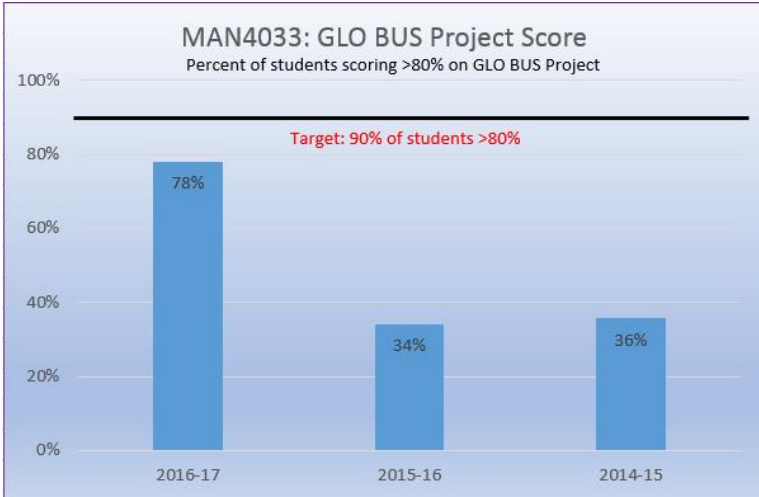
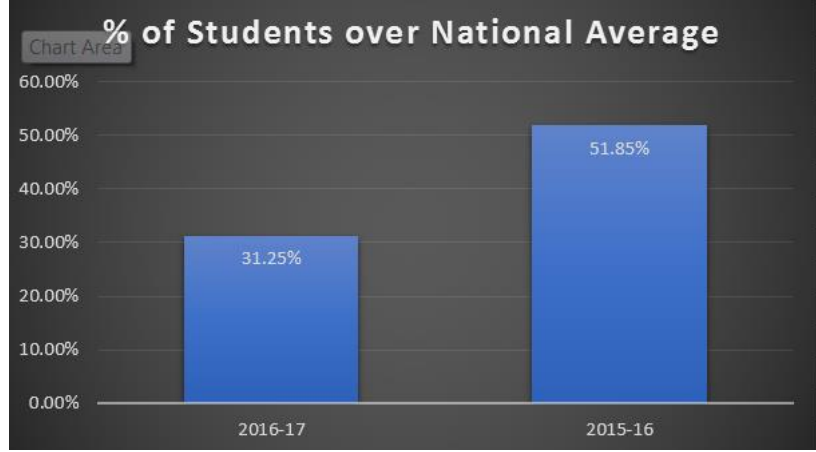




Academic Department/Program: Bachelor of Arts in Business Administration (Business Core)

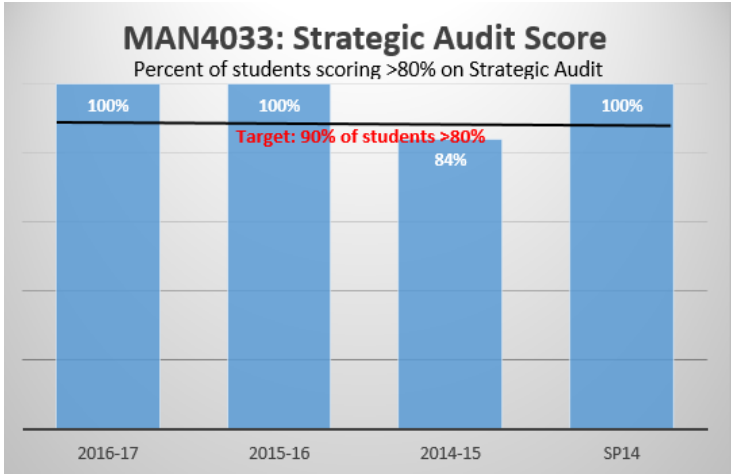
Student Learning Outcomes	Assessment Methodology	Target	Summary of Major Findings	Actions Taken to Improve Student Learning	Timeframe								
SLO 1: Explain the interrelationships of the functional business areas within organizations	Method 1: Globus Project Average Score	90% of students score >80%	 <p>MAN4033: GLO BUS Project Score Percent of students scoring >80% on GLO BUS Project</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percent of students scoring >80%</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>78%</td> </tr> <tr> <td>2015-16</td> <td>34%</td> </tr> <tr> <td>2014-15</td> <td>36%</td> </tr> </tbody> </table> <p>Target: 90% of students >80%</p> <p>GLO-BUS Project total score used. The goal is to have 90% of students obtain a score of 80% or higher. Historically, project scores have been low, but significant improvement was made this year.</p>	Year	Percent of students scoring >80%	2016-17	78%	2015-16	34%	2014-15	36%	Continue to monitor progress	
	Year	Percent of students scoring >80%											
2016-17	78%												
2015-16	34%												
2014-15	36%												
Method 2: MFT Post-test Composite Score	Exceed the national average												

