

Degree Program Student Learning Report

Revised November 2019

Department of Business

MBA Business Administration

For 2022-2023 Academic Year

PART 1

Degree Program Mission and Student Learning Outcomes

A. State the school, department, and degree program missions.

University Mission	School Mission	Department Mission	Degree Program Mission
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.	The mission of the School of Professional Studies (SPS) is to develop students' skills and knowledge so they can successfully perform in their professional career of choice, and to prepare them to be lifelong learners in a diverse society. This is accomplished in a positive academic climate which is supported by academic and intellectual freedom, and faculty who are dedicated to a quality educational experience. Curricula for the associate, bachelors, and graduate degrees are developed by expert faculty who are dedicated to excellence in teaching, research, and university service. The	The mission of the Department of Business is to provide quality programs to support the School of Professional Studies' mission to prepare students to achieve professional and personal goals in the dynamic local and global communities.	The MBA is designed to assist students to meet their primary professional and personal goals, including graduating with sufficient competitive skills and knowledge to obtain meaningful employment and facilitate reasonable career advancement in all areas of business.

University Mission	School Mission	Department Mission	Degree Program Mission
	programs in the SPS are dynamic, and foster student achievement of their personal and professional goals reflective of their field of study. Innovative teaching strategies are used across diverse educational platforms to facilitate student learning outcomes.		

B. Align school purposes, department purposes, and program student learning outcomes with their appropriate University commitments.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.	The SPS provides this support by providing two-year and four-year educational opportunities in business, sport management, technology, justice studies, and nursing.	Offer a graduate program that encourages critical thinking in business and exceptional written and oral communication for business practices.	Revised SLO #1: Formulate appropriate solutions and strategies for business scenarios. Revised SLO #3: Construct analyses and solutions applicable to specialized business problems.
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.	The SPS accomplishes its mission through traditional and innovative learning opportunities including one graduate program, nine bachelor's programs, and seven associate degrees	Provide the student with an advanced education in business. This will allow the student to find upper-level employment in management, accounting, human resource management, and marketing. This is accomplished through innovative teaching practices in a safe learning environment that promotes tolerance for diverse perspectives in culture and society.	Revised SLO #2: Weigh alternative positions to promote effective team outcomes.
To provide a general liberal arts education that supports specialized academic programs and prepares	Students have obtained a liberal arts foundation in their respective baccalaureate programs. This	Facilitate students' willingness to expand their knowledge into a graduate program. Help students	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
students for lifelong learning and service in a diverse society.	graduate degree is taught with a highly specialized focus in the business field.	utilize research to stay current on business practices so that students truly become lifelong learners that flourish in a diverse society.	
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.		Have a diverse faculty that is committed to academic excellence so that students receive the most current information in their academic pursuits.	
To provide university-wide student services, activities and resources that complement academic programs.			
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.			
To promote and encourage student, faculty, staff, and community interaction in a positive academic climate that creates opportunities for cultural, intellectual, and personal enrichment for the University and the communities it serves.		To provide business graduates that meet the needs of the local community, state, and national businesses that might benefit from the student's education in this program.	New SLO #4: Appraise their MBA experience as valuable for career preparation.

PART 2

Revisit Proposed Changes Made in Previous Assessment Cycle

Revisit each instructional/assessment change proposed in Part 5 of the degree program SLR for the preceding year. Indicate whether the proposed change was implemented and comment accordingly. Any changes the department implemented for this academic year, but which were not specifically proposed in the preceding report, should also be reported and discussed here. Please note if no changes were either proposed or implemented or this academic year.

Proposed Change	Implemented? (Y/N)	Comments
Additional assessment measures will be considered.	Y	Given the current rotation of MBA option area courses, years would have occurred where no assessment measure is captured relative to a degree option. Adopting an additional measure in each option allows at least one assessment measure to be captured each year for each option. Assessment measure 1H was changed from a pre-test/post-test to a rubric graded term project as a better measure for a graduate course. The benchmark for assessment 3B was changed from 80 percent to 60 percent, reflecting the difficulty level of the course involved.

