

Fermanian School of Business
MBA PLO #1 Assessment
2018-2019

Learning Outcome:

MBA PLO #1: Exhibit mastery of the concepts, models and theories in the core business disciplines.

Outcome Measure:

Peregrine Comprehensive Exit Exam Results

Criteria for Success:

Score at or above the following:

Peregrine MBA Comprehensive Exit Exam Criteria for Success	
Disciplinary Area	Score
Accounting	50
Business Ethics	50
Business Finance	45
Strategic Management	55
Economics (Macro/Micro)	50
Global Dimensions of Business	50
Management (OPS, HR, OB)	55
Marketing	50
Legal Environment of Business	50

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	N	Graduate Total	Accounting	Business Ethics	Business Finance	Strategic Management	Economics (Macro/Micro)	Global Dimensions of Business	Management (OPS, HR, OB)	Marketing	Legal Environment of Business
Criteria for Success		50	50	45	55	50	50	55	50	50	
2015-2016	33	51.7	49.7	54.2	46.1	58.8	48.8	52.4	55.2	52.7	
2016-2017	51	47.7	44.7	51	43.9	51.4	45.5	45.3	52.4	52	
2017-2018	55	51.2	49.0	54.6	48.0	54.7	48.6	49.8	54.9	57.1	
2018-2019	73	50.5	44.1	53.7	50.6	53.4	47.4	47.5	50.8	57.1	50.0

N= number of students completing the exam

Conclusions Drawn from Data:

It is important to note that PLNU’s methodology of administering the Peregrine Comprehensive Exam is delivered in a proctored on-line environment and students are given a 90 minute time limit to complete the test. According to Peregrine, a majority of the schools who administer the Peregrine Comprehensive Exam do so in an un-proctored online format with time limits higher than 90 minutes. Therefore, criteria for success were determined considering: (a) average total score and average disciplinary area scores of National and Region 7 ACBSP schools, and (b) the FSB’s MBA curriculum focus.

The first implementation of the Peregrine Comprehensive Exam was during Spring 2016. Prior to AY 15-16, The ETS exam was administered. Testing on the disciplinary area of Legal Environment of Business was implemented in AY 18-19.

During AY 15-16, the criteria for success were exceeded for six of the eight disciplinary areas. The area of Accounting fell slightly below the criteria for success (within 0.3 points). The remaining area of Economics fell below the criteria for success (within 1.2 points).

During AY 16-17, the criteria for success were exceeded for two of the eight disciplinary areas. As indicated in the table above, the areas of Accounting, Business Finance, Strategic Management, Economics, Global Dimensions of Business and Management fell below the criteria for success (within 1.1-5.3 points).

During AY 17-18, the criteria for success were exceeded for three of the eight disciplinary areas. The areas of Accounting, Strategic Management, Global Dimensions of Business and Management fell slightly below the criteria for success (within 1.0 points). The remaining area of Economics fell below the criteria for success (within 1.4 points).

During AY 18-19, the criteria for success were met or exceeded for four of the nine disciplinary areas. The areas of Accounting, Strategic Management, Economics, Global Dimensions of Business and Management fell below the criteria for success (within 1.6-5.9 points).

Changes to be Made Based on Data:

Curricular changes were implemented in BUS660 Managing in a Changing Environment beginning Fall 2017. Further refinement to increase content in human resources and organizational behavior was completed in AY 2018-2019. Beginning Fall 2019, students will be taking the updated BUS660 Managing in a Changing Environment class. Beginning AY 2019-2020, content in BUS650 Operational Excellence will be reviewed to ensure sufficient foundational content in Operations Management.

During Spring 2019, minor adjustments were made to the assessment assignment in BUS635 International Business. A more thorough analysis of course content will be completed in AY 19-20. It is anticipated that this process will result in significant course changes to BUS635 International Business (see AY 2018-2019 MBA Core PLO #4 Assessment Report for additional data).

During Spring 2019, BUS695 Strategic Management was thoroughly analyzed to identify areas for improvement. Revised content will be implemented in the course in AY 2019-2020. Scores in the area of Strategic Management will continue to be monitored (see AY 2018-2019 MBA Core PLO #2 Assessment Report for additional data).

Revised content was implemented in BUS615 Accounting for Decision Making during AY 18-19. The financial accounting portion of the class was thoroughly analyzed in Summer 2019. Further refinement to the financial accounting portion of the class will be implemented in Fall 2019.

