4.2 - Criterion 4.2 Three Periodic Assessment Results
Use the following criterion to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

Criterion 4.2.1 - To identify trends, the business school or program should report, at a minimum, three successive sets of periodic assessment results.

Under the Evidence File tab above, present tables and graphs, providing three to five consecutive sets of assessment results. Do not use course grades or grade point averages

Note: You must have learning outcome competencies that are measurable in each core business program as well as competencies in each concentration (12 or more credit hours) associated with the core. As an example, you will have measurable competencies for the MBA program and if the MBA program has a concentration in International Business (12 or more credit hours) and you have an MBA with a concentration in Finance (12 or more credit hours) then you must have a measurable competency in both concentrations as well as the core.

Describe how these assessment results are made systematically available to faculty, administration, students, or other stakeholders, as appropriate.
Note: Ideally, report three to five years of trend data, but at a minimum, ACBSP requires three cycles of learning outcomes measurement data.

The four programs have a core set of standard learning outcomes that are consistent and then additional outcomes which are unique to the program. They each have learning outcomes that speak to grasping the foundational business theories and analysis skills. This is measured by the Internship reports and evaluations which can be summed into figure 4.2.a. Within this table, we see slight improvements in the internship evaluations by host companies on our students' performance across the 4 programs.

Figure 4.2.a: Performance evaluation of internships for 2014-2016
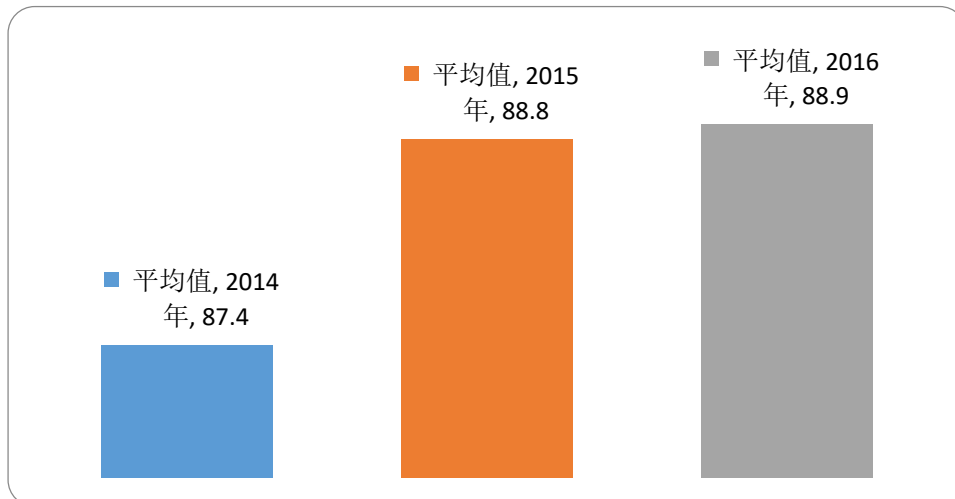
the above numbers represent percentage of students achieving proficiency or above ratings from employer surveys

All the programs have a mandatory requirement for improvement of communications using professional English. This skill is assessed by a paper written in English on an English research article. The results also show slight improvement over the three years of study as seen in Figure 4.2.b.

Figure 4.2.b: Paper evaluation of professional English usage for 2014-2016
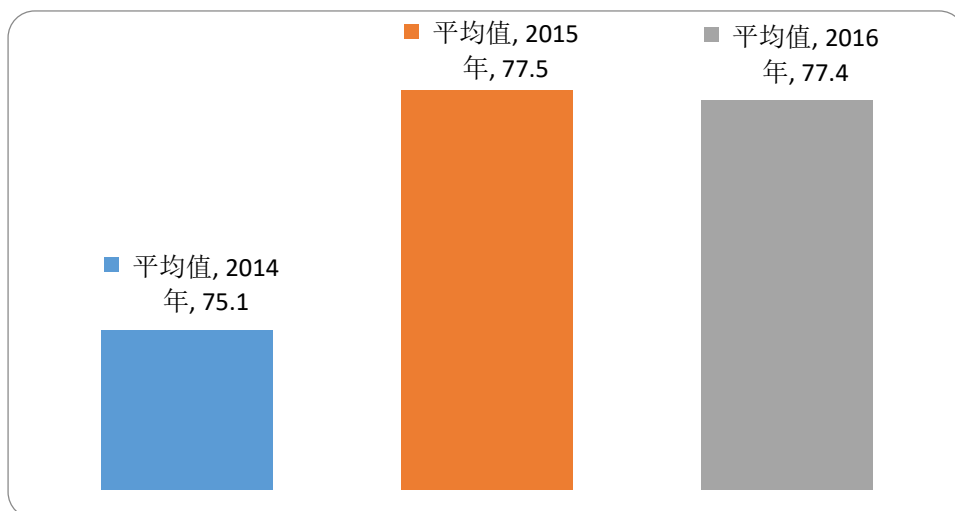
the above numbers represent percentage of students achieving proficiency or above in the paper rubric.

The English skill is also assessed by the National English Test administered by the Ministry of Education. These are two standardized tests measure English skill levels. The first test is called CET-4 and the second test is CET-6 which is more advanced. Over the study period, the decline in 2015 provides an area of improvement as show in figure 4.2.c and 4.2.d.

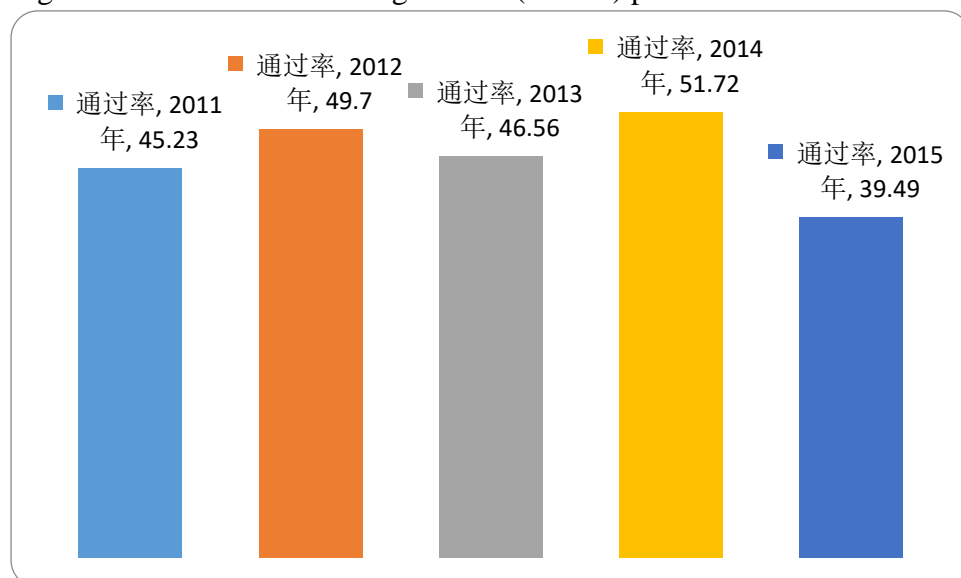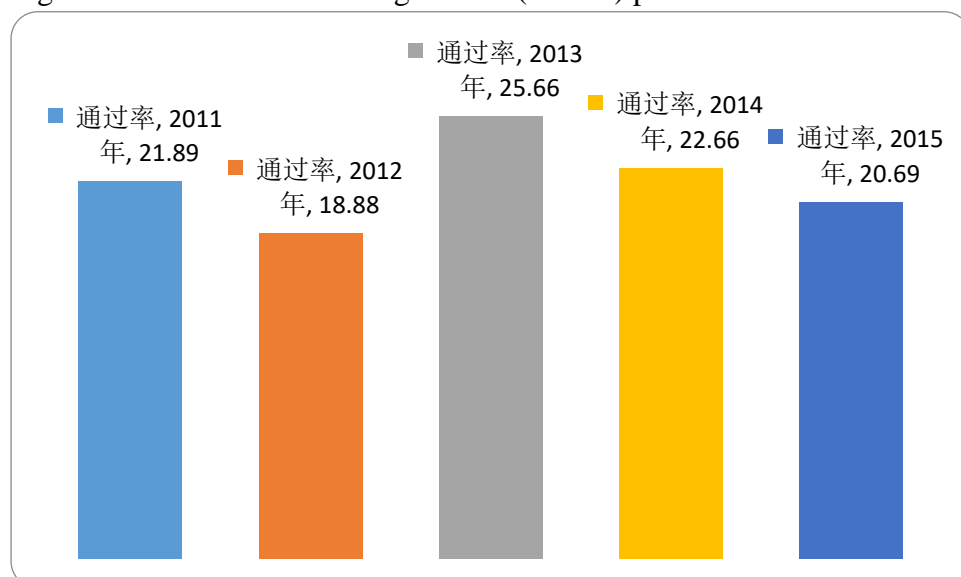Figure 4.2.c: Standardized English test (CET-4) pass rates for 2011-2015

