

**Fermanian School of Business
MBA PLO #1 Assessment
2024-2025**

Learning Outcome:

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

Outcome Measure:

Peregrine Comprehensive Exit Exam Results

Criteria for Success:

Score at or above the following:

Peregrine MBA Comprehensive Exit Exam Criteria for Success	
Disciplinary Area	Score
Accounting	50
Business Ethics	57.5
Business Finance	50
Strategic Management	57.5
Economics (Macro/Micro)	50
Global Dimensions of Business	50
Management (OPS, HR, OB)	55
Marketing	60
Legal Environment of Business	50

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

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

Longitudinal Data:

		N									
		Graduate Total		Accounting		Business Ethics		Business Finance		Strategic Management	
		Economics (Macro/Micro)		Global Dimensions of Business		Management (OPS, HR, OB)		Marketing		Legal Environment of Business	
Criteria for Success		50	50	45	55	50	50	55	50	TBD	
Criteria for Success as of 21-22		50	57.5	50	57.5	50	50	55	60	50	
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
2020-2021	57	52.8	47.4	57.7	51.6	57.0	46.8	48.4	55.6	61.6	49.1
2021-2022	56	51.5	47.1	57.7	48.0	51.1	51.4	44.3	52.7	61.3	49.6
2022-2023	78	49.3	42.7	56.0	42.7	55.9	46.2	43.8	51.2	58.7	46.2
2023-2024	42	49.2	44.3	54.8	49.0	54.3	44.8	46.4	52.9	59.5	36.7
2024-2025	32	50.8	48.4	50.0	53.1	55.0	45.6	47.2	49.7	60.6	43.8

N= number of students completing the exam

Conclusions Drawn from Data:

It is important to note that PLNU administers the Peregrine Comprehensive Exam in a proctored online environment, and students are given a 2-hour 45-minute time limit to complete the test. According to Peregrine, a majority of schools that administer the Peregrine Comprehensive Exam do so in an unproctored online format with time limits exceeding 2 hours and 45 minutes. Therefore, criteria for success were determined considering (a) the average total score and average disciplinary area scores of National and Region 7 ACBSP schools and (b) the FSB’s MBA curriculum focus. Beginning AY 21-22, the criteria for success were increased in the areas of Ethics, Finance, Strategic Management, and Marketing, as detailed in the above schedule.

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

During AY 24-25, the criteria for success were met in Finance and Marketing. Accounting was 1.6 points below the criteria for success, but improved significantly from AY 22-23 and AY 23-24. Ethics fell 7.5 points below the criteria and dropped 4.8 points from the prior year. Strategic Management fell 2.5 points below the criteria but increased 0.7 points from the prior year. Economics fell 4.4 points below the criteria but increased by 0.8 points from the prior year. Global Dimensions of Business was 2.8 points below the criteria but increased by 0.8 points from the prior year. Management fell 5.3 points below the criteria for success and decreased 3.2 points from the prior year. Legal Environment of Business was 6.2 points below the criteria for success, but increased by 7.10 points from the prior year.

Changes to be Made Based on Data:

During AY23-24, an analysis of the MBA program was conducted, and the curriculum and course offerings were overhauled to better align with the market's needs. The new MBA was launched in Fall 2024 and included a change from Daytime MBA to Early Career MBA, expanded concentration offerings and course loads, an overall decrease in the number of units of the MBA program from 42 to 36, and an elimination of business law and international business in the core of the MBA. Moving from Daytime to

Early Career also eliminated the daytime/cohort course offerings. Instead, Early Career students will be in the same classes as evening/professional students. Additionally, business law and international business were not core components of MBA competitor programs, so they were eliminated from the core and will be removed from the exit exam in the future. Concentrations were expanded from 6 to 9 units and now include Project Management, Organizational Leadership, Global Business and Leadership, and Sports Management. The Fermanian School of Business has also experienced high turnover among faculty who teach in the MBA program. Because AY24-25 was the first year of the revised MBA, no changes will be made based on the AY 24-25 exit exam scores. Instead, data will continue to be collected over the next few years and monitored to assess how changes in the MBA program affect assessment and student learning outcomes.