The revised course content in BUS630 Economic Environment of Business that was implemented in Fall 2016 has not resulted in improved scores in the area of Economics. Based upon a more in-depth review of the exit exam results, in conjunction with a review of the course syllabus, the entire microeconomics and a portion of the macroeconomics content in the course will be thoroughly analyzed in AY 19-20. Changes to the course content will be implemented in Fall 2020.

**Fermanian School of Business
MBA PLO #2 Assessment
2018-2019**

Learning Outcome:

MBA PLO #2: Integrate knowledge across core business disciplines to identify key strategies and opportunities.

Outcome Measure:

BUS 695 Strategic Management - Final Written Case

Criteria for Success:

The average total score and the average score for each criterion on the Integrative Learning Rubric will be a 3.0 or higher out of 4.0.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. **Broad Integrative Knowledge**
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data – Final Written Case:

Integrative Learning Rubric – Average Student Scores

Semester	N	Connecting Business Theory and Practice	Connections Between Business Disciplines	Application of Strategic Models and Tools	Transfer of Business Theory to Practice	Total
Spring 2016	12	3.17	3.00	2.83	2.83	2.94
Summer 2016	44	3.55	3.34	3.18	2.84	3.23
Fall 2016	22	3.23	3.18	3.09	3.18	3.17
Summer 2017	34	3.09	3.39	2.61	2.03	2.78
Fall 2017	16	3.13	3.13	3.40	2.69	3.09
Summer 2018	70	2.37	2.33	2.44	2.11	2.31
Fall 2018	48	2.95	3.00	3.04	2.92	2.98
Summer 2019	94	2.94	2.75	2.65	2.71	2.76

Note: N=number of assessments (2 assessor scores per student)

Conclusions Drawn from Data:

Scores in the rubric criteria area of Connections Between Business Disciplines exceeded the criteria for success in six of the eight semesters. Scores in the rubric criteria area of Connecting Business Theory and

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Practice exceeded the criteria for success in five of the eight semesters. Application of Strategic Models and Tools exceeded the criteria for success in four of the eight semesters. Scores in the rubric criteria area of Transfer of Business Theory to Practice were below the criteria for success in seven of the eight semesters.

Changes to be Made Based on Data:

A thorough analysis of BUS695 Strategic Management was conducted in Spring 2019 in order to identify areas for improvement to enable students to better meet the learning outcome. Both the content of the course and the integration of the core business areas within the context of the course were evaluated. Improvements to the course and the assignment will be made beginning Fall 2019.

INTEGRATIVE LEARNING RUBRIC

Point Loma Nazarene University MBA Program Learning Outcome #2: Integrate knowledge across core business disciplines to identify key strategies and opportunities.

Criteria	Very Good 4	Good 3	Acceptable 2	Poor 1
Connecting Business Theory and Practice	Meaningfully synthesizes connections between business theories and corporate practice to deepen understanding of the business disciplines and to broaden own points of view.	Effectively selects and develops connections between business theories and corporate practice to illuminate concepts/theories/frameworks of the business discipline.	Compares connections between business theories and corporate practice to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between business theories and corporate practice.
Connections Between Business Disciplines	Independently synthesizes or draws conclusions by combining examples, facts, or theories from all relevant business disciplines.	Independently connects examples, facts, or theories from multiple business disciplines.	Connects a limited number of examples, facts, or theories from multiple business disciplines.	Presents a very limited number of examples, facts, or theories from multiple business disciplines.
Application of Strategic Models and Tools	Fulfills the assignment(s) by choosing all relevant strategic models and tools to perform corporate strategic analysis.	Fulfills the assignment(s) by choosing multiple strategic models and tools to perform corporate strategic analysis.	Fulfills the assignment(s) by choosing a limited number of strategic models and tools to perform corporate strategic analysis.	Fulfills the assignment(s) by choosing a very limited number of strategic models and tools to perform corporate strategic analysis.
Transfer of Business Theory to Practice	Applies all relevant business theories to recommend new business strategy elements.	Applies multiple business theories to recommend new business strategy elements.	Uses limited business theories to present limited business strategy elements.	Uses basic business theory to present very limited business strategy elements.

Average Score: _____ (Total/# of criteria)

Note 1: All criteria are weighted equally

Note 2: This rubric was adapted from the AAC&U Integrative Learning Value Rubric

**Fermanian School of Business
MBA PLO #3 Assessment
2018-2019**

Learning Outcome:

MBA PLO #3: Analyze business issues and propose solutions using analytical and critical thinking skills.

