Fermanian School of Business
MBA PLO #1 Assessment
2017-2018

Learning Outcome:
MBA PLO #1: Demonstrate competency of the concepts, models and theories in the core business disciplines.

Outcome Measure:
Peregrine Comprehensive Exit Exam Results – implemented Spring 2016
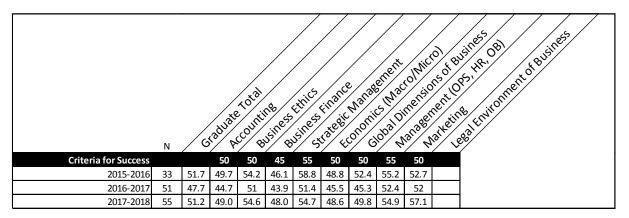
Criteria for Success:

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	TBD

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	
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	

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 will be implemented in AY 2018-2019.

During AY 2015-2016, 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 2016-2017, 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 AY17-18, scores increased in all areas compared to AY 2016-2017. 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).

Changes to be Made Based on Data:
Curricular changes were implemented in BUS660 Managing in a Changing Environment beginning Fall 2017 to focus on all essential areas of management; therefore, scores are expected to continue to rise in this area.

Approved by FSB Assessment Committee 10.03.18
Approved by FSB Full Faculty 10.31.18

During Spring 2019, the content in BUS635 International Business and BUS695 Strategic Management will be thoroughly analyzed to identify areas for improvement for implementation in AY 2019-2020. See 2017-2018 MBA PLO 2 and PLO 4 Assessment Reports for additional information. Scores for the areas of Strategic Management and Global Dimensions of Business will continue to be monitored.

Changes were implemented in Fall 2017 in BUS615 Accounting for Decision Making and BUS630 Economic Environment of Business to ensure all necessary content is covered. An increase in scores from AY 2016-2017 to AY 2017-2018 is noted in both Accounting and Economics. It is expected that scores in these areas will continue to rise based on the curricular changes and further refinement of those courses. Scores in these areas will be closely monitored over the next several academic years to ensure continuous improvement.

Fermanian School of Business
MBA PLO #2 Assessment
2017-2018

Learning Outcome:
MBA PLO #2: Integrate learning 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

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

Conclusions Drawn from Data:
Scores in the rubric criteria areas of Connecting Business Theory and Practice and Connections Between Business Disciplines exceeded the criteria for success in five of the six semesters. Scores in the rubric criteria area of Application of Strategic Models and Tools exceeded the criteria for success in three of the six semesters. Scores in the rubric criteria area of Transfer of Business Theory to Practice were below the criteria for success in five of the six semesters.

Changes to be Made Based on Data:
During Spring 2019, a thorough review of BUS695 Strategic Management will occur 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 will be evaluated. This work will include collaboration between faculty teaching across the various core business disciplines. Any identified improvements will be implemented in AY 2019-2020.

INTEGRATIVE LEARNING RUBRIC

Point Loma Nazarene University MBA Program Learning Outcome #2: Integrate learning 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
2017-2018

Learning Outcome:
MBA PLO #3: Identify business issues and recommend 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 2015	22	3.27	3.00	2.95	3.05	3.00	3.05
Spring 2016	28	3.32	3.04	3.00	2.89	2.89	3.03
Summer 2016	42	3.36	3.29	3.21	3.24	2.71	3.16
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

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

Conclusions Drawn from Data:
Scores in the rubric criteria areas of Explanation of Issues and Evidence and Analysis exceeded the criteria for success in all nine semesters. Scores in the rubric criteria areas of Influence of Context and Assumptions and Student's Position exceeded the criteria for success in eight of the nine semesters. Scores in the rubric criteria area of Conclusions and Related Outcomes exceeded the criteria for success in four of the nine semesters.

Approved by FSB Assessment Committee 10.03.18
Approved by FSB Full Faculty 10.31.18

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; therefore, no further changes are recommended at this time.

ANALYTICAL & CRITICAL THINKING RUBRIC

Point Loma Nazarene University MBA Program Learning Outcome #3: Identify business issues and recommended 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

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

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

Conclusions Drawn from Data:
Scores in the rubric criteria area of Perspective exceeded the criteria for success in two of the four semesters. Scores in the rubric criteria areas of Cultural Diversity and Applying Knowledge were below the criteria for success in all four semester.

