Standard Three: Student- and Stakeholder-Focused Results - Criterion 3.8

Use this format to respond to Criterion 3.8. If you are submitting a self-study for reaffirmation, this is the same table used in your QA report.
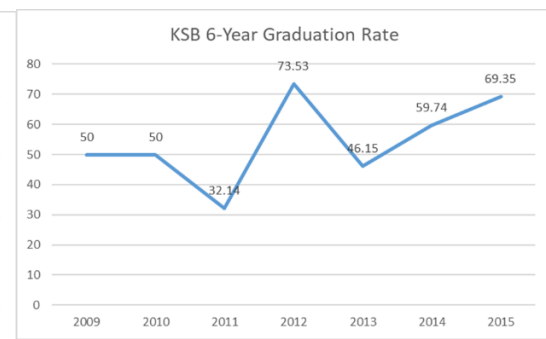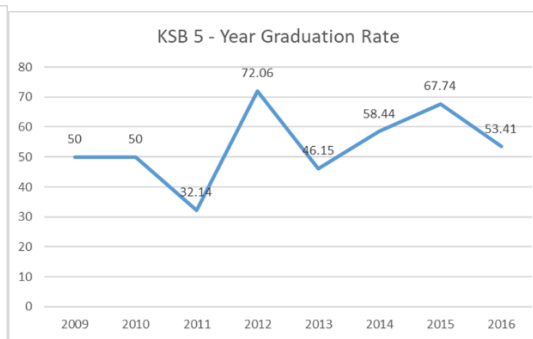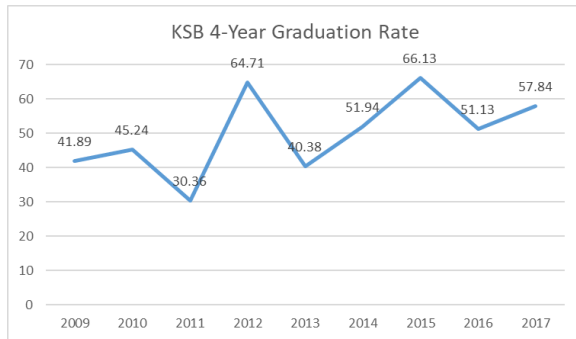
Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
CGPS: 60% graduation rate based on entry year.	Information gathered in enrollment system. Numbers are tracked by all of CGPS, not by program/major. Numbers indicate a cumulative % of all students who started in the listed academic year.	For the three years reported, two of the three years met the goal and one year was slighlty below.	While meeting the goal two of the three years, CGPS understands that continued focus is needed on this goal. It is trending upwards.	CGPS continues to focus on retentention efforts to bring students to the conclusion of their academic career. This includes strong advising relationships. An advising manual provides assistance to all advisors. Planned email notifications help provide students with important communication through their caeer.

Year	Total New Students	Graduated Students	Still Enrolled Students	Not Enrolled Students	Graduation Retention %
2017	184	88	19	77	58%
2018	138	47	37	54	61%
2019	101	17	62	23	78%

Standard Three: Student- and Stakeholder-Focused Results - Criterion 3.8

Use this format to respond to Criterion 3.8. If you are submitting a self-study for reaffirmation, this is the same table used in your QA report.

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)

KSB 4-Year Graduation Rate

2009: 41.89, 2010: 45.24, 2011: 30.36, 2012: 64.71, 2013: 40.38, 2014: 51.94, 2015: 66.13, 2016: 51.13, 2017: 57.84

KSB 5 - Year Graduation Rate

2009: 50, 2010: 50, 2011: 32.14, 2012: 72.06, 2013: 46.15, 2014: 58.44, 2015: 67.74, 2016: 53.41