PART 3

Response to University Assessment Committee Peer Review

The University Assessment Committee provides written feedback on departmental assessment plans through a regular peer review process. This faculty-led oversight is integral to RSU's commitment to the continuous improvement of student learning and institutional effectiveness. UAC recommendations are not compulsory, and departments may implement them at their discretion. Nevertheless, respond below to each UAC recommendations from last year's peer review report. Indicate whether the recommendation was implemented and comment accordingly. Please indicate either if the UAC had no recommendations or if the program was not subject to review in the previous cycle.

Peer Review Feedback	Implemented (Y/N)	Comments
The MBA program was not subject to peer review in the immediately preceding year. As reported in the 2021-2022 SLR, all recommendations for the UAC peer review committee were implemented in that year.		

PART 4
Evidence of Student Learning

A. Student Learning Outcome											
SLO #1: Formulate appropriate solutions and strategies for business scenarios.											
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results						G. Standard Met (Y/N)	
1A. Rubric-graded business plan in MGMT 5313: Business Strategy.	1A. Eighty percent of students will score B (80%) or better.	1A. Required of all MBA students. Serves as the program's capstone project.	1A. n = 26	1A. 100 percent of students met the standard.						1A. Y	
				n	A	B	C	D	F		
				Summer	0	0	0	0	0		
				Fall	12	12	0	0	0		
				Spring	14	13	1	0	0		
				Totals	26	25	1	0	0		
Percentages		96.2%	3.8%	0.0%	0.0%	0.0%					
1B. Rubric-graded leadership presentation in MGMT 5133: Organizational Behavior.	1B. Eighty percent of students will earn B (80%) or better.	1B. Core course required of all MBA students	1B. n = 43	1B. 100 percent of students met the standard.						1B. Y	
				n	A	B	C	D	F		
				Summer	-	-	-	-	-		
				Fall	-	-	-	-	-		
				Spring	43	36	7	-	-		
				Totals	43	36	7	-	-		
Percentages		83.7%	16.3%	0.0%	0.0%	0.0%					
1C. Combined midterm and final examinations in ACCT 5113: Accounting for Management	1C. 50 percent of students will score B (i.e., 80%) or better.	1C. Core course required of all MBA students.	1C. n = 13	1C. 61.5 percent of students met the standard.						1C. Y	
				n	A	B	C	D	F		
				Summer	13	5	3	2	1		2
				Fall	-	-	-	-	-		-
				Spring	-	-	-	-	-		-
				Totals	13	5	3	2	1		2
Percentages		38.5%	23.1%	15.4%	7.7%	15.4%					

A.
Student Learning Outcome

SLO #1: Formulate appropriate solutions and strategies for business scenarios.										
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)					
1D: Combined midterm and final examinations in MGMT 5223: Production/Operations Management	1D. 50 percent of students will score B (i.e., 80%) or better.	1D. Core course required of all MBA students.	1D. n = 52	1D. 55.8 percent of students met the standard.		1D. Y				
				n	A	B	C	D	F	
				Summer	-	-	-	-	-	
				Fall	52	9	20	13	6	4
				Spring	-	-	-	-	-	-
Totals	52	9	20	13	6	4				
Percentages		17.3%	38.5%	25.0%	11.5%	7.7%				
1E. MGMT 5243: Enterprise Resource Management: Sales and Distribution Exercises and Case Study using SAP HANA/S4 provided by the SAP University Alliance Business Integration curriculum.	1E. 80 percent of students will score B (i.e., 80%) or better.	1E. Core course required of all MBA students.	1E. n = 42	1E. 80.9 percent of students met the standard.		1E. Y				
				n	A	B	C	D	F	
				Summer	-	-	-	-	-	
				Fall	42	30	4	2	2	4
				Spring	-	-	-	-	-	-
Totals	42	30	4	2	2	4				
Percentages		71.4%	9.5%	4.8%	4.8%	9.5%				
1F. Comprehensive final examination scores in BADM 5233: Critical Thinking and Ethics	1F. 80 percent of students will score B (i.e., 80%) or better.	1F. Core course required of all MBA students. This course was not offered during the report period.	1F. n = 0	1F. No Results		1F. N/A				
				n	A	B	C	D	F	
				Summer	-	-	-	-	-	
				Fall	-	-	-	-	-	
				Spring	-	-	-	-	-	
Totals	-	-	-	-	-	-				
Percentages										