**Fermanian School of Business
MBA PLO #2 Assessment
2024-2025**

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 (through Summer 2025)

BUS 6095 Strategic Management - Strategic Leadership Report (starting Summer 2025)

Criteria for Success:

The average total score and the average score for each criterion on the Integrative Learning Rubric will be 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	Identification of Key Industry Predictions	Development of Strategic Recommendations Based upon Insights	Total
Fall 2021	38	3.03	2.83	2.93
Spring 2022	38	3.24	2.62	2.93
Summer 2022	34	3.13	2.50	2.81
Fall 2022	40	2.95	3.03	2.99
Spring 2023	40	2.95	2.90	2.93
Summer 2023	40	3.08	3.23	3.15
Fall 2023	20	2.65	2.35	2.50
Spring 2024	38	2.26	2.13	2.20
Spring 2025	12	2.42	1.83	2.13
Summer 2025	12	3.33	3.08	3.21

Longitudinal Data – Strategic Leadership Report:

Integrative Learning Rubric - Average Student Scores

Semester	N	Strategic Integration Across Disciplines	Application of Frameworks to Key Decisions	Performance and Competitive Analysis	Strategic Opportunities and Recommendations	Total
Summer 2025	30	2.63	2.70	2.83	2.80	2.74

Conclusions Drawn from Data:

The assessment assignment for this PLO changed in Summer 2025 to better assess PLO 2, when a new faculty member took over as the lead teaching BUS 6095.

In Spring 2025, when the final written case served as the assessment, scores fell below the criteria for success across all rubric categories. In Summer 2025, when the final written case served as the assessment, scores met the criteria for success across all rubric categories.

In Summer 2025, when the new assessment was implemented, scores fell slightly below the criteria for success in all rubric categories.

Changes to be Made Based on Data:

This assessment has undergone several changes over the years to increase scores, including revising the assignment, clarifying instructions, providing sample papers, and reviewing the rubric with students. Despite these changes, however, the criteria for success were not met in AY 23-24 or 24-25.

In Spring 2025, a new professor took over the course and, after teaching it, decided to change the assessment assignment to better align with the PLO being assessed. Results and assessor feedback will be shared with the BUS 6095 faculty, who will then determine whether further instruction or assignment revision is necessary. Data will continue to be collected and monitored in the years to come, and opportunities for improvement will be identified.

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
Identification of Key Industry Predictions Based upon Insights Across Business Disciplines	Identifies at least 4 key industry predictions supported using insights from strategy, marketing, and finance (all three), and is supported by strong evidence and analysis.	Identifies at least 3 key industry predictions supported using insights from strategy, marketing, and finance (all three), and is supported by moderate evidence and analysis.	Identifies at least 2 key industry predictions supported using insights from strategy, marketing, and finance (at least two), and is supported by some evidence and analysis..	Identifies less than 1 key industry predictions supported using insights from strategy, marketing, and finance (less than two), and is supported by little or no evidence and analysis..
Development of Strategic Recommendations Based upon Insights Across Business Disciplines	Develops critical changes to the strategic recommendations using insights from strategy, marketing, and finance (all three), and is supported by strong evidence and analysis.	Develops critical changes to the strategic recommendations using insights from strategy, marketing, and finance (all three), and is supported by moderate evidence and analysis.	Develops critical changes to the strategic recommendations using insights from strategy, marketing, and finance (at least two), and is supported by some evidence and analysis.	Develops critical changes to the strategic recommendations using insights from strategy, marketing, and finance (less than two), and is supported by little or no evidence and analysis.

Average Score: _____ (Total/# of criteria)

