Fermanian School of Business
BAOL PLO #1 Assessment
2023-2024

Learning Outcome:
BAOL PLO #1: Exhibit general knowledge of theories and practices in key areas of organizational leadership and management.

Outcome Measure:
Peregrine Comprehensive Exit Exam Results

Criteria for Success:
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:
Exam will launch in Fall 2025.

Conclusions Drawn from Data:
N/A - Exam will launch in Fall 2025.

Changes to be Made Based on Data:
N/A - Exam will launch in Fall 2025.

Learning Outcome:

BAOL PLO #3: Demonstrate effective Leadership communication through both written and verbal means.

Outcome Measure:

Two measures are collected from the BLD 4030 course:

1. Reflection Paper
2. Individual Presentation

Criteria for Success:

1. Reflection Paper: Average score for each criteria of the AACU Written Communication Value Rubric will be a 3.0 or higher out of 4.0.
2. Individual Presentation: Average score for each criteria of the AACU Oral Communication Value 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 – Reflection Paper:

Course	Semester	# of assessments	Context and Purpose for Writing	Content Development	Genre and Disciplinary Conventions	Sources and Evidence	Control of Syntax and Mechanics	Total
BLD 4030	Summer 2024	24	3.00	2.71	N/A	N/A	3.04	2.92

AACU Written Communication Value Rubric: Average Rubric Score

Longitudinal Data – Individual Presentation:
AACU Oral Communication Value Rubric – Average Rubric Score:

Course	Semester	# of assessments	Organization	Language	Delivery	Supporting Material	Total
BLD 4030	Summer 2024	18	2.72	3.11	3.00	3.00	2.96

Conclusions Drawn from Data

Reflection Paper – Written Communication Rubric:
The BAOL program came under the Fermanian School of Business in AY 21-22, and an assessment plan has been in the works since then. This is the first year of assessment in that program and, thus, a learning year. Criteria for success were met in 2 of the 5 rubric categories. Genre and Disciplinary Conventions and Sources and Evidence were not assessed since the instructions for this assessment assignment did not fit those criteria.

Individual Presentation – Oral Communication Rubric:
The BAOL program came under the Fermanian School of Business in AY 21-22, and an assessment plan has been in the works since then. This is the first year of assessment in that program and, thus, a learning year. Criteria for success were met in 3 of the 4 rubric categories.

Changes to be Made Based on Data

Reflection Paper - Written Communication:
As this is the first year assessing in the BAOL program, we recognize it will take some time to get the assessments running smoothly. The assessors included the following notes to help better align the assignment to the assessment: Revise the directions to include the following: 1) require that students provide a detailed example to back their claims. 2) require students to cite the source of the EOC concept they mention in #1. These will be communicated to the course faculty and integrated into the 24-25AY.

Individual Presentation– Oral Communication:
As this is the first year assessing in the BAOL program, we recognize it will take some time to get the assessments running smoothly. The assessors included the following notes to help better align the assignment to the assessment: In terms of the presentation, only keywords or phrases should be included on the PowerPoint (not complete sentences). Also, students should not read word for word off of the slides. By using keywords or phrases, the students will be more conversational as well. These will be communicated to the course faculty and integrated into the 24-25AY.

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Definition: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

| | Capstone | Milestones | | Benchmark |
	Very Good (4)	Good (3)	Acceptable (2)	Poor (1)
Purpose and Organization	Demonstrates a clear understanding of the purpose and includes all parts of the report.	Demonstrates an understanding of the purpose and includes almost all parts of the report.	Demonstrates a fair understanding of the purpose and includes some parts of the report.	Demonstrates a lack of understanding and is missing most parts of the report.
Content Development	Consistently uses appropriate and relevant examples to support claims throughout the report.	Usually uses appropriate and relevant examples to support claims throughout the report.	Sometimes uses appropriate and relevant examples to support claims throughout the report.	Does not use appropriate and relevant examples to support claims throughout the report.
Genre and Disciplinary Conventions *APA Format, Headings, Title Page*	Consistently uses proper APA format to cite in-text (quote vs. paraphrase) and to list sources on the reference page.	Usually uses proper APA format to cite in-text (quote vs. paraphrase) and to list sources on the reference page.	Sometimes uses proper APA format to cite in-text (quote vs. paraphrase) and to list sources on the reference page.	Does not use proper APA format to cite in-text (quote vs. paraphrase) and to list sources on the reference page.
Sources and Evidence	Consistently demonstrates skillful use of relevant sources to develop ideas that are stated.	Usually demonstrates skillful use of relevant sources to develop ideas that are stated.	Sometimes demonstrates skillful use of relevant sources to develop ideas that are stated.	Does not demonstrate skillful use of relevant sources to develop ideas that are stated.
Control of Syntax and Mechanics	Uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language has few errors.	Uses language that sometimes conveys meaning to readers with clarity, although writing may include some errors.	Does not use language that conveys meaning to readers with clarity and fluency, and includes excessive errors.

