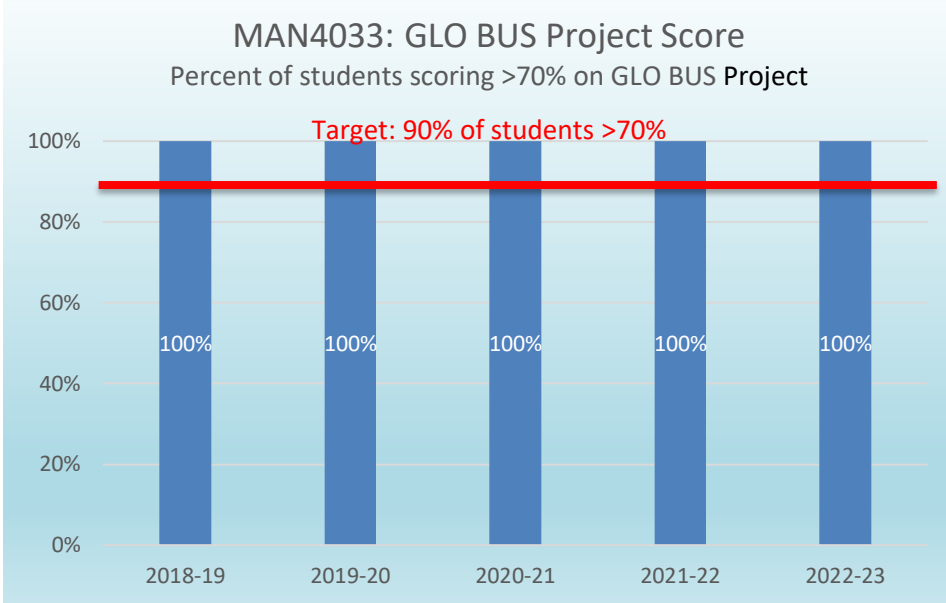




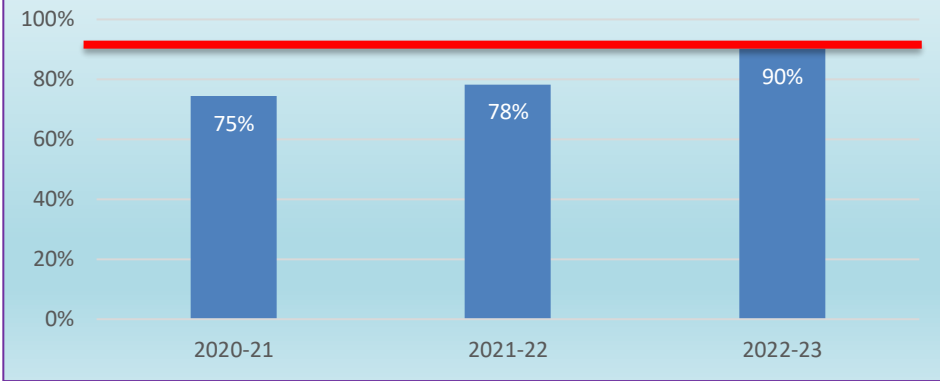
Academic Department/Program: Bachelor of Arts in Business Administration (Business Core)

Student Learning Outcomes	Assessment Methodology	Target	Summary of Major Findings	Actions Taken to Improve Student Learning	Timeframe												
<p>SLO 1: Explain the interrelationships of the functional business areas within organizations</p>	<p>Method 1: Globus Project Score</p>	<p>90% of students score $\geq 70\%$</p>	 <p>MAN4033: GLO BUS Project Score Percent of students scoring >70% on GLO BUS Project</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percent of students scoring >70%</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>100%</td> </tr> <tr> <td>2019-20</td> <td>100%</td> </tr> <tr> <td>2020-21</td> <td>100%</td> </tr> <tr> <td>2021-22</td> <td>100%</td> </tr> <tr> <td>2022-23</td> <td>100%</td> </tr> </tbody> </table> <p>Target: 90% of students >70%</p> <p>GLO-BUS Project score is used to find the percent of students in each cohort who have the ability to explain the interrelationships of the functional business areas within organizations. The goal is to have 90% of students each year obtain a score of 70% or higher on the GLO-BUS project.</p> <p>At times, graduate assistants serve as teaching assistants in the classroom and are present as a resource when students work on the project during class-time. In the 2022-23 academic year, a graduate assistant was available in both the fall and spring semesters.</p> <p>In 2021-22 the weight of the individual components within the larger GLO BUS Project scores were adjusted to emphasize the individual components of the larger assignment; these include individual quiz scores and peer evaluations</p>	Year	Percent of students scoring >70%	2018-19	100%	2019-20	100%	2020-21	100%	2021-22	100%	2022-23	100%	<p>Monitor for trends</p>	<p>On-going</p>
Year	Percent of students scoring >70%																
2018-19	100%																
2019-20	100%																
2020-21	100%																
2021-22	100%																
2022-23	100%																

