Business Administration (MBA)

Program-183

Annual Assessment Plan

1

2 **GLO 4 - SLO 1**

Articulate how faith inspires, informs, and gives purpose and meaning to business.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
BUSA 501 -- Paper: The Purpose of Business	80% of students will demonstrate competency in integrating faith and business	
BUSA 510 -- Final Project: Business Venture	80% of students will demonstrate competency in integrating faith and business	
BUSA 590 -- Paper: Theology of Work	80% of students will demonstrate competency in integrating faith and business	

④ Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> All of the assessment data from AEFIS reflects that students met the target for everything.

⑤ Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> No action plan needed. We are having many new profs join the team for the coming year.

⑥ Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> Ensure future assessment plan target correct for 2021-2022 academic year. Gaps continue to exist on exemplary competence for faith integration.
>
> Done

3 GLO 1 - SLO 2

Integrate theories, models, and principles to effectively lead organizations in dynamic business environments.

Outcome(s)

① Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 Please Enter The Following Information Below:

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
BUSA 501 -- Presentation on Strategy & Execution	80% of students will demonstrate competency in integrating business theories, models and principles to dynamic business environments	
LEAD 515 -- Paper: The Praxis of Leadership	80% of students will demonstrate competency in integrating business theories, models and principles to dynamic business environments	
BUSA 590 -- Capstone project	80% of students will demonstrate competency in integrating business theories, models and principles to dynamic business environments	

4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> All of the assessment data from AEFIS reflects that students met the target for everything.

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> no action plan needed

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> Ensure assessment plan target correct for 2021-2022 academic year. No major actions.
> Done

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4 **GLO 2 - SLO 2**

Integrate theories, models, and principles to effectively lead organizations in dynamic business environments.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
BUSA 501 -- Presentation on Strategy & Execution	80% of students will demonstrate competency in integrating business theories, models and principles to dynamic business environments	
LEAD 515 -- Paper: The Praxis of Leadership	80% of students will demonstrate competency in integrating business theories, models and principles to dynamic business environments	
BUSA 590 -- Capstone project	80% of students will demonstrate competency in integrating business theories, models and principles to dynamic business environments	

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> All of the assessment data from AEFIS reflects that students met the target for everything.

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> No major action required.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> Ensure targets corrected for 2021-2022 academic year. No major actions at this time. Done

5 **GLO 1 - SLO 3**

Analyze problems and utilize decision-making techniques to solve complex business challenges.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
BUSA 505 -- Data Analysis Assignment	80% of students will demonstrate competency in analyzing problems and utilizing decision-making techniques to solve complex business challenges	
ACCT 501 -- Final Case Study	80% of students will demonstrate competency in analyzing problems and utilizing decision-making techniques to solve complex business challenges	
BUSA 590 -- External Employer Survey	80% of students will demonstrate competency in analyzing problems and utilizing decision-making techniques to solve complex business challenges	reviewed every 3 years
BUSA 590 -- Capstone project	80% of students will demonstrate competency in analyzing problems and utilizing decision-making techniques to solve complex business challenges	

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> All of the assessment data from AEFIS reflects that students met the target for everything except for BUSA 505, where 13/15 students met the target. We were close on BUSA 505.

5 **Action Plans -** If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> Ensure that all students in BUSA 505 are properly prepared for the course. We added a new Stats course in Canvas for students for leveling purposes. Hopefully this helps prepare students to be successful in BUSA 505.

6 **Closing the Loop -** If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> Ensure targets corrected for 2021-2022 academic year. Additional work needed to close exemplary competence gaps. Peregrine stats alternative under development to shore up leveling.
> Done

6 **GLO 3 - SLO 3**

Analyze problems and utilize decision-making techniques to solve complex business challenges.

Outcome(s)

① Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

② Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

③ **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
BUSA 505 -- Data Analysis Assignment	80% of students will demonstrate competency in analyzing problems and utilizing decision-making techniques to solve complex business challenges	
ACCT 501 -- Final Case Study	80% of students will demonstrate competency in analyzing problems and utilizing decision-making techniques to solve complex business challenges	
BUSA 590 -- External Employer Survey	80% of students will demonstrate competency in analyzing problems and utilizing decision-making techniques to solve complex business challenges	

Measures	Targets	Timeline
BUSA 590 -- Capstone project	80% of students will demonstrate competency in analyzing problems and utilizing decision-making techniques to solve complex business challenges	

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> All of the assessment data from AEFIS reflects that students met the target for everything except for BUSA 505, where 13/15 students met the target.

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> Same as above section for BUSA 505.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> Ensure targets are corrected for 2021-2022 academic year. Peregrine stats leveling alternative under development.
> Done

7 **GLO 5 - SLO 4**

Demonstrate intercultural competence, ethics, and teamwork in achieving business outcomes.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
BUSA 510 -- Team Project: Business Venture	80% of students will demonstrate competency in intercultural competence, ethics, and teamwork in achieving business outcomes	
ECON 501 -- Project: Global Market Entry	80% of students will demonstrate competency in intercultural competence, ethics, and teamwork in achieving business outcomes	

Measures	Targets	Timeline
BUSA 510 -- Peer evaluations	80% of students will demonstrate competency in intercultural competence, ethics, and teamwork in achieving business outcomes	

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> All of the assessment data from AEFIS reflects that students met the target for everything.

