**Fermanian School of Business**
**MAOL PLO #1 Assessment**
**2023-2024**

**Learning Outcome:**
MAOL PLO #1: Exhibit mastery of the concepts, models and theories in the leadership discipline.

**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.

**Fermanian School of Business**
**MAOL PLO #2 Assessment**
**2023-2024**

**Learning Outcome:**
MAOL PLO #2: Integrate leadership theories and practices to identify opportunities for organizational improvement.

**Outcome Measure:**
LDR 6093 - Organizational Leadership Capstone Final Paper

**Criteria for Success:**
The average total score and the average score for each criterion on the Final Paper 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 Paper:**

**Final Paper Rubric – Average Student Scores**
The assignment will be completed when LDR 6093 is run for the first time in the Summer of 2025.

**Conclusions Drawn from Data:**
N/A - The assignment will be completed when LDR 6093 is run for the first time in the Summer of 2025.

**Changes to be Made Based on Data:**
N/A - The assignment will be completed when LDR 6093 is run for the first time in the Summer of 2025.

**Fermanian School of Business**
**MAOL PLO #3 Assessment**
**2023-2024**

**Learning Outcome:**
MAOL PLO #3: Analyze the impacts of ethical decisions on organizations and self.

**Outcome Measure:**
LDR 6049 Leading with Ethics, Integrity, and Purpose – 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 |
|---|---|---|---|---|---|---|---|
| **Fall 2023*** | **20** | 2.95 | 3.00 | 2.75 | 2.70 | 2.75 | 2.83 |
| **Spring 2024*** | **26** | 2.73 | 2.85 | 2.69 | 2.50 | 2.65 | 2.68 |

Note: N=number of assessments (2 assessor scores per student)
*Assignment completed in LDR 6017 - Applied Ethics

**Conclusions Drawn from Data:**
Criteria for success were only met in the Fall 2023 category of Influencing Core Values.

**Changes to be Made Based on Data:**
Starting in Spring 2025, this assignment was moved from a 1-unit LDR 6017 Ethics course to a 3-unit LDR 6049 Leading with Ethics, Integrity, and Purpose course. The hope is that this change will provide more time for students to develop the skills required to be successful on this paper. Additionally, the faculty member teaching the LDR 6049 course will review this data and determine if adjustments need to be made to clarify the assignment or better coach students. No changes are recommended at this time. Data will continue to be collected and monitored going forward.

# ETHICAL IMPACTS RUBRIC

Point Loma Nazarene University MBA Program Learning Outcome #5: Analyze the ethical impacts of executive level decision making.

| Criteria | Excellent 4 | Meets Expectations 3 | Needs Improvement 2 | Does Not Meet Expectations 1 |
|---|---|---|---|---|
| Issue and Position | Student defines the specific issue/ethical question and articulates a clear and compelling argument for a position/response. | Student defines the specific issue/ethical question and articulates a satisfactory argument for a position/response. | Student defines the specific issue/ethical question and articulates an argument for a position that should be more clear and compelling. | Student is not clear on the specific issue/ethical question being addressed and therefore does not build a compelling position/response. |
| Influencing Core Values | Student articulates or analyzes, in detail, core beliefs and their origins that are informing a position relative to a specific ethical issue. | Student articulates or analyzes core beliefs and their origins with some detail. | Student articulates core beliefs but is unclear about the origins and provides minimal analysis. | Student is not clear about their core beliefs or the origins of the core beliefs. |
| Stakeholders and Perspectives | Student clearly defines the various stakeholders impacted by the issue and demonstrates a strong understanding of the perspectives that provide context for ethical decision-making. | Student names the various stakeholders affected by the issue and demonstrate a satisfactory understanding of the perspectives that provide context for ethical decision-making. | Student names the various stakeholders affected by the issue but does not articulate a clear understanding of the perspectives that provide context for ethical decision-making. | Students is not clear about the various stakeholders impacted by the issue and is not clear on the perspectives that provide context for ethical decision-making. |
| Application of Theory/Hosmer Model | Student accurately identifies the ethical theory or theories utilized (from the Hosmer Model) to make a decision relative to the issue and effectively explains the details of the theory or theories utilized in the decision-making process. | Student accurately identifies the ethical theory or theories utilized (from the Hosmer Model) to make a decision relative to the issue and satisfactorily explains the details of the theory or theories utilized in the decision-making process. | Student identifies ethical theory or theories utilized (from the Hosmer Model) to make a decision relative to the issue, but lacks clarity in the details of the theory or theories utilized in the decision-making process. | Student does not identify the ethical theory or theories utilized (from the Hosmer Model) to make a decision relative to the issue and therefore does not make clear how the theory leads to a decision. |
| Implications | Student demonstrates a clear and comprehensive understanding of the implications of the ethical decision to the firm and the various named stakeholders. | Student demonstrates a satisfactory understanding of the implications of the ethical decision to the firm and the various named stakeholders. | Student demonstrates minimal understanding of the implications of the ethical decision to the firm and the various named stakeholders. | Student does not demonstrate an understanding of the implications of the ethical decision to the firm and the various named stakeholders. |