通过率, 2011 年, 45.23
通过率, 2012 年, 49.7
通过率, 2013 年, 46.56
通过率, 2014 年, 51.72
通过率, 2015 年, 39.49

Figure 4.2.d: Standardized English test (CET-6) pass rates for 2011-2015

通过率, 2011 年, 21.89
通过率, 2012 年, 18.88
通过率, 2013 年, 25.66
通过率, 2014 年, 22.66
通过率, 2015 年, 20.69

All programs also have a senior year project paper which assesses the analysis, critical thinking and communication skills of the students. The three-year data shows the evaluation of the senior year project paper (Figure 4.2.e). The positive trend shows the improvement of the assessment over the three years.

Figure 4.2.e: Percentage of students who achieved proficiency or higher for senior year project papers 2014-2016
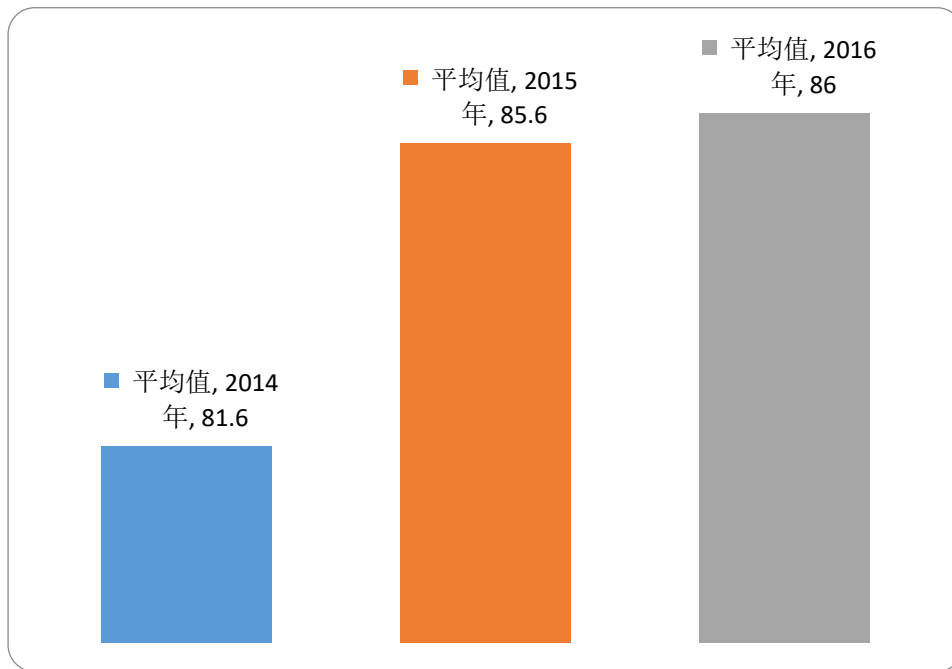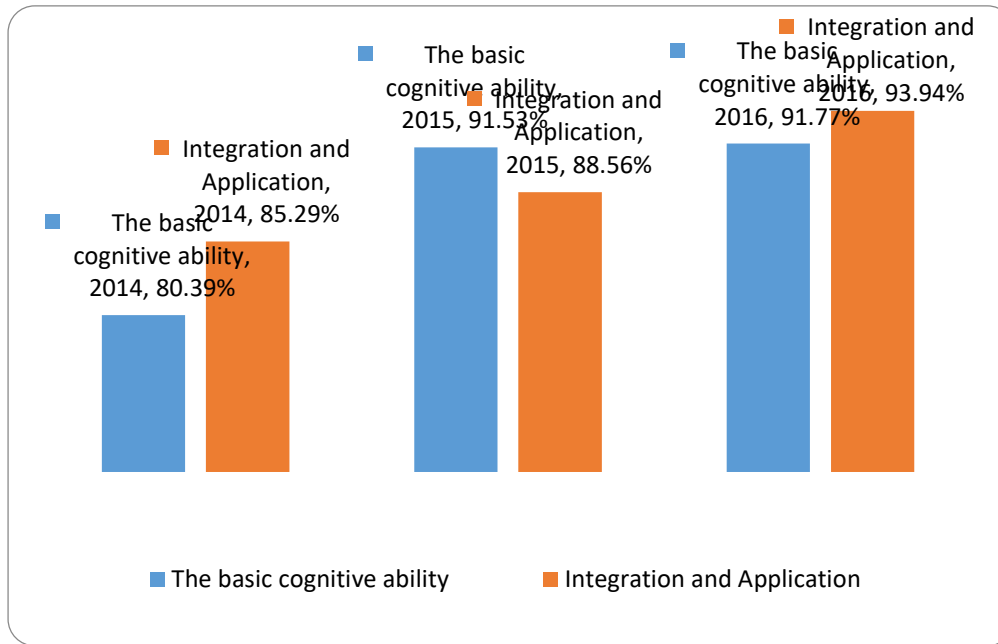
the above numbers represent the percentage of students who achieved proficiency or higher rating for analysis, critical thinking and communication elements of the rubric.

Each of the programs also have their unique learning outcome for their respective program.   The following are the direct assessments to the learning outcomes.

