

College Degree Program										
Richards College of Business Bachelor of Business Administration (BBA) Management (520201) (October 2019)										
Student Learning Outcome	Strategic Plan		Success Criterion	Justification of				Interpretation & Use of Results	Improvement Plan	
	Connection	Measure/Method		AY16	AY17	AY18	AY19			
Students will be able to examine and analyze basic employment-related data.	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more graduating seniors will "Strongly Agree" or "Agree" that the learning outcome was met.	98%	96%	98%	95%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	95% either "Strongly Agreed" (55.7%) or "Agreed" (39.1%) that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no immediate attention is required at this point.	Neither the indirect or direct measure indicated an issue that requires immediate attention. However, there is room for improvement. Our rubric for the direct assessment evaluates seven areas. The one area in which our students continue to have problems is with the "Presentation of the Report." Of the 75 students completing the O*Net exercise in AY19, only 45.3% earned the full three points allocated on the rubric for the "Presentation of the Report." 41.3% earned two points (signifying some minor concerns with the presentation). And, 13.3% earned only one point (signifying major concerns with the presentation). During the 2018/19 (AY19) academic year, we increased the percentage that the "Presentation of the Report" counted on the students actual grade to convey the importance of the presentation to students. Additionally, we encouraged students to research various business-related reports to get ideas of the different formats that were acceptable. Unfortunately, the percentage of students that met or exceeded expectations actually decreased. Thus, we are going to try a different approach in 2019/20 (AY20). In reviewing the students' work over the past year, we noticed two major issues. First, students do not always use an appropriate chart/graph to represent the data. Second, they are not consistent in the way they present similar data. Thus, the report often ends up confusing and difficult to follow. Our corrective action will be to address both the appropriate representation of data and consistency of presentation in the instructions for the O*NET exercise. We hope by reinforcing these concepts in the instructions, students will be more likely to focus on the presentation of their work.
	1A and 4C	Direct Measure - MGNT 4620 - Assessed by instructors in the fall semester with an O*NET exercise. A rubric is used by the instructors to ensure consistency in the grading the assignment. A student can receive a maximum of 21 points. 20/21 points are required to "Exceed Expectations". 17/21 points are required to "Meet Expectations."	80% or more students will meet or exceed expectations	79%	88%	96%	87%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	87% of students met or exceeded our expectations. While this is lower than the 96% in AY18, this continues to signify a GREEN condition (success). Of the 75 students involved in the assessment exercise, 45.3% "Exceeded Expectations", 41.3% "Meet Expectations", and 13.3% "Failed to Meet Expectations". Based on our success criteria, no immediate attention is required at this point.	
Students will be able to explain the role of entrepreneurs in managing businesses.	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more graduating seniors will "Strongly Agree" or "Agree" that the learning outcome was met.	99%	99%	97%	97%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	97% either "Strongly Agreed" (51.3%) or "Agreed" (46.1%) that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no immediate attention is required at this point.	In AY19, our corrective action centered on helping students understand not only how to identify activities, but to describe the nature of these activities. We were unsure from the previous assessment if students simply believed that by listing the activities they thought the description was self-explanatory or if they truly did not understand the logic underlying the start-up activities. Thus, our corrective action focused on explaining business analyses and examining non-obvious implications of decisions when cases were discussed in class. We believed a demonstration through class discussions of cases and examples would show students that there are often a variety of explanations for business issues and that specific implications must be stated. For AY20, we are going to make two changes. First, we are going to give our students a more rigorous case study for assessment. Our improvement plans seem to be working and the scores are relatively high. Thus, we feel our students need more of challenge. Second, we are going to create a more detailed answer sheet that potentially reduces the likelihood that students will overlook the requirement to provide an explanation of the activity.
	1A and 4C	Direct Measure - MGNT 3618 - Assessed by the instructor during the spring semester. Students read a 1.5-page news article about a new, small business. Students were asked to (Part 1) identify and (Part 2) briefly describe five start-up activities that the business had already completed and (Part 3) identify and (Part 4) briefly describe five start up activities that the business still had to complete. Students received a score of 0 to 5 on each of the four parts. A score of 5 indicated that the student "Exceeded Expectations". A score of 3 or 4 indicated the student "Meet Expectations". And, a score of 0, 1, or 2 indicated that the students "Did Not Meet Expectations." Scores on the four parts were averaged.	80% or more students will meet or exceed expectations	90%	96%	84%	98%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	The percentage of students that "met" or "exceeded" expectations increased significantly from 84% to 98%. Students "meeting" or "exceeding" expectations across the four parts of the assessment exercise was as follows: Part 1 (100%), Part 2 (100%), Part 3 (98.6%), and Part 4 (94.4%). Thus, based on this direct measure, students seem to be performing well across each area of assessment. The one area that was low relative to the others, was Part 4. In Part 4, students have to describe five start-up activities that a business still had to complete. It is unclear why this area was a little lower than the others. However, at 94.4% success, it is not a major area of concern. Based on the results this year, we believe that we can now offer a students a more challenging case to analyze for the next assessment period.	