		within the group project. These same increased weights for the project were used in 2022-23 and the Globus Project score continues to be based on 50% of the company performance and 40% individual testing and peer evaluation of individual performance.		
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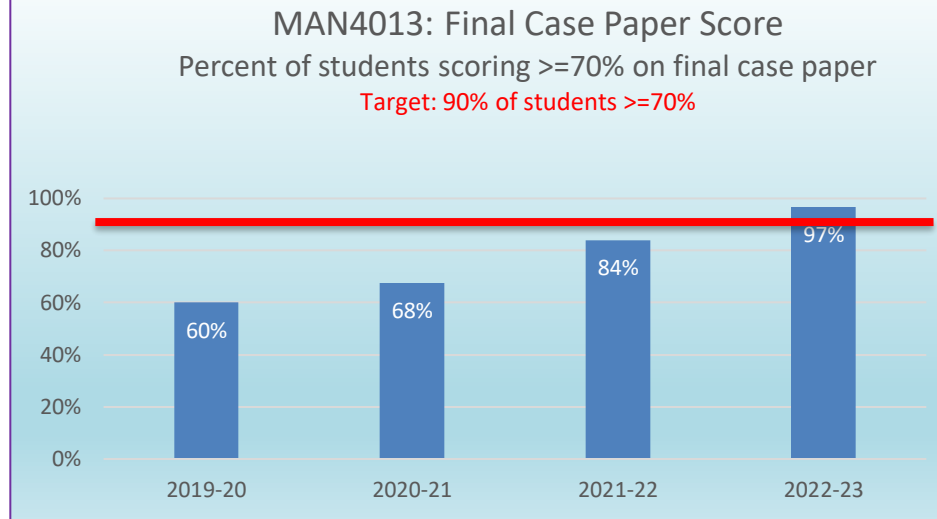
	Method 2: MFT Post-test Composite Score	Exceed the national average	<p style="text-align: center;">% of Students over National Average</p> <table border="1"> <thead> <tr> <th>Year</th> <th>% of Students over National Average</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>31.58%</td> </tr> <tr> <td>2019-20</td> <td>46.15%</td> </tr> <tr> <td>2020-21</td> <td>51.11%</td> </tr> <tr> <td>2021-22</td> <td>61.36%</td> </tr> <tr> <td>2022-23</td> <td>55.32%</td> </tr> </tbody> </table> <p>The MFT average score for MVNU 2022-23 seniors was 153.00 which is above the most recent national average of 150.3. The department desires a ranking above the 50th percentile, indicating an average score that exceeds the national average. Thus, this desire was met.</p> <p>Historically, there has been a small number of points awarded to students for completing the MFT and the number of points were not a large part of the overall grade (~3%), which did not incentivize the students to perform well. In 2020-21, the total number of available points associated with the MFT within the Strategic Planning course was increased (now worth 9% of the overall grade) and a points scale was created for earning various MFT percentile rankings in five different strata. In addition, the difference between the top and bottom percentile results in a 5% adjustment to the overall grade.</p> <p>The increased emphasis on the MFT score within the Strategic Planning course continues to incentivize students to invest their best effort in the MFT exam. The department was pleased to note that more than half of MVNU students scored higher than the national average, though there was a decline in the percentage from 2021-22.</p>	Year	% of Students over National Average	2018-19	31.58%	2019-20	46.15%	2020-21	51.11%	2021-22	61.36%	2022-23	55.32%	It appears that the right emphasis is now placed on this exam w/in the Strategic Planning course, but the department will watch for continued trends to confirm.	On-going
Year	% of Students over National Average																
2018-19	31.58%																
2019-20	46.15%																
2020-21	51.11%																
2021-22	61.36%																
2022-23	55.32%																