E-Commerce program

For the E-Commerce program, learning outcome #1 relates to the computer knowledge and skills in the field of e-commerce. This is assessed based on a project that spans three courses. The three courses include programming, database theory, and management information system. The specific rubric items assessed the basic cognitive ability and integration and application for learning outcome #1.The project results reflect the learning and application of the course contents (see figure 4.2.f).
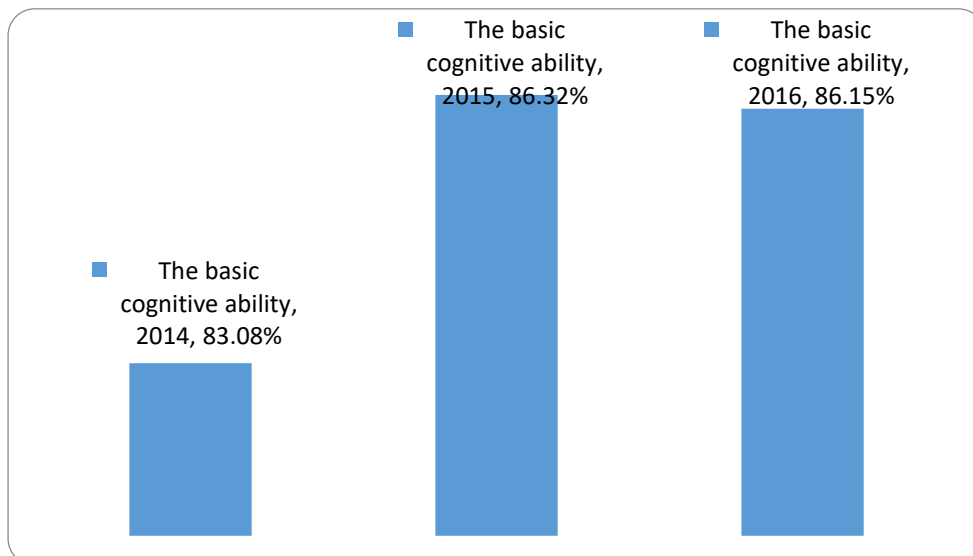
Figure 4.2.f: Students' evaluation for learning outcome #1 for the E-Commerce program for 2014-2016

The basic cognitive ability, 2015, 91.53%
The basic cognitive ability, 2016, 91.77%
Integration and Application, 2016, 93.94%
Integration and Application, 2014, 85.29%
Integration and Application, 2015, 88.56%
The basic cognitive ability, 2014, 80.39%

■ The basic cognitive ability   ■ Integration and Application

the above numbers represent the percentage of students who achieved proficiency or higher in the rubric item related to learning outcome #1

Learning outcome #2 focuses on grasping the foundational business and management theories and knowledge. This is assessed by rubrics in four course assignments: E-marketing, customer relationship management, business data analysis and electronic commercial website planning. The specific rubric item assessed the basic cognitive ability for learning outcome #2. The results show a positive trend (see Figure 4.2.g).

Figure 4.2.g: Evaluation for learning outcome #2 for the E-Commerce program for 2014-2016

The basic cognitive ability, 2015, 86.32%
The basic cognitive ability, 2016, 86.15%
The basic cognitive ability, 2014, 83.08%

the above numbers represent the percentage of students who achieved proficiency or higher in the rubric item related to learning outcome #2

Learning outcome #3 focused on demonstrate strong analysis, critical thinking, and communication skills including English. This outcome is split between three courses. The analysis and critical thinking is assessed through the business data analysis course, while the commination skills including English is assessed through senior project paper and professional practice paper. For the final paper in the business data analysis course, two rubric items superficially assess students' abilities of analysis and critical thinking.   Figure 4.2.h show the positive trend of both parts of the learning outcomes.
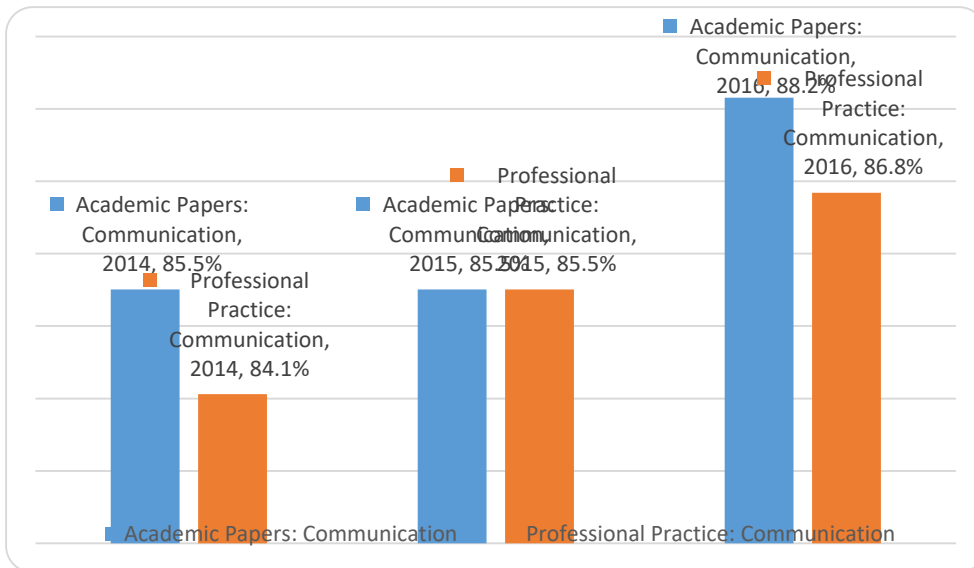
Figure 4.2.h: Students' evaluation for learning outcome #3: Analysis and critical thinking for the E-Commerce program for 2014-2016
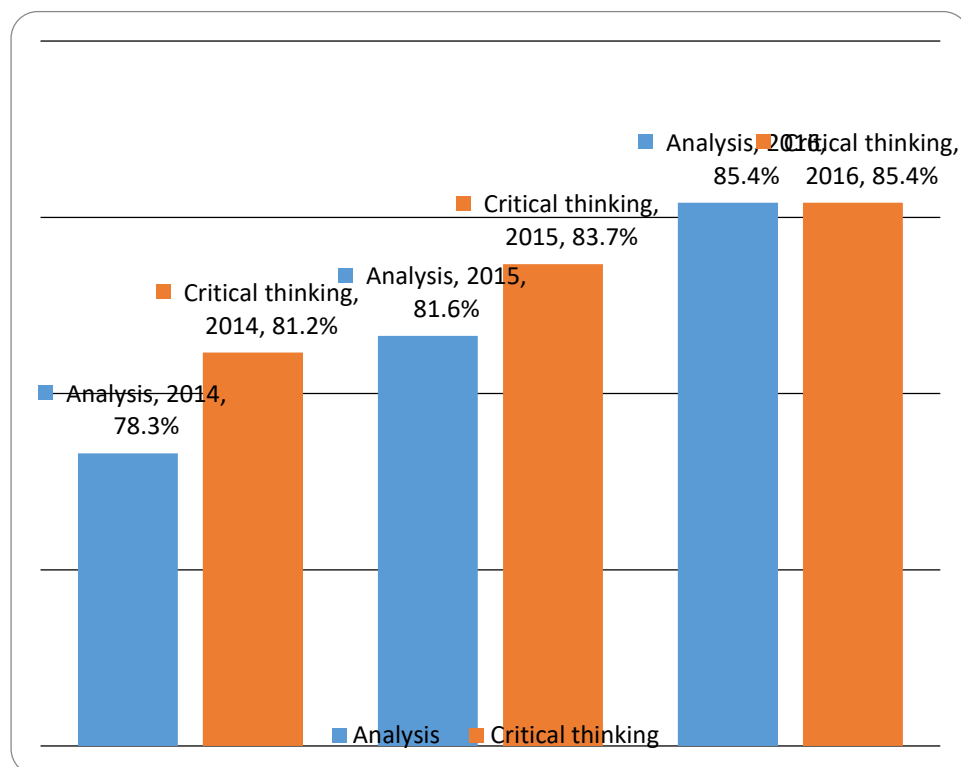
the above numbers represent the percentage of students who achieved proficiency or higher in the rubric item related to learning outcome #3

The specific rubric item for the communication skills shows a slight improvement of students who's achieved proficiency or higher (see Figure 4.2.i).