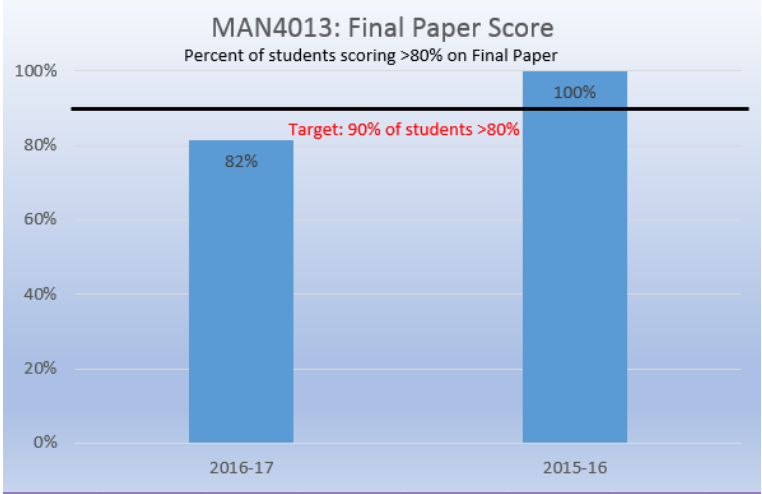


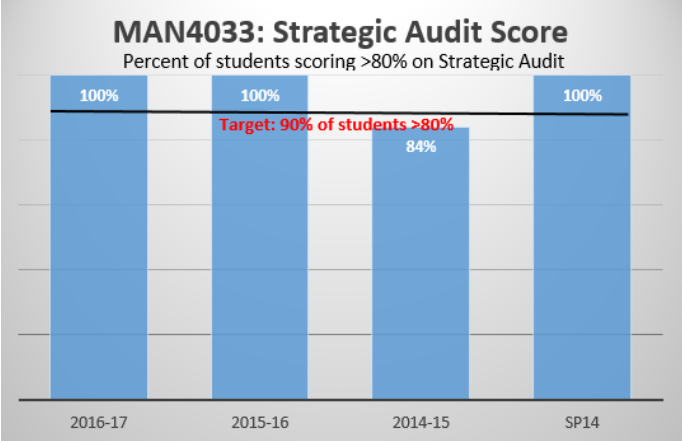
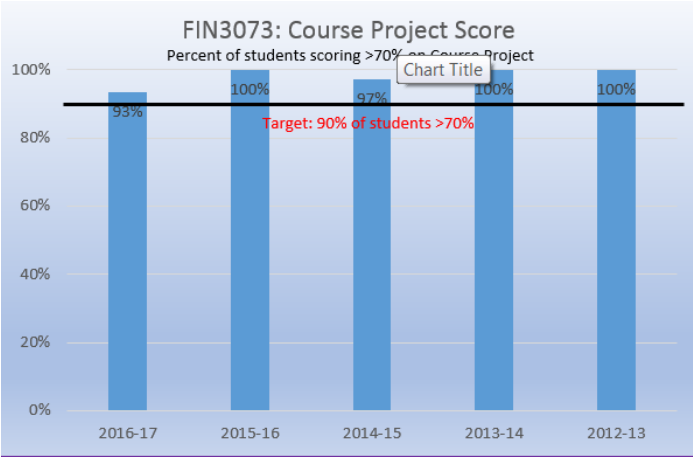
The MFT average score for MVNU 2016-17 seniors was 152 which is at the 62nd percentile and tells us that 38% of test takers nationally scored BELOW our average score. Percentile rankings imply that lower is better (MVNU would want a ranking above the 50th percentile to have an average score that exceeds the national average.) Moreover, the percentage of MVNU students exceeding the national average declined this year as compared to the previous cohort.

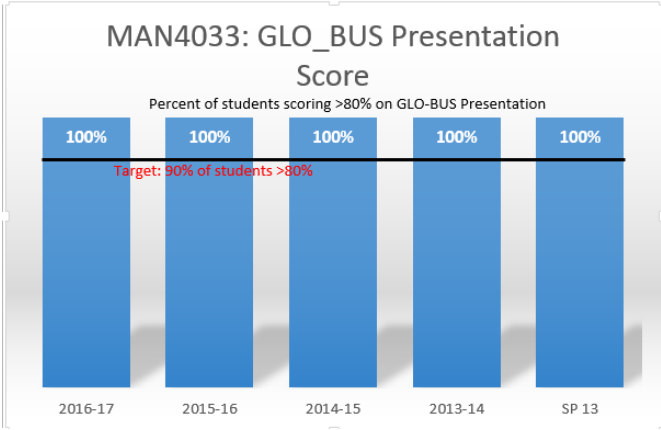
Method 3: Strategic Audit score in MAN4033