KSB 6-Year Graduation Rate

2009: 50, 2010: 50, 2011: 32.14, 2012: 73.53, 2013: 46.15, 2014: 59.74, 2015: 69.35

| Ketner School of Business Graduation rate: Goals established by Trine University and listed in the Strategic Plan are: 4 year/ 50%, 5 year/55%, 6 year/60%. | Information is provided by Office of the Registrar. Cohorts are established at the beginning of freshman year (Fall). The students who make up the original cohort are followed through graduation. Information presented is associated with the freshman Ketner School of Business Cohorts. | 4 and 5 year graduation rates are below benchmark, but by a small margin. Average 4-year rate since 2009 is 49.96%. Average 5-year rate since 2009 is 53.74%. 6 year graduation rate in 2014 is below by a small margin but 2015 6 year graduation rate reaches the goal. | KSB continues to analyze the retention numbers that are below goals and is committed to improvement. In addition to the student engagement activities listed next, the KSB dean actively works with the Enrollment, Management, and Planning Committee to address retention issues. | The University in general or KSB in particular have made the following improvements: utilization of the Student Success and Engagement Center, continued utilization of early warning reporting system/We Care, revision of BA 102 (university experience) structure. BA 102 has increased its focus on career readiness, networking, and student engagement. Finally, the university has added 4-week grade checks at the beginning of each semester to monitor student progress and identify concerns early. |

Standard Three: Student- and Stakeholder-Focused Results - Criterion 3.8

Use this format to respond to Criterion 3.8. If you are submitting a self-study for reaffirmation, this is the same table used in your QA report.

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
CGPS Undergraduate Exit Survey: Students are asked specifically about goal attainment.	Exit survey is given to students during their last semester of study.	Data shows most students are reaching their goals upon graduation.	A majority of students continue to respond that they achieved their goals prior to graduation. There are typically three main goals sought by students: completing a degree, advancing in their current career, or changing jobs.	CGPS is looking cautiously at the data. For the last two years the conditions for non traditional students has been fluid considering the pandemic, recession and labor market. CGPS continues to monitor student needs through multiple methods.	

	AY 2021	AY 2020
Goal Attainment	88%	86%
Working in Field of Study	70%	51%

Standard Three: Student- and Stakeholder-Focused Results - Criterion 3.8

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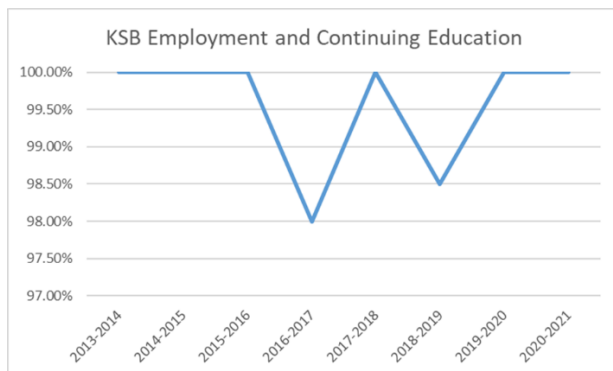
Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
95% or above employment or admission to graduate school for KSB.	Employment Resource Center Data. Data collected indicates employment or continuing education within stated parameters.	The students have been successful in finding jobs.	Data indicates that students have been successful in finding jobs.	See positives results overall and will make adjustments as necessary. Specific evaluation of student by outside stakeholders will be found under other performance measures.

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

Performance Measure	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)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				
Mean Scores on the Peregrine BS Business Administration Assessment will show a positive trend each year.	Average scores from the Peregrine BS Assessment with internal and external comparisons. KSB trends over time. CGPS trends over time. Overall trends over time. Comparison to ACBSP benchmark data. Scores are analyzed by major. Global Partnership is in a teach out phase.	There is two years of data with 203 total assessments taken. The overall data set shows the average score is lower than the ACBSP Benchmark. When separated, CGPS performed better than the benchmark and KSB was lower than the benchmark.	Waiting for additional data to look for trends.	Waiting for additional data to look for trends. Always evaluating curriculum and programming changes based on current data.	

