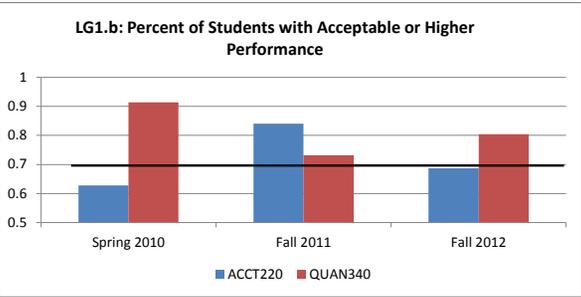


Program LO	Performance														
<p>1. Students will correctly <i>analyze</i> and <i>interpret</i> quantitative data as a basis for business decision-making.</p> <p>Measured in: ACCT220 (for ASBA and BSBA) QUAN340 (for BSBA)</p>	 <table border="1" data-bbox="926 180 1507 477"> <caption>LG1.b: Percent of Students with Acceptable or Higher Performance</caption> <thead> <tr> <th>Term</th> <th>ACCT220</th> <th>QUAN340</th> </tr> </thead> <tbody> <tr> <td>Spring 2010</td> <td>0.63</td> <td>0.91</td> </tr> <tr> <td>Fall 2011</td> <td>0.83</td> <td>0.73</td> </tr> <tr> <td>Fall 2012</td> <td>0.70</td> <td>0.80</td> </tr> </tbody> </table>			Term	ACCT220	QUAN340	Spring 2010	0.63	0.91	Fall 2011	0.83	0.73	Fall 2012	0.70	0.80
Term	ACCT220	QUAN340													
Spring 2010	0.63	0.91													
Fall 2011	0.83	0.73													
Fall 2012	0.70	0.80													
Measurement Dates	Interventions	Findings	Recommended Actions												
Fall 2012	<ul style="list-style-type: none"> QUAN340 – faculty stressed calculation and interpretation during regular lectures, held a review session prior to each exam, gave more in-class practice questions, and assigned more calculation and interpretation-related homework. ACCT220 – faculty incorporated assignments and a take-home exam that emphasized ratio calculation and interpretation 	<ul style="list-style-type: none"> ACCT220 - Faculty felt that homework was ineffective and more class-time is needed to emphasize ratio analysis. The ACCT220 assessment failed to meet expectations in two of the three years. 	<ul style="list-style-type: none"> ACCT220 - Faculty member recommends taking more time in class to discuss ratios analysis. More in-class assignments and homework on point is recommended. Emphasis on ratios on a weekly basis throughout the course is also recommended. Consider breaking up the Assessment used in ACCT220 between ratios and interpretation to allow for better assessment of the SLO's for each cycle (as the same assessment is used for 1,3, 4 and 2 and 5). 												
Fall 2011		<ul style="list-style-type: none"> In the ACCT220 courses, data were not available from one section, but sufficient total observations were available to make conclusions. In the ACCT220 measure, students performed well on interpretational essays but not well in the calculation of financial ratios. Overall performance met target levels. In the QUAN340 course, students minimally met target performance levels but nearly 27% did not show acceptable performance. 	<ul style="list-style-type: none"> Additional practice is needed in the calculation of financial ratios in ACCT220. While interpretational performance is good, students are not correctly calculating ratios at an acceptable level. Practice problems and/or homework assignments to build this practice should be developed and incorporated into all course sections. <ul style="list-style-type: none"> The Dean will e-mail faculty teaching this course of this recommendation. In QUAN340, additional practice problems with the calculation and interpretation of regression analysis results are needed. Instructors should consider additional homework, reviewed in class, and/or additional in-class problems of this nature to ensure student understanding. <ul style="list-style-type: none"> The Dean will e-mail faculty teaching this course of this recommendation 												
Spring 2010		<ul style="list-style-type: none"> The ACCT220 measures included a calculation problem and two interpretational essays. The first essay requires analysis of results to evaluate which company is the better credit risk; the second essay requires analysis of results to determine in which company to invest. Only on the second interpretational essay did students meet the target performance level. In the QUAN340 course, students met target performance levels through an embedded analytical skill and interpretation measure. 	<ul style="list-style-type: none"> Significant improvement was needed in this area, although students in this course would have been primarily second semester freshmen. Because of poor performance in this course in previous years, the accounting sequence had been shifted to the sophomore year. Therefore, measures in this course may be improved in the next cycle for this reason. <ul style="list-style-type: none"> The Dean will e-mail faculty teaching this course of this recommendation. Accounting faculty should consider the incorporation of additional practice in ratio calculations and interpretation to improve these skills. It should also be considered whether the topic measured was most appropriate for measurement. <ul style="list-style-type: none"> The Dean will e-mail faculty teaching this course of this recommendation. 												