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> none at this time

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> Ensure targets are corrected for 2021-2022 academic year. No major actions.
> Done

8 **GLO 6 - SLO 4**

Demonstrate intercultural competence, ethics, and teamwork in achieving business outcomes.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
BUSA 510 -- Team Project: Business Venture	80% of students will demonstrate competency in intercultural competence, ethics, and teamwork in achieving business outcomes	
ECON 501 -- Project: Global Market Entry	80% of students will demonstrate competency in intercultural competence, ethics, and teamwork in achieving business outcomes	

Measures	Targets	Timeline
BUSA 510 -- Peer evaluations	80% of students will demonstrate competency in intercultural competence, ethics, and teamwork in achieving business outcomes	

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

All of the assessment data from AEFIS reflects that students met the target for everything.

5 **Action Plans -** If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

None at this time.

6 **Closing the Loop -** If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Ensure targets are corrected for 2021-2022 academic year. No major actions. Done

9 **GLO 3 - SLO 5**

Demonstrate competency to lead and serve in their chosen area of business expertise.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
MRKT 540 -- Final: Social Media Plan Report	80% of students will demonstrate competency to lead and serve in their chosen area of business expertise	
LEAD 530 -- Project: Leadership Development Plan	80% of students will demonstrate competency to lead and serve in their chosen area of business expertise	
SENT 540 -- Project: Social Business Model Pitch	80% of students will demonstrate competency to lead and serve in their chosen area of business expertise	

Measures	Targets	Timeline
COMM 530 -- Project: Improving Communication Plan	80% of students will demonstrate competency to lead and serve in their chosen area of business expertise	
BUSA 590 -- Capstone Project	80% of students will demonstrate competency to lead and serve in their chosen area of business expertise	
	80% of students will demonstrate competency to lead and serve in their chosen area of business expertise	

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

All of the assessment data from AEFIS reflects that students met the target for everything.

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

None at this time.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> Ensure targets are corrected for 2021-2022 academic year. No major actions.
> Done

2 Holistic program improvement goals: Programs are expected to have at least one action plan to improve student learning annually. If you have not yet identified an action plan associated with this year's assessment results, or if the department has identified additional issues that require action plans, describe the specific, measurable action plan and its relation to evidence of student performance.

> Incorporate the new adjuncts in the coming year

Assessment Rubric

1

Process

	1	2	3	4
Is the plan being implemented faithfully and revised as needed?	○ Assessment plan is not implemented.	⦿ Most aspects of plan are being implemented or all aspects are implemented to some degree.	○ Assessment plan is fully implemented.	○ Plan is faithfully executed and modified/evaluated as needed.

2 Explanations:

> Changes in MBA leadership

③ Engagement

	1	**2**	**3**	**4**
	○	◉	○	○
Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?	Limited involvement beyond chair/director	All educators contributing to the curriculum are aware of process and results	All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning	All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.

④ Explanations:

> Changes in MBA leadership

⑤ Program Learning Objectives

	1	2	3	4
Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?	○ PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.	○ PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.	◉ PLOs are clear, measureable, aligned with ULOs/GLOs, and represent a summary of the knowledge, skills, beliefs, and values that a graduate of this major/program should attain by completing the required curriculum, accounting for variations in learning outcomes due to tracks/concentrations	○ PLOs are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning students achieve through completion of the program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and account for variations in learning outcomes due to tracks/concentrations.

6 Explanations:

> Changes in MBA leadershipChanges in MBA leadership

7

Measures

	1	2	3	4

	1	2	3	4
	○	○	◉	○
Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?	Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.	All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).	All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. And two of the following four criteria: Objective measures more than one point in time (formative). Indirect measure are used strategically. Plan Incorporates different forms of assessment (survey, exam, project). Plan incorporates from a variety of sources (course, program, activity).	Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).

8 Explanations:

Changes in MBA leadership

9

Targets

	1	2	3	4

	1	2	3	4
Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?	○ Some targets are missing.	○ Targets are arbitrarily chosen or reflect minimal expectations.	◉ Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.	○ Targets are challenging and achievable. Targets are based on professional standards and/or prior student performance. Targets are set at a level to inspire program improvement.

10 Explanations:

> We had a good group of students last year.

11

Timeline

	1	2	3	4

	1	2	3	4
Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?	○ Not identified clearly for all measures.	○ Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.	⦿ Clearly stated and manageable schedule. At least two data points for each objective per review cycle.	○ Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.

12 Explanations:

> timeline is good

13

Action Plan

	1	2	3	4

	1	2	3	4
Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?	⚪ Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.	🔘 Data collected, documented and discussed by department. Department reviewed confidence in measures and data as sufficient indicators of student performance. If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).	⚪ Data collected, documented and discussed by department. Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. If prior year data warranted action plans, the department implemented the changes.	⚪ Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary. Data confirms effective curriculum and pedagogy for learning outcomes. Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.

14 Explanations:

no full-time faculty, but bringing adjuncts into the process

15

Dissemination

	1	2	3	4

	1	2	3	4
Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?	◯ No record of assessment results and changes made as a result of assessment findings.	◯ The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.	⦿ The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.	◯ The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.

16 Explanations:

> several items are on our website.

Additional Feedback

1 Please enter any additional feedback for changes that should be made:

CLOSE AND EXIT