Outcome Measure:

BUS 670 Financial Management - Finance Case Study Analysis

Criteria for Success:

The average total score and the average score for each criterion of the Analytical and Critical Thinking Rubric will be a 3.0 or higher out of 4.0.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Analytical and Critical Thinking Rubric – Average Student Scores:

Semester	N	Explanation of Issues	Evidence and Analysis	Influence of Context and Assumptions	Student's Position	Conclusions and Related Outcomes	Total
Fall 2016	20	3.60	3.25	3.45	3.45	3.35	3.42
Spring 2017	40	3.45	3.65	3.15	3.13	2.95	3.27
Summer 2017	38	3.18	3.03	3.00	3.00	2.82	3.01
Fall 2017	20	3.35	3.05	3.26	3.30	3.10	3.21
Spring 2018	50	3.12	3.36	3.16	3.12	2.98	3.15
Summer 2018	40	3.33	3.35	3.23	3.18	3.10	3.24
Spring 2019	32	3.50	3.53	3.50	2.94	2.94	3.28
Summer 2019	58	3.40	3.67	3.03	3.21	3.00	3.26

Note: N=number of assessments (2 assessor scores per student)

Conclusions Drawn from Data:

Scores in the rubric criteria areas of Explanation of Issues, Evidence and Analysis and Influence of Context and Assumptions exceeded the criteria for success in all eight semesters. Scores in the rubric criteria area of Student's Position exceeded the criteria for success in seven of the eight semesters. Scores in the rubric criteria area of Conclusions and Related Outcomes exceeded the criteria for success in four of the eight semesters, with scores slightly below (within 0.6 points) the criteria for success in three semesters.

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Changes to be Made Based on Data:

Beginning in Summer 2018, the final case study of the BUS670 Financial Management class was used for this assessment. Previously, the first case study of the semester was being assessed. As a result of this change, faculty now have the entire semester to further develop students' abilities to draw more logical and well-supported conclusions. Data will continue to be collected and no further changes are recommended at this time.

ANALYTICAL & CRITICAL THINKING RUBRIC

Point Loma Nazarene University MBA Program Learning Outcome #3: Analyze business issues and propose solutions using analytical and critical thinking skills.

Criteria	Very Good 4	Good 3	Acceptable 2	Poor 1
Explanation of Issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence and Analysis	Data and information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive financial analysis or synthesis. Data is thoroughly analyzed and tools (Excel) are appropriately used.	Data and information is taken from source(s) with enough interpretation/evaluation to develop a coherent financial analysis or synthesis. Data is analyzed and tools (Excel) are appropriately used in most circumstances.	Data and information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent financial analysis or synthesis. Data is analyzed and tools (Excel) are used in some circumstances.	Data and information is taken from source(s) without any financial interpretation/evaluation. Data is not analyzed and tools (Excel) are used very little or not at all.
Influence of Context and Assumptions	Thoroughly analyzes own and case assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and case assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position.	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's Position	Specific position is thorough and complete, taking into account the complexities of the financial issue. Limits of position are acknowledged. Supporting sources are used extensively.	Specific position takes into account the complexities of the financial issue. Supporting sources are used somewhat.	Specific position is stated, but does not consider the complexities of the financial issue. Supporting sources are used minimally.	Specific position is stated, but it is simplistic and obvious. Support is not used.
Conclusions and Related Outcomes	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of data and information; related outcomes are identified clearly.	Conclusion is logically tied to data and information (because data and information is chosen to fit the desired conclusion); some related outcomes are identified clearly.	Conclusion is inconsistently tied to some of the data and information discussed; related outcomes are oversimplified.

Average Score: _____ (Total/# of criteria)

Note 1: All criteria are weighted equally

Note 2: This rubric was adapted from the AAC&U Analytical and Critical Thinking Value Rubric

**Fermanian School of Business
MBA PLO #4 Assessment
2018-2019**

Learning Outcome:

MBA PLO #4: Evaluate the impact of business decisions in a global context.

Outcome Measure:

BUS 635 International Business – Final Exam Question

Criteria for Success:

The average total score and the average score for each criterion on the Global Context Rubric will be a 3.0 or higher out of 4.0.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Global Context Rubric – Average Student Scores

Semester	N	Perspective	Cultural Diversity	Applying Knowledge	Total
Spring 2017	46	3.07	2.96	2.65	2.89
Summer 2017	28	2.61	2.54	2.68	2.61
Spring 2018	56	2.94	2.64	2.38	2.65
Summer 2018	54	3.17	2.87	2.53	2.97
Spring 2019	80	2.49	2.52	2.39	2.47
Summer 2019	28	2.46	2.25	2.36	2.36

Note: N=number of assessments (2 assessor scores per student)

Conclusions Drawn from Data:

Scores in all rubric criteria areas are consistently below the criteria for success.

