



## Outcomes Assessment Plan

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**Institution:** \_\_\_\_\_ Southwestern Adventist University \_\_\_\_\_

**Academic Business Unit:** \_\_\_\_\_ Business Department \_\_\_\_\_

**Date:** \_\_\_\_\_ March, 2017 \_\_\_\_\_

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**OUTCOMES ASSESSMENT PLAN**  
**Department of Business Administration**  
**Southwestern Adventist University**

**Section I: Mission and Broad-Based Goals**

Mission Statement

**Mission of the Department of Business Administration**

The Department of Business Administration prepares students for Christian service and business leadership in the global economy. Our department is built on academic excellence, integrity, and an entrepreneurial spirit. We serve and value a diverse student body, equipping them with the intellectual fortitude to change the world.

Broad-Based Goals

**Broad-Based Student Learning Goals:**

1. **Integrity** - Students will demonstrate the highest level of legal and ethical standards from a Christian worldview in their personal and professional lives.
2. **Research and Critical Thinking** - Students will develop the ability to think unconventionally, make sound decisions and solve complex problems as well as how to appropriately evaluate and use resources to perform qualitative and quantitative analysis.
3. **Communications** - Students will demonstrate the ability to effectively communicate orally and in writing clear, credible, and concise ideas in a variety of business environments. Students will also demonstrate a high level of proficiency in reading, comprehending business communications and using current information technology for intentional strategic applications and organizational advancement opportunities.
4. **Professional Skills** - Students will demonstrate competence in functional areas of business including accounting, finance, economics, management, marketing and information systems. Students will demonstrate awareness of business implications from a global perspective. They will demonstrate the ability to analyze and apply cultural sensitivity and awareness when in a leadership role that requires effective decision-making in an international business setting.
5. **Leadership** - Students will develop the quintessential skills to lead individuals with vision; the fortitude to make calculated decisions; the ability to motivate self and others towards exceptional performance; relate to others with tact and finesse; and demonstrate a knowledge of faith, and God in the development of individual and organizational success.

**Broad-Based Operational Goals:**

1. The Department of Business will offer strong degree programs that prepare the students for professional careers, graduate school, and professional advancement.
2. The Department of Business will attract and retain highly-qualified faculty who are effective teachers and are engaged in professional development activities.
3. The Department of Business will provide a supportive learning environment that fosters student success and contributes to excellence in business education.

## **Section II: Student Learning Assessment**

### **ASSOCIATE-LEVEL PROGRAMS**

At the current time, we do not have any Associate-level programs.

**BACHELOR’S-LEVEL PROGRAMS**

Student Learning Assessment for the Bachelor of Business Administration (BBA)

<b>Intended Student Learning Outcomes for the Bachelor of Business Administration (BBA):</b>
<b>Intended Student Learning Outcomes: Business Department Required BBA Core Courses (Core ISLOs)</b>
<p>1. Students will be able demonstrate the ability to assess complex problems by producing clear, concise written assessment and oral presentation in diverse business venues.</p> <p style="padding-left: 40px;">Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4</p> <p style="padding-left: 40px;">Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is linked: 1, 2, 6</p>
<p>2. Students will be able to competently use current technology in business environments.</p> <p style="padding-left: 40px;">Broad-Based Student Learning Goals Associated with this Outcome: 3, 4, 5</p> <p style="padding-left: 40px;">Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is linked: 1, 4</p>
<p>3. Students will be able to apply Christian, legal, and ethical principles in business settings.</p> <p style="padding-left: 40px;">Broad-Based Student Learning Goals Associated with this Outcome: 1, 4</p> <p style="padding-left: 40px;">Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is linked: 1, 2, 4</p>
<p>4. Students will be able to function effectively in organizational teams.</p> <p style="padding-left: 40px;">Broad-Based Student Learning Goals Associated with this Outcome: 4, 5</p> <p style="padding