Changes to be Made Based on Data:
The exam question was clarified and minor curriculum changes were implemented beginning Spring 2018; however, AY 2017-2018 data was not significantly different than prior periods. A more detailed analysis of BUS635 International Business content, specifically as it relates to this learning outcome, will be conducted in AY 2018-2019 with the goal of implementing changes in Spring 2020. In addition, the FSB hired an additional faculty member with expertise and experience relating to International Business. This faculty member will be involved in the analysis of existing content and will be teaching several sections of this course.

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

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	Ethical Self-Awareness	Understanding	Recognition	Application	Evaluation	Total
Spring 2017	40	3.63	2.9	3.38	3.1	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

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

Conclusions Drawn from Data:
Scores for the rubric criteria area of Ethical Self-Awareness exceeded the criteria for success (average of 3.0 or higher out of 4.0) each semester. Scores for the rubric criteria area of Recognition exceeded the criteria for success in three of the four semesters. Scores for the rubric criteria areas of Understanding, Application and Evaluation exceeded the criteria for success in two of the four semesters.

Changes to be Made Based on Data:
Improvements in the assignment, including clarity in the organization of the paper, were implemented in Fall 2017. Subsequent to this change, scores across all rubric criteria areas have generally improved. Data will continue to be collected to see if trends arise; therefore, no curriculum changes are recommended at this time.

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
Ethical Self-Awareness	Student articulates or analyzes, in detail, core beliefs and their origins.	Student articulates or analyzes core beliefs and their origins with some detail.	Student articulates core beliefs and their origins with minimal analysis.	Student states either their core beliefs or articulates the origins of the core beliefs, but not both.
Understanding Different Ethical Perspectives / Concepts	Student identifies the ethical theory or theories utilized to prioritize organizational aspects and recommendations, and accurately explains the details of the theory or theories utilized in the decision-making process.	Student identifies the ethical theory or theories utilized to prioritize organizational aspects and recommendations, and explains the theory or theories utilized in the decision-making process, but has some inaccuracies.	Student identifies ethical theory or theories utilized, but do not apply the details to the setting, accurately.	Student identifies the ethical theory or theories utilized, only.
Ethical Issue Recognition	When looking at complex, multilayered context, student recognizes and can accurately explain the cross-relationships among ethical issues and ethical elements of the organization.	When looking at complex, multilayered context, student recognizes cross-relationships among ethical issues and ethical elements of the organization with some degree of explanation.	When looking at complex, multilayered context, student recognizes some cross-relationships among ethical issues and ethical elements of the organization with minimal explanation.	When looking at complex, multilayered context, student fails to recognize cross-relationships among ethical issues and ethical elements of the organization.
Application of Ethical Perspectives / Concepts	Student independently and accurately considers full implications of ethical perspectives / concepts and applies ethical perspectives or concepts to organizational settings.	Student independently and with some accuracy considers full implications of ethical perspectives / concepts and applies ethical perspectives or concepts to organizational settings.	Student successfully considers implications of ethical perspectives / concepts, but application of ethical perspectives or concepts is flawed.	Student attempts to consider the implications of ethical perspectives / concepts, but does not include application of the perspectives / concepts.
Evaluation of Different Ethical Perspective/Concepts	Student accurately states and defends a position on various ethical concepts or perspectives at play within an organization, and identifies the objections to, assumptions about, and implications these perspectives have on the decision-making process.	Student states a position on ethical concepts or perspectives at play within an organization with some accuracy, and identifies the objections these perspectives present to the decision-making process.	Student states a position on various ethical concepts or perspectives at play within an organization with some accuracy, and identifies the objections to, assumptions about, and implications these perspectives have on the decision-making process.	Student fails to state a position on various ethical concepts or perspectives at play within an organization accurately, and/or fails to identify the objections to, assumptions about, and implications these perspectives have on the decision-making process.

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

Learning Outcome:
MBA PLO #6: Convey 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

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

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

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

Conclusions Drawn from Data:
Final Written Case - Written Communication Rubric:
Scores in the areas of Context of and Purpose for Writing, Content Development and Control of Syntax and Mechanics exceeded the criteria for success in five of the six semesters. Scores in the rubric criteria area of Genre and Disciplinary Conventions exceeded the criteria for success in three of the six semesters. Scores in the rubric criteria area of Sources and Evidence were below the criteria for success in four of the six semesters.