A. Student Learning Outcome										
SLO #1: Formulate appropriate solutions and strategies for business scenarios.										
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results			G. Standard Met (Y/N)			
1G. Combined mid-term and final examination scores in ECON 5123: Managerial Economics	1G. 70 percent of students will score B (i.e., 80%) or better.	1G. Core course required of all MBA students.	1G. n = 41	1G. 82.9 percent of students met the standard.				1G. Y		
				n	A	B	C	D	F	
				Summer	-	-	-	-	-	
				Fall	-	-	-	-	-	
				Spring	41	17	17	6	1	-
				Totals	41	17	17	6	1	-
Percentages		41.5%	41.5%	14.6%	2.4%	0.0%				
1H. Rubric-graded term project in MKTG 5143: Strategic Global Marketing	1H. 80 percent of students will score B (i.e., 80%) or better.	1H. Core course required of all MBA students.	1H. n = 57	1H. 80.7 percent of students met the standard.				1H. Y		
				n	A	B	C	D	F	
				Summer	-	-	-	-	-	
				Fall	57	33	13	6	3	2
				Spring	-	-	-	-	-	-
				Totals	57	33	13	6	3	2
Percentages		57.9%	22.8%	10.5%	5.3%	3.5%				
1I. Combined midterm and final examinations in FINA 5133: Financial Management	1I. 80 percent of students will score B (i.e., 80%) or better.	1I. Core course required of all MBA students	1I. n = 51	1I. 94.1 percent of students met the standard.				1I. Y		
				n	A	B	C	D	F	
				Summer	-	-	-	-	-	
				Fall	-	-	-	-	-	
				Spring	51	37	11	-	2	1
				Totals	51	37	11	-	2	1
Percentages		72.5%	21.6%	0.0%	3.9%	2.0%				
H.										

A. Student Learning Outcome						
SLO #1: Formulate appropriate solutions and strategies for business scenarios.						
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)	
Conclusions						
1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes 2. Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? The results are consistent. Eight of the nine standards were met, and one did not have results since the course was not offered during the report period. 3. What are the most valuable insights gained from the assessment results? Overall, a high level of quality of course design and instructional delivery are evident. Students appear to be acquiring the knowledge, skills and abilities expected for a graduate business program. 4. What strengths and weaknesses in student learning do the results indicate? Overall, the results provide strong indications that substantial learning is taking place within the MBA core. The performance standards for assessments 1C and 1D are set lower, reflecting the more quantitative nature of these courses. 5. What implications are there for enhancing teaching and learning? An appropriate level of rigor is being maintained across the MBA core. However, each MBA core course needs to be continually refined to promote effective learning in an online environment. 6. How can the assessment process be improved? Each performance measure needs to be reviewed annually to assure that it is an appropriate reflection of the learning that is expected to occur in each of the program's core courses.						