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	Connection	Measure/Method		AY16	AY17	AY18	AY19			
Students will be able to identify basic principles associated with leadership.	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more graduating seniors will "Strongly Agree" or "Agree" that the learning outcome was met.	99%	98%	99%	99%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	99.1% either "Strongly Agreed" (61.7%) or "Agreed" (37.4%) that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no immediate attention is required at this point.	The corrective action from 2018/19 (AY19) was to focus more on the Blanchard and Hersey Situational Leadership Model. Our students did not understand the important role that followers play in this theoretical approach. Thus, we included more practical examples of this theory during course lectures. Unfortunately, this was not successful. The number of students correctly answering the question related to Blanchard and Hersey dropped from 32% to 24%. Thus, for 2019/20 (AY20), we will add an animated YouTube video to reinforce the ideas within the Hersey-Blanchard Leadership Model. We believe that the combination of practical and video examples will help students understand and retain the information. Additionally, during 2019/20, we will make some changes to the online section of this course. We believe that the F2F section performed better because of a number of videos that are provided during class discussions. The instructor will now provide links to these videos for the online students so that they have additional opportunities to review the material.
	1A and 4C	Direct Measure - MGNT 3605 - Assessed by the instructor with twelve embedded test questions during the spring semester. Students answering all 12 questions correctly "Exceeded Expectations". Students answering 9-11 questions correctly "Met Expectations". And, students answering less than 9 questions correctly "Did Not Meet Expectations".	80% or more students will meet or exceed expectations	69%	96%	60%	45%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	The percentage of students who met our success criterion continues to decrease. And, we are now in a RED condition, meaning that immediate attention is required. Interestingly, there is a rather large difference between the students taking this course in the F2F section and the online section. In the F2F section, 56% of students "Met" (56%) or "Exceeded" (0%) expectations. However, in the online section, only 33% of students "Met" (33%) or "Exceeded" (0%) expectations.	
Management majors will demonstrate a comprehensive knowledge of management concepts and principles.	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more graduating seniors will "Strongly Agree" or "Agree" that the learning outcome was met.	99%	98%	98%	97%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	96.5% either "Strongly Agreed" (62.6%) or "Agreed" (33.9%) that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no immediate attention is required at this point.	Two actions were implemented for the 2018/19 academic year to try to improve student performance on Q43 and Q48. On Q43, we believed that students may not be associating McDonalds' managers with first-line manager activities such as ordering supplies and preparing work schedules. In fact, when many of our students have interactions with McDonalds' first line managers, these individuals may be taking food orders, preparing food, or cleaning tables. Thus, we changed the wording of this question from "McDonalds" to a "manufacturing facility." Additionally, we added a YouTube video to the curriculum that outlines the responsibilities of first line managers. The revised question was used for the first time during the Summer 2019 field exam. Thus, we will examine the results next year to determine if the actions had the desired result. For Q48 last year, we added a video to the curriculum to address issues students were having with the concept of "locus of control." And, results did improve from 50.0% to 52.2% correct. While the results may not be significantly better, it is a step in the right direction. After reviewing the results of the 2018/19 field exam, we determined that Q43, Q47, Q48, and Q49 were the lower scores. The MGNT 3600 faculty decided to focus our corrective action on Q49 for the upcoming academic year. Q49 relates to Maslow's Hierarchy of Needs. The faculty decided to incorporate the following two videos into the curriculum to help students better understand this theory: (1) https://study.com/academy/lesson/maslows-safety-needs-examples-definition-quiz.html , and (2) https://study.com/academy/lesson/maslows-hierarchy-of-needs.html .
	1A and 4C	Direct Measure - RCOB Comprehensive Field Exam administered in MGNT 4660 each semester - 10 management-related questions are included in this field exam. At least 8-10 correct responses are required to "Exceed Expectations" and 6-7 correct responses are necessary to "Meet Expectations".	80% or more respondents will meet or exceed expectations.	76%	85%	89%	86%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	With 46.8% "Exceeding Expectations" and 39.1% "Meeting Expectations", a combined score of 85.9% places us in the GREEN condition. At 85.9%, our Management majors also outperformed Non-Management, business majors on these field exam questions. 77.5% of Non-Management majors either "Exceeded Expectations" (37.6%) or "Met Expectations" (39.9%).	

College Degree Program		Richards College of Business Bachelor of Business Administration (BBA) Management Information Systems (521201) (October 2019)								
Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY16	AY17	AY18	AY19	Justification of Success Criteria	Interpretation & Use of Results	Improvement Plan
Students will be able to design a relational database that is at least in Third Nominal Form.	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more of graduating students will "Strongly Agree" or "Agree" that the learning outcome was met.	92%	74%	76%	75%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	75.0% either "Strongly Agreed" (25.0%) or "Agreed" (50.0%) that we were meeting this learning outcome. This signifies a YELLOW condition. Based on this indirect measure, there is some indication that attention may be needed (i.e., immediate attention required).	During the 2018/19 academic year, the instructor placed more emphasis on how to properly define primary and foreign keys in relational databases. Additionally, the instructor designed in-class exercises to reinforce the concepts of primary and foreign keys. As a result, the percentage of students that met or exceeded expectations improved from 84% to 95% on the direct measure. Thus, the instructor will continue to emphasize the primary and foreign keys, and will continue to provide the in-class exercises. Additionally, in the interest of continuous improvement, the instructor will specifically state the requirements of both primary and foreign keys in the assignment instructional file. This will give the students an additional reminder of the importance of these concepts in designing the relational database.