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
Strategic Integration Across Disciplines	Demonstrates exceptional integration of strategy, marketing, finance, operations, and leadership concepts throughout the report. Draws clear and compelling connections between business functions and strategic outcomes.	Integrates at least three business disciplines with clear connections to strategy and performance. Connections are logical and generally well-developed.	Integrates at least two business disciplines with limited or inconsistent connections to strategy. Connections lack depth or clarity.	Demonstrates minimal or no integration of business disciplines. Strategic analysis is fragmented or unsupported.
Application of Frameworks to Key Decisions	Analyzes 3–5 major strategic decisions using multiple frameworks (e.g., Porter’s Five Forces, VRIO, Value Chain, Blue Ocean, Strategic Maps). Provides a clear, data-driven rationale showing how different business domains informed these decisions.	Analyzes strategic decisions using at least two frameworks with moderate interdisciplinary support. Rationale is generally logical but may lack depth in some areas.	Uses at least one framework superficially or without strong cross-disciplinary support. Rationale is vague or underdeveloped.	Provides little to no meaningful framework application or interdisciplinary support.
Performance and Competitive Analysis	Provides a comprehensive performance analysis (e.g., ROE, stock price, image rating, market share) that clearly links financial, operational, and strategic decisions. Demonstrates insightful competitive positioning and adaptation to industry dynamics.	Provides solid performance and competitive analysis with moderate connections to business disciplines. Demonstrates understanding of market dynamics.	Provides limited analysis of performance or competition. Connections to business disciplines are weak or inconsistent.	Minimal or no performance or competitive analysis; lacks clear linkage to strategy or disciplines.
Strategic Opportunities and Recommendations	Identifies several forward-looking, feasible opportunities supported by interdisciplinary insights. Recommendations are data-informed, tied to performance trends, and demonstrate strategic vision.	Identifies multiple opportunities supported by interdisciplinary analysis. Recommendations are reasonable and tied to key metrics.	Identifies a few opportunities with limited interdisciplinary support or weak connection to data.	Opportunities and recommendations are vague, unsupported, or missing.

Average Score: _____ (Total/# of criteria)

**Fermanian School of Business
MBA PLO #3 Assessment
2024-2025**

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 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
Fall 2021	40	3.05	3.15	3.05	3.11	3.00	3.07
Spring 2022	36	3.03	3.39	3.00	2.97	2.92	3.06
Summer 2022	39	2.90	3.28	3.00	3.00	3.03	3.04
Fall 2022	30	2.97	3.60	2.87	2.87	2.83	3.03
Spring 2023	40	3.18	3.90	3.15	3.15	3.13	3.30
Summer 2023	20	3.05	2.85	2.80	2.90	2.90	2.90
Fall 2023	36	2.70	2.69	2.70	2.80	2.83	2.75
Spring 2024	20	3.45	3.55	3.45	3.45	3.45	3.47

Spring 2025	20	3.10	3.05	2.85	2.95	3.10	3.01
Summer 2025	26	3.04	2.31	2.85	2.92	2.73	2.77

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

Conclusions Drawn from Data:

Explanation of Issues has met or exceeded the criteria for success in 16 of the 20 semesters, including those in AY 24-25.

Evidence and Analysis have met or exceeded the criteria for success in 16 of the 20 semesters, including one of the two semesters in AY 24-25.

Influence of Context and Assumptions has met or exceeded the criteria for success in 14 of the 20 semesters, but did not meet the criteria in either semester in AY 24-25.

Student’s position has met or exceeded the criteria for success in 12 of the 20 semesters, but did not meet the criteria in either semester in AY 24-25 (although it was very close).

Conclusions and related outcomes have met or exceeded the criteria for success in 9 of the 20 semesters, including one of the two semesters in AY 24-25.

Changes to be Made Based on Data:

Beginning in the Summer of 2018, the final case study for BUS670: Financial Management 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’ ability to draw more logical and well-supported conclusions.

Based on the assessors' feedback, the case study questions and the rubric were not well aligned. During Spring 2021, the course instructors analyzed and adjusted the rubric and case study questions to ensure alignment and expanded the case study questions to require students to further develop conclusions and related outcomes. The changes to the questions and rubric improved Conclusions and Related Outcome Scores.

Starting in the Summer of 2023, 3 new professors began teaching in the finance area. There was additional faculty turnover in Summer 2024, and a new full-time finance lead was hired in Spring 2025.

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

Average Score: _____ (Total/# of criteria)

Note 1: All criteria are weighted equally

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

Fermanian School of Business
MBA PLO #4 Assessment
2024-2025

Learning Outcome:

MBA PLO #4: Analyze the ethical impacts of executive-level decision making.

