**Eckelkamp College of Global Business**

**2014-2015 Assessment Report**

The information presented in this report reflects the 2014-2015 assessment activities as outlined by Accreditation Council for Business Schools and Programs (ACBSP). The format and structure of this report follows the formatting and structure requirements of ACBSP’s Quality Assurance (QA) Reports.

**BS in Accounting**

Objectives:

1. Create and audit financial statements according to Generally Accepted Accounting Principles
2. File tax returns for individuals and businesses
3. Use internal and external information to make financial decisions
4. Compare, contrast, and select accounting systems
5. Illustrate ethical awareness
6. Recognize and discuss current economic and global business issues

**Artifacts**:

1. Financial Statement project: The project occurs over 2 courses. Students are required to analyze and research the financial statements of selected publicly traded companies.
2. Peregrine assessment: Nationally normed assessment that students take in their capstone.

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|  | | **Analysis of Results** | | |  | |
| **Measurable goal** | **What is your measurement instrument or process?** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement made** | | **Insert Graphs or Tables of Resulting Trends** |
| Scores on the first part of the financial statement project will meet or exceed 80% with at least a “good” score. | Direct, summative, internal assessment tool utilized in the BUS 313. | The number of students meeting the goal has decreased since AY 11-12. | The project was changed in AY 14-15. | More students are meeting the goal than in the past. We will continue to monitor over the next couple of years. | |  |
| Scores on the capstone projects will meet or exceed 80% with at least a “good” score. | Direct, summative, internal assessment tool utilized in the BUS 467. | Increase number of students meeting the goal. | The project was changed in AY 11-12 and appears to be challenging for the students. | More students are meeting the goal than in the past. We will continue to monitor over the next couple of years. | |  |
| Scores on Peregrine Exam compared to all ACBSP institutions & Region 5 ACBSP institutions. | External, summative, comparative of the ACBSP CPC requirements. | In most categories, FBU students are scoring lower than ACBSP peers. | Given this is the second year we have used this assessment, it is too soon to tell what changes we need to make. | We will continue to monitor our comparative scores until we have established a minimum baseline by which to make decisions. | |  |

**BS in Business Administration**

Objectives:

1. Examine the role that ethical and legal principles play in making socially and fiscally responsible decisions in business.
2. Examine how businesses can function effectively in a global environment through cultural analysis and strategic alignment.
3. Utilize effective means to express ideas through both oral and written communication and apply concepts in writing using proper APA format.
4. Analyze decisions through critical thinking and use of quantitative and analytical processes.
5. Understand the importance of technology in the business environment and effectively incorporate it into business operations.
6. Demonstrate an understanding of the key functional areas of business - accounting, finance, management, and marketing and their linkages to both success and failure in the business environment.

**Artifacts**:

1. Capstone project: The capstone project that incorporates individual and group elements that requires students to present their written findings.
2. Financial Accounting project: The project requires students to research and evaluate companies’ financial statements.
3. Peregrine assessment: Nationally normed assessment that students take in their capstone.

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|  | | **Analysis of Results** | | |  | |
| **Measurable goal** | **What is your measurement instrument or process?** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement made** | | **Insert Graphs or Tables of Resulting Trends**  **(3-5 data points preferred)** |
| Scores on the capstone project that incorporates individual and group elements. Students will meet or exceed 80% with at least a “good” score. | Direct, formative, internal. Projects are evaluated as part of BUS 470. | Scores are extremely high on the project. | The project needs to be re-evaluated. | With program changes being considered, the capstone will be updated once the new changes are in place. | |  |
| Scores on the Financial Accounting project will meet or exceed 80% with at least a “good” score. | Direct, formative, internal. Projects are evaluated as part of BUS 205. | Scores appear to be consistent over the last 5 years. | Although it appears we are meeting the goal, the increase in the number of students falling into the unacceptable category is a bit alarming. | We will continue to monitor the scores to determine if changes need to be made to the project. | |  |
| Scores on Peregrine Exam compared to all ACBSP institutions & Region 5 ACBSP institutions. | External, summative, comparative of the ACBSP CPC requirements. | In most categories, FBU students are scoring lower than ACBSP peers. | Given this is the second year we have used this assessment, it is too soon to tell what changes we need to make. | We will continue to monitor our comparative scores until we have established a minimum baseline by which to make decisions. | |  |