	1A and 4C	Direct Measure - CISM 3340 - Assessed by the instructor in the fall semester. Students are required to design a well-normalized relational database that is at least 3NF. The maximum score on the assignment is 15. Students must score 15/15 (100%) to "Exceed Expectations" and 10.5/15 (70%) to "Meet Expectations".	80% or more students will meet or exceed expectations	91%	97%	84%	95%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	48.7% of the 39 students "Exceeded Expectations" and 46.2% of the 39 students "Met Expectations." Thus, 94.9% of the students scored at least 10.5/15.0 points on the exercise. This signifies a GREEN condition and no immediate attention is required at this point.	
Students will utilize data flow diagrams to accurately depict the movement of data within systems.	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more of graduating students will "Strongly Agree" or "Agree" that the learning outcome was met.	87%	96%	82%	92%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	41.7% either "Strongly Agreed" (50.0%) or "Agreed" (41.7%) that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no attention is required at this point.	The direct measure of this learning outcome shows that we have an issue that continues to require attention. It is important to note that the 22 assessment questions are used to test students' knowledge on items they will later need to complete their individual projects. Last year, as part of the improvement plan, the instructor broke up the class into study groups before the exam. It was hoped the students would quiz each other, clarify material for each other, and build on each others' strengths. This was helpful to some extent, but additional corrective action is necessary. The improvement plan over the next year will focus on two areas. First, the instructor concluded that while the team pre-exam submissions were often very good, the individual results on the exam and project were less impressive. The instructor believes that some of the lower performing students may be relying too much on other team members. Thus, class team time will be discontinued. Instead, students will work on their own preparatory quiz, submit it individually, and have opportunities to correct their mistakes. Second, 79% of the students got all three questions related to databases correct and another 17% got two of the questions correct. Because the database questions are related more to another MIS course (MGNT 3340), the instructor has decided to create a new exam with 10 hierarchical structure questions and 12 structural design questions for next year. The instructor believes that this will help students focus more on course requirements, improve their test results, and, ultimately, lead to better results on the individual projects.
	1A and 4C	Direct Measure - CISM 4310 - This learning outcome is assessed by the instructor in the fall semester with a series of 22 questions that examine the students' understanding of databases, hierarchical structures, and structural design. To "Exceed Expectations" students are required to get 18/22 correct and to "Meet Expectations" students must get 15/22 correct.	80% or more students will meet or exceed expectations	43%	13%	34%	71%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	The improvement plans appear to be working. Over the past three years, there has been a significant increase in the percentage of students that met or exceeded expectations. Over the past year, this percentage increased from 34% to 71%. While we are pleased with these more positive results, we are in a YELLOW condition and realized that additional work is necessary.	

College Degree Program		Richards College of Business Bachelor of Business Administration (BBA) Management Information Systems (521201) (October 2019)								
Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY16	AY17	AY18	AY19	Justification of Success Criteria	Interpretation & Use of Results	Improvement Plan
Students will be able to develop a working, dynamic website.	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more of graduating students will "Strongly Agree" or "Agree" that the learning outcome was met.	87%	83%	82%	75%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	75.0% of our students either "Strongly Agreed" (29.2%) or "Agreed" (45.8%) that we were meeting this learning outcome. This signifies a YELLOW condition. Thus, based on this indirect measure, we have some indication that attention is required.	During the 2018/19 academic year (AY19), students were required to complete more software-related exercises early in the semester. In 2018, we changed our primary software from Dreamweaver to Visual Studio. This change required students to become more adept at coding. Thus, we thought by getting them more involved with writing code earlier in the semester, they would transition more easily into the more complicated programming required in developing the dynamic website. While the success percentage decreased in both the direct and indirect measures, we continue to believe that the early exposure to coding is a positive step and will continue with these exercises. However, in the interest of continuous improvement, during the 2019/20 academic year (AY20) the instructor will hold a virtual lab for each exercise well before the due date, record the session, and post the recording in CourseDen. We hope that this will encourage students to be more proactive and engaged.
	1A and 4C	Direct Measure - CISM 3335 - Students were required to develop a working, dynamic website using Visual Studio. The direct measure was assessed by the instructor during the fall semester and was measured by the grade they earned on their final project. The grade was computed based on a rubric that examined the home page, menu page, music page, customer order page, and the database. Scores between 85-100, "Exceeded Expectations." Scores between 70-84, "Met Expectations". Scores below 70 "Did Not Meet Expectations".	80% or more students will meet or exceed expectations	61%	39%	90%	85%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	Twenty-seven students participated in the assessment. Twenty-one students (77.8%) "Exceeded Expectations", two students (7.4%) "Met Expectations", and four students (14.8%) "Did Not Meet Expectations". While the percentage of students that met our success criterion decreased from 90% to 85%, we are still in much better shape than in AY17, when only 39% met our established success criterion. Changes in the required software and more active involvement in programming earlier in the semester is proving to be beneficial.	
