

Department Learning Outcomes Assessment Report

Version 05.09.22

Assessment Cycle	2021-2022
Department	Department of Business and Technologies
Date of Departmental Approval	
Name of Submitter	Faculty of Business and Technologies

Programs of Study Assessed by the Department in the Current Assessment Cycle

Which programs of study are you reporting on during the current assessment cycle? Please list those programs of study below. Submit a Program of Study report for each program.

- 1) Business Administration
- 2) Sport Management
- 3) Master of Business Administration

Implications for Department Budget and Resources

Consider the programs of study that you have reported on during the current assessment cycle and the action steps you have planned in order to address challenges in student learning. In light of the mission, goals, and plans of your department and the university, which one or two challenges in student learning that will require resources to address, are the most important for you to address in the year ahead?

Describe the one or two PLO challenges, the programs of study with which they are aligned, and the budgetary reallocations or requests that will be needed in order to respond to the challenge(s). If applicable, describe other resources, services, partnerships across campus, etc. you will need in order to address the challenge(s).

A PLO challenge for the Business Administration program of study is PILO 1: Students will apply course-specific skills and knowledge within business contexts. After a review from ACBSP, our accrediting body until July 2022, we determined that we were not collecting the correct data using one of our current assessments. We should be collecting data regarding all 12 common professional components consisting of

Marketing, Business Finance, Accounting, Management, Legal Environment of Business, Economics, Business Ethics, Global Dimensions of Business, Business Communications, Information Systems, Quantitative Techniques/Statistics, and Integrating Experience.

Therefore, effective fall semester 2022, we eliminated the use of the Major Fields Test for the Business Administration major and replaced it with the Peregrine Global Exam. The Peregrine Global Exam allows us to collect more discipline-specific data and offers national benchmarking with multiple filters such as faith-based non-profit, HLC or ACBSP accredited institutions. These filters allow us to compare the results of our students with results from peer institutions. This comparison gives us better insight into how well we are meeting the learning outcomes in various disciplines within the program of study.

The cost of the Peregrine Global exam is approximately \$40 per student provided we have more than 100 students take the exam each year. Our projection is that 125 students will take the Peregrine exam in the 2022-23 academic year. The \$40 per exam cost for the Peregrine is more than the \$25 per student cost of the Major Fields Test (MFT). However, the department must pay an additional \$300 for nationally compared MFT data. The department's undergraduate assessment budget for academic year 2021-2022 was \$3400. The projected budget for undergraduate assessment in 2022-2023 has been increased to \$4500 and the 2022-2023 assessment budget for the graduate program is \$2700. Because we accounted for this increase in assessment spending last year during the departmental budgeting process, no budgetary reallocations are necessary. .

Action Steps that Have Improved Student Learning

Improving student learning in a program of study requires implementing action steps and assessing student learning over time. If you have evidence from the current assessment cycle that the action steps you have been implementing have been successful, please describe the PLO, the action steps, and the pattern of assessment evidence that indicates a clear improvement or a promising trend in student learning.

We implemented an internship essay for the sport management internship class in 2021-22 to assess the four PILOs of the program of study. We created a rubric to assess the learning outcomes. Twenty-nine students were assessed and 19 exceeded expectation and 10 met expectations for PLO #1: Students will apply course-specific skills and knowledge within sport management and business contexts.

Due to the successful nature of this assessment and the assessment of the internship essay in BUS 481, we will encourage students in all programs of study, whether the internship is required or not, to take the internship class. We will be advising and coaching BUS ADMIN students to take the internship as a business elective. We will also discuss a change to the Business Administration major curriculum to include the internship course.

