within its course revision cycle in 2023-2024.

Tables

Table A - Assessment Areas and Direct Measure Methods

Area Assessed	Method of Direct Measure Assessment and When it is Used
Competencies (critical thinking, communication, quantitative reasoning, problem-solving, etc.)	Application lessons, case study problems, final projects, program outcomes assessment reviews
Professional Skills	Final projects, comprehensive exams, case studies
Disciplinary Knowledge	Subject examinations, comprehensive examinations
Interdisciplinary Knowledge	Application lessons, case study problems, final projects, program outcomes assessment reviews

Table B - Programs Outcomes Assessment Template Example (MBA)

Degree Level: Master's					
Program: Master of Business Administration (General Management & Project Management Concentration)					
Program Purpose: This program offers a broad-based education in business operations designed for working professionals who wish to advance or enhance their working careers. The MBA program emphasizes both core business principles and the latest concepts, practices and skills needed in today's marketplace.					
<u>Program Learning Outcome</u>	<u>Student Artifact</u>	<u>Criteria to Assess PLO</u>	<u>Assessment Method</u>	<u>Benchmark</u>	<u>2023 Results</u>
PLO1 - Demonstrate a structured knowledge of leadership and management principles and practices	MBA Final Project	see full rubric in Appendix A	rubric	2.0 - Meets Expectations	2.1 - Meets Expectations
PLO2 - Show the ability to use the basic functional elements necessary for business operations.	MBA Final Project	see full rubric in Appendix A	rubric	2.0 - Meets Expectations	2.3 - Meets Expectations
PLO3 - Explain the evolving business environment.	MBA Final Project	see full rubric in Appendix A	rubric	2.0 - Meets Expectations	2.1 - Meets Expectations
PLO4 - Recognize the proper relationship of basic business principles to the changing techniques used to implement them.	MBA Final Project	see full rubric in Appendix A	rubric	2.0 - Meets Expectations	2.1 - Meets Expectations
PLO5 - Demonstrate a facility [competence] in critical analysis, communication, and quantitative and synthesizing skills.	MBA Final Project	see full rubric in Appendix A	rubric	2.0 - Meets Expectations	2.5 - Meets Expectations
PLO6 - Demonstrate an increase in skills and experience for today's competitive marketplace.	MBA Final Project	see full rubric in Appendix A	rubric	2.0 - Meets Expectations	2.3 - Meets Expectations
Actions for Improving Student Learning - Direct Measures					
<ul style="list-style-type: none"> ● Revise Program Learning Outcomes to ensure they are current, specific, and measurable. ● Emphasize critical thinking and problem-solving in applied learning scenarios ● Develop modules or coursework focusing on leadership, self-awareness, and soft-skills. ● Incorporate more industry connections and practical insights via guest speakers, industry integration, etc. ● Consider use of collaborative learning experiences 					
Review Cycle - Direct Measures					
<ul style="list-style-type: none"> ● Actions for Improving Student Learning will be addressed annually. 					

- In future annual OAP cycles, not all Programs/PLOs will be reviewed [the institution performed a comprehensive review in 2023 after the change of ownership to gain insight into its program review strategy.]

<u>Indirect Measures (Instrument Used)</u>	<u>Criteria/Question</u>	<u>Benchmarks</u>	<u>2023 Results</u>
Graduate Satisfaction Survey	Did your educational experience with AGU help you to: acquire job or work related skills?	Yes ≥ 85%	Yes = 96%
	Did your educational experience with AGU help you to think critically and analytically?	Yes ≥ 85%	Yes = 96%
	Did your educational experience with AGU help you to solve complex real-world problems?	Yes ≥ 85%	Yes = 88%
	Did your educational experience with AGU help you to learn something that changed the way you understand an issue or concept?	Yes ≥ 85%	Yes = 100%
	Would you recommend AGU to a co-worker?	Yes ≥ 85%	Yes = 92%
Graduate Employment Outcomes Survey	Was graduate employed within 6 months of graduation?	Yes ≥ 80%	Yes = 91%
	Is graduate working in government, non-profit, religious, international, or community-based organizations, agencies, or sectors?	Yes ≥ 70%	Yes = 83%
	Did you receive an [immediate] promotion as a result of your degree?	Yes ≥ 15%	Yes = 12%
	Did you receive an [immediate] increase in pay after earning your degree?	Yes ≥ 15%	Yes = 20%
Graduate Employment Outcome Surveys + 2 Years	Did you receive a promotion as a result of your degree?	Yes ≥ 40%	Yes = 46%
	Did you receive an increase in pay after earning your degree?	Yes ≥ 40%	Yes = 51%
Employer Surveys	Would you recommend this program to other personnel in your organization?	Yes ≥ 85%	Yes = 100%

Actions for Improving Student Learning - Indirect Measures

- Patten will incorporate more real-world, applied, and industry-connected experiences in its program to improve its graduate's ability to solve complex, real-world problems.

Review Cycle - Indirect Measures

- Patten will address indirect measures as part of its MBA Program Review and course revision cycle in 2023-2024.

Table C - Assessment of Student Academic Achievement - End of Program

Institution Name: Patten University					
Assessment of Student Academic Achievement - End of Program					
<u>Assessment Tools</u>	<u>Target Population</u>	<u>Distribution of Results</u>	<u>Use of Results</u>	<u>Responsibility</u>	<u>Implementation Timeline</u>
Individual Students: Final Project or Comprehensive Exam	Pending Graduates	CAO and Dir Admissions/Student Achievement	Fulfillment of Graduation Reqs, Assessment of Program Learning Outcomes	Faculty	At the end of each student's capstone course
Graduate Survey	Recent Graduates	Institution-wide, Public	Assessment of Program Learning Outcomes, Program Review, Graduate Satisfaction	Dir Admissions/Student Achievement	Upon graduation

Table D - Assessment of Student Academic Achievement After Graduation

Institution Name: Patten University					
Assessment of Student Academic Achievement - End of Program					
<u>Assessment Tools</u>	<u>Target Population</u>	<u>Distribution of Results</u>	<u>Use of Results</u>	<u>Responsibility</u>	<u>Implementation Timeline</u>
Graduate Follow-up Survey (Alumni Survey)	Graduates ~2 years post graduation	Institution-wide	Assessment of Program Learning Outcomes, Program Review, Graduate Satisfaction	Dir Admissions/Student Achievement	Annually
Employer Survey	Graduates 6-12 mos post graduation	Institution-wide	Assessment of Program Learning Outcomes, Program Review, Graduate Satisfaction	Dir Admissions/Student Achievement	Annually

Table E - Assessment of Student Academic Achievement Periodically

Institution Name: Patten University					
Assessment of Student Academic Achievement - Periodically Other assessment measures utilized by the institution on time frames independent of the academic process of individual students.					
Assessment Tools	Target Population	Distribution of Results	Use of Results	Responsibility	Implementation Timeline
Program Outcomes Assessment: Final Projects and Comprehensive Exams	Recent Graduates, multiple artifacts	Institution-wide	Assessment of Program Learning Outcomes, Program Review	Faculty, External Advisors, CAO	Annually, select PLOs and programs
Program Review	All programs on a rotating basis	Institution-wide	Program improvement and revision	Faculty, External Advisors, CAO	Each program every five years

Appendix A: Program-Level Outcomes Assessment Rubrics

Master of Business Administration

<u>PLO #</u>	<u>Program Learning Outcome</u>	<u>Student Artifact</u>	<u>Criteria to assess PLO</u>	<u>Does Not Meet Expectations</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>
PLO1	Demonstrate a structured knowledge of leadership and management principles and practices	Final Project	Throughout the Final Project, leadership and management principles and practices are articulated and properly applied.	Leadership and management principles and practices are not articulated and/or properly applied.	Throughout the Final Project, leadership and management principles and practices are articulated and properly applied.	Throughout the Final Project, leadership and management principles and practices are well-articulated, expertly applied, and lead to a project which is likely to be successful.
PLO2	Show the ability to use the basic functional elements necessary for business operations.	Final Project	<ol style="list-style-type: none"> 1. The student lists and defines three (3) functional/operational elements of management critical to the business model/type featured in the project. 2. The project shows direct attachment of the three (3) functional elements to the successful outcome of the proposed business model/type. 3. The project demonstrates how the sum of correct application of these operational elements provides a competitive advantage to the featured business model/type in the marketplace. 	<ol style="list-style-type: none"> 1. The project lists and defines fewer than three (3) functional/operational elements of management critical to the business model/type. 2. The definition of two (2) or more elements is limited or incomplete. 3. The project fails to show correlation between more than one element presented and their necessity for successful operations. There is limited or no discussion of how these functional/operational elements lead to competitive advantage in the marketplace. 	<ol style="list-style-type: none"> 1. Three (3) or more functional/operational elements are effectively introduced, fully defined and attached to the operational success of the business model/type featured in the project. 2. The project demonstrates how competitors or similar models failed by not implementing one or more of the functional/operational elements defined and attached to the projected success of the business model/type featured. 3. The project and summation demonstrate why the integration of the functional elements is essential to successful operation of this business model/type. 	<ol style="list-style-type: none"> 1. A minimum of three (3) or more functional/operational elements are listed, defined, theoretically and practically applied to the projected operational success of the business model. 2. Competitive advantage(s) gained through use of three (3) or more functional/operational elements are thoroughly discussed and addressed in the context of industry or same business model competitors. 3. The successful historic implementation of three (3) or more of the functional/operational elements by similar business models/types is presented, identifying key metrics used to define success in that/those entities. 4. The Final Project contains reasonable and logical conclusions that are supported by evidence provided within the project.

<u>PLO #</u>	<u>Program Learning Outcome</u>	<u>Student Artifact</u>	<u>Criteria to assess PLO</u>	<u>Does Not Meet Expectations</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>
PLO3	Explain the evolving business environment.	Final Project	<ol style="list-style-type: none"> 1. Current business, economic, political, and regulatory trends and conditions are presented. 2. One or more business environmental analysis frameworks (SWOT, PEST etc.) are presented to define the current business environment in the context of the business model/type presented in the project. 3. Traditional KPIs (Key Performance Indicators) are presented that explore whether or not this business model/type is impacted by broader global business conditions.. 	<ol style="list-style-type: none"> 1. The current business climate is not explained in various contexts such as economic, political, regulatory or other. 2. One (1) or more business environmental analysis frameworks are not presented in order to provide observations of the potential for success (or failure) of the business model/type featured in the project. 3. KPIs are not presented with any level of substance and no global business context is provided by the project for the business model/type featured. 	<ol style="list-style-type: none"> 1. Research-based data is presented to explain the current/evolving business environment. 2. Leading business and economic indicators are defined and applied subjectively to the business model/type featured in the project. 3. One or more business environmental analysis frameworks are introduced and applied to the business model/type featured. 4. Two or more KPIs are defined and applied to the business model/type featured in a global business context. 	<ol style="list-style-type: none"> 1. The current, evolving business environment is thoroughly discussed through economic, political, regulatory and industry trends. 2. Several appropriate business environmental analysis frameworks are built out based on the business model/type featured. 3. Three or more KPIs are fully identified, defined and applied to the business model/type featured.and 4. Logical conclusions are reached on how current business and economic trends impact this business model/type.
PLO4	Recognize the proper relationship of basic business principles to the changing techniques used to implement them.	Final Project	<ol style="list-style-type: none"> 1. The project lists and defines multiple basic business principles at the core of the business model/type featured. 2. The project introduces key implementation techniques of basic business principles for operational success, and ways in which these techniques are evolving for the business model/type featured. 	<ol style="list-style-type: none"> 1. A limited number of basic business principles are introduced in relation to the business model/type featured. 2. The project does not effectively present implementation techniques for applying basic business principles, and there is limited situational awareness of the evolving nature of these techniques presented. 	<ol style="list-style-type: none"> 1. An accurate view of the relationship between basic business principles and the evolution of implementation techniques and tools is presented. 2. Practical methods to help business operating principles and implementation techniques used to integrate them are introduced. 3. The basic business principles and the evolving techniques used to implement them are considered in terms of the business model/type featured. 	<ol style="list-style-type: none"> 1. An extended narrative recognizing the most relevant business principles and their connectedness to implementation techniques based on historical and recent changes is presented. 2. A complete discussion of methodology to integrate best practice business principles with implementation tools and techniques is offered. 3. The project offers an exhaustive comparison of current best practice implementation techniques vs. those previously used for the business principles discussed.

<u>PLO #</u>	<u>Program Learning Outcome</u>	<u>Student Artifact</u>	<u>Criteria to assess PLO</u>	<u>Does Not Meet Expectations</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>
PLO5	Demonstrate a facility [competence] in critical analysis, communication, and quantitative and synthesizing skills.	Final Project	<ol style="list-style-type: none"> 1. The project carries critical analysis from abstract and executive summary to closing statements and project summation. 2. Effective communication of concepts, best practice principles, and comparative are evident throughout the entire project. 3. Quantitative analysis is applied appropriately to key data presentation and is anchored in the business model/type featured in the project. 	<ol style="list-style-type: none"> 1. The project exhibits limited critical analysis in aggregate and in component sections individually. 2. There is limited or no transition of critical analysis outcomes from component section to section. 3. Communication of key concepts is not consistent throughout the entire project. 4. Quantitative analysis is generally not present or accurate where included or is not connected to the business type/model featured. 	<ol style="list-style-type: none"> 1. The project consistently demonstrates competence in critical analysis of the key concepts, practices and principles narrated, anchored in the business model/type featured. 2. Critical analysis leads to a logical project conclusion consistent with the overall body of work. 3. Clear communication pathways are evident and the project shows synthesis of key concepts and quantitative details. 4. Quantitative analysis is accurate where presented and supports key precepts of the overall project. 	<ol style="list-style-type: none"> 1. The project in its entirety demonstrates consistent critical analysis and presentation of the analysis in a fluid and logical manner. 2. Concluding critical analysis adds significantly to the project's summation and closing. 3. There are no breaks in logic and consistency of communication of key concepts throughout the project. 4. Quantitative analysis is accurate throughout and is supported by appropriate formulaic appendices, and logical conclusions are presented that demonstrate synthesis of all analysis and quantitative components of the project.
PLO6	Demonstrate an increase in skills and experience for today's competitive marketplace.	Final Project	<ol style="list-style-type: none"> 1. The project provides evidence of the application of experiential and project acquired knowledge to demonstrate newly acquired or increased skills in the functional business areas featured in the project. 2. The skills developed are relevant to the key items considered in PLO2, PLO3 and PLO4 and relevant to the current business and economic environments. 	<ol style="list-style-type: none"> 1. The project does not effectively show graduate level outcomes that would indicate career readiness. 2. There is limited or no connection or evidence of consideration of PLO2, PLO3, and PLO4 in development of new skills relevant to the business model/type or the current business and economic environments. 	<ol style="list-style-type: none"> 1. The project notes and demonstrates graduate-level outcomes that would indicate general career readiness. 2. The project effectively shows attachment of the new skills or increased skill sets to the business model/type featured. 3. There is some integration of new skills presented with the content and informational movement of PLO2, PLO3, and PLO4. 4. There is limited tie-in of skills acquisition and improvement relevant to current business and economic conditions. 	<ol style="list-style-type: none"> 1. The project fully demonstrates a high level of achievement of graduate-level outcomes and career readiness. 2. There is a direct attachment of the newly acquired skills or improvement of previous skills to the business model/type featured. 3. The progression of the project shows a full integration of new skills and improved skills with PLO2, PLO3, and PLO4. 4. The tie-in of skills acquisition to current business and economic conditions is substantive and apparent in the project summation.

Master of Leadership and Management

<u>PLO #</u>	<u>Program Learning Outcome</u>	<u>Student Artifact (A)</u>	<u>Criteria to assess PLO</u>	<u>Does Not Meet Expectations</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>
PLO1	Demonstrate a structured knowledge of leadership principles and practices	Comprehensive Exam - M/C section	Score on Comprehensive Exam - M/C Section	< 85%	85-94%	≥ 95%
PLO2	Demonstrate a structured knowledge of management principles and practices	Comprehensive Exam - M/C section	Score on Comprehensive Exam - M/C Section	< 85%	85-94%	≥ 95%
PLO3	Assess and use the various techniques for organizational design and change.	Comprehensive Exam Essay Question 19	<p>A review of the case scenario for assessment of organizational design and change.</p> <ol style="list-style-type: none"> 1. Recognize and address how internal compliance programs and new rules from outside the organization can lead to new organizational structures and change initiatives. 2. Demonstrate and communicate the understanding of why negative, fraudulent, or scandalous events typically lead to change through the filter of the size and scope of events by presenting change techniques beneficial in this case. 	<p>The student does not demonstrate a review of the case background as presented.</p> <ol style="list-style-type: none"> 1. There is a broken or minimal discussion of how internal compliance programs and new rules from outside (the organization) impact organizational design and change. 2. The student offers a limited applied understanding of why negative (or scandalous) events typically lead to change based on the background of this case scenario. 	<p>The student exhibits an understanding of this case as it applies to organizational change and design.</p> <ol style="list-style-type: none"> 1. A well developed discussion of how compliance rules can impact organizational design and change is presented. 2. A case is made supporting how the negative events of this case led or can lead to effective organizational and industry change. 	<p>A thorough understanding of organizational design and change are presented through the filter of this case.</p> <ol style="list-style-type: none"> 1. A complete/detailed narrative is presented validating how compliance rules and regulations can lead to impactful organizational design and overall organizational change. 2. The student offers thorough consideration of how the details of this case scenario led or can lead to effective organizational design and change initiatives.

<u>PLO #</u>	<u>Program Learning Outcome</u>	<u>Student Artifact (A)</u>	<u>Criteria to assess PLO</u>	<u>Does Not Meet Expectations</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>
PLO3	Assess and use the various techniques for organizational design and change.	Comprehensive Exam Essay Question 20	<p>A review of the case scenario for assessment of organizational design and change.</p> <ol style="list-style-type: none"> 1. Recognize and address how new team decision-making rules and processes can lead to organizational structure and change initiatives. 2. Demonstrate and communicate an understanding of why negative events typically lead to change through the filter of the size and scope of events by presenting change techniques beneficial in this case. 	<p>The student does not demonstrate a review of the case background as presented.</p> <ol style="list-style-type: none"> 1. There is a broken or minimal discussion of how new team decision-making rules and processes can lead to organizational structure and change initiatives. 2. The student offers a limited applied understanding of why negative events such as lost jobs (due to overseas competition) typically lead to change based on the background of this case scenario. 	<p>The student exhibits an understanding of this case as it applies to organizational change and design.</p> <ol style="list-style-type: none"> 1. A well developed discussion of how compliance rules can impact organizational design and change is presented. 2. A case is made supporting how the negative events of this case led or can lead to effective organizational and industry change. 	<p>A thorough understanding of organizational design and change are presented through the filter of this case.</p> <ol style="list-style-type: none"> 1. A complete/detailed narrative is presented validating how compliance rules and regulations can lead to impactful organizational design and overall organizational change. 2. The student offers thorough consideration of how the details of this case scenario led or can lead to effective organizational design and change initiatives.
PLO4	Explain how leadership and management practices are used in a cross-cultural relationship.	Short Answer Essay Question 27	<ol style="list-style-type: none"> 1. Explain the impact that cross-cultural differences have on an organization when expanding globally. 2. Discuss how cross-cultural similarities can be used to make global/international expansion easier for an organization. 3. Demonstrate an understanding of how cross-cultural-differences and similarities can impact key stakeholder relationships. 	<ol style="list-style-type: none"> 1. The student does not explain the impact cross-cultural differences have on an organization when expanding globally. 2. The student's response is limited or incomplete in how it addresses the benefits of using cross-cultural similarities when expanding globally. 3. A limited analysis of the impact of cross-cultural differences and similarities on key stakeholder relationships is offered. 	<ol style="list-style-type: none"> 1. The student presents a sufficient explanation of the impact of cross-cultural differences on an organization when growing globally. 2. An effective response is offered on the benefits of using cross-cultural similarities when expanding globally. 3. The student presents a sound analysis of the impact of cross-cultural differences and similarities on key stakeholder relationships. 	<ol style="list-style-type: none"> 1. The student presents a thorough and detailed explanation of the impact of cross-cultural differences on an organization when growing globally. 2. An exhaustive response is offered on the benefits of using cross-cultural similarities when expanding globally. 3. The student presents an organized and detailed analysis of the impact of cross-cultural differences and similarities on key stakeholder relationships.

<u>PLO #</u>	<u>Program Learning Outcome</u>	<u>Student Artifact (A)</u>	<u>Criteria to assess PLO</u>	<u>Does Not Meet Expectations</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>
PLO4	Explain how leadership and management practices are used in a cross-cultural relationship.	Comprehensive Essay Question 16	<ol style="list-style-type: none"> 1. Recognize the environmental factors that are critical to becoming a multinational firm and expanding overseas for both a retail company and a manufacturing firm. 2. Demonstrate an understanding of the comparative benefits and drawbacks of internal analysis vs. environmental scanning in terms of expansion of a retail company and a manufacturing firm. 	<ol style="list-style-type: none"> 1. The student does not demonstrate familiarity with the essential nature of conducting an environmental scan while researching company expansion for a retail company and a manufacturing firm. 2. Limited or few accurate details are offered when comparing internal analysis vs. environmental scanning in terms of global expansion for a retail company and a manufacturing firm. 	<ol style="list-style-type: none"> 1. The student exhibits knowledge of the key components of at least one environmental scanning framework and how the insight gained can assist in researching expansion of a retail company and a manufacturing firm. 2. There is a complete comparison of the benefits of internal analysis and environmental scanning in terms of global expansion for a retail company and a manufacturing firm. 	<ol style="list-style-type: none"> 1. A thorough review of the elements of 2 or more environmental scanning frameworks is presented in the context of a retail company and a manufacturing firm seeking to expand globally. 2. There is an extensive comparison of the benefits of internal analysis and environmental scanning in terms of global expansion for a retail company and a manufacturing firm. 3. The student competently articulates how insight gained from environmental scanning frameworks can lead to sound expansion decisions in the case of a retail company and a manufacturing firm. The most beneficial insights that can be gained from environmental scanning are succinctly presented.
PLO5	Apply analytical skill in the research and solution of problems.	Comprehensive Essay Question 11	<ol style="list-style-type: none"> 1. Present a review of the experimental method of business research. 2. Explain the foundational logic underlying use of the experimental method. 3. Consider and present the disadvantages of engaging the experimental method of business research. 	<ol style="list-style-type: none"> 1. A limited and incomplete presentation of the experimental method of business research is offered. 2. A broken explanation of the logic supporting the use of the experimental method is offered. 3. The student offers of minimal review of the disadvantages of applying the experimental method. 	<ol style="list-style-type: none"> 1. The student offers a succinct discussion of their knowledge of the experimental research method. 2. Consideration of the experimental method in the context of business research is detailed and supported with examples. 3. An honest evaluation of the disadvantages of the experimental research method applied to business is offered. 	<ol style="list-style-type: none"> 1. A detailed discussion of the experimental method is offered including a historic review or attachment to successfully use examples in various fields. 2. The student offers extended detail on the use of the experimental method specifically in a business research context. 3. Disadvantages of the experimental research method when applied in a business context are discussed in-depth.

<u>PLO #</u>	<u>Program Learning Outcome</u>	<u>Student Artifact (A)</u>	<u>Criteria to assess PLO</u>	<u>Does Not Meet Expectations</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>
PLO5	Apply analytical skill in the research and solution of problems.	Comprehensive Essay Question 12	<ol style="list-style-type: none"> List and define types of information used in literature reviews. Demonstrate an understanding of the value of various forms of research in business. 	<ol style="list-style-type: none"> Literature reviews are not defined within the context of business research. Various types (3-5) of general information used in literature reviews are not listed and defined. 	<ol style="list-style-type: none"> The student effectively defines and discusses literature reviews in the context of business research. A minimum of 3-5 types of general information used in literature reviews are presented and defined in a business research context. 	<ol style="list-style-type: none"> A detailed list of most frequently used types of general information used in literature searches is presented with each type defined. More than five types of information used in literature searches attached to business research are presented and defined.
PLO6	Demonstrate facility in critical thinking and ethical decision-making.	Comprehensive Essay Question 18	<ol style="list-style-type: none"> Provide evidence of the understanding of decision making frameworks. Discuss the concept and application of value trees in business related decisions. Apply a value tree framework to a case specific decision. 	<ol style="list-style-type: none"> A value tree decision-making framework is not used to discuss the case scenario presented. Understanding of the general process and flow of value trees is not sufficiently demonstrated. Applied knowledge of a value tree framework is not exhibited in reaching a decision set for the case. 	<ol style="list-style-type: none"> A value tree framework is used within the case. (computer purchase) Sufficient application of a value tree is shown within the case. A decision point is reached using a value tree for the case involved. 	<ol style="list-style-type: none"> A value tree is applied to the case and is discussed in terms of its potential outcomes. Thorough knowledge in the application and decision-making flow of a value tree is presented for the case involved. A decision point for the case scenario is reached and fully discussed, relating different outcomes that were possible based on this analysis.
PLO6	Demonstrate facility in critical thinking and ethical decision-making	Comprehensive Essay Question 9	<ol style="list-style-type: none"> Select one of the four ethical standards for making decisions in negotiations listed for this question and discuss the basis for this standard. In what negotiation situation it could be used? 	<ol style="list-style-type: none"> The student does not show a developed and applied understanding of the ethical standard chosen or in what negotiation situation it can be applied. 	<ol style="list-style-type: none"> The student exhibits an accurate understanding of the ethical standard chosen and in what negotiation situation it could be used. 	<ol style="list-style-type: none"> The student exhibits an accurate and full understanding of the ethical standard chosen, and properly supports and illustrates its application to a negotiation situation.

<u>PLO #</u>	<u>Program Learning Outcome</u>	<u>Student Artifact (A)</u>	<u>Criteria to assess PLO</u>	<u>Does Not Meet Expectations</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>
PLO7	Develop and use communication, negotiation, quantitative and synthesizing techniques.	Comprehensive Essay Question 17	<ol style="list-style-type: none"> 1. Show the necessity for "stacking" knowledge and skills in critical analysis, negotiations and synthesizing skill sets, based on the Academy of Forecasting scenario. 2. Conduct critical thinking analysis that is used to make a best case scenario decision. 3. Respond to points (a) through (e) by providing the best possible answers based on your analysis. 	<ol style="list-style-type: none"> 1. The student does not demonstrate stacked knowledge to conduct a situational analysis, negotiate based on the outcome, and present the results to interested stakeholders. 2. Limited detail on the AoF case scenario is presented, and 3. Analysis points (a) to (e) are not responded to by providing best possible answers that lead to a decision that can be communicated to all parties. 	<ol style="list-style-type: none"> 1. The student demonstrates competency in critical analysis, negotiation and communication (stacked knowledge) in the context of the AoF symposium case. 2. Sufficient detail recount is offered to support the analysis process and decision-making pathways of points (a) through (e). 3. The student discusses the final analysis-based decision and discusses how the process and decision can be communicated to all parties of interest. 	<ol style="list-style-type: none"> 1. The AoF symposium analysis and decision-making case is thoroughly presented. 2. Each of the considerations of the case (points a through e) are effectively considered throughout the analysis process. 3. A complete and thorough discussion of the analysis and decision-making process are presented in a manner in which they would be communicated to all stakeholders.
PLO7	Develop and use communication, negotiation, quantitative and synthesizing techniques.	Comprehensive Essay Question 22	<ol style="list-style-type: none"> 1. Demonstrate the ability to review and consider human assets, and financial and operational components of a business analysis scenario, by listing the facts of the case. 2. Show how critical awareness of detail is at all levels of business, especially in analyzing problems and offering relevant theoretical models for taking action. 3. Efficiently present the process and factors of the analysis and decision-making processes for the case and present a plan to remedy the problems. 	<ol style="list-style-type: none"> 1. There is an incomplete review of the facts in areas of performance and general attributes of each subject plant/plant manager and the facts pertaining to their performance. 2. The student does not effectively recognize the problems of the case and theoretical models that may lead to effective decisions and remedies. 3. A limited and incomplete plan of action is presented to address the primary problems in the case. 	<ol style="list-style-type: none"> 1. The student effectively considers and presents the facts of the case in the areas of performance and general attributes of each subject plant/plant manager (through the filter of the COO role). 2. The student effectively recognizes the problems of the case and theoretical models that may lead to effective decisions and remedies for the problem. 3. A foundational plan of action is presented to address the primary problems cited in the case. 	<ol style="list-style-type: none"> 1. A complete and thorough analysis of the facts in the case is presented in the areas of performance and general attributes of each plant manager (as the COO in the case). 2. A complete examination of the problems the COO faces is discussed with attachment to the problem sources. 3. The theoretical models that may offer a remedy to the problem are fully discussed. 4. The student closes the analysis of the case with a complete plan of action to remedy the specific problem(s) discovered.

Master of Program Management

<u>PLO #</u>	<u>Program Learning Outcome</u>	<u>Student Artifact</u>	<u>Criteria to assess PLO</u>	<u>Does Not Meet Expectations</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>
PLO1	Demonstrate a structured yet varied knowledge of the theory and practice of program and project management.	Comprehensive Exam - M/C Section	Score on Comprehensive Exam - M/C Section	< 85%	85-94%	≥ 95%
PLO2	Explain the role of project managers and the strategies, tactics and functions associated with the leadership and management of an entire project/program or portfolio	Comprehensive Exam - Case Study 1 - Polar A - Performance Management	<ol style="list-style-type: none"> 1. Scan the Case Study (Polar A) for essential details related to project management in general and program/project management strategies implemented in the case. 2. Consider and address the primary objective of the case study to evaluate the management restraints imposed by an inadequate program management system. 3. Discuss the need for integration of proper project/program management principles into changing techniques used to fully implement them. 	<ol style="list-style-type: none"> 1. The student does not present an understanding of the Polar A Case Study's key details and its Primary Questions as shown in the case overview. 2. There is a limited/incomplete review of the primary objective of the case study which is to evaluate the impacts of an inadequate program management system. The student does not address the concerns about persistent problems in managing the project featured in the case study. 3. The student offers a limited/incomplete analysis on how improvements can be made for proper integration of project/program management principles and the changing techniques required to implement them. 	<ol style="list-style-type: none"> 1. A succinct and effective review of the Polar A Case Study is presented. The student addresses the Primary Question/Objective as presented in the case overview. 2. A complete review of the reported inadequacies of the program management system is provided per the details of the case study. 3. The student acknowledges and discusses the persistent problems present in managing the project and presents possible improvements in the integration of proper project/program management principles that are listed and briefly discussed. 	<ol style="list-style-type: none"> 1. The student offers a complete and constructive review of the key case study details in a summative manner for the Polar A Scenario. 2. The Primary Question/Objective as presented in the case overview is discussed in terms of project/program management techniques, principles and practice. 3. A thorough review of the reported inadequacies of the program management system is presented for the Polar A Case. 4. The student reviews and presents opportunities for correcting the persistent problems faced managing the project by introducing best practices that can eliminate the problems.

<u>PLO #</u>	<u>Program Learning Outcome</u>	<u>Student Artifact</u>	<u>Criteria to assess PLO</u>	<u>Does Not Meet Expectations</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>
PLO3	Demonstrate a facility [proficiency] in critical analysis, communication, and quantitative and integrative skills	Comprehensive Exam - Case Study - Contract Administration Problem No. 3	<p>1. The student will demonstrate a foundational understanding of contract administration by demonstrating skills in critical analysis, communication, quantitative and integration skills.</p> <p>2. Critical analysis will be demonstrated by acknowledging key factors in the FAA/Acme contractual relationship and deficiencies in performance that must be addressed.</p> <p>3. The presentation and agreement of changes to be implemented are considered in context of the case and integration of all essential skills.</p> <p>4. Analysis of quantitative factors of the case will be reviewed and presented.</p>	<p>1. The student does not consider the details of the FAA/Acme case in presenting the analysis and communication of outcomes in the case.</p> <p>2. Critical analysis is limited or does not fit the presented facts of the case.</p> <p>3. The agreement of changes by both parties is not addressed, including proposed implementation details.</p> <p>4. Quantitative analysis is limited and not complete based on the case details.</p>	<p>1. The student effectively presents the details of the case in the context of critical analysis, quantitative and integrated skills. Clear communication of details is evident.</p> <p>2. Critical analysis is effective based on the known details of the FAA/Acme case.</p> <p>3. Agreement and actionable changes are addressed fully and the student shows an understanding of the impact of the changes.</p> <p>4. Quantitative analysis is sufficient based on known details of the case.</p>	<p>1. The student thoroughly presents the details of the case in the context of critical analysis, quantitative and integrated skills. Clear and complete communication of details is evident.</p> <p>2. Critical analysis is extensive based on the known details of the FAA/Acme case.</p> <p>3. Agreement and actionable changes are addressed in an in-depth manner and the student shows an understanding of the impact of the changes.</p> <p>4. Quantitative analysis is thorough including made assumptions, and is based on known details of the case.</p>

<u>PLO #</u>	<u>Program Learning Outcome</u>	<u>Student Artifact</u>	<u>Criteria to assess PLO</u>	<u>Does Not Meet Expectations</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>
PLO4	Identify the relationship of the project interests to overall industry and government operations.	Comprehensive Exam - Case Study - Project Quality Problems	<p>1. Research the leadership and strategic planning practices of 3 recent Baldrige Award winners. Discuss different approaches that these firms use and why they seem appropriate for their organizations in terms of project management and overall operational success.</p> <p>2. Find examples of project management strategies and tactics for three (3) Fortune 500 companies. Provide a narrative that critiques these strategies and their effectiveness as compared to their industry.</p> <p>3. Choose three (3) of the six (6) companies reviewed in Criteria 1 and 2 and research the extent to which they are active as a Contract Vendor at the Federal and/or state levels. Discuss how their government contract operations are managed from RFP, to bid and award and post award project management.</p>	<p>1. The student fails to research and discuss 3 Baldrige Award winning companies and their project management strategies behind their success.</p> <p>2. The student does not present examples of three (3) Fortune 500 Companies and their strategies for project management compared to their industry's standards.</p> <p>3. Three (3) of the six (6) companies reviewed in Criteria 1 and 2 are not discussed in terms of their government vendor contract activity and project management. A discussion of the project management tools and techniques that are used is not present.</p>	<p>1. The student meets requirements by researching and discussing three (3) Baldrige Award winning companies and their project management strategies attached to their success.</p> <p>2. The student presents a narrative relating the research they have conducted on three (3) Fortune 500 companies and their strategies for project management compared to industry standards. Discussion of performance standards awards earned is used to validate the success of the strategies used.</p> <p>3. Three (3) of the six (6) companies reviewed are researched in terms of their government vendor contracting operations and strategies. The discussion is complete in terms of project management tactics.</p>	<p>1. The student presents three (3) Baldrige Award Winners and three (3) Fortune 500 Companies per case study guidance and discussion of their project management strategies.</p> <p>2. A thorough review is provided on the elements evident in the success of the identified Baldrige Award Winners and the selected Fortune 500 Companies.</p> <p>3. A comparison of the selected companies' project management strategies to industry standards is thorough.</p> <p>4. Three (3) of the selected companies are broken out and thoroughly vetted related to their government contractor/vendor activity, project management process and success.</p>

<u>PLO #</u>	<u>Program Learning Outcome</u>	<u>Student Artifact</u>	<u>Criteria to assess PLO</u>	<u>Does Not Meet Expectations</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>
PLO5	Recognize the proper relationship of basic project management principles to the changing techniques used to implement them	Comprehensive Exam - Case Study 5 - Northeast Research Lab	<p>Become familiar with the essential details of the Northeast Research Case Study.</p> <ol style="list-style-type: none"> 1. Discuss the basic project management principles that are present in the case. 2. Review and propose how more current project management techniques could be used to manage the project/program, team, and outcomes of the case. 3. Identify changes made and how they may have impacted the flow, completion, costs and other factors of the case project/program. 	<ol style="list-style-type: none"> 1. The student does not demonstrate a foundational knowledge of the key details of the case, including project management principles. 2. There is a limited or no review of how more current project management techniques could be used to manage the project/program and team featured in the case. 3. A limited review of changes made and resulting outcomes is offered. 	<ol style="list-style-type: none"> 1. The student demonstrates a foundational knowledge of the key details of the case, including project management principles. 2. There is a sufficient review of how more current project management techniques could be used to manage the project/program and team featured in the case. 3. A complete, project-oriented review of changes made and resulting outcomes is offered. 	<ol style="list-style-type: none"> 1. The student demonstrates a complete and thorough knowledge of the key details of the case, including project management principles present. 2. There is a fully developed review of how more current project management techniques could be used to manage the project/program and team featured in the case. 3. An advanced, project oriented review of changes made and resulting outcomes is offered.
PLO6	Demonstrate readiness for career advancement	Comprehensive Exam - Case Study 6 - Negotiation for Project Managers	<ol style="list-style-type: none"> 1. Project Managers that are deemed highly successful have a successful track record in the area of negotiation(s). Discuss how effective Project Managers gain and use negotiation leverage over the life of a project or program. 2. In the context of project negotiations, change orders are the leading cause of cost overruns and delays in completion. Explain why this is and what negotiation skills or tools Project Managers can develop to be aware of this and help prevent these two negative outcomes. 3. Demonstrate knowledge of how negotiation skills developed by effective Project 	<ol style="list-style-type: none"> 1. A limited or generally inaccurate discussion is held on how Project Managers gain and use negotiation leverage over the life of a project or program. 2. The student does not demonstrate the nature and cause of change orders and their impact on cost increases and project delays. 3. A brief or limited discussion of how negotiation skills developed by effective Project Managers can be used to control costs, increase client satisfaction, and meet deadlines is presented. 	<ol style="list-style-type: none"> 1. The student offers a sound look at how Project Managers gain and use negotiation leverage over the life of a project or program. 2. A detailed understanding of the nature of change orders, their cause and their impact on costs and project delays is presented. 3. The response shows a strong awareness of how negotiation skills developed by effective Project Managers are used to control costs, increase client satisfaction, and ensure meeting deadlines. 	<ol style="list-style-type: none"> 1. The student offers a thorough and well-rounded look at how Project Managers gain and use negotiation leverage over the life of a project or program. 2. A complete understanding of the complexity of change orders, their cause, and their impact on costs and project delays is presented. 3. The student demonstrates a high-level awareness of how negotiation skills developed by effective Project Managers are used to control costs, increase client satisfaction, and ensure meeting deadlines.