Program LO	Performance														
<p>2. Students will <i>apply</i> the concept of elasticity of demand.</p> <p>Measured in: ECON220 (for ASBA and BSBA) MKTG300 (for BSBA)</p>	<div data-bbox="961 181 1566 516" data-label="Figure"> <table border="1"> <caption>LG2.a.i: Percent of Students with Acceptable or Higher Performance</caption> <thead> <tr> <th>Year</th> <th>ECON220</th> <th>MKTG300</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>~0.58</td> <td>~0.66</td> </tr> <tr> <td>Spring 2012</td> <td>~0.78</td> <td>~0.88</td> </tr> <tr> <td>Spring 2013</td> <td>~0.80</td> <td>~0.75</td> </tr> </tbody> </table> </div>			Year	ECON220	MKTG300	Spring 2011	~0.58	~0.66	Spring 2012	~0.78	~0.88	Spring 2013	~0.80	~0.75
Year	ECON220	MKTG300													
Spring 2011	~0.58	~0.66													
Spring 2012	~0.78	~0.88													
Spring 2013	~0.80	~0.75													
Measurement Dates	Interventions	Findings	Recommended Actions												
Spring 2013	<ul style="list-style-type: none"> ▪ MKTG300 included a lecture on the steps of pricing and Marketing Math Drill ▪ ECON220 one faculty noted that in-class problem sets helped students calculate the metric and grasp the relationships 	<ul style="list-style-type: none"> ▪ MKTG300 met expectations ▪ ECON220 students continue to meet expectations 	<ul style="list-style-type: none"> ▪ MKTG300 recommended a change in the assessment measure to take into consideration the quantitative reasoning and application of the elasticity of demand concept. ▪ ECON220 recommend more in-class problems and homework to increase student understanding 												
Spring 2012		<ul style="list-style-type: none"> ▪ Student performance met targets across all course sections and in both F2F and online sections of ECON220. With 22.3% of students overall not meeting targets, some improvement can be made. ▪ Students met target performance levels in both F2F and online sections of MKTG300. ▪ The ECON220 and MKTG300 measures are assessed through exams. 	<ul style="list-style-type: none"> ▪ Continue with previous recommended actions although some improvement in performance has been made. ▪ Faculty feedback in ECON220 indicates improvement may be made through additional in-class practice problems or homework assignments on this topic. <ul style="list-style-type: none"> ▪ The Dean will e-mail faculty teaching this course of this recommendation 												
Spring 2011		<ul style="list-style-type: none"> ▪ Data were missing for two sections of ECON220, but sufficient data were available from other sections for this measure. ▪ Target performance was not met in ECON220 indicating a lack of understanding of applications of elasticity of demand. ▪ Performance levels were also not met in measures embedded in MKTG300, although performance was better than in ECON220. 	<ul style="list-style-type: none"> ▪ Enhance coverage of elasticity concept in ECON220 with emphasis on applications. Repeat emphasis of concepts at multiple points within the course – identify appropriate places for repeated emphasis with economists. The faculty should consider development and implementation of a practice set for elasticity for this course <ul style="list-style-type: none"> ▪ The Dean will e-mail faculty teaching this course of this recommendation ▪ In both courses, emphasis should be on application of elasticity concepts rather than just calculation. It was mentioned that “elasticity” would be an appropriate topic for measurement again at the end of the program, in a manner as discussed earlier. <ul style="list-style-type: none"> ▪ The Dean will e-mail faculty teaching this course of this recommendation 												

Program LO	Performance														
<p>3. Students will <i>apply</i> the supply/demand models for the analysis of economic events.</p> <p>Measured in: ECON220 (for ASBA and BSBA)</p>	<div data-bbox="932 201 1545 509" style="text-align: center;"> <p>LG2.a.ii: Percent of Students with Acceptable or Higher Performance</p> <table border="1" style="margin: auto;"> <caption>Data for LG2.a.ii: Percent of Students with Acceptable or Higher Performance</caption> <thead> <tr> <th>Year</th> <th>ECON220</th> <th>ECON225</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>0.82</td> <td>0.35</td> </tr> <tr> <td>Spring 2012</td> <td>0.85</td> <td>0.82</td> </tr> <tr> <td>Spring 2013</td> <td>0.85</td> <td>0.85</td> </tr> </tbody> </table> </div>			Year	ECON220	ECON225	Spring 2011	0.82	0.35	Spring 2012	0.85	0.82	Spring 2013	0.85	0.85
Year	ECON220	ECON225													
Spring 2011	0.82	0.35													
Spring 2012	0.85	0.82													
Spring 2013	0.85	0.85													
