

**Fermanian School of Business**  
**MBA PLO #1 Assessment**  
**2019-2020**

**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:

<b>Peregrine MBA Comprehensive Exit Exam Criteria for Success</b>	
<b>Disciplinary Area</b>	<b>Score</b>
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	TBD
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
2019-2020	66	51.3	44.2	58.2	46.8	57.7	49.1	45.8	51.7	60.0	48.3

N= number of students completing the exam

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. The Legal Environment Criterion for Success will be determined in AY 20-21 once a third year of data is obtained.

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 three of the eight disciplinary areas (excluding Law which has no criterion due to recent addition to exam). 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).

During AY 19-20, the criteria for success were met or exceeded for four of the eight disciplinary areas (excluding Law which has no criterion due to recent addition to exam). The areas of Accounting, Economics, Global Dimensions of Business and Management fell below the criteria for success (within 0.9-5.8 points).

#### **Changes to be Made Based on Data:**

During Spring 2019, BUS6095 Strategic Management was thoroughly analyzed to identify areas for improvement. Revised content was implemented in the course in AY 2019-2020. BUS6095 will be further analyzed in Spring 2021 and additional curriculum changes will be made as necessary (see AY 2019-2020 MBA Core PLO #2 Assessment Report for additional data). Scores in the area of Strategic Management were above the criterion for success in AY 19-20; however, BUS 6095 will continue to be monitored.

Beginning Fall 2019, BUS6060 Managing in a Changing Environment course content reflected an increase in human resources and organizational behavior. Students who completed BUS 6060 in AY 19-20, will be taking the exit exam in AY 20-21. During Spring 2021, content in BUS6050 Operational Excellence will be reviewed to ensure sufficient foundational content in Operations Management. This area will continue to be monitored closely.

An analysis of BUS 6035 International Business course content was completed in Fall 2019. This resulted in curriculum changes in AY 19-20. Additional analysis of course content, and adjustments as necessary, will be completed in Spring 2021 to further improve the course curriculum (see AY 2019-2020 MBA Core PLO #4 Assessment Report for additional data).

Revised content was implemented in BUS6015 Accounting for Decision Making during AY 18-19 and AY 19-20. However, there was no improvement in scores in AY 19-20 compared to AY 18-19. A new full-time accounting faculty member was hired and began teaching BUS 6015 in Fall 2020. A new accounting faculty member will analyze the course curriculum during Spring 2021, and make further refinements to curriculum and delivery as necessary.

The revised course content in BUS6030 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 was thoroughly analyzed in AY 19-20. Changes to the course content will be implemented in AY 20-21.

**Fermanian School of Business  
MBA PLO #2 Assessment  
2019-2020**

**Learning Outcome:**

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

**Outcome Measure:**

BUS 6095 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
Fall 2019	32	2.91	2.88	2.97	(1)	2.92
Summer 2020	72	2.71	2.52	2.70	(1)	2.64

(1) Rubric modified beginning Fall 2019. Transfer of Business Theory to Practice area no longer used.

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

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Approved by FSB Full Faculty 11.16.20**

**Conclusions Drawn from Data:**

Scores in the rubric criteria area of Connections Between Business Disciplines exceeded the criteria for success in six of the ten semesters. Scores in the rubric criteria area of Connecting Business Theory and Practice exceeded the criteria for success in five of the ten semesters; however, three of the five semesters that fell below the criteria for success were within .05 - .09 of a 3.0 score. Application of Strategic Models and Tools exceeded the criteria for success in four of the ten semesters; however, one of the six semesters that fell below the criteria for success was within .03 of a 3.0 score.

**Changes to be Made Based on Data:**

A thorough analysis of BUS6095 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 were made beginning Fall 2019. However, all areas fell below the criteria for success during both semesters in AY 19-20.

In addition, feedback from the assessors indicates that the assignment instructions between sections were not consistent. The instructions for the Summer 2020 Evening section and the rubric were not aligned, resulting in lower scores across all three areas compared to the other two sections assessed. The assessors recommend using the Fall 2019 Evening/Summer 2020 Daytime section instructions with a modification to ensure students incorporate references to and analysis of appendices in the body of the paper, and ensure the instructions align well with the rubric. Furthermore, the course content will be further analyzed during Spring 2021 and additional refinements to curriculum will be made as necessary.

## 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	Excellent 4	Meets Expectations 3	Needs Improvement 2	Does Not Meet Expectations 1
<b>Connecting Business Theory and Practice</b>	Integrates at least 3 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 2 connections between business theories and corporate practice to deepen understanding of the business disciplines, acknowledging perspectives other than own	Identifies at least 1 connection between business theory and corporate practice and points out differences, as well as similarities, acknowledging perspectives other than own.	Does not identify connections between business theories and corporate practice.
<b>Connections Between Business Disciplines</b>	Develops at least 3 conclusions by combining examples, facts, or theories from strategy, marketing and finance or other business disciplines.	Develops 2 conclusions by combining examples, facts, or theories from strategy, marketing and finance or other business disciplines.	Develops 1 conclusion by combining examples, facts, or theories from strategy, marketing and finance or other business disciplines.	Develops no conclusions combining examples, facts, or theories from strategy, marketing or finance or other business disciplines.
<b>Application of Strategic Models and Tools</b>	Fulfills the assignment(s) by choosing at least 5 strategic models to perform corporate strategic analysis.	Fulfills the assignment(s) by choosing at least 3 strategic models to perform corporate strategic analysis.	Fulfills the assignment(s) by choosing at least 1 strategic model to perform corporate strategic analysis.	Does not fulfill the assignment. No strategic models are used to perform corporate strategic analysis.