Changes to be Made Based on Data:

Although the assignment was altered in Spring 2019, scores for this learning outcome are not improving. It is clear that there are deficiencies in the International Business course in regards to preparing students to consider business issues in a global context. The class will be thoroughly analyzed and re-designed in AY 19-20, with specific emphasis given to ensuring students are being prepared to successfully apply global business knowledge when evaluating business issues.

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GLOBAL CONTEXT RUBRIC

Point Loma Nazarene University MBA Program learning outcome #4: Evaluate the impact of business decisions in a global context.

Criteria	Very Good 4	Good 3	Acceptable 2	Poor 1
Perspective Taking	Evaluates and applies diverse perspectives to complex business decisions in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical).	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating business decisions.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring business decisions.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Applying Knowledge to Contemporary Global Business Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global business problems using multiple perspectives.	Plans and evaluates more complex solutions to global business challenges that are appropriate to their contexts using multiple perspectives.	Formulates practical yet elementary solutions to global business challenges that use more than one perspective.	Defines global business challenges in basic ways, including a limited number of perspectives.

Average Score: _____ (Total/# of criteria)

Note 1: All criteria are weighted equally

Note 2: This rubric was adapted from the AAC&U Integrative Learning Value Rubric

**Fermanian School of Business
MBA PLO #5 Assessment
2018-2019**

Learning Outcome:

MBA PLO #5: Analyze the ethical impacts of executive-level decision making.

Outcome Measure:

BUS 617 Business Ethics – Take Your Stand Paper

Criteria for Success:

The average total score and the average score for each criterion on the Ethical Impacts Rubric will be a 3.0 or higher out of 4.0.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Ethical Impacts Rubric – Average Student Scores

Semester	N	Issue and Position	Influencing Core Values	Stakeholder Perspective	Application of Theory	Implications	Total
Spring 2017	40	3.63	2.90	3.38	3.10	3.15	3.23
Summer 2017	40	3.23	2.48	2.75	2.68	2.70	2.77
Fall 2017	40	3.15	3.10	3.08	3.03	2.90	3.05
Spring 2018	92	3.24	3.22	3.15	2.99	3.15	3.15
Fall 2018	58	3.75	3.57	3.43	3.07	3.48	3.46
Spring 2019	64	3.37	3.15	3.15	3.09	2.88	3.13
Summer 2019	24	3.33	3.42	3.25	3.54	3.21	3.35

Note: N=number of assessments (2 assessor scores per student)

Conclusions Drawn from Data:

Scores for the rubric criteria area of Issue and Position exceeded the criteria for success (average of 3.0 or higher out of 4.0) each semester. Scores for the rubric criteria area of Stakeholder Perspective exceeded the criteria for success in six of the seven semesters. Scores for the rubric criteria areas of Influencing Core Values and Application of Theory exceeded the criteria for success in five of the seven

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semesters. Scores for the rubric criteria area of Implications exceeded the criteria for success in four of the seven semesters.

Changes to be Made Based on Data:

Subsequent to the clarification of the assignment directions and rubric in Fall 2017, scores in all areas are generally improving. The data suggests that students are competent at analyzing ethical impacts of executive-level decision making. Data will continue to be collected and monitored.

ETHICAL IMPACTS RUBRIC

Point Loma Nazarene University MBA Program Learning Outcome #5: Analyze the ethical impacts of executive level decision making.