Final Presentation - Oral Communication Rubric: Scores in all rubric criteria areas exceeded the criteria for success in two of the three semesters.

Changes to be Made Based on Data:
Final Written Case - Written Communication Rubric:
Written communication has been recognized as an area for improvement in the MBA program. APA format will continue to be required for all MBA written assignments. Beginning Spring 2019, emphasis will be 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. Additionally, high standards for written communication will continue to be reiterated across all MBA courses.

Furthermore, an APA and writing module will be a required program pre-requisite beginning Fall 2019. This module will establish a foundation in writing and APA format that faculty can build upon throughout the program.

Final Presentation - Oral Communication Rubric:
Beginning Spring 2019, faculty will be required to video tape individual presentations in BUS660 Managing in a Changing Environment, BUS655 Marketing Management and BUS650 Operational Excellence in order to develop oral communication skills throughout the program. Data will continue to be collected; therefore, no changes are recommended at this time.

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
2017-2018

Learning Outcome:
MBA PLO #7: Demonstrate the ability to work collaboratively and function as an effective team member.

Outcome Measure:
1. MarkStrat Simulation (Direct)
2. Peer Evaluation Survey (Indirect)

Criteria for Success:
1. MarkStrat Simulation - 70% of the teams will increase the Share Price Index in the Markstrat simulation
2. Peer Evaluation Survey - The average score for each criteria on the Teamwork Rubric will be a 3.5 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:

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

Conclusions Drawn from Data:
The criteria for success (70% of teams increasing SPI) for the MarkStrat Simulation assessment was exceeded in six of the nine semesters.

Scores in each rubric criteria area of the Teamwork Rubric exceeded the criteria for success (3.5 or higher out of 4.0) exceeded the criteria for success in all semesters.

Changes to be Made Based on Data:
BUS655 Marketing Management is taken during the first or second semester of the MBA program. The timing of this course is better suited for the development of teamwork rather than assessing mastery of teamwork. Beginning Fall 2018, strengths coaching in a team environment was added to this course. This new content, along with the existing simulation, will be used as an opportunity to develop teamwork.

During AY 2018-2019, BUS672 and BUS635 (courses taught later in the program) will be reviewed as potential courses to assess the mastery of this learning outcome. A new assessment measure will be implemented in either Summer 2019 or AY 2019-2020.

TEAMWORK RUBRIC

Point Loma Nazarene University MBA Program learning outcome #7: Demonstrate the ability to work collaboratively and function as an effective team member.

Criteria	Very Good 4	Good 3	Acceptable 2	Poor 1
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the Contributions of Team Members	Engages team members In ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence. Work is of very high quality.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Work is good quality.	Completes all assigned tasks by deadline; work accomplished advances the project. Work is of fair quality.	Completes all assigned tasks by deadline. Work needs to be supplemented or edited by others on the team.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: • Treats team members respectively by being polite and constructive in communication • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any three of the following: • Treats team members respectively by being polite and constructive in communication • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any two of the following: • Treats team members respectively by being polite and constructive in communication • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any one of the following: • Treats team members respectively by being polite and constructive in communication • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.

Average Score: _____ (Total/# of criteria)

Note 1: All criteria are weighted equally
Note 2: This rubric was adapted from the AAC&U Teamwork Value Rubric

Fermanian School of Business
MBA PLO C1 Assessment
2017-2018

Learning Outcome:
MBA PLO C1: Apply Project Management knowledge, concepts and processes in the development of a project management plan.

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

Initial 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

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.

Changes to be Made Based on Data:
Initial assessment in Spring 2018 provided baseline scores. Curricular changes will not be made at this time.

Approved by FSB Assessment Committee 10.03.18
Approved by FSB Full Faculty 10.31.18

MBA PROJECT MANAGEMENT CONCENTRATION PLO #C1 RUBRIC

Point Loma Nazarene University Project Management Concentration Learning Outcome #C1: Apply Project Management knowledge, concepts and processes in the development of a project management plan.

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