Outcome Measure:

BUS 6017 Business Ethics – Take Your Stand Paper (through Fall 2024)

BUS 6049 Leading with Ethics, Integrity and Purpose - Take Your Stand Paper (beginning Spring 2025)

Criteria for Success:

The average total score and the average score for each criterion on the Ethical Impacts Rubric will be 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
Fall 2020	40	3.53	3.24	3.00	3.21	3.17	3.23
Spring 2021	76	3.01	2.93	2.64	2.76	2.73	2.82
Fall 2021	38	3.32	2.95	3.11	3.55	2.92	3.17
Spring 2022	75	3.43	2.99	3.05	3.15	2.87	3.10
Fall 2022	40	2.65	2.45	2.70	2.38	2.43	2.52
Spring 2023	80	3.13	2.97	2.86	2.85	2.93	2.95
Fall 2023	32	2.81	2.47	2.28	2.25	2.38	2.44

Spring 2024	30	2.87	2.57	2.73	2.43	2.60	2.64
Fall 2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Spring 2025	42	2.98	2.71	3.05	3.00	3.00	2.95
Summer 2025	40	3.35	3.30	3.15	3.03	3.28	3.22

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

Conclusions Drawn from Data:

Issue and Position scores exceeded the criteria for success in 15 of the 19 semesters, including the most recent.

Influencing Core Values scores exceeded the success criteria in 9 of the 19 semesters, including the most recent.

Stakeholder Perspective scores exceeded the criteria for success in 13 of the 19 semesters, including both semesters in AY 24-25.

Application of Theory scores exceeded the criteria for success in 12 of the 19 semesters, including both semesters in AY 24-25.

Implications scores exceeded the criteria for success in 8 of the 19 semesters, including both semesters in AY 24-25.

Changes to be Made Based on Data:

The instructor analyzed the course content in AY 22-23 – particularly in the areas of *Influencing Core Values* and *Identifying Implications* - to determine how best to improve outcomes in these areas. In Spring 2023, the instructor used expanded instructions to see if scores would improve. While scores did improve, they still did not meet the criteria for success. The content of this course was redeveloped with the revised MBA curriculum. This feedback will be incorporated into improvements in that course. The revised version of the course launched in Spring 2025, and overall, scores seem to be improving. Data will continue to be collected and monitored for improvements.



ETHICAL IMPACTS RUBRIC

Point Loma Nazarene University MBA Program Learning Outcome #4: 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 #5 Assessment
2024-2025

Learning Outcome:

MBA PLO #5: Present ideas and decisions clearly through effective communication.

Outcome Measure:

Two measures are collected in the capstone BUS6095 course:

1. Final Written Case (through Summer 2025)/Strategic Leadership Report (starting Summer 2025)
2. Article Presentation (through Summer 2025)/Strategic Leadership Board Presentation (starting Summer 2025)

Criteria for Success:

1. BUS 6095 Final Written Case/Strategic Leadership Report: 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. BUS 6095 Article Presentation/Strategic Leadership Board 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:**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
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 2020	72	2.83	2.91	2.87	2.71	2.92	2.85
Summer 2021	40	3.35	3.05	2.93	2.83	2.43	2.92
Fall 2021	38	3.17	3.06	3.00	3.47	3.17	3.17
Spring 2022	38	3.18	3.05	3.13	3.16	3.03	3.11

Summer 2022	34	3.19	2.97	3.00	3.06	3.03	3.05
Fall 2022	40	3.25	2.98	3.30	3.30	3.13	3.19
Spring 2023	40	3.23	2.98	3.08	2.83	3.05	3.03
Summer 2023	40	3.28	3.08	3.40	2.70	3.18	3.13
Fall 2023	20	3.00	2.80	2.90	2.85	2.80	2.87
Spring 2024	40	2.93	2.65	2.90	3.17	3.16	2.96
Spring 2025	12	2.50	2.42	2.42	1.92	3.17	2.48
Summer 2025	12	3.75	3.67	3.42	3.58	3.58	3.60
Summer 2025*	30	3.30	3.27	3.10	1.83	3.47	2.99

***Strategic Leadership Report Assessment**

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

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
Summer 2021	40	3.43	3.00	3.18	3.28	3.35	3.25
Fall 2021	24	2.83	3.25	3.00	3.33	2.83	3.05
Spring 2022	32	2.84	3.16	3.06	2.88	2.84	2.96
Summer 2022	23	3.04	3.13	2.96	2.83	2.70	2.93
Fall 2022	30	3.30	3.17	2.93	2.90	3.13	3.09
Spring 2023	34	3.24	3.10	3.08	2.93	3.08	3.08
Summer 2023	38	3.26	3.05	2.97	2.88	3.08	3.05
Fall 2023	20	2.95	2.35	2.50	2.90	2.90	2.72
Spring 2024	6	3.50	3.00	3.33	3.83	3.50	3.43
Spring 2025*	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Summer 2025	18	3.50	2.89	2.83	2.83	3.06	3.02

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

***Spring 2025 - The quality of the recordings was insufficient to allow for an accurate assessment. ***

Conclusions Drawn from Data:

Final Written Case/Strategic Leadership Report - Written Communication Rubric:

The assessment assignment for this PLO changed in Summer 2025 to better assess PLO 5, when a new faculty member took over as the lead teaching BUS 6095.