Figure 4.2.i: Students' evaluation for learning outcome #3: communication for the E-Commerce program for 2014-2016

the above numbers represent the percentage of students who achieved proficiency or higher in the rubric item related to learning outcome #3

The final learning outcome #4 relates to grasp the theoretical basis and operational skills needed for e-commerce operation. It is assessed in the courses of E-Commerce, E-Marketing, mobile business, and electronic commercial web site planning. Through the integration and application rubric item, the results show a consistent performance overall (see Figure 4.2.j).

Figure 4.2.j: Evaluation for learning outcome #4 for the E-Commerce program for 2014-2016
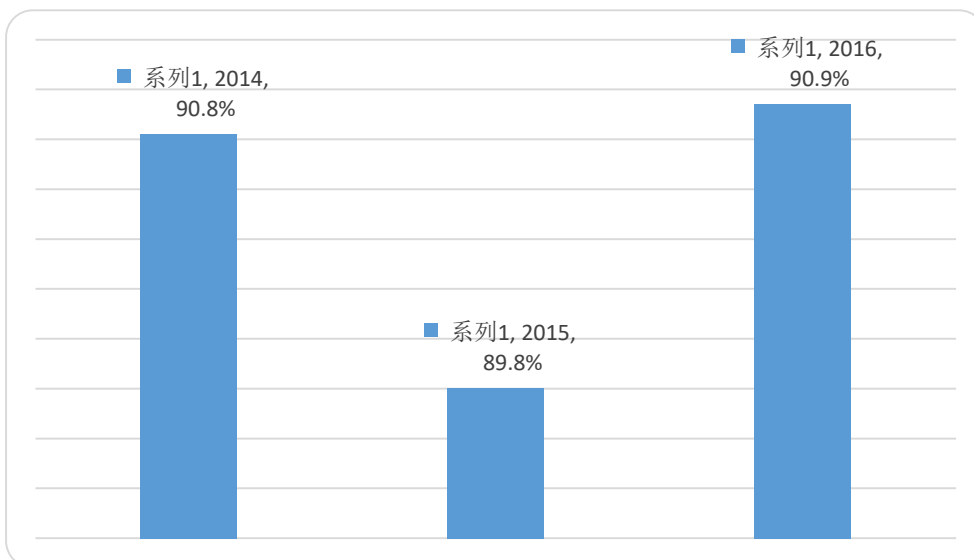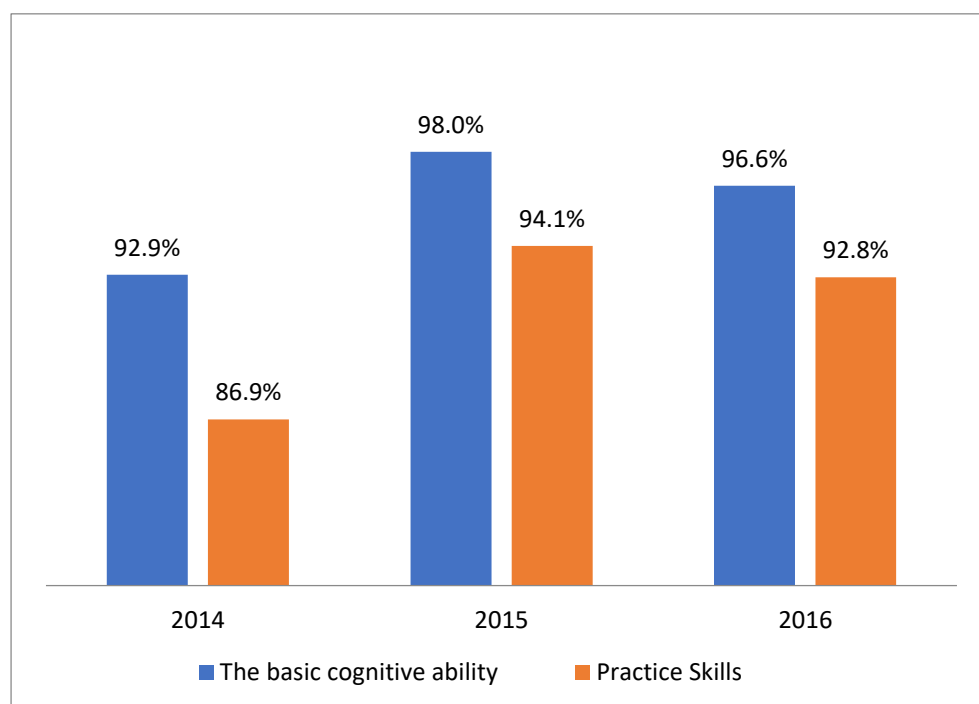

the above numbers represent the percentage of students who achieved proficiency or higher in the rubric item related to learning outcome #4

Hospitality Management program

For the Hospitality Management program, learning outcome #1 refers to the operation of international hotels and develops the skill of managing international hotel chains. This is based on assignments within the following courses: Hotel Restaurant management, Hotel Front Desk Operation and housekeeping Management, Hotel Human Resource Management, Hotel Supervision and Hotel revenue management. There are two specific rubric items that measure this learning outcome #1. The first is the basic cognitive ability which measures the operation of international hotels; secondly, the practice skills measure the skills component of learning outcome #1 for these courses.   The assessment results can be seen in Figure 4.2.k.