	<p>Method 3: Infographic project score</p>	<p>90% of students score ≥70%</p>	<div data-bbox="716 126 1659 698"> <p style="text-align: center;">IBS3003 International Business Infographic Project Scores Percent of students scoring ≥70% on project Target: 90% of students ≥70%</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percent of students scoring ≥70%</th> </tr> </thead> <tbody> <tr> <td>2020-21</td> <td>95%</td> </tr> <tr> <td>2021-22</td> <td>100%</td> </tr> <tr> <td>2022-23</td> <td>97%</td> </tr> </tbody> </table> </div> <p>The Infographic Project requires students in groups of two to recognize the interrelationships of the functional business areas within organizations, especially as they become more complex when understood in the context of various cultures and economics systems. The assessment measure was first employed in 2020-21, and results continue to show that students are progressing well at this learning objective.</p> <p>In 2022-23, 97% of the students scored at least a 70% on the assignment compared to 95% in 2020-21 and 100% in 2021-22.</p>	Year	Percent of students scoring ≥70%	2020-21	95%	2021-22	100%	2022-23	97%	<p>The department will watch for trends moving forward.</p>	<p>On-going</p>
Year	Percent of students scoring ≥70%												
2020-21	95%												
2021-22	100%												
2022-23	97%												

<p>SLO 2: Articulate the impact of personal and professional integrity upon organizational decision making in light of biblical truths</p>	<p>Method 1: Biblical Application Paper Score in Financial Management</p>	<p>90% of students score $\geq 70\%$</p>	<p style="text-align: center;">FIN3073: Biblical Application Paper Score Percent of students scoring $\geq 70\%$ on paper Target: 90% of students $\geq 70\%$</p>  <table border="1" data-bbox="716 293 1650 672"> <thead> <tr> <th>Year</th> <th>Percent of students scoring $\geq 70\%$</th> </tr> </thead> <tbody> <tr> <td>2020-21</td> <td>75%</td> </tr> <tr> <td>2021-22</td> <td>78%</td> </tr> <tr> <td>2022-23</td> <td>90%</td> </tr> </tbody> </table> <p>Students' ability to apply biblical principles to a specific discipline (finance) is evaluated with the use of a term paper in the Financial Management course, required of all majors within the department, except for Sports Management. This paper requires students to evaluate a specific money-related passage within the context of the larger biblical narrative. Then, students are required to make practical application to the day-to-day activities that financial managers and company CFOs perform on a daily basis. 2022-23 data show that 90% of students received a passing score on this measure compared to 75% in 2020-21 and 78% in 2021-22.</p>	Year	Percent of students scoring $\geq 70\%$	2020-21	75%	2021-22	78%	2022-23	90%	<p>The department will watch for trends in the measurement and adjust pedagogical practices as necessary moving forward.</p>	<p>On going</p>
Year	Percent of students scoring $\geq 70\%$												
2020-21	75%												
2021-22	78%												
2022-23	90%												

Method 2:
MAN4013/ACC
4013 Business
Ethics final
case study
paper score

90% of
students score
≥70%



The final case study paper in Business Ethics is Scripture based and focused on an ethical situation where application of course material is required. In this fourth year of using this measure, 97% of students obtained a score higher than 70% on this paper, which is a significant improvement on past years. It should be noted that a new (adjunct) faculty member taught the course in the fall 2022 semester, which may account for a portion of the difference in the outcome. Moreover, the adjunct instructor used a different rubric than previous faculty.