In Spring 2025, when the final written case served as the assessment, scores fell below the criteria for success across all rubric categories except Control of Syntax and Mechanics. In Summer 2025, when the final written case served as the assessment, scores met criteria for success across all rubric categories.

In Summer 2025, when the new assessment was implemented, scores met the criteria for success in all categories except Sources and Evidence.

Final Presentation/Strategic Leadership Board Presentation - Oral Communication Rubric:

The assessment assignment for this PLO changed in Summer 2025 to better assess PLO 5, when a new faculty member took over as the lead teaching BUS 6095. Data were not collected in Spring 2025 due to the insufficient quality of the presentation recordings.

In Summer 2025, when the new assessment was implemented, scores met the criteria for success in the Organization and Central Message categories but fell slightly short in all other rubric categories.

Changes to be Made Based on Data:

Final Written Case - Written Communication Rubric:

Beginning in the Spring of 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 were required to complete an APA and writing module. This module established a foundation in writing and APA format that faculty can build upon throughout the program. Additionally, high standards for written communication were reiterated across all MBA courses. In addition, instructions for the written assignment were improved for AY 20-21.

Based on the above changes, improvement was expected in AY 19-20 and AY 20-21. While the rubric areas of Context and Purpose for Writing and Content Development met or exceeded the criteria for success, the areas of Genre and Disciplinary Conventions, Sources and Evidence, and Control of Syntax and Mechanics needed additional improvement. During AY 21-22, additional analysis was done to determine how these areas can be further developed throughout the MBA program. Specifically, beginning in Fall 2022, MBA faculty in certain courses with written assignments (including BUS 6095) were required to use the Written Communications rubric to ensure students practice key writing rubric criteria throughout the program.

AY22-23 results indicated that "Sources and Evidence" should be addressed. This was communicated to the MBA professors. The use of the APA module was emphasized with both students and faculty. Faculty teaching in all courses were reminded to emphasize the importance of including APA citation requirements in all papers throughout the program.

In Spring 2025, a new professor took over the course and, after teaching it, decided to change the assessment assignment to better align with the PLO being assessed. Results and assessor feedback will be shared with the BUS 6095 faculty, who will then determine whether further instruction or assignment revision is necessary. Data will continue to be collected and monitored in the years to come, and opportunities for improvement will be identified.

Final Presentation - Oral Communication Rubric:

Beginning in AY 22-23, in BUS6055 Marketing Management, a communications consultant began instructing MBA students in professional presentation skills and provided an in-depth review of the oral communication rubric. Additionally, trained coaches provided individual feedback to each student presenting in BUS6055 based on the rubric. Emphasis was placed on the areas of Organization, Supporting Material, and Central Message. A positive impact from these changes was expected to begin in AY 24-25, given the relative timing of the BUS6055 and BUS6095 courses.

Additionally, the MBA program was redeveloped and launched in Fall 2024. A new Professional Communication course is included for Early Career students in this program, and there are increased efforts throughout the program to address professional communication skills. This will continue to be monitored as the new program rolls out.

Finally, an audit of where presentation skills are taught and of assignments that require presentations in all MBA classes is currently underway to better understand where presentation skills are highlighted and developed. This will help us determine if additional focus is needed.



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
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; 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.
Control of Syntax and Mechanics	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
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 #6 Assessment
2024-2025**

Learning Outcome:

MBA PLO #6: Collaborate with others as an effective team member.

Outcome Measure:

BUS6050/BUS6095 (through Summer 2025)

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

BUS 6095 (starting Summer 2025)

1. Business Strategy Game Company Score
2. Business Strategy Game End-Game Peer Evaluation Score

Criteria for Success:

BUS6050/BUS6095 Everest Simulation (through Summer 2025)

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.