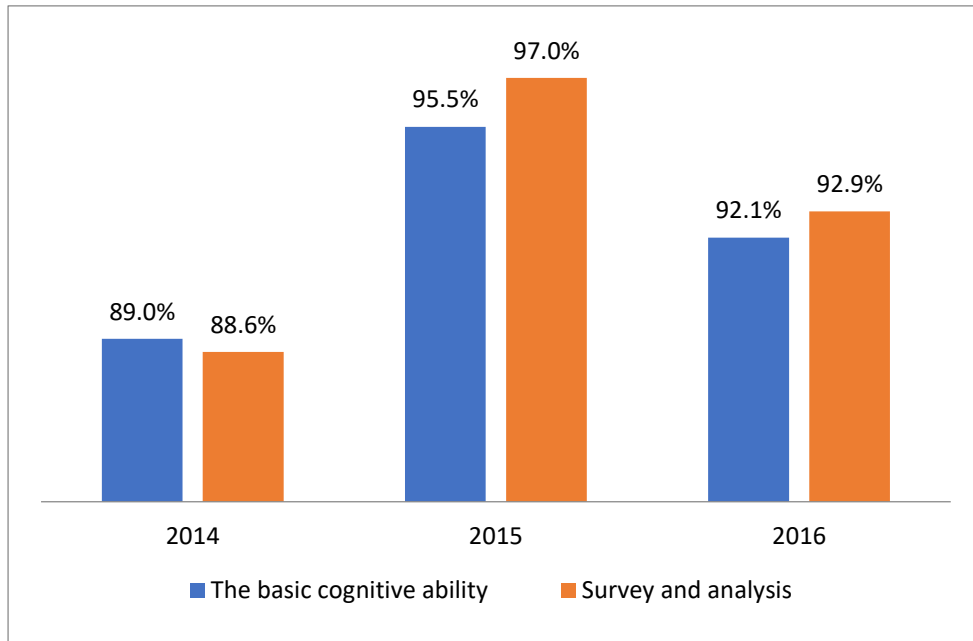Figure 4.2.k: Evaluation of learning outcome #1 for the Hospitality Management program for 2014-2016

the above numbers represent the percentage of students who achieved proficiency or higher in the rubric item related to learning outcome #1

Learning outcome #2 focused on the foundational business and management theories and concepts. This is assessed by assignments in 5 courses: Introduction to Economics, Tourism Studies, Tourism Psychology, Tourism Economics, and marketing. The basic cognitive ability rubric item and the survey and analysis rubric item assessed learning outcome #2. The results show an increase from 2014-2016, but a decrease in the subsequent year (see figure 4.2.l)

Figure 4.2.l: Evaluation for learning outcome #2 for the Hospitality Management program for 2014-2016
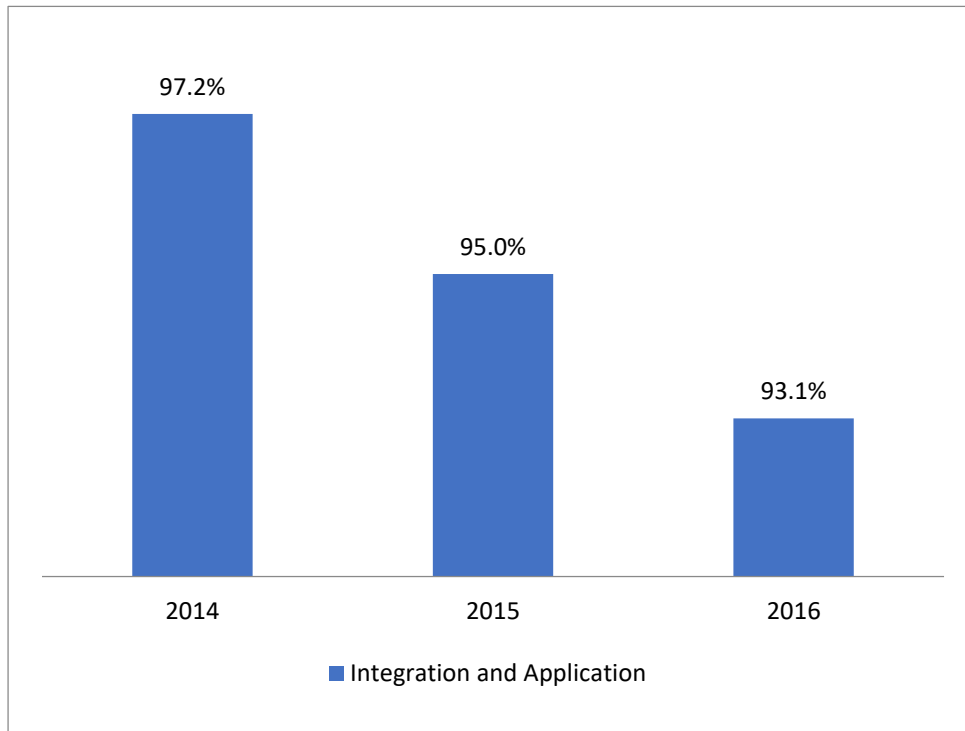
the above numbers represent the percentage of students who achieved proficiency or higher in the rubric item related to learning outcome #2

Learning outcome #3 focused on language skills in English, communication and management abilities across different cultures. Assignments in 2 courses assessed this outcome: Hotel Professional English, Business English and Korean. The integrated application rubric item assessed learning outcomes #3 for these two courses. The results show a consistent trend over the 2014-2016 academic years (see Figure 4.2.m).

Figure 4.2.m: Evaluation for learning outcome #3 for the Hospitality Management program for 2014-2016

Bar chart titled "Integration and Application" showing:
- 2014: 97.2%
- 2015: 95.0%
- 2016: 93.1%

the above numbers represent the percentage of students who achieved proficiency or higher in the rubric item related to learning outcome #3

Learning outcome #4 focused on the skills necessary for a successful career in hotel management with international hotel chains. This is assessed by rubrics in assignments from the following courses: Hotel Brand Building and Management, Hotel Strategic Management, Consumer Behavior, and Hotel Information Systems. The integrated application rubric item and survey and analysis rubric item assessed learning outcomes #4. The results show a negative trend over the 2014-2016 academic years (see Figure 4.2.n).

