

BAM Annual Learning Results Summary, AY 2018-2019

The following table summarizes the assessment of Program Learning Outcomes (PLOs) for the BAM program for assessment cycle 2018-19. This process is conducted regularly as part of the annual learning results assessments, which measure two or three PLOs for each program each year. This summary report is to be submitted to the EEC upon its completion.

Program	Bachelor of Arts in Management (BAM)
Assessment Period	Summer 2018 to Spring 2019
Program Learning Outcomes (PLOs)	<p>PLO 1: Apply management theory and principles in culturally diverse, global business contexts.</p> <p>PLO 6: Demonstrate the ability to evaluate and implement ethically sound and legal decisions within dynamic business environments.</p>
Closing the loop (from the last time these same PLOs were assessed)	<p>Proposed changes for PLO 1 (2015 Assessment): The BAM program is scheduled to go through a program review, beginning late Summer, 2017. As part of that more comprehensive review, any proposed changes to the assessed PLOs will be a result of the program review. The program review will take into consideration this document when determining appropriate next steps for PLO improvement.</p> <p>A revised PLO Map was developed based on the 2017 BAM Program Review recommendations and approved by the EEC on April 4, 2018.</p> <p>Proposed changes for PLO 6 (formerly PLO 7 for 2015 Assessment): None</p>
Standards of Success	<p>PLO 1: Artifact Proficiency Standard: Each artifact is considered to have met the proficiency standard if two out of the three categories of measurement achieve at least a “satisfactory” rating according to the artifact assessment rubric.</p> <p>Aggregate student scores equal to 80% for International Expansion Proposal Part 3 assignment for MGT 450 as measured by the artifact assessment rubric.</p> <p>PLO 6: Artifact Proficiency Standard: Each artifact is considered to have met the proficiency standard if two out of the three categories of measurement achieve at least a “satisfactory” rating according to the artifact assessment rubric</p> <p>Aggregate student scores equal to 80% for the International Contracts Week 7 Signature Assignment for BUS 270 as measured by the artifact assessment rubric.</p>

Evidence	<p>PLO 1: International Expansion Proposal Part 3 for MGT 450; Sample size - a random sample of 16/31 artifacts</p> <p>PLO 6: International Contracts Week 7 Signature Assignment for BUS 270; Sample size - a random sample of 15/30 artifacts</p>
Assessment Tool	<p>PLO 1: Direct assessment rubric for evaluating artifact; inter-rater reliability exercise completed. Satisfactory level equates to an 80% pass rate.</p> <p>PLO 6: Direct assessment rubric for evaluating artifact; inter-rater reliability exercise completed. Satisfactory level equates to an 80% pass rate.</p>
Assessors	<p>Dr. Dina Saomora Dr. Bradley Roh Dr. Lisa Phillips</p>
Results	<p>PLO 1: 3 out of 14 samples passed (21%). PLO was not met. PLO 6: 4 out of 15 samples passed (27%). PLO was not met</p>
Discussion of Results	<p>PLO 1:</p> <ul style="list-style-type: none"> ● The assessors noted that the majority of the artifacts did not pass the content and critical thinking categories due to the failure to apply management theory and articulate, through research, how theory and principles apply in a diverse, global setting. Assessors noted that the failure may stem from an inability to follow instructions (students were instructed to summarize parts 1 and 2 from prior assignments, and 100% of the students failed to do so), a misunderstanding of the assignment instructions, as well as the inability to read and synthesize academic or scholarly articles. ● Most students' writing was reflective and written in first person, and discussed the topic based on personal experience; students' writing did not reflect the ability to research the topic and identify relevant sources to support the analysis. The students' writing demonstrated a superficial knowledge of the concepts and contained very little thoughtful analysis. ● The integration of a Christian worldview was cursory at best, and did not include a clear application of Christian values or biblical principles. ● Assessors noted that students have not mastered technical writing skills for APA even though this is a 400-level course. Students did not demonstrate the ability to conduct library research, and failed to include the minimum number of references. ● There was also a discussion regarding the possibility of a course/assignment design issue, suggesting that expectations may not be clearly articulated, but this could not be established from assessing the artifact(s). ● Assessors believe the assessment process was effective in that it did reveal that students consistently failed in the content/analysis categories; but noted a few concerns -