<u>PLO #</u>	<u>Program Learning Outcome</u>	<u>Student Artifact</u>	<u>Criteria to assess PLO</u>	<u>Does Not Meet Expectations</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>
			Managers can be used to control costs, increase client satisfaction, and meet project schedules.			

Appendix B: Program-Level Outcomes Assessment Rubrics with 2023 Measurement of Student Artifacts

Note: Student names have been redacted from these assessments.

Master of Business Administration

PLO #	Program Learning Outcome	Student Artifact	Criteria to assess PLO	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	R Overall Measurement	R Peer Measurement	G Undergrad Measurement	K Wide Measurement	R Overall Measurement	R Peer Measurement	G Undergrad Measurement	K Wide Measurement	R Overall Measurement	R Peer Measurement	G Undergrad Measurement	K Wide Measurement	R Overall Measurement	R Peer Measurement	G Undergrad Measurement	K Wide Measurement	R Overall Measurement	R Peer Measurement	G Undergrad Measurement	K Wide Measurement
PLO1	Demonstrate an understanding of leadership and management principles and practices.	Final Project	1. Analyze the four functions of management: planning, organizing, leading, and controlling. 2. Apply the four functions of management to a business scenario.	1. The student does not demonstrate an understanding of the four functions of management. 2. The student does not apply the four functions of management to a business scenario.	1. The student demonstrates an understanding of the four functions of management. 2. The student applies the four functions of management to a business scenario.	1. The student demonstrates an understanding of the four functions of management. 2. The student applies the four functions of management to a business scenario.	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations
PLO2	Identify the role of each part of the business organization.	Final Project	1. Identify the role of each part of the business organization. 2. Explain the relationship between the parts of the business organization.	1. The student does not identify the role of each part of the business organization. 2. The student does not explain the relationship between the parts of the business organization.	1. The student identifies the role of each part of the business organization. 2. The student explains the relationship between the parts of the business organization.	1. The student identifies the role of each part of the business organization. 2. The student explains the relationship between the parts of the business organization.	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations
PLO3	Explain the building blocks of business.	Final Project	1. Explain the building blocks of business. 2. Describe the relationship between the building blocks of business.	1. The student does not explain the building blocks of business. 2. The student does not describe the relationship between the building blocks of business.	1. The student explains the building blocks of business. 2. The student describes the relationship between the building blocks of business.	1. The student explains the building blocks of business. 2. The student describes the relationship between the building blocks of business.	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations
PLO4	Recognize the power relationship of each business unit in the organization.	Final Project	1. Recognize the power relationship of each business unit in the organization. 2. Explain the relationship between the power relationship of each business unit in the organization.	1. The student does not recognize the power relationship of each business unit in the organization. 2. The student does not explain the relationship between the power relationship of each business unit in the organization.	1. The student recognizes the power relationship of each business unit in the organization. 2. The student explains the relationship between the power relationship of each business unit in the organization.	1. The student recognizes the power relationship of each business unit in the organization. 2. The student explains the relationship between the power relationship of each business unit in the organization.	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations
PLO5	Demonstrate the ability to communicate in oral, written, and digital formats.	Final Project	1. Demonstrate the ability to communicate in oral, written, and digital formats. 2. Explain the relationship between the ability to communicate in oral, written, and digital formats.	1. The student does not demonstrate the ability to communicate in oral, written, and digital formats. 2. The student does not explain the relationship between the ability to communicate in oral, written, and digital formats.	1. The student demonstrates the ability to communicate in oral, written, and digital formats. 2. The student explains the relationship between the ability to communicate in oral, written, and digital formats.	1. The student demonstrates the ability to communicate in oral, written, and digital formats. 2. The student explains the relationship between the ability to communicate in oral, written, and digital formats.	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations
PLO6	Demonstrate an understanding of business law and ethics.	Final Project	1. Demonstrate an understanding of business law and ethics. 2. Explain the relationship between business law and ethics.	1. The student does not demonstrate an understanding of business law and ethics. 2. The student does not explain the relationship between business law and ethics.	1. The student demonstrates an understanding of business law and ethics. 2. The student explains the relationship between business law and ethics.	1. The student demonstrates an understanding of business law and ethics. 2. The student explains the relationship between business law and ethics.	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations	2 Meets Expectations

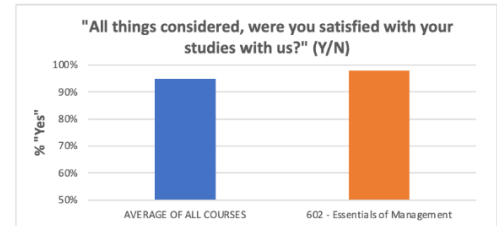
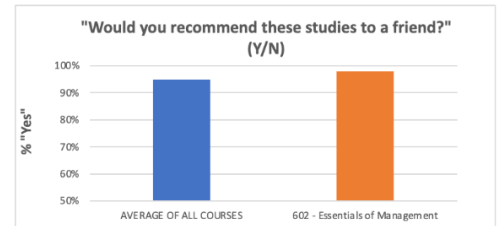
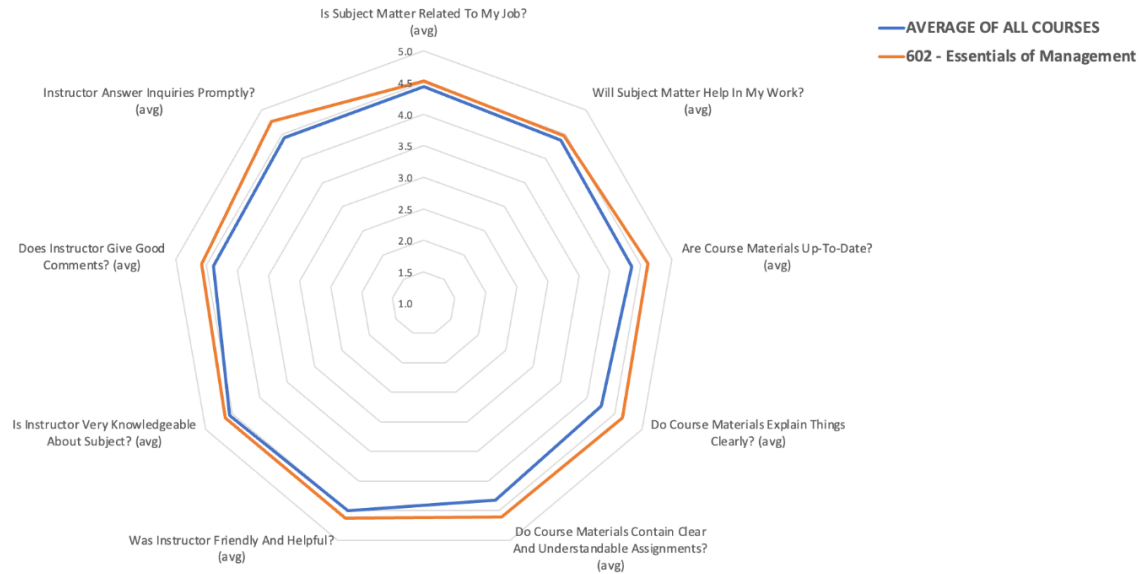
Master of Leadership and Management

PLO #	Program Learning Outcome	Student Artifact (A)	Criteria to assess PLO	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	R Oravitz Measurement	B Perez Measurement	G Vanderval Measurement	K Wade Measurement	R Oravitz Measurement	B Perez Measurement	G Vanderval Measurement	K Wade Measurement
PLO2	Demonstrate a structured knowledge of management principles and practices	Comprehensive Exam - M/C section	Score on Comprehensive Exam - M/C Section	< 85%	85-94%	≥ 95%	88% - Meets Expectations				85% - Meets Expectations			
PLO3	Assess and use the various techniques for organizational design and change.	Comprehensive Exam Essay Question 19	A review of the case scenario for assessment of organizational design and change. 1. Recognize and address how internal compliance programs and new rules from outside the organization can lead to new organizational structures and change initiatives. 2. Demonstrate and communicate the understanding of why negative, fraudulent, or scandalous events typically lead to change through the filter of the size and scope of events by presenting change techniques beneficial in this case.	The student does not demonstrate a review of the case background as presented. 1. There is a broken or minimal discussion of how internal compliance programs and new rules from outside (the organization) impact organizational design and change. The student offers a limited applied understanding of why negative events (scandalous) events typically lead to change based on the background of this case scenario.	The student exhibits an understanding of this case as it applies to organizational design and change. 1. A well developed discussion of how compliance rules can impact organizational design and change is presented. 2. A case is made supporting how the negative events of this case led or can lead to effective organizational and industry change.	1. Through understanding of organizational design and change are presented through the filter of this case. 1. A complete/detailed narrative is presented detailing how compliance rules and regulations can lead to impactful organizational design and internal organizational change. 2. The student offers thorough consideration of how the details of this case scenario led or can lead to effective organizational design and change initiatives.	2 - Meets Expectations	2 - Meets Expectations	2 - Meets Expectations	2 - Meets Expectations	1 - Does Not Meet Expectations	2 - Meets Expectations	1 - Does Not Meet Expectations	1 - Does Not Meet Expectations
PLO3	Assess and use the various techniques for organizational design and change.	Comprehensive Exam Essay Question 20	A review of the case scenario for assessment of organizational design and change. 1. Recognize and address how new team decision-making rules and processes can lead to organizational structure and change initiatives. 2. Demonstrate and communicate an understanding of why negative events typically lead to change through the filter of the size and scope of events by presenting change techniques beneficial in this case.	The student does not demonstrate a review of the case background as presented. 1. There is a broken or minimal discussion of how new team decision-making rules and processes can lead to organizational structure and change initiatives. 2. The student offers a limited applied understanding of why negative events (such as lost jobs) lead to new team competition typically lead to change based on the background of this case scenario.	The student exhibits an understanding of this case as it applies to organizational design and change. 1. A well developed discussion of how compliance rules can impact organizational design and change is presented. 2. A case is made supporting how the negative events of this case led or can lead to effective organizational and industry change.	1. Through understanding of organizational design and change are presented through the filter of this case. 1. A complete/detailed narrative is presented detailing how compliance rules and regulations can lead to impactful organizational design and internal organizational change. 2. The student offers thorough consideration of how the details of this case scenario led or can lead to effective organizational design and change initiatives.	2 - Meets Expectations	2 - Meets Expectations	2 - Meets Expectations	2 - Meets Expectations	2 - Meets Expectations	2 - Meets Expectations	2 - Meets Expectations	1 - Does Not Meet Expectations
PLO4	Explain how leadership and management practices are used in a cross-cultural relationship.	Short Answer Essay Question 27	1. Explain the impact that cross-cultural differences have on an organization when expanding globally. 2. Discuss how cross-cultural similarities can be used to make global/international expansion easier for an organization. 3. Demonstrate an understanding of how cross-cultural differences and similarities can impact key stakeholder relationships.	1. The student does not explain the impact cross-cultural differences have on an organization when expanding globally. 2. The student's response is limited or incomplete in how it addresses the benefits of using cross-cultural similarities when expanding globally. 3. A limited analysis of the impact of cross-cultural differences and similarities on key stakeholder relationships is presented.	1. The student presents a sufficient explanation of the impact of cross-cultural differences on an organization when expanding globally. 2. An effective response is offered on the benefits of using cross-cultural similarities when expanding globally. 3. The student presents a sound analysis of the impact of cross-cultural differences and similarities on key stakeholder relationships.	1. The student presents a thorough and detailed explanation of the impact of cross-cultural differences on an organization when expanding globally. 2. A substantive response is offered on the benefits of using cross-cultural similarities when expanding globally. 3. The student presents an organized and detailed analysis of the impact of cross-cultural differences and similarities on key stakeholder relationships.	1 - Does Not Meet Expectations	2 - Meets Expectations	2 - Meets Expectations	2 - Meets Expectations	2 - Meets Expectations	2 - Meets Expectations	2 - Meets Expectations	2 - Meets Expectations
PLO4	Explain how leadership and management practices are used in a cross-cultural relationship.	Comprehensive Exam Question 16	1. Recognize the environmental factors that are critical to becoming a multinational firm and a expanding overseas for both a retail company and a manufacturing firm. 2. Demonstrate an understanding of the comparative benefits and drawbacks of internal analysis vs. environmental scanning in terms of expansion of a retail company and a manufacturing firm.	1. The student does not demonstrate a thorough review of the environmental scanning framework for a retail company and a manufacturing firm. 2. Limited or incomplete comparison of the benefits of internal analysis and environmental scanning in terms of global expansion for a retail company and a manufacturing firm.	1. The student exhibits knowledge of the key elements of at least one environmental scanning framework and how the insight gained can assist in researching expansion of a retail company and a manufacturing firm. 2. Limited or incomplete comparison of the benefits of internal analysis and environmental scanning in terms of global expansion for a retail company and a manufacturing firm.	1. A thorough review of the elements of 2 or more environmental scanning frameworks is presented in context of a retail company and a manufacturing firm. 2. There is an extensive comparison of the benefits of global expansion for a retail company and a manufacturing firm. 3. The student competently articulates how insight gained from environmental scanning frameworks can lead to sound responses. However, in the case of a retail company and a manufacturing firm, the most beneficial insights that can be gained from environmental scanning are succinctly presented.	2 - Meets Expectations	2 - Meets Expectations	2 - Meets Expectations	2 - Meets Expectations	3 - Exceeds Expectations	2 - Meets Expectations	2 - Meets Expectations	2 - Meets Expectations
PLO5	Apply analytical skill in the research and solution of problems.	Comprehensive Exam Question 11	1. Present a review of the experimental method of research. 2. Explain the foundational logic underlying use of the experimental method. 3. Consider and present the disadvantages of engaging the experimental method of business research.	1. A limited and incomplete presentation of the experimental method of business research is offered. 2. A limited explanation of the logic supporting the use of the experimental method is offered. 3. The student offers of minimal review of the disadvantages of applying the experimental method.	1. The student offers a succinct discussion of their knowledge of the experimental research method. 2. Consideration of the experimental method in the context of business research is detailed and supported with examples. 3. An honest evaluation of the disadvantages of the experimental research method applied to business is offered.	1. A detailed discussion of the experimental method is offered involving a thorough review or attachment to successfully use responses in various fields. 2. More than five types of information used in literature searches attached to business research are presented and defined.	3 - Exceeds Expectations	2 - Meets Expectations	2 - Meets Expectations	1 - Does Not Meet Expectations	2 - Meets Expectations	2 - Meets Expectations	2 - Meets Expectations	1 - Does Not Meet Expectations
PLO5	Apply analytical skill in the research and solution of problems.	Comprehensive Exam Question 12	1. List and define types of information used in literature reviews. 2. Demonstrate an understanding of the value of various forms of research in business.	1. Literature reviews are not defined within the context of business research. 2. Various types (3-5) of general information used in literature reviews are not listed and defined.	1. The student effectively defines and discusses literature reviews in the context of business research. 2. A minimum of 3-5 types of general information used in literature reviews are presented and defined in a business research context.	1. A detailed list of most frequently used types of general information used in literature reviews is presented with each type defined. 2. More than five types of information used in literature searches attached to business research are presented and defined.	3 - Exceeds Expectations	3 - Exceeds Expectations	3 - Exceeds Expectations	3 - Exceeds Expectations	2 - Meets Expectations	2 - Meets Expectations	2 - Meets Expectations	1 - Does Not Meet Expectations
PLO6	Demonstrate facility in critical thinking and ethical decision-making.	Comprehensive Exam Question 18	1. Provide evidence of the understanding of decision making frameworks. 2. Discuss the concept and application of value trees in business-related decision. 3. Apply a value tree framework to a case specific decision.	1. A value tree decision-making framework is not used to discuss the case scenario presented. 2. Understanding of the general process and flow of value trees is not sufficiently demonstrated. 3. Applied knowledge of a value tree framework is not exhibited in reaching a decision on the case.	1. A value tree framework is used within the case. (complete purchase) 2. Sufficient application of a value tree is shown within the case. 3. A decision point is reached using a value tree for the case involved.	1. A value tree is applied to the case and is discussed in terms of its potential outcomes. 2. Thorough knowledge in the application and decision-making flow of a value tree is presented for the case involved. 3. A decision point for the case scenario is reached and fully discussed, making different outcomes that were possible based on the analysis.	3 - Exceeds Expectations	3 - Exceeds Expectations	3 - Exceeds Expectations	3 - Exceeds Expectations	2 - Meets Expectations	2 - Meets Expectations	2 - Meets Expectations	2 - Meets Expectations
PLO6	Demonstrate facility in critical thinking and ethical decision-making.	Comprehensive Exam Question 9	1. Select one of the four ethical standards for making decisions in negotiation listed for this question and discuss the basis for this standard. In what negotiation situation it could be used?	1. The student does not show a developed and applied understanding of the ethical standard chosen or in what negotiation situation it can be applied.	1. The student exhibits an accurate understanding of the ethical standard chosen and in what negotiation situation it could be used.	1. The student exhibits and accurate and full understanding of the ethical standard chosen, and properly supports and discusses its application to a negotiation situation.	3 - Exceeds Expectations	3 - Exceeds Expectations	3 - Exceeds Expectations	3 - Exceeds Expectations	3 - Exceeds Expectations	3 - Exceeds Expectations	3 - Exceeds Expectations	3 - Exceeds Expectations
PLO7	Develop and use communication, negotiation, quantitative and synthesizing techniques.	Comprehensive Exam Question 17	1. Show the necessity for "stacking" knowledge and skills in critical analysis, negotiations and synthesizing skills sets, based on the Academy of Forecasting scenario. 2. Conduct critical thinking analysis that is used to make a best case scenario decision. 3. Respond to points (a) through (g) by providing the best possible answers based on your analysis.	1. The student does not demonstrate stacked knowledge to conduct a situational analysis, negotiate based on the outcome, and present the results to interested stakeholders. 2. Limited detail on the Aaf case scenario is provided. 3. Analysis points (a) to (g) are not responded to by providing best possible answers that lead to a decision that can be communicated to all parties.	1. The student demonstrates competency in critical analysis, negotiation and communication (stacked knowledge) in the context of the Aaf scenario case. 2. Sufficient detail is recalled in support of the analysis process and decision-making pathways of the Aaf scenario. 3. The student discusses the final analysis-based decision and discusses how the process and decision can be communicated to all parties of interest.	1. The Aaf synopsis analysis and decision-making steps is thoroughly presented. 2. Each of the considerations of the case scenario through (g) are effectively considered throughout the analysis process. 3. A complete and thorough discussion of the analysis and decision-making process is presented in a manner in which they would be communicated to all stakeholders.	2 - Meets Expectations	2 - Meets Expectations	2 - Meets Expectations	3 - Exceeds Expectations	2 - Meets Expectations	2 - Meets Expectations	2 - Meets Expectations	2 - Meets Expectations
PLO7	Develop and use communication, negotiation, quantitative and synthesizing techniques.	Comprehensive Exam Question 22	1. Demonstrate the ability to review and consider human assets, and financial and operational components of a business analysis scenario, by listing the facts of the case. 2. Show how critical awareness of detail is at all levels of business, especially in analyzing problems and offering relevant theoretical models for taking action. 3. Effectively present the process and factors of the analysis and decision-making processes for the case and present a plan to remedy the problems.	1. There is an incomplete review of the facts in areas of performance and general attributes of each subject (plant/manager) and the facts pertaining to their performance. 2. The student does not effectively recognize the problems of the case and theoretical models that may lead to effective decisions and actions for the problem. 3. A foundational plan of action is presented to address the primary problems of the case.	1. The student effectively considers and presents the facts of the case in the areas of performance and general attributes of each subject (plant/manager) through the filter of the COO role. 2. The student effectively recognizes the problems of the case and theoretical models that may lead to effective decisions and actions for the problem. 3. A foundational plan of action is presented to address the primary problems of the case.	1. A complete and thorough analysis of the facts in the case is presented in the areas of performance and general attributes of each plant/manager (see the COO in the case). 2. A complete theoretical models of the problem (COO) facts is discussed with attachment to the problem scenario. 3. The theoretical models that may offer a remedy to address the problems of the case are presented. 4. The student clearly shows the analysis of the case with a comprehensive plan of action that remedies the scenario problems) discussed.	3 - Exceeds Expectations	2 - Meets Expectations	3 - Exceeds Expectations	3 - Exceeds Expectations	1 - Does Not Meet Expectations	2 - Meets Expectations	1 - Does Not Meet Expectations	2 - Meets Expectations

Appendix C: Course-Level Outcomes Assessment Reference Data

BUS 602 - Essentials of Management

Student Assessments

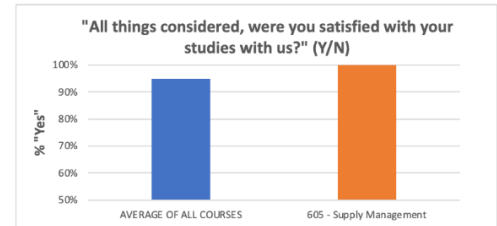
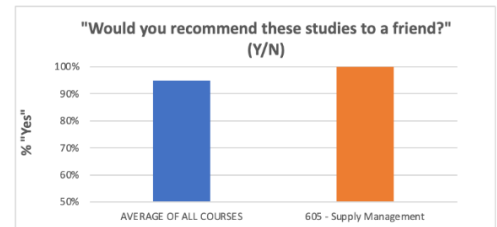
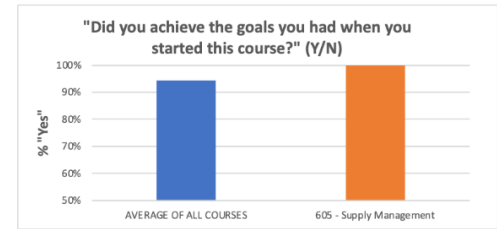
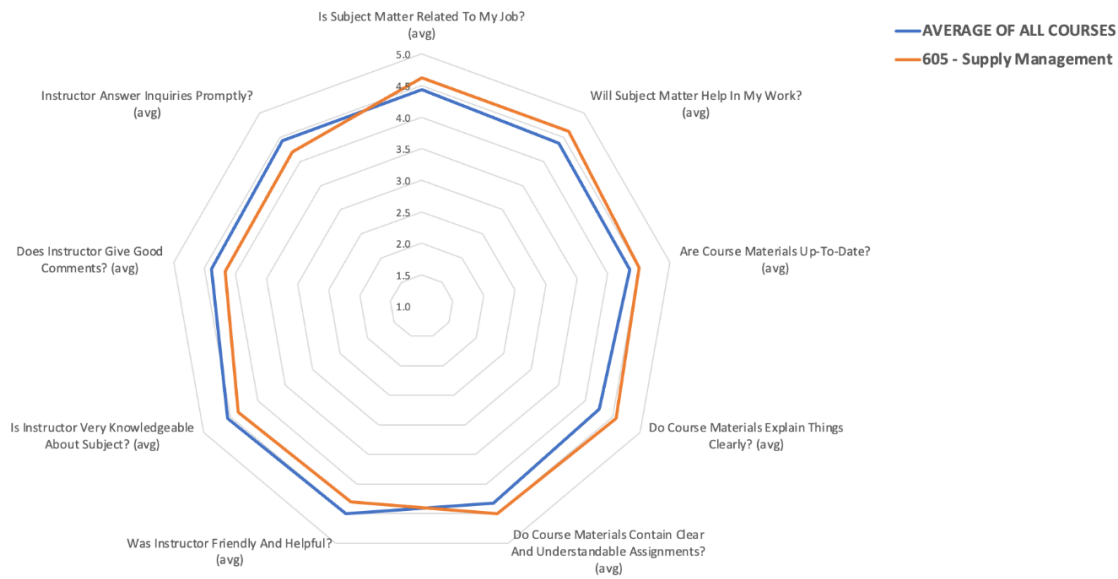


Assignment-Level Meta-Analysis

Course-Lesson	n					Grade Mean					StdDev of Grade					n	Grade Mean	StdDev of Grade			
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020				2021	2022	2023 (Jan-March)
602	147	1014	325	46			97%	97%	98%	97%			0.04	0.04	0.04	0.04			1532	97%	0.04
Application	26	222	71	11			100%	100%	100%	97%			0.01	0.02	0.01	0.04			330	100%	0.02
04. Application Lesson - Lessons 1 through 3	11	44	14	1			100%	100%	100%	90%			0.02	0.02	0.00				70	100%	0.02
09. Application Lesson - Lessons 5 through 8	9	42	14	1			100%	100%	100%	100%			0.00	0.02	0.00				66	100%	0.01
14. Application Lesson - Lessons 10 Through 13	2	47	14	3			100%	99%	100%	97%			0.00	0.02	0.00	0.06			66	99%	0.02
19. Application Lesson - Lessons 15 Through 18	2	45	15	3			100%	100%	100%	100%			0.00	0.02	0.01	0.00			65	100%	0.01
23. Application Lesson - Lessons 20 through 22	2	44	14	3			100%	100%	100%	97%			0.00	0.02	0.01	0.03			63	99%	0.02
Subject Examination	121	792	254	35			96%	96%	97%	97%			0.05	0.05	0.04	0.03			1202	96%	0.04
01. Principles of Management in Today's Business Environment	13	47	13	2			98%	96%	100%	92%			0.03	0.04	0.01	0.00			75	97%	0.04
02. Understanding the Forces Outside an Organization that Shape its	13	46	13	2			93%	94%	97%	98%			0.05	0.05	0.04	0.03			74	94%	0.05
03. How Managers Use the Components of the Decision Making Proc	12	46	14	2			98%	97%	98%	98%			0.04	0.04	0.03	0.03			74	97%	0.04
05. Navigating Through the Planning and Strategic Management Proc	11	43	14	1			97%	96%	98%	92%			0.05	0.05	0.02				69	97%	0.04
06. How Ethics and Corporate Responsibility Shape the Business Wor	11	44	14	1			97%	97%	96%	100%			0.04	0.03	0.05				70	97%	0.04
07. Managing on a Global Scale - International Management	10	40	13				91%	94%	94%				0.06	0.05	0.06				63	94%	0.05
08. What it Takes to Be a Successful Entrepreneur and Intrapreneur	10	43	15	1			98%	97%	97%	100%			0.04	0.03	0.04				69	97%	0.04
10. The Fundamentals of Structuring an Organization	8	42	14	1			97%	94%	97%	96%			0.04	0.06	0.05				65	95%	0.05
11. What it Takes to Quickly and Effectively Respond to Changes in th	7	42	15	1			97%	96%	97%	96%			0.05	0.05	0.04				65	96%	0.05
12. Managing the Human Resources Activites within an Organization	7	43	15	1			99%	98%	99%	100%			0.02	0.03	0.03				66	98%	0.03
13. Harnessing the Value of a Diversified Workforce	5	42	15	2			95%	94%	95%	98%			0.02	0.05	0.03	0.03			64	94%	0.04
15. The Styles and Methods to Developing Effective Leadership Skills	2	47	14	3			98%	95%	98%	100%			0.03	0.04	0.03	0.00			66	96%	0.04
16. Motivating People to Perform at Their Highest Level	2	47	13	3			100%	97%	98%	99%			0.00	0.04	0.03	0.02			65	97%	0.03
17. Creating and Managing a Culture Built on Teamwork	2	45	14	3			98%	95%	96%	95%			0.03	0.05	0.05	0.05			64	95%	0.04
18. Becoming a Better Communicator	2	46	14	3			96%	97%	99%	99%			0.06	0.04	0.03	0.02			65	98%	0.03
20. Better Management Using Effective Control Systems	2	45	15	3			94%	97%	97%	96%			0.03	0.04	0.04	0.04			65	96%	0.04
21. Exploiting and Managing New Technologies and Innovation	2	44	15	3			94%	96%	98%	97%			0.08	0.05	0.03	0.05			64	97%	0.05
22. Creating an Environment that Embraces Change	2	40	14	3			96%	95%	95%	93%			0.00	0.05	0.05	0.02			59	95%	0.05

SCM 605 - Supply Management

Student Assessments

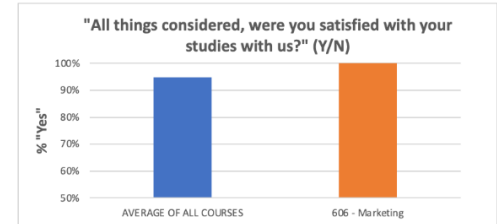
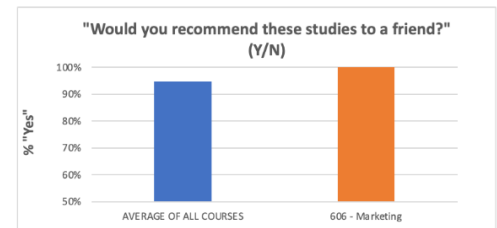
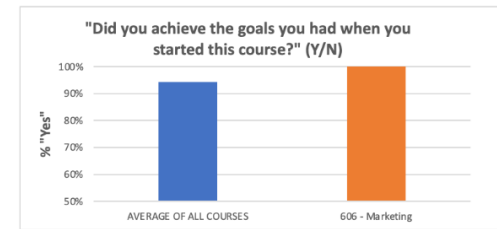
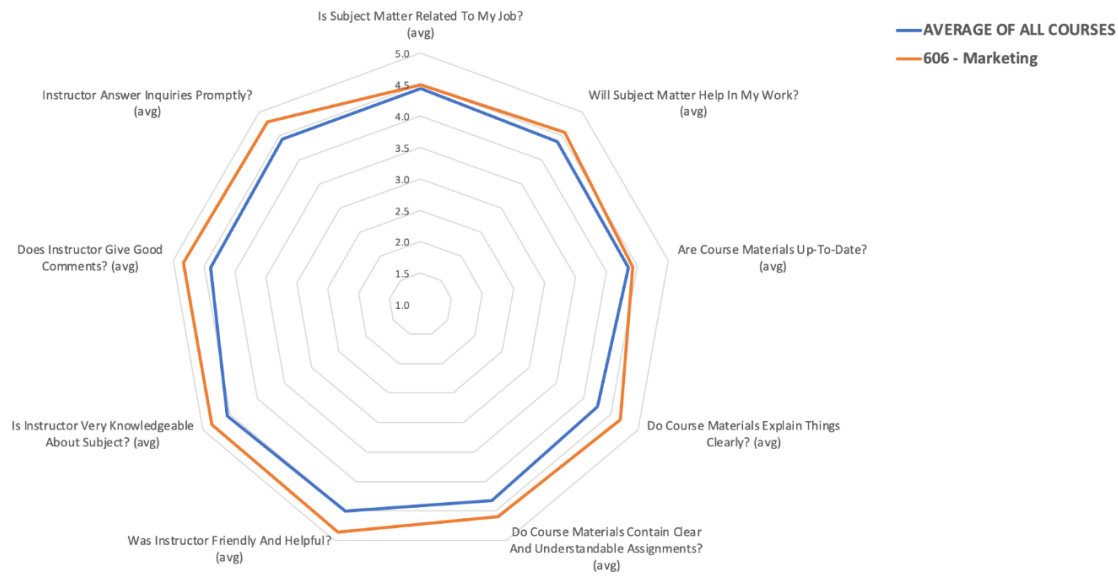