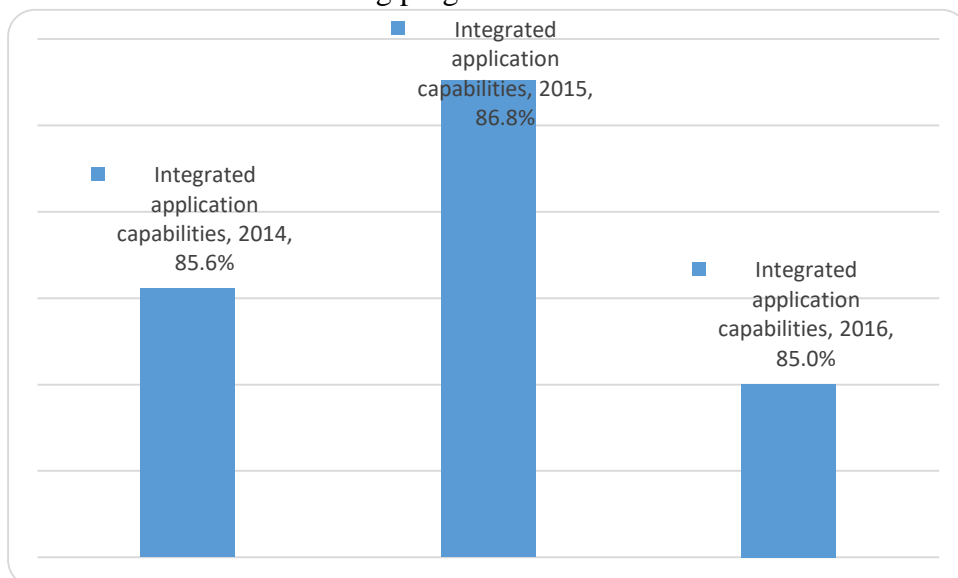Figure 4.2.n: Evaluation for learning outcome #4 for the Hospitality Management program for 2014-2016
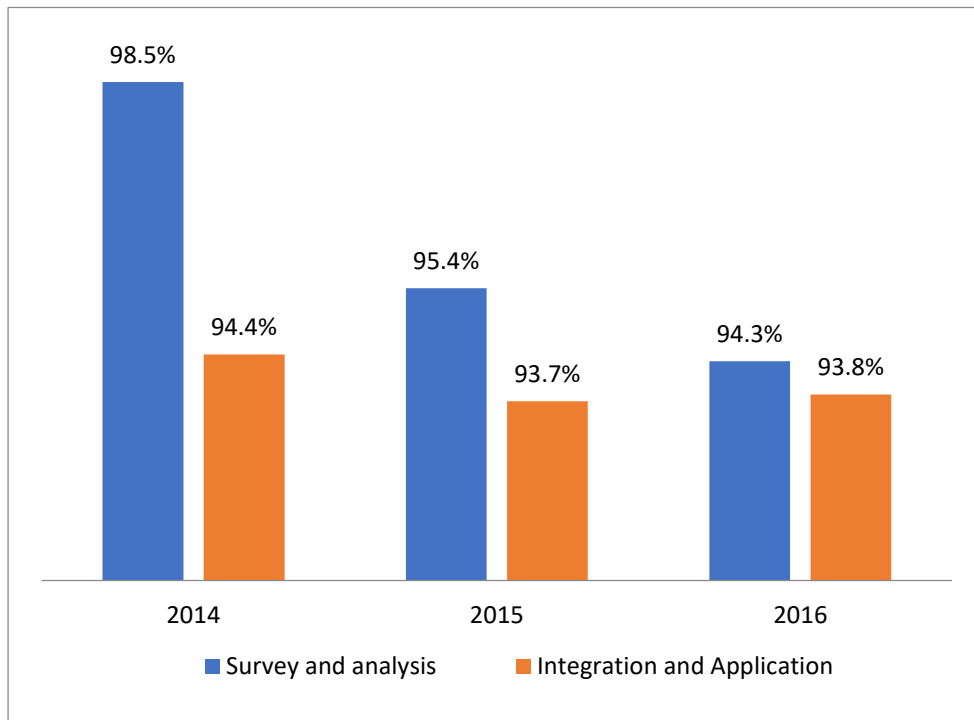
the above numbers represent the percentage of students who achieved proficiency or higher in the rubric item related to learning outcome #4

Marketing program

For the Marketing program, learning outcome #1 focuses on the ability to understand and apply the foundational business and marketing concepts and theories. This is assessed through three courses in the program: Economy, Management, and Marketing. The assessment result can be seen in figure 4.2.o.

Figure 4.2.o: Evaluation of integrated application capabilities rubric item for learning outcome #1 for the Marketing program for 2014-2016

Learning outcome #2 focused on understanding and practical application of CRM, product promotion, and market development in both domestic and international markets. This is assessed by rubrics in four course assignments: Consumer Behavior, CRM, Advertising, and Sales Management. The specific rubric item assess the ability for practical application in industry for learning outcome #2. The results show a trend around 80% (see Figure 4.2.p).

Figure 4.2.p: Evaluation learning outcome #2 for the Marketing program for 2014-2016
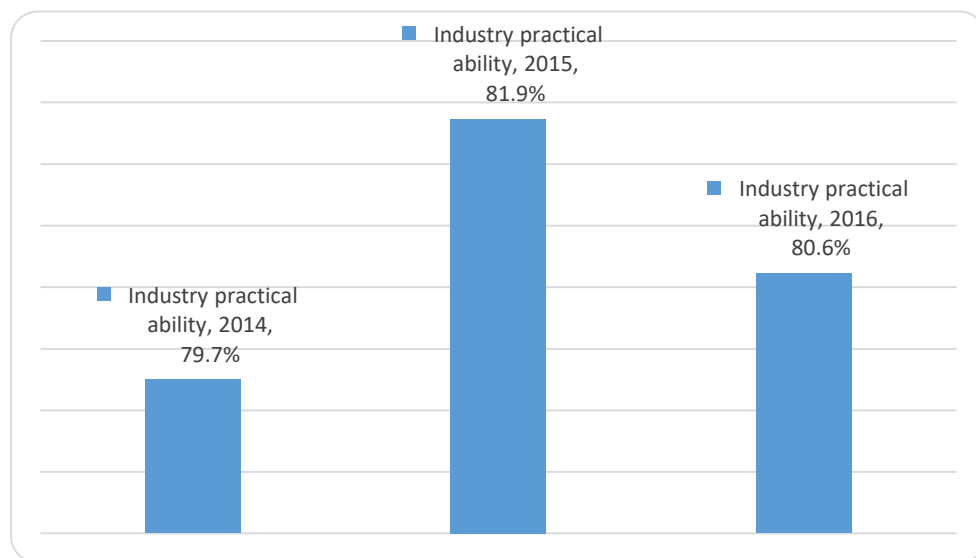
Learning outcome #3 that focus on the qualitative and quantitative analysis methods of market research. This is assessed by the course Marketing Research and the final project paper in the third year of study (See figure 4.2.q).The research and demonstration rubric item assessed learning outcome #3.
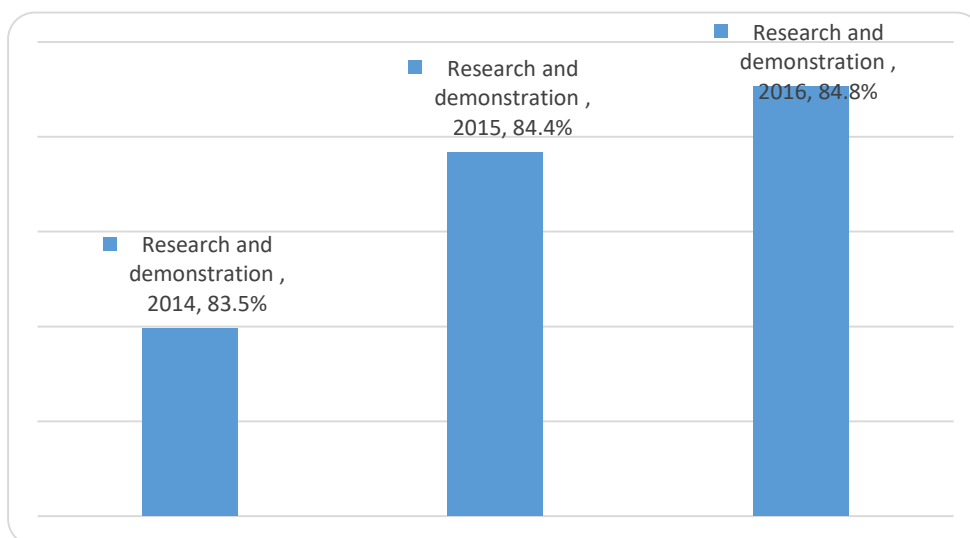
Figure 4.2.q: Evaluation for learning outcome #3 for the Marketing program for 2014-2016
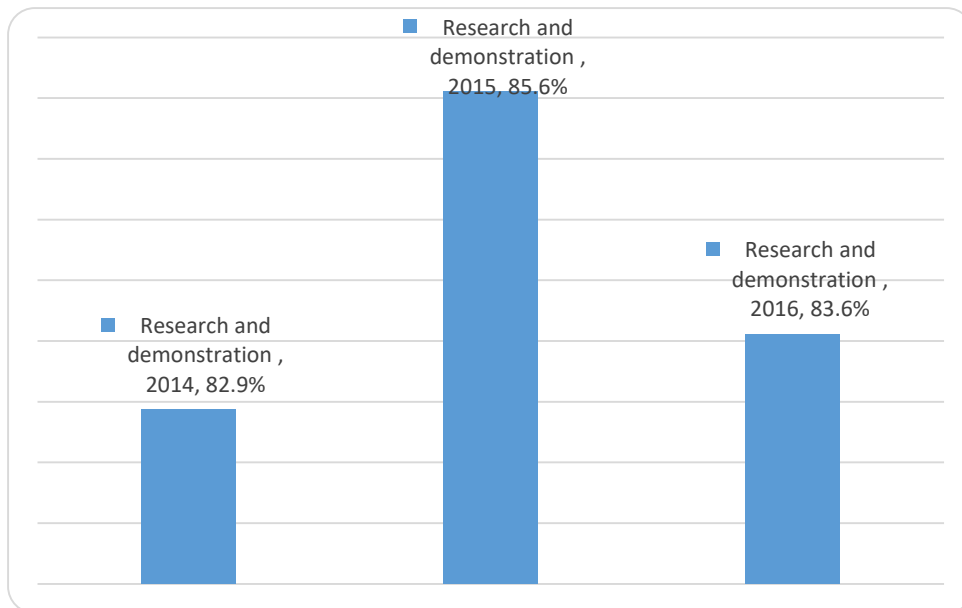
the above numbers represent the percentage of students who achieved proficiency or higher in the project rubric item related to learning outcome #3