Average Score: _____ (Total/# of criteria)

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

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

**Learning Outcome:**
MAOL PLO #4: Present ideas and decisions clearly through effective leadership communication.

**Outcome Measure:**
Two measures are collected in the capstone LDR 6093 course:
1. Final Paper
2. Final Presentation

**Criteria for Success:**
1. LDR 6093 Final Paper: 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. LDR 6093 Final 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 Paper - 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 |
|----------|---|------------------------------------|---------------------|-------------------------------------|----------------------|----------------------------------|-------|
|          |   |                                    |                     |                                     |                      |                                  |       |

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

**Final Presentation - Oral Communication Rubric – Average Student Score:**

| Semester | N | Organization | Language | Delivery | Supporting Material | Central Message | Total |
|----------|---|--------------|----------|----------|---------------------|-----------------|-------|
|          |   |              |          |          |                     |                 |       |

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

**Conclusions Drawn from Data:**

***Final Written Case - Written Communication Rubric:*** LDR 6093 will be taught for the first time in the Summer of 2025. At that time, data will be collected and monitored.

***Final Presentation - Oral Communication Rubric***: LDR 6093 will be taught for the first time in the Summer of 2025. At that time, data will be collected and monitored.

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

*Final Written Case - Written Communication Rubric:* N/A - LDR 6093 will be taught for the first time in the Summer of 2025. At that time, data will be collected and monitored.

*Final Presentation - Oral Communication Rubric:* N/A - LDR 6093 will be taught for the first time in the Summer of 2025. At that time, data will be collected and monitored.

# WRITTEN COMMUNICATION RUBRIC

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

| Criteria | Excellent 4 | Meets Expectations 3 | Needs Improvement 2 | Does Not Meet Expectations 1 |
|---|---|---|---|---|
| **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
## MAOL PLO #5 Assessment
## 2023-2024

**Learning Outcome:**

MAOL PLO #5: Assess effective team leadership and collaboration.

**Outcome Measure:**

Direct and summative data for the School of Business Assessment of PLO #5 is gathered in LDR 6063 – Team Leadership and Collaboration using the following results:
1. Group Presentation

Indirect and summative data is gathered in LDR 6063 using the following results:
2. Peer Evaluation (Group Presentation) – Evaluation by Student Peers

**Criteria for Success:**
1. Group Presentation - Average team total scores and average score for each criterion on the Group Presentation Rubric will be a 3.0 or higher out of 4.0.
2. Evaluation by Student Peer Results - Average team score per the Student survey results will be a 4.5 or higher on a 5.0 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

**Longitudinal Data:**

**Group Presentation Rubric Results:**

| Semester | N | Development Process | Decision Models | Conflict Resolution | Total |
|---|---|---|---|---|---|
| Fall 2023 | 12 | 3.75 | 3.25 | 2.75 | 3.25 |
| Spring 2024 | 30 | 3.67 | 3.50 | 3.17 | 3.44 |

**N = Number of Students Evaluated**

**Student Peer Evaluation Results:**

| Semester | N[1] | Average Team Score |
|---|---|---|
| Fall 2023 | 12 | 4.90 |
| Spring 2024 | 30 | 4.89 |

**Conclusions Drawn from Data:**

Group Presentation: Criteria for Success were met in all categories except Fall 2023 Conflict Resolution.

Student Peer Evaluation: Criteria for Success were met in all semesters.

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

No changes are to be made at this time, as this is still a new assessment. Continue to collect and monitor data.