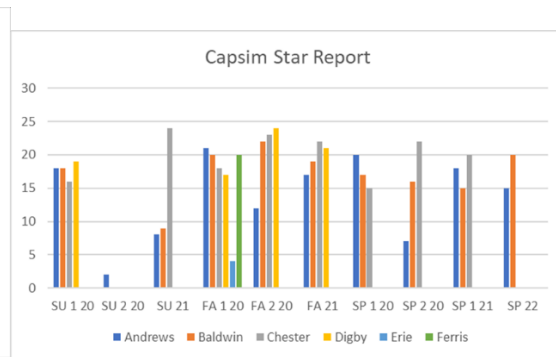|	# Tested	Final Score	& Change from Last Year	ACC	COM	ETHICS	FIN	INT AND SM	LDR	ECO MACRO	ECO MICRO	GLOBAL	IS	LEGAL	MGT / HR	MGT / OPS	MGT / OB	MK	QUANT
KSB Overall																			
FA20-SP21	72	46.7		43.3	53.9	50.1	41.7	49.6	48.3	45.6	44.7	43.8	47.1	43.8	47.0	45.6	45.2	52.2	41.7
FA21-SP22	83	47.3	1.37%	43.9	56.5	47.2	45.3	50.4	47.6	44.8	46.0	44.1	46.3	45.9	60.2	39.0	44.0	52.4	42.5
ACBSP Benchmark		56.2		53.3	63.5	56.3	50.2	59.6	56.5	52.5	54.4	54.4	60.625	59.222	62.044	53.586	56.559	59.415	52.485
KSB vs Benchmark																			
FA20-SP21		-16.95%		-18.77%	-15.17%	-10.95%	-17.03%	-16.83%	-14.48%	-13.19%	-17.75%	-19.64%	-22.34%	-26.13%	-24.30%	-14.94%	-20.03%	-12.11%	-20.61%
FA21-SP22		-15.81%		-17.80%	-11.05%	-16.12%	-9.80%	-15.52%	-15.79%	-14.59%	-15.36%	-19.00%	-23.69%	-22.49%	-2.91%	-27.30%	-22.25%	-11.79%	-18.97%
Trine Online Overall																			
FA20-SP21	24	58.3		58.3	64.6	58.3	52.1	62.5	54.2	55.4	59.6	53.8	57.9	62.9	68.1	53.9	55.6	65.0	51.3
FA21-SP22	24	61.3	5.23%	55.0	60.8	64.2	60.8	62.9	59.2	59.2	69.2	58.8	65.8	60.8	66.0	52.4	61.8	65.0	58.8
ACBSP Benchmark		56.2		53.3	63.5	56.3	50.2	59.6	56.5	52.5	54.4	54.4	60.625	59.222	62.044	53.586	56.559	59.415	52.485
Trine Online vs Benchmark																			
FA20-SP21		3.68%		9.34%	1.66%	3.60%	3.71%	4.84%	-4.16%	5.60%	9.58%	-1.27%	-4.47%	6.24%	9.80%	0.57%	-1.65%	9.40%	-2.35%
FA21-SP22		9.10%		3.09%	-4.24%	13.96%	21.13%	5.54%	4.69%	12.75%	27.21%	7.91%	8.59%	2.72%	6.33%	-2.16%	9.28%	9.40%	11.94%
KSB and Trine Online Combined																			
Overall																			
FA20-SP21	96	49.6		47.1	56.6	52.2	44.3	52.8	49.8	48.0	48.4	46.3	49.8	48.5	52.3	47.7	47.8	55.4	44.1
FA21-SP22	107	50.5	1.78%	46.4	57.5	51.0	48.8	53.2	50.2	48.0	51.2	47.4	50.7	49.3	61.5	42.0	48.0	55.2	46.2
ACBSP Benchmark		56.2		53.3	63.5	56.3	50.2	59.6	56.5	52.5	54.4	54.4	60.625	59.222	62.044	53.586	56.559	59.415	52.485
KSB and Trine Online vs Benchmark																			
FA20-SP21		-11.79%		-11.74%	-10.96%	-7.32%	-11.85%	-11.41%	-11.90%	-8.49%	-10.92%	-15.05%	-17.87%	-18.03%	-15.77%	-11.07%	-15.43%	-6.73%	-16.05%
FA21-SP22		-10.22%		-13.11%	-9.52%	-9.38%	-2.86%	-10.80%	-11.20%	-8.46%	-5.81%	-12.97%	-16.45%	-16.83%	-0.83%	-21.66%	-15.18%	-7.04%	-12.04%
Global Partnership																			
Global Partnership Overall																			
SU20-FA20	40	65.5		61.5	64.8	69.0	62.3	68.5	64.5	59.3	59.3	63.8	71.8	66.8	65.5	65.5	65.5	70.3	64.3
ACBSP Benchmark		56.2		53.3	63.5	56.3	50.2	59.6	56.5	52.5	54.4	54.4	60.625	59.222	62.044	53.586	56.559	59.415	52.485
Global Partnership vs Benchmark																			
FA21-SP22		16.61%		15.28%	1.93%	22.54%	23.95%	14.90%	14.13%	12.90%	8.97%	17.09%	18.35%	12.71%	5.57%	22.23%	15.81%	18.24%	22.42%