Learning outcome #4 focused on students' ability to demonstrate business ethic literacy and communication skill in the globalization environment. This is assessed by rubrics in four course assignments: Business, Ethics, Business Negotiation, International Marketing. The critical thinking rubric item assessed learning outcome #4. The results illustrate a steady improve over 2014-2016 (see figure 4.2.r).

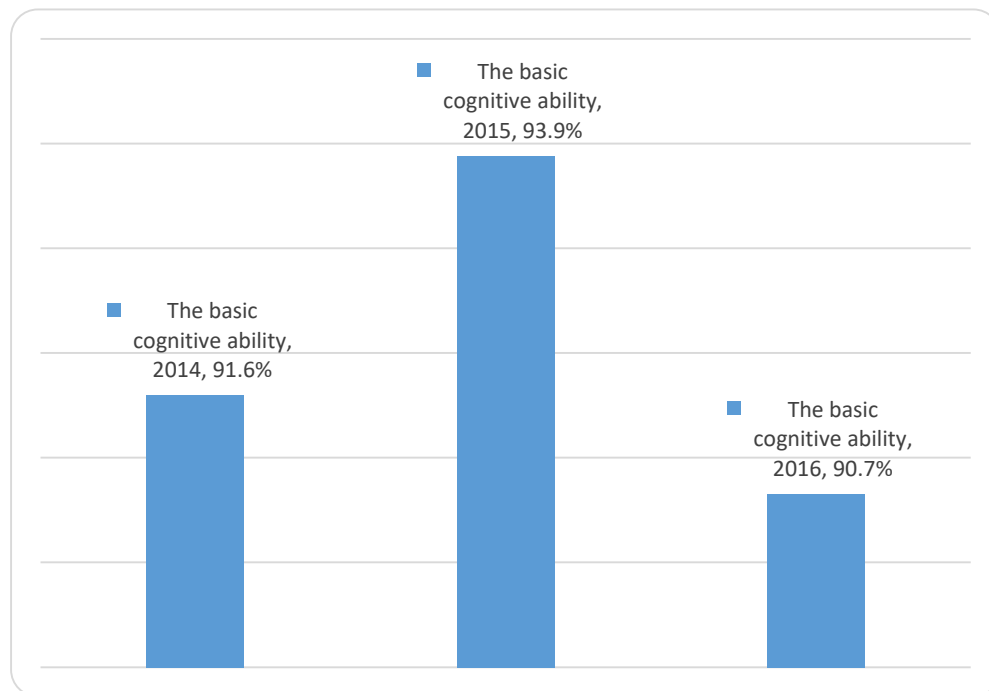Figure 4.2.r: Evaluation for learning outcome #4 for the Marketing program for 2014-2016

the above numbers represent the percentage of students who achieved proficiency or higher in the project rubric item related to learning outcome #4

Business Administration program

For the Business Administration program, learning outcome #1 foundational business, economics and management theories and concepts. This is assessed through five course assignments: principle of management, strategy management, marketing, organization behavior, and circulation economics. The results of this assessment are shown in figure 4.2.s.
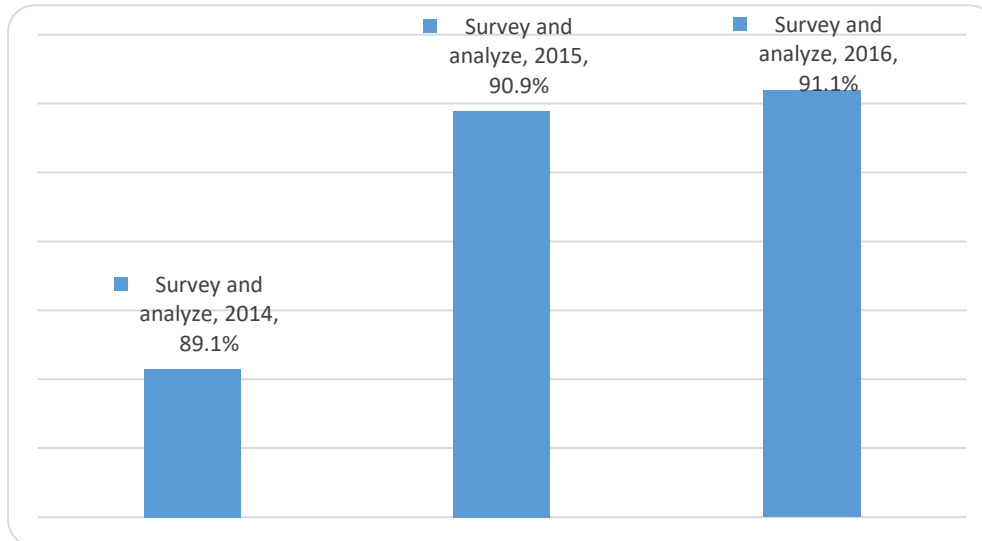
Figure 4.2.s: Evaluation for learning outcome #1 for the Business Administration program for 2014-2016

the above numbers represent the percentage of students who achieved proficiency or higher in the project rubric item related to learning outcome #1