Criteria	Very Good 4	Good 3	Acceptable 2	Poor 1
Issue and Position	Student defines the specific issue/ethical question and articulates a clear and compelling argument for a position/response.	Student defines the specific issue/ethical question and articulates a satisfactory argument for a position/response.	Student defines the specific issue/ethical question and articulates an argument for a position that should be more clear and compelling.	Student is not clear on the specific issue/ethical question being addressed and therefore does not build a compelling position/response.
Influencing Core Values	Student articulates or analyzes, in detail, core beliefs and their origins that are informing a position relative to a specific ethical issue.	Student articulates or analyzes core beliefs and their origins with some detail.	Student articulates core beliefs but is unclear about the origins and provides minimal analysis.	Student is not clear about their core beliefs or the origins of the core beliefs.
Stakeholders and Perspectives	Student clearly defines the various stakeholders impacted by the issue and demonstrates a strong understanding of the perspectives that provide context for ethical decision-making.	Student names the various stakeholders affected by the issue and demonstrate a satisfactory understanding of the perspectives that provide context for ethical decision-making.	Student names the various stakeholders affected by the issue but does not articulate a clear understanding of the perspectives that provide context for ethical decision-making.	Students is not clear about the various stakeholders impacted by the issue and is not clear on the perspectives that provide context for ethical decision-making.
Application of Theory/Hosmer Model	Student accurately identifies the ethical theory or theories utilized (from the Hosmer Model) to make a decision relative to the issue and effectively explains the details of the theory or theories utilized in the decision-making process.	Student accurately identifies the ethical theory or theories utilized (from the Hosmer Model) to make a decision relative to the issue and satisfactorily explains the details of the theory or theories utilized in the decision-making process.	Student identifies ethical theory or theories utilized (from the Hosmer Model) to make a decision relative to the issue, but lacks clarity in the details of the theory or theories utilized in the decision-making process.	Student does not identify the ethical theory or theories utilized (from the Hosmer Model) to make a decision relative to the issue and therefore does not make clear how the theory leads to a decision.
Implications	Student demonstrates a clear and comprehensive understanding of the implications of the ethical decision to the firm and the various named stakeholders.	Student demonstrates a satisfactory understanding of the implications of the ethical decision to the firm and the various named stakeholders.	Student demonstrates minimal understanding of the implications of the ethical decision to the firm and the various named stakeholders.	Student does not demonstrate an understanding of the implications of the ethical decision to the firm and the various named stakeholders.

Average Score: _____ (Total/# of criteria)

Note 1: All criteria are weighted equally

Note 2: This rubric was adapted from the AAC&U Ethical Impacts Value Rubric

**Fermanian School of Business
MBA PLO #6 Assessment
2018-2019**

Learning Outcome:

MBA PLO #6: Present ideas and decisions clearly through effective communication.

Outcome Measure:

Two measures are collected in the capstone BUS695 course:

1. Final Written Case
2. Article Presentation

Criteria for Success:

1. BUS 695 Final Written Case: The average total score and the average score for each criterion of the Written Communication Rubric will be a 3.0 or higher out of 4.0.
2. BUS695 Article Presentation: The average total score and the average score for each criterion of the Oral Communication Rubric will be a 3.0 or higher out of 4.0.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Final Written Case - Written Communication Rubric – Average Student Score:

Semester	N	Context of and Purpose for Writing	Content Development	Genre and Disciplinary Conventions	Sources and Evidence	Control of Syntax and Mechanics	Total
Spring 2016	12	3.17	3.08	3.00	2.92	3.25	3.08
Summer 2016	44	3.59	3.32	3.32	3.05	3.14	3.28
Fall 2016	22	3.27	3.23	3.23	2.77	3.09	3.12
Summer 2017	34	3.30	3.18	2.76	3.21	3.27	3.14
Fall 2017	16	3.25	3.00	2.94	2.69	3.19	3.01
Summer 2018	70	2.57	2.59	2.67	2.24	2.76	2.56
Fall 2018	48	3.13	3.29	3.00	3.22	3.07	3.14
Summer 2019	94	3.09	3.10	3.00	2.79	2.92	2.98

Note: N=number of assessments (2 assessor scores per student)

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Final Presentation - Oral Communication Rubric – Average Student Score:

Semester	N	Organization	Language	Delivery	Supporting Material	Central Message	Total
Summer 2017	44	3.30	3.21	3.05	3.23	3.18	3.19
Fall 2017	17	2.94	2.94	2.82	2.94	2.82	2.89
Summer 2018	36	3.33	3.25	3.33	3.19	3.53	3.33
Fall 2018	30	3.19	3.14	2.85	3.33	3.11	3.12
Summer 2019	84	3.53	3.61	3.31	3.13	3.40	3.40

Note: N=number of assessments (2 assessor scores per student)

Conclusions Drawn from Data:

Final Written Case - Written Communication Rubric:

Scores for Summer 2018 are outliers and will be excluded from this analysis. Scores in the areas of Context and Purpose for Writing and Content Development exceeded the criteria for success (average of 3.04 out of 4.0) in each of the seven semesters. Scores in the area of Control of Syntax and Mechanics exceeded the criteria for success in six of the seven semesters. Scores in the area of Genre and Disciplinary Conventions exceeded the criteria for success in five of the seven semesters. Scores in the area of Sources and Evidence fell below the criteria for success in four of the seven semesters.