MIS majors will demonstrate a comprehensive knowledge of MIS concepts and principles.	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more of graduating students will "Strongly Agree" or "Agree" that the learning outcome was met.	96%	100%	94%	100%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	100% either "Strongly Agreed" (50.0%) or "Agreed" (50.0%) that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no attention is required at this point.	Our corrective action from the previous year focused on Q69. We believed that this question was poorly worded and confusing to students. Thus, we revised Q69 from, "Of the factors (below) which one requires NO user action to cause a website to crash?" to "Which item below best describes a computer program which misrepresents itself as being interesting or useful to persuade a user to install malicious code or malware?" Further, we pilot-tested the new version of this question with our graduate assistants. And, the results of this change were significant. The percentage of students who got this question correct improved from 17.0% in 2017/18 to 60.9% in 2018/19. After reviewing the results of the 2018/19 field exam, we determined that questions 63 and 70 had the lowest scores. The CISM 3330 faculty decided to focus our corrective action on Q63, "Which of the following relates to the integration of data?" The following two videos will be added to the CISM 3330 curriculum to help students better understand this concept: (1) https://www.youtube.com/watch?v=ColH45Rmms , and (2) https://www.youtube.com/watch?v=IQubbWmMWU8 .
	1A and 4C	Direct Measure - RCOB Comprehensive Field Exam administered in MGNT 4660 each semester - 10 MIS-related questions are included in this field exam. At least 8-10 correct responses are required to "Exceed Expectations" and 6-7 correct responses are necessary to "Meet Expectations".	80% or more students will meet or exceed expectations	8%	20%	61%	65%	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	With 65.1% of our MIS majors meeting or exceeding expectations, this group outperformed non-MIS, business majors (47.2% met or exceeded expectations). We did improve from the previous year. However, with only 16.3% of our MIS majors "Exceeding Expectations" and only 48.8% "Meeting Expectations", we are clearly in a YELLOW condition and corrective action is necessary.	

Management Chair's Scorecard (FY2019)							
1 - Alert	2 - Area of concern	3 - Goal met		4 - Met stretch goal		5 - Met super stretch goal	
Imperative	Goal	Weight	Scale	Outcome	Score	Weighted Score	Status
1-Student Success	FY18 Graduation: Confer 165 Bachelor's Degrees (AY Sum/Fa/Spr) <i>Note: Five-Year Average is 158.</i>	25%	180+	177	4	1	
			4 = 166 - 180				
			3 = 150 - 165				
			2 = 130 - 149				
			1 = [129 and below]				
2-Student Success	DFW Rates, Annual, Improve rates in CISM 2201. FY 2017-18 "Unsuccessful Rate" (D,F,W, WF, U) was 32.7%. <i>Note: The average "Unsuccessful Rate" for all UWG courses is 16.2%.</i>	25%	5 = 21% or lower	33.62%	2	0.5	
			4 = 21.1% - 25.9%				
			3 = 26.0% - 31.9%				
			2 = 32.0% - 37.9%				
			1 = 38% or higher				
3-Student Success	DFW Rates, Annual, Improve rates in MGNT 3615. FY 2017-18 "Unsuccessful Rate" (D,F,W, WF, U) was 28.9%. <i>Note: The average "Unsuccessful Rate" for all UWG courses is 16.2%.</i>	25%	5 = 17% or lower	14.38%	5	1.25	
			4 = 17.1% - 22.9%				
			3 = 23.0% - 27.9%				
			2 = 28.0% - 34.9%				
			1 = 35% or higher				
4-Faculty and Staff Success	EW: Improve Overall <u>Engagement</u> score on Employee Engagement Survey 2017 AA Engagement = 4.26 UWG 2018 Average Score = 3.97	25%	5 = 4.30+	4.08	3	0.75	
			4 = 4.10-4.29				
			3 = 3.80 -4.09				
			2 = 3.60-3.79				
			1 = 3.59 and below				
		Must = 100%					
						FY2019 Score Final*	3.50

*Final Score = See instructions in the Weighting Formula tab on the Chair's Scorecard spreadsheet.

2019 Management Department

Goal	Strategic Plan Connection	Measure / Method	Success Criterion	AY15 (Summer 2014 - Spring 2015)	AY16 (Summer 2015 - Spring 2016)	AY17 (Summer 2016 - Spring 2017)	AY18 (Summer 2017 - Spring 2018)	AY19 (Summer 2018 - Spring 2019)	Interpretation & Use of Results	Improvement Plan
				FY 14-15 Sum14, Fall14 Spring 15	FY 15-16 Sum15, Fall15 Spring 16	FY 16-17 Sum16, Fall16 Spring 17	FY 17-18 Sum17, Fall17, Spring 18	FY 18-19 Sum18, Fall18, Spring 19		
New Student Enrollment		Count of ONLY new to UWG declared majors as of Fall census date	Success Criterion	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Interpretation & Use of Results	Improvement Plan
Total new to UWG declared departmental majors	1.A	Total Fall census date count new to UWG students with a declared major associated with the department.	Positive Growth	94	115	124	106	144	Declared departmental majors are up 36% from 2017 to 2018. This is a very positive trend for our department.	Department faculty will continue to participate in the Majors Fair the three UWG Preview Days, and the RCOB Preview Day. Additionally, we try to attract new students into our programs by regularly creating opportunities for certifications, offering study abroad trips, and supervising internships for our students.