Learning outcome #2 focuses on the internal and external retail business environment analysis methods, market research methods and retail industry policy. This is assessed through assignments in five courses: Retailing Information Management, Retailing Operation Management, Franchise Management, Circulation Economics, and Markets Research and Forecast. The survey and analysis rubric item that assessed learning outcome #2. The results illustrate a positive trend (see figure 4.2.t).
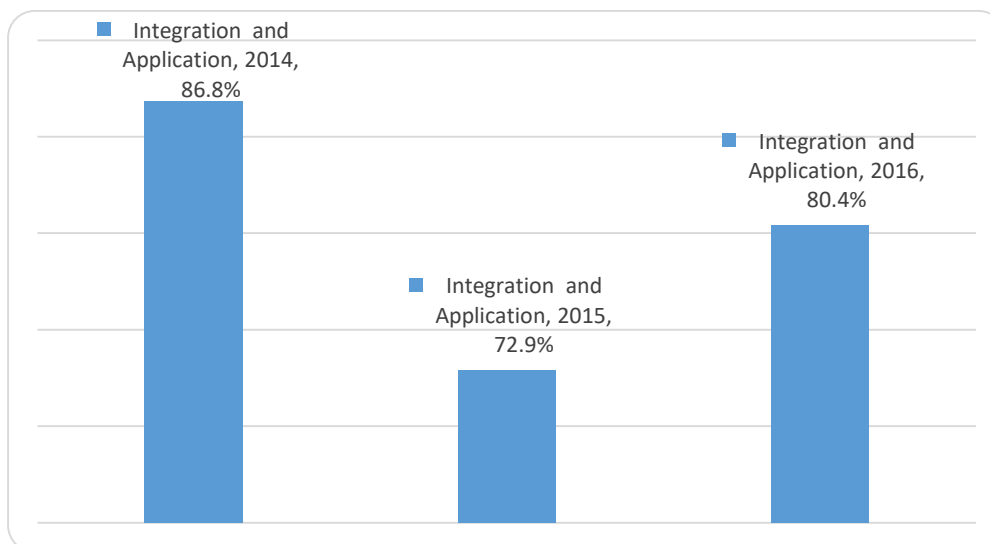
Figure 4.2.t: Evaluation for learning outcome #2 for the Business Administration program for 2014-2016

the above numbers represent the percentage of students who achieved proficiency or higher in the rubric item related to learning outcome #2

Learning outcome #3 focuses on the ability to analyze and solve the retail business operations management. This is assessed by assignments in assignments in 3 courses, a project paper and an internship. The three courses are Principle of Retailing, Category Management, and Retailing Enterprise Layout and Planning. The integration and application rubric item assessed the learning outcome #2. The results show a some challenges in 2015 and improvement in 2016 (see Figure 4.2.u).
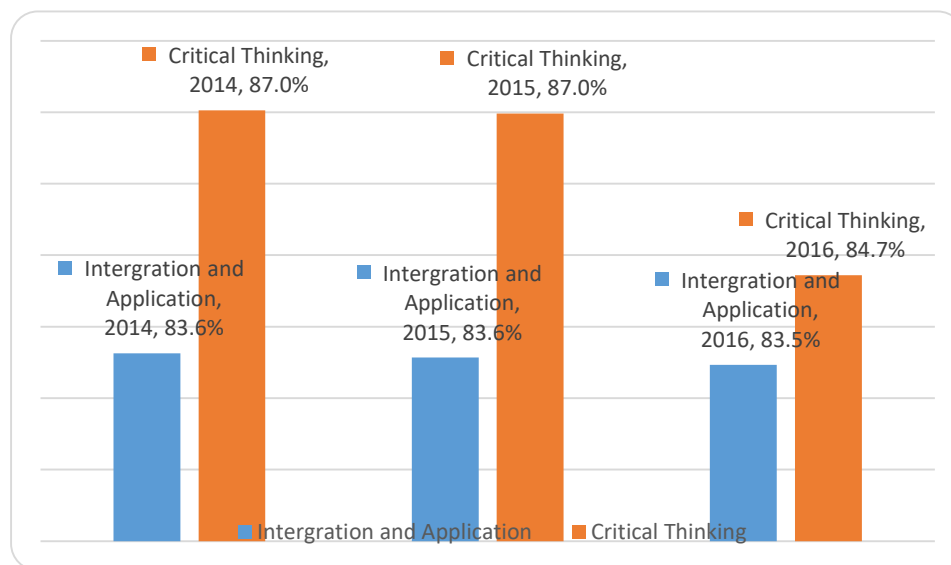
Figure 4.2.u: Evaluation for learning outcome #3 for the Business Administration program for 2014-2016

the above numbers represent the percentage of students who achieved proficiency or higher in the rubric item related to learning outcome #3

Learning outcome #4 focuses on strong analysis, critical thinking, and communication skills including English. This is assessed by rubrics in assignments for two courses, an internship and final dissertation. The two courses are human resource management and consumer behavior. The rubric items critical thinking and Integration and application assesses the first part of learning outcome #4. The trends show a steady performance for integration and application while critical thinking had a slight negative trend in 2016 (see Figure 4.2.v).

Figure 4.2.v: Evaluation for strong analysis, critical thinking part of learning outcome #4 for the Business Administration program for 2014-2016
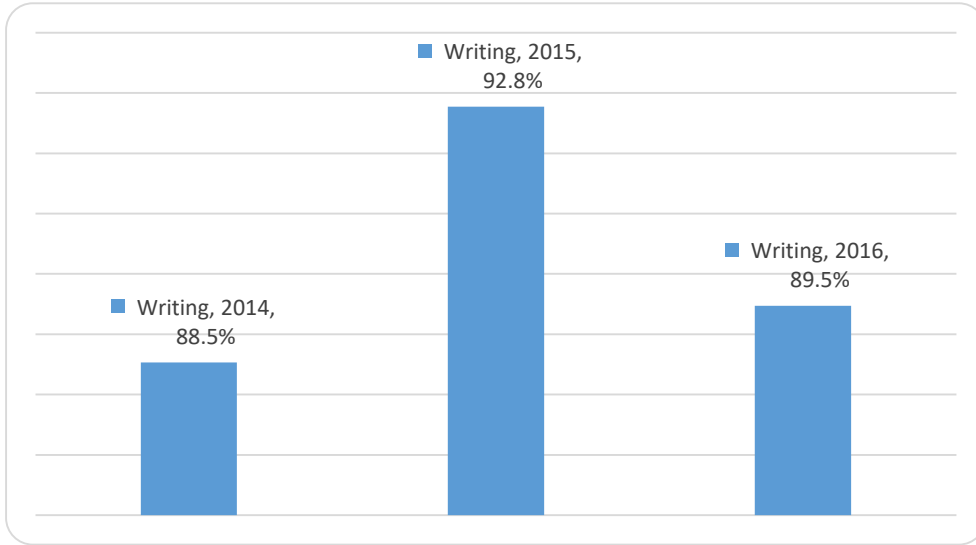

the above numbers represent the percentage of students who achieved proficiency or higher in the rubric item related to learning outcome #4

The rubric item for writing assesses the communication part of learning outcome #4 (See Figure 4.2.w).

Figure 4.2.w: Evaluation for the communication part of learning outcome #4 for the Business Administration program for 2014-2016

the above numbers represent the percentage of students who achieved proficiency or higher in the rubric item related to learning outcome #4