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Fermanian School of Business
International Development Major PLO #E3 Assessment
2016-2017

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Learning Outcome:
International Development Major PLO #E3: Evaluate the similarities and differences of the economic conditions between developed and developing countries.

Outcome Measures:
Final Study Abroad Paper – Collected from graduating International Development Majors

Criteria for Success:
The average score for each criteria of the International Development Major PLO #E3 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. <mark>Specialized Knowledge</mark>
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Initial Data:

International Development Major PLO #E3 Rubric – Average Student Score:

Semester	# of assessments	Similarities in Economic Conditions	Differences in Economic Conditions	First-hand Understanding of Similarities and Differences	Total
Spring 2016	2	2.00	3.00	3.50	2.83
Spring 2017	6	2.00	2.00	3.00	2.33

Conclusions Drawn from Data:
The criteria for success (average of 3.0 or higher out of 4.0) was met in the rubric criteria area of First-hand Understanding of Similarities and Differences in Developed vs. Developing Countries for both the Spring 2016 and Spring 2017 semesters. The average student score met the criteria for success in the rubric criteria area of Differences in Economic Conditions of Developed vs. Developing Countries in Spring 2016, but fell below the criteria for success in Spring 2017. In the rubric criteria area of Similarities in Economic Conditions of Developed vs. Developing Countries, the average student score fell below the criteria for success both semesters.

Changes to be Made Based on Data:
More longitudinal data is needed before recommending curricular changes; however, through the assessment process, a need was recognized to improve the clarity of the assignment instructions, which will be implemented in AY17-18.

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Approved by FSB Full Faculty 9/20/17
Approved by Assessment Committee 9/13/17

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POINT LOMA
NAZARENE UNIVERSITY

INTERNATIONAL DEVELOPMENT MAJOR PLO #E3 RUBRIC

Point Loma Nazarene University International Development Major Learning Outcome E3: Evaluate the similarities and differences of the economic conditions between developed and developing countries.

Criteria	Very Good 4	Good 3	Acceptable 2	Poor 1
Similarities in Economic Conditions of Developed vs. Developing Countries	Clearly identifies and explains all of the primary similarities in the economic conditions of people in developed vs. developing countries.	Clearly identifies and explains most of the primary similarities in the economic conditions of people in developed vs. developing countries.	Clearly identifies some of the primary similarities in the economic conditions of people in developed vs. developing countries.	Identifies few, if any, of the primary similarities in the economic conditions of people in developed vs. developing countries.
Differences in Economic Conditions of Developed vs. Developing Countries	Clearly identifies and explains all of the primary differences in the economic conditions of people in developed vs. developing countries.	Clearly identifies and explains most of the primary differences in the economic conditions of people in developed vs. developing countries.	Clearly identifies some of the primary differences in the economic conditions of people in developed vs. developing countries.	Identifies few, if any, of the primary differences in the economic conditions of people in developed vs. developing countries.
First-hand Understanding of Economic Similarities and Differences in Developed (e.g. USA) vs. Developing Countries	Consistently demonstrates a clear understanding of economic similarities and differences based on first-hand experience in a developing country. Incorporates many appropriate examples from study abroad experience to support this understanding.	Often demonstrates a clear understanding of economic similarities and differences based on first-hand experience in a developing country. Incorporates several appropriate examples from study abroad experience to support this understanding.	Sometimes articulates a clear understanding of economic similarities and differences based on first-hand experience in a developing country. Incorporates very few appropriate examples from study abroad experience to support this understanding.	Rarely articulates a clear understanding of economic similarities and differences based on first-hand experience in a developing country. Few, if any, appropriate examples from study abroad are included to support this understanding.

Average Score: _____ (Total/# of criteria)

Note 1: All criteria are weighted equally

Fermanian School of Business
International Development Major PLO #E2 Assessment
2016-2017

Learning Outcome:
International Development Major PLO #E2: Compare and contrast approaches to decision making in for-profit and non-profit environments.