Grow New Undergraduate (UG) Enrollment: 3600 - 520201 - Management (BBA)	1.A	Fall census date count new to UWG students with a declared department major code: 3600 - 520201 - Management (BBA)	Positive Growth	1	7	8	92	120	The large increase from 2016 to 2017 reflects the elimination of pre-majors in the RCOB. However, we continue to experience positive growth in the Management program, as new students increased about 30% over the past year.	Department faculty will continue to participate in the Majors Fair the three UWG Preview Days, and the RCOB Preview Day. Additionally, we try to attract new students into our programs by regularly creating opportunities for certifications, offering study abroad trips, and supervising internships for our students.
Grow New Undergraduate (UG) Enrollment: 3650 - 521201 Management Information Systems (BBA)	1.A	Fall census date count new to UWG students with a declared department major code: 3650 - 521201 Management Information Systems (BBA)	Positive Growth	1	2	3	14	24	The large increase from 2016 to 2017 reflects the elimination of pre-majors in the RCOB. However, we continue to experience positive growth in the MIS program, as new students increased about 70% over past year.	Department faculty will continue to participate in the Majors Fair the three UWG Preview Days, and the RCOB Preview Day. Additionally, we try to attract new students into our programs by regularly creating opportunities for certifications, offering study abroad trips, and supervising internships for our students.
Grow New Undergraduate (UG) Enrollment: P036 - 520201 - Management (Pre-majors)	1.A	Fall census date count new to UWG students with a declared department major code: P036 - 520201 - Management (Pre-majors)	Positive Growth	82	93	96	0	-	From 2014 to 2016, this number reflected students who were pre-majors. However, in 2017, the "pre-major" designation was eliminated in the RCOB.	Pre-majors have now been replaced by RCOB meta-majors. However, we continue to recruit students in the same manner by participating in events such as the UWG Preview Days and the RCOB Preview Day.
Grow New Undergraduate (UG) Enrollment: P365 - 521201 - Management Information Systems (Pre-majors)	1.A	Fall census date count new to UWG students with a declared department major code: P365 - 521201 - Management Information Systems (Pre-majors)	Positive Growth	10	13	17	0	-	From 2014 to 2016, this number reflected students who were pre-majors. However, in 2017, the "pre-major" designation was eliminated in the RCOB.	Pre-majors have now been replaced by RCOB meta-majors. However, we continue to recruit students in the same manner by participating in events such as the UWG Preview Days and the RCOB Preview Day.
TOTAL STUDENT Enrollment		Unduplicated headcount of ALL declared majors in 1 Department	Success Criterion	Summer '14, Fall '14, Spring '15	Summer '15, Fall '15, Spring '16	Summer '16, Fall '16, Spring '17	Summer '17, Fall '17, Spring '18	Summer '18, Fall '18, Spring '19	Interpretation & Use of Results	Improvement Plan
Total departmental declared majors	1.B	Total unduplicated headcount for the year of all students with a declared major associated with the department	Positive Growth	856	941	952	947	1077	Total departmental declared majors is up just over 13% over the past year. We are encouraged that students continue to show strong interest in our programs.	In addition to the major fair and various preview days, we also continue to promote programs with current students at events such as the RCOB Ice Cream Social. Additionally, promotional items on our majors, our certifications, and our study abroad trips are available outside of our office area and are displayed on the big screen monitor in Miller Hall.
Grow the total number of Undergraduate (UG) declared majors: 3600 - 520201 - Management (BBA)	1.B	Total unduplicated headcount for the year of all UG students with a declared department major code: 3600 - 520201 - Management (BBA)	Positive Growth	420	440	414	731	825	In the Management program, total declared majors is up about 12% over the past. We are encouraged that students continue to show strong interest in our programs.	In addition to the major fair and various preview days, we also continue to promote programs with current students at events such as the RCOB Ice Cream Social. Additionally, promotional items on our majors, our certifications, and our study abroad trips are available outside of our office area and are displayed on the big screen monitor in Miller Hall.
Grow the total number of Undergraduate (UG) declared majors: 3650 - 521201 Management Information Systems (BBA)	1.B	Total unduplicated headcount for the year of all UG students with a declared department major code: 3650 - 521201 Management Information Systems (BBA)	Positive Growth	117	117	113	202	252	In the MIS program, total declared majors is up about 12% over the past. We are encouraged that students continue to show strong interest in our programs.	In addition to the major fair and various preview days, we also continue to promote programs with current students at events such as the RCOB Ice Cream Social. Additionally, promotional items on our majors, our certifications, and our study abroad trips are available outside of our office area and are displayed on the big screen monitor in Miller Hall.
Grow the total number of Undergraduate (UG) declared majors: P036 - 520201 - Management (Pre-majors)	1.B	Total unduplicated headcount for the year of all UG students with a declared department major code: P036 - 520201 - Management (Pre-majors)	Positive Growth	269	316	350	12	-	From 2014 to 2016, this number reflected students who were pre-majors. However, in 2017, the "pre-major" designation was eliminated in the RCOB.	Pre-majors have now been replaced by RCOB meta-majors. However, we continue to recruit students in the same manner by participating in events such as the UWG Preview Days and the RCOB Preview Day.
Grow the total number of Undergraduate (UG) declared majors: P365 - 521201 - Management Information Systems (Pre-majors)	1.B	Total unduplicated headcount for the year of all UG students with a declared department major code: P365 - 521201 - Management Information Systems (Pre-majors)	Positive Growth	50	68	75	2	-	From 2014 to 2016, this number reflected students who were pre-majors. However, in 2017, the "pre-major" designation was eliminated in the RCOB.	Pre-majors have now been replaced by RCOB meta-majors. However, we continue to recruit students in the same manner by participating in events such as the UWG Preview Days and the RCOB Preview Day.