90% of students score >80%



			Students continue to show excellent performance on the strategic audit. This course is now taught by a new instructor and it is encouraging that students are continuing to be successful on this comprehensive assignment.					
SLO 2: Articulate the impact of personal and professional integrity upon organizational decision making in light of biblical truths	Method 1: Pre/Post Faith Integration Papers in MAN2003/MAN4033	Assess results >60% and show value added from pre/post test	Findings Method 1: Students are continuing to show improvement through higher scores from pre-post test results.	Continue to monitor progress				
	Method 2: MAN4013/ACC4013 Business Ethics final paper score	90% of students score >80%	 <p>MAN4013: Final Paper Score Percent of students scoring >80% on Final Paper</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percent of students scoring >80%</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>82%</td> </tr> <tr> <td>2015-16</td> <td>100%</td> </tr> </tbody> </table> <p>Target: 90% of students >80%</p> <p>This course is being taught by a new faculty member who implemented the assignment in 2015-16, thus it was reasonable to add this as an assessment measure during the 2016-17 revision of the department's assessment plan. Scores for the final paper not only measure the impact of personal and professional integrity upon organizational decision making in light of biblical truths, but also reflect students' ability to articulate such values through proper writing mechanics. It is postulated that the lower number of students meeting the target score of 80% is a reflection NOT of the impact of personal and professional integrity concerns, but of other noise in the assessment measure such as writing mechanics. We will continue to monitor this measure and see if a specific section of the rubric score needs pulled out as opposed to using the overall rubric score.</p>			Year	Percent of students scoring >80%	2016-17
Year	Percent of students scoring >80%							
2016-17	82%							
2015-16	100%							
SLO 3: Apply critical thinking skills	Method 1: Strategic Audit score in MAN4033	90% of students score >80%		Target has been met				

			<p style="text-align: center;">MAN4033: Strategic Audit Score Percent of students scoring >80% on Strategic Audit</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Percent of students scoring >80%</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>100%</td> </tr> <tr> <td>2015-16</td> <td>100%</td> </tr> <tr> <td>2014-15</td> <td>84%</td> </tr> <tr> <td>SP14</td> <td>100%</td> </tr> </tbody> </table> <p>Target: 90% of students >80%</p> <p>Students continue to exceed desired outcomes on this comprehensive assignment.</p>	Year	Percent of students scoring >80%	2016-17	100%	2015-16	100%	2014-15	84%	SP14	100%	<p>in recent years.</p> <p>Continue to monitor progress</p>			
Year	Percent of students scoring >80%																
2016-17	100%																
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SP14	100%																
	<p>Method 2: FIN3073 Financial Management Course Project Score</p>	<p>90% of students score >70%</p>	<p style="text-align: center;">FIN3073: Course Project Score Percent of students scoring >70% on Course Project</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Percent of students scoring >70%</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>93%</td> </tr> <tr> <td>2015-16</td> <td>100%</td> </tr> <tr> <td>2014-15</td> <td>97%</td> </tr> <tr> <td>2013-14</td> <td>100%</td> </tr> <tr> <td>2012-13</td> <td>100%</td> </tr> </tbody> </table> <p>Target: 90% of students >70%</p> <p>The Course Project in Financial Management is a comprehensive case that applies complex assessments of firm performance to publically-traded firms. This is an assignment that requires significant critical thinking skills, as students have to not only apply the formulas, ratios, decision criteria, etc, but also have to find the correct data and company information to use, which is a tedious and confusing process. Evidence shows that over the past several years, the majority of students are able to obtain a passing score on this assignment.</p>	Year	Percent of students scoring >70%	2016-17	93%	2015-16	100%	2014-15	97%	2013-14	100%	2012-13	100%		
Year	Percent of students scoring >70%																
2016-17	93%																
2015-16	100%																
2014-15	97%																
2013-14	100%																
2012-13	100%																

SLO 4: Model effective oral and written communication skills	Method 1: Globus Presentation Score	90% of students score >80%	<p style="text-align: center;">MAN4033: GLO_BUS Presentation Score</p> <p style="text-align: center;">Percent of students scoring >80% on GLO-BUS Presentation</p>  <p>The GLO-BUS Presentation Score is used to measure the students' ability to effectively communicate orally. The goal is for 80% of students to score 80% or higher using a standardized rubric on their GLO-BUS Presentation. Evidence shows that all students are able to meet the desired score of 80% or above on this assignment.</p>	<p>Target has been met in recent years.</p> <p>Continue to monitor progress</p>
	Method 2: ABT3073 Business Communication - sum of the writing assignments	90% of students score >70%	<p style="text-align: center;">ABT3073: Sum of Writing Assignments</p> <p style="text-align: center;">Percent of students scoring >70% on sum of writing assignments</p>  <p>Students' ability to communicate in written form is measured through the sum of the scores on the writing assignments in business communication. Most students are able to meet the minimum requirements in this area.</p>	