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  
2019-2020**

**Learning Outcome:**

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

**Outcome Measure:**

BUS 6070 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
Spring 2020	36	3.28	2.92	3.19	3.06	2.94	3.08
Summer 2020	40	2.88	3.95	2.75	2.73	2.35	2.93

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 eight of the ten semesters. Scores in the rubric criteria area of Student's Position exceeded the criteria for success in eight of the ten semesters. Scores in the rubric criteria area of Conclusions and Related Outcomes exceeded the criteria for success in four of the ten semesters, with scores slightly below (within 0.6 points) the criteria for success in four semesters. The most recent semester was below criteria for success in four of the five areas.

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Approved by FSB Full Faculty 11.16.20**

**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.

Based on the feedback from the assessors, the case study questions and the rubric are not well aligned. In addition, the case study questions are limited regarding drawing conclusions. During Spring 2021, the course instructors will analyze and adjust the rubric and case study questions to ensure alignment, and expand the case study questions to require students to further develop conclusions. Data will continue to be collected and no additional 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	Excellent 4	Meets Expectations 3	Needs Improvement 2	Does Not Meet Expectations 1
<b>Explanation of Issues</b>	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.
<b>Evidence and Analysis</b>	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.
<b>Influence of Context and Assumptions</b>	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.
<b>Student's Position</b>	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.
<b>Conclusions and Related Outcomes</b>	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  
2019-2020**

**Learning Outcome:**

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

**Outcome Measure:**

BUS 6035 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
Spring 2020	28	3.24	3.16	2.55	2.98
Summer 2020	30	2.70	2.73	2.27	2.57

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

**Conclusions Drawn from Data:**

Scores in all rubric criteria areas prior to AY 19-20 are consistently below the criteria for success.

The assignment was altered in Spring 2019; however, scores for this learning outcome did not improve. It was concluded that deficiencies in the International Business course in regards to preparing students to consider business issues in a global context, continued to exist. As a result, the course was analyzed and curriculum was redesigned in AY 19-20, with specific emphasis given to ensuring students are being

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prepared to successfully apply global business knowledge when evaluating business issues. The results in AY 19-20 were mixed, with Spring 2020 above the criteria for success in two of the three areas, and with Summer 2020 below the criteria for success in all three areas.

**Changes to be Made Based on Data:**

While Spring 2020 results in part indicate a positive trend, and may be due the curriculum changes made in AY 19-20, the faculty teaching BUS 6035 will perform further analysis of course content and make additional curriculum adjustments as necessary in Spring 2021, to further improve the course.

In addition, feedback from the assessors indicate that the rubric and assignment questions are not well aligned, and the case (article) currently used may not optimally align with the assignment; therefore, during Spring 2021, the faculty teaching BUS 6035 will adjust the rubric and course instructions as necessary, and consider changing the case (article) for future semesters.

## GLOBAL CONTEXT RUBRIC

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

Criteria	Excellent 4	Meets Expectations 3	Needs Improvement 2	Does Not Meet Expectations 1
<b>Perspective Taking</b>	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).
<b>Cultural Diversity</b>	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.
<b>Applying Knowledge to Contemporary Global Business Contexts</b>	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 Global Learning Value Rubric

**Fermanian School of Business  
MBA PLO #5 Assessment  
2019-2020**

**Learning Outcome:**

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

**Outcome Measure:**

BUS 6017 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
Fall 2019	40	3.45	3.23	3.30	3.10	3.08	3.23
Spring 2020	38	3.63	3.37	3.05	3.21	2.89	3.23

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

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exceeded the criteria for success in eight of the nine semesters. Scores for the rubric criteria areas of Influencing Core Values and Application of Theory exceeded the criteria for success in seven of the nine semesters. Scores for the rubric criteria area of Implications exceeded the criteria for success in five of the nine 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	Excellent 4	Meets Expectations 3	Needs Improvement 2	Does Not Meet Expectations 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**  
**2019-2020**

**Learning Outcome:**

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

**Outcome Measure:**

Two measures are collected in the capstone BUS6095 course:

1. Final Written Case
2. Article Presentation

**Criteria for Success:**

1. BUS 6095 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. BUS6095 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
Fall 2019	32	3.06	3.06	3.03	2.88	3.03	3.01
Summer	72	2.83	2.91	2.87	2.71	2.92	2.85

Approved by Assessment Committee 11.3.20

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<b>2020</b>
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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
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
Fall 2019	22	3.33	2.95	3.23	3.00	3.32	3.17
Summer 2020	58	3.43	3.12	3.17	2.98	3.36	3.21

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 in eight of the nine semesters. Scores in the area of Control of Syntax and Mechanics exceeded the criteria for success in seven of the nine semesters. Scores in the area of Genre and Disciplinary Conventions exceeded the criteria for success in six of the nine semesters. Scores in the area of Sources and Evidence fell below the criteria for success in six of the nine semesters.