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

Performance Measure	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)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				
Students will be rated by an internship supervisor as a 7 or better (on a 10 point scale with 10 being the highest).	Internship supervisor performance evaluation. Internships could occur each semester.	All term averages meet the goal of 7 or better.	Students are performing well in internships and meeting employer expectations.	Faculty continue to monitor results as well as correspond with internship employers about what skill students need more of or what will make them more successful.	

Average Internship Performance Ratings
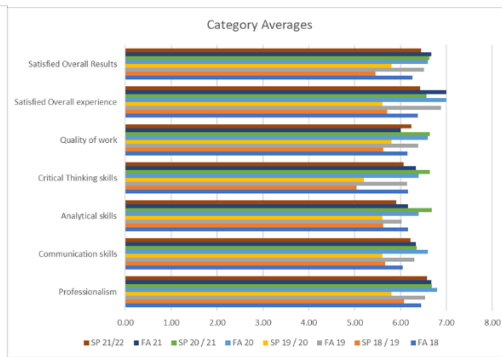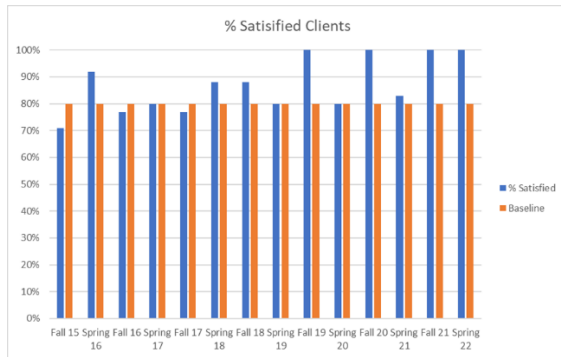

Average Internships Scores in Key Areas

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

Performance Measure	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)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				
Of survey respondents for external clients, our goal is 80% or more ranking the experience as 'More than Satisfactory'" with our students.	Assessment completed by client at the end of each project.	Over the last 14 semesters, 11 semesters met the goal.	The majority of these evaluations come from the capstone project, so improving the capstone project process is the focus.	All faculty who support the capstone projects were asked for feedback on how to improve the process to result in better student work. Suggestions were made to the class structure and project execution. Based on course evaluations and faculty feedback, the capstone project is a stand-alone class starting in AY 2021. Additional information regarding Business Capstone Assessment is found in the body of the report. A subgroup of KSB and CGPS faculty have met to align the project with overall program assessment	

% Satisified Clients

% Satisfied | Baseline

Fall 15, Spring 16, Fall 16, Spring 17, Fall 17, Spring 18, Fall 18, Spring 19, Fall 19, Spring 20, Fall 20, Spring 21, Fall 21, Spring 22

