Fermanian School of Business
MBA Organizational Leadership Concentration PLO #A1 Assessment
2021-2022

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 criteria 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	.24

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 was met in all rubric areas for the two semesters.

Changes to be Made Based on Data:
No changes 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 Innovation and Entrepreneurship Concentration PLO #B1 Assessment
2021-2022

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%
Fall 2020	14	93%
Fall 2021	12	33%

Note: N=number of students

Conclusions Drawn from Data:
The criterion for success was met in two of the periods. However, the most recent data shows a significant drop in the results.

Changes to be Made Based on Data:
The Instructor will review the course content, student and evaluator instructions, and implementation of the simulation during AY 22-23. The results will continue to be monitored.

Fermanian School of Business
MBA Project Management Concentration PLO #C1 Assessment
2021-2022

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 criteria on the Project Management Concentration PLO #C1 Rubric will be a 3.0 or higher out of 4.0

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

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

Semester	N	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

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 of success was met in all rubric areas in both semesters.

Changes to be Made Based on Data:
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. Data will continue to be collected and monitored.

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 addressees 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

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

Outcome Measure:
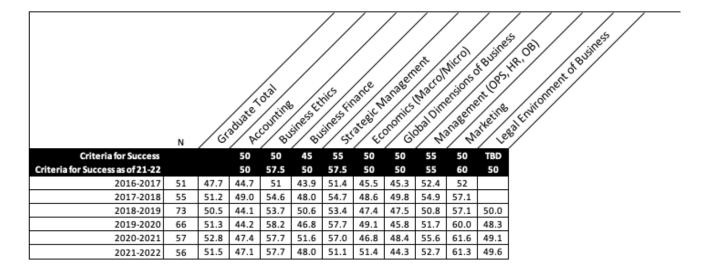Peregrine Comprehensive Exit Exam Results

Criteria for Success:
Score at or above the following:

Peregrine Comprehensive Exit Criteria for	
Disciplinary	Sc
Account	5
Business	5
Business	5
Strategic	5
Economics	5
Global Dimensions of	5
Management (OPS, HR	5
Market	6
Legal Environment of	5

Aligned with DQP Learning Areas (circle one or more but not all five):
1. <mark>Specialized Knowledge</mark>
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

	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

Longitudinal Data:

N= number of students completing the exam

Conclusions Drawn from Data:

It is important to note that PLNU's methodology of administering the Peregrine Comprehensive Exam is delivered in a proctored on-line environment and students are given a 2 hour 45-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 2 hours and 45 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. Beginning AY 21-22, the criteria for success was 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 during Spring 2016. Prior to AY 15-16, The ETS exam was administered. Testing on the disciplinary area of Legal Environment of Business was implemented in AY 18-19.

During AY 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).

During AY 20-21, the criteria for success were met or exceeded for five of the eight disciplinary areas (excluding Law which has no criterion due to recent addition to exam). The areas of Accounting, Economics, and Global Dimensions of Business fell below the criteria for success (within 1.6-3.2 points). Both Accounting and Global Dimensions of Business improved over AY 19-20.

During AY 21-22, the criteria for success were met or exceeded for three of the nine disciplinary areas. The area of Law, was within 0.4 points of its new criteria of 50 and improved by 0.5 points from the prior year. The areas of Accounting, Finance and Management fell below the criteria for success (within 2.0 to 2.9 points). Strategic Management and Global Dimensions of Business fell below the criteria for success (within 5.7 to 6.4 points). Both Economics and Legal Environment of Business improved over AY 20-21.