Assignment-Level Meta-Analysis

Course-Lesson	n						Grade Mean					StdDev of Grade						n	Grade Mean	StdDev of Grade			
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022				2023 (Jan-March)	2018-2023 (Jan-March)	2018-2023 (Jan-March)
605	957	895	555	364	168	32	98%	98%	98%	97%	97%	99%	0.03	0.03	0.04	0.04	0.04	0.04	0.03	2971	98%	0.03	
Application	221	209	131	82	42	5	98%	98%	98%	99%	100%	100%	0.01	0.01	0.01	0.01	0.01	0.01	0.01	690	98%	0.01	
05. Application Lesson - Lessons 1 through 4	39	33	21	14	5	1	98%	98%	98%	99%	100%	100%	0.01	0.01	0.01	0.01	0.01	0.00		113	98%	0.01	
10. Application Lesson - Lessons 6 through 9	38	34	22	15	5	2	98%	98%	98%	99%	99%	99%	0.01	0.01	0.01	0.01	0.01	0.01	0.01		116	98%	0.01
15. Application Lesson - Lessons 11 through 14	35	35	24	12	8	1	98%	98%	98%	100%	100%	100%	0.01	0.01	0.01	0.01	0.01	0.00		115	98%	0.01	
19. Application Lesson - Lessons 16 through 18	35	34	22	13	8	1	98%	98%	98%	99%	100%	100%	0.01	0.01	0.01	0.01	0.01	0.01		113	98%	0.01	
23. Application Lesson - Lessons 20 through 22	36	36	21	14	8		98%	98%	98%	100%	100%		0.01	0.01	0.01	0.01	0.01	0.01		115	98%	0.01	
26. Application Lesson - Lessons 24 and 25	38	37	21	14	8		98%	98%	98%	99%	100%		0.01	0.01	0.01	0.01	0.01	0.01		118	98%	0.01	
Subject Examination	736	686	424	282	126	27	98%	98%	98%	97%	96%	99%	0.03	0.04	0.04	0.04	0.04	0.04	0.03	2281	98%	0.04	
01. Introduction to Purchasing and Supply Chain Management	40	34	18	17	6		99%	98%	99%	98%	99%		0.03	0.03	0.02	0.03	0.02	0.02		115	98%	0.03	
02. The Purchasing Process	40	34	18	17	6		99%	98%	99%	98%	97%		0.02	0.03	0.02	0.02	0.02	0.03		115	99%	0.02	
03. Purchasing Policy and Procedures	38	34	19	17	5	1	97%	98%	98%	98%	96%	100%	0.05	0.04	0.03	0.04	0.03	0.03		114	98%	0.04	
04. Supply Management Integration for Competitive Advan	41	34	20	17	5	1	99%	97%	99%	97%	99%	96%	0.02	0.04	0.03	0.04	0.02	0.02		118	98%	0.03	
06. Purchasing and Supply Management Organization	37	35	21	14	5	1	99%	99%	99%	97%	97%	100%	0.02	0.02	0.03	0.04	0.03	0.03		113	99%	0.03	
07. Category Strategy Development	37	35	21	14	5	1	97%	97%	98%	96%	98%	100%	0.03	0.03	0.03	0.04	0.03	0.03		113	97%	0.03	
08. Supplier Evaluation and Selection	37	35	21	14	5	1	98%	99%	98%	98%	95%	100%	0.04	0.02	0.04	0.03	0.03	0.03		113	98%	0.03	
09. Supplier Quality Management	37	35	21	14	5	1	98%	99%	98%	98%	94%	100%	0.03	0.03	0.03	0.03	0.03	0.07		113	98%	0.03	
11. Supplier Management and Development: Creating a Wo	39	34	22	14	5	3	98%	98%	98%	98%	95%	100%	0.03	0.03	0.04	0.02	0.03	0.00		117	98%	0.03	
12. Worldwide Sourcing	39	34	23	14	5	3	99%	98%	98%	97%	97%	99%	0.02	0.03	0.04	0.03	0.03	0.02		118	98%	0.03	
13. Strategic Cost Management	37	33	22	15	5	3	97%	96%	98%	96%	96%	100%	0.03	0.04	0.03	0.04	0.05	0.00		115	97%	0.04	
14. Contract Management	38	34	22	13	6	3	98%	98%	98%	96%	98%	99%	0.03	0.03	0.03	0.04	0.03	0.02		116	98%	0.03	
16. Purchasing and Supply Chain Analysis: Tools and Techni	33	34	24	13	8	2	97%	97%	96%	96%	97%	97%	0.03	0.04	0.03	0.04	0.03	0.05		114	97%	0.03	
17. Negotiation and Conflict Management	34	34	24	13	8	2	98%	98%	99%	98%	96%	100%	0.03	0.03	0.02	0.02	0.03	0.00		115	98%	0.03	
18. Purchasing Law and Ethics	34	34	24	14	8	2	97%	98%	98%	98%	96%	95%	0.03	0.04	0.03	0.03	0.06	0.08		116	97%	0.04	
20. Lean Supply Chain Management	34	33	20	10	7	1	99%	97%	96%	95%	95%	100%	0.02	0.06	0.07	0.07	0.03		105	97%	0.05		
21. Purchasing Services	35	35	22	12	8	1	96%	95%	94%	90%	95%	96%	0.04	0.05	0.06	0.07	0.06		113	95%	0.06		
22. Supply Chain Information Systems and Electronic Sourc	34	35	22	12	8	1	97%	98%	95%	94%	95%	100%	0.04	0.05	0.07	0.06	0.06		112	96%	0.05		
24. Performance Measurement and Evaluation	37	36	21	14	8		98%	99%	98%	98%	98%		0.03	0.02	0.03	0.03	0.03	0.04		116	98%	0.03	
25. Purchasing and Supply Strategy Trends	35	34	19	14	8		94%	97%	95%	99%	94%		0.05	0.04	0.05	0.03	0.04		110	96%	0.05		

BUS 606 - Marketing

Student Assessments

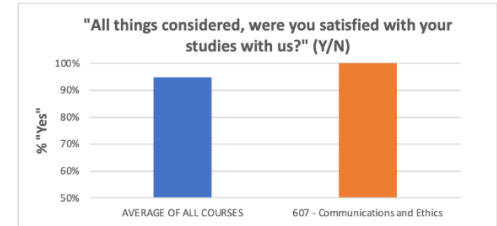
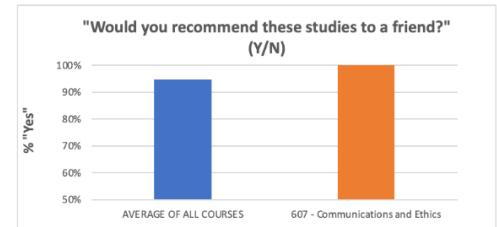
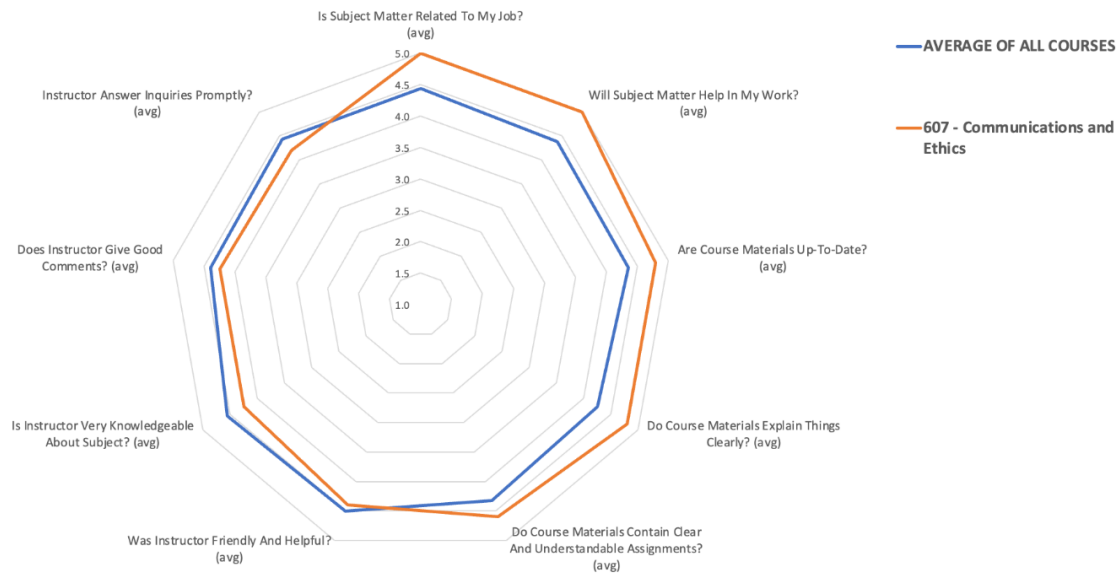


Assignment-Level Meta-Analysis

Course-Lesson	n						Grade Mean						StdDev of Grade						n	Grade Mean	StdDev of Grade	
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)				2018-2023 (Jan-March)
606	416	627	511	123	88	46	98%	97%	97%	97%	98%	96%	0.03	0.04	0.04	0.03	0.03	0.04	1811	97%	0.04	
Application	83	128	104	25	16	10	99%	100%	99%	100%	99%	95%	0.02	0.01	0.02	0.02	0.03	0.06	366	99%	0.02	
05. Application Lesson - Lessons 1 through 4	17	25	20	5	4	2	99%	100%	99%	100%	99%	95%	0.03	0.02	0.03	0.00	0.02	0.07	73	99%	0.03	
10. Application Lesson - Lessons 6 through 9	16	25	21	5	3	2	100%	100%	99%	100%	97%	100%	0.01	0.00	0.02	0.00	0.06	0.00	72	100%	0.02	
15. Application Lesson - Lessons 11 through 14	14	27	21	5	3	2	99%	99%	99%	98%	100%	88%	0.04	0.02	0.03	0.04	0.00	0.04	72	99%	0.03	
20. Application Lesson - Lessons 16 through 19	18	27	20	5	3	2	99%	100%	100%	100%	100%	95%	0.03	0.02	0.02	0.00	0.00	0.07	75	99%	0.02	
25. Application Lesson - Lessons 21 through 24	18	24	22	5	3	2	100%	100%	100%	100%	100%	95%	0.01	0.00	0.00	0.00	0.00	0.07	74	100%	0.01	
Subject Examination	333	499	407	98	72	36	97%	97%	97%	97%	98%	96%	0.04	0.04	0.04	0.04	0.04	0.04	1445	97%	0.04	
01. Overview of Marketing	17	28	16	5	6	1	98%	99%	97%	97%	98%	100%	0.03	0.03	0.03	0.04	0.02		73	98%	0.03	
02. Developing Marketing Strategies and a Marketing Plan	16	25	17	5	5	1	96%	94%	97%	94%	95%	88%	0.03	0.06	0.05	0.02	0.05		69	95%	0.05	
03. Social and Mobile Marketing	16	25	18	5	5	1	97%	94%	97%	97%	100%	100%	0.04	0.04	0.04	0.03	0.00		70	96%	0.04	
04. Marketing Ethics	16	25	19	5	4	1	96%	95%	95%	96%	98%	92%	0.05	0.05	0.05	0.05	0.02		70	95%	0.05	
06. Analyzing the Marketing Environment	17	25	20	5	4	2	100%	97%	97%	100%	98%	96%	0.01	0.04	0.03	0.00	0.02	0.06		73	98%	0.03
07. Consumer Behavior	17	25	20	5	4	2	98%	97%	99%	95%	97%	100%	0.04	0.05	0.02	0.03	0.04	0.00		73	98%	0.04
08. Business-to-Business Marketing	17	23	19	5	4	2	98%	97%	97%	97%	96%	98%	0.02	0.04	0.04	0.03	0.06	0.03		70	97%	0.04
09. Global Marketing	17	25	20	5	4	2	99%	98%	98%	98%	98%	96%	0.02	0.03	0.03	0.04	0.02	0.00		73	98%	0.03
11. Segmentation, Targeting, and Positioning	15	24	21	4	3	2	97%	98%	96%	95%	95%	100%	0.03	0.04	0.04	0.05	0.06	0.00		69	97%	0.04
12. Marketing Research	16	25	21	5	3	2	98%	97%	97%	97%	100%	96%	0.03	0.04	0.04	0.05	0.00	0.00		72	97%	0.04
13. Product, Branding, and Packaging Decisions	16	24	21	4	3	2	98%	99%	98%	98%	99%	96%	0.03	0.03	0.04	0.02	0.02	0.00		70	98%	0.03
14. Developing New Products	15	25	21	5	3	2	97%	96%	95%	98%	96%	94%	0.02	0.05	0.05	0.02	0.04	0.03		71	96%	0.04
16. Services: The Intangible Product	16	27	21	5	3	2	98%	96%	97%	99%	100%	90%	0.02	0.04	0.05	0.02	0.00	0.03		74	97%	0.04
17. Pricing Concepts for Establishing Value	17	26	21	5	3	2	96%	94%	97%	94%	97%	96%	0.03	0.06	0.04	0.05	0.05	0.06		74	96%	0.05
18. Strategic Pricing Methods	17	27	21	5	3	2	99%	99%	98%	98%	96%	100%	0.02	0.03	0.03	0.02	0.04	0.00		75	99%	0.03
19. Supply Chain and Channel Management	17	25	21	5	3	2	97%	96%	97%	93%	96%	98%	0.05	0.05	0.04	0.03	0.07	0.03		73	96%	0.05
21. Retailing and Omnichannel Marketing	18	23	22	5	3	2	95%	96%	96%	97%	97%	92%	0.05	0.04	0.04	0.03	0.05	0.06		73	96%	0.04
22. Integrated Marketing Communications	18	25	22	5	3	2	98%	98%	99%	99%	100%	98%	0.03	0.03	0.02	0.02	0.00	0.03		75	98%	0.03
23. Advertising, Public Relations, and Sales Promotions	18	24	23	5	3	2	96%	98%	96%	96%	100%	96%	0.04	0.03	0.04	0.03	0.00	0.00		75	97%	0.04
24. Personal Selling and Sales Management	17	23	23	5	3	2	96%	98%	98%	98%	97%	98%	0.04	0.04	0.03	0.04	0.05	0.03		73	98%	0.04

BUS 607 - Communications and Ethics

Student Assessments

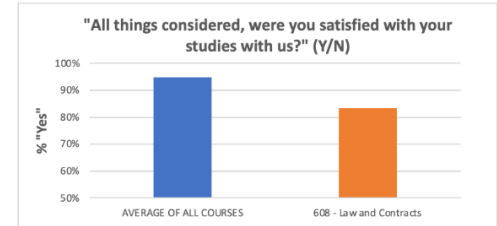
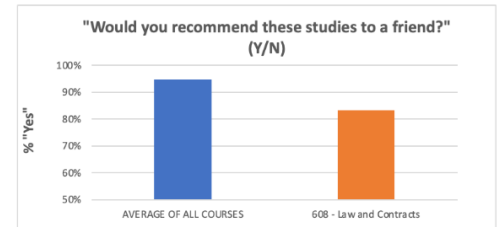
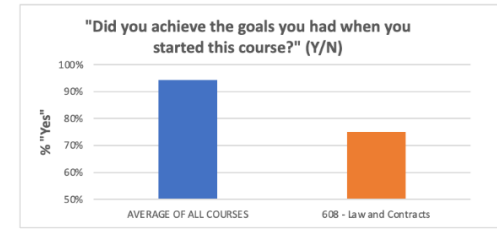
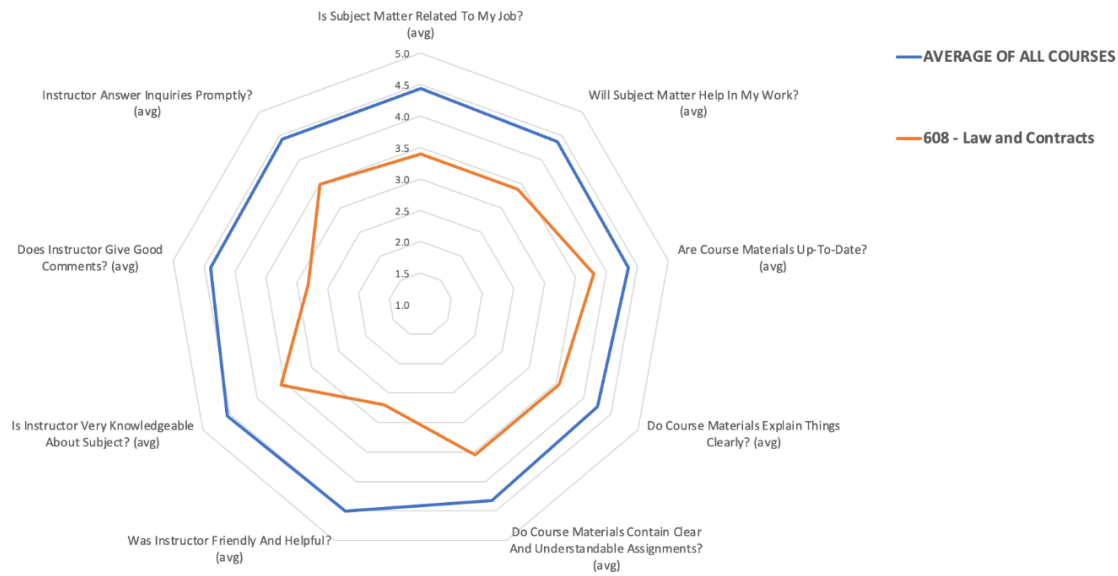


Assignment-Level Meta-Analysis

Course-Lesson	n					Grade Mean					StdDev of Grade					n	Grade Mean	StdDev of Grade			
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020				2021	2022	2023 (Jan-March)
607	309	148	93	114															664	96%	0.05
Application	82	38	23	32		96%	96%	94%	96%				0.05	0.04	0.05	0.05			175	99%	0.01
04. Application Lesson - Lessons 1 through 3	13	5	4	3		99%	98%	99%	100%				0.01	0.00	0.01	0.00			25	99%	0.01
08. Application Lesson - Lessons 5 through 7	13	4	5	3		99%	99%	98%	99%				0.01	0.01	0.02	0.02			25	99%	0.01
13. Application Lesson - Lessons 9 through 12	12	5	3	5		98%	98%	99%	99%				0.01	0.01	0.01	0.01			25	99%	0.01
17. Application Lesson - Lessons 14 through 16	11	6	3	5		99%	99%	99%	99%				0.01	0.01	0.01	0.01			25	99%	0.01
22. Application Lesson - Lessons 18 through 21	11	6	3	5		99%	98%	100%	99%				0.01	0.01	0.00	0.02			25	99%	0.01
26. Application Lesson - Lessons 23 through 25	11	6	3	5		99%	99%	98%	99%				0.01	0.01	0.00	0.02			25	99%	0.01
30. Application Lesson - Lessons 27 through 29	11	6	2	6		99%	98%	98%	100%				0.01	0.01	0.01	0.01			25	99%	0.01
Subject Examination	227	110	70	82		95%	95%	93%	95%				0.05	0.05	0.05	0.05			489	95%	0.05
01. Business Communication, Adapting Your Message, Editing and CF	5	2	1	2		91%	93%	85%	93%				0.05	0.04		0.04			10	91%	0.05
02. You-Attitude; Reader Benefits	9	5	4	3		95%	93%	91%	94%				0.06	0.08	0.08	0.06			21	93%	0.06
03. Communicating Across Cultures; E-Mail	12	4	4	3		94%	94%	92%	93%				0.05	0.00	0.03	0.06			23	94%	0.04
05. Planning, Writing, Revising, Formatting, and Positive Messages	10	5	3	1		96%	92%	93%	95%				0.05	0.06	0.03				19	94%	0.05
06. Negative Messages	7	3	3	2		91%	86%	88%	88%				0.07	0.07	0.06	0.08			15	89%	0.06
07. Persuasive Messages; Revising Sentences and Paragraphs	9	3	3	2		94%	92%	90%	95%				0.07	0.03	0.05	0.07			17	93%	0.06
09. Interpersonal Communication	12	3	4	3		92%	92%	88%	90%				0.07	0.08	0.03	0.09			22	91%	0.06
10. Jobs and Resumes	9	4	2	3		96%	95%	88%	95%				0.04	0.00	0.04	0.05			18	95%	0.04
11. Applications and Interviews	11	4	5	1		94%	91%	92%	94%				0.07	0.05	0.03				21	93%	0.06
12. Follow-Up	12	4	5	3		98%	100%	98%	100%				0.05	0.00	0.05	0.00			24	99%	0.04
14. Proposals and Findings	11	4	3	3		92%	96%	87%	90%				0.07	0.05	0.03	0.05			21	92%	0.06
15. Short and Long Reports	6	4	1	4		97%	91%	85%	88%				0.06	0.05		0.03			15	92%	0.06
16. Oral Presentations and Visuals	8	6	3	4		96%	97%	90%	90%				0.06	0.04	0.05	0.04			21	94%	0.06
18. The Foundation of Ethical Thought	11	6	3	5		96%	96%	97%	98%				0.05	0.04	0.02	0.05			25	96%	0.04
19. The Evolving Complexities of Business Ethics	11	6	3	5		97%	97%	96%	98%				0.03	0.02	0.04	0.02			25	97%	0.03
20. Stakeholders and Corporate Social Responsibility	10	6	3	5		98%	98%	97%	95%				0.03	0.02	0.02	0.03			24	97%	0.03
21. Strategic Planning, Corporate Culture, and Corporate Compliance	11	6	3	5		98%	96%	95%	94%				0.02	0.04	0.09	0.02			25	96%	0.04
23. Ethics and the Environment	9	5	2	4		92%	94%	92%	93%				0.04	0.04	0.06	0.02			20	93%	0.04
24. Ethical Leadership and Corporate Governance	11	6	3	5		97%	96%	96%	98%				0.05	0.04	0.00	0.04			25	97%	0.04
25. Ethics and Information Technology	10	6	3	5		97%	97%	97%	96%				0.04	0.03	0.02	0.04			24	97%	0.04
27. Decision Making and Human Resource Issues	11	6	3	5		99%	99%	97%	98%				0.04	0.02	0.05	0.04			25	98%	0.03
28. Ethics and Financial Reporting	11	6	3	5		92%	95%	97%	97%				0.04	0.02	0.02	0.03			25	94%	0.04
29. Establishing a Code of Ethics and Evaluating Corporate Ethics	11	6	3	4		95%	95%	95%	96%				0.05	0.03	0.02	0.03			24	95%	0.04

BUS 608 - Law and Contracts

Student Assessments

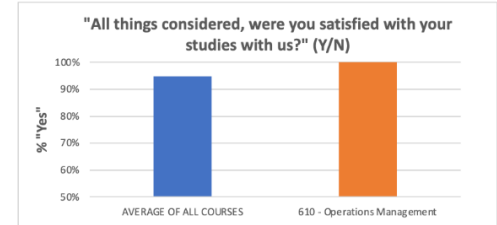
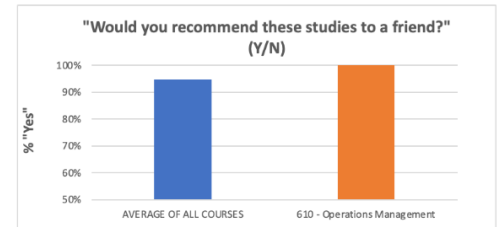
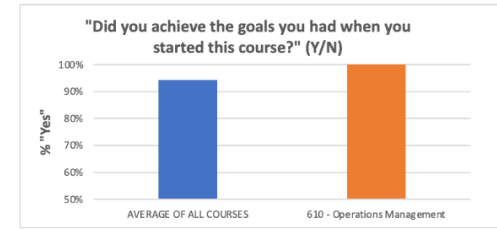
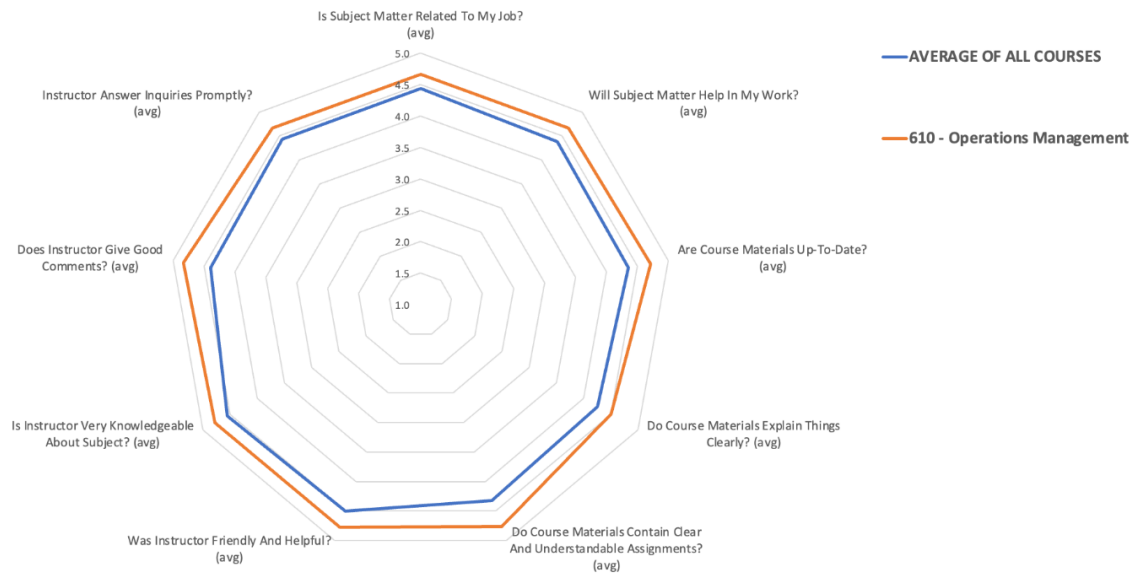


Assignment-Level Meta-Analysis

Course-Lesson	n					Grade Mean					StdDev of Grade					n	Grade Mean	StdDev of Grade				
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020				2021	2022	2023 (Jan-March)	2018-2023 (Jan-March)
608	70	488	419	124	14																	
Application	10	58	48	19	2																	
06. Application Lesson - Lessons 1 through 5	4	14	10	5																		
13. Application Lesson - Lessons 7 through 12	2	19	10	4																		
20. Application Lesson - Lessons 14 through 19	2	7	13	4	1																	
29. Application Lesson - Lessons 21 through 28	2	18	15	6	1																	
Subject Examination	60	430	371	105	12																	
01. Introduction to Law, Legal Reasoning, and Business Ethics	6	16	12	5																		
02. Courts, Court Procedures, and Alternative Dispute Resolution	6	19	14	5																		
03. Constitutional Authority to Regulate Business and Administrative Law	4	15	12	4																		
04. Torts, Negligence and Strict Liability	3	14	12	5																		
05. Intellectual Property, Internet Law, Criminal Law, and Consumer Law	3	17	13	5																		
07. Nature and Terminology	3	22	15	5																		
08. Agreement in Traditional and E-Contracts	3	21	15	5																		
09. Consideration, Capacity and Legality	3	15	10	4																		
10. Mistakes, Fraud, Voluntary Consent and Statute of Frauds	2	21	13	5																		
11. Third Party Rights, Performance and Discharge	1	20	11	3																		
12. Breach of Contract and Remedies	2	16	16	4																		
14. Formation of Sales and Lease Contracts; Title, Risk and Impossibility	2	18	17	4																		
15. Performance, Breach of Sales/Lease Contracts and Remedies	2	15	12	4																		
16. Warranties, Product Liability and Consumer Law	2	15	16	4	1																	
17. Agency Formation and Duties; Liability to Third Parties	2	18	18	4	1																	
18. Employment, Labor Law, and Employment Discrimination	2	17	16	3	1																	
19. Personal Property, Bailments and Insurance	2	18	16	4	1																	
21. Bankruptcy Law	2	18	17	4	1																	
22. Secured Transactions, Creditors' Remedies and Suretyship		13	11	2	1																	
23. Environmental and Antitrust Law	2	17	18	3	1																	
24. Sole Proprietorships, Franchises, Business Forms, and Business Organizations	2	17	19	4	1																	
25. Partnerships, Limited Liability Partnerships, Limited Liability Companies	2	16	17	5	1																	
26. Corporations: Formation and Financing; Directors, Officers, and Shareholders	2	18	17	5	1																	
27. Corporations: Merger, Consolidation, and Termination	2	17	18	5	1																	
28. Liability of Accountants and Other Professionals, and the Legal Ethics	17	16	4	1																		

BUS 610 - Operations Management

Student Assessments

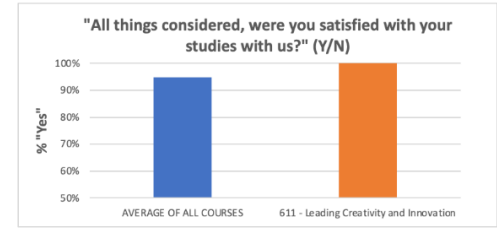
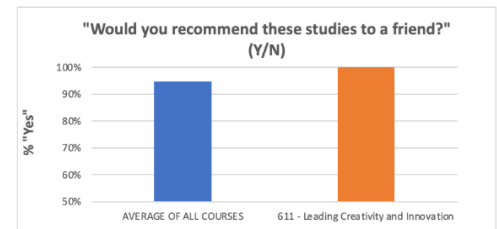
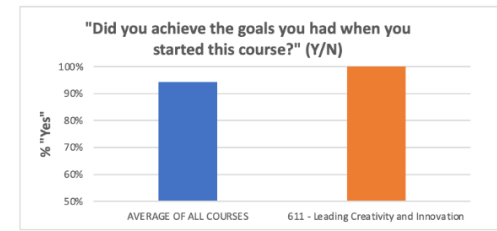
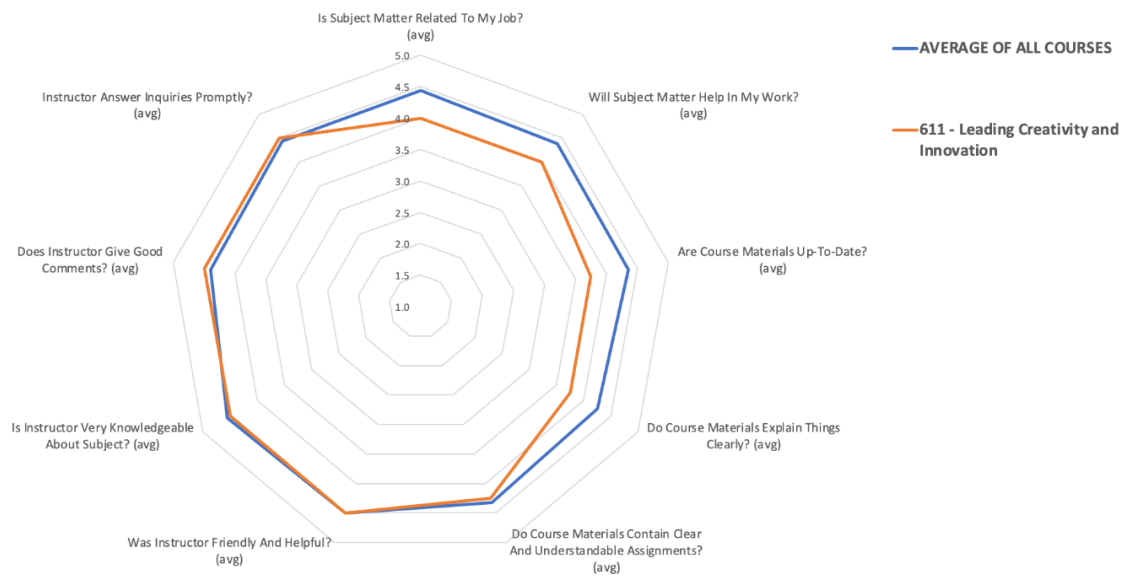


Assignment-Level Meta-Analysis

Course-Lesson	n						Grade Mean						StdDev of Grade						n	Grade Mean	StdDev of Grade	
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)				2018-2023 (Jan-March)
610						3																
Application						3																
04. Application Lesson - Lessons 1 through 3																						
10. Application Lesson - Lessons 5 through 9																						
16. Application Lesson - Lessons 11 through 15																						
21. Application Lesson - Lessons 17 through 20																						
29. Application Lesson - Lessons 21 through 28																						
29. Application Lesson - Lessons 22 through 28																						
Subject Examination						3																
01. Introduction																						
02. Strategy																						
03. Design of Products and Services																						
05. Project Management																						
06. Strategic Capacity Management																						
07. Learning Curves																						
08. Manufacturing Processes																						
09. Facility Layout																						
11. Service Processes																						
12. Waiting Line Analysis and Simulation																						
13. Process Design and Analysis																						
14. Operations Consulting																						
15. Six Sigma Quality																						
17. Statistical Quality Control																						
18. Lean Supply Chains																						
19. Logistics, Distribution, and Transportation																						
20. Global Sourcing and Procurement																						
22. The Internet of Things and Enterprise Resource Planning Systems																						
23. Forecasting																						
24. Sales and Operations Planning																						
25. Inventory Management																						
26. Material Requirements Planning																						
27. Workcenter Scheduling																						
28. Theory of Constraints																						

LDR 611 - Leading Creativity and Innovation

Student Assessments

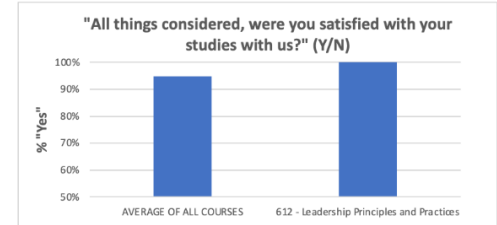
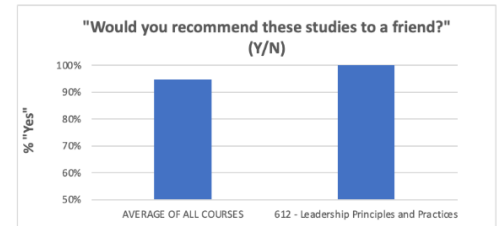
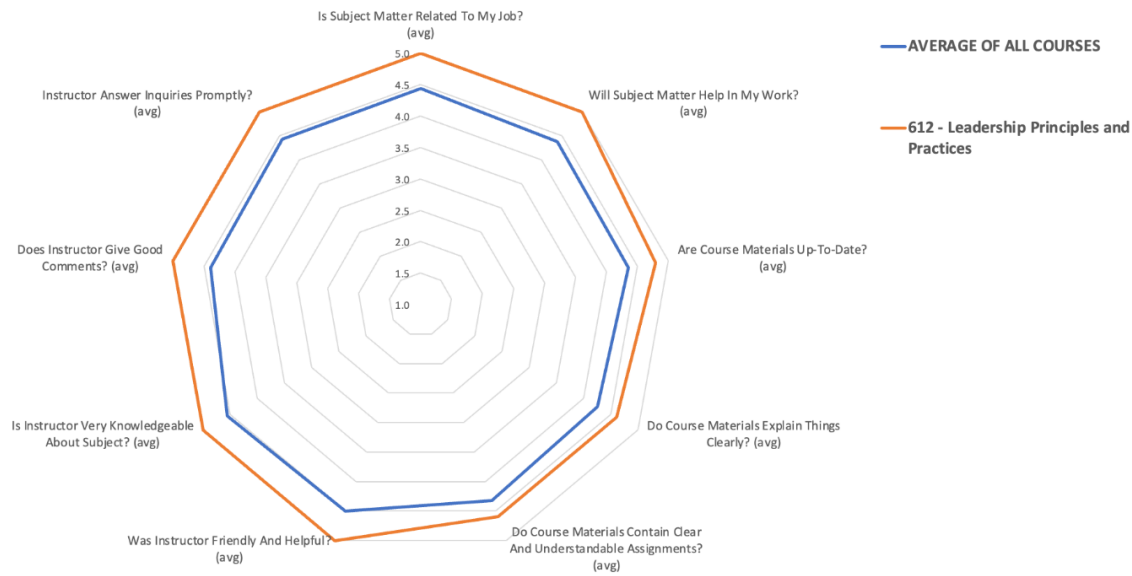