**BS in Human Resource Management**

Objectives:

1. Ethics/Legal: Examine the role that ethical and legal principles play in making socially and fiscally responsible decisions throughout the employment relationship including the hiring process, training, evaluation, and termination.
2. Global: Evaluate how training on multicultural awareness and a commitment to creating a diverse workforce can assist an organization in its ability to function effectively in a global environment.
3. Communication: Effectively express organization viewpoints through written and oral communication throughout the employment relationship including disclosure organizational decisions to employees, drafting job descriptions and employment policies, conducting interviews of prospective employees, facilitating employee training sessions, and implementing performance reviews.
4. Critical Thinking: Analyze financial statements, organizational and department structures, and plans for production to effectively assess staff efficiency, forecast staffing needs, and design compensation and benefits systems that promote business viability and employee motivation.
5. Technology: Value the importance of technology in the human resources environment and effectively incorporate it into human resources forecasting and planning, payroll and benefits administration, employee evaluations, and both the recruitment and retention of employees.
6. Functional Areas: Demonstrate an understanding of the key functional areas of business including accounting, economics, finance, management, and marketing and their effect on human resources decision-environment.

**Artifacts**:

1. Compensation and benefits project: Project requires students to examine the compensation practices at their own organizations, considering topics like benefit offerings in relation to similar industries, pay practices, pay for performance evaluations/strategies, seniority vs merit based pay, etc.
2. Capstone project: Culminating project requiring students to apply multiple HR topics and strategies.
3. HR management project: A paper and presentation on a specific training and development topic.

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|  | | **Analysis of Results** | | |  | |
| **Measurable goal** | **What is your measurement instrument or process?** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement made** | | **Insert Graphs or Tables of Resulting Trends** |
| Scores on the compensation and benefits project will meet or exceed 80% with at least a “good” score. | Direct, summative, internal assessment tool utilized in the ORG 325. | The initial results of this new project do not yet meet the goal. | The new project may need to be re-evaluated once more data has been obtained. | We will continue to monitor and evaluate this project. | |  |
| Scores on the capstone projects will meet or exceed 80% with at least a “good” score. | Direct, summative, internal assessment tool utilized in the capstone course | The number of students meeting the goal has improved since AY 11-12. | The capstone project needs to be re-evaluated. | We are currently in the process of updating the capstone project. | |  |
| Scores on Peregrine Exam compared to all ACBSP institutions & Region 5 ACBSP institutions. | External, summative, comparative of the ACBSP CPC requirements. | In most categories, FBU students are scoring lower than ACBSP peers. | Given this is the second year we have used this assessment, it is too soon to tell what changes we need to make. | We will continue to monitor our comparative scores until we have established a minimum baseline by which to make decisions. | |  |

**BS in Marketing**

Objectives:

1. Analyze consumer behavior in order to derive models for new product introduction and brand management.
2. Identify new target markets, domestic and international marketing opportunities and competitive advantages to satisfy existing and emerging consumer needs.
3. Design an integrated marketing communication campaign, including advertising messages, public relations, sales promotions, e-commerce, and personal selling initiatives.
4. Conduct marketing research to determine problem discovery techniques, research design, and interpretation of data.
5. Critique markets experiencing rapid growth and develop sound market entry strategies.
6. Outline product movement across geographic areas using effective logistic strategies, purchasing, warehousing, and inventory control.
7. Evaluate legal restraints, government controls, socio-economic and cultural differences in order to develop a proficient marketing plan.

**Artifacts**:

1. Capstone project: The capstone project requires students to develop a complete, written marketing plan.
2. Market research project: The project requires students to design and conduct a market research project. The findings are presenting in oral and written format.
3. Peregrine assessment: Nationally normed assessment that students take in their capstone.