A. Student Learning Outcome										
SLO #2: Weigh alternative positions to promote effective team outcomes.										
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results			G. Standard Met (Y/N)			
2A. Rubric-graded presentation of business plan in MGMT 5313: Business Strategy.	2A. Eighty percent of students will score B (80%) or better.	2A. Core course required for all MBA students.	2A. n = 26	2A. 100 percent of students met the standard.				2A. Y		
				n	A	B	C		D	F
				Summer	0	0	0		0	0
				Fall	12	12	0		0	0
				Spring	14	14	0		0	0
				Totals	26	26	0		0	0
Percentages		100.0%	0.0%	0.0%	0.0%	0.0%				
2B. Rubric-graded group cases (with presentations) in ACCT 5113: Accounting for Managers	2B. Eighty percent of students will score B (80%) or better.	2B. Core course required for all MBA students.	2B. n = 13	2B. 100 percent of students met the standard.				2B. Y		
				n	A	B	C		D	F
				Summer	13	6	7		-	-
				Fall	-	-	-		-	-
				Spring	-	-	-		-	-
				Totals	13	6	7		-	-
Percentages		46.2%	53.8%	0.0%	0.0%	0.0%				
H. Conclusions										
1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes. The additional comments presented below are carried forward from the prior year's report, but are still applicable.										
2. Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? The pattern is consistent as both standards were met.										

A. Student Learning Outcome						
SLO #2:	Weigh alternative positions to promote effective team outcomes.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)	
3. What are the most valuable insights gained from the assessment results? The MBA students demonstrate an ability to collaborate to produce effective outcomes. 4. What strengths and weaknesses in student learning do the results indicate? Students appear to be able to work together to apply the knowledge imparted in the program. a. The business plan assignment of MGMT 5313 is implemented as a group project with instructor assignment of group membership based on undergraduate degree emphasis and occupational skills. The project requires a variety of group interaction skills including project management and conflict resolution. Students also have to learn to interact in online environment. The results indicate that the learning outcome is being achieved. b. The group assignments in ACCT 5113 require students to use a range of knowledge and skills to not only develop solutions to a set of real-world cases, but to also communicate their solutions in an effective manner through a video presentation. The results indicate that the learning outcome is being achieved. 5. What implications are there for enhancing teaching and learning? Collaborative assignments are valuable for building key organization and leadership skills that are valued in businesses. The representation of collaborative assignments across the MBA core needs to be increased. 6. How can the assessment process be improved? In MGMT 5313, the business plan presentations could be critiqued by managers from businesses that are recognized as RSU constituents. This would have the benefit of providing students with a range of perspectives and feedback concerning the business plans developed. It would also have the valuable benefit of promoting RSU's MBA students to these constituent organizations for possible hiring.						

A. Student Learning Outcome											
SLO #3: Construct analyses and solutions applicable to specialized business problems.											
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results		G. Standard Met (Y/N)					
3A. Rubric-graded term paper in MGMT 5143: Supply Chain Management and/or a comprehensive final exam in MGMT 5233: Entrepreneurship/New Venture Initiation	3A. Eighty percent of students will earn a B or better.	3A. Results for all students enrolled in MGMT 5233 were included.	3A. n = 21	3A. 85.7 percent of students met the standard.			3A. Y				
				n	A	B		C	D	F	
				Summer	-	-		-	-	-	
				Fall	-	-		-	-	-	
				Spring	21	12		6	2	1	-
				Totals	21	2		6	2	1	-
Percentages		57.1%	28.6%	9.5%	4.8%	0.0%					
3B. Rubric-graded analysis projects in ACCT 5213: Financial Statement Analysis and/or Rubric-graded analysis projects in ACCT 5233: Accounting & Financial Analytics	3B. Sixty percent of students will earn a B or better.	3B. All students enrolled in ACCT 5233.	3B. n = 14	3B. 64.3 percent of students met the standard.			3B. Y				
				n	A	B		C	D	F	
				Summer	-	-		-	-	-	
				Fall	-	-		-	-	-	
				Spring	14	5		4	2	2	1
				Totals	14	5		4	2	2	1
Percentages		35.7%	28.6%	14.3%	14.3%	7.1%					
3C. Combined midterm and final examinations in BADM 5143: Business Analytics I and/or rubric-graded final project in TECH 5443:	3C. Eighty percent of students will earn B or better.	3C. All students enrolled in TECH 5443.	3C. n = 7	3C. 85.7 percent of students met the standard.			3C. Y				
				n	A	B		C	D	F	
				Summer	-	-		-	-	-	
				Fall	-	-		-	-	-	
				Spring	7	5		1	1	1	-
				Totals	7	5		1	1	1	-
Percentages		71.4%	14.3%	14.3%	0.0%	0.0%					