Assignment-Level Meta-Analysis

Course-Lesson	n						Grade Mean						StdDev of Grade						n	Grade Mean	StdDev of Grade
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)			
611	208	153	139	56	26		97%	97%	96%	98%	99%		0.04	0.04	0.05	0.04	0.02		582	97%	0.04
Application	54	42	37	14	6		99%	100%	100%	100%	100%		0.03	0.02	0.01	0.00	0.01		153	99%	0.02
04. Application Lesson - Lessons 1 through 3	6	7	7	1	1		99%	100%	100%	100%	98%		0.02	0.00	0.00				22	100%	0.01
08. Application Lesson - Lessons 5 through 7	9	7	6	2	1		99%	100%	100%	100%	100%		0.02	0.00	0.01	0.00			25	100%	0.01
12. Application Lesson - Lessons 9 through 11	10	7	6	2	1		99%	100%	100%	100%	100%		0.03	0.00	0.00	0.00			26	100%	0.02
16. Application Lesson - Lessons 13 through 15	9	7	6	3	1		99%	99%	98%	100%	100%		0.03	0.04	0.03	0.00			26	99%	0.03
19. Application Lesson - Lessons 17 and 18	10	7	6	3	1		97%	100%	100%	100%	100%		0.04	0.01	0.00	0.00			27	99%	0.03
23. Application Lesson - Lessons 20 through 22	10	7	6	3	1		98%	100%	100%	100%	100%		0.04	0.00	0.00	0.00			27	99%	0.02
Subject Examination	154	111	102	42	20		96%	95%	95%	97%	98%		0.04	0.04	0.05	0.04	0.02		429	96%	0.04
01. Powerful Connections	8	5	8	2	2		94%	92%	95%	98%	100%		0.05	0.06	0.06	0.03	0.00		25	95%	0.06
02. Creative Problem Solving	8	5	7	3	2		96%	94%	93%	100%	96%		0.06	0.05	0.05	0.00	0.00		25	95%	0.05
03. Assessing the Situation	8	5	7	3	2		99%	98%	99%	100%	100%		0.02	0.03	0.02	0.00	0.00		25	99%	0.02
05. Innovation Defined	7	6	7	1	1		97%	96%	94%	100%	100%		0.05	0.04	0.04				22	96%	0.04
06. Processing and Analyzing	8	7	7	1	1		98%	97%	97%	100%	100%		0.03	0.03	0.03				24	98%	0.03
07. Setting the Goal	8	6	6	2	1		98%	94%	94%	100%	95%		0.04	0.07	0.05	0.00			23	96%	0.05
09. Mapping the Future	10	7	6	2	1		96%	93%	96%	98%	96%		0.07	0.03	0.04	0.03			26	95%	0.05
10. Forming and Storming	10	7	6	2	1		94%	94%	95%	94%	96%		0.04	0.04	0.03	0.04			26	94%	0.04
11. Thinking Out Loud	10	7	6	2	1		95%	95%	99%	94%	100%		0.05	0.06	0.02	0.09			26	96%	0.05
13. Getting it Done	10	7	5	3	1		98%	95%	95%	97%	96%		0.04	0.06	0.05	0.05			26	97%	0.05
14. Products to Portfolios	10	7	4	3	1		97%	97%	94%	99%	100%		0.03	0.04	0.07	0.02			25	97%	0.04
15. Leading Innovation	10	7	5	3	1		96%	95%	95%	95%	100%		0.04	0.04	0.06	0.05			26	96%	0.04
17. Planning and Diversity	9	7	6	3	1		99%	97%	94%	93%	100%		0.02	0.02	0.07	0.07			26	96%	0.05
18. Setting the Tone	9	7	5	3	1		98%	96%	94%	98%	100%		0.04	0.05	0.07	0.03			25	97%	0.05
20. Building Teams	10	7	6	3	1		98%	94%	95%	96%	96%		0.03	0.04	0.04	0.04			27	96%	0.04
21. Knowledge and Performance	10	7	6	3	1		92%	96%	93%	97%	95%		0.06	0.05	0.06	0.05			27	94%	0.05
22. Building Cohesiveness	9	7	5	3	1		97%	96%	93%	97%	100%		0.03	0.03	0.07	0.03			25	96%	0.04

BUS 612 - Leadership Principles and Practices

Student Assessments

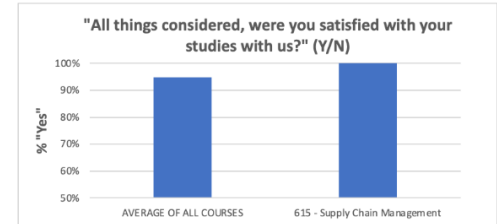
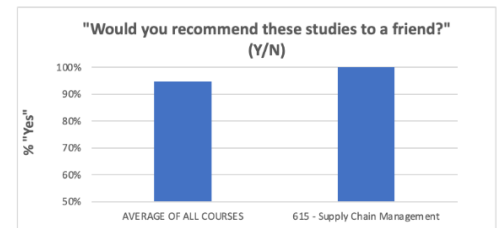
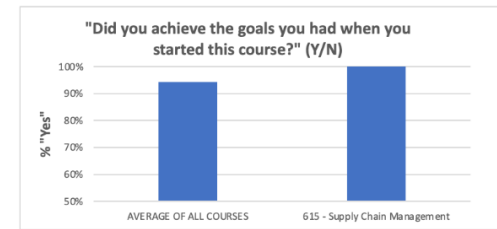
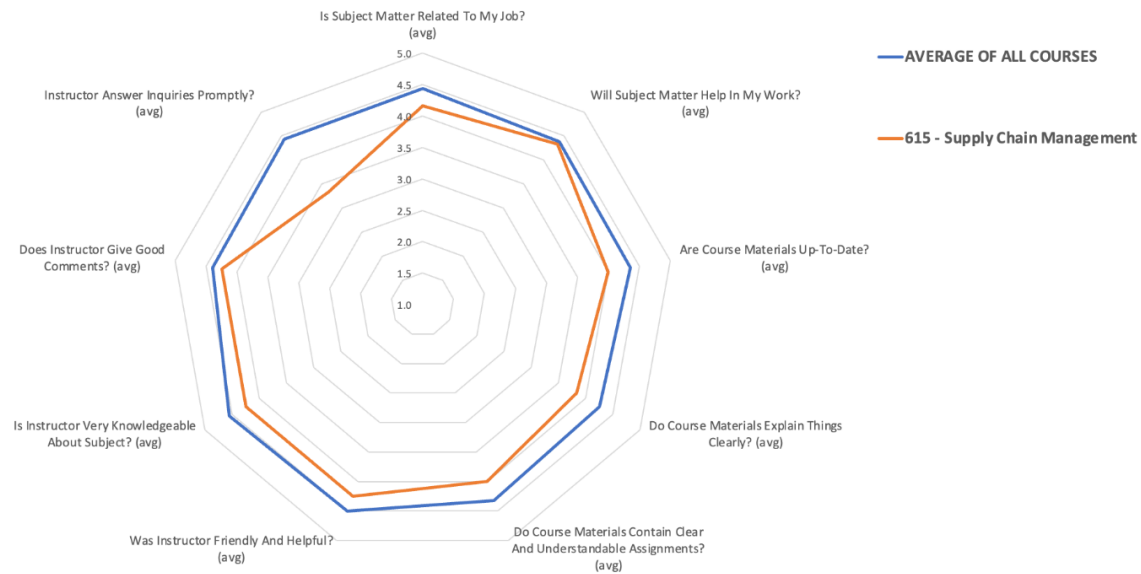


Assignment-Level Meta-Analysis

Course-Lesson	n					Grade Mean					StdDev of Grade					n	Grade Mean	StdDev of Grade			
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020				2021	2022	2023 (Jan-March)
612	14	63	33	19																	
Application	4	22	10	6		96%	96%	95%	96%				0.04	0.05	0.06	0.05			129	96%	0.05
03. Application Lesson - Lessons 1 and 2	1	4	1	1		100%	99%	100%	100%				0.00	0.02	0.00	0.00			42	100%	0.01
06. Application Lesson - Lessons 4 and 5	1	4	1	1		100%	100%	100%	100%					0.04					7	98%	0.03
09. Application Lesson - Lessons 7 and 8	1	3	2	1		100%	100%	100%	100%					0.00	0.00				7	100%	0.00
12. Application Lesson - Lessons 10 and 11	1	3	2	1		100%	100%	100%	100%					0.00	0.00				7	100%	0.00
15. Application Lesson - Lessons 13 and 14		4	2	1			99%	100%	100%					0.02	0.00				7	99%	0.02
19. Application Lesson - Lessons 16 through 18		4	2	1			100%	100%	100%					0.00	0.00				7	100%	0.00
Subject Examination	10	41	23	13		94%	95%	92%	95%				0.04	0.05	0.06	0.05			87	94%	0.05
01. Defining Leadership	1	3	1	1		91%	94%	96%	91%					0.07					6	94%	0.05
02. The Power of Vision	1	3	1	1		90%	94%	100%	100%					0.07					6	95%	0.06
04. Approaches to Leadership - I	1	3	1	1		100%	86%	95%	95%					0.08					6	91%	0.08
05. Approaches to Leadership - II	1	3	1	1		100%	98%	100%	100%					0.03					6	99%	0.02
07. Team Building	1	2	2	1		96%	94%	90%	96%					0.03	0.08				6	93%	0.05
08. Leadership Theory	1	2	1	1		91%	91%	91%	95%					0.00					5	92%	0.02
10. Leadership and Ethics	1	2	2	1		98%	100%	94%	82%					0.00	0.06				6	95%	0.07
11. Diversity of Culture	1	2	2	1		91%	95%	98%	100%					0.00	0.04				6	96%	0.03
13. Leadership Differences - I	1	3	2	1		92%	91%	83%	92%					0.05	0.03				7	89%	0.05
14. Leadership Differences - II	1	2	2	1		95%	93%	91%	91%					0.03	0.06				6	92%	0.04
16. Change Management		4	2	1			95%	88%	96%					0.04	0.06				7	93%	0.05
17. Coaches Corner		4	2	1			94%	87%	95%					0.06	0.06				7	92%	0.06
18. Maintaining Control		4	2	1			98%	90%	100%					0.01	0.00				7	96%	0.04
20. Final Project		4	2				100%	100%						0.00	0.00				6	100%	0.00

SCM 615 - Supply Chain Management

Student Assessments

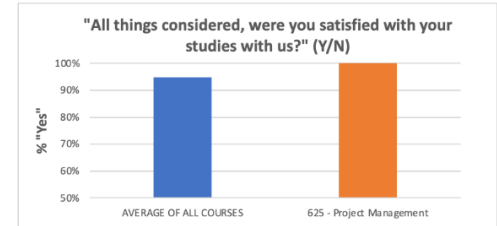
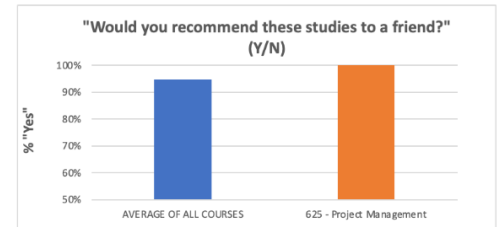
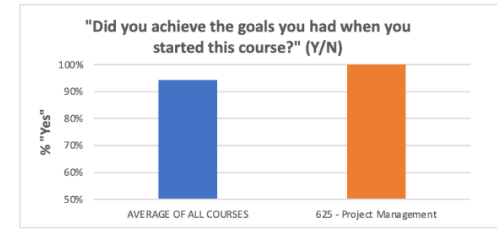
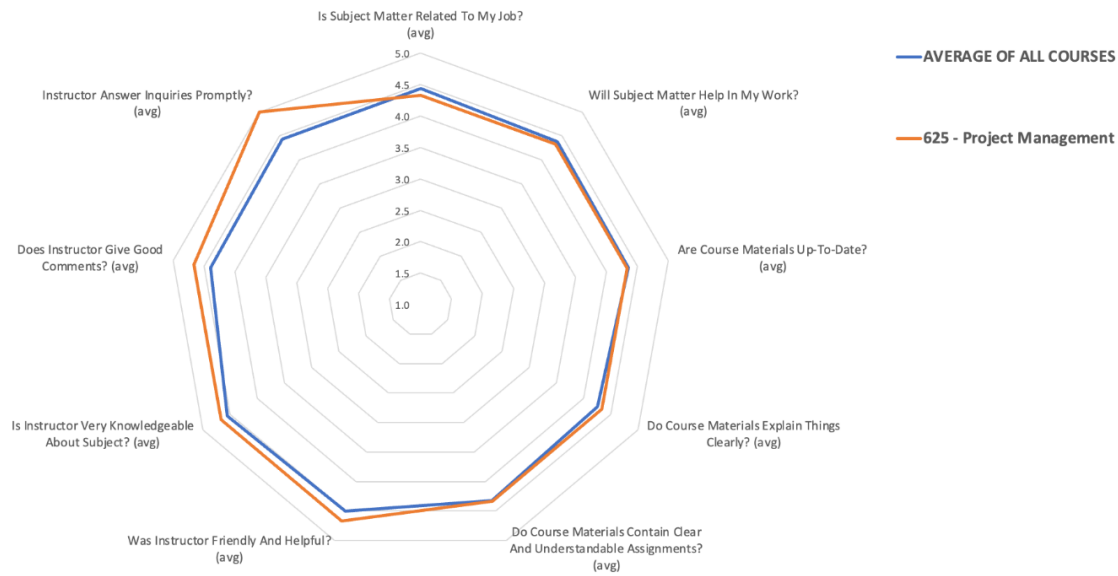


Assignment-Level Meta-Analysis

Course-Lesson	n						Grade Mean						StdDev of Grade						n	Grade Mean	StdDev of Grade
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)			
615	164	176	220	122	99	38	96%	95%	96%	97%	97%	97%	0.04	0.05	0.05	0.05	0.04	0.05	819	96%	0.05
Application	54	49	70	38	28	10	99%	99%	99%	100%	100%	100%	0.01	0.01	0.01	0.01	0.00	0.00	249	99%	0.01
04. Application Lesson - Case Study: Meditech Surgical	6	10	11	6	6	1	99%	99%	99%	100%	100%	100%	0.01	0.01	0.02	0.00	0.00	#DIV/0!	40	99%	0.01
08. Application Lesson - Excel Spreadsheet	8	9	11	6	5	2	98%	99%	99%	100%	100%	100%	0.01	0.01	0.01	0.01	0.00	0.00	41	99%	0.01
09. Application Lesson - Case Study: The Great Inventory Co	9	9	11	6	5	2	99%	99%	99%	100%	100%	100%	0.02	0.02	0.02	0.00	0.00	0.00	42	99%	0.01
14. Application Lesson - Case Study: Solectron: From Contr	10	8	12	6	4	2	99%	99%	99%	100%	100%	100%	0.01	0.01	0.01	0.01	0.00	0.00	42	99%	0.01
18. Application Lesson - Case Study: Hewlett-Packard Comp	10	7	12	7	4	2	98%	99%	100%	99%	100%	100%	0.01	0.01	0.01	0.01	0.00	0.01	42	99%	0.01
21. Application Lesson - Case Study: The Great Rebate Runa	11	6	13	7	4	1	100%	99%	99%	100%	100%	100%	0.01	0.02	0.02	0.00	0.00	#DIV/0!	42	100%	0.01
Subject Examination	110	127	150	84	71	28	94%	94%	95%	95%	96%	96%	0.05	0.05	0.05	0.05	0.05	0.05	570	95%	0.05
01. Introduction to Supply Chain Management (SCM)	2	9	12	3	5	1	98%	96%	95%	100%	95%	95%	0.04	0.05	0.05	0.00	0.06	#DIV/0!	32	96%	0.05
02. Inventory Management and Risk Pooling	4	8	11	5	6	1	91%	92%	95%	93%	95%	96%	0.08	0.05	0.05	0.07	0.05	#DIV/0!	35	94%	0.06
03. Network Planning	4	10	9	6	6	1	95%	92%	96%	93%	97%	96%	0.02	0.05	0.05	0.07	0.04	#DIV/0!	36	94%	0.05
05. Supply Contracts	7	10	8	4	6	2	94%	94%	96%	98%	100%	100%	0.06	0.03	0.04	0.04	0.00	0.00	37	96%	0.04
06. Value of Information	7	10	9	5	6	2	95%	93%	97%	90%	95%	92%	0.06	0.03	0.04	0.06	0.06	0.06	39	94%	0.05
07. Supply Chain Integration	7	10	10	5	6	2	94%	93%	93%	94%	96%	86%	0.06	0.04	0.06	0.05	0.06	0.03	40	94%	0.05
10. Mid-Term Examination	9	9	10	6	4	3	95%	94%	90%	92%	92%	95%	0.04	0.07	0.05	0.05	0.07	0.04	41	93%	0.05
11. Distribution Strategies	9	9	11	6	4	2	94%	97%	93%	98%	97%	98%	0.06	0.04	0.05	0.05	0.04	0.03	41	96%	0.05
12. Strategic Alliances	10	9	8	6	4	2	95%	96%	96%	98%	94%	94%	0.04	0.04	0.05	0.02	0.05	0.08	39	96%	0.04
13. Procurement and Outsourcing Strategies	8	9	9	6	4	2	94%	94%	96%	95%	98%	98%	0.04	0.05	0.05	0.05	0.03	0.04	38	95%	0.04
15. Global Logistics and Risk Management	9	8	12	6	4	2	96%	94%	96%	98%	97%	96%	0.04	0.06	0.05	0.03	0.06	0.06	41	96%	0.05
16. Supply Chain Design	9	7	12	6	4	2	93%	94%	95%	97%	99%	100%	0.02	0.04	0.04	0.05	0.02	0.00	40	95%	0.04
17. Customer Value	8	7	9	6	4	2	91%	91%	96%	95%	93%	94%	0.06	0.07	0.05	0.05	0.04	0.08	36	93%	0.06
19. Smart Pricing	8	5	9	7	4	2	93%	88%	92%	96%	95%	95%	0.05	0.04	0.06	0.05	0.04	0.07	35	93%	0.05
20. Information Technology and Business Processes	9	7	11	7	4	2	97%	98%	97%	95%	94%	100%	0.04	0.03	0.05	0.05	0.05	0.00	40	97%	0.04

PMP 625 - Project Management

Student Assessments

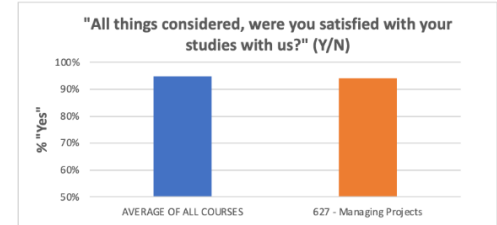
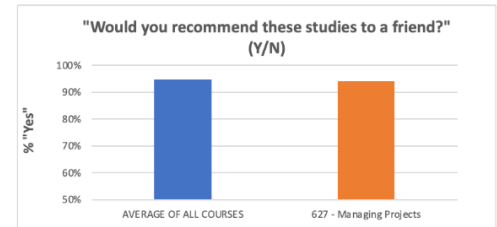
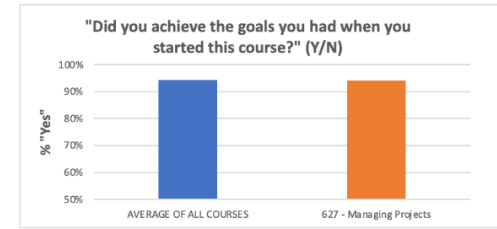
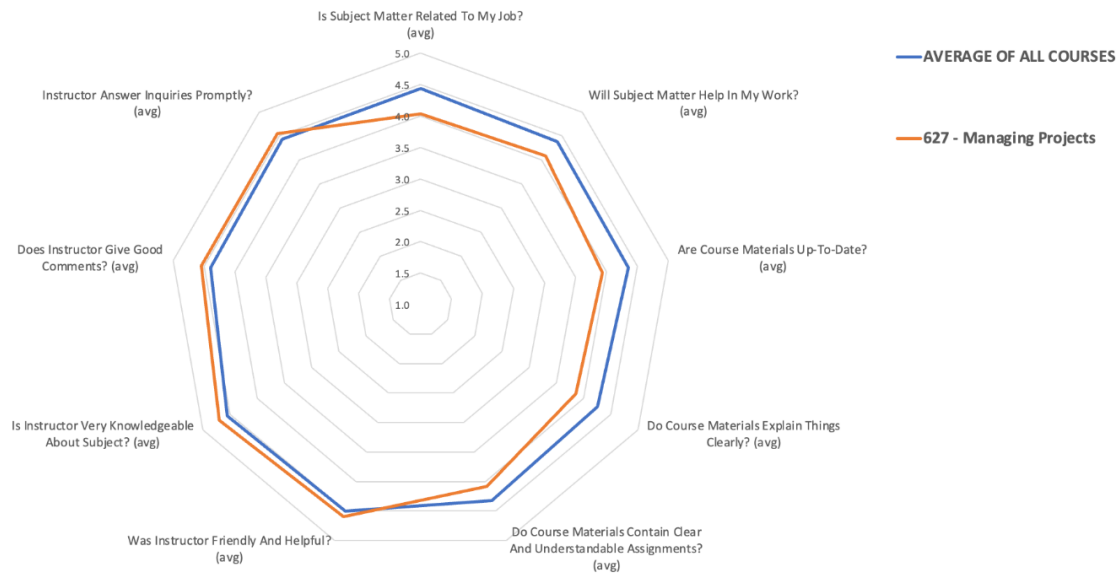


Assignment-Level Meta-Analysis

Course-Lesson	n						Grade Mean						StdDev of Grade						n	Grade Mean	StdDev of Grade
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)			
625	102	62	20	56			96%	94%	91%	94%			0.04	0.05	0.06	0.06			240	95%	0.05
Subject Examination	102	62	20	56			96%	94%	91%	94%			0.04	0.05	0.06	0.06			240	95%	0.05
01. Management	4	1		2			95%	100%		95%			0.06			0.07			7	96%	0.05
02. Introduction to Program Management	4	1	1	2			94%	93%	97%	95%			0.03			0.07			8	95%	0.04
03. Program/Project Authority	4	1	1	2			98%	100%	100%	90%			0.05			0.00			8	96%	0.05
04. Project Organization	5	1	1	2			94%	93%	83%	92%			0.03			0.12			9	92%	0.06
05. Planning the Project	5	1	1	2			92%	91%	93%	92%			0.04			0.01			9	92%	0.03
06. Work Breakdown Structure	4	2	1	2			94%	86%	88%	89%			0.03	0.06		0.07			9	90%	0.05
07. Schedules	4	1		2			96%	92%		94%			0.02			0.01			7	95%	0.02
08. Financial Planning	4	2	1	1			96%	95%	100%	100%			0.05	0.00					8	97%	0.04
09. Project Integration	4	1	1	2			100%	95%	90%	100%			0.00			0.00			8	98%	0.04
10. Work Authorization	4	2	1	2			100%	95%	90%	93%			0.00	0.07		0.11			9	96%	0.06
11. Earned Value Management Systems I	4	2	1	2			97%	96%	88%	100%			0.06	0.06		0.00			9	96%	0.05
12. Earned Value Management Systems II	4	1		2			97%	83%		93%			0.03			0.00			7	94%	0.05
13. Earned Value Management Systems III	4	2	1	2			97%	96%	92%	96%			0.04	0.06		0.06			9	96%	0.04
14. Technical Management System	3	1		1			93%	85%		85%			0.03						5	90%	0.05
15. Introduction to System Engineering	3	3	1	2			97%	94%	86%	92%			0.02	0.05		0.06			9	94%	0.05
16. Trade-Off Studies	3	3	1	2			98%	98%	88%	100%			0.03	0.03		0.00			9	97%	0.04
17. Technical Performance Measurement	3	3	1	2			100%	95%	95%	100%			0.00	0.09		0.00			9	98%	0.05
18. Risk Management	3	3	1	2			99%	99%	96%	100%			0.01	0.01		0.00			9	99%	0.01
19. Specification Development	3	2	1	2			100%	90%	84%	98%			0.00	0.00		0.04			8	95%	0.06
20. Configuration Management	3	3		2			95%	95%		88%			0.05	0.09		0.06			8	93%	0.07
21. Interface Management	3	3	1	2			99%	95%	92%	94%			0.02	0.06		0.03			9	96%	0.04
22. Technical/Design Reviews and Audits	3	2	1	2			93%	98%	85%	93%			0.03	0.04		0.04			8	93%	0.05
23. Life Cycle Cost	3	3		2			97%	100%		100%			0.03	0.00		0.00			8	99%	0.02
24. Logistics	3	3		2			98%	93%		93%			0.03	0.08		0.04			8	95%	0.05
25. Software Development Process	3	3	1	2			100%	97%	100%	100%			0.00	0.06		0.00			9	99%	0.03
26. Test and Evaluation	3	3		2			93%	95%		90%			0.06	0.02		0.08			8	93%	0.05
27. Transitioning from Development to Production	3	3		2			97%	95%		90%			0.06	0.00		0.00			8	94%	0.04
28. Production Management	3	3	1	2			93%	93%	88%	88%			0.02	0.02		0.00			9	92%	0.03
29. Managing Small Projects	3	3	1	2			93%	89%	84%	92%			0.06	0.05		0.11			9	91%	0.06

PMP 627 - Managing Projects

Student Assessments

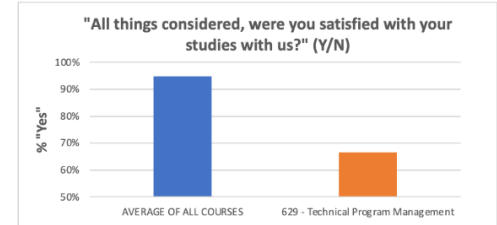
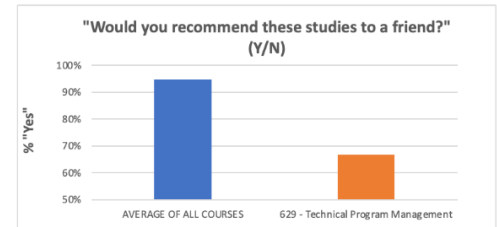
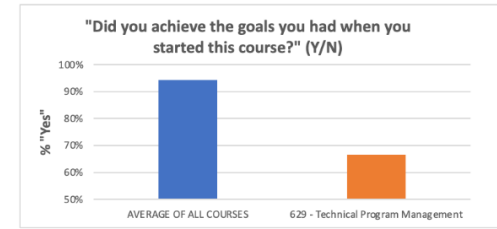
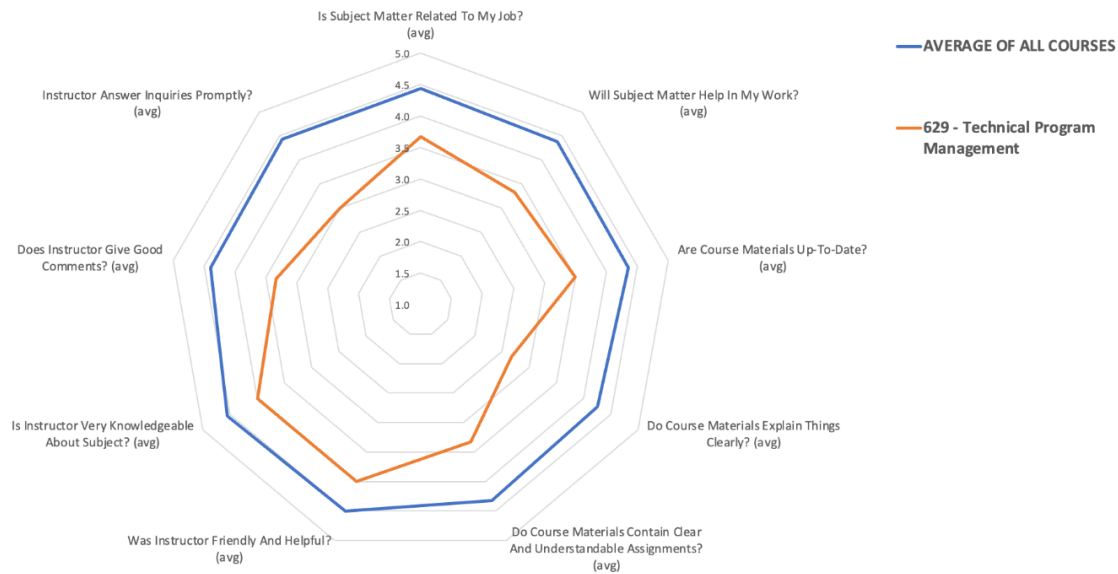


Assignment-Level Meta-Analysis

Course-Lesson	n						Grade Mean						StdDev of Grade						n	Grade Mean	StdDev of Grade		
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)				2018-2023 (Jan-March)	2018-2023 (Jan-March)
627A					64	114						97%	99%						0.04	0.03	178	98%	0.03
Subject Examination					64	114						97%	99%						0.04	0.03	178	98%	0.03
01. Management					4	6						95%	100%						0.06	0.00	10	98%	0.04
02. Introduction to Project/Program Management					5	8						97%	98%						0.05	0.02	13	97%	0.03
03. Project/Program Authority					4	8						100%	99%						0.00	0.04	12	99%	0.03
04. Project Organization					5	7						91%	98%						0.07	0.04	12	95%	0.06
05. Planning the Project					5	6						98%	100%						0.02	0.00	11	99%	0.01
06. Work Breakdown Structure					4	7						96%	99%						0.05	0.02	11	98%	0.03
07. Schedules					4	7						97%	99%						0.02	0.02	11	98%	0.02
08. Financial Planning					4	7						99%	98%						0.02	0.04	11	98%	0.03
09. Project Integration					4	7						96%	99%						0.05	0.02	11	98%	0.03
10. Risk Management					4	6						98%	100%						0.02	0.01	10	99%	0.02
11. Work Authorization					4	6						96%	99%						0.05	0.02	10	98%	0.03
12. Earned Value Management Systems I					3	7						93%	98%						0.06	0.04	10	96%	0.05
13. Earned Value Management Systems II					3	6						100%	98%						0.00	0.05	9	99%	0.04
14. Earned Value Management Systems III					3	7						96%	98%						0.04	0.03	10	98%	0.03
15. Technical Performance Measurement					2	7						100%	99%						0.00	0.02	9	99%	0.02
16. Quality Management					3	6						100%	99%						0.00	0.02	9	99%	0.02
17. Managing Small Projects					3	6						98%	98%						0.03	0.04	9	98%	0.04

PMP 629 - Technical Program Management

Student Assessments

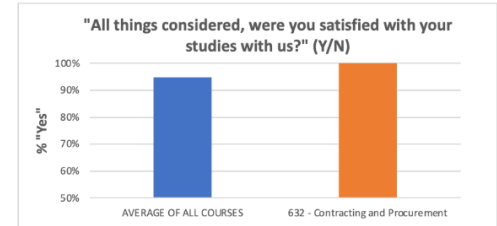
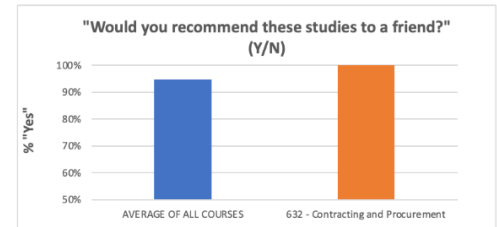
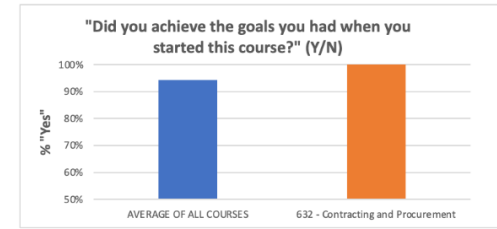
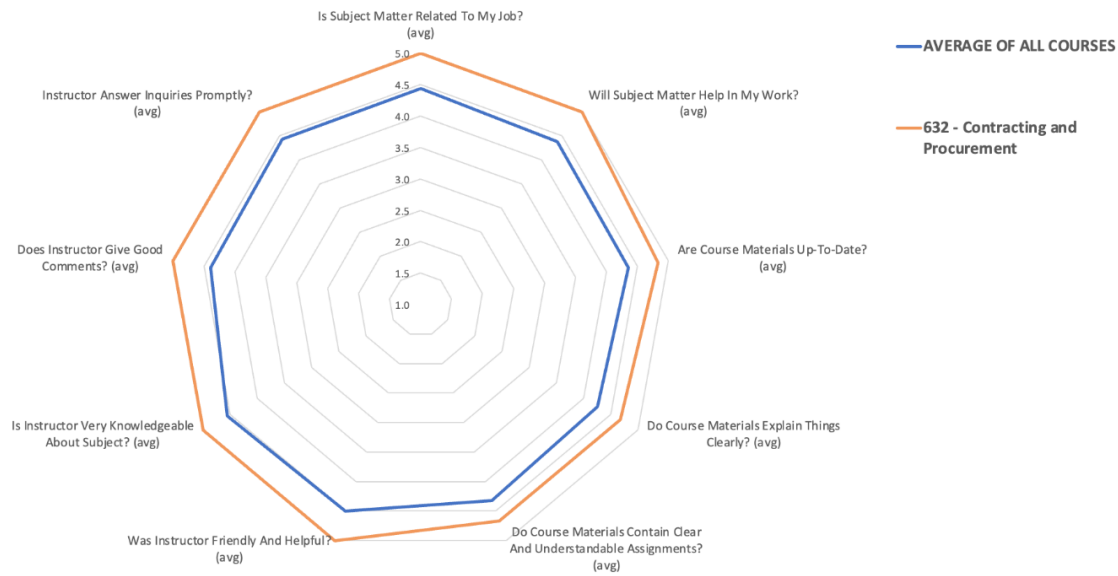