	<ol style="list-style-type: none"> 1. It does not appear that students are pulling references from the online library; 2. This is a 400-level course and students have not mastered APA formatting. <ul style="list-style-type: none"> ● The lack of research skills must first be addressed at the course level, as it appears that students are not using the online library to identify scholarly sources. Students' ability to meet APA formatting requirements was also noted as a concern. A proposed solution was to: (1) Identify an introductory course where students gain essential research and writing skills early in the program; (2) Reduce the complexity and length of assignments and break assignments down into more manageable chunks where students receive feedback for improving on subsequent assignment elements. <p>PLO 6:</p> <ul style="list-style-type: none"> ● Artifacts did not meet the content or critical thinking categories in 100% of the papers, and most assignment elements were minimally addressed or completely omitted. Students did not identify or apply business law or ethical frameworks. ● One-hundred percent of the papers did not have a sufficient number of legal, academic, or scholarly sources, resulting in a majority of students failing the analysis section. Results reflect the inability to take an informed approach based on research, and the inability to critically evaluate each scenario. ● Failing artifacts contained mostly online colloquial, or secondary materials, and lacked synthesis and integration of sources in the analytical or critical thinking categories. ● Assessors discussed the complexity of the assignment due to the focus on international business law and international trade, suggesting that this may be too complex for an undergraduate 200-level course. This may account for the students' completely omitting or failing to address many of the assignment elements. ● The original course did not include rubrics in course shell. The course grading rubric included in the syllabus did not align specifically with the assignment requirements; while the artifact assessment rubric was based on the specific course assignment requirements. This difference accounts for the low pass rate. The course has been redesigned to include assessment rubrics.
<p>Proposed Changes</p>	<p>Implementation of the following changes will improve proficiency for PLO 1:</p> <p>The recent course revision addressed the need for alignment between the assignment instructions and grading rubrics. The revised course includes the adoption of standardized rubrics and incorporation of the rubrics into the Joule Grader in the course shells.</p> <p>Implementation of the following changes will improve proficiency for PLO 6:</p>

	<p>A review of the alignment between the assignment instructions and grading rubric. The course has undergone a major revision which included revised assignments and grading rubrics. The revised course included the adoption of standardized rubrics and incorporation of the rubrics in to the Joule Grader in the course shells. This will help instructors to be consistent in the use of grading rubrics.</p>
Rationale for Proposed Changes	<p>PLO 1 and PLO 6: The adoption of standardized, integrated rubrics will help address the need for grading consistency among instructors and establish clear alignment between assignment instructions and assignment requirements.</p> <p>Program change from BAM to BBA dictated the revision of PLOs and related courses/assignments.</p>
Financial Resources Required	<p>N/A</p>
Annual Learning Report recommended for approval	<p>Approved by EEC November 13, 2019</p>
Follow Up (Closing the Loop) from the previous year	<p>PLO 1: Apply management theory and principles in culturally diverse, global business contexts.</p> <p>Proposed changes: Align assignment instructions and grading rubric.</p> <p>MGT 480 has undergone a major revision to address assignment instructions and rubric alignment; the revised course launched Summer 1, 2019. The PLO map was revised as a part of the program change from BAM to BBA.</p> <p>PLO 2: Integrate biblical concepts and principles in the management, decision-making process.</p> <p>Proposed changes: Align assignment instructions and grading rubric.</p> <p>MGT 460 has undergone a major revision to address assignment instructions and rubric alignment; revised course launched Spring 2, 2019. The PLO map was revised as a part of the program change from BAM to BBA.</p>