Final Presentation - Oral Communication Rubric: Scores exceeded the criteria for success in four of the five semesters in the areas of Organization, Language, Supporting Material and Central Message. Scores exceeded the criteria for success in three of the five semesters in the area of Delivery.

Changes to be Made Based on Data:

Final Written Case - Written Communication Rubric:

Beginning Spring 2019, emphasis was placed on APA and content presentation in the directions and feedback on written assignments in two courses at the beginning of the program, BUS660 Managing in a Changing Environment and BUS650 Operational Excellence. A positive impact on scores in this area should be seen beginning Summer 2020. Additionally, high standards for written communication will continue to be reiterated across all MBA courses.

Beginning in Fall 2019, all incoming MBA students are required to complete an APA and writing module. This module will establish a foundation in writing and APA format that faculty can build upon throughout the program. A positive impact on scores in this area from this addition should be seen beginning Summer 2020.

Final Presentation - Oral Communication Rubric:

Beginning Spring 2019, faculty were required to video tape individual presentations in BUS660 Managing in a Changing Environment, BUS655 Marketing Management and BUS650 Operational Excellence in

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order to develop oral communication skills throughout the program. Data will continue to be collected and monitored.

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WRITTEN COMMUNICATION RUBRIC

Point Loma Nazarene University MBA Program Learning Outcome #6: Convey ideas and decisions clearly through effective communication.

Criteria	Very Good 4	Good 3	Acceptable 2	Poor 1
Context of and Purpose for Writing	Demonstrate a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose and to the assigned task(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing; appropriate use of APA format.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing; appropriate use of APA format.	Demonstrates an attempt to use credible and/or relevant sources to support the ideas that are appropriate for the discipline and genre of writing; uses APA format.	Demonstrates an attempt to use sources to support ideas in the writing; limited use of APA format.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Average Score: _____ (Total/# of criteria)

Note 1: All criteria are weighted equally

Note 2: This rubric was adapted from the AAC&U Written Communication Value Rubric

ORAL COMMUNICATION RUBRIC

Point Loma Nazarene University MBA Program Learning Outcome #6: Convey ideas and decisions clearly through effective communication.

Criteria	Very Good 4	Good 3	Acceptable 2	Poor 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable in the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, professional dress, and vocal expressions) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, professional dress, and vocal expressions) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, professional dress, and vocal expressions) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, professional dress, and vocal expressions) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling, precisely stated, appropriately repeated, memorable, and strongly supported.	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Average Score: _____ (Total/# of criteria)

Note 1: All criteria are weighted equally

Note 2: This rubric was adapted from the AAC&U Written Communication Value Rubric

**Fermanian School of Business
MBA PLO #7 Assessment
2018-2019**

Learning Outcome:

MBA PLO #7: Collaborate with others as an effective team member.

Outcome Measure:

1. Everest Simulation Team Performance
2. Everest Simulation Team Effectiveness Score

Criteria for Success:

1. Teams will accomplish an average of 65% of team goals
2. Teams will average a 4.0 on a 5.0 scale on the Everest Module Team Effectiveness rating.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Initial Data:

Everest Simulation Team Performance Results:

Semester	N ¹	Team Goals Achieved
Summer 2019	20	54%

Everest Simulation Team Evaluation Results:

Semester	N ¹	Team Effectiveness
Summer 2019	20	4.29

Conclusions Drawn from Data:

The updated team work assessment was implemented in Summer 2019. Initial data was collected and criteria for success were set accordingly.

Changes to be Made Based on Data:

Assessment of teamwork in the MBA program was moved to BUS672 beginning Summer 2019. This was an opportunity for improvement recognized by prior assessment process results, as BUS672 is taken later in the program than when teamwork was being assessed prior.

¹N=number of students participating in simulation

To further develop teamwork, strengths coaching in a team environment was added to BUS655 Marketing Management beginning Fall 2018. Additionally, students in that class complete a team-based simulation to develop teamwork skills prior to being assessed in BUS672. Data will continue to be collected.