Assignment-Level Meta-Analysis

Course-Lesson	n					Grade Mean					StdDev of Grade					n	Grade Mean	StdDev of Grade			
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020				2021	2022	2023 (Jan-March)
629	99	86	54	18			95%	93%	96%	98%			0.05	0.05	0.05	0.03			257	95%	0.05
Subject Examination	99	86	54	18			95%	93%	96%	98%			0.05	0.05	0.05	0.03			257	95%	0.05
01. Product Development Process	8	4	4	1			100%	100%	100%	100%			0.00	0.00	0.00				17	100%	0.00
02. Technical Management System	2	3	3	1			95%	88%	88%	90%			0.07	0.06	0.03				9	90%	0.05
03. Introduction to System Engineering	5	4	3	1			92%	90%	94%	96%			0.03	0.05	0.01				13	92%	0.04
04. Trade-Off Studies	6	5	3	1			97%	96%	98%	100%			0.03	0.03	0.03				15	97%	0.03
05. Work Breakdown Structure	7	5	3	1			95%	94%	97%	92%			0.04	0.03	0.03				16	95%	0.03
06. Technical Performance Measurement	6	5	3	1			96%	96%	97%	100%			0.04	0.07	0.06				15	96%	0.05
07. Risk Management	7	5	3	1			94%	95%	100%	100%			0.06	0.07	0.00				16	96%	0.06
08. Specification Development	4	5	3	1			96%	90%	95%	100%			0.05	0.04	0.05				13	94%	0.05
09. Configuration Management	7	5	3	1			93%	90%	97%	96%			0.04	0.07	0.02				16	93%	0.05
10. Interface Management	7	5	3	1			95%	95%	99%	100%			0.04	0.05	0.02				16	96%	0.04
11. Technical/Design Reviews and Audits	6	4	2	1			94%	94%	98%	100%			0.06	0.02	0.04				13	95%	0.05
12. Life Cycle Cost	7	5	3	1			95%	95%	98%	95%			0.06	0.06	0.03				16	96%	0.05
13. Logistics	7	5	3	1			95%	93%	95%	100%			0.04	0.06	0.09				16	95%	0.05
14. Software Development Process	4	5	3	1			98%	93%	100%	100%			0.02	0.05	0.00				13	97%	0.04
15. Test and Evaluation	4	5	3	1			92%	94%	93%	100%			0.07	0.05	0.06				13	94%	0.05
16. Transitioning from Development to Production	4	6	3	1			96%	91%	95%	100%			0.03	0.07	0.05				14	94%	0.06
17. Production Management	4	6	3	1			94%	93%	96%	100%			0.02	0.04	0.04				14	94%	0.04
18. Planning the Project	4	4	3	1			92%	90%	91%	100%			0.06	0.02	0.05				12	92%	0.05

PMP 632 - Contracting and Procurement

Student Assessments

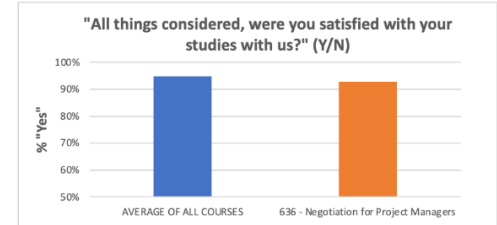
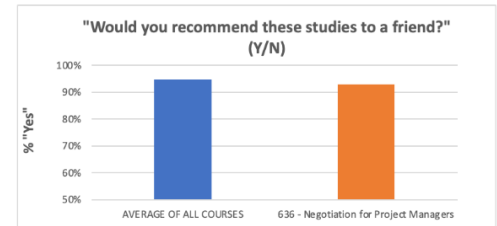
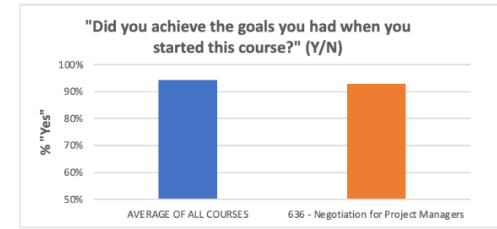
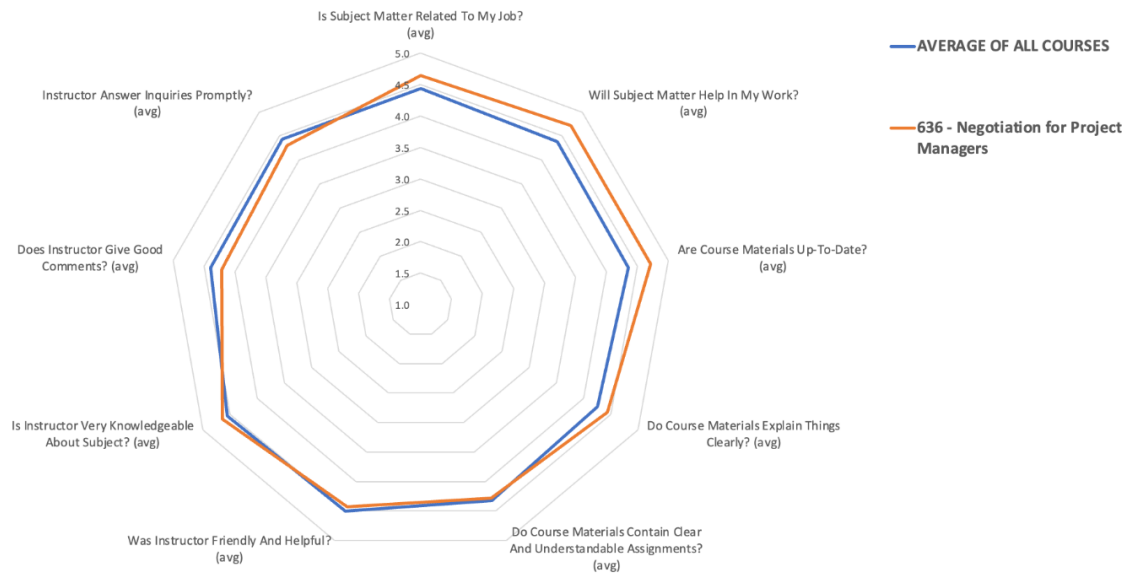


Assignment-Level Meta-Analysis

Course-Lesson	n						Grade Mean						StdDev of Grade						n	Grade Mean	StdDev of Grade		
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)				2018-2023 (Jan-March)	2018-2023 (Jan-March)
632					4	17															21	91%	0.05
Subject Examination					4	17															21	91%	0.05
01. Contract Procedures					1																1	93%	
02. Laws and Regulations Governing Procurement						1															1	83%	
03. Uniform Commercial Code					1																1	100%	
04. Commercial Items Acquisition					1																1	92%	
05. Government Contract Law					1																1	87%	
06. Procurement by Sealed Bidding						1															1	90%	
07. Two-Step Sealed Bidding						1															1	93%	
08. Contracting by Negotiation/Competitive Proposals						1															1	94%	
10. Source Selection Procedures						1															1	93%	
11. Proposal Preparation						1															1	88%	
12. Estimating						1															1	90%	
13. Cost Or Pricing Data						1															1	89%	
14. Price and Cost Analysis						1															1	82%	
15. Types of Contracts						1															1	97%	
16. Negotiation Techniques						1															1	97%	
17. Contract Terms and Conditions						1															1	91%	
18. Contract Management and Administration						1															1	89%	
19. Contract Changes and Modifications						1															1	88%	
20. Terminations For Default						1															1	100%	
21. Terminations For Convenience						1															1	94%	
22. Contract Closeout						1															1	90%	

PMP 636 - Negotiation for Project Managers

Student Assessments

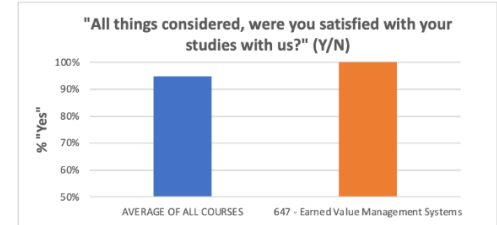
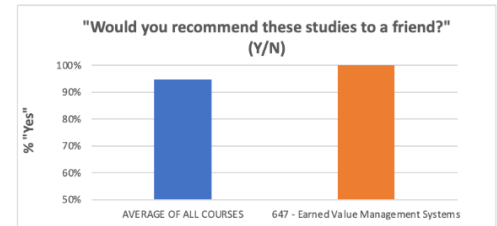
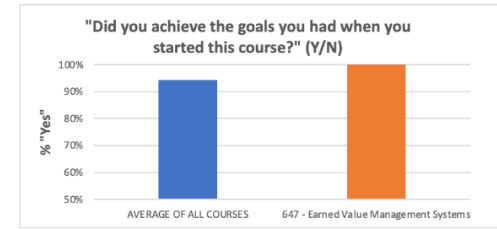
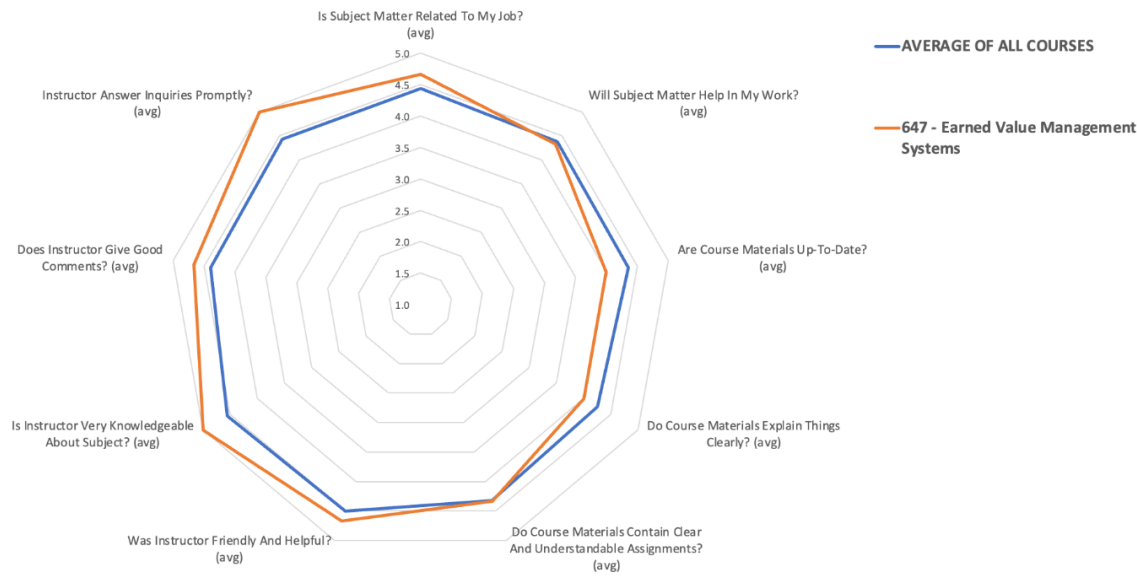


Assignment-Level Meta-Analysis

Course-Lesson	n						Grade Mean					StdDev of Grade						n	Grade Mean	StdDev of Grade	
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022				2023 (Jan-March)
636-2016	425	526	590	262	128	18	96%	96%	97%	96%	98%	96%	0.05	0.05	0.04	0.05	0.04	0.06	1949	97%	0.05
Application	113	144	153	75	35	4	100%	100%	100%	100%	99%	100%	0.01	0.01	0.01	0.01	0.02	0.00	524	100%	0.01
04. Application Lesson - Lessons 1 through 3	17	23	21	6	5	2	99%	100%	100%	100%	100%	100%	0.03	0.01	0.02	0.00	0.00	0.00	74	100%	0.02
08. Application Lesson - Lessons 5 through 7	19	21	21	9	5	1	100%	100%	100%	100%	99%	100%	0.01	0.00	0.00	0.01	0.01	0.01	76	100%	0.01
12. Application Lesson - Lessons 9 through 11	17	21	21	9	5	1	100%	100%	100%	100%	99%	100%	0.00	0.00	0.00	0.00	0.01	0.01	74	100%	0.00
16. Application Lesson - Lessons 13 through 15	16	19	24	11	5		100%	100%	100%	100%	99%		0.01	0.00	0.00	0.01	0.01	0.01	75	100%	0.01
20. Application Lesson - Lessons 17 through 19	16	19	22	12	5		100%	100%	100%	100%	100%		0.01	0.01	0.00	0.01	0.00	0.00	74	100%	0.01
23. Application Lesson - Lessons 21 and 22	14	21	21	14	5		100%	100%	100%	100%	98%		0.01	0.01	0.00	0.01	0.04	0.04	75	100%	0.01
27. Application Lesson - Lessons 24 through 26	14	20	23	14	5		100%	100%	100%	100%	99%		0.00	0.02	0.02	0.00	0.03	0.03	76	100%	0.01
Subject Examination	312	382	437	187	93	14	95%	95%	96%	95%	97%	95%	0.05	0.05	0.05	0.05	0.05	0.06	1425	95%	0.05
01. The Nature of Negotiation	17	19	22	7	3	2	94%	94%	97%	97%	95%	100%	0.05	0.05	0.05	0.04	0.09	0.00	70	95%	0.05
02. Strategy and Tactics of Distributive Bargaining	10	17	21	6	3	2	91%	94%	95%	90%	97%	98%	0.04	0.04	0.06	0.03	0.06	0.04	59	94%	0.05
03. Strategy and Tactics of Integrative Negotiation	14	21	22	5	3	2	94%	93%	94%	95%	97%	90%	0.04	0.05	0.05	0.07	0.06	0.07	67	94%	0.05
05. The Essence of Conflict	18	20	22	7	5	2	96%	96%	98%	92%	98%	93%	0.04	0.03	0.04	0.05	0.03	0.11	74	96%	0.04
06. The "We" in Conflict	19	20	21	7	4	1	96%	95%	96%	94%	99%	100%	0.04	0.05	0.05	0.04	0.02	0.02	72	96%	0.04
07. Negotiation: Strategy and Planning	19	21	22	7	5	2	95%	96%	97%	96%	97%	95%	0.05	0.05	0.04	0.06	0.07	0.07	76	96%	0.05
09. Ethics in Negotiation	19	19	21	9	5	1	95%	96%	97%	94%	99%	85%	0.04	0.05	0.03	0.06	0.02	0.02	74	96%	0.04
10. Perception, Cognition, and Emotion	19	20	22	9	5	1	96%	97%	98%	97%	99%	94%	0.05	0.05	0.03	0.04	0.03	0.03	76	97%	0.04
11. Sources of Conflict	19	18	21	8	5		95%	93%	94%	96%	95%		0.05	0.06	0.06	0.04	0.05	0.05	71	94%	0.05
13. Timing and Delivery	17	21	22	10	5	1	98%	97%	98%	97%	99%	100%	0.02	0.04	0.03	0.05	0.02	0.02	76	98%	0.03
14. Art of Communication	16	21	20	9	5		93%	90%	93%	94%	95%		0.04	0.04	0.05	0.06	0.07	0.07	71	92%	0.05
15. Finding and Using Negotiation Power	15	17	22	9	5		93%	94%	95%	95%	95%		0.06	0.04	0.05	0.07	0.05	0.05	68	94%	0.05
17. Power & Influence	16	19	24	11	5		98%	95%	97%	96%	99%		0.03	0.05	0.04	0.04	0.02	0.02	75	97%	0.04
18. Relationships in Negotiation	15	18	23	10	5		96%	96%	95%	97%	96%		0.05	0.04	0.05	0.05	0.07	0.07	71	96%	0.05
19. Agents, Constituencies, Audiences	15	19	23	12	5		96%	94%	97%	94%	97%		0.06	0.06	0.06	0.05	0.04	0.04	74	95%	0.06
21. Coalitions and Teams	15	20	23	13	5		95%	94%	97%	96%	97%		0.05	0.05	0.04	0.04	0.04	0.04	76	96%	0.05
22. Individual Differences	14	17	23	12	5		96%	93%	95%	94%	96%		0.05	0.06	0.05	0.05	0.04	0.04	71	95%	0.05
24. Cultural Importance	12	20	20	13	5		99%	96%	97%	95%	98%		0.02	0.05	0.04	0.05	0.04	0.04	70	97%	0.04
25. Right, Wrong, or Indifferent	11	15	21	9	5		91%	90%	94%	93%	94%		0.05	0.06	0.05	0.07	0.07	0.07	61	92%	0.06
26. Managing Difficult Negotiations: Third-Party Approach	12	20	22	14	5		95%	98%	97%	95%	98%		0.05	0.02	0.04	0.03	0.05	0.05	73	97%	0.04

PMP 647 - Earned Value Management Systems

Student Assessments

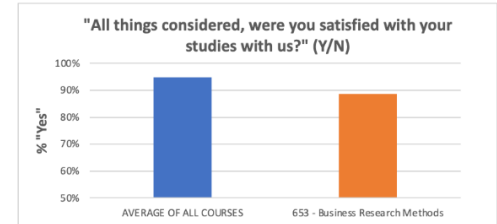
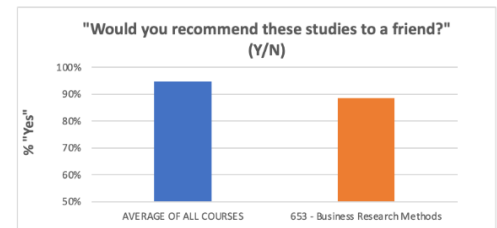
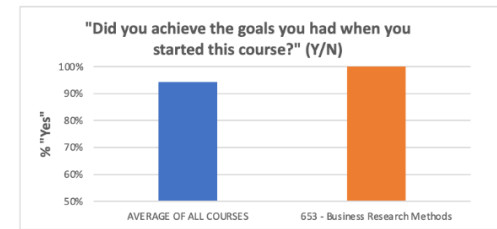
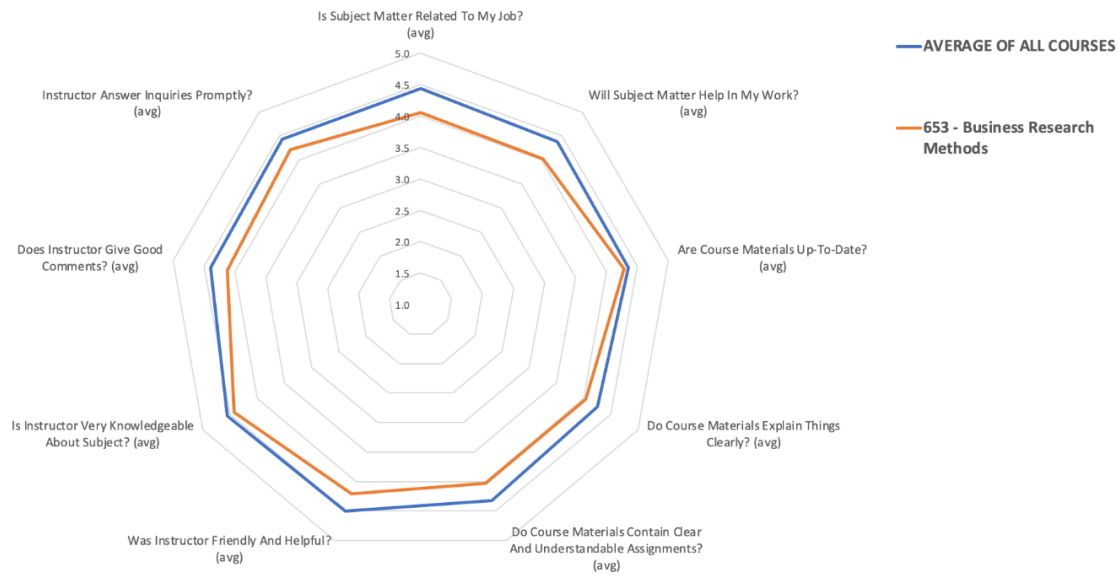


Assignment-Level Meta-Analysis

Course-Lesson	n					Grade Mean					StdDev of Grade					n	Grade Mean	StdDev of Grade				
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020				2021	2022	2023 (Jan-March)	2018-2023 (Jan-March)
647	89	76	18	152	89																	
Subject Examination	89	76	18	152	89	93%	91%	92%	94%	94%	0.05	0.06	0.05	0.05	0.06				424	93%	0.05	
01. Introduction	4	4		9	1	90%	90%		92%	100%	0.04	0.07		0.06					18	92%	0.06	
02. Earned Value Management Systems	2	2		11	2	93%	90%		95%	93%	0.04	0.00		0.05	0.11				17	94%	0.05	
03. EVMS Findings	4	5	1	10	3	97%	88%	87%	94%	98%	0.04	0.03		0.06	0.04				23	93%	0.06	
04. Project Work Definition and Organization	6	5	1	11	4	89%	88%	92%	94%	94%	0.04	0.06		0.05	0.05				27	92%	0.05	
05. Work Breakdown Structures, Responsibility Assignment	6	6	1	9	6	100%	100%	100%	98%	99%	0.01	0.00		0.03	0.02				28	99%	0.02	
06. EVMS Project Scheduling	4	4	1	7	5	87%	86%	95%	94%	86%	0.02	0.00		0.05	0.08				21	89%	0.06	
07. Budgeting and Work Authorization	6	5	1	8	4	90%	83%	85%	93%	93%	0.06	0.02		0.05	0.05				24	90%	0.06	
08. Performance Measurement	6	3	1	7	6	93%	90%	90%	93%	93%	0.03	0.09		0.06	0.06				23	92%	0.05	
09. Performance Measurement - Part 2	7	4	1	9	6	95%	89%	94%	95%	97%	0.03	0.07		0.02	0.04				27	94%	0.04	
10. Material and Subcontracts - Accounting and Indirect Co	6	4	2	9	5	91%	85%	93%	92%	89%	0.03	0.04	0.03	0.04	0.04				26	90%	0.04	
11. Monitoring and Measuring Program/Project Performan	5	6	1	9	7	93%	92%	91%	94%	95%	0.02	0.03		0.04	0.03				28	94%	0.03	
12. Analysis and Forecasting	6	5	2	9	7	96%	91%	92%	95%	96%	0.02	0.07	0.00	0.04	0.03				29	94%	0.04	
13. Changes and Revisions; Implementing Earned Value on A	6	4	2	9	7	97%	97%	86%	97%	94%	0.03	0.04	0.03	0.03	0.06				28	95%	0.05	
14. Earned Value Exercises	6	5	1	9	7	96%	92%	91%	93%	98%	0.06	0.05		0.06	0.03				28	95%	0.05	
15. Earned Value Reporting Requirements and Fiduciary Res	6	5	1	9	7	93%	93%	100%	96%	93%	0.06	0.07		0.04	0.08				28	94%	0.06	
16. Earned Value in Software Projects	4	3		8	5	86%	92%		92%	94%	0.03	0.08		0.05	0.07				20	91%	0.06	
17. EVMS Implementation and Reviews	5	6	2	9	7	94%	94%	93%	96%	94%	0.07	0.07	0.11	0.03	0.05				29	95%	0.05	
647-2022 update					4	18									0.03	0.07			22	91%	0.07	
Subject Examination					4	18									0.03	0.07			22	91%	0.07	
04. Project Work Definition and Organization					2										0.00				2	95%	0.00	
05. Work Breakdown Structures, Responsibility Assignment Matrixes, and Control Account Form					2										0.00				2	100%	0.00	
06. EVMS Project Scheduling					2										0.00				2	81%	0.00	
07. Budgeting and Work Authorization					2										0.00				2	82%	0.00	
09. Performance Measurement - Part 2					2										100%				2	100%	0.00	
11. Monitoring and Measuring Program/Project Performance					2										83%				2	83%	0.00	
12. Analysis and Forecasting					2										91%				2	91%	0.00	
13. Changes and Revisions; Implementing Earned Value on All Projects					2										84%				2	84%	0.00	
14. Earned Value Exercises					2										100%				2	100%	0.00	
15. Earned Value Reporting Requirements and Fiduciary Responsibilities					2										92%				2	92%	0.00	
16. Earned Value in Software Projects					2										90%				2	90%	0.00	

BUS 653 - Business Research Methods

Student Assessments

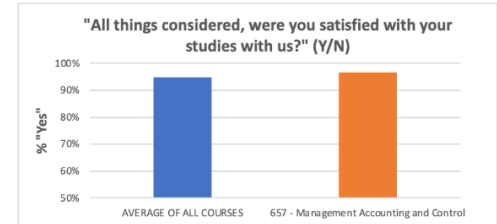
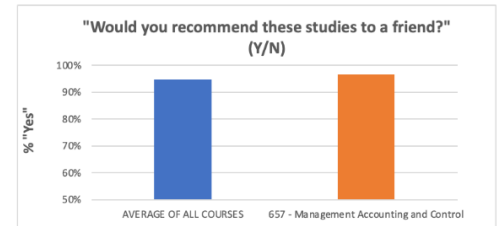
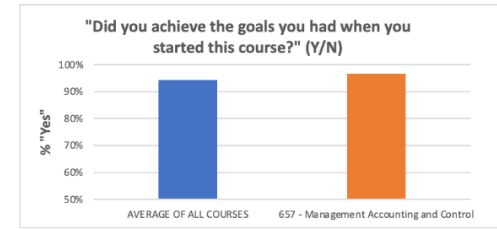
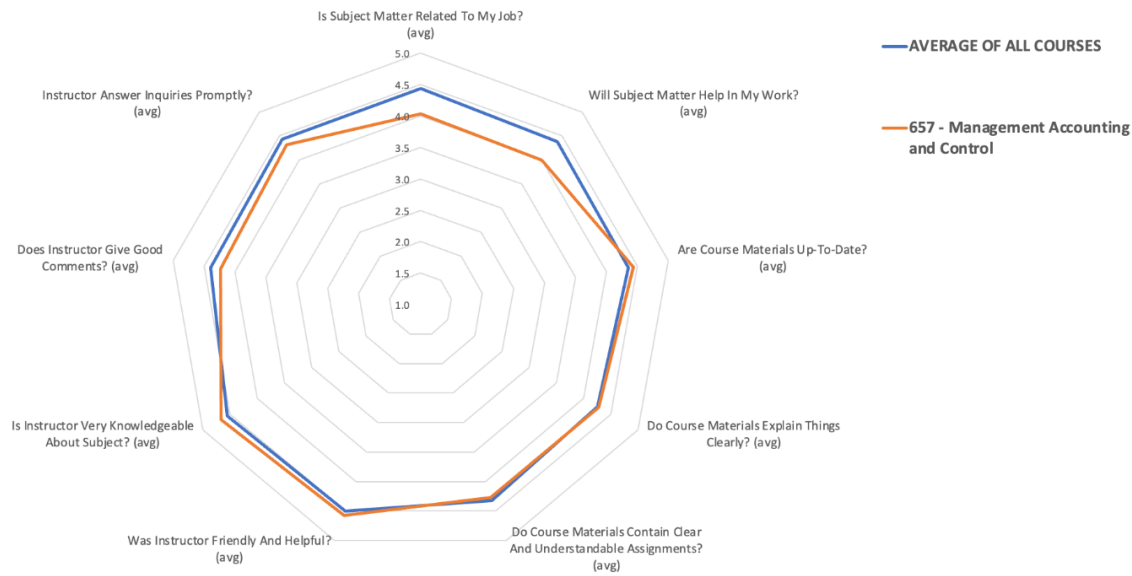


Assignment-Level Meta-Analysis

Course-Lesson	n					Grade Mean						StdDev of Grade						n	Grade Mean	StdDev of Grade				
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022				2023 (Jan-March)	2018-2023 (Jan-March)	2018-2023 (Jan-March)	2018-2023 (Jan-March)
	653	1223	1334	1122	905	677																		
Application	189	208	164	99	106																			
06. Application Lesson - Lessons 1 through 5	46	47	38	27	23	92%	92%	90%	93%	90%	0.06	0.06	0.06	0.06	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05		
12. Application Lesson - Lessons 7 through 11	51	56	40	21	26	97%	97%	98%	97%	97%	0.05	0.04	0.04	0.04	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05		
17. Application Lesson - Lessons 13 through 16	53	58	51	32	32	98%	98%	99%	99%	99%	0.04	0.04	0.03	0.03	0.04	0.04	0.04	0.04	0.04	0.04	0.04	0.04		
21. Application Lesson - Lessons 18 through 20	39	47	35	19	25	93%	92%	93%	96%	93%	0.06	0.05	0.06	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05		
Subject Examination	1034	1126	958	806	571																			
01. An Overview of the Practice of Research in Business and	54	63	44	54	20	94%	94%	94%	96%	96%	0.05	0.04	0.04	0.04	0.04	0.04	0.04	0.04	0.04	0.04	0.04	0.04		
02. Ethical Issues in Business Research	54	63	45	55	20	95%	95%	95%	97%	97%	0.05	0.05	0.05	0.05	0.04	0.04	0.04	0.04	0.04	0.04	0.04	0.04		
03. The Scientific Method and the Language of Research	54	63	44	54	20	95%	96%	96%	97%	97%	0.05	0.04	0.05	0.04	0.04	0.04	0.04	0.04	0.04	0.04	0.04	0.04		
04. A General Overview of the Research Process	56	61	46	52	21	95%	96%	96%	97%	98%	0.05	0.05	0.05	0.05	0.05	0.04	0.04	0.04	0.04	0.04	0.04	0.05		
05. The Role and Value of Different Types and Sources of Info	54	60	45	51	22	92%	92%	92%	92%	94%	0.05	0.04	0.04	0.04	0.04	0.04	0.04	0.04	0.04	0.04	0.04	0.04		
07. Basic Stages, Types and Descriptions of Various Research	54	50	48	41	28	93%	94%	94%	96%	95%	0.06	0.06	0.06	0.06	0.04	0.04	0.04	0.04	0.04	0.04	0.04	0.07		
08. The Use of Qualitative Methods That Draw Data from Pe	60	56	53	43	31	97%	97%	97%	97%	98%	0.03	0.03	0.04	0.04	0.04	0.03	0.03	0.04	0.04	0.04	0.04	0.03		
09. The Use, Evaluation and Practice of Observation Method	61	56	53	43	31	95%	97%	96%	96%	98%	0.05	0.04	0.05	0.04	0.04	0.04	0.04	0.04	0.04	0.04	0.04	0.04		
10. The Uses, Strengths and Limitations of Experiments and	57	58	52	43	30	96%	96%	96%	96%	97%	0.04	0.04	0.05	0.04	0.04	0.04	0.04	0.04	0.04	0.04	0.04	0.04		
11. Communication Research Use and Methodology	57	52	49	41	31	93%	94%	94%	95%	94%	0.05	0.05	0.05	0.05	0.04	0.04	0.04	0.04	0.04	0.04	0.04	0.05		
13. Measurement	54	59	53	37	34	92%	93%	93%	94%	95%	0.06	0.05	0.05	0.05	0.04	0.04	0.04	0.04	0.04	0.04	0.04	0.06		
14. The Characteristics, Selection and Use of Measurement	56	61	53	38	35	95%	96%	96%	96%	97%	0.04	0.04	0.03	0.04	0.03	0.03	0.03	0.03	0.03	0.03	0.03	0.04		
15. Measurement Instruments; Question Types and Content	55	60	53	38	34	95%	96%	97%	98%	97%	0.06	0.05	0.05	0.04	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05		
16. Sampling, Purpose and Methodology	54	61	53	37	36	92%	93%	93%	94%	94%	0.05	0.04	0.04	0.04	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05		
18. Data Preparation and Description in General Qualitative	46	56	51	36	31	95%	94%	96%	96%	98%	0.06	0.06	0.06	0.05	0.03	0.03	0.03	0.03	0.03	0.03	0.03	0.06		
19. Methodologies in Exploring, Displaying and Examining	56	63	56	37	36	98%	98%	98%	98%	98%	0.04	0.02	0.03	0.03	0.03	0.02	0.02	0.02	0.02	0.02	0.02	0.03		
20. Hypothesis Testing	47	61	49	36	34	97%	96%	98%	97%	98%	0.04	0.04	0.03	0.04	0.04	0.04	0.04	0.04	0.04	0.04	0.04	0.04		
22. The Creation, Types and Contents of Written Research R	52	61	56	35	39	95%	97%	97%	98%	99%	0.06	0.04	0.04	0.04	0.04	0.02	0.02	0.02	0.02	0.02	0.02	0.04		
23. The Creation, Types and Contents of Oral Research Prese	53	62	55	35	38	92%	94%	94%	94%	97%	0.06	0.04	0.04	0.04	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05		
653-2022 update						286	240																	
Application						50	48																	
06. Application Lesson - Lessons 1 through 5						16	10				97%	100%												
12. Application Lesson - Lessons 7 through 11						14	10				95%	98%												
17. Application Lesson - Lessons 13 through 16						10	14				100%	93%												
21. Application Lesson - Lessons 18 through 20						10	14				96%	96%												
Subject Examination						236	192																	
01. An Overview of the Practice of Research in Business and Its Uses						18	6				95%	99%												
02. Ethical Issues in Business Research						20	6				97%	97%												
03. The Scientific Method and the Language of Research						18	6				98%	100%												
04. A General Overview of the Research Process						16	6				97%	100%												
05. The Role and Value of Different Types and Sources of Information in Exploratory Research						18	6				93%	97%												
07. Basic Stages, Types and Descriptions of Various Research Design Strategies						12	10				95%	95%												
08. The Use of Qualitative Methods That Draw Data from People and Organizations						14	10				94%	96%												
09. The Use, Evaluation and Practice of Observation Methodology in Research						14	10				92%	98%												
10. The Uses, Strengths and Limitations of Experiments and the Experimental Method						12	10				94%	99%												
11. Communication Research Use and Methodology						10	10				93%	97%												
13. Measurement						10	12				93%	94%												
14. The Characteristics, Selection and Use of Measurement Scales						10	12				94%	96%												
15. Measurement Instruments; Question Types and Content						10	12				95%	97%												
16. Sampling, Purpose and Methodology						10	12				94%	95%												
18. Data Preparation and Description in General Qualitative and Quantitative Terms						6	12				100%	98%												
19. Methodologies in Exploring, Displaying and Examining Data						10	14				95%	97%												
20. Hypothesis Testing						8	12				97%	100%												
22. The Creation, Types and Contents of Written Research Reports						10	14				96%	94%												
23. The Creation, Types and Contents of Oral Research Presentations						10	12				95%	95%												