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

**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, BUS6060 Managing in a Changing Environment and BUS6050 Operational Excellence. 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. Additionally, high standards for written communication continue to be reiterated across all MBA courses.

Based on the above changes, we anticipated seeing improvement beginning in AY 19-20. Other than the area of Sources and Evidence, the Fall 2019 semester exceeded the criteria for success. The Summer 2020 semester was below the criteria for success in all five areas; however, the Summer 2020 Evening

section was above or near the criteria for success in all areas (2.93-3.05), whereas the Summer 2020 Daytime section was below the criteria for success in all areas (2.44-2.88).

Feedback from the assessors indicates that the assignment instructions for the Final Written Case between sections were not consistent. The assessors recommend using the Fall 2019 Evening/Summer 2020 Daytime section instructions with a modification and rubric alignment (see AY 2019-2020 MBA Core PLO #2 Assessment Report for additional data). Furthermore, the course will continue to be monitored to determine if the changes made in Spring 2019 and Fall 2019 result in improvement in all areas.

**Final Presentation - Oral Communication Rubric:**

Beginning Spring 2019, faculty were required to video tape individual presentations in BUS6060 Managing in a Changing Environment, BUS6055 Marketing Management and BUS6050 Operational Excellence in order to develop oral communication skills throughout the program. Beginning Spring 2021 for the Daytime MBA, and beginning Fall 2021 for the Evening MBA, students will receive professional presentation coaching from a third party consultant as part of the MBA program. Data will continue to be collected and monitored.

## WRITTEN COMMUNICATION RUBRIC

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

Criteria	Excellent 4	Meets Expectations 3	Needs Improvement 2	Does Not Meet Expectations 1
<b>Context of and Purpose for Writing</b>	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).
<b>Content Development</b>	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.
<b>Genre and Disciplinary Conventions</b>	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.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing; APA format: in-text citations, reference page with 4 references.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing; APA format: in-text citations, reference page with 3 references.	Demonstrates an attempt to use credible and/or relevant sources to support the ideas that are appropriate for the discipline and genre of writing; APA format: in-text citations, reference page with 2 references.	Demonstrates an attempt to use sources to support ideas in the writing; APA format: in-text citations, reference page with 1 references.
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and has 2 or fewer errors.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has up to 4 errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include up to 6 errors.	Uses language that sometimes impedes meaning because of more than 6 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: Present ideas and decisions clearly through effective communication.

Criteria	Excellent 4	Meets Expectations 3	Needs Improvement 2	Does Not Meet Expectations 1
<b>Organization</b>	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.
<b>Language</b>	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.
<b>Delivery</b>	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.
<b>Supporting Material</b>	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.
<b>Central Message</b>	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**  
**2019-2020**

**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 50% of team goals (revised AY 19-20)
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

**Longitudinal Data:**

**Everest Simulation Team Performance Results:**

Semester	N <sup>1</sup>	Team Goals Achieved
Summer 2019	20	54%
Spring 2020	19	44%
Summer 2020	29	53%

**Everest Simulation Team Evaluation Results:**

Semester	N <sup>1</sup>	Team Effectiveness
Summer 2019	20	4.29
Spring 2020	19	4.37
Summer 2020	29	3.78

<sup>1</sup>N=number of students participating in simulation

**Conclusions Drawn from 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.

The updated teamwork assessment was implemented in Summer 2019. Initial data was collected and criteria for success were set accordingly at such time based upon one data point. Given that three data points are now available, the criterion for success has been revised. Based upon the above data, the Team Performance Results criterion for success has been revised to 50% from 65%, and the Team Evaluation Results criterion for success remains at 4.0.

Team Performance Results and the Team Evaluation Results meet the revised criterion for success two out of the three periods.

**Changes to be Made Based on Data:**

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.

No changes are recommended at this time, data will continue to be monitored.

**Fermanian School of Business**  
**MBA Innovation and Entrepreneurship Concentration PLO #B1 Assessment**  
**2019-2020**

**Learning Outcome:**

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

**Outcome Measure:**

BUS6078 – 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

**Longitudinal Data:**

**Darwinator Results:**

Semester	N	% of students with an average score of 6.5 or higher
Fall 2018	12	66.7%
Fall 2019	8	100%

Note: N=number of students

**Conclusions Drawn from Data:**

The criterion for success has been met in one of the two periods.

**Changes to be Made Based on Data:**

Given the variability of the results in the first two years of this assessment, the criterion for success will be revisited in at the end of AY 20-21 to determine if it is appropriate. Data will continue to be collected and monitored.