Measurement Dates	Interventions	Findings	Recommended Actions												
Spring 2013	<ul style="list-style-type: none"> ▪ ECON220 none noted ▪ ECON225 none noted 	<ul style="list-style-type: none"> ▪ ECON220 students continue to meet expectations ▪ ECON225 students continue to meet expectations 	<ul style="list-style-type: none"> ▪ ECON220 recommend more in-class problems to increase student understanding 												
Spring 2012		<ul style="list-style-type: none"> ▪ Performance targets were met in both F2F and online sections of ECON220. ▪ Performance targets were also met in ECON225, although at a somewhat lower level than in ECON220. ▪ Faculty reported measures implemented in exams. 	<ul style="list-style-type: none"> ▪ Continue with implementation of recommended actions discussed in previous cycle. Ensure that sample practice set is made available for all faculty (regular and temporary) teaching these courses to ensure good performance. <ul style="list-style-type: none"> ▪ The Dean will e-mail faculty teaching this course of this recommendation ▪ Faculty self-assessment of results indicated a benefit to faculty spending more time explicitly discussing how product markets tie-in to the national economy in order to enhance student understanding. <ul style="list-style-type: none"> ▪ The Dean will e-mail faculty teaching this course of this recommendation 												
Spring 2011		<ul style="list-style-type: none"> ▪ Performance targets were met in ECON220 applications. ▪ Performance was not met in ECON225 sections. ▪ Therefore, students were able to identify correct S/D manipulations in multiple-choice format, but had significant difficulty in an applied problem. 	<ul style="list-style-type: none"> ▪ Increase use of applied situational problems using the S/D model in both ECON220 and ECON225 to ensure that students can use the model when applied to real situations. <ul style="list-style-type: none"> ▪ The Dean will e-mail faculty teaching this course of this recommendation ▪ Develop and implement S/D model practice set for both courses to be used by all faculty. <ul style="list-style-type: none"> ▪ The Dean will e-mail faculty teaching this course of this recommendation ▪ The solution to question #5 in the ECON225 measure was incorrectly specified; that question should be deleted without loss of quality for the measure. There may be some confusion in the wording of question #1 on this same measure and a correction will be made before the next implementation. 												

Program LO	Performance										
<p>4. Students will <i>apply</i> the concept of time value of money and <i>explain</i> the concept of present value to business applications.</p> <p>Measured in: FIN300 (for ASBA thru 2012)</p>	<div data-bbox="968 180 1577 516" style="text-align: center;"> <p>LG2.b.i: Percent of Students with Acceptable or Higher Performance</p> <table border="1" style="margin: 10px auto;"> <caption>Performance Data for FIN300</caption> <thead> <tr> <th>Measurement Date</th> <th>Percent of Students with Acceptable or Higher Performance</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>0.0</td> </tr> <tr> <td>Spring 2012</td> <td>0.8</td> </tr> <tr> <td>Spring 2013</td> <td>0.6</td> </tr> </tbody> </table> </div>			Measurement Date	Percent of Students with Acceptable or Higher Performance	Spring 2011	0.0	Spring 2012	0.8	Spring 2013	0.6
Measurement Date	Percent of Students with Acceptable or Higher Performance										
Spring 2011	0.0										
Spring 2012	0.8										
Spring 2013	0.6										
Measurement Dates	Interventions	Findings	Recommended Actions								
Spring 2013	<ul style="list-style-type: none"> ▪ None Noted 	<ul style="list-style-type: none"> ▪ Students did not meet the target 	<ul style="list-style-type: none"> ▪ FIN300 faculty should discuss best practices for presenting time-value of money and testing the same. discussion should include faculty in ACCT220 where the concept is also introduced. Given the high level of expectation (that students should "apply" and "explain"), case studies or other in-class and homework assignments might be good options. Assessment in ACCT220 appears to be warranted (particularly for ASBA program) 								
Spring 2012		<ul style="list-style-type: none"> ▪ Performance was measured in all section of FIN300 where students met target. ▪ The faculty report that the measure was implemented through an exam. 	<ul style="list-style-type: none"> ▪ While performance is above the acceptable level additional exercises should optionally be considered by faculty in the area of time value of money and present valuation to enhance student performance and understanding. 								