Changes to be Made Based on Data:
During four of the last six years of data ending AY 21-22, the criteria for success for Management has been missed by 2 or more points. During Spring 2021, BUS6050 Operational Excellence content was reviewed to ensure sufficient foundational content in Operations Management. During AY 2023, faculty for BUS6060 Managing in a Changing Environment will revisit the amount and focus of human resources and organizational behavior content in the course. This area will continued 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, was completed in Spring 2021 to further improve the course curriculum. PLO #4 (Evaluate the impact of business decisions in a global context) Assessment Report scores for both AY 20-21 and AY 21-22 have improved and exceed the criteria for success (see details per the PLO #4 report). This appears to be due to a positive impact from the content changes made to BUS 6035. However, PLO #1 Global Dimension of Business Scores for AY 20-21, improved, but were slightly below the criteria for success, and scores for AY 21-22 are slightly lower than AY 19-20 levels, 5.7 points below the criteria success. The PLO #4 topics represent a small subset of the PLO #1 Exit Exam topics. Therefore, during AY 2023, faculty for BUS 6035 will further analyze course content to determine if the PLO #1 topics not included in PLO #4 are sufficiently covered in the course. This area will continued to be monitored closely.

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. The new accounting faculty member analyzed the course curriculum during Spring 2021, and made further refinements to curriculum and delivery of content. The scores are maintaining at 47, three points below the goal. Given the changes implemented in Spring 2021, it will take another year to fully see the results. This area will continue to be monitored.

Revised course content in BUS6030 Economic Environment of Business was implemented in AY 20-21. In The scores from this year meet the goal score. A new Economics professor was hired with a start-date of Fall 2022. The professor will further analyze course content for BUS6030 during AY 22-23.

The criteria for success for finance was increased from 45 to 50 in AY21-22 and at 48 fell just short of the new goal score. This area will continue to be monitored.

The criteria for success for strategic management was increased from 55 to 57.5 in AY21-22 and at 51.1 fell short of the original goal score. Beginning in spring 2022, the exit exam will be administered in the final semester of the MBA program. Previously there were some students who took the exit exam before taking BUS6095 Strategic Management. This change should improve the scores in the area of strategic management. This area will continue to be monitored.

Fermanian School of Business
MBA PLO #2 Assessment
2021-2022

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	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

Conclusions Drawn from Data:
Scores in the rubric criteria area of Identification of Key Industry Predictions are above goal in all three semesters. However, the scores in the area of Development of Strategic Recommendations are below goal in all three semesters.

Changes to be Made Based on Data:
In Spring 2021, the rubrics and assignment were revised and the professor implemented the changes in Fall 2021. Based upon assessor feedback, during AY 22-23, the instructor will revisit the instructions for the area of Development of Strategic Recommendations Based upon Insights. In addition, based upon assessor feedback, the instructor will provide a sample paper and review the rubric with the students in advance of completion of the Final Written Case assignment. The area of Development of Strategic Recommendations Based upon Insights will continue to be closely monitored in AY 22-23.

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)

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
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

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

Approved by Assessment Committee 03.01.23
Approved by FSB Full Faculty 3.22.23

Conclusions Drawn from Data:
Scores in the rubric areas of Evidence and Analysis and Influence of Context and Assumptions exceed the criteria for success in 12 of the 13 semesters. Scores in the rubric criteria areas of Explanation of Issues exceeded the criteria for success in 11 of the 13 semesters. Scores in the rubric criteria area of Student's Position exceeded the criteria for success in 10 of the 13 semesters. Scores in the rubric criteria area of Conclusions and Related Outcomes exceeded the criteria for success in 6 of the 13 semesters; however, the criteria was met in two of the last three semesters and within .08 for the remaining score of the last three semesters.

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 were not well aligned. During Spring 2021, the course instructors analyzed and adjusted the rubric and case study questions to ensure alignment, and expand the case study questions to require students to further develop Conclusions and Related Outcomes. It appears that the changes made to the questions and rubric have resulted in improved Conclusions and Related Outcome Scores. Data will continue to be collected and monitored. 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

Learning Outcome:
MBA PLO #4: 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

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

Changes to be Made Based on Data:

The data will continue to be collected and monitored.