Historical Data:

MarkStrat Simulation Results

Percentage of Teams Increasing the SPI:

Semester	N	MarkStrat Team-Based Simulation
Fall 2015	5	60%
Spring 2016	4	75%
Summer 2016	4	100%
Fall 2016	8	100%
Spring 2017	5	60%
Summer 2017	8	50%
Fall 2017	9	89%
Spring 2018	5	80%
Summer 2018	7	71%

Note: N=number of teams

Peer Evaluation Survey Results

Teamwork Rubric – Average Student Score:

Semester	N	Contributes to Team Meetings	Facilitates the Contributions of Team Members	Individual Contributions Outside of Team Meetings	Fosters Constructive Team Climate	Responds to Conflict
Fall 2015	15	3.75	3.75	3.71	3.80	3.75
Spring 2016	10	4.0	4.0	3.97	3.97	3.97
Summer 2016	15	3.69	3.67	3.62	3.82	3.76
Fall 2016	26	4.0	4.0	4.0	4.0	4.0
Spring 2017	15	3.56	3.64	3.67	3.64	3.69
Summer 2017	17	3.68	3.64	3.51	3.71	3.70
Spring 2018	18	3.78	3.76	3.65	3.82	3.77

Note: N=number of students that completed the Peer Evaluation Survey

Fermanian School of Business
MBA Organizational Leadership Concentration PLO #A1 Assessment
2018-2019

Learning Outcome:

MBA Organizational Leadership Concentration PLO #A1: Assess corporate culture and make sound recommendations based on organizational behavior concepts.

Outcome Measure:

BUS610 – Environmental Scan Paper

Criteria for Success:

Average student score for each criteria on the Project Management Concentration PLO #A1 Rubric will be a 3.0 or higher out of 4.0

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Initial Data:

MBA Organizational Leadership Concentration PLO #A1 Rubric – Average Student Scores:

Semester	N	Organizational Context	Recommendations	Analysis of Social Cues	Total
Spring 2019	20	4.00	3.30	3.00	3.43

Note: N=number of assessments (2 assessor scores per student)

Conclusions Drawn from Data:

This signature assignment was first implemented in Spring 2019. Scores exceeded the criteria for success in all rubric areas.

Changes to be Made Based on Data:

Initial assessment in Spring 2019 provided baseline scores. Data will continue to be collected.

MBA ORGANIZATIONAL LEADERSHIP CONCENTRATION PLO #A1 RUBRIC

Point Loma Nazarene University Organizational Leadership Concentration Learning Outcome #A1: Assess corporate culture and make sound recommendations based on organizational behavior concepts.

Criteria	Very Good 4	Good 3	Acceptable 2	Poor 1
Organizational Context	Organizational context is thoroughly explored and includes analysis from all five areas of Organizational Behavior. Analysis is well written, clear and free of grammatical errors	Organizational context is explored and includes analysis from all five areas of Organizational Behavior. Analysis is well-written and clear, but includes a few grammatical errors.	Organizational context is explored, but lacks analysis from all five areas of Organizational Behavior. Analysis is vague and contains writing errors.	Organizational context lacks a thorough analysis from an Organizational Behavior perspective. Analysis is vague and contains writing errors.
Recommendations	Three recommendations for change are clearly stated and thoroughly supported using Lewin's three step approach. Recommendations are clearly connected to improving company culture, teamwork and performance.	Three recommendations for change are stated and supported using Lewin's three step approach. Recommendations are somewhat connected to improving company culture, teamwork and performance.	Some recommendations for change are stated, but lack proper support. Recommendations are somewhat connected to improving company culture, teamwork and performance.	Recommendations for change are unclear and unsupported. Recommendations do not tie to company culture, teamwork or performance.
Analysis of Social Cues	Clearly identifies social cues before organizational change and clearly predicts social cues after organizational change. Social cues are consistently based on Culture Code Book.	Usually identifies social cues before organizational change and somewhat clearly predicts social cues after organizational change. Social cues are often based on Culture Code Book.	Sometimes identifies social cues before organizational change and somewhat clearly predicts social cues after organizational change. Social cues are sometimes based on Culture Code Book.	Rarely identifies social cues before organizational change and somewhat clearly predicts social cues after organizational change. Social cues are rarely based on Culture Code Book.

Average Score: _____ (Total/# of criteria)

Note 1: All criteria are weighted equally

Fermanian School of Business
MBA Innovation and Entrepreneurship Concentration PLO #B1 Assessment
2018-2019

Learning Outcome:

MBA Innovation and Entrepreneurship Concentration PLO #B1: Create viable business opportunities using innovation and entrepreneurship methods and knowledge.