Spring 2011		<ul style="list-style-type: none"> ▪ Data were not measured in spring 2011. 	<ul style="list-style-type: none"> ▪ This learning objective will be measured in spring 2012 and repeated in the next cycle to determine student understanding. 								

Program LO	Performance														
<p>5. Students will <i>interpret</i> the meaning of the four basic financial reports, which include the income statement, balance sheet, statement of cash flows, and the statement of stockholders' equity.</p> <p>Measured in: ACCT220 (for ASBA and BSBA)</p>	<div data-bbox="942 188 1562 500" style="text-align: center;"> <p>LG2.b.ii: Percent of Students with Acceptable or Higher Performance</p> <table border="1" style="margin: 0 auto;"> <caption>Data for LG2.b.ii: Percent of Students with Acceptable or Higher Performance</caption> <thead> <tr> <th>Year</th> <th>ACCT220</th> <th>FIN300</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>0.95</td> <td>0.95</td> </tr> <tr> <td>Spring 2012</td> <td>0.92</td> <td>0.75</td> </tr> <tr> <td>Spring 2013</td> <td>0.88</td> <td>0.81</td> </tr> </tbody> </table> </div>			Year	ACCT220	FIN300	Spring 2011	0.95	0.95	Spring 2012	0.92	0.75	Spring 2013	0.88	0.81
Year	ACCT220	FIN300													
Spring 2011	0.95	0.95													
Spring 2012	0.92	0.75													
Spring 2013	0.88	0.81													
Measurement Dates	Interventions	Findings	Recommended Actions												
Spring 2013	<ul style="list-style-type: none"> ▪ ACCT220 none noted 	<ul style="list-style-type: none"> ▪ ACCT220 met expectations ▪ FIN300 met expectations 	<ul style="list-style-type: none"> ▪ ACCT220 should continue prior methods and consider increasing the benchmark ▪ FIN300 faculty continue prior methods and consider increasing the benchmark 												
Spring 2012		<ul style="list-style-type: none"> ▪ Performance continues to meet targets in ACCT220 with less than 10% not performing at an acceptable level. ▪ Performance in FIN300 met target but at a low level. ▪ The faculty report that the measure was implemented through an exam. 	<ul style="list-style-type: none"> ▪ While no action is needed at this time in ACCT220, additional practice is warranted in FIN300. Per faculty input on review of the assessment results, this may include a homework assignment near the beginning of the semester to review the topic from ACCT220 and/or additional interactive discussion in the class regarding interpretation of sample financial statements, where appropriate. 												
Spring 2011		<ul style="list-style-type: none"> ▪ Performance exceeded expectations in applications embedded in ACCT220; only 6.5% did not meet expectations. The measures were reviewed and found to be good. ▪ Measures were not available from FIN300 for this learning objective in spring 2011. 	<ul style="list-style-type: none"> ▪ No action is required at this time as students appear to be able to interpret results from these statements at least in ACCT220. ▪ Future measurement in FIN300 will be needed to confirm retention of these concepts in a later course. 												