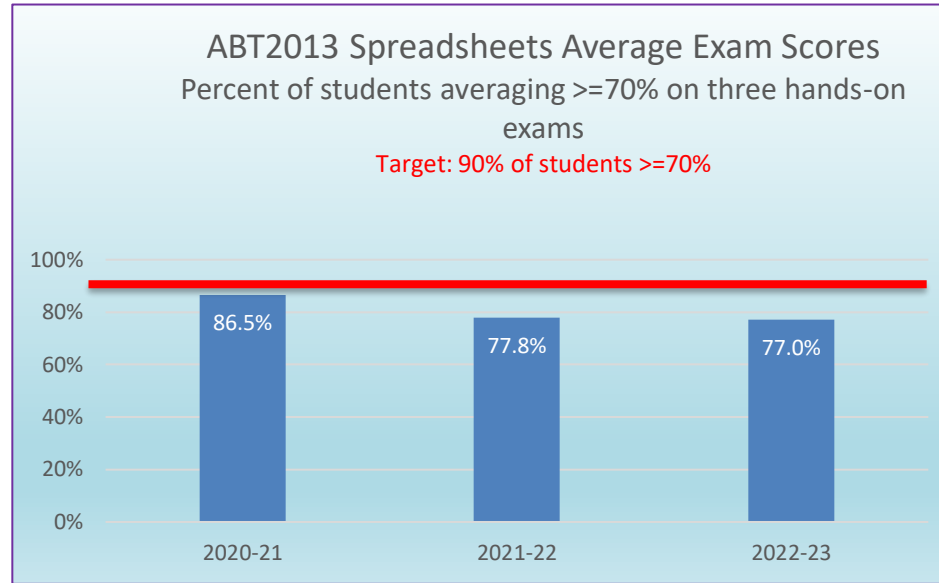
Monitor for
trends

On going

SLO 3: Apply critical thinking skills

Method 1: Spreadsheets Average Exam Scores

90% of students score $\geq 70\%$



One of the courses required of all Business Department majors is Spreadsheets and this course requires significant critical thinking ability. By assessing the students' ability to complete the hands-on portion of the exams, their associated ability to think critically is evaluated. The assessment measure uses the average of the scores from the three hands-on exams for each student as the data point.

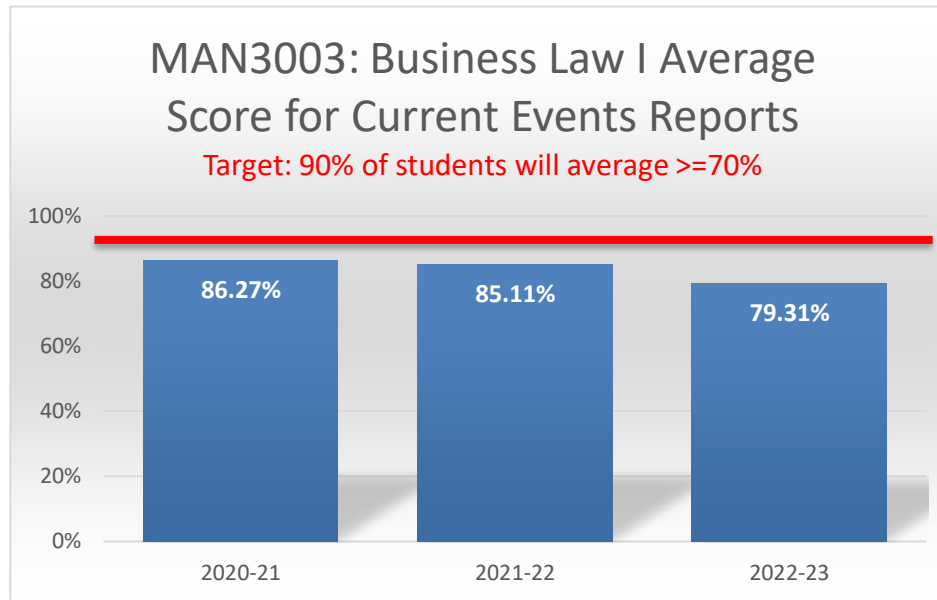
Compared to 87% of students in 2020-21 and 78% of students in 2021-22, 77% of students in 2022-23 averaged 70% or above on the three exams.