BUS 6095 Business Strategy Game (starting Summer 2025)

1. Teams will accomplish an average company score of TBD.
2. Teams will accomplish an average end-game peer evaluation score of 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:

Everest Simulation Team Performance Results:

Semester	N ¹	Team Goals Achieved
Summer 2019	20	54%
Spring 2020	19	44%
Summer 2020	29	53%
Spring 2021	28	43%
Summer 2021	24	47%
Fall 2021	28	45%
Spring 2022	18	46%

Fall 2022	8	72%
Fall 2023	12	84.5%
Spring 2024	18	69.3%
Spring 2025	5	50%
Summer 2025	7	94%

Everest Simulation Team Evaluation Results:

Semester	N¹	Team Effectiveness
Summer 2019	20	4.29
Spring 2020	19	4.37
Summer 2020	29	3.78
Spring 2021	28	4.26
Summer 2021	24	3.96
Fall 2021	28	4.16
Spring 2022	18	3.79
Fall 2022	8	4.48
Fall 2023	12	4.61
Spring 2024	18	3.57
Spring 2025	5	4.50
Summer 2025	7	NA

Business Strategy Game Company Score:

Semester	N¹	Company Score
Summer 2025	15	80.40

Business Strategy Game End-Game Peer Evaluation Score

Semester	N¹	End-Game Peer Evaluation Score
Summer 2025	15	92.93

Conclusions Drawn from Data:

The assessment assignment for this PLO changed in Summer 2025 to better assess PLO 6, when a new faculty member took over as the lead teaching BUS 6095.

Team Performance results have exceeded the criteria for success in the past 5 semesters.

Team Effectiveness results have exceeded the criteria for success in 7 out of the 11 periods. Data on this metric was not collected in Summer 2025.

The Business Strategy Game's criteria for success will be set after data are collected over several semesters.

Changes to be Made Based on Data:

The course in which this PLO was assessed, BUS 6072, was eliminated from the MBA core curriculum in AY21-22. It was moved to BUS 6050 in AY22-23. Due to revisions to the MBA program, starting in Spring 2025, this assessment was moved to BUS 6095.

In Spring 2025, a new professor took over the course and, after teaching it, decided to change the assessment assignment to better align with the PLO being assessed. Data will continue to be collected and monitored in the years to come, and criteria for success will be established.

Fermanian School of Business
MBA Organizational Leadership Concentration PLO #A1 Assessment
2024-2025

Learning Outcome:

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

Outcome Measure:

BUS6010 – Case Study Analysis

Criteria for Success:

Average student score for each criterion on the Organizational Leadership Concentration PLO #A1 Rubric will be a 3.0 or higher out of 4.0

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

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

Initial Data:

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

Semester	N	Organizational Impact	Recommendations	Risks	Total
Spring 2021	38	3.71	3.53	3.34	3.53
Spring 2022	28	3.29	3.18	3.25	3.24
Spring 2023	30	3.23	3.53	3.37	3.38
Spring 2024	22	3.18	3.18	3.14	3.17
Fall 2024	NA	NA	NA	NA	NA
Spring 2025	4	4.00	2.50	4.00	3.50
Summer 2025	18	3.22	2.89	3.11	3.07

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

Conclusions Drawn from Data:

The signature assignment was changed in AY 20-21.

The criteria for success were met across all rubric areas for the four semesters prior to AY24-25. Criteria for success were met in all areas except Recommendations in Spring and Summer 2025. Data were not collected in Fall 2024 because the course professor inadvertently omitted the assessment assignment from the course.

Changes to be Made Based on Data:

The previous full-time faculty lead for BUS 6010 left PLNU at the end of the 23-24AY. Adjunct faculty filled in for AY24-25. A new full-time faculty member is taking over as the lead of BUS 6010 in AY 25-26 and will evaluate the current assessment to determine if updates are needed. Additionally, a new course-monitoring process has been implemented starting in Spring 2026 to ensure that faculty include required assessment assignments in their courses. No changes are recommended. Data will continue to be collected.



MANAGEMENT CONCENTRATION PLO #A1 RUBRIC

Point Loma Nazarene University Management Concentration Learning Outcome #A1: Asses organizational issues and make sound recommendations based on organizational behavioral concepts and theories.