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|  | | **Analysis of Results** | | |  | |
| **Measurable goal** | **What is your measurement instrument or process?** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement made** | | **Insert Graphs or Tables of Resulting Trends** |
| Scores on the capstone marketing plan project. Students will meet or exceed 80% with at least a “good” score. | Direct, formative, internal. Projects are evaluated as part of BUS 400. | There appears to be a negative trend in the results over the last 4 years. | Since we are no longer meeting our goal, the project needs updated. | This project has planned modifications in the AY 15-16. | |  |
| Scores marketing research project will meet or exceed 80% with at least a “good” score. | Direct, formative, internal. Projects are evaluated as part of BUS 369. | Although we are meeting our goal, the results appear stagnant. | We are meeting our goal, but the project needs modified. | This project has planned modifications in the AY 15-16. | |  |
| Scores on Peregrine Exam compared to all ACBSP institutions & Region 5 ACBSP institutions. | External, summative, comparative of the ACBSP CPC requirements. | In most categories, FBU students are scoring lower than ACBSP peers. | Given this is the second year we have used this assessment, it is too soon to tell what changes we need to make. | We will continue to monitor our comparative scores until we have established a minimum baseline by which to make decisions. | |  |

**BS in Sports Management (SPT)**

**Objectives:**

1. Demonstrate knowledge of the fundamental principles of the sport management field. In particular, students should possess an understanding of the key functions of management, sport marketing, sport finance, sport communication, sport sociology and psychology, sport law, international sport, and sport governance, and the interaction of these concepts in a practical environment.
2. Understand global linkages and apply models of cultural analysis to global sport management issues.
3. Demonstrate a working familiarity with concepts and procedures related to ethical “good practice” and conduct.
4. Appreciate individual differences and recognize all dimensions of diversity including ethnicity, gender, age, physical differences, sexual orientation, race, and religion.
5. Develop critical thinking models that include qualitative and quantitative techniques and be able to analyze and solve problems using these models in an ethical context.
6. Effectively apply a variety of oral and written business and professional communications styles.
7. Effectively apply technology to analyze and interpret data and understand its potential power in a dynamic business and professional world.
8. Demonstrate leadership, growth, and the ability to synthesize knowledge both in the classroom and in a practical sport setting

**Artifacts:**

1. Internships/Practicum evaluation. Students are required to meet with the full-time faculty supervisor regularly. Students are expected to present on their internship experience.
2. Ethical and Legal project: This project engages students on various aspects of Sport Law.
3. Sports Psychology project: Article analysis on various sport psychology topics.

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|  | | **Analysis of Results** | | |  | |
| **Measurable goal** | **What is your measurement instrument or process?** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement made** | | **Insert Graphs or Tables of Resulting Trends** |
| Scores on Internship Evaluations will meet or exceed 80% with at least a “good” score | Indirect, formative, internal. Students are evaluated during their internships SPT 495 | Positive trend | Interns perform well in their internships and supervisors are satisfied with their performance. | Continue to monitor the intern’s performance to ensure supervisors are happy with intern’s performance. | |  |
| Scores on the Ethical & Legal Projects will meet or exceed 80% with at least a “good” score | Direct, formative, internal. Projects are evaluated as part of SPT 300. | Although the goal was met, there was a sharp increase in the number of students scoring “adequate.” | Overall, scores appear to be consistent | With a new program director starting in AY 15-16, this project should be considered for re-evaluation. | |  |
| Scores on the sports psychology project. Students will meet or exceed 80% with at least a “good” score. | Direct, formative, internal. Projects are evaluated as part SPT 320. | Scores have improved from AY 10-11. However, there has been a sharp decline in the number of students scoring “excellent.” | Scores appear to be on the rise and showing a positive trend. | Since this program is under new direction, the project for this course needs to be re-considered for AY 16-17. | |  |

**MS in Accounting**

Objectives:

1. Create and audit financial statements according to Generally Accepted Accounting Principles
2. File tax returns for individuals and businesses
3. Use internal and external information to make financial decisions
4. Compare, contrast, and select accounting systems
5. Illustrate ethical awareness
6. Recognize and discuss current economic and global business issues

**Artifacts**:

1. Financial Statement project: The project occurs over 2 courses. Students are required to analyze and research the financial statements of selected publicly traded companies.
2. Peregrine assessment: Nationally normed assessment that students take in their capstone.