BUS 657 - Management Accounting and Control

Student Assessments

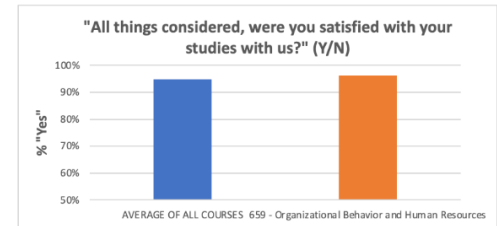
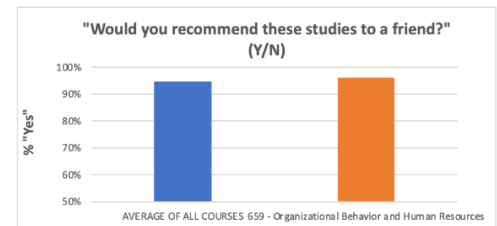
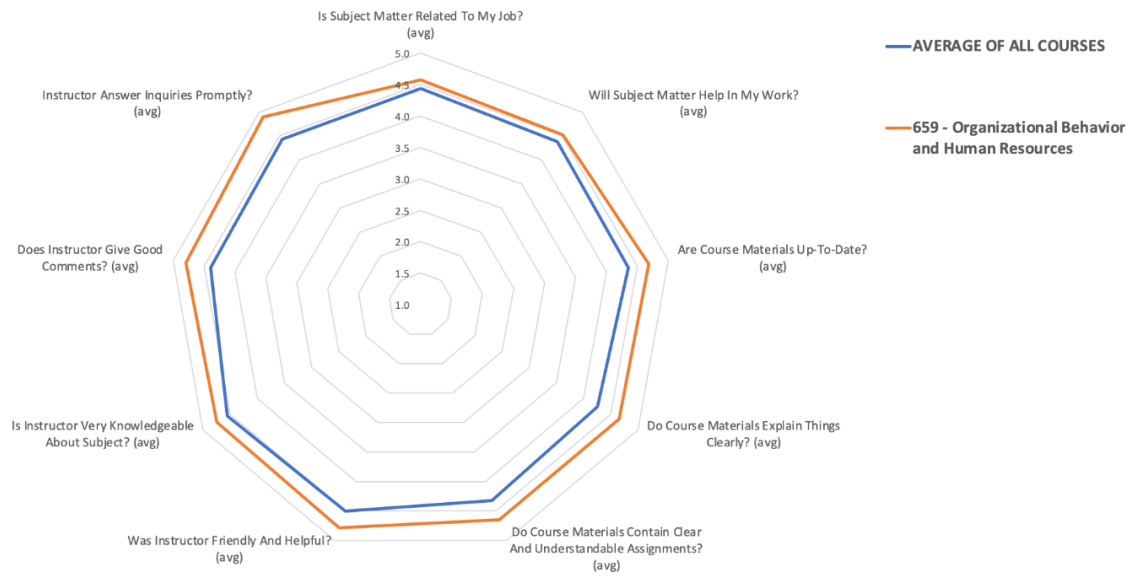


Assignment-Level Meta-Analysis

Course-Lesson	n						Grade Mean						StdDev of Grade						n	Grade Mean	StdDev of Grade			
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)				2018-2023 (Jan-March)	2018-2023 (Jan-March)	2018-2023 (Jan-March)
	657	245	1203	1171	903	709	223	97%	98%	98%	97%	98%	97%	0.05	0.04	0.04	0.05	0.04				0.05	4454	98%
Application	45	261	251	190	155	53	99%	100%	100%	99%	100%	100%	0.02	0.01	0.02	0.03	0.02	0.00	955	100%	0.02			
06. Application Lesson - Lessons 1 through 5	13	55	50	38	30	9	100%	100%	100%	99%	100%	100%	0.00	0.01	0.02	0.04	0.03	0.00	195	100%	0.02			
10. Application Lesson - Lessons 8 and 9	11	52	54	36	31	12	100%	100%	100%	99%	100%	100%	0.01	0.01	0.01	0.03	0.00	0.00	196	100%	0.02			
14. Application Lesson - Lessons 12 and 13	10	49	51	34	32	10	99%	99%	100%	100%	100%	100%	0.05	0.03	0.02	0.02	0.03	0.00	186	100%	0.02			
19. Application Lesson - Lessons 16 through 18	6	53	48	41	31	12	99%	100%	100%	100%	100%	100%	0.03	0.01	0.02	0.02	0.00	0.00	191	100%	0.02			
23. Application Lesson - Lessons 21 and 22	5	52	48	41	31	10	100%	100%	100%	99%	99%	100%	0.00	0.01	0.00	0.03	0.03	0.00	187	100%	0.02			
Subject Examination	200	942	920	713	554	170	96%	97%	97%	97%	97%	96%	0.05	0.05	0.04	0.05	0.04	0.05	3499	97%	0.05			
01. Managerial Accounting Overview	24	57	51	44	30	5	100%	100%	100%	100%	100%	100%	0.00	0.00	0.00	0.00	0.00	0.00	211	100%	0.00			
02. Managerial Accounting and Cost Concepts	15	50	45	38	27	6	91%	94%	94%	94%	96%	92%	0.06	0.06	0.06	0.06	0.06	0.05	181	94%	0.06			
03. Job-Order Costing	11	42	43	30	22	5	92%	96%	95%	93%	96%	94%	0.06	0.05	0.05	0.06	0.05	0.07	153	95%	0.05			
04. Activity-Based Costing	13	58	52	40	28	6	97%	96%	97%	95%	97%	97%	0.04	0.04	0.04	0.04	0.03	0.05	197	96%	0.04			
05. Process Costing	11	54	48	40	27	7	96%	96%	96%	95%	97%	97%	0.04	0.05	0.04	0.05	0.05	0.04	187	96%	0.05			
07. Course Project 1	13	54	50	38	32	9	100%	100%	100%	100%	100%	100%	0.00	0.00	0.00	0.00	0.00	0.00	196	100%	0.00			
08. Cost-Volume-Profit Relationships	12	51	51	36	32	9	95%	96%	97%	96%	96%	95%	0.04	0.05	0.04	0.05	0.05	0.04	191	96%	0.05			
09. Variable Costing and Segment Reporting	12	48	49	32	31	8	96%	95%	96%	97%	95%	93%	0.04	0.05	0.05	0.04	0.05	0.06	180	95%	0.05			
11. Course Project 2	10	52	54	36	31	11	100%	100%	100%	100%	100%	100%	0.00	0.00	0.00	0.00	0.00	0.00	194	100%	0.00			
12. Master Budgeting	10	43	49	30	27	9	92%	97%	96%	97%	97%	94%	0.05	0.05	0.05	0.05	0.04	0.06	168	96%	0.05			
13. Flexible Budgets, Standard Costs, and Variance Analysis	9	43	48	32	29	8	93%	95%	95%	95%	94%	92%	0.06	0.05	0.05	0.06	0.06	0.05	169	95%	0.05			
15. Course Project 3	10	50	50	40	32	11	99%	100%	100%	100%	100%	100%	0.03	0.00	0.00	0.00	0.00	0.00	193	100%	0.01			
16. Performance Measurement in Decentralized Organization	10	47	51	39	31	12	96%	98%	98%	99%	98%	99%	0.07	0.04	0.03	0.03	0.03	0.02	190	98%	0.04			
17. Differential Analysis: The Key to Decision Making	10	45	45	35	27	12	96%	93%	94%	93%	94%	92%	0.05	0.05	0.05	0.05	0.06	0.06	174	94%	0.05			
18. Capital Budgeting Decisions	9	42	43	36	29	10	98%	96%	94%	95%	95%	94%	0.04	0.05	0.06	0.06	0.05	0.06	169	95%	0.05			
20. Course Project 4	6	53	49	42	31	12	100%	100%	100%	100%	100%	100%	0.00	0.00	0.00	0.00	0.00	0.00	193	100%	0.00			
21. Statement of Cash Flows	6	47	46	40	27	9	95%	95%	96%	96%	96%	92%	0.06	0.06	0.05	0.05	0.04	0.07	175	96%	0.05			
22. Financial Statement Analysis	4	52	49	41	30	11	94%	96%	96%	96%	95%	93%	0.07	0.05	0.05	0.04	0.05	0.05	187	96%	0.05			
24. Course Project 5	5	54	47	44	31	10	100%	100%	100%	100%	100%	100%	0.00	0.00	0.00	0.00	0.00	0.00	191	100%	0.00			

BUS 659 - Organizational Behavior and Human Resources

Student Assessments

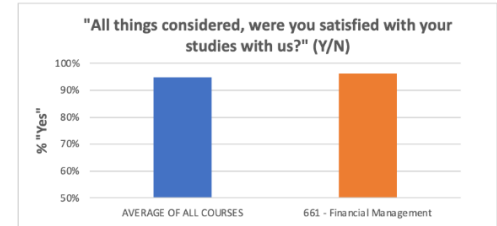
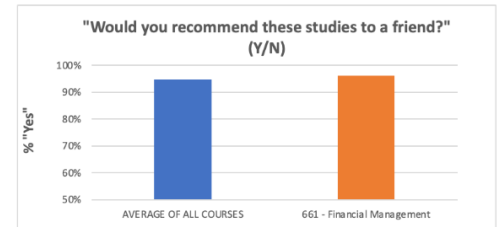
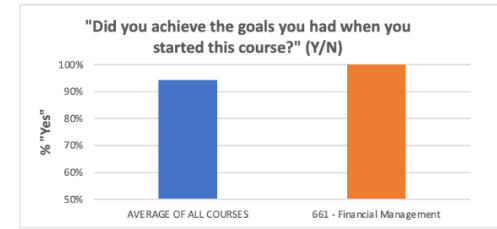
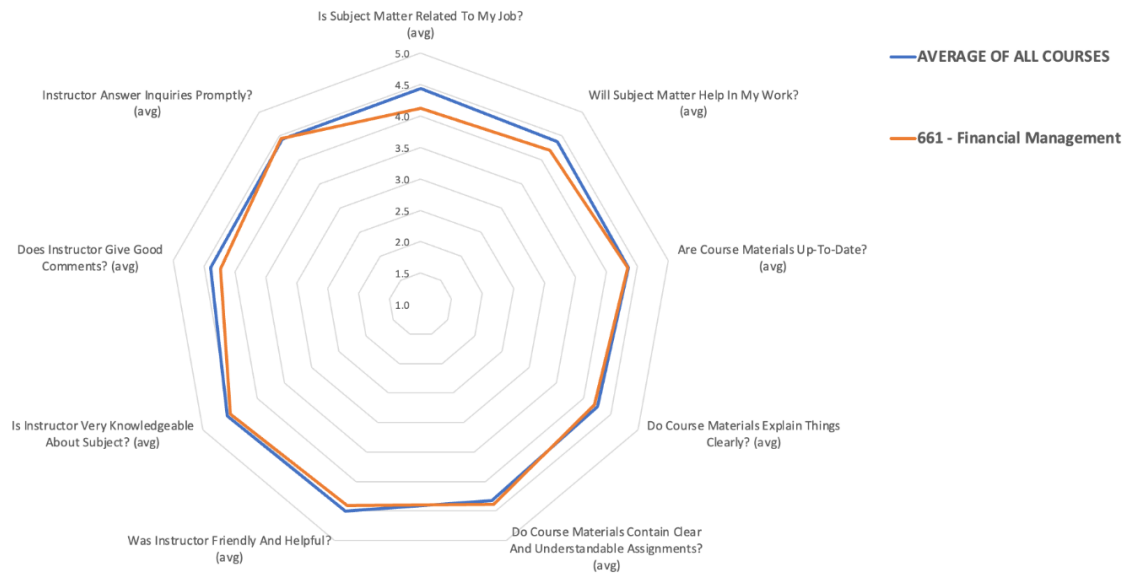


Assignment-Level Meta-Analysis

Course-Lesson	n					Grade Mean					StdDev of Grade					n	Grade Mean	StdDev of Grade			
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020				2021	2022	2023 (Jan-March)
659	616	1111	908	63			96%	97%	97%	94%			0.05	0.04	0.04	0.06			2698	97%	0.04
Application	149	278	239	19			99%	100%	100%	100%			0.03	0.02	0.01	0.00			685	100%	0.02
04. Application Lesson - Lessons 1 through 3	35	57	46	1			100%	100%	100%	100%			0.01	0.02	0.01			139	100%	0.01	
08. Application Lesson - Lessons 5 through 7	32	55	48	3			99%	100%	99%	100%			0.03	0.02	0.02	0.00		138	100%	0.02	
12. Application Lesson - Lessons 9 through 11	29	56	46	5			99%	100%	100%	100%			0.03	0.02	0.01	0.00		136	100%	0.02	
16. Application Lesson - Lessons 13 through 15	27	56	48	5			99%	100%	100%	100%			0.04	0.02	0.01	0.00		136	100%	0.02	
20. Application Lesson - Lessons 17 through 19	26	54	51	5			99%	100%	100%	100%			0.04	0.02	0.02	0.00		136	100%	0.02	
Subject Examination	467	833	669	44			95%	96%	96%	92%			0.05	0.04	0.04	0.05			2013	96%	0.05
01. Introduction to the Field of Organizational Behavior	42	59	40	1			95%	96%	97%	96%			0.05	0.04	0.04			142	96%	0.04	
02. Individual Behavior, Personality, and Values	42	59	41	1			95%	98%	97%	84%			0.05	0.04	0.04			143	97%	0.04	
03. Perceiving Ourselves and Others in Organizations	41	59	40				96%	96%	96%				0.04	0.04	0.05			140	96%	0.04	
05. Workplace Emotions, Attitudes, and Stress	31	55	46	1			93%	95%	96%	96%			0.06	0.04	0.05			133	95%	0.05	
06. Foundations of Employee Motivation	33	55	47	2			95%	97%	96%	94%			0.05	0.03	0.05	0.08		137	96%	0.04	
07. Applied Performance Practices	31	52	45	2			94%	95%	96%	92%			0.05	0.04	0.05	0.00		130	95%	0.05	
09. Decision Making and Creativity	26	53	42	2			93%	93%	95%	84%			0.04	0.06	0.05	0.00		123	94%	0.05	
10. Team Dynamics	30	56	47	3			95%	97%	97%	89%			0.05	0.04	0.04	0.05		136	96%	0.05	
11. Communicating in Teams and Organizations	30	56	47	3			97%	98%	97%	93%			0.04	0.04	0.04	0.05		136	97%	0.04	
13. Power and Influence in the Workplace	28	56	46	5			96%	97%	97%	94%			0.04	0.04	0.03	0.05		135	97%	0.04	
14. Conflict and Negotiation in the Workplace	26	54	44	5			93%	95%	95%	91%			0.05	0.05	0.06	0.05		129	95%	0.05	
15. Leadership in Organizational Settings	28	56	45	4			96%	96%	96%	94%			0.04	0.04	0.05	0.05		133	96%	0.04	
17. Designing Organizational Structures	27	54	46	5			95%	97%	98%	92%			0.05	0.03	0.04	0.07		132	97%	0.04	
18. Organizational Culture	27	55	47	5			95%	96%	98%	94%			0.04	0.05	0.03	0.07		134	96%	0.04	
19. Organizational Change	25	54	46	5			94%	96%	95%	91%			0.06	0.04	0.05	0.05		130	95%	0.05	
659 update			179	604	742	51			97%	97%	98%	96%			0.04	0.04	0.04	0.04	1576	97%	0.04
Application	37	152	191	15			100%	99%	100%	98%			0.00	0.02	0.01	0.05			395	100%	0.02
04. Application Lesson - Lessons 1 through 3	10	36	33	2			100%	100%	99%	93%			0.00	0.00	0.02	0.11		81	100%	0.02	
08. Application Lesson - Lessons 5 through 7	10	29	36	3			100%	99%	100%	100%			0.00	0.03	0.00	0.00		78	100%	0.02	
12. Application Lesson - Lessons 9 through 11	7	29	40	3			100%	100%	100%	100%			0.00	0.02	0.00	0.00		79	100%	0.01	
16. Application Lesson - Lessons 13 through 15	5	30	41	3			100%	99%	100%	97%			0.00	0.03	0.02	0.06		79	99%	0.03	
20. Application Lesson - Lessons 17 through 19	5	28	41	4			100%	99%	100%	98%			0.00	0.03	0.01	0.05		78	99%	0.02	
Subject Examination	142	452	551	36			97%	97%	97%	96%			0.04	0.04	0.04	0.04			1181	97%	0.04
01. Introduction to the Field of Organizational Behavior	17	35	29	1			97%	97%	97%	88%			0.03	0.04	0.05			82	97%	0.04	
02. Individual Behavior, Personality, and Values	15	39	29	1			99%	98%	98%	96%			0.02	0.04	0.03			84	98%	0.03	
03. Perceiving Ourselves and Others in Organizations	15	37	30	1			97%	95%	97%	92%			0.04	0.04	0.03			83	96%	0.04	
05. Workplace Emotions, Attitudes, and Stress	10	32	35	2			96%	94%	95%	94%			0.04	0.05	0.04	0.03		79	95%	0.04	
06. Foundations of Employee Motivation	10	31	36	2			96%	98%	97%	92%			0.03	0.04	0.04	0.00		79	97%	0.04	
07. Applied Performance Practices	10	31	35	2			97%	98%	96%	88%			0.04	0.04	0.05	0.06		78	97%	0.05	
09. Decision Making and Creativity	10	26	37	3			94%	97%	96%	95%			0.06	0.05	0.06	0.06		76	96%	0.06	
10. Team Dynamics	10	28	38	3			100%	98%	98%	99%			0.01	0.04	0.03	0.02		79	98%	0.03	
11. Communicating in Teams and Organizations	9	28	39	3			99%	97%	98%	97%			0.03	0.04	0.03	0.05		79	98%	0.03	
13. Power and Influence in the Workplace	6	30	40	3			99%	98%	98%	99%			0.02	0.03	0.03	0.02		79	98%	0.03	
14. Conflict and Negotiation in the Workplace	6	30	38	3			97%	97%	97%	97%			0.03	0.04	0.05	0.02		77	97%	0.04	
15. Leadership in Organizational Settings	6	28	40	3			97%	95%	97%	96%			0.03	0.04	0.04	0.04		77	97%	0.04	
17. Designing Organizational Structures	6	25	42	3			91%	96%	96%	99%			0.06	0.05	0.05	0.02		76	96%	0.05	
18. Organizational Culture	7	26	41	3			96%	97%	97%	97%			0.05	0.04	0.04	0.05		77	97%	0.04	
19. Organizational Change	5	26	42	3			90%	95%	96%	95%			0.04	0.05	0.05	0.02		76	95%	0.05	

BUS 661 - Financial Management

Student Assessments

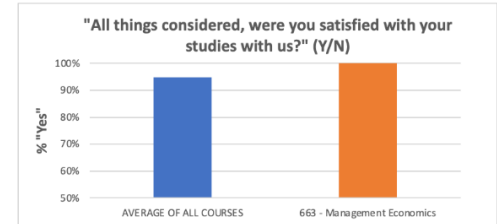
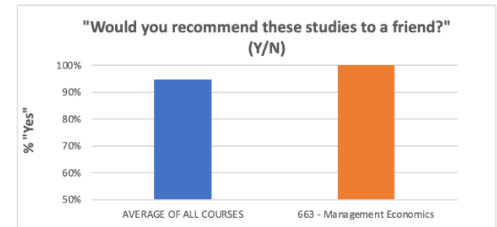
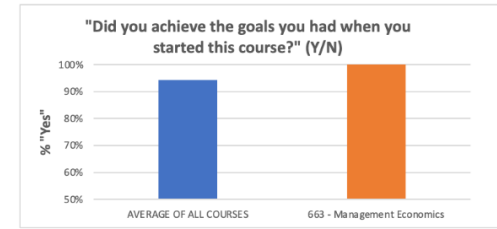
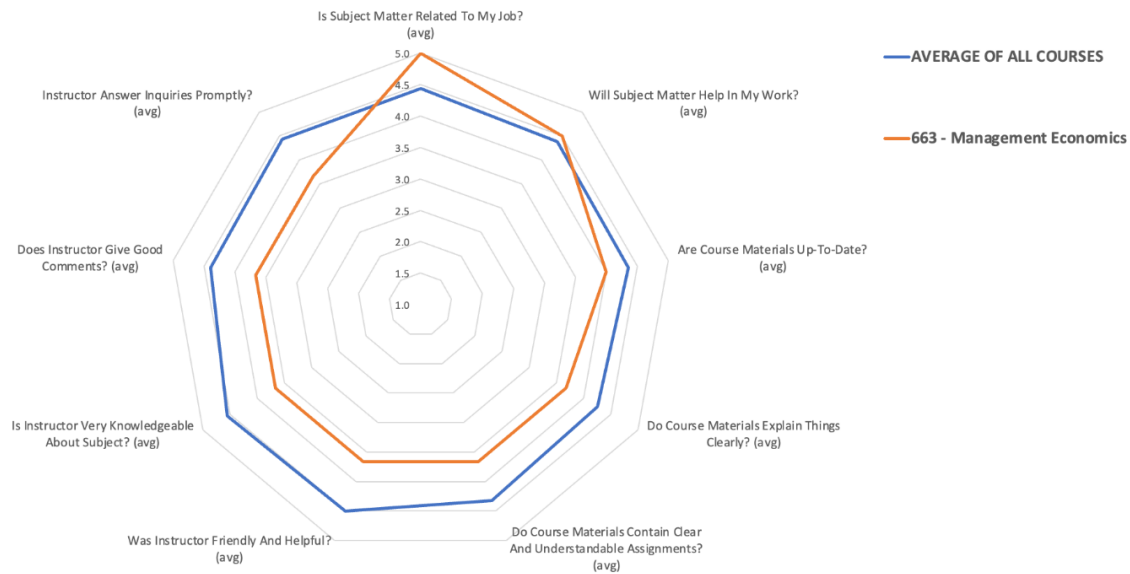


Assignment-Level Meta-Analysis

Course-Lesson	n						Grade Mean						StdDev of Grade						n	Grade Mean	StdDev of Grade			
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)				2018-2023 (Jan-March)	2018-2023 (Jan-March)	2018-2023 (Jan-March)
	661	706	572	804	722	609	173	96%	97%	98%	97%	97%	97%	0.05	0.05	0.04	0.05	0.04				0.04	3586	97%
Application	108	85	123	107	94	29	100%	100%	100%	100%	100%	100%	0.01	0.00	0.02	0.00	0.00	0.00	546	100%	0.01			
05. Application Lesson - Lessons 1 through 4	24	27	27	27	23	6	100%	100%	100%	100%	100%	100%	0.00	0.00	0.01	0.00	0.00	0.00	134	100%	0.00			
12. Application Lesson - Lessons 6 through 11	27	19	31	27	25	5	100%	100%	100%	100%	100%	100%	0.00	0.00	0.00	0.00	0.00	0.00	134	100%	0.00			
18. Application Lesson - Lessons 13 through 17	25	20	33	26	23	9	100%	100%	100%	100%	100%	100%	0.00	0.00	0.02	0.00	0.00	0.00	136	100%	0.01			
24. Application Lesson - Lessons 19 through 23	32	19	32	27	23	9	100%	100%	100%	100%	100%	100%	0.01	0.00	0.02	0.00	0.00	0.00	142	100%	0.01			
Subject Examination	598	487	681	615	515	144	95%	96%	97%	96%	97%	97%	0.05	0.05	0.04	0.05	0.04	0.04	3040	96%	0.05			
01. Goals and Governance of the Corporation	21	31	26	29	19	3	91%	94%	96%	95%	97%	99%	0.04	0.05	0.04	0.03	0.04	0.02	129	95%	0.05			
02. Financial Markets and Institutions	18	29	26	28	20	4	96%	97%	96%	95%	98%	92%	0.05	0.05	0.05	0.05	0.03	0.07	125	96%	0.05			
03. Accounting and Finance	21	31	26	27	20	3	95%	96%	96%	97%	97%	99%	0.05	0.05	0.05	0.04	0.04	0.02	128	96%	0.04			
04. Measuring Corporate Performance	16	25	21	23	20	5	95%	97%	96%	97%	97%	96%	0.05	0.05	0.06	0.05	0.03	0.06	110	96%	0.05			
06. The Time Value of Money	27	18	25	24	23	5	97%	96%	99%	97%	97%	96%	0.05	0.04	0.03	0.05	0.04	0.04	122	97%	0.04			
07. Valuing Bonds	25	16	23	25	23	4	92%	95%	98%	96%	97%	96%	0.06	0.05	0.03	0.05	0.04	0.05	116	96%	0.05			
08. Valuing Stocks	25	22	26	25	22	6	97%	95%	97%	96%	97%	95%	0.04	0.05	0.04	0.04	0.04	0.05	126	96%	0.04			
09. Net Present Value and Other Investment Criteria	26	22	27	26	22	6	98%	97%	98%	95%	98%	97%	0.03	0.04	0.03	0.06	0.03	0.05	129	97%	0.04			
10. Using Discounted Cash-Flow Analysis to Make Investment Decisions	26	20	26	24	22	5	94%	93%	97%	96%	96%	98%	0.04	0.06	0.05	0.04	0.05	0.02	123	96%	0.05			
11. Project Analysis	22	20	27	25	21	5	92%	96%	98%	97%	96%	100%	0.06	0.05	0.04	0.05	0.05	0.00	120	96%	0.05			
13. Risk, Return, and the Opportunity Cost of Capital	28	18	30	28	25	5	98%	95%	98%	97%	97%	96%	0.04	0.05	0.04	0.04	0.04	0.07	134	97%	0.04			
14. Risk, Return, and Capital Budgeting	27	17	30	27	23	5	99%	97%	97%	96%	97%	96%	0.02	0.04	0.04	0.06	0.05	0.07	129	97%	0.04			
15. Weighted-Average Cost of Capital and Company Valuation	27	17	30	28	22	5	98%	96%	98%	96%	97%	96%	0.03	0.06	0.04	0.04	0.04	0.05	129	97%	0.04			
16. Corporate Financing	27	19	30	28	23	6	99%	98%	99%	97%	97%	95%	0.02	0.03	0.02	0.04	0.04	0.05	133	98%	0.03			
17. Venture Capital and Issue Securities	26	18	31	28	22	6	96%	96%	98%	96%	96%	95%	0.05	0.04	0.04	0.05	0.05	0.05	131	96%	0.05			
19. Debt Policy	25	19	32	25	21	8	97%	99%	97%	96%	98%	98%	0.04	0.02	0.04	0.05	0.03	0.04	130	97%	0.04			
20. Payout Policy	24	19	33	26	21	7	96%	97%	97%	96%	97%	97%	0.05	0.04	0.05	0.06	0.03	0.05	130	97%	0.05			
21. Long-Term Financial Planning	26	18	29	21	21	7	92%	94%	97%	95%	96%	98%	0.06	0.06	0.05	0.06	0.05	0.03	122	95%	0.06			
22. Short-Term Financial Planning	25	18	32	25	23	8	93%	94%	98%	97%	96%	96%	0.04	0.04	0.03	0.04	0.05	0.04	131	96%	0.05			
23. Working Capital Management	25	18	31	25	23	7	93%	96%	96%	95%	93%	99%	0.04	0.04	0.05	0.06	0.05	0.03	129	95%	0.05			
25. Mergers, Acquisitions, and Corporate Control	32	19	32	27	22	9	99%	100%	99%	99%	97%	99%	0.03	0.01	0.03	0.03	0.05	0.02	141	99%	0.03			
26. International Financial Management	26	19	28	23	20	8	93%	96%	96%	94%	94%	96%	0.05	0.04	0.05	0.06	0.06	0.05	124	95%	0.05			
27. Options	27	16	31	22	18	8	92%	95%	95%	95%	98%	98%	0.06	0.05	0.06	0.06	0.03	0.04	122	95%	0.05			
28. Risk Management	26	18	29	26	19	9	92%	97%	98%	97%	97%	96%	0.05	0.04	0.03	0.05	0.05	0.05	127	96%	0.05			

BUS 663 - Management Economics

Student Assessments

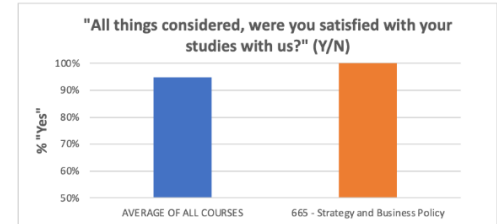
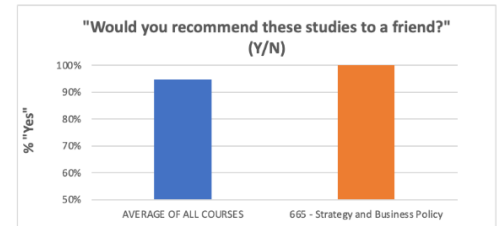
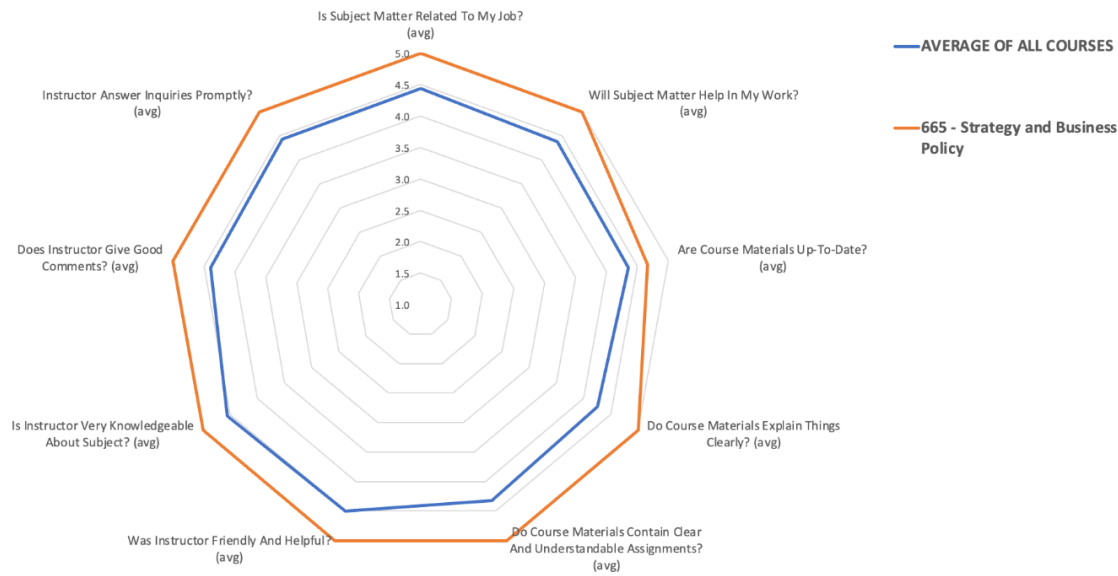


Assignment-Level Meta-Analysis

Course-Lesson	n						Grade Mean						StdDev of Grade						n	Grade Mean	StdDev of Grade
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)			
663	53	166	89	156			94%	94%	94%	94%			0.05	0.05	0.05	0.05			464	94%	0.05
Application	10	35	21	36			99%	99%	100%	100%			0.02	0.04	0.00	0.01			102	99%	0.02
05. Application Lesson - Lessons 1 through 4	3	5	3	6			98%	100%	100%	100%			0.03	0.00	0.00	0.00			17	100%	0.01
09. Application Lesson - Lessons 6 through 8	3	5	3	6			100%	99%	100%	100%			0.00	0.02	0.00	0.00			17	100%	0.01
13. Application Lesson - Lessons 10 through 12	1	7	3	6			100%	100%	100%	100%				0.00	0.00	0.00			17	100%	0.00
21. Application Lesson - Lessons 14 through 20	1	6	4	6			100%	96%	100%	99%				0.07	0.00	0.03			17	98%	0.05
26. Application Lesson - Lessons 20 through 25	1	6	4	6			100%	98%	100%	100%				0.05	0.00	0.00			17	99%	0.03
30. Application Lesson - Lessons 27 through 29	1	6	4	6			100%	100%	100%	100%				0.00	0.00	0.00			17	100%	0.00
Subject Examination	43	131	68	120			92%	93%	92%	93%			0.05	0.05	0.05	0.05			362	93%	0.05
01. The Economic Challenge	4	6	3	5			96%	94%	90%	92%			0.03	0.05	0.04	0.07			18	93%	0.05
02. National Income Accounting	3	5	3	3			92%	93%	91%	89%			0.08	0.07	0.02	0.06			14	91%	0.06
03. Measuring Macro Outcomes: Unemployment and Inflation	3	6	2	3			93%	89%	90%	89%			0.02	0.06	0.03	0.02			14	90%	0.04
04. Cyclical Instability	2	5	2	5			88%	91%	90%	94%			0.07	0.05	0.04	0.06			14	91%	0.05
06. Fiscal Policy	3	5	3	6			93%	96%	97%	95%			0.05	0.05	0.05	0.06			17	95%	0.05
07. Deficits and Debt	3	4	2	5			92%	95%	98%	94%			0.00	0.08	0.03	0.05			14	95%	0.05
08. Monetary Policy Options	3	5	3	6			96%	93%	91%	88%			0.02	0.04	0.08	0.05			17	91%	0.05
10. Supply-Side Policy: Short-Run Options	3	5	1	4			91%	92%	96%	90%			0.02	0.03		0.02			13	91%	0.03
11. Growth and Productivity: Long-Run Possibilities	3	5	3	5			91%	98%	88%	98%			0.05	0.05	0.04	0.04			16	95%	0.06
12. Theory versus Reality	3	4	1	6			96%	93%	92%	94%			0.04	0.06		0.06			14	94%	0.05
14. Consumer Choice	1	7	3	5			100%	94%	95%	93%				0.05	0.05	0.05			16	94%	0.05
15. Elasticity	1	6	2	4			88%	93%	86%	91%				0.02	0.03	0.06			13	91%	0.04
16. The Costs of Production	1	7	2	6			92%	91%	92%	91%				0.06	0.06	0.04			16	91%	0.05
17. The Competitive Firm	1	5	3	6			84%	94%	93%	97%				0.06	0.02	0.04			15	94%	0.05
18. Competitive Markets	1	3	3	6			88%	99%	96%	97%				0.02	0.00	0.05			13	97%	0.04
19. Monopoly and Oligopoly	1	6	3	6			93%	93%	92%	95%				0.05	0.09	0.06			16	93%	0.06
20. Monopolistic Competition		6	3	5				97%	91%	97%				0.02	0.02	0.03			14	96%	0.04
22. Natural Monopolies: (De)Regulation?	1	6	4	5			92%	91%	97%	90%				0.04	0.04	0.05			16	93%	0.05
23. Regulatory Issues	1	6	4	6			97%	93%	95%	92%				0.05	0.03	0.05			17	93%	0.05
24. Factor Markets: Basic Theory	1	5	3	4			87%	91%	92%	91%				0.02	0.07	0.01			13	91%	0.03
25. Financial Markets	1	6	4	6			88%	93%	94%	90%				0.03	0.04	0.04			17	92%	0.04
27. Distributional Issues	1	6	3	4			93%	92%	88%	92%				0.04	0.04	0.04			14	91%	0.04
28. International Economics	1	6	4	5			87%	92%	92%	91%				0.06	0.06	0.03			16	91%	0.05
29. Global Poverty	1	6	4	4			84%	93%	91%	91%				0.03	0.02	0.04			15	91%	0.04