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
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 PLO #5 Assessment
2021-2022

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
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

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 each semester. Scores for the rubric criteria area of *Stakeholder Perspective* exceeded the criteria for success in 11 of the 13 semesters. Scores for the rubric criteria area of *Application of Theory* exceeded the criteria for success in 10 of the 13 semesters. Scores for the rubric criteria areas of *Influencing Core Values* and exceeded the criteria for success in 8 of the 13 semesters, however, the most recent three semesters are just below goal. Scores for the rubric criteria area of *Implications* exceeded the criteria for success in 6 of the 11 semesters and fell below goal in the last three semesters.

Changes to be Made Based on Data:
The instructor will analyze the course content in AY 22-23 – particularly in the areas of Influencing Core Values and Identifying Implications to determine how to best improve the outcomes in these areas.

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

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. BUS 6095 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
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

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
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

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 exceeded the criteria for success in 10 of 12 semesters and were above goal in the last four semesters. Scores in the area of Content Development exceeded the criteria for success in 9 of 12 semesters and were just below goal in one of the last four semesters. Scores in the area of Control of Syntax and Mechanics exceeded the criteria for success in 8 of the 12 semesters and were below goal in one of the last four semesters. Scores in the area of Genre and Disciplinary Conventions exceeded the criteria for success in 7 of the last 12 semesters and were just below goal in one of the last four semesters. Scores in the area of Sources and Evidence exceeded the criteria for success in 5 of the last 12 semesters and were just below goal in one of the last four semesters. During AY 21-22, the criteria for success was met in all areas for all three semesters, except for one semester in the area of Content Development, the score was within 0.03 points.

*Final Presentation - Oral Communication Rubric***:**
Scores in the area of Language exceeded the criteria for success in 9 of the 11 semesters and were above goal in the last four semesters. Scores in the area of Delivery exceeded the criteria for success in 8 of the 11 semesters and were just below goal in one of the last four semesters. Scores in the area of Organization exceeded the criteria for success in 8 of the 11 semesters and were below goal in two of the last four semesters. Scores in the area of Supporting Material exceeded the criteria for success in 7 of the 11 semesters and were below goal in two of the last four semesters. Scores in the area of Central Message exceeded the criteria for success in 7 of the 11 semesters and were below goal in three of the last four semesters.

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 established 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. 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 are at or near the criteria for success, the areas of Genre and Disciplinary Conventions, Sources and Evidence, and Control of Syntax and Mechanics need 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 Fall 2022, MBA faculty in certain courses with written assignments (including BUS 6095) were required to use the Written Communications rubric to ensure students are practicing key writing rubric criteria throughout the program.

The data indicates consistent improvements in the outcomes. Therefore, it appears that the above described changes positively impacted the scores. This area will continue to be monitored.

Final Presentation - Oral Communication Rubric:
Beginning in AY 22-23, in BUS6055 Marketing Management, a communications consultant is instructing MBA students on how to make professional presentations and providing an in-depth review of the oral communication rubric with students. Additionally, trained coaches will provide individual feedback based on the rubric to each student making a presentation in BUS6055. Emphasis will be placed on the areas of Organization, Supporting Material and Central Message. A positive impact from these changes are expected to begin in AY 24-25 due to the relative timing of the BUS6055 course and BUS 6095 course. This area will continue to be monitored.

POINT 19⚏02 LOMA
NAZARENE UNIVERSITY

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 #7 Assessment
2021-2022

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

Outcome Measure:
BUS6072
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[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%

Everest Simulation Team Evaluation Results:

Approved by Assessment Committee 03.01.23
Approved by FSB Full Faculty 3.22.23

Semester	N[1]	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

Conclusions Drawn from Data:

Team Performance results have fallen below the criteria for success for 5 out of the 7 periods, including the past 4 semesters.

Team Effectiveness results have exceeded the criteria for success in 4 out of the 7 periods; however, for the three periods under 4.0 out of 5.0, the score was within .04 to .21 of the criteria for success.

Changes to be Made Based on Data:

The course in which this PLO was assessed, BUS 6072, has been eliminated from the MBA core curriculum. As such the MBA PLO #7 assessment will be redeveloped in AY 22-23 and implemented beginning AY23-24.