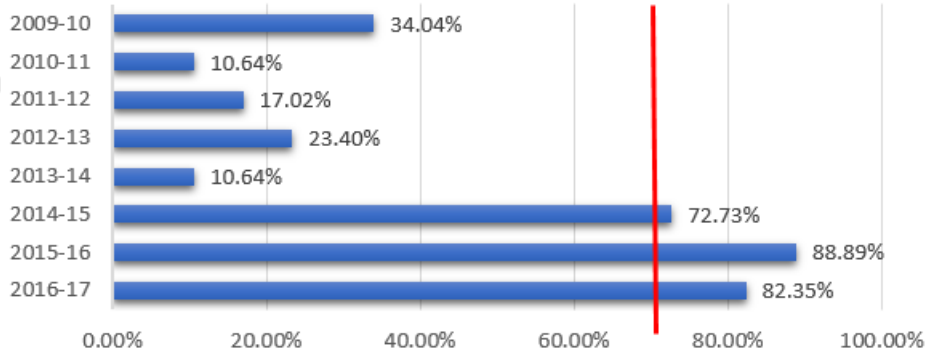
SLO 5: See the value and participate in professional development, service and/or multi-cultural activities

Method 1: Survey of graduating seniors

70% of students will report participation in one of those activities during their undergraduate experience

Percentage of students participating in service, mission, and/or multi-cultural activities

Target: 70% of students will show participation in one of these activities

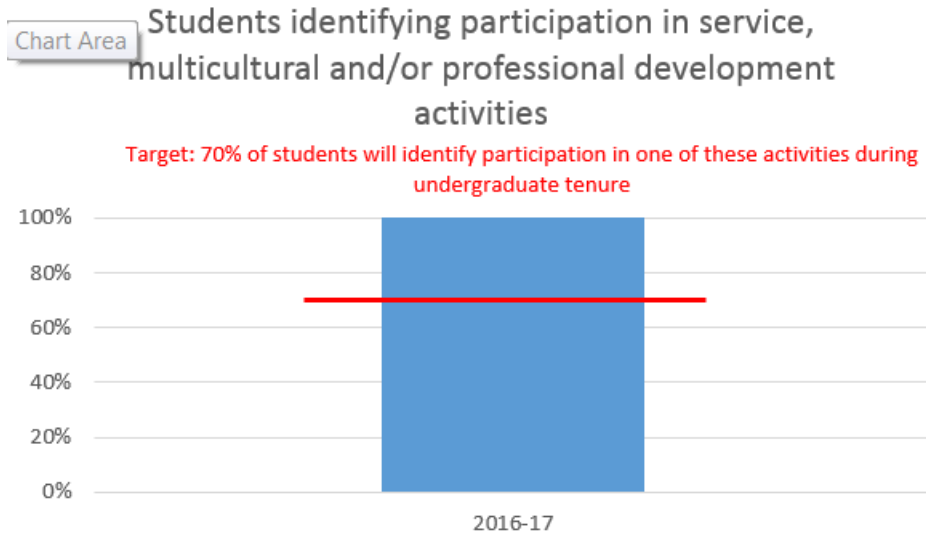


Though data shows inconsistent results towards meeting this goal, variability in data collection is likely to blame. Surveys from 2010-2014 were conducted through Alumni surveys. The 2015 & 2016 data was collected with senior business students before they graduated. The most recent year surveys were also completed by seniors before graduation, but only 17 of 41 students had survey results available that could be evaluated for this assessment measure. Surveying students while still in school is believed to provide better information and will continue to be used in the future. It is anticipated that more consistent and reliable data will be collected with future cohorts.

Continue to monitor progress and establish appropriate data collection systems for long-term trends to be better identified.

Method 2: Business
Communication
Resume

70% of
students will
show they
have
participated in
one of these
activities
during their
undergraduate
experience



Students are reporting that they are participating in multi-cultural, professional development and/or service activities while at MVNU. Professional development activities include such things as attending conferences, internships, and other networking events. Service projects include leading small groups, mission trips, Red Cross Blood Drives, Habitat for Humanity, and other similar activities. Multi-cultural events include mission trips and other events geared towards interaction with other cultures.