A. Student Learning Outcome									
SLO #3: Construct analyses and solutions applicable to specialized business problems.									
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results			G. Standard Met (Y/N)		
Data & Information Management									
3D. Rubric-graded term paper in HLSC 5333: Legal Aspects of Health Care or a rubric-graded term paper in HLSC 5113: Strategic Management in Healthcare	3D. Sixty percent of students will score B or better.	3D. All students enrolled in HLSC 5113.	3D. n = 5	3D. 60 percent of students met the standard.			3D. Y		
				n	A	B	C	D	F
				Summer	-	-	-	-	-
				Fall	5	3	-	2	-
				Spring	-	-	-	-	-
				Totals	5	3	-	2	-
				Percentages	60.0%	0.0%	0.0%	40.0%	0.0%
3E. Rubric-graded term project in SPMT 5523: Sport Marketing and/or combined midterm and final exams in SPMT 5543: Communication in Sport	3E. Eighty percent of students will score B or better.	3E. All students enrolled in SPMT 5543.	3E. n = 5	3E. 80 percent of students met the standard.			3E. Y		
				n	A	B	C	D	F
				Summer	-	-	-	-	-
				Fall	5	3	1	1	-
				Spring	-	-	-	-	-
				Totals	5	3	1	1	-
				Percentages	60.0%	20.0%	20.0%	0.0%	0.0%
H. Conclusions									
- Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes - Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? The results are consistent in that each performance standard was met.									

A. Student Learning Outcome					
SLO #3: Construct analyses and solutions applicable to specialized business problems.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
- What are the most valuable insights gained from the assessment results? An appropriate level of rigor is being maintained within the concentration areas represented by these courses. Some of these courses are new. Accordingly, the applicable assessment measures and performance standards will likely continue to be adjusted to enhance program improvement. - What strengths and weaknesses in student learning do the results indicate? No weaknesses are indicated. Regarding strengths: - The results of assessment measure 3A indicate that management option students can apply management concepts to develop plans for new businesses and ventures. - The results of assessment measure 3B indicate that students can apply a structured methodology to a variety of accounting and financial analysis problems and utilize cutting-edge applications (e.g., MS PowerBI, Tableau, Alteryx Designer, etc) to develop user-friendly flexible automated reports. - The results of assessment measure 3C indicate that students have learned to apply standardized principles to build normalized database tables with appropriate primary and foreign keys, appropriate relationship types among the tables, and other constraints and controls. Students have also learned to effectively query a normalized SQL database. - The results of assessment measure 3D indicate that students have learned to apply basic research methods to examine and discuss a legal issue pertinent to health care administration. - The results of assessment measure 3E indicate that students can effectively develop communication strategies for sport organizations. - What implications are there for enhancing teaching and learning? In an online learning environment, it will be particularly important for the program's concentration area courses to adapt to changes in content as well as continuing to refine course design and instructional delivery. - How can the assessment process be improved? For the program's concentration areas, additional courses will likely need to be brought into the assessment framework. This is because specific concentration area courses may not necessarily be offered every academic year.					