Total Second Majors		Second Majors (U) included in total Department declared majors count	Success Criterion	Summer '14, Fall '14, Spring '15	Summer '15, Fall '15, Spring '16	Summer '16, Fall '16, Spring '17	Summer '17, Fall '17, Spring '18	Summer '18, Fall '18, Spring '19	Interpretation & Use of Results	Improvement Plan
Total departmental declared second majors	1.B	Total unduplicated headcount for the year of all students with a declared second major associated with the department		2	4	2	2	1		
Grow the total number of Undergraduate (UG) declared second majors 3600 - Management and P036 - Pre-Management	1.B	Total unduplicated headcount for the year of all UG students with a declared second major code of 3600 - Management and P036 - Pre-Management		1	3	1	2	1	These numbers are not significant. No immediate action required.	These numbers are so small that implementing an improvement plan is not practical.
Grow the total number of Undergraduate (UG) declared second majors 3650 - Management Information Systems	1.B	Total unduplicated headcount for the year of all UG students with a declared second major code of 3650 - Management Information Systems		1	1	1	0	0	These numbers are not significant. No immediate action required.	These numbers are so small that implementing an improvement plan is not practical.
Departmental Retention of New		Students who started in the Department and are still in Department	Success Criterion	Started Fall '13, Returned Fall '14	Started Fall '14, Returned Fall '15	Started Fall '15, Returned Fall '16	Started Fall '16, Returned Fall '17	Started Fall '17, Returned Fall '18	Interpretation & Use of Results	Improvement Plan
Grow the Department's 1st to 2nd Year retention rate of new undergraduates (UG) 3600 - 520201 - Management	3.A	Comparison of the number of UG students beginning in fall with a declared major in the department to the number of those same students enrolling in the subsequent fall term with a declared department major expressed as a percentage	Maintain 100%	66.7%	100.0%	100.0%	75.0%	62.0%	The percentage decreased from 75% in 2016/17 to 62% in 2017/18. However, we really do not know the nominal increase. It is possible that the actual numbers are so small that the decrease is not significant.	To retain Management majors, we offer academic advising through the RCOB Advising Center, social opportunities through the Management Club and Enactus, and faculty mentoring opportunities in research projects and internships. Additionally, we conduct senior exit surveys each semester to identify problem areas where improvement can be made.
Grow the Department's 1st to 2nd Year retention rate of new undergraduates (UG) 3650 - 521201 Management Information Systems	3.A	Comparison of the number of UG students beginning in fall with a declared major in the department to the number of those same students enrolling in the subsequent fall term with a declared department major expressed as a percentage	Maintain 100%	0.0%	0.0%	100.0%	66.7%	64.3%	The percentage decreased from 66.7% in 2016/17 to 64.3% in 2017/18. However, we really do not know the nominal increase. It is possible that the actual numbers are so small that the decrease is not significant.	To retain Management Information System majors, we offer academic advising through the RCOB Advising Center, social opportunities through the MIS Club, and faculty mentoring opportunities in research projects and internships. Additionally, we conduct senior exit surveys each semester to identify problem areas where improvement can be made.
Grow the Department's 1st to 2nd Year retention rate of new undergraduates (UG) P036 - 520201 - Management (Pre-majors)	3.A	Comparison of the number of UG students beginning in fall with a declared major in the department to the number of those same students enrolling in the subsequent fall term with a declared department major expressed as a percentage	Achieve 100%	67.8%	63.4%	61.3%	58.3%	-	As noted earlier, "pre-majors" were phased out in the RCOB. Students are now enrolled as "meta-majors."	No improvement plan is necessary because pre-majors were eliminated in the RCOB.
Grow the Department's 1st to 2nd Year retention rate of new undergraduates (UG) P365 - 521201 - Management Information Systems (Pre-majors)	3.A	Comparison of the number of UG students beginning in fall with a declared major in the department to the number of those same students enrolling in the subsequent fall term with a declared department major expressed as a percentage	Achieve 100%	88.9%	70.0%	69.2%	58.8%	-	As noted earlier, "pre-majors" were phased out in the RCOB. Students are now enrolled as "meta-majors."	No improvement plan is necessary because pre-majors were eliminated in the RCOB.
Institutional Retention of New Students		Students who started in the Department and are either still in Department or changed major, but still at UWG	Success Criterion	Started Fall '13, Returned Fall '14	Started Fall '14, Returned Fall '15	Started Fall '15, Returned Fall '16	Started Fall '16, Returned Fall '17	Started Fall '17, Returned Fall '18	Interpretation & Use of Results	Improvement Plan
Grow the Institution's 1st to 2nd Year retention rate of new undergraduates (UG) 3600 - 520201 - Management	1.A	Comparison of the number of UG students beginning in fall with a declared major in the department to the number of those same students enrolling in any UWG major the subsequent fall term expressed as a percentage	Maintain 100%	66.7%	100.0%	100.0%	87.5%	67.4%	The percentage decreased from 87.5% in 2016/17 to 67.4% in 2017/18. However, we really do not know the nominal increase. It is possible that the actual numbers are so small that the decrease is not significant.	To retain Management majors, we offer academic advising through the RCOB Advising Center, social opportunities through the Management Club and Enactus, and faculty mentoring opportunities in research projects and internships. Additionally, we conduct senior exit surveys each semester to identify problem areas where improvement can be made.