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|  | | **Analysis of Results** | | |  | |
| **Measurable goal** | **What is your measurement instrument or process?** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement made** | | **Insert Graphs or Tables of Resulting Trends** |
| Scores on the first part of the financial statement project will meet or exceed 80% with at least a “good” score. | Direct, summative, internal assessment tool utilized in the MAC 521. | Positive trend since AY 11-12. | The extreme increase in the last year has resulted in a change to the project in AY 14-15. | More students are meeting the goal than in the past. We will continue to monitor over the next couple of years. | |  |
| Scores on the second part of the financial statement project will meet or exceed 80% with at least a “good” score. | Direct, summative, internal assessment tool utilized in the MAC 522. | The number of students meeting the goal has decreased since AY 11-12. | The project was changed in AY 14-15. | More students are meeting the goal than in the past. We will continue to monitor over the next couple of years. | |  |
| Scores on the capstone projects will meet or exceed 80% with at least a “good” score. | Direct, summative, internal assessment tool utilized in the MAC 590. | Sharp increase number of students meeting the goal in AY 13-14 | Project needs to be re-examined and potentially changed. | We will continue to monitor and re-evaluate in AY15-16 if necessary. | |  |

**Master of Accountancy**

**Objectives:**

1. Acquire the competencies needed for obtaining or advancement in accounting careers through a professional business education, assessment, self-reflection, and skill development.

**Artifacts:**

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|  | | **Analysis of Results** | | |  | |
| **Measurable goal** | **What is your measurement instrument or process?** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement made** | | **Insert Graphs or Tables of Resulting Trends** |
| Scores on the first part of the financial statement project will meet or exceed 80% with at least a “good” score. | Direct, summative, internal assessment tool utilized in the MAC 551. | Initial results of this assessment are positive. | With the newness of this program, we need to acquire more data. | We will continue to monitor and re-evaluate in AY15-16 if necessary. | |  |
| Scores on the first part of the financial statement project will meet or exceed 80% with at least a “good” score. | Direct, summative, internal assessment tool utilized in the MAC 552. | Initial results of this assessment are positive. | With the newness of this program, we need to acquire more data. | We will continue to monitor and re-evaluate in AY15-16 if necessary. | |  |
| Scores on the capstone projects will meet or exceed 80% with at least a “good” score. | Direct, summative, internal assessment tool utilized in the MAC 530. | There appears to be a negative trend. | With the newness of this program, we need to acquire more data. | We will continue to monitor and re-evaluate in AY15-16 if necessary. | |  |

**MBA**

**Objectives:**

1. Evaluate the impact of ethical and legal principles on decisions within your organization and determine a solution that is aligned with your personal and organizational values and legal responsibilities.
2. Evaluate how using cultural analysis and strategic alignment can increase size, scope, production and revenue of organizations in the global environment.
3. Formulate sound business decisions based on quantitative and qualitative analysis and defend such decisions and analysis through superior oral and written communication using APA guidelines.
4. Integrate technology into business operations to maximize efficiency and effectiveness.
5. Integrate the key functional areas of business – accounting, finance, marketing and management to implement an organization’s strategic plan and to predict its successes and failures in the business environment.

**Artifacts**:

1. International business project: The project requires students to identify a country and analyze their market to develop or introduce a new product or service in.
2. Operations management project: The project requires students to address an operations management/supply chain management topic or problem facing their work place or industry and/or propose a plan addressing an OM continuous improvement issue or problem in a particular organization.
3. Peregrine assessment: Nationally normed assessment that students take in their capstone.