Rubric Used

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Definition: Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. *Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone (4) Very Good	Milestones (3) Good	Milestones (2) Acceptable	Benchmark (1) Poor
Organization	Presentation is well-organized and clearly follows one of the organizational formats listed as an option.	Presentation is organized and follows one of the organizational formats listed as an option.	Presentation is somewhat organized and does attempt to follow one of the organizational formats listed as an option.	Presentation is not organized and does not follow one of the organizational formats listed as an option.
Language	Language choices are 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 partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and do not support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation somewhat interesting and speaker appears somewhat comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	Examples clearly support the presentation or help establish the presenter's credibility/authority on the topic.	Examples usually support the presentation or help establish the presenter's credibility/authority on the topic.	Examples sometimes support the presentation or help establish the presenter's credibility/authority on the topic.	Examples are absent or do not support the presentation nor help establish the presenter's credibility/authority on the topic.

Fermanian School of Business
BAOL PLO #3 Assessment
2023-2024

Learning Outcome:

PLO #3: Formulate an ethical decision-making process informed by ethical approaches.

Outcome Measure:

ETH 4011 – Ethics Assignment - implemented Spring 2024

Criteria for Success:

The average score for each criteria of the PLO #3 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:

PLO #3 Rubric – Average Student Score:

Semester	# of Assessments	Ethical Approaches	Decision-Making Models	Process Construction	Total
Spring 2024	40	3.03	3.08	3.18	3.09
Summer 2024	36	3.58	3.58	3.39	3.52

Conclusions Drawn from Data:

The criteria for success (average of 3.0 or higher out of 4.0) was met in all of the criteria in the first two semesters.

Changes to be Made Based on Data:

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

BAOL PLO 3 RUBRIC

Point Loma Nazarene University BAOL PLO 3: Formulate an ethical decision making process informed by ethical approaches.

Criteria	Excellent 4	Meets Expectations 3	Needs Improvement 2	Does Not Meet Expectations 1
Ethical Approaches	Comprehensive summary of three approaches. Thorough explanation of model impact. Accurate terminology.	Adequate summary of three approaches. Satisfactory explanation of model impact. Mostly accurate terminology.	Basic or insufficient summary of fewer than three approaches. Limited explanation of model impact. Inconsistent terminology.	Incomplete or inaccurate summary. Little to no explanation of model impact. Incorrect terminology.
Decision-Making Models	Detailed integration of a specific model. Clear rationale for chosen elements. In-depth analysis.	Adequate integration of a model. Satisfactory rationale for chosen elements. General analysis.	Limited integration of a model. Inadequate rationale for chosen elements. Superficial analysis.	No integration of a model. No rationale for chosen elements. No analysis.
Process Construction	Comprehensive discussion of values, experiences, and personality. Specific examples. In-depth reflection.	Adequate discussion of values, experiences, and personality. General examples. Satisfactory reflection.	Limited discussion. Minimal examples. Superficial reflection.	Incomplete or inaccurate discussion. No examples. No reflection.

Average Score: _____ (Total/# of criteria)

Fermanian School of Business
BAOL PLO #4 Assessment
2023-2024

Learning Outcome:
BAOL PLO #4: Collaborate effectively in teams.

Outcome Measure:
Direct and summative data for the School of Business Assessment of PLO #4 is gathered in BLD 4040 - Leading Teams in Organizations using the following results:

1. Final Team Project & Presentation - Final Project Rubric

Indirect and summative data is gathered in BLD 4040 - Leading Teams in Organizations using the following results:

2. Team Member Evaluation of Final Project & Presentation – Evaluation by Student Peers

Criteria for Success:
1. Final Team Project & Presentation Rubric - Average team scores per the Final Project Rubric results will be a 3.0 or higher on a 4.0 scale in all areas.
2. Evaluation by Student Peer Results - Average team score per the Student survey results will be a 3.0 or higher on a 4.0 scale.

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

Final Team Project & Presentation Rubric Results:

Semester	N[1]	Team Leadership	Team Presentation Content	Team Collaboration	Total
Summer 2024	13	2.67	3.33	2.33	2.78

[1] Number of Students Evaluated

Student Peer Evaluation Results:

Semester	N[1]	Average Team Score
Summer 2024	8	3.36

Conclusions Drawn from Data:

The measures described above were implemented in the BLD 4040 course beginning in Summer 2024.

Scores for the Final Team Project & Presentation rubric met the criteria for success in all categories except Team Leadership.

Scores for the Evaluation by Student Peer Results met the criteria for success.

Changes to be Made Based on Data:

As this is a new assessment, criteria will continue to be collected and monitored going forward. No changes are recommended at this time.

BAOL PLO 4 RUBRIC

Point Loma Nazarene University BAOL PLO 4: Collaborate effectively in teams.