Criteria	Excellent 4	Meets Expectations 3	Needs Improvement 2	Does Not Meet Expectations 1
Organizational Impact	Paper clearly identifies one or more issues impacting all four key components of an organization: individual, teams, leadership, and context	Paper often identifies one or more issues impacting most of the four key components of an organization: individual, teams, leadership, and context.	Paper somewhat identifies at least one issue impacting at least two of the four key components of an organization: individual, teams, leadership, and context	Paper does not clearly identify any issues impacting the four key components of an organization: individual, teams, leadership, and context.
Recommendations	Paper includes appropriate and very clear recommendations for each component (individual, teams, leadership, and context) and clearly discusses the organizational behavior theories and concepts the recommendations are based on.	Paper usually includes appropriate and clear recommendations for each component (individual, teams, leadership, and context) and often discusses the organizational behavior theories and concepts the recommendations are based on.	Paper sometimes includes appropriate and clear recommendations for each component (individual, teams, leadership, and context) and sometimes discusses the organizational behavior theories and concepts the recommendations are based on.	Paper rarely includes appropriate and clear recommendations for each component (individual, teams, leadership, and context) and does not discuss the organizational behavior theories and concepts the recommendations are based on.
Risks	Risks associated with the recommendation for each organizational component (individual, teams, leadership, and context) are clearly addressed and supported.	Risks associated with the recommendation for each organizational component (individual, teams, leadership, and context) are often addressed and supported.	Risks associated with the recommendation for each organizational component (individual, teams, leadership, and context) are sometimes clearly addressed and supported.	Risks associated with the recommendation for each organization component (individual, teams, leadership, and context) are not clearly addressed and supported.

Average Score: _____ (Total/# of criteria)

Note 1: All criteria are weighted equally

**Fermanian School of Business
MBA Global Business and Leadership PLO #B1 Assessment
2024-2025**

Learning Outcome:

MBA PLO B1. Evaluate the impact of business decisions in a global context.

Outcome Measure:

BUS 6035 International Business – Case Study Analysis

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	Applying Knowledge	Cultural Diversity	Total
Spring 2017	46	3.07	2.65	2.96	2.89
Summer 2017	28	2.61	2.68	2.54	2.61
Spring 2018	56	2.94	2.38	2.64	2.65
Summer 2018	54	3.17	2.53	2.87	2.97
Spring 2019	80	2.49	2.39	2.52	2.47
Summer 2019	28	2.46	2.36	2.25	2.36
Spring 2020	28	3.24	2.55	3.16	2.98
Summer 2020	30	2.70	2.27	2.73	2.57
Summer 2021	40	3.13	3.35	(1)	3.24
Spring 2022	56	3.82	3.12	(1)	3.47
Summer 2022	40	3.83	3.53	(1)	3.68
Spring 2023	40	3.13	3.00	(1)	3.06
Summer 2023	40	3.58	3.73	(1)	3.65
Spring 2024	42	3.55	3.52	(1)	3.54
Summer 2024	40	3.50	3.63	(1)	3.56
Summer 2025	24	2.88	3.13	(1)	3.00

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

(1)=Criteria removed from rubric in AY20-21

Conclusions Drawn from Data:

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

The course content was analyzed in AY 20-21. As a result, the course curriculum was adjusted, and the assignment and rubric were adjusted beginning in Summer 21. The data for AY21-22, AY22-23, and AY23-24 are above the criteria for success in all categories and show improvements in scores across each category. It appears that the changes to the curriculum, assignment, and rubric improved scores.

In AY24-25, BUS 6035 was removed from the MBA core and moved to the Global Business and Leadership Concentration (a new concentration for the MBA). Thus, this assessment was moved from the core to the concentration starting in AY24-25. Criteria for success were met in all areas in AY24-25 except Perspective.

Changes to be Made Based on Data:

Continue collecting and monitoring data now that BUS 6035 is part of the Global Business and Leadership Concentration.



GLOBAL CONTEXT RUBRIC

Point Loma Nazarene University MBA Program learning outcome #B1: Evaluate the impact of business decisions in a global context.