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|  | | **Analysis of Results** | | |  | |
| **Measurable goal** | **What is your measurement instrument or process?** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement made** | | **Insert Graphs or Tables of Resulting Trends**  **(3-5 data points preferred)** |
| Scores on the international business project will meet or exceed 80% with at least a “good” score | Direct, formative, internal. Projects are evaluated as part of BUS 580. | Scores have been steady over the last few years. However, there was a slight increase in the number of students performing at “unacceptable.” | The project was changed slightly in the AY 11-12. | We will continue to monitor the performances to determine if the project needs to be adjusted again. | |  |
| Scores on the operations management project will meet or exceed 80% with at least a “good” score | Direct, formative, internal. Projects are evaluated as part of BUS 566. | Scores have remained consistent. | Project needs to be re-evaluated. | As part of the SCM program review scheduled for AY 16-17, the project for this course will be changed and adjusted. | |  |
| Scores on Peregrine Exam compared to all ACBSP institutions & Region 5 ACBSP institutions. | External, summative, comparative of the ACBSP CPC requirements. | In most categories, FBU students are scoring lower than ACBSP peers. | Given this is the second year we have used this assessment, it is too soon to tell what changes we need to make. | We will continue to monitor our comparative scores until we have established a minimum baseline by which to make decisions. | |  |

**MM**

**Objectives:**

1. Apply the functions and responsibilities of management.
2. Analyze financial data in order to determine the financial performance of a company, and integrate those factors into managerial decision making.
3. Formulate a marketing strategy based on realistic opportunities and tempered by organizational constraints.
4. Develop and implement effective human resource plans which support the organization’s strategic goals.
5. Identify and adapt leadership and communication styles when working with diverse internal and external constituents.
6. Examine the ethical environment of business, consider the impact business has on various stakeholders, and use this information to make socially responsible decisions.
7. Evaluate the impact of globalization, technology, diversity, and competition on management.
8. Utilize effective decision-making, including: determine challenges facing an organization, conduct research, collect data, formulate and analyze alternative solutions, implement a strategy, and apply quality control measures to insure continuous improvement.

**Artifacts**:

1. Capstone project: The project requires students to research a management problem. They must present the findings in written and oral form.
2. Project management project: The project requires students to make a problem through the project management life cycle.
3. Peregrine assessment: Nationally normed assessment that students take in their capstone.

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|  | | **Analysis of Results** | | |  | |
| **Measurable goal** | **What is your measurement instrument or process?** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement made** | | **Insert Graphs or Tables of Resulting Trends**  **(3-5 data points preferred)** |
| Scores on the capstone projects will meet or exceed 80% with at least a “good” score. | Direct, summative, internal assessment tool utilized in the capstone course | Scores have steadily improved over the last few years. | The new project is meeting the goal. | The MM program is under review and the capstone project is in the process of being redesigned | |  |
| Scores on the Project Management project will meet or exceed 80% with at least a “good” score | Direct, formative, internal assessment tool utilized in MGT 515 | Scores have been consistent over the last few years. | The project appears to be meeting the goal. | The project may be redesigned as continue our MM program review. | |  |
| Scores on Peregrine Exam compared to all ACBSP institutions & Region 5 ACBSP institutions. | External, summative, comparative of the ACBSP CPC requirements. | In most categories, FBU students are scoring lower than ACBSP peers. | Given this is the second year we have used this assessment, it is too soon to tell what changes we need to make. | We will continue to monitor our comparative scores until we have established a minimum baseline by which to make decisions. | |  |

**MS in Supply Chain Management**

**Objectives:**

1. Develop analytical models to evaluate logistics and sourcing options and overall supply chain design.
2. Establish relative supply chain metrics and supplier score cards that can be applied consistently within an organization and across the supply chain.
3. Create guidelines for improving supply chain processes and implement changes in a manner that are sustainable.
4. Apply skill to systematically design and improve supply chain using tools and approaches such as lean, six sigma, and supply chain best practices, including the Supply Chain Operations Reference model (SCOR).
5. Develop supply chain strategies to create value through effective negotiation strategies.
6. Manage supply chain processes to ensure balance of inventory optimization strategies  
   and financial attributes such as cost and cash flow while maintaining quality and delivery expectations.
7. Transform end-to-end supply chain through key elements of integrated processes, tools and systems, and demand planning and forecasting.
8. Evaluate supply chain processes to ensure alignment with strategic goals, and to minimize supply chain cost as well as life cycle costs and/or total cost of ownership.
9. Apply foundational concepts and approaches from disciplines such as Operations Management, accounting, economics and statistics to evaluate and improve end-to-end- supply chain processes and alignment with organizational needs.