Category Averages

Satisfied Overall Results
Satisfied Overall experience
Quality of work
Critical Thinking skills
Analytical skills
Communication skills
Professionalism

0.00 1.00 2.00 3.00 4.00 5.00 6.00 7.00 8.00

SP 21/22 | FA 21 | SP 20 / 21 | FA 20 | SP 19 / 20 | FA 19 | SP 18 / 19 | FA 18

Capsim Star Report

SU 1 20, SU 2 20, SU 21, FA 1 20, FA 2 20, FA 21, SP 1 20, SP 2 20, SP 1 21, SP 22

Andrews | Baldwin | Chester | Digby | Erie | Ferris

Weekly Capsim business simulation reports are evaluated by the instructor for evidence of student growth in decision making. Students are required to complete either the internship or the capsid.	Students participate in the CAPSIM business simulation. The instructor and students receive weekly reports to evaluate their business decisions from the previous week. Number of teams presented depend on enrollment in class.	The simulation helps students with critical thinking. Specifically risk evaluation.	Student performance improves as the simulation progresses.	This course instructor will continue to evaluate each group each performance round and provide feedback. The instructor shares any concerns with CGPS assessment team. Reflection assignments on team interaction and simulation learning have been insightful. Moving to add as an assessment for program outcome #5.

Standard #6 - Organizational Performance Results, Table 6.1

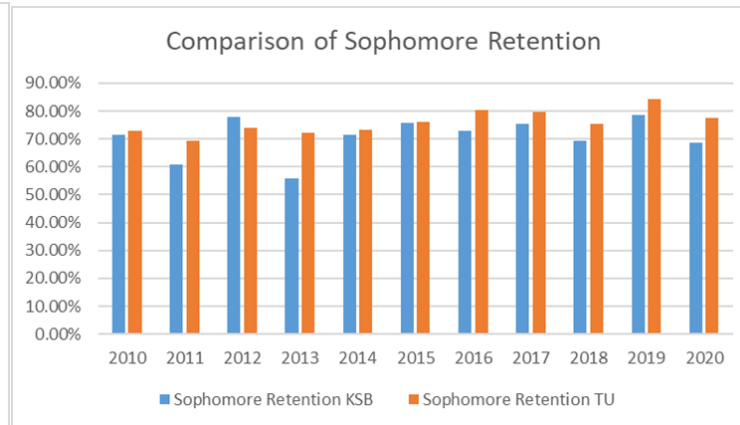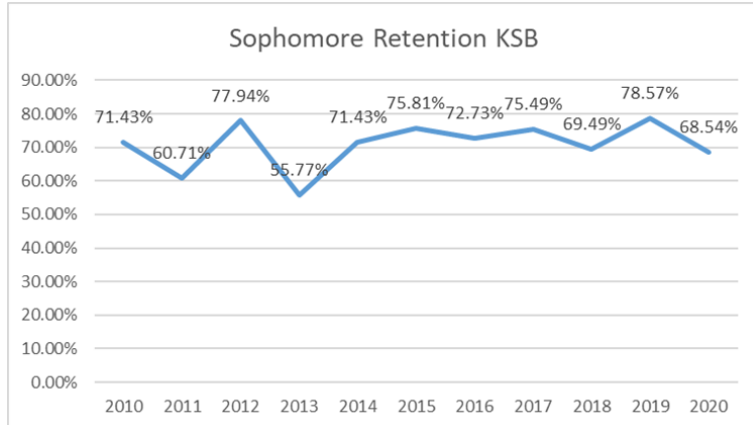| Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?					