Outcome Measures:
Final Exam Question in MGT470 – Nonprofit Organization Management

Criteria for Success:
The average score for each criteria of the International Development Major PLO #E2 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:

International Development Major PLO #E2 Rubric – Average Student Score:

Semester	# of assessments	Mission	Methods	Measurements	Examples	Total
Fall 2016	6	3.33	3.00	3.17	3.33	3.21

Conclusions Drawn from Data:
This assignment was implemented in Fall 2016. The average student score met the criteria for success (average score of 3.0 out of 4.0) in all four rubric criteria areas.

Changes to be Made Based on Data:
Fall 2016 yielded base line scores for each rubric criteria area. Data will continue to be collected in future semesters before any conclusions are made.

INTERNATIONAL DEVELOPMENT MAJOR PLO E2 RUBRIC

Point Loma Nazarene University International Development Major Learning Outcome E2: Compare and contrast approaches to decision making in for-profit and non-profit environments.

Criteria	Very Good 4	Good 3	Acceptable 2	Poor 1
Mission in for-profit and non-profit environments	Directly identifies making a profit as central to the mission in a for-profit environment compared to the need to balance stakeholders opinions of mission in a non-profit environment. Clearly depicts for-profit organizations as having a clear mission and non-profit organizations having a more ambiguous mission due to complexity of reaching a consensus.	Generally points to making a profit as central to the mission in a for-profit environment compared to the need to balance stakeholders opinions of mission in a non-profit environment. Generally depicts for-profit organizations as having a clear mission and non-profit organizations having a more ambiguous mission due to complexity of reaching a consensus.	Vaguely mentions making a profit as central to the mission in a for-profit environment compared to the need to balance stakeholders opinions of mission in a non-profit environment. Vaguely depicts for-profit organizations as having a clear mission and non-profit organizations having a more ambiguous mission due to complexity of reaching a consensus.	Does not identify making a profit as central to the mission in a for-profit environment compared to the need to balance stakeholders opinions of mission in a non-profit environment. Does a poor job depicting for-profit organizations as having a clear mission and non-profit organizations having a more ambiguous mission due to complexity of reaching a consensus.
Methods used in for-profit and non-profit environments	Clearly describes the cost-benefit analysis as the central method to fulfilling mission in a for-profit environment. Clearly describes the complexity involved in balancing costs with the "ideal" of serving maximum number of people in need.	Generally describes the cost-benefit analysis as the central method to fulfilling mission in a for-profit environment. Generally describes the complexity involved in balancing costs with the "ideal" of serving maximum number of people in need.	Vaguely describes the cost-benefit analysis as the central method to fulfilling mission in a for-profit environment. Vaguely describes the complexity involved in balancing costs with the "ideal" of serving maximum number of people in need.	Does not describe the cost-benefit analysis as the central method to fulfilling mission in a for-profit environment. Lacks discussion of the complexity involved in balancing costs with the "ideal" of serving maximum number of people in need.
Measurements used in for-profit and non-profit environments	Identifies and explains the clear cut measure of success on making increased profits in a for-profit organization and the challenge of a non-profit to come to a consensus on the measure of success given the many interests of stakeholders.	Makes some reference to the clear cut measure of success on making increased profits in a for-profit organization and the challenge of a non-profit to come to a consensus on the measure of success given the many interests of stakeholders.	Vaguely mentions the clear cut measure of success on making increased profits in a for-profit organization and the challenge of a non-profit to come to a consensus on the measure of success given the many interests of stakeholders.	Does not point to the clear cut measure of success on making increased profits in a for-profit organization and the challenge of a non-profit to come to a consensus on the measure of success given the many interests of stakeholders.
Examples used to illustrate decision-making in for-profit and non-profit environments	Consistently provides appropriate examples that illustrate the difference in the decision making process in for-profit vs. non-profit environments.	Usually provides appropriate examples that illustrate the difference in the decision making process in for-profit vs. non-profit environments.	Sometimes provides appropriate examples that illustrate the difference in the decision making process in for-profit vs. non-profit environments.	Rarely, if at all, provides appropriate examples that illustrate the difference in the decision making process in for-profit vs. non-profit environments.

Average Score: _____ (Total/# of criteria)

Note 1: All criteria are weighted equally