BUS 665 - Strategy and Business Policy

Student Assessments

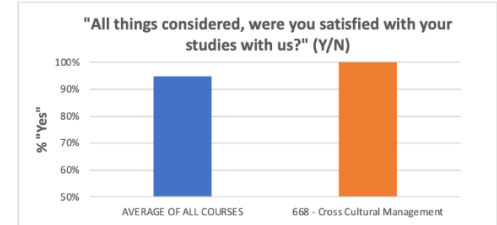
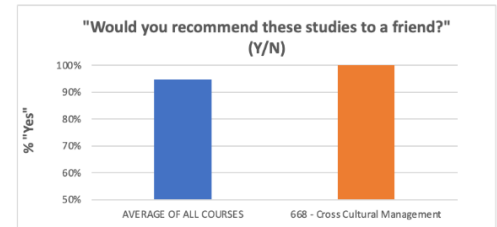
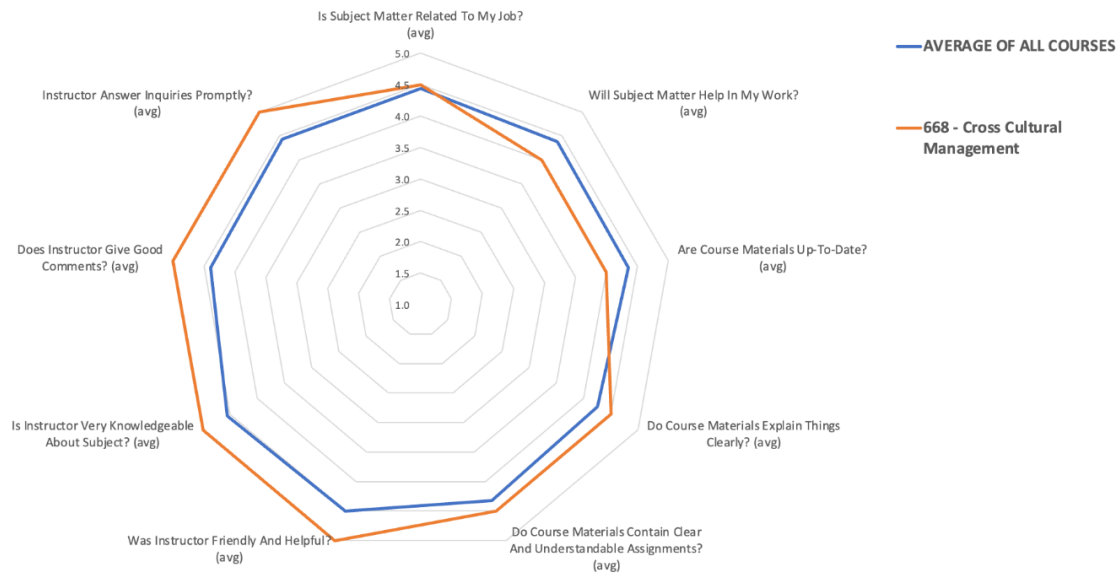


Assignment-Level Meta-Analysis

Course-Lesson	n						Grade Mean						StdDev of Grade						n	Grade Mean	StdDev of Grade	
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)				2018-2023 (Jan-March)
665	25	9	92	23	55	15	96%	97%	98%	99%	97%	97%	0.05	0.02	0.04	0.03	0.04	0.04	0.04	219	97%	0.04
Subject Examination	25	9	92	23	55	15	96%	97%	98%	99%	97%	97%	0.05	0.02	0.04	0.03	0.04	0.04	0.04	219	97%	0.04
01. Strategic Management's Foundations	1	1	6		4		88%	100%	95%		92%				0.04		0.07		12	94%	0.05	
02. Elements of Strategic Leadership	1	1	6		3		96%	96%	97%		96%				0.03		0.04		11	96%	0.03	
03. Strategic Entrepreneurship and Innovation	1	1	5		4		88%	96%	99%		96%				0.02		0.03		11	97%	0.04	
04. Case Study Analysis - Culturing Innovation	1	1	6		3	1	100%	97%	99%		100%	100%			0.02		0.00		12	99%	0.01	
05. Acquiring and Integrating Businesses	1	1	6		3	1	84%	100%	97%		95%	96%			0.05		0.02		12	96%	0.05	
06. Case Study Analysis - Leading through Acquisitions	1	1	5	1	3	1	100%	95%	100%	100%	100%	100%			0.00		0.00		12	100%	0.01	
07. Analyzing the External Environment	1	1	5	1	2	1	100%	96%	98%	96%	98%	96%			0.04		0.03		11	98%	0.03	
08. Analyzing the Internal Environment	1	1	4	1	3	1	88%	96%	97%	92%	95%	92%			0.04		0.02		11	95%	0.04	
09. Case Study Analysis - The SWOT Analysis Process	1	1	4	2	3	1	100%	96%	99%	100%	100%	100%			0.02	0.00	0.00		12	99%	0.01	
10. Case Study Analysis - The Five Forces Analysis Process	1		5	2	3	1	100%		99%	100%	100%	100%			0.02	0.00	0.00		12	100%	0.01	
11. Global Strategy and Policy Factors	1		5	2	3	1	88%		97%	96%	95%	88%			0.03	0.06	0.05		12	95%	0.05	
12. Strategic Alliances	1		5	2	3	1	96%		95%	96%	95%	88%			0.04	0.00	0.02		12	95%	0.04	
13. Case Study Analysis - International Missteps and Correct	2		5	2	3	1	100%		100%	100%	100%	100%	0.00		0.00	0.00	0.00		13	100%	0.00	
14. Case Study Analysis - Alliance or Acquisition in an Intern	2		5	2	3	1	100%		99%	100%	100%	100%	0.00		0.02	0.00	0.00		13	100%	0.01	
15. Sustained Business-Level Strategies	2		5	2	3	1	96%		94%	98%	99%	100%	0.06		0.05	0.03	0.02		13	97%	0.04	
16. Multiproduct Strategies	2		5	2	3	1	98%		94%	100%	95%	100%	0.03		0.06	0.00	0.09		13	96%	0.06	
17. Case Study Analysis - Rebuilding Strategies	2		5	2	3	1	100%		99%	100%	100%	100%	0.00		0.01	0.00	0.00		13	100%	0.01	
18. Case Study Analysis - Growth Strategies	3		5	2	3	1	99%		99%	100%	98%	100%	0.02		0.02	0.00	0.03		14	99%	0.02	

LDR 668 - Cross Cultural Management

Student Assessments

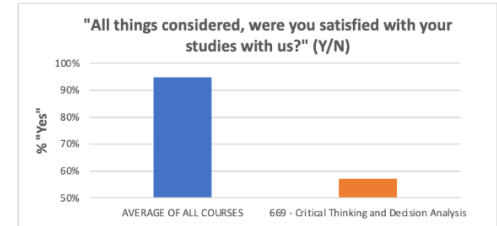
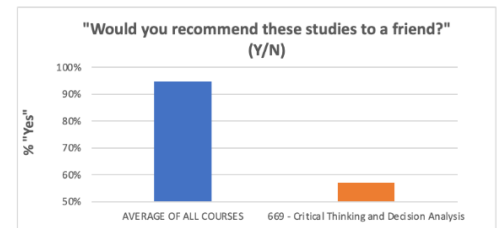
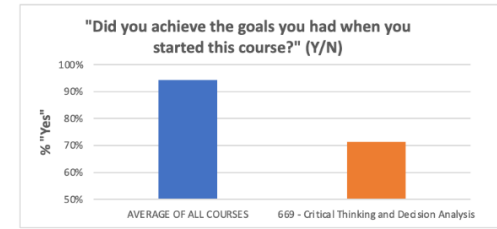


Assignment-Level Meta-Analysis

Course-Lesson	n						Grade Mean						StdDev of Grade						n	Grade Mean	StdDev of Grade	
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)				2018-2023 (Jan-March)
668	59	165	100	139	63	19	96%	98%	98%	98%	97%	98%	0.05	0.04	0.03	0.03	0.03	0.03	0.03	545	98%	0.03
Application	13	36	24	30	13	5	98%	98%	98%	99%	100%	100%	0.00	0.01	0.01	0.01	0.01	0.01	0.01	121	99%	0.01
05. Application Lesson - Lessons 1 through 4	3	6	4	5	3		98%	98%	99%	99%	100%		0.00	0.00	0.01	0.01	0.00			21	99%	0.01
10. Application Lesson - Lessons 6 through 9	2	6	4	5	2	1	98%	99%	99%	99%	100%	100%	0.01	0.01	0.01	0.01	0.00			20	99%	0.01
15. Application Lesson - Lessons 11 through 14	2	6	4	5	2	1	98%	98%	98%	99%	100%	100%	0.00	0.00	0.01	0.01	0.00			20	98%	0.01
20. Application Lesson - Lessons 16 through 19	2	6	4	5	2	1	98%	98%	98%	99%	99%	98%	0.01	0.00	0.00	0.01	0.01			20	98%	0.01
23. Application Lesson - Lessons 21 and 22	2	6	4	5	2	1	98%	98%	98%	99%	100%	100%	0.01	0.01	0.01	0.01	0.00			20	99%	0.01
27. Application Lesson - Lessons 24 through 26	2	6	4	5	2	1	98%	99%	98%	99%	100%	100%	0.00	0.01	0.01	0.01	0.00			20	99%	0.01
Subject Examination	46	129	76	109	50	14	96%	97%	98%	98%	97%	97%	0.05	0.04	0.03	0.04	0.04	0.04	0.03	424	97%	0.04
01. Globalization and International Linkages	2	7	3	5	3	1	92%	94%	97%	94%	96%	96%	0.06	0.05	0.02	0.02	0.00			21	95%	0.04
02. The Political Environment	2	7	3	5	3		90%	99%	98%	98%	97%		0.07	0.02	0.03	0.03	0.06			20	97%	0.04
03. The Legal Environment	2	7	3	5	3		88%	97%	98%	96%	98%		0.09	0.05	0.03	0.05	0.03			20	96%	0.05
04. Ethics and Social Responsibility	2	7	3	5	3		96%	96%	99%	95%	93%		0.06	0.04	0.02	0.04	0.06			20	96%	0.04
06. The Meanings and Dimensions of Culture	3	6	3	6	3		96%	97%	98%	99%	97%		0.02	0.04	0.02	0.02	0.03			21	98%	0.03
07. Cross-Cultural Differences and Similarities	3	6	3	6	3		100%	99%	99%	99%	96%		0.00	0.02	0.02	0.04	0.00			21	99%	0.02
08. Cross-Cultural Differences in Selected Countries	3	6	3	6	3		99%	99%	100%	99%	96%		0.02	0.02	0.00	0.02	0.07			21	99%	0.03
09. Organizational Cultures in MNCs	3	6	3	6	3		93%	99%	97%	95%	96%		0.05	0.02	0.03	0.06	0.05			21	96%	0.04
11. The Overall Communication Process	2	6	4	5	2	1	93%	97%	96%	98%	95%	100%	0.10	0.04	0.05	0.03	0.00			20	96%	0.04
12. Communication Flows	2	6	4	5	2	1	98%	99%	97%	99%	98%	100%	0.03	0.02	0.06	0.02	0.03			20	99%	0.03
13. Strategic Management	2	5	4	5	2	1	95%	98%	99%	96%	100%	95%	0.07	0.04	0.02	0.07	0.00			19	97%	0.05
14. The Basic Steps in Formulating a Strategy	2	6	4	5	2	1	87%	93%	93%	94%	93%	93%	0.03	0.05	0.00	0.06	0.05			20	93%	0.04
16. Basic Organizational Changes	2	6	4	5	2	1	95%	98%	99%	99%	100%	100%	0.07	0.03	0.02	0.02	0.00			20	99%	0.03
17. Organizational Characteristics of MNCs	2	6	4	5	2	1	100%	99%	100%	99%	97%	94%	0.00	0.02	0.00	0.03	0.04			20	99%	0.02
18. Political Risk	2	6	4	5	2	1	100%	96%	96%	97%	98%	95%	0.00	0.06	0.03	0.03	0.04			20	97%	0.04
19. Managing Alliances	2	6	4	5	2	1	98%	98%	97%	98%	98%	100%	0.03	0.03	0.06	0.02	0.03			20	98%	0.03
21. The Control Process	2	6	4	5	2	1	98%	97%	96%	100%	100%	100%	0.03	0.05	0.05	0.00	0.00			20	98%	0.04
22. Performance Evaluation as a Mechanism of Control	2	6	4	5	2	1	98%	99%	99%	99%	100%	96%	0.03	0.02	0.02	0.02	0.00			20	99%	0.02
24. Organizational Behavior and HR Management	2	6	4	5	2	1	100%	98%	98%	99%	95%	100%	0.00	0.03	0.03	0.02	0.03			20	98%	0.03
25. Sources of Human Resources	2	6	4	5	2	1	99%	95%	95%	98%	94%	94%	0.02	0.06	0.03	0.03	0.00			20	96%	0.04
26. Training Programs	2	6	4	5	2	1	100%	97%	100%	100%	100%	100%	0.00	0.05	0.00	0.00	0.00			20	99%	0.03

LDR 669 - Critical Thinking and Decision Analysis

Student Assessments

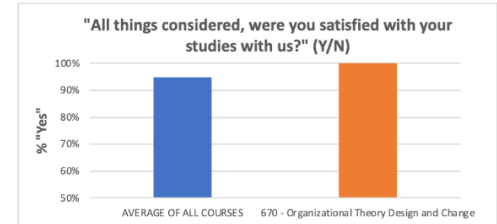
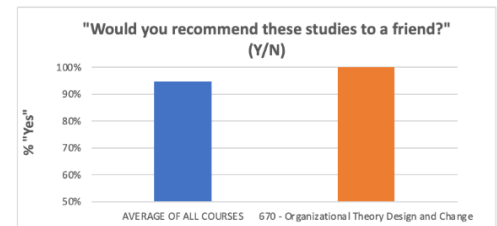
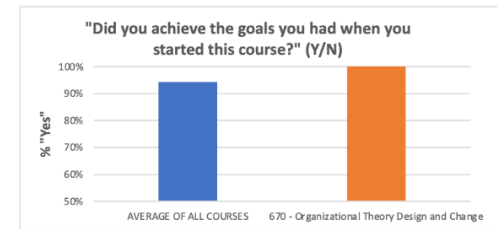
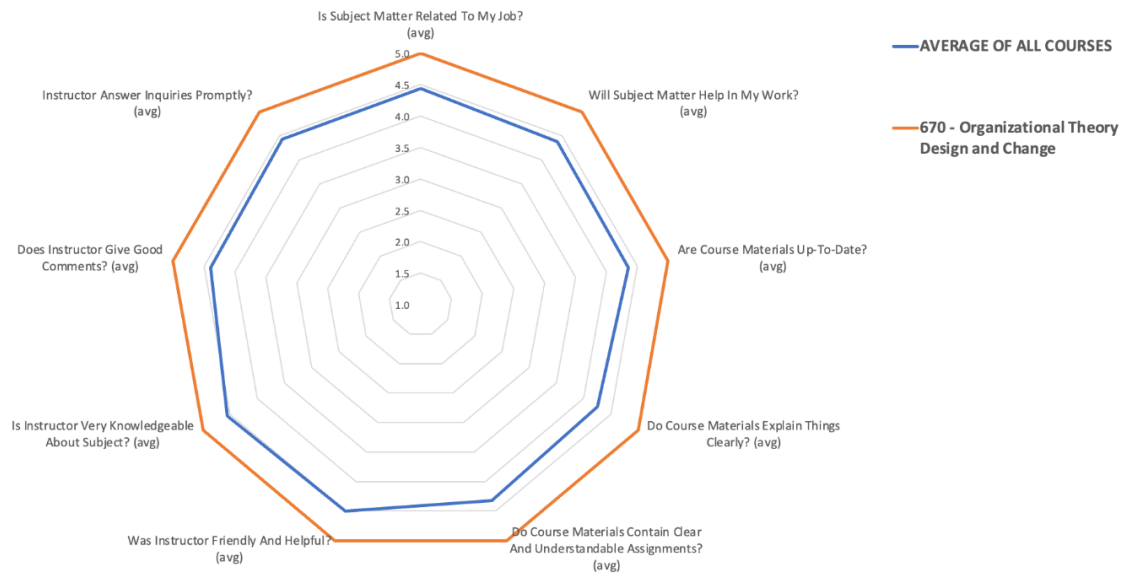


Assignment-Level Meta-Analysis

Course-Lesson	n							Grade Mean							StdDev of Grade							n	Grade Mean	StdDev of Grade
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018-2023 (Jan-March)	2018-2023 (Jan-March)	2018-2023 (Jan-March)			
669	36	35	53	56	71	12	93%	91%	95%	93%	92%	91%	0.06	0.05	0.05	0.05	0.06	0.05	263	93%	0.06			
Application	8	7	12	17	17	5	89%	91%	92%	95%	92%	94%	0.06	0.04	0.05	0.05	0.06	0.03	66	92%	0.05			
04. Application Lesson - Lessons 1 through 3	2	1	3	4	4	1	90%	88%	93%	98%	93%	92%	0.05		0.02	0.04	0.06		15	94%	0.05			
08. Application Lesson - Lessons 5 through 7	2	1	2	3	4	1	85%	91%	92%	97%	90%	99%	0.02		0.06	0.01	0.09		13	92%	0.07			
11. Application Lesson - Mid-Term Review (Lessons 1 through 4)	1	1	4	3	5	1	94%	95%	92%	97%	93%	94%			0.07	0.02	0.04		15	94%	0.04			
16. Application Lesson - Lessons 12 through 15	1	2	2	3	1	1	85%	90%	89%	92%	95%	95%		0.07	0.06	0.06		10	91%	0.05				
21. Application Lesson - Lessons 17 through 20	2	2	1	4	3	1	93%	90%	90%	91%	91%	90%	0.11	0.04		0.05	0.05		13	91%	0.05			
Subject Examination	28	28	41	39	54	7	94%	91%	96%	93%	92%	89%	0.06	0.06	0.05	0.05	0.06	0.06	197	93%	0.06			
01. Introduction to Critical Thinking	2	3	4	3	4	1	85%	95%	96%	98%	99%	85%	0.00	0.05	0.05	0.03	0.02		17	95%	0.06			
02. Logical Thinking and Belief		3	3	3	6			97%	98%	95%	91%			0.06	0.03	0.05	0.07		15	94%	0.06			
03. Argument Analysis	1	2	3	3	6		90%	93%	93%	92%	94%			0.11	0.08	0.08	0.06		15	93%	0.06			
05. Deductive and Inductive Arguments		3	4	3	4			90%	96%	95%	93%			0.09	0.05	0.05	0.06		14	94%	0.06			
06. Fallacies and Avoiding Ungrounded Assumptions	2	2	3	4	4	1	93%	98%	95%	98%	96%	100%	0.04	0.04	0.09	0.03	0.05		16	96%	0.05			
07. More on Argument: Unclear Language and Irrelevant Premises	2	2	1	3	4		95%	90%	100%	88%	89%		0.07	0.00		0.03	0.05		12	91%	0.05			
09. Deductive Reasoning and How to Logically Evaluate Propositions	1	2	3	2	3	1	85%	88%	95%	93%	88%	85%		0.04	0.05	0.04	0.03		12	90%	0.05			
10. Tools for Logical Thinking: Categorical Propositions and Logical Inference	2	1	1	2	2	1	93%	90%	100%	90%	98%	85%	0.04			0.00	0.04		9	93%	0.05			
12. Introduction to Decision Analysis and Making Decisions	1	2	2	2	3		95%	85%	95%	88%	87%			0.00	0.07	0.04	0.03		10	89%	0.05			
13. SMART and Alternatives to SMART	1	1	1	1	1		95%	90%	100%	85%	85%								5	91%	0.07			
14. Scenario Planning	1	2	3	3	3		95%	88%	93%	93%	92%		0.04	0.08	0.03	0.03		12	92%	0.05				
15. Decision-Making under Uncertainty	1		2	1			90%		95%	85%									4	91%	0.06			
17. Tools for Making Decisions	2		1				95%		95%				0.07						3	95%	0.05			
18. New Information and Revising Your Judgment	2	1	1	1			90%	90%	95%	85%			0.07						5	90%	0.05			
19. Probability Assessment	2	1	1	1	2	1	98%	85%	95%	90%	90%	85%	0.04				0.00		8	91%	0.05			
20. Risk and Uncertainty Management	3	1	4	3	5	1	100%	92%	94%	95%	90%	92%	0.00		0.04	0.05	0.07		17	94%	0.06			
22. Group Decision Making, Resource Allocation and Negotiation	2		1	2	2		93%		100%	90%	85%		0.11			0.00	0.00		7	91%	0.07			
23. Decision Framing and Alternative Decision-Support Systems	3	2	3	2	5	1	98%	90%	95%	93%	93%	90%	0.03	0.00	0.05	0.04	0.06		16	94%	0.05			

LDR 670 - Organizational Theory Design and Change

Student Assessments

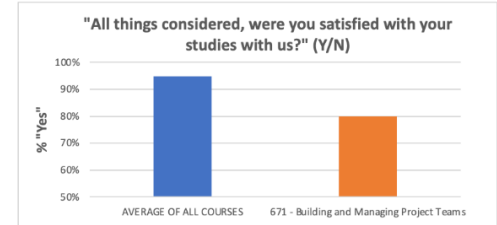
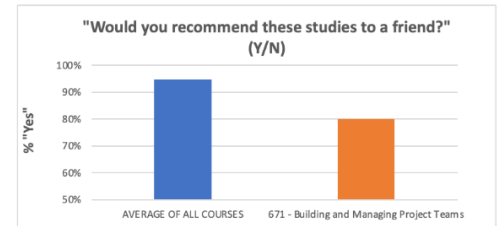
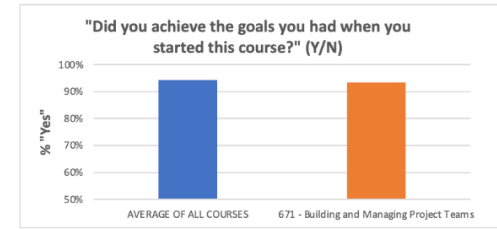
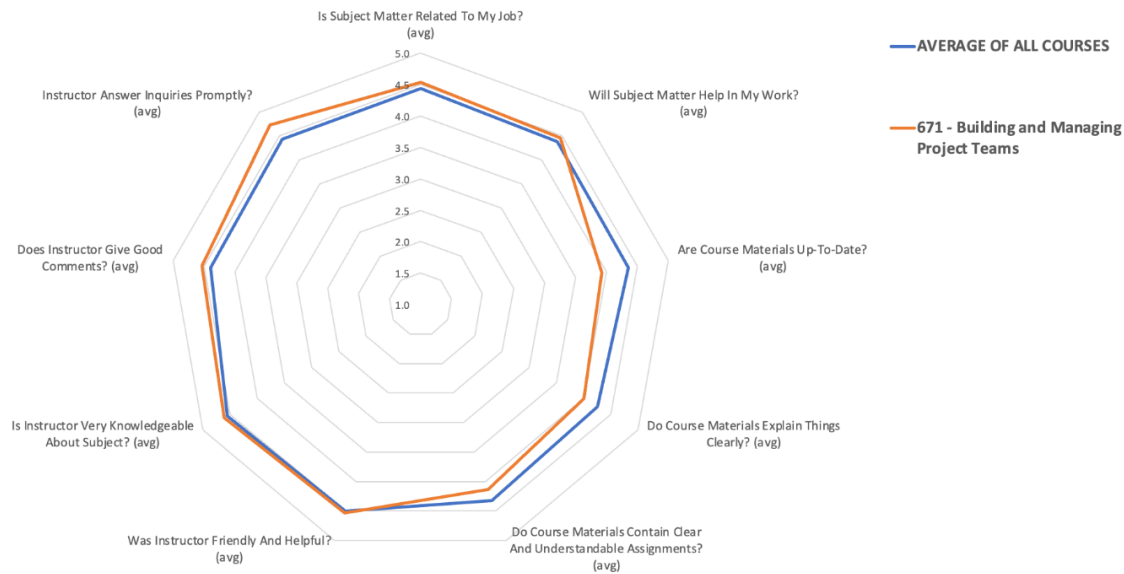


Assignment-Level Meta-Analysis

Course-Lesson	n						Grade Mean						StdDev of Grade						n	Grade Mean	StdDev of Grade
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)			
670	38	75	46	84	78		97%	95%	99%	99%	97%		0.04	0.04	0.02	0.03	0.04		321	97%	0.04
Application	10	20	12	21	22		98%	97%	100%	100%	100%		0.04	0.04	0.01	0.00	0.02		85	99%	0.03
04. Application Lesson - Lessons 1 through 3	2	4	3	4	4		96%	96%	99%	100%	100%		0.06	0.04	0.02	0.00	0.00		17	98%	0.03
08. Application Lesson - Lessons 5 through 7	2	4	3	4	4		100%	99%	100%	100%	100%		0.00	0.02	0.00	0.00	0.00		17	100%	0.01
12. Application Lesson - Lessons 9 through 11	2	4	2	5	4		100%	97%	100%	100%	97%		0.00	0.05	0.00	0.00	0.05		17	99%	0.04
16. Application Lesson - Lessons 13 through 15	2	4	2	4	5		100%	98%	100%	100%	100%		0.00	0.02	0.00	0.00	0.00		17	99%	0.01
19. Application Lesson - Lessons 17 and 18	2	4	2	4	5		96%	95%	99%	100%	100%		0.06	0.08	0.02	0.00	0.00		17	98%	0.04
Subject Examination	28	55	34	63	56		97%	95%	99%	98%	96%		0.04	0.04	0.02	0.03	0.05		236	97%	0.04
01. Organizations and Organizational Effectiveness	2	3	3	5	3		99%	93%	95%	98%	94%		0.02	0.04	0.04	0.03	0.05		16	96%	0.04
02. Stakeholders, Managers, and Ethics	2	4	3	5	3		97%	98%	99%	100%	99%		0.05	0.05	0.02	0.00	0.02		17	99%	0.03
03. Organizing in a Changing Global Environment	2	4	3	4	4		95%	94%	99%	99%	98%		0.07	0.06	0.02	0.02	0.03		17	97%	0.04
05. Basic Challenges of Organizational Design	2	4	3	4	4		100%	97%	98%	98%	95%		0.00	0.03	0.04	0.03	0.06		17	97%	0.04
06. Designing Organizational Structure: Authority and Cont	2	4	3	4	4		94%	95%	100%	100%	93%		0.05	0.03	0.00	0.00	0.07		17	96%	0.05
07. Designing Organizational Structure: Specialization and	2	4	3	4	4		99%	93%	99%	98%	98%		0.02	0.03	0.02	0.03	0.03		17	97%	0.03
09. Creating and Managing Organizational Culture	2	4	3	4	4		92%	100%	97%	98%	98%		0.12	0.00	0.04	0.03	0.03		17	96%	0.05
10. Organizational Design and Strategy in a Changing Global	2	4	2	5	4		95%	93%	99%	99%	93%		0.03	0.06	0.02	0.01	0.08		17	98%	0.05
11. Organizational Design, Competences, and Technology	2	4	2	5	4		100%	95%	100%	98%	95%		0.00	0.04	0.00	0.03	0.06		17	97%	0.04
13. Types and Forms of Organizational Change	2	4	1	5	4		95%	93%	100%	97%	95%		0.03	0.04		0.04	0.04		16	95%	0.04
14. Organizational Transformations: Birth, Growth, Decline	2	4	2	5	4		100%	93%	100%	98%	99%		0.00	0.03	0.00	0.03	0.02		17	98%	0.03
15. Decision Making, Learning, Knowledge Management, ar	2	4	2	5	4		97%	96%	100%	99%	99%		0.05	0.04	0.00	0.01	0.02		17	98%	0.03
17. Innovation, Intrapreneurship, and Creativity	2	4	2	4	5		99%	96%	100%	97%	95%		0.02	0.04	0.00	0.06	0.05		17	97%	0.05
18. Managing Conflict, Power, and Politics	2	4	2	4	5		97%	93%	99%	97%	97%		0.05	0.04	0.02	0.05	0.04		17	96%	0.04

PMP 671 - Building and Managing Project Teams

Student Assessments

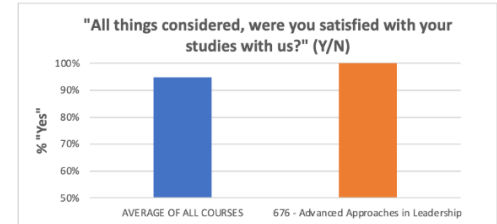
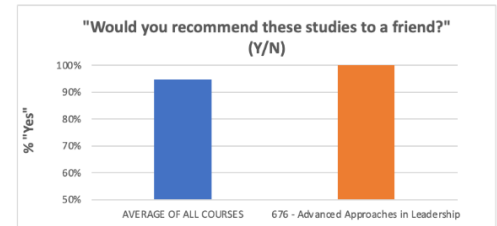
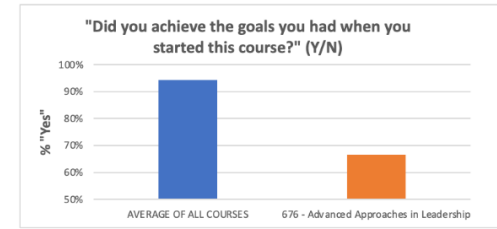
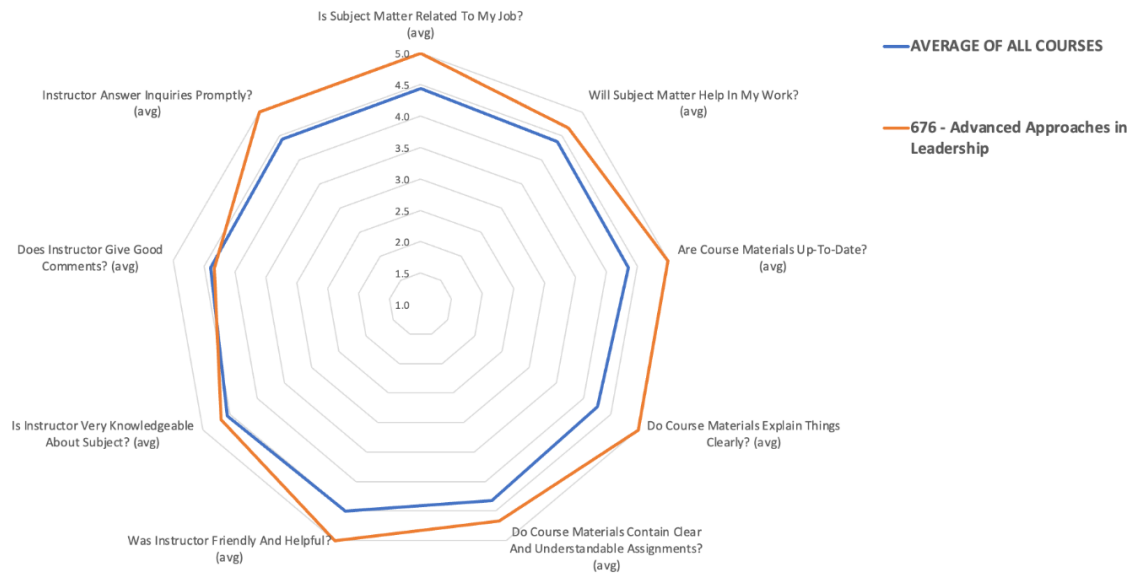


Assignment-Level Meta-Analysis

Course-Lesson	n						Grade Mean						StdDev of Grade						n	Grade Mean	StdDev of Grade
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)			
671	318	208	304	211	165	20	94%	92%	94%	95%	96%	93%	0.05	0.05	0.05	0.05	0.05	0.04	1226	94%	0.05
Subject Examination	318	208	304	211	165	20	94%	92%	94%	95%	96%	93%	0.05	0.05	0.05	0.05	0.05	0.04	1226	94%	0.05
01. Introduction	15	12	11	8	8	2	93%	94%	96%	97%	98%	94%	0.06	0.06	0.05	0.05	0.04	0.03	56	95%	0.05
02. Project/Program Organization and Organizational Structure	19	15	16	9	9	2	94%	96%	98%	98%	98%	94%	0.05	0.05	0.03	0.05	0.03	0.00	70	97%	0.04
03. Project Authority	19	14	16	9	9	2	95%	93%	96%	97%	97%	93%	0.04	0.05	0.05	0.05	0.04	0.06	69	95%	0.05
04. Management Principles and Stakeholders	18	15	17	9	9	2	93%	93%	95%	96%	98%	89%	0.04	0.04	0.05	0.04	0.04	0.06	70	94%	0.05
05. Understanding the Differences Between People	18	15	16	10	9	1	94%	92%	94%	98%	97%	87%	0.05	0.04	0.06	0.03	0.05		69	94%	0.05
06. Motivation	16	11	15	10	9	1	95%	91%	94%	93%	96%	92%	0.04	0.05	0.05	0.05	0.05		62	94%	0.05
07. Leadership and Fellowship	17	14	15	11	9	1	96%	95%	97%	97%	96%	96%	0.03	0.05	0.04	0.03	0.05		67	96%	0.04
08. Project Teams and Project Structure	13	7	12	8	6	1	90%	91%	94%	91%	92%	90%	0.05	0.05	0.04	0.07	0.05		47	92%	0.05
09. Project Teams and Project Structure (Cont'd)	15	9	15	10	9		92%	90%	92%	94%	96%		0.06	0.05	0.06	0.07	0.04		58	93%	0.06
10. Introduction to Interpersonal Skills and Relationships, 4	14	9	13	10	8	1	92%	85%	93%	94%	95%	96%	0.05	0.06	0.06	0.07	0.07		55	92%	0.07
11. Communication	14	3	10	9	9		89%	85%	93%	95%	95%		0.06	0.02	0.07	0.03	0.07		45	92%	0.06
12. Problem Solving and Managing Stress	16	8	16	11	7	1	96%	92%	96%	94%	92%	95%	0.03	0.06	0.04	0.05	0.06		59	95%	0.05
13. Decision Making and Managing Change	18	9	18	11	9	1	95%	91%	94%	97%	98%	90%	0.04	0.04	0.06	0.03	0.03		66	95%	0.05
14. Managing People and Risk	18	7	17	12	9	1	96%	95%	93%	98%	97%	96%	0.05	0.04	0.07	0.03	0.04		64	96%	0.05
15. Conflict Management	16	9	14	13	9	1	93%	92%	92%	94%	96%	90%	0.06	0.06	0.05	0.06	0.04		62	93%	0.05
16. Principles and Techniques of Negotiation	14	9	14	9	4		91%	88%	92%	90%	93%		0.06	0.05	0.06	0.05	0.06		50	91%	0.05
17. Enhancing Project Performance and Productivity	14	11	17	12	8	1	93%	93%	95%	93%	93%	96%	0.06	0.05	0.05	0.06	0.07		63	94%	0.06
18. Productive Meeting Management	14	10	17	14	7	1	95%	92%	95%	94%	97%	100%	0.05	0.04	0.03	0.05	0.05		63	95%	0.04
19. Introduction to Managing Change	15	10	17	12	9	1	93%	96%	92%	93%	95%	96%	0.05	0.03	0.05	0.04	0.05		64	94%	0.05
20. Introduction to International Projects, People and Culture	15	11	18	14	9		95%	93%	95%	95%	99%		0.05	0.05	0.05	0.06	0.03		67	95%	0.05