**Artifacts:**

1. Capstone Project: Culminating project designed for students to apply the different aspects of supply chain management to a particular situation, company, etc.
2. Materials management project: Project requires students to research any aspect of materials management and present findings in oral and written format.
3. Finance and Negotiation project: This project requires students to research an aspect of Negotiations or Pricing (or both) and present findings in oral and written format.

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|  | | **Analysis of Results** | | |  | |
| **Measurable goal** | **What is your measurement instrument or process?** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement made** | | **Insert Graphs or Tables of Resulting Trends**  **(3-5 data points preferred)** |
| Scores on the capstone projects will meet or exceed 80% with at least a “good” score. | Direct, summative, internal assessment tool utilized in the capstone course | Dramatic increase in scores in AY 13-14. | While the results show an overall positive trend, this project has had many problems | SCM is undergoing a program review in AY 15-16. Implementation of changes will occur to the courses and projects in AY 16-17. | |  |
| Scores on the materials Management project will meet or exceed 80% with at least a “good” score | Direct, formative, internal assessment tool utilized in SCM 550 | Positive trend since AY 12-13. | While the results show an overall positive trend, this project has had many problems | SCM is undergoing a program review in AY 15-16. Implementation of changes will occur to the courses and projects in AY 16-17. | |  |
| Scores on the finance/negotiation project will meet or exceed 80% with at least a “good” score | Direct, formative, internal assessment tool utilized in SCM 580 | Continue to meet our goal. | While the results show an overall stable trend, this project has had many problems | SCM is undergoing a program review in AY 15-16. Implementation of changes will occur to the courses and projects in AY 16-17. | |  |

**MS in Nonprofit Management**

**Objectives:**

1. Analyze various models and methods of board governance and leadership and the management of duties and responsibilities for moving the organization from mission statement to mission success.
2. Create a continuous model to strategically plan, develop, implement and evaluate services and programs to enhance organizational effectiveness.
3. Develop essential skills to identify, manage and maximize recurring and sustainable sources of revenue.
4. Apply fundraising principles, processes and skills to advance the organization.
5. Examine the impact of fiscal and legal requirements under which nonprofits operate and analyze the effects of federal and state laws on the various types of nonprofit organizations.
6. Apply the financial and human resource principles necessary to sustain a nonprofit organization including how to balance and support a volunteer staff.
7. Effectively communicate and advocate for a mission-based organization.
8. Assess the day-to-day operations of a nonprofit organization and propose a plan for high-impact management.
9. Examine the importance of ethical issues and the influence these issues have on management decision-making.
10. Synthesize acquired skills and knowledge in an experiential environment that results in a capstone project based on a student’s area of interest.

**Artifacts:**

1. Capstone Project: Culminating project designed for students to apply the different aspects of nonprofit management to a particular situation, company, etc.
2. Resource development project: Project requires students to develop a resource plan (funding and/or grants) to obtain and/or increase funding for a nonprofit.
3. Operations project: This project requires students to develop an nonprofit operations management plan.

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|  | | **Analysis of Results** | | |  | |
| **Measurable goal** | **What is your measurement instrument or process?** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement made** | | **Insert Graphs or Tables of Resulting Trends**  **(3-5 data points preferred)** |
| Scores on the capstone projects will meet or exceed 80% with at least a “good” score. | Direct, summative, internal assessment tool utilized in the capstone course NPM 580 | Positive trend so far. | We do not yet have enough data to make any determination | We will monitor and determine if changes need made. | |  |
| Scores on the operations project will meet or exceed 80% with at least a “good” score | Direct, formative, internal assessment tool utilized in NPM 570 | Positive trend so far. | We do not yet have enough data to make any determination | We will monitor and determine if changes need made. | |  |
| Scores on the resource development project will meet or exceed 80% with at least a “good” score | Direct, formative, internal assessment tool utilized in NPM 520 | Positive trend in AY 14-15. | Overall, scores appear relatively steady. | We will monitor and determine if changes need made. | |  |