Monitor for trends moving forward

On going

Method 2:
Business Law
I Average
Score for
Current
Events
Reports

90% of
students score
≥70%



In Business Law I, students complete three Current Events reports. Each report is written after students collect and analyze newspaper, magazine, and internet news articles. The articles deal with legal cases/issues related to topics discussed in class. Students address the facts of the cases and any surrounding issues, describe the stages of the proceedings the cases are in, identify legislation related to the cases, discuss issues related to the cases and what the interested parties want to see happen, and take a stand on the best outcomes. This process requires significant critical thinking and an ability to discern applicable course content within real-life scenarios.

Results from the most recent year declined slightly from the previous two years of data. Moving forward this course will be taught by a new (adjunct) instructor, which may impact the specifics of the assignment.

Monitor for
trends
moving
forward

On going

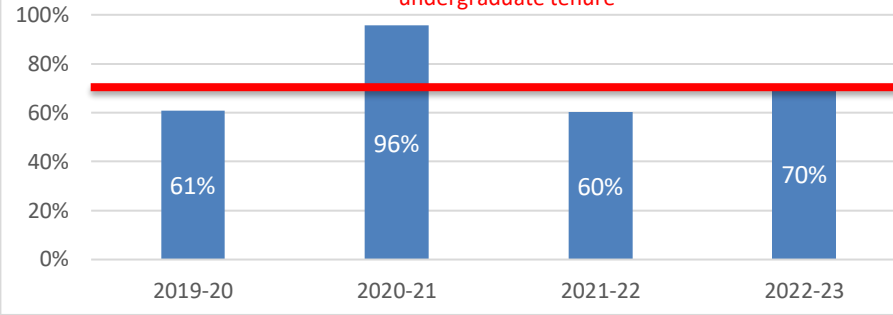
SLO X: Model effective oral and written communication skills			Previously the department had a SLO that business program graduates would have an ability to model effective oral and written communication. However, in spring 2022 the department faculty updated the SLOs and removed this learning objective, noting that it made more sense as a university-wide liberal arts objective than it did as a business department objective. Thus, moving forward this SLO will be removed from assessment reports.	n/a	n/a														
SLO 4: 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	<p style="text-align: center;">Percentage of students participating in service, mission, and/or multi-cultural activities</p> <p style="text-align: center; color: red;">Target: 70% of students will show participation in one of these activities</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>45.45%</td> </tr> <tr> <td>2018-19</td> <td>33.33%</td> </tr> <tr> <td>2019-20</td> <td></td> </tr> <tr> <td>2020-21</td> <td></td> </tr> <tr> <td>2021-22</td> <td>79.55%</td> </tr> <tr> <td>2022-23</td> <td>77.27%</td> </tr> </tbody> </table> <p>Students in the Strategic Planning course complete an online survey that records activities that they participated in during their time as a business student at MVNU. Business students continue to be highly engaged in service, mission, and/or multi-cultural activities outside of required course assignments.</p>	Year	Percentage	2017-18	45.45%	2018-19	33.33%	2019-20		2020-21		2021-22	79.55%	2022-23	77.27%	Monitor for trends moving forward and continue to include the survey as an assignment in the Strategic Planning course.	On going
Year	Percentage																		
2017-18	45.45%																		
2018-19	33.33%																		
2019-20																			
2020-21																			
2021-22	79.55%																		
2022-23	77.27%																		

Method 2:
Business
Communication
Resume

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

Students identifying participation in service, multicultural and/or professional development activities

Target: 70% of students will identify participation in one of these activities during undergraduate tenure



Students are reporting that they are participating in multi-cultural, professional development and/or service activities while at MVNU. Professional development includes such activities as attending conferences, completing internships, and engaging in networking events. Service projects include leading small groups, mission trips, volunteering in local community organizations, Enactus, and other similar activities. Multi-cultural events include mission trips and other events geared towards interaction with other cultures.

For 2022-23, Business Communication resumes were evaluated again to obtain information on participation in these types of activities. It was found that most students self-report participating in at least one of these types of events.

Moving forward, will continue to examine resumes in Business Communication and continued emphasis will be given in the course on the importance of having these activities listed on individual resumes.