| CGPS retention goals vary based on previous semesters, comparison to previous years and other extenuating factors. So the goal varies. | Registration information was provided by a report from the Registrar's Office. Additional information from ongoing communication with the students. | Retention is as predicated based on current macroenvironmental conditions. | Continued focus on student retention regardless of current environmental conditions. | There is an ongoing effort to retain students through a variety of methods. Use of the WeCare early reporting system to receive information on any issues with the students. Student engagement is monitored by checking to ensure that students login to their online course within a certain time frame and sending an intervention email if needed. Attendance is monitored every week and notices sent to faculty if student is not participating in the class. Attendance is monitored to ensure that a student is aware of drop periods. Continued use of Tutor.com. | (see table below) |

Year	Total New Students	Graduated Students	Still Enrolled Students	Not Enrolled Students	Retention %
2017	184	88	19	77	58%
2018	138	47	37	54	61%
2019	101	17	62	23	78%

Standard #6 - Organizational Performance Results, Table 6.1

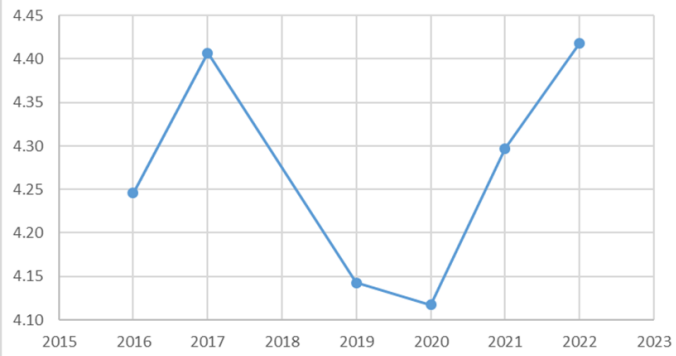| Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?					
Increase in KSB campus-wide sophomore retention rates by 5% each year until it reaches 80%.	Retention statistics provided by the Registrar's Office for returning sophomores. Review of early departure interviews to understand retention numbers.	KSB's retention rates are lower than Trine University's. Early Departure interviews continued. The 3 largest reasons for students leaving were financial, the school environment, and ability to pursue a specific degree.	The data from the interviews continues to support the findings from the previous reporting period. Few issues were directly related to KSB specific items. The school environment mirrors that of the local community, which does not appeal to all demographics.	Changes in the last five years to help positively impact retention include but are not limited to the initiatives in Academic Success Center, faculty advising, new majors and major related club engagement. The university has also added 4-week grade checks at the beginning of each semester to monitor student progress and identify concerns early.	

Sophomore Retention KSB

Comparison of Sophomore Retention

Standard #6 - Organizational Performance Results, Table 6.1				
Performance Measure	**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)**
Measurable goal	**(Indicate length of cycle)**	**What are your current results?**	**What did you learn from the results?**	**What did you improve or what is your next step?**	
What is your goal?					
KSB Alumni previous AY year were surveyed. Goal to maintain an average of 4 out of 5 on each question and overall satisfaction rating.	Survey sent to alumni from previous AY. For example, May 2022, alumni graduated in AY 2021. Survey monkey was used to collect the responses.	In reported data, overall average of the survey responses is over 4 with just one question average falling below 4 at 3.58. Based on the limited responses, this information can be used to help inform decisions, but additional data would be needed to take any actions.	Number of responses has decreased from a high of 18 (19.6% return rate) for AY 2017 to 13 responses in for both AY 21 and 22. A 24% return for AY 21 and a 17% return for AY 22. For all years reported, the goal was met. Average was over 4 out of 5. One question fell below the goal of 4 out of 5 in the reported data.	Discussed with faculty a better way to increase response rate. Utilized different communication methods to seek more responses. More work is needed to receive more feedback.

Overall Average of Alumni Survey

Average Question Response for Alumni Survey

I would recommend the Ketner School of...
I believe the faculty at Trine's Ketner School...
I believe Trine's Ketner School of Business...
I believe Trine's Ketner School of Business...
I am satisfied with my overall experience as...
I received a better education from Trine's...
I am proud of the degree I received from...

■ 2022 ■ 2021 ■ 2020 ■ 2019 ■ 2017 ■ 2016