Criteria	Excellent 4	Meets Expectations 3	Needs Improvement 2	Does Not Meet Expectations 1
Team Leadership	Thorough description of how the team leader will lead through the scenario based on: 1) class readings, 2) 3-4 additional sources, and 3) personal experiences.	Adequate description of leadership through the scenario based on: 1) class readings, 2) additional sources, and 3) personal experiences.	Limited description of leadership through the scenario with minimal integration of: 1) class readings, 2) additional sources, and 3) personal experiences.	Incomplete or unclear description of leadership. Little to no integration of: 1) class readings, 2) additional sources, or 3) personal experiences.
Team Presentation Content	Comprehensive explanation and teaching of the topic. Strong establishment of the need for improvement. Practical tips and specific, well-chosen examples.	Adequate explanation and teaching of the topic. Clear establishment of the need for improvement. Useful tips and relevant examples.	Basic explanation and teaching of the topic. Limited establishment of the need for improvement. Some tips and examples, but lacks depth or relevance.	Incomplete or unclear explanation and teaching of the topic. Weak or no establishment of the need for improvement. Few or irrelevant tips and examples.
Team Collaboration	Each team member contributes equally to content and material. All parts are well-integrated into the final presentation. Clear evidence of collaboration and equal effort.	Most team members contribute equally to content and material. Parts are integrated into the final presentation. Evidence of collaboration and effort.	Unequal contribution from team members. Some parts are not well-integrated into the final presentation. Limited evidence of collaboration.	Significant imbalance in contribution from team members. Poor integration of parts into the final presentation. Little to no evidence of collaboration.

Average Score: _____ (Total/# of criteria)

Fermanian School of Business
BAOL PLO #5 Assessment
2023-2024

Learning Outcome:
BAOL PLO #5: Synthesize approaches to effectively navigate cultural influences and diversity to achieve organizational goals.

Outcome Measure:
BLD 4020 - Final Project/Presentation

Criteria for Success:
Final Project Rubric - Average scores for each criteria on the rubric will be a 3.0 or higher on a 4.0 scale in all areas.

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

Final Project Rubric Results:

Semester	N[1]	Identification and Impact of Problem	Causes of Problem	Problem Solution	Potential Results	Total
Fall 2023	16	2.50	2.31	2.50	2.81	2.53
Spring 2024	2	3.50	3.50	4.00	4.00	3.75

[1] Number of Students Evaluated

Conclusions Drawn from Data:

The measures described above were implemented in the BLD 4020 course beginning in Fall 2023.

Scores for all rubric criteria in the Fall of 2023 were not met. Spring 2024 scores met the criteria for success in all categories. However, only two students are included in that population.

Changes to be Made Based on Data:

As this is a new assessment, criteria will continue to be collected and monitored going forward. No changes are recommended at this time.

BAOL PLO 5 RUBRIC

Point Loma Nazarene University BAOL PLO 5: Synthesize approaches to effectively navigate cultural influences and diversity to achieve organizational goals.

Criteria	Excellent 4	Meets Expectations 3	Needs Improvement 2	Does Not Meet Expectations 1
Identification and Impact of Problem	Thorough identification of a cultural or diversity problem. Detailed explanation of how the problem affects or has the potential to affect organizational, departmental, or team goals. Clear and well-supported examples provided.	Adequate identification of a cultural or diversity problem. Satisfactory explanation of how the problem affects or has the potential to affect goals. Examples provided.	Limited identification of a cultural or diversity problem. Basic explanation of how the problem affects or has the potential to affect goals. Few examples provided.	Incomplete or unclear identification of a cultural or diversity problem. Insufficient explanation of how the problem affects or has the potential to affect goals. Little to no examples provided.
Causes of Problem	Comprehensive identification of possible reasons or causes behind the problem. Detailed discussion of reasons with at least 2 specific examples. Clear explanation of at least 2 potential negative effects in the workplace.	Adequate identification of possible reasons or causes behind the problem. Discussion of reasons with at least 2 specific examples. Explanation of at least 2 potential negative effects in the workplace.	Limited identification of possible reasons or causes behind the problem. Basic discussion of reasons with fewer than 2 specific examples. Limited explanation of potential negative effects in the workplace.	Incomplete or unclear identification of possible reasons or causes behind the problem. Insufficient discussion of reasons with no specific examples. Little to no explanation of potential negative effects in the workplace.
Problem Solution	Detailed discussion of a possible solution to the problem. Provides at least 3 practical steps to resolve the problem with clear and specific details.	Adequate discussion of a possible solution to the problem. Provides at least 3 practical steps to resolve the problem with some details.	Basic discussion of a possible solution to the problem. Provides fewer than 3 practical steps to resolve the problem with limited details.	Incomplete or unclear discussion of a possible solution to the problem. Provides few or no practical steps to resolve the problem with insufficient details.
Potential Results	Thorough discussion of at least 2 potential results, benefits, and positive outcomes from implementing the recommended solution. Clear and well-supported explanations.	Adequate discussion of at least 2 potential results, benefits, and positive outcomes from implementing the recommended solution. Satisfactory explanations.	Basic discussion of potential results, benefits, and positive outcomes from implementing the recommended solution. Limited explanations.	Incomplete or unclear discussion of potential results, benefits, and positive outcomes from implementing the recommended solution. Insufficient explanations.

Average Score: _____ (Total/# of criteria)