# MAOL PLO 5 RUBRIC

Point Loma Nazarene University MAOL PLO 5: Assess effective team leadership and collaboration.

| Criteria | Excellent 4 | Meets Expectations 3 | Needs Improvement 2 | Does Not Meet Expectations 1 |
|---|---|---|---|---|
| **Development Process** | Detailed discussion of team's process through stages of development. Detailed explanation of the order or back-and-forth movement through stages. Insightful identification of difficult stages. | Adequate discussion of team's process through stages of development. Explanation of the order or back-and-forth movement through stages. Identifies difficult stages. | Basic discussion of team's process with limited explanation of stages and order. | Incomplete or unclear discussion of team's process through stages of development. |
| **Decision Models** | Detailed discussion of decision models used in the team's decision-making process. Detailed examples and explanations. | Adequate discussion of decision models used in the team's decision-making process. Examples and explanations provided. | Basic discussion of decision models with limited examples and explanations. | Incomplete or unclear discussion of decision models. Little to no examples or explanations. |
| **Conflict Resolution** | Thorough discussion of conflicts that arose in the team. Detailed explanation of resolution strategies and outcomes. | Adequate discussion of conflicts that arose in the team. Explanation of resolution strategies and outcomes. | Basic discussion of conflicts with limited explanation of resolution strategies and outcomes. | Incomplete or unclear discussion of conflicts. Little to no explanation of resolution strategies and outcomes. |

Average Score: _____ (Total/# of criteria)

**Fermanian School of Business**
**MAOL PLO #6 Assessment**
**2023-2024**

**Learning Outcome:**
MAOL PLO #6: Evaluate how organizations and individuals are impacted by cultural diversity.

**Outcome Measure:**
LDR 6062 Diversity and Cultural Dynamics – Midterm Part 2 Case Study

**Criteria for Success:**
The average total score and the average score for each criterion on the Case Study 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:**

**Case Study Rubric – Average Student Scores**

| Semester | N | Evaluation of Organization | Evaluation of Individuals within Organization | Hiring Decision | Total |
|----------|---|----------------------------|-----------------------------------------------|-----------------|-------|
| Fall 2023 | 34 | 3.26 | 3.00 | 3.18 | 3.15 |

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

**Conclusions Drawn from Data:**

Criteria for success in all categories were met in Fall 2023, the first time the assessment was evaluated.

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

As of AY23-24, meeting criteria, the data will continue to be collected and monitored.

# MAOL PLO 6 RUBRIC

Point Loma Nazarene University MAOL PLO 6: Evaluate how organizations and individuals are impacted by cultural diversity.

| Criteria | Excellent 4 | Meets Expectations 3 | Needs Improvement 2 | Does Not Meet Expectations 1 |
|---|---|---|---|---|
| **Evaluation of Organization** | Provides a thorough and insightful evaluation of the impact of diversity, inclusion, and cultural dynamics on the organization with 3 highly relevant, detailed examples | Provides a solid evaluation of the impact of diversity, inclusion, and cultural dynamics on the organization with 3 relevant examples, though some may lack depth or clarity. | Provides a basic evaluation of the impact of diversity, inclusion, and cultural dynamics on the organization with 2-3 examples, but lacks depth and relevance. | Provides a weak or no evaluation of the impact of diversity, inclusion, and cultural dynamics on the organization with fewer than 2 examples, or examples are irrelevant and lack detail. |
| **Evaluation of Individuals within Organization** | Provides a thorough and insightful evaluation of the impact of diversity, inclusion, and cultural dynamics on individuals within the organization with 3 highly relevant, detailed examples | Provides a solid evaluation of the impact of diversity, inclusion, and cultural dynamics on individuals within the organization with 3 relevant examples, though some may lack depth or clarity. | Provides a basic evaluation of the impact of diversity, inclusion, and cultural dynamics on individuals within the organization with 2-3 examples, but lacks depth and relevance. | Provides a weak or no evaluation of the impact of diversity, inclusion, and cultural dynamics on individuals within the organization with fewer than 2 examples, or examples are irrelevant and lack detail. |
| **Hiring Decision** | Decision of who to hire is well-supported by data and facts from the case, demonstrating a strong understanding of diversity and cultural dynamics. | Decision of who to hire is supported by data and facts from the case, showing an understanding of diversity and cultural dynamics. | Decision of who to hire is somewhat supported by data and facts but lacks a strong connection to diversity and cultural dynamics. | Decision of who to hire is weakly supported or unsupported by data and facts from the case, showing little understanding of diversity and cultural dynamics. |

Average Score: _____ (Total/# of criteria)

Note 1: All criteria are weighted equally