A. Student Learning Outcome					
SLO #4: Appraise their MBA experience as valuable for career preparation.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
4. Response to Question 7 of Graduating MBA Survey: "Please rate your satisfaction with your major department in helping you prepare for your chosen career."	4. Eighty percent of respondents will indicate that they are somewhat satisfied or very satisfied.	4. Survey was sent to the MBA graduates for the 2021-2022 academic year. Results are still outstanding.	4. Not yet available.	4. Not yet available.	4. N/A
H. Conclusions					
- Does the assessment evidence indicate the learning outcome is being satisfactorily met? N/A - Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? N/A - What are the most valuable insights gained from the assessment results? N/A - What strengths and weaknesses in student learning do the results indicate? No specific strengths or weaknesses are indicated. - What implications are there for enhancing teaching and learning? From prior year's results we discern that RSU's online MBA program imparts real value that can be further enhanced through the exploration and implementation of technology that will enhance instruction and interaction among students. - How can the assessment process be improved? Ways to increase the response rate to the Graduating MBA Survey will need to be explored. With that, the inclusion of the results of other informative questions can be included in the assessment report.					

PART 5

Proposed Instructional or Assessment Changes

Learning outcomes assessment can generate actionable evidence of student performance that can be used to improve student success and institutional effectiveness. Knowledge of student strengths and weakness gained through assessment can inform faculty efforts to improve course instruction and program curriculum. Below discuss potential changes the department is considering which are aimed at improving student learning or the assessment process. Indicate which student learning outcome(s) will be affected and provide a rationale for each proposed change. These proposals will be revisited in next assessment cycle.

Proposed Change	Applicable Learning Outcomes	Rationale and Impact
Additional assessment measures will be considered.	SLO #3	SLO #3 Since concentration courses are not offered with the same frequency as core courses, measures from additional concentration course may be needed to have reportable results for each area each year.

PART 6
Summary of Assessment Measures

- A. How many different assessment measures were used? 16
- B. List the direct measures:
- Rubric-graded Business Plan in MGMT 5313
 - Rubric-graded Leadership presentation in MGMT 5133
 - Combined midterm and final examinations in ACCT 5113
 - Combined midterm and final examinations in MGMT 5223
 - MGMT 5243: Case Study using SAP HANA/S4 provided by the SAP University Alliance Business Integration curriculum.
 - Combined midterm and final examinations in ECON 5123
 - Pre-test/Post-test in MKTG 5143: Strategic Global Marketing
 - Combined midterm and final examinations in FINA 5133: Financial Management
 - Rubric-graded presentation of business plan in MGMT 5313: Business Strategy.
 - Rubric-graded group cases (with presentations) in ACCT 5113: Accounting for Managers
 - Comprehensive final exam in MGMT 5233: Entrepreneurship/New Venture Initiation
 - Rubric-graded analysis projects in ACCT 5233: Accounting & Financial Analytics
 - Rubric-graded term project in TECH 5443: Data & Information Management
 - Rubric-graded term paper in HLSC 5333: Strategic Management in Health Care
 - Combined mid-term and final exams in SPMT 5543: Communication in Sport
- C. List the indirect measures:
- Response to Question 7 of Graduating MBA Survey (not available)

PART 7
Faculty Participation and Signatures

A. Names and signatures of all full time and adjunct faculty who contributed to this report:

Faculty Name	Assessment Role	Signature
Dr. Todd Jackson	Report writing and data collection – ACCT 5113, ACCT 5233, MGMT 5243, TECH 5443	G. Todd Jackson
Dr. Tom Gerard	Data collection – MGMT 5133	Tom Gerard
Dr. Dana Gray	Data collection – MKTG 5143	Dr Dana Gray
Dr. David Johnk	Data collection – FINA 5133 and MGMT 5223	Dr. David W. Johnk
Dr. Maryann Lamer	Data collection – MGMT 5233	Dr. Maryann Lamer
Dr. Rhona Martin	Data collection – HLSC 5113	Rhonda Martin
Dr. Brook Purdum	Data collection – MGMT 5313	Dr. Brook Purdum
Dr. Massoud Saffarian	Data collection – ECON 5123	M. Saffarian
Dr. Junmo Sung	Data collection – SPMT 5543	Junmo Sung

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Dr. Todd Jackson		6-17-2013
Dean	Dr. Susan Willis		6-13-23

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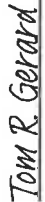
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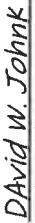
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