Program LO	Performance										
<p>6. Students will <i>describe</i> the concept of organizational structure, teamwork and communication.</p> <p>Measured in: MGMT300 (for ASBA thru 2012 and BSBA)</p>	<div data-bbox="953 186 1570 472" style="text-align: center;"> <p>LG2.c.i: Percent of Students with Acceptable or Higher Performance</p> <table border="1" style="margin: 10px auto;"> <caption>Performance Data from Chart</caption> <thead> <tr> <th>Year</th> <th>MGMT300 Performance (%)</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>~0.82</td> </tr> <tr> <td>Spring 2012</td> <td>~0.80</td> </tr> <tr> <td>Spring 2013</td> <td>~0.62</td> </tr> </tbody> </table> </div>			Year	MGMT300 Performance (%)	Spring 2011	~0.82	Spring 2012	~0.80	Spring 2013	~0.62
Year	MGMT300 Performance (%)										
Spring 2011	~0.82										
Spring 2012	~0.80										
Spring 2013	~0.62										
Measurement Dates		Findings	Recommended Actions								
Spring 2013	<ul style="list-style-type: none"> ▪ MGMT300 provided no specific intervention 	<ul style="list-style-type: none"> ▪ MGMT300 fell in the current year in meeting the expectations 	<ul style="list-style-type: none"> ▪ MGMT300 was taught by a temporary faculty in spring 2013. Continued mentoring of temporary faculty is necessary to ensure that proper material coverage occurs 								
Spring 2012		<ul style="list-style-type: none"> ▪ Data were collected in all sections of MGMT300 and performance targets were met for this LG. ▪ Faculty report that the assessment was implemented as part of a comprehensive final examination. 	<ul style="list-style-type: none"> ▪ No action is needed at this time. ▪ The OAC should consider development of a supplemental measure for the ETS-MFT or for an exam of a sample of graduating seniors. 								
Spring 2011		<ul style="list-style-type: none"> ▪ Data were collected only in the online section of MGMT300, where performance targets were met. The sample included 12 observations. ▪ One faculty member employed incorrect measures during this semester, resulting in the missing observations. ▪ Results will be reinforced and verified through an additional round of data collection in spring 2012. 	<ul style="list-style-type: none"> ▪ No action is necessary at this time. ▪ Performance on this learning objective will be monitored with the next measurement implementation. 								

Program LO	Performance										
<p>7. Students will <i>examine</i> how each of the 4 Ps (Product, Price, Promotion and Place), collectively and individually, is used to meet marketing's goals.</p> <p>Measured in: MKTG300 (for ASBA thru 2012 and BSBA)</p>	<div data-bbox="951 191 1560 505" style="text-align: center;"> <p>LG2.d.i: Percent of Students with Acceptable or Higher Performance</p> <table border="1" style="margin: 10px auto;"> <caption>Performance Data from Chart</caption> <thead> <tr> <th>Year</th> <th>Percent of Students</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>0.85</td> </tr> <tr> <td>Spring 2012</td> <td>0.95</td> </tr> <tr> <td>Spring 2013</td> <td>0.78</td> </tr> </tbody> </table> </div>			Year	Percent of Students	Spring 2011	0.85	Spring 2012	0.95	Spring 2013	0.78
Year	Percent of Students										
Spring 2011	0.85										
Spring 2012	0.95										
Spring 2013	0.78										
Measurement Dates	Interventions	Findings	Recommended Actions								
Spring 2013	<ul style="list-style-type: none"> ▪ MKTG300 included a lecture on Marketing Strategies and the Marketing Plan 	<ul style="list-style-type: none"> ▪ MKTG300 continues to meet expectations 	<ul style="list-style-type: none"> ▪ MKTG300 recommended a change to the assessment to better assess the student's knowledge. 								
Spring 2012		<ul style="list-style-type: none"> ▪ Performance targets were met in both F2F and online sections of MKTG300. ▪ Faculty report that the assessment was implemented as part of an exam. 	<ul style="list-style-type: none"> ▪ No action is warranted at this time in terms of student learning of the concepts. ▪ An additional measure of this LG will need to be developed for inclusion on the ETS-MFT or as an essay for a sample of graduating seniors. 								
Spring 2011		<ul style="list-style-type: none"> ▪ Performance targets were met for this learning objective, with just 15% of students not meeting target. 	<ul style="list-style-type: none"> ▪ No action is necessary at this time. 								