LDR 676 - Advanced Approaches in Leadership

Student Assessments

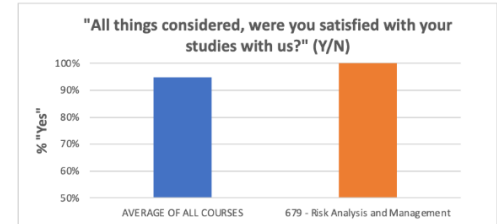
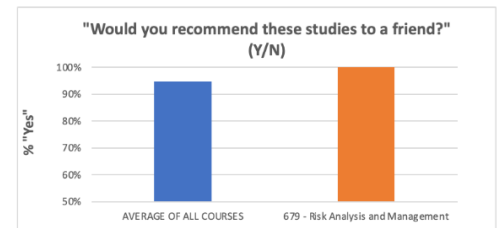
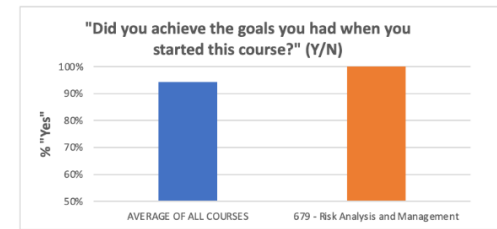
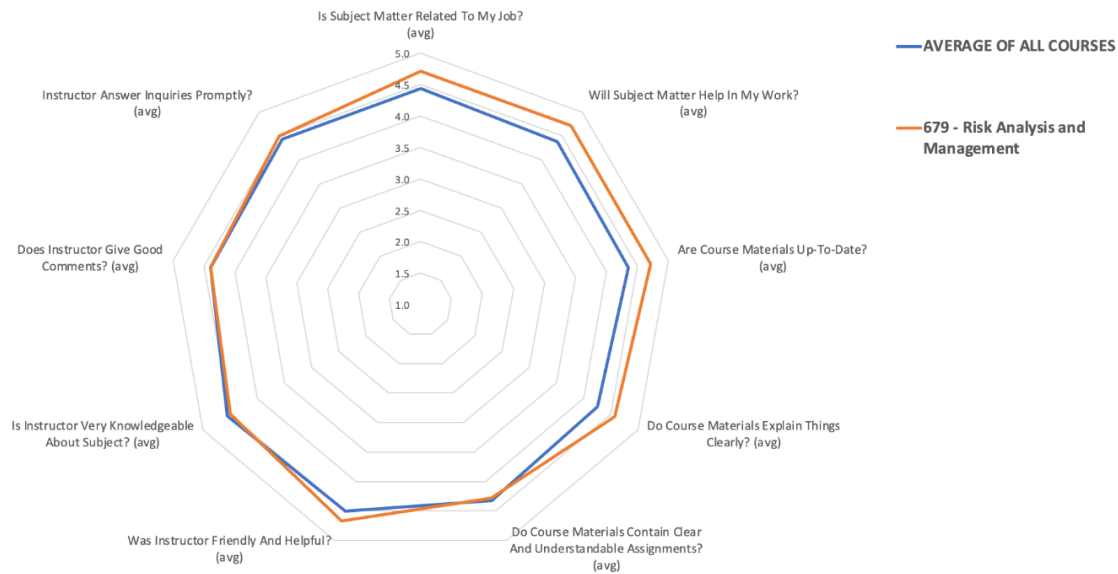


Assignment-Level Meta-Analysis

Course-Lesson	n						Grade Mean						StdDev of Grade						n	Grade Mean	StdDev of Grade			
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)				2018-2023 (Jan-March)	2018-2023 (Jan-March)	2018-2023 (Jan-March)
	676	26	39	38	41	78	38	99%	98%	97%	99%	98%	96%	0.02	0.04	0.05	0.03	0.04				0.06	260	98%
Application	8	10	10	8	22	10	100%	100%	100%	100%	100%	100%	0.00	0.00	0.00	0.00	0.01	0.00	68	100%	0.00			
04. Application Lesson - Lessons 1 through 3	1	2	2	3	3	2	100%	100%	100%	100%	100%	100%		0.00	0.00	0.00	0.00	0.00	13	100%	0.00			
10. Application Lesson - Lessons 5 through 9	1	2	2	2	4	2	100%	100%	100%	100%	100%	100%		0.00	0.00	0.00	0.00	0.00	13	100%	0.00			
14. Application Lesson - Lessons 11 through 13	2	2	2	1	5	2	100%	100%	100%	100%	100%	100%	0.00	0.00	0.00		0.00	0.00	14	100%	0.00			
19. Application Lesson - Lessons 15 Through 18	2	2	2	1	5	2	100%	100%	100%	100%	99%	100%	0.00	0.00	0.00		0.02	0.00	14	100%	0.01			
20. Application Lesson - TouchPoints Leadership Developm	2	2	2	1	5	2	100%	100%	100%	100%	100%	100%	0.00	0.00	0.00		0.00	0.00	14	100%	0.00			
Subject Examination	18	29	28	33	56	28	99%	97%	95%	98%	97%	95%	0.03	0.04	0.05	0.03	0.04	0.06	192	97%	0.05			
01. Business and the Leadership Equation	1	2	2	3	4	1	100%	98%	95%	100%	98%	100%		0.04	0.07	0.00	0.03		13	98%	0.03			
02. Tools for Leadership Development (Yourself)	1	2	2	3	3	2	95%	98%	100%	100%	97%	100%		0.04	0.00	0.00	0.03	0.00	13	98%	0.02			
03. Leadership Skills Development		2		3	1	2		90%		95%	85%	85%		0.00		0.05			8	90%	0.05			
05. Sources of Leadership Power	1	2	2	3	3	2	100%	98%	88%	97%	97%	93%		0.04	0.04	0.06	0.06	0.11	13	95%	0.06			
06. Leadership Ethics and Moral Development	1	2	2	3	3	2	90%	100%	93%	97%	95%	98%		0.00	0.11	0.03	0.09	0.04	13	96%	0.06			
07. Leadership Attributes Defined	1	2	2	3	3	1	100%	98%	98%	100%	98%	100%		0.04	0.04	0.00	0.03		12	99%	0.02			
08. Leadership Behavior	1	2	2	3	3	2	100%	98%	98%	98%	100%	95%		0.04	0.04	0.03	0.00	0.07	13	98%	0.03			
09. Personal Credibility and Influence	1	2	2	2	4	2	95%	98%	93%	100%	94%	95%		0.04	0.04	0.00	0.05	0.07	13	95%	0.04			
11. Motivation, Satisfaction, and Performance	1	2	2	2	4	2	100%	93%	95%	98%	100%	90%		0.11	0.07	0.04	0.00	0.07	13	96%	0.06			
12. Leading Groups and Teams	1	2	2	2	4	2	95%	100%	95%	98%	98%	93%		0.00	0.07	0.04	0.05	0.11	13	97%	0.05			
13. Skills for Development (Others)	1	2	2	2	4	2	100%	98%	100%	100%	99%	98%		0.04	0.00	0.00	0.02	0.04	13	99%	0.02			
15. Assessing the Situation	2	2	2	1	5	2	100%	94%	94%	96%	93%	98%	0.00	0.09	0.04		0.05	0.03	14	95%	0.05			
16. Advanced Leadership Theories	2	1	2	1	5	2	100%	95%	95%	95%	98%	95%	0.00		0.00		0.04	0.07	13	97%	0.04			
17. Leadership and Change	2	2	2	1	5	2	100%	100%	98%	100%	99%	95%	0.00	0.00	0.04		0.02	0.07	14	99%	0.03			
18. The Good and Bad of Leadership	2	2	2	1	5	2	100%	98%	97%	100%	98%	100%	0.00	0.03	0.05		0.03	0.00	14	98%	0.03			

PMP 679 - Risk Analysis and Management

Student Assessments

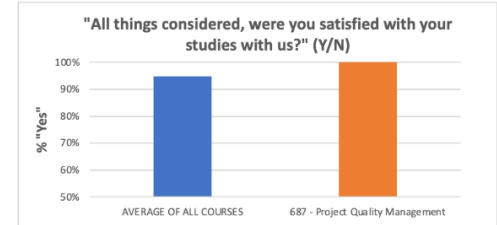
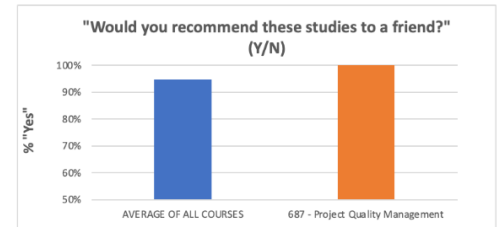
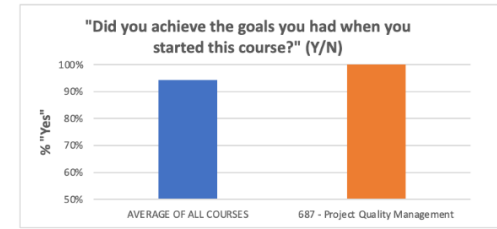
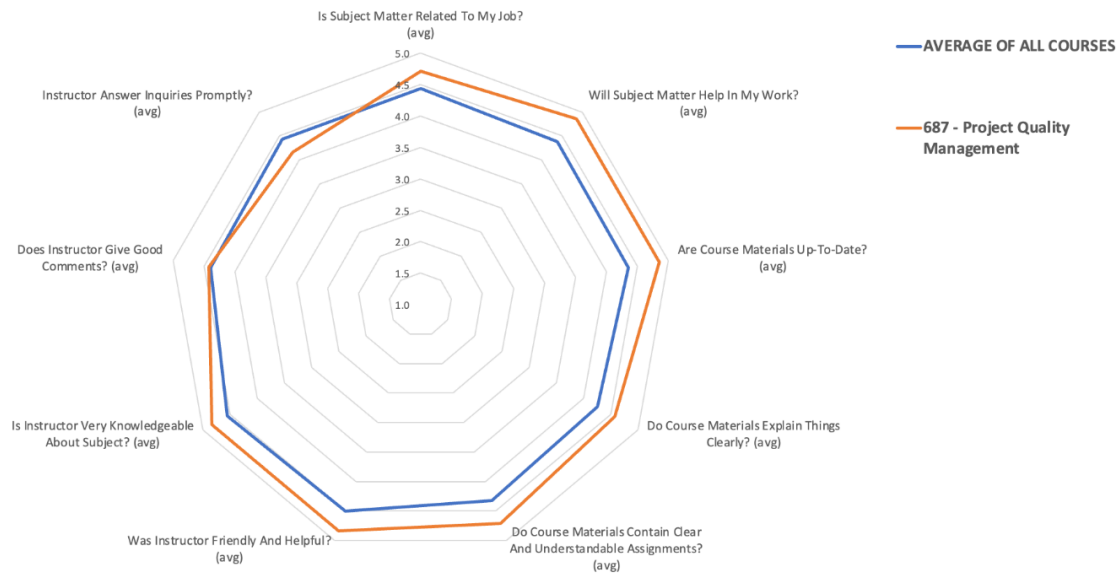


Assignment-Level Meta-Analysis

Course-Lesson	n					Grade Mean					StdDev of Grade					n			Grade Mean			StdDev of Grade					
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018-2023 (Jan-March)	2018-2023 (Jan-March)	2018-2023 (Jan-March)	2018-2023 (Jan-March)	2018-2023 (Jan-March)	2018-2023 (Jan-March)	2018-2023 (Jan-March)	2018-2023 (Jan-March)	
679	165	183	157	72			95%	93%	94%	94%			0.05	0.05	0.06	0.05							577	94%	0.05		
Application	38	41	42	16			98%	97%	97%	98%			0.05	0.04	0.04	0.04							137	97%	0.04		
04. Application Lesson - Lessons 1 through 3	5	8	8	1			97%	98%	96%	98%			0.04	0.05	0.04								22	97%	0.04		
09. Application Lesson - Lessons 5 through 8	8	10	8	4			100%	96%	97%	96%			0.00	0.04	0.05	0.06							30	97%	0.04		
14. Application Lesson - Lessons 10 Through 13	8	8	6	3			94%	96%	94%	96%			0.07	0.07	0.05	0.05							25	95%	0.06		
18. Application Lesson - Lessons 15 through 17	8	8	9	4			100%	99%	99%	99%			0.00	0.02	0.03	0.02							29	99%	0.02		
21. Application Lesson - Lessons 19 and 20	9	7	11	4			98%	99%	99%	100%			0.05	0.03	0.04	0.00							31	99%	0.04		
Subject Examination	127	142	115	56			94%	91%	93%	93%			0.05	0.05	0.06	0.05							440	93%	0.05		
01. Risk Management Overview	9	11	5	3			97%	94%	98%	95%			0.03	0.06	0.02	0.02							28	96%	0.05		
02. Project Risk Management	8	11	4	3			92%	90%	96%	93%			0.05	0.05	0.07	0.08							26	92%	0.06		
03. Planning for Risk Management	7	8	6	3			92%	89%	93%	95%			0.07	0.03	0.04	0.05							24	92%	0.05		
05. Risk Identification	8	10	9	3			98%	92%	94%	98%			0.04	0.05	0.06	0.03							30	95%	0.05		
06. Identifying Project Scope Risk	7	9	6	3			92%	87%	89%	93%			0.05	0.04	0.06	0.06							25	90%	0.05		
07. Identifying Project Schedule Risk	8	10	8	4			94%	92%	93%	93%			0.06	0.05	0.06	0.06							30	93%	0.06		
08. Identifying Project Resource Risk	8	10	8	4			94%	93%	96%	91%			0.05	0.04	0.04	0.02							30	94%	0.04		
10. Managing Project Constraints and Documenting Risks	9	6	7	4			90%	89%	91%	93%			0.02	0.04	0.04	0.06							26	90%	0.04		
11. Qualitative and Quantitative Risk Analysis	7	9	7	4			93%	93%	96%	91%			0.05	0.06	0.04	0.06							27	94%	0.05		
12. Analyzing Activity Risks	6	9	6	3			93%	89%	88%	93%			0.04	0.05	0.06	0.06							24	90%	0.05		
13. Managing Activity Risks	9	9	8	4			93%	92%	91%	93%			0.05	0.04	0.05	0.05							30	92%	0.04		
15. Quantifying and Analyzing Project Risk	9	9	8	4			98%	98%	96%	94%			0.03	0.03	0.04	0.06							30	97%	0.04		
16. Managing Project Risk	9	8	7	4			97%	91%	94%	94%			0.04	0.04	0.04	0.05							28	94%	0.04		
17. Risk Response Planning	9	9	9	4			94%	92%	90%	95%			0.05	0.05	0.06	0.04							31	92%	0.05		
19. Risk Monitoring and Control	7	8	8	3			91%	88%	91%	92%			0.05	0.04	0.05	0.06							26	90%	0.05		
20. Closing Projects	7	6	9	3			95%	91%	94%	96%			0.05	0.04	0.07	0.06							25	94%	0.06		
679-update			5	217	65		95%	95%	95%	97%			0.05	0.05	0.05	0.04							287	95%	0.05		
Application				39	17		98%	100%	100%	100%					0.04	0.01							56	98%	0.04		
04. Application Lesson - Lessons 1 through 3				5	1		98%	100%	100%	100%					0.05								6	98%	0.05		
09. Application Lesson - Lessons 5 through 8				10	3		98%	100%	100%	100%					0.04	0.00							13	98%	0.03		
14. Application Lesson - Lessons 10 Through 13				7	3		92%	97%	100%	100%					0.05	0.03							10	94%	0.05		
18. Application Lesson - Lessons 15 through 17				9	5		100%	100%	100%	100%					0.00	0.00							14	100%	0.00		
21. Application Lesson - Lessons 19 and 20				8	5		99%	100%	100%	100%					0.03	0.00							13	99%	0.02		
Subject Examination			5	178	48		95%	94%	96%	96%					0.05	0.05	0.04						231	95%	0.05		
01. Risk Management Overview			1	12	1		92%	93%	95%	95%					0.05	0.05							14	93%	0.05		
02. Project Risk Management			2	13	1		100%	95%	100%	100%					0.00	0.04							16	96%	0.04		
03. Planning for Risk Management			1	12	1		90%	95%	100%	100%					0.05								14	95%	0.05		
05. Risk Identification			1	12	2		95%	98%	100%	100%					0.02	0.00							15	98%	0.02		
06. Identifying Project Scope Risk				9	3		90%	88%	95%	95%					0.07	0.03							12	90%	0.06		
07. Identifying Project Schedule Risk				12	3		96%	95%	95%	95%					0.04	0.05							15	96%	0.04		
08. Identifying Project Resource Risk				12	3		96%	95%	95%	95%					0.04	0.05							15	96%	0.04		
10. Managing Project Constraints and Documenting Risks				11	3		95%	97%	97%	97%					0.07	0.03							14	95%	0.06		
11. Qualitative and Quantitative Risk Analysis				11	3		92%	93%	97%	97%					0.06	0.05							14	93%	0.06		
12. Analyzing Activity Risks				10	3		91%	98%	98%	98%					0.06	0.03							13	93%	0.06		
13. Managing Activity Risks				11	3		92%	95%	95%	95%					0.06	0.05							14	93%	0.06		
15. Quantifying and Analyzing Project Risk				11	4		96%	100%	100%	100%					0.06	0.00							15	97%	0.05		
16. Managing Project Risk				11	4		95%	96%	96%	96%					0.05	0.05							15	95%	0.05		
17. Risk Response Planning				11	4		94%	93%	93%	93%					0.05	0.06							15	93%	0.05		
19. Risk Monitoring and Control				10	5		92%	95%	95%	95%					0.05	0.03							15	93%	0.05		
20. Closing Projects				10	5		95%	99%	99%	99%					0.04	0.03							15	97%	0.04		
679-update2				88	54		91%	93%	93%	93%					0.06	0.05							142	92%	0.06		
Application				18	8		96%	99%	99%	99%					0.06	0.02							26	97%	0.05		
04. Application Lesson - Lessons 1 through 3				4	4		96%	98%	98%	98%					0.05	0.03							8	97%	0.04		
09. Application Lesson - Lessons 5 through 8				4	2		94%	100%	100%	100%					0.07	0.00							6	96%	0.06		
14. Application Lesson - Lessons 10 Through 13				4	4		93%	93%	93%	93%					0.09								4	93%	0.09		
18. Application Lesson - Lessons 15 through 17				4	4		100%	100%	100%	100%					0.00								4	100%	0.00		
21. Application Lesson - Lessons 19 and 20				2	2		100%	100%	100%	100%					0.00	0.00							4	100%	0.00		
Subject Examination				70	46		90%	92%	92%	92%					0.05	0.05							116	91%	0.05		
01. Accounting and Cost Accounting				6	6		86%	89%	89%	89%					0.03	0.02							12	88%	0.03		
01. Risk Management Overview				6	6		86%	89%	89%	89%					0.03	0.02							12	88%	0.03		
02. Accounting for Current Liabilities and Payroll				4	4		95%	98%	98%																		

PMP 687 - Project Quality Management

Student Assessments

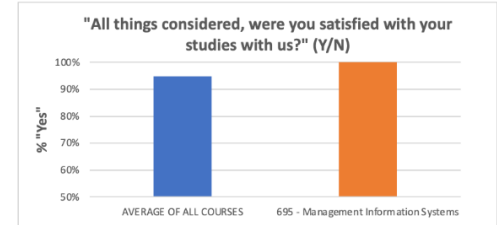
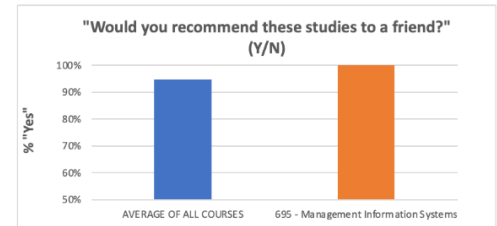
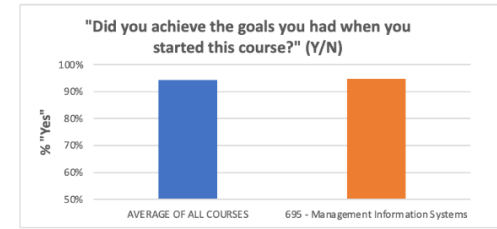
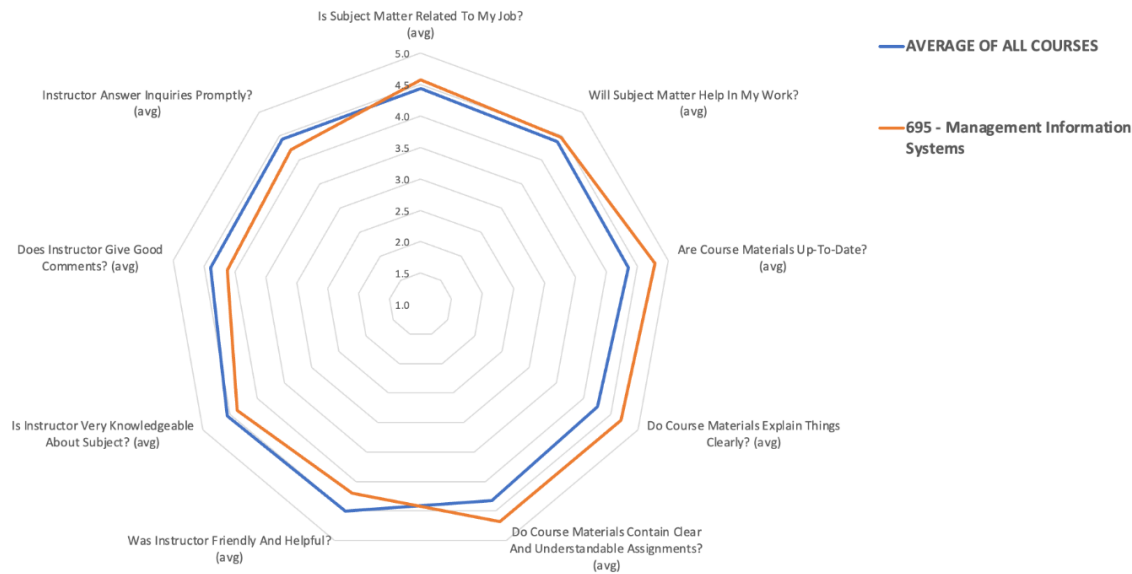


Assignment-Level Meta-Analysis

Course-Lesson	n					Grade Mean					StdDev of Grade					n	Grade Mean	StdDev of Grade				
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020				2021	2022	2023 (Jan-March)	2018-2023 (Jan-March)
687	70	200	211	154	148																	
Application	11	32	32	26	23																	
05. Application Lesson - Lessons 1 through 4	4	9	9	7	5		98%	95%	95%	95%	95%		0.03	0.05	0.05	0.05	0.05					
11. Application Lesson - Lessons 6 through 10	3	10	8	6	5		98%	96%	98%	97%	95%		0.05	0.05	0.04	0.05	0.05					
16. Application Lesson - Lessons 12 through 15	2	5	5	5	7		98%	96%	96%	96%	98%		0.03	0.06	0.05	0.06	0.04					
22. Application Lesson - Lessons 17 through 21	2	8	10	8	6		93%	90%	92%	91%	91%		0.11	0.05	0.06	0.05	0.06					
Subject Examination	59	168	179	128	125																	
01. Introduction to Project Quality Management	5	9	10	6	7		100%	97%	100%	99%	95%		0.00	0.03	0.00	0.01	0.06					
02. Project Quality Initiation	5	9	10	7	7		99%	94%	94%	97%	94%		0.02	0.06	0.05	0.03	0.05					
03. Project Quality Planning	5	9	10	7	7		98%	97%	98%	95%	97%		0.04	0.04	0.03	0.04	0.04					
04. Project Quality Assurance, Control, and Closure	4	10	10	7	7		99%	94%	94%	93%	94%		0.02	0.03	0.04	0.05	0.06					
06. Introduction to Quality	4	8	10	7	7		98%	95%	96%	93%	97%		0.02	0.05	0.03	0.06	0.03					
07. Foundations of Quality Management	4	9	10	6	7		95%	89%	90%	91%	92%		0.03	0.05	0.04	0.05	0.07					
08. Customer Focus	4	9	10	6	7		96%	92%	93%	90%	93%		0.04	0.04	0.04	0.04	0.06					
09. Workforce Focus	4	9	10	7	7		98%	95%	95%	94%	93%		0.01	0.04	0.04	0.06	0.06					
10. Process Focus	3	10	10	7	7		99%	98%	98%	97%	98%		0.02	0.02	0.03	0.04	0.02					
12. Statistical Methods in Quality Management	3	10	10	7	7		95%	97%	97%	98%	97%		0.05	0.03	0.03	0.02	0.04					
13. Design for Quality and Product Excellence	3	10	9	6	7		100%	98%	96%	98%	96%		0.00	0.03	0.04	0.03	0.05					
14. Measuring and Controlling Quality	3	10	10	7	7		95%	90%	89%	92%	93%		0.02	0.05	0.05	0.05	0.04					
15. Process Improvement and Six Sigma	3	10	10	7	6		96%	91%	93%	95%	93%		0.02	0.02	0.04	0.04	0.06					
17. The Baldrige Framework for Performance Excellence	2	9	10	8	7		98%	96%	96%	95%	97%		0.02	0.04	0.05	0.05	0.05					
18. Strategy and Performance Excellence	2	9	10	8	7		100%	96%	96%	95%	96%		0.00	0.05	0.03	0.04	0.06					
19. Measurement and Knowledge Management for Performance Excellence	2	9	10	8	7		100%	97%	95%	96%	96%		0.00	0.04	0.06	0.03	0.04					
20. Leadership for Performance Excellence	2	9	10	8	7		99%	97%	96%	95%	96%		0.02	0.03	0.04	0.04	0.02					
21. Building and Sustaining Quality and Performance Excellence	2	9	10	8	7		98%	98%	97%	97%	96%		0.03	0.03	0.02	0.05	0.04					
687 update						154	98%	97%	98%	96%	97%		0.00	0.04	0.02	0.04	0.02		220	97%	0.05	
Application						24	100%	98%					0.04	0.05					36	99%	0.03	
05. Application Lesson - Lessons 1 through 4						8	4						0.01	0.04					12	100%	0.01	
11. Application Lesson - Lessons 6 through 10						6	2						0.00	0.01					8	99%	0.02	
16. Application Lesson - Lessons 12 through 15						6	2						0.03	0.00					8	99%	0.02	
22. Application Lesson - Lessons 17 through 21						4	4						0.00	0.00					8	98%	0.05	
Subject Examination						130	97%	96%					0.00	0.00					8	100%	0.00	
01. Introduction to Project Quality Management						10	2						0.05	0.05					12	97%	0.05	
02. Project Quality Initiation						10	2						0.06	0.00					12	96%	0.05	
03. Project Quality Planning						10	2						0.04	0.00					12	98%	0.04	
04. Project Quality Assurance, Control, and Closure						10	2						0.05	0.00					12	95%	0.06	
06. Introduction to Quality						8	4						0.07	0.00					12	95%	0.07	
07. Foundations of Quality Management						8	4						0.06	0.05					12	92%	0.06	
08. Customer Focus						8	4						0.05	0.07					12	95%	0.05	
09. Workforce Focus						6	4						0.00	0.05					10	98%	0.04	
10. Process Focus						8	4						0.01	0.07					12	98%	0.05	
12. Statistical Methods in Quality Management						8	4						0.03	0.02					12	99%	0.02	
13. Design for Quality and Product Excellence						6	4						0.02	0.00					10	99%	0.01	
14. Measuring and Controlling Quality						4	4						0.03	0.02					10	99%	0.02	
15. Process Improvement and Six Sigma						6	4						0.02	0.00					10	99%	0.01	
17. The Baldrige Framework for Performance Excellence						6	2						0.08	0.00					10	97%	0.07	
18. Strategy and Performance Excellence						4	4						0.00	0.00					8	100%	0.00	
19. Measurement and Knowledge Management for Performance Excellence						6	4						0.08	0.03					10	96%	0.06	
20. Leadership for Performance Excellence						6	2						0.02	0.00					8	99%	0.01	
21. Building and Sustaining Quality and Performance Excellence						6	2						0.02	0.00					8	98%	0.03	

BUS 695 - Management Information Systems

Student Assessments



Assignment-Level Meta-Analysis

Course-Lesson	n						Grade Mean						StdDev of Grade						n	Grade Mean	StdDev of Grade			
	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)	2018	2019	2020	2021	2022	2023 (Jan-March)				2018-2023 (Jan-March)	2018-2023 (Jan-March)	2018-2023 (Jan-March)
	695	869	758	627	835	592	100	98%	98%	97%	97%	98%	97%	0.04	0.04	0.04	0.04	0.04				0.04	3781	97%
Application	167	145	127	156	122	21	100%	100%	100%	100%	100%	100%	0.00	0.00	0.00	0.00	0.00	0.00	738	100%	0.00			
07. Application Lesson - Lessons 1 through 6	35	30	22	32	24	3	100%	100%	100%	100%	100%	100%	0.00	0.00	0.00	0.00	0.00	0.00	146	100%	0.00			
11. Application Lesson - Lessons 8 through 10	34	30	24	33	23	4	100%	100%	100%	100%	100%	100%	0.00	0.00	0.00	0.00	0.00	0.00	148	100%	0.00			
17. Application Lesson - Lessons 12 through 16	33	29	26	31	25	4	100%	100%	100%	100%	100%	100%	0.00	0.00	0.00	0.00	0.00	0.00	148	100%	0.00			
22. Application Lesson - Lessons 18 through 21	33	28	27	30	25	5	100%	100%	100%	100%	100%	100%	0.00	0.00	0.00	0.00	0.00	0.00	148	100%	0.00			
26. Application Lesson - Lessons 23 through 25	32	28	28	30	25	5	100%	100%	100%	100%	100%	100%	0.01	0.00	0.00	0.00	0.00	0.00	148	100%	0.00			
Subject Examination	702	613	500	679	470	79	97%	97%	97%	97%	97%	97%	0.04	0.04	0.04	0.04	0.04	0.04	3043	97%	0.04			
01. Business Driven Technology	33	30	21	35	18	2	96%	96%	95%	95%	95%	88%	0.05	0.05	0.04	0.05	0.05	0.06	139	95%	0.05			
02. Identifying Competitive Advantages	34	30	21	36	18	3	98%	97%	97%	98%	97%	99%	0.03	0.04	0.04	0.04	0.04	0.02	142	97%	0.04			
03. Strategic Initiatives for Implementing Competitive Adv	33	29	21	36	19	3	98%	98%	97%	97%	97%	99%	0.03	0.03	0.03	0.04	0.04	0.02	141	97%	0.04			
04. Measuring the Success of Strategic Initiatives	35	29	21	35	19	3	97%	96%	98%	97%	97%	96%	0.04	0.04	0.03	0.04	0.04	0.04	142	97%	0.04			
05. Hardware and Software Basics, MIS Infrastructure, and	34	28	21	33	20	3	95%	95%	95%	96%	95%	100%	0.05	0.05	0.04	0.05	0.05	0.00	139	95%	0.05			
06. Organizational Structures That Support Strategic Initiat	35	29	21	35	20	3	98%	98%	98%	96%	98%	96%	0.04	0.02	0.03	0.04	0.04	0.02	143	98%	0.03			
08. Valuing and Storing Organizational Information - Datab	34	31	22	32	24	3	96%	97%	97%	97%	97%	95%	0.04	0.03	0.04	0.04	0.04	0.02	146	97%	0.04			
09. Accessing Organizational Information - Data Warehouse	33	31	21	32	23	4	95%	96%	94%	96%	97%	96%	0.05	0.05	0.05	0.05	0.05	0.03	144	96%	0.05			
10. Understanding Big Data and Its Impact on Business	34	31	23	32	23	4	98%	97%	98%	97%	98%	96%	0.04	0.04	0.04	0.05	0.03	0.03	147	97%	0.04			
12. Enabling the Organization - Decision Making	34	30	23	33	21	4	97%	95%	95%	95%	94%	98%	0.04	0.05	0.05	0.05	0.06	0.02	145	96%	0.04			
13. Extending the Organization - Supply Chain Management	33	29	23	33	23	4	96%	97%	97%	96%	98%	96%	0.05	0.04	0.04	0.04	0.04	0.05	145	97%	0.04			
14. Building a Customer-centric Organization - Customer Re	34	28	25	33	23	4	98%	97%	97%	97%	97%	97%	0.03	0.03	0.04	0.04	0.03	0.02	147	97%	0.03			
15. Integrating the Organization from End to End - Enterpris	34	29	24	30	23	4	96%	97%	97%	97%	96%	97%	0.05	0.05	0.04	0.03	0.05	0.04	144	96%	0.04			
16. Sustainable MIS Infrastructures and Business Intelligenc	34	29	25	30	24	4	96%	98%	98%	97%	98%	96%	0.04	0.04	0.05	0.03	0.03	0.08	146	97%	0.04			
18. Creating Innovative Organizations	32	30	26	31	25	4	98%	97%	97%	97%	98%	100%	0.03	0.03	0.03	0.04	0.04	0.00	148	98%	0.03			
19. Ebusiness	32	29	27	31	25	4	97%	97%	96%	97%	97%	98%	0.03	0.03	0.04	0.04	0.04	0.02	148	97%	0.04			
20. Creating Collaborative Partnerships	33	29	27	31	25	4	99%	99%	97%	98%	98%	97%	0.03	0.02	0.04	0.04	0.03	0.04	149	98%	0.04			
21. Integrating Wireless Technology in Business	33	28	27	31	24	4	98%	98%	98%	98%	97%	100%	0.03	0.03	0.03	0.03	0.05	0.00	147	98%	0.03			
23. Developing Software to Streamline Operations and Met	33	28	27	30	25	5	99%	99%	98%	99%	98%	95%	0.02	0.02	0.03	0.03	0.03	0.05	148	98%	0.03			
24. Managing Organizational Projects	32	28	27	30	24	5	96%	95%	95%	95%	97%	96%	0.03	0.04	0.05	0.05	0.04	0.03	146	96%	0.04			
25. Global Information Systems and Trends	33	28	27	30	24	5	97%	97%	97%	97%	98%	95%	0.04	0.04	0.04	0.05	0.03	0.04	147	97%	0.04			