In addition, we will be using a derivation of the following rubric to evaluate all written assignments and presentations throughout the department for consistency:

Business and Technologies: Program Intended Learning Outcomes Rubrics

1. Students will apply course-specific skills and knowledge and demonstrate knowledge of current business standards, practices and theory within business contexts
2. Students will effectively communicate and demonstrate critical and creative thinking about business practices and theory
3. Students will apply Christian values (such as values of stewardship, integrity, and justice) to business and vocational contexts, while taking into consideration the impact on church, community, and world

PILO 1: Students will apply course-specific skills and knowledge and demonstrate knowledge of current business standards, practices and theory within business contexts			
Learning Outcome	Exceeds	Meets	Does Not Meet
PILO 1 Students will apply course-specific skills and knowledge and demonstrate knowledge of current business standards, practices and theory within business contexts	Excellent application of course specific skills and knowledge and excellent demonstrate knowledge of current business standards, practices within appropriate business contexts	Some application of course specific skills and knowledge within appropriate business contexts	Little to no application of course specific skills and knowledge within appropriate business contexts
Points	3	2	1
Assessment notes:			

PILO 2: Students will effectively communicate and demonstrate critical and creative thinking about business practices and theory			
Learning Outcome	Exceeds	Meets	Does Not Meet
PILO 2: Students will effectively communicate and demonstrate critical and creative thinking about business practices and theory	Excellent demonstration of critical and creative thinking about business practices and theory within appropriate business contexts	Some demonstration of critical and creative thinking about business practices and theory within appropriate business contexts	Little to no demonstration of critical and creative thinking about business practices and theory within appropriate business contexts
Points	3	2	1
Assessment notes:			

PILO 3: Students will apply Christian values (such as values of stewardship, integrity, and justice) to business and vocational contexts, while taking into consideration the impact on church, community, and world			
Learning Outcome	Exceeds	Meets	Does Not Meet
Students will apply Christian values (such as values of stewardship, integrity, and justice) to business and vocational contexts, while taking into consideration the impact on church, community, and world	Excellent application of Christian values (e.g., stewardship, integrity, justice) and clearly articulated integration of scriptural support to business and vocational contexts, while taking into consideration the impact on church, community, and world	Some application of Christian values (e.g., stewardship, integrity, justice) and clearly articulated integration of scriptural support to business and vocational contexts, while taking into consideration the impact on church, community, and world	Little to no applications of Christian values (e.g., stewardship, integrity, justice) and clearly articulated integration of scriptural support to business and vocational contexts, while taking into consideration the impact on church, community, and world
Points	3	2	1
Assessment Notes:			

Limit your response to one (or at most two) of the best examples from your department that you are closing the loop

Communicating Key Strengths to Relevant Audiences

Select one or two key strengths to share with relevant audiences. The strengths can come from any of the programs that you are reporting on during the current assessment cycle. Describe a plan for making this happen.

One of the strengths of our sport management program is the relationships our faculty and students have with external partners. We plan to share the results of our internship essay and presentation with existing and potential partners to further engage in the sport community. The strengths we noted in the sport management internship essay are

1. Students will apply course-specific skills and knowledge within sport management and business contexts.
2. Students will demonstrate knowledge of current sport management practices and theory
3. Students will effectively communicate and demonstrate critical and creative thinking about sport management theory and practice

Limit your response to one paragraph.

Naming and Submitting the Report

Each department will submit one **Department** Learning Outcomes Assessment Report

- Length of report is 1 to 2 pages
- Follow this example to name your file: 2022 Bus Tech -- Dept LOA Report
- Save report in PDF format
- Email PDF attachment to Sara Burke (sburke@malone.edu), Director of Institutional Reporting and Data Management OR submit via Google folder

Submitting Assessment Evidence

All documents that you reviewed to assess programs of study are stored in a centralized location in the Office of the Provost. These documents include but are not limited to raw data, results of quantitative or qualitative data analyses, tables, and graphs.

Paste or drag a copy of your assessment evidence documents into the folder for your department within year folder for the current assessment cycle. The folder structure is as follows:

Annual Assessment Reports > [Departmental Data](#) > Year > Department Name