Outcome Measure:

BUS676 – Darwinator Simulation

Criteria for Success:

70% of the students will score an average of 6.5 or higher on a 10.0 scale on at least one innovation

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Initial Data:

Darwinator Results:

Semester	N	% of students with an average score of 6.5 or higher
Spring 2019	12	66.7%

Note: N=number of students

Conclusions Drawn from Data:

This signature assignment was first implemented in the Spring of 2019. 66.7% of students had at least one innovation score an average of 6.5 or higher by the panel of external judges.

Changes to be Made Based on Data:

Initial assessment in Spring 2019 provided baseline scores. A criteria for success was set at 70%. Data will continue to be collected.

Approved by Assessment Committee 10.02.19
Approved by FSB Full Faculty 10.09.19

Fermanian School of Business
MBA Project Management Concentration PLO #C1 Assessment
2018-2019

Learning Outcome:

MBA Project Management Concentration PLO #C1: Formulate a project management plan based on project management knowledge, concepts and processes.

Outcome Measure:

BUS 667 – Project Management Plan

Criteria for Success:

Average student score for each criteria on the Project Management Concentration PLO #C1 Rubric will be a 3.0 or higher out of 4.0

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

MBA Project Management Concentration PLO #C1 Rubric – Average Student Scores:

Semester	N	Inclusion of Major PM Considerations	Identification of Key Activities and Participants	Connection to Strategic Goals	Tailored to Target Audience	Total
Spring 2018	16	3.72	3.41	3.28	2.88	3.32
Spring 2019	42	3.10	3.07	3.43	3.36	3.24

Note: N=number of assessments (2 assessor scores per student)

Conclusions Drawn from Data:

This signature assignment was first implemented in the Spring of 2018. Scores in the rubric criteria areas of Inclusion of Major Project Management Considerations, Identification of Key Activities and Participants and Connection to Strategic Goals exceeded the criteria for success in Spring 2018. The score in the rubric criteria area of Tailored to Target Audience was below the criteria for success in Spring 2018. Scores in all rubric criteria areas exceeded the criteria for success in Spring 2019

Changes to be Made Based on Data:

Data will continue to be collected and monitored. There are no recommended changes at this time.

Approved by Assessment Committee 10.02.19

Approved by FSB Full Faculty 10.09.19

MBA PROJECT MANAGEMENT CONCENTRATION PLO #C1 RUBRIC

Point Loma Nazarene University Project Management Concentration Learning Outcome #C1: Formulate a project management plan based on project management knowledge, concepts and processes.

Criteria	Very Good 4	Good 3	Acceptable 2	Poor 1
Inclusion of Major Project Management Considerations	All project management considerations are clearly identified including: goals, necessary business case, resources required, team composition, planned schedule, risks and intended metrics for success.	Most of the project management considerations are clearly identified including: goals, necessary business case, resources required, team composition, planned schedule, risks and intended metrics for success.	Some of the project management considerations are clearly identified including: goals, necessary business case, resources required, team composition, planned schedule, risks and intended metrics for success.	Very few of the project management considerations are clearly identified including: goals, necessary business case, resources required, team composition, planned schedule, risks and intended metrics for success.
Identification of Key Activities and Participants	Project management plan clearly addresses all major activities, accountable parties, and proposed schedule for activities. No room for improvement.	Project management plan clearly addresses most major activities, accountable parties, and proposed schedule for activities. Little room for improvement.	Project management plan somewhat addresses the major activities, accountable parties, and proposed schedule for activities. Some room for improvement.	Project management plan does not clearly address all major activities, accountable parties, and proposed schedule for activities. Much room for improvement.
Connection to Strategic Goals	Proposed plan makes a clear connection to strategic goals of the firm.	Proposed plan makes a connection to strategic goals of the firm, but clarity could be improved.	Proposed plan makes a vague connection to strategic goals of the firm, but improvement is needed.	Proposed plan does not make a clear connection to strategic goals of the firm. Much improvement is needed.
Tailored to Target Audience	The plan is consistently written in clear, concise and grammatically correct language so as to be understood by a business executive. No improvement is needed.	The plan is often written in clear, concise and grammatically correct language so as to be understood by a business executive. Very little improvement is needed.	The plan is sometimes written in clear, concise and grammatically correct language so as to be understood by a business executive. Some improvement is needed.	The plan is not written in clear, concise and grammatically correct language so as to be understood by a business executive. Much improvement is needed.

Average Score: _____ (Total/# of criteria)

Note 1: All criteria are weighted equally