Grow the Institution's 1st to 2nd Year retention rate of new undergraduates (UG) 3650 - 521201 Management Information Systems	1.A	Comparison of the number of UG students beginning in fall with a declared major in the department to the number of those same students enrolling in any UWG major the subsequent fall term expressed as a percentage	Maintain 100%	0.0%	0.0%	100.0%	66.7%	71.4%	The percentage increased from 66.7% in 2016/17 to 71.4% in 2017/18. However, we really do not know the nominal increase. It is possible that the actual numbers are so small that the increase is not significant.	To retain Management Information System majors, we offer academic advising through the RCOB Advising Center, social opportunities through the MIS Club, and faculty mentoring opportunities in research projects and internships. Additionally, we conduct senior exit surveys each semester to identify problem areas where improvement can be made.
Grow the Institution's 1st to 2nd Year retention rate of new undergraduates (UG) P036 - 520201 - Management (Pre-majors)	1.A	Comparison of the number of UG students beginning in fall with a declared major in the department to the number of those same students enrolling in any UWG major the subsequent fall term expressed as a percentage	Achieve 100%	84.7%	80.5%	73.1%	70.8%	-	As noted earlier, "pre-majors" were phased out in the RCOB. Students are now enrolled as "meta-majors."	No improvement plan is necessary because pre-majors were eliminated in the RCOB.

Grow the Institution's 1st to 2nd Year retention rate of new undergraduates (UGP365 - Management Information Systems (Pre-majors))	1.A	Comparison of the number of UG students beginning in fall with a declared major in the department to the number of those same students enrolling in any UWG major the subsequent fall term expressed as a percentage	Achieve 100%	100.0%	70.0%	84.6%	58.8%	-	As noted earlier, "pre-majors" were phased out in the RCOB. Students are now enrolled as "meta-majors."	No improvement plan is necessary because pre-majors were eliminated in the RCOB.
Undergraduate Degrees Conferred			Success Criterion	Summer '14, Fall '14, Spring '15	Summer '15, Fall '15, Spring '16	Summer '16, Fall '16, Spring '17	Summer '17, Fall '17, Spring '18	Summer '18, Fall '18, Spring '19	Interpretation & Use of Results	Improvement Plan
Total departmental undergraduate (UG) degrees conferred	1.A	Total number of UG degrees conferred within associated department (reported by first major)	Positive Growth	131	177	157	177	177	The total departmental BBA degrees conferred remained at 177 over the past year. Our goal is try to increase number each year.	We work diligently to provide a combination of face-to-face, hybrid, and online courses to make certain that students have an adequate choice of courses to graduate on time. Additionally, we have created a "manual" course override system in the department to try to ensure that any graduating seniors get the courses they need. We do look forward to anticipated changes in our Banner system that will provide students date/time stamps for registration based on their total completed hours. We believe that this will significantly improve students' abilities to get the courses they need in the proper sequence.
Grow the number of undergraduate (UG) degrees conferred: BBA Management	1.A	Number of UG degrees conferred (reported by first major)	Positive Growth	102	142	128	143	135	The total number of BBA in Management degrees conferred is down 5.6% over the past year. However, it is up about 32% over the past five years. We will continue to monitor this number to make certain that we continue to experience positive growth in the Management major.	We work diligently to provide a combination of face-to-face, hybrid, and online courses to make certain that students have an adequate choice of courses to graduate on time. Additionally, we have created a "manual" course override system in the department to try to ensure that any graduating seniors get the courses they need. We do look forward to anticipated changes in our Banner system that will provide students date/time stamps for registration based on their total completed hours. We believe that this will significantly improve students' abilities to get the courses they need in the proper sequence.
Grow the number of undergraduate (UG) degrees conferred: BBA Management Information Systems	1.A	Number of UG degrees conferred (reported by first major)	Positive Growth	29	35	29	34	42	The total number of BBA in MIS degrees conferred is up 23.5% over the past year. Additionally, it is up about 44% over the past five years. We will continue to monitor this number to make certain that we continue to experience positive growth in the MIS major.	We work diligently to provide a combination of face-to-face, hybrid, and online courses to make certain that students have an adequate choice of courses to graduate on time. Additionally, we have created a "manual" course override system in the department to try to ensure that any graduating seniors get the courses they need. We do look forward to anticipated changes in our Banner system that will provide students date/time stamps for registration based on their total completed hours. We believe that this will significantly improve students' abilities to get the courses they need in the proper sequence.
Minors Awarded			Success Criterion	Summer '14, Fall '14, Spring '15	Summer '15, Fall '15, Spring '16	Summer '16, Fall '16, Spring '17	Summer '17, Fall '17, Spring '18	Summer '18, Fall '18, Spring '19	Interpretation & Use of Results	Improvement Plan
Total departmental minors awarded	1.A	Total number of minors awarded within the associated department (reported by first minor)	Positive Growth	35	54	48	56	77	The total number of departmental minors awarded is up 37.5% over the past year. We are encouraged by the positive growth in this area.	As with our majors, we work diligently to provide sufficient course alternatives that will allow students pursuing minors to get the courses they need each semester. As noted above, when the Banner system is updated to include data/time stamps based on hours completed, students pursuing minors should be able to get the courses they need in the proper sequence and in the anticipated semester.