Criteria	Excellent 4	Meets Expectations 3	Needs Improvement 2	Does Not Meet Expectations 1
Perspective Evaluation	Evaluates the differing perspectives of at least 4 of the firm's global stakeholders across all four key issue areas: cultural, social, economic, and environmental – and identifies the most important issues that the firm should address. Carefully describes stakeholder tensions around each of these issues.	Evaluates the differing perspectives of at least 3 of the firm's global stakeholders across at least three of the four key issue areas: cultural, social, economic, and environmental – and identifies the most important issues that the firm should address. Describes stakeholder tensions around each of these issues.	Evaluates the differing perspectives of at least 2 of the firm's global stakeholders across at least two of the four key issue areas: cultural, social, economic, and environmental – and identifies some important issues that the firm should address. Addresses stakeholder tensions around these issues.	Addresses some elements of perspective-taking but either fails to identify key stakeholders, to identify issues across at least two issue areas.
Applying Knowledge to Contemporary Global Business Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global business problems. Student identifies and addresses 5 of the 7 key focus areas of study.	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global business problems. Student identifies and addresses 4 of the 7 key focus areas of study.	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global business problems. Student identifies and addresses 3 of the 7 key focus areas of study.	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global business problems. Student identifies and addresses less than 2 of the 7 key focus areas of study.

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 Project Management Concentration PLO #C1 Assessment
2024-2025**

Learning Outcome:

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

Outcome Measure:

BUS 6067 – Project Management Plan

Criteria for Success:

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

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

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

Longitudinal Data:

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

Semester	N	Major Considerations	Tasks and Schedules	Success Factors & Risks	Total
Spring 2021	34	3.56	3.59	3.42	3.52
Spring 2022	40	3.43	3.28	3.20	3.30
Spring 2023	38	3.21	3.28	2.97	3.15
Spring 2024	36	3.69	3.08	3.58	3.45
Spring 2025	38	3.39	3.17	3.47	3.35

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

Conclusions Drawn from Data:

The signature assignment was changed in AY 20-21. Additionally, in AY 20-21, the assessors noted that the project statement template was missing rubric elements. In AY 21-22, the template was updated to include the missing elements.

The criteria for success were met in all rubric areas across all semesters, except for Success Factors & Risks in Spring 2023; however, it was only 0.03 points off the criteria for success.

Changes to be Made Based on Data:

Data will continue to be collected and monitored. No changes are recommended.



MBA: PROJECT MANAGEMENT CONCENTRATION PLO #C1 RUBRIC

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

Criteria	Excellent 4	Meets Expectations 3	Needs Improvement 2	Does Not Meet Expectations 1
Major Considerations	All major considerations are clearly identified including: purpose, scope, goals, assumptions, stakeholders, roles and responsibilities of team members, deliverables for the project, and budget (including cost estimates).	Most of the major considerations are clearly identified such as: purpose, scope, goals, assumptions, stakeholders, roles and responsibilities of team members, deliverables for the project, and budget (including cost estimates).	Some of the major considerations are clearly identified such as: purpose, scope, goals, assumptions, stakeholders, roles and responsibilities of team members, deliverables for the project, and budget (including cost estimates).	Very few of the major considerations are clearly identified such as: purpose, scope, goals, assumptions, stakeholders, roles and responsibilities of team members, deliverables for the project, and budget (including cost estimates).
Tasks and Schedules	A complete Work Breakdown Structure of all tasks is included, along with a schedule that clearly addresses all of the following: the start, end, critical path and resource leveling. A Gantt or Network Chart is effectively utilized, and the Critical Path is emphasized with clear direction regarding the longest path through the project.	A complete Work Breakdown Structure of most tasks is included, along with a schedule that clearly addresses most of the following: the start, end, critical path and resource leveling. A Gantt or Network Chart is somewhat effectively utilized by being mentioned or highlighted, and the Critical Path is mentioned with some direction as to the longest path through the project.	A complete Work Breakdown Structure of a few tasks is included, along with a schedule that clearly addresses some of the following: the start, end, critical path and resource leveling. A Gantt or Network Chart is included, and the Critical Path is included, but not clearly emphasize the longest path through the project.	A complete Work Breakdown Structure is not included or is vague and the schedule does not clearly address: the start, end, critical path and resource leveling. A Gantt or Network Chart is not effectively utilized and the critical path is not included.
Success Factors and Risks	Factors and measures for success are clearly identified, and an understandable Risk Action Plan is included in the body or as an appendix.	Factors and measures for success are identified, and an understandable Risk Action Plan is included in the body or as an appendix.	Factors and measures for success are somewhat identified and a vague Risk Action Plan is included in the body or as an appendix.	Factors and measures for success are not clearly identified and an understandable Risk Action Plan is not included in the body or as an appendix.

Average Score: _____ (Total/# of criteria)

Note 1: All criteria are weighted equally