Program LO	Performance														
<p>8. Students will <i>produce</i> reports and business correspondence of professional quality.</p> <p>Measured in: BUAD260 (for ASBA and BSBA)</p>	<div data-bbox="953 191 1562 526" style="text-align: center;"> <p>LG 3.c: Percent of Students with Acceptable or Higher Performance</p> <table border="1" style="margin: 0 auto;"> <caption>Data for LG 3.c: Percent of Students with Acceptable or Higher Performance</caption> <thead> <tr> <th>Measurement Date</th> <th>BUAD260</th> <th>FIN300</th> </tr> </thead> <tbody> <tr> <td>Spring 2010</td> <td>0.88</td> <td>0.89</td> </tr> <tr> <td>Fall 2011</td> <td>0.89</td> <td>0.96</td> </tr> <tr> <td>Fall 2012</td> <td>0.87</td> <td>0.96</td> </tr> </tbody> </table> </div>			Measurement Date	BUAD260	FIN300	Spring 2010	0.88	0.89	Fall 2011	0.89	0.96	Fall 2012	0.87	0.96
Measurement Date	BUAD260	FIN300													
Spring 2010	0.88	0.89													
Fall 2011	0.89	0.96													
Fall 2012	0.87	0.96													
Measurement Dates	Interventions	Findings	Recommended Actions												
Fall 2012	<ul style="list-style-type: none"> ▪ None Noted 	<ul style="list-style-type: none"> ▪ BUAD260 and FIN300 continue to exceed expectations 	<ul style="list-style-type: none"> ▪ Assessment appears to continue to be appropriate for the objective ▪ Consider raising the benchmark or increasing rigor of the assessment in the future. 												
Fall 2011		<ul style="list-style-type: none"> ▪ Performance targets were met in BUAD260 with just 11% of students not performing at an acceptable level. ▪ Performance targets were met in both F2F and online sections of FIN300, where students developed an essay as part of a ratio analysis. Only 4% of students overall did not meet target levels. 	<ul style="list-style-type: none"> ▪ No action is needed at this time with respect to this LG. 												
Spring 2010		<ul style="list-style-type: none"> ▪ As noted elsewhere, data were incomplete for measurements taken in FIN300, but the results from one section of the course showed the target performance level to have been met. ▪ For BUAD260, a written business report was assessed using a rubric considering writing mechanics and presentation. Target performance was met. 	<ul style="list-style-type: none"> ▪ No action is needed at this time and it is assumed that performance should remain favorable with the Business English course now required for all BSBA students. 												

Program LO	Performance														
<p>10. Students will <i>identify</i> the difference between legal and ethical decision-making.</p> <p>Measured in: BUAD260 (for ASBA and BSBA) MKTG300 (for BSBA)</p>	<div data-bbox="976 178 1591 511" style="text-align: center;"> <p>LG5.c: Percent of Students with Acceptable or Higher Performance</p> <table border="1" style="margin: 10px auto;"> <caption>Performance Data from Chart</caption> <thead> <tr> <th>Year</th> <th>BUAD260</th> <th>MKTG300</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>0.00</td> <td>0.85</td> </tr> <tr> <td>Spring 2012</td> <td>0.98</td> <td>0.95</td> </tr> <tr> <td>Spring 2013</td> <td>0.98</td> <td>0.85</td> </tr> </tbody> </table> </div>			Year	BUAD260	MKTG300	Spring 2011	0.00	0.85	Spring 2012	0.98	0.95	Spring 2013	0.98	0.85
Year	BUAD260	MKTG300													
Spring 2011	0.00	0.85													
Spring 2012	0.98	0.95													
Spring 2013	0.98	0.85													
Measurement Dates	Interventions	Findings	Recommended Actions												
Spring 2013	<ul style="list-style-type: none"> ▪ None Noted 	<ul style="list-style-type: none"> ▪ Student performance fell drastically in spring 2013 	<ul style="list-style-type: none"> ▪ Assessments should continue as noted to ensure proper assessment of this LO 												
Spring 2012		<ul style="list-style-type: none"> ▪ Data for the measure in BUAD260 was not collectable from a temporary faculty member. ▪ Performance targets were met in both F2F and online sections of MKTG300. ▪ Faculty indicate that the measures in MKTG300 were embedded in an exam. 	<ul style="list-style-type: none"> ▪ No action is needed at this time, particularly with regard to MKTG300. ▪ The OAC will need to ensure that measures are forthcoming from temporary faculty assigned to teach in assessed courses. 												
Spring 2011		<ul style="list-style-type: none"> ▪ Data from BUAD260 were not available for spring 2011. ▪ The performance target was met in MKTG300. 	<ul style="list-style-type: none"> ▪ No action is needed at this time with performance well within acceptable limits in MKTG300. ▪ The findings will need to be reinforced and verified through the next measurement implementation in both courses. 												