Grow the number of minors awarded: 0900 - Business Administration, MGT	1.A	Number of minors awarded (reported by first minor)	Positive Growth	18	35	32	35	43	The total number of individuals awarded a Business Administration minor is up 22.9% over the past year. We are encouraged by the positive growth in this area.	As with our majors, we work diligently to provide sufficient course alternatives that will allow students pursuing minors to get the courses they need each semester. As noted above, when the Banner system is updated to include data/time stamps based on hours completed, students pursuing minors should be able to get the courses they need in the proper sequence and in the anticipated semester.
Grow the number of minors awarded: 03600 - Management	1.A	Number of minors awarded (reported by first minor)	Positive Growth	17	18	14	20	32	The total number of individuals awarded a Management minor is up 60% over the past year. We are encouraged by the positive growth in this area.	As with our majors, we work diligently to provide sufficient course alternatives that will allow students pursuing minors to get the courses they need each semester. As noted above, when the Banner system is updated to include data/time stamps based on hours completed, students pursuing minors should be able to get the courses they need in the proper sequence and in the anticipated semester.
Grow the number of minors awarded: 3650 - Management Information Systems	1.A	Number of minors awarded (reported by first minor)	Positive Growth	-	1	2	1	2	This number has remained relatively consistent over the past five years. In the past, we have typically offered only one section of each major course each academic year. Thus, these courses have traditionally been full for our MIS majors, with little cap space for students pursuing a minor. However, based on the low number, certainly seems to represent an opportunity for growth.	We will discuss the possibility of promoting MIS minors to our student base in one of our upcoming meetings so that I can get feedback from the MIS faculty. Now that we are scheduling two cohorts of MIS majors each semester, we should have sufficient capacity for MIS minors in our major courses.

Second Majors on Degrees Conferred			Success Criterion	Summer '14, Fall '14, Spring '15	Summer '15, Fall '15, Spring '16	Summer '16, Fall '16, Spring '17	Summer '17, Fall '17, Spring '18	Summer '18, Fall '18, Spring '19	Interpretation & Use of Results	Improvement Plan
Grow the number of undergraduate (UG) second majors on degrees conferred	3600 - Management	Number of UG second majors on degrees conferred reported elsewhere by first major (This is a second major on another degree and should not be counted as a separate degree)	Positive Growth	18	14	17	17	30	The number of undergraduates getting a second major in Management increased by 76.5% over the past year. We are encouraged by the positive growth in this area.	Help students who may be pursuing two majors, we try to provide sufficient course alternatives to students so that they are able to graduate in a timely manner. Student perspectives regarding course availability is measured in senior exit surveys.
Grow the number of undergraduate (UG) second majors on degrees conferred	3650 - Management Information Systems	Number of UG second majors on degrees conferred reported elsewhere by first major (This is a second major on another degree and should not be counted as a separate degree)	Positive Growth	1	2	1	2	2	The number of undergraduates getting a second major in MIS remained steady over the past year. While students do seem to pursue double majors in areas such as Management/Marketing, the number of students pursuing double majors that include MIS is limited.	Help students who may be pursuing two majors, we try to provide sufficient course alternatives to students so that they are able to graduate in a timely manner. Student perspectives regarding course availability is measured in senior exit surveys.
Engage West			Success Criterion	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Interpretation & Use of Results	Improvement Plan
Improve the overall Department Engage West score	4.A	"Engagement" score from the Engage West Survey. This measure is currently comprised of eleven questions.	Department average engagement score is higher than the UWG average engagement score.	The average "Engagement" score for the department was 4.372 (n=16). The average "Engagement" score for UWG was 3.924.	The average "Engagement" score for the department was 4.230 (n=14). The average "Engagement" score for UWG was 3.882.	The average "Engagement" score for the department was 4.260 (n=15). The average "Engagement" score for UWG was 3.902.	The average "Engagement" score for the department was 3.978 (n=8). The average "Engagement" score for UWG was 3.967.	The average "Engagement" score for the department was 4.082 (n=12). The average "Engagement" score for UWG was 3.882.	The department engagement score increased from 3.882 in 2018 to 4.082 in 2019. The departmental engagement score in 2019 was also higher than the UWG engagement score. Part of the goal for 2019 was to get more participation in the survey. And this was successful. Only 8 individuals completed the survey in 2018. However, in 2019, 12 department members participated in the survey. Q3, Q5, Q6, and Q11 had departmental scores that were below 4.0. The remaining 7 questions were above 4.0.	This year we focused our corrective action on Q9 (Given credit for contributions and achievements). Each month a Google Form is sent to department faculty asking them to list achievements (publications, presentations, awards, etc.). We then forward this information to the RCOB Dean for inclusion in the weekly college update e-mail. This appears to have had a positive impact, as our score on Q9 increased from 4.00 to 4.25. For 2019/20, we will focus on Q6 (The University invests in my individual development). Specifically, we are going to provide opportunities for international travel to department members who have not yet traveled but want to get involved. We believe that these travel abroad experiences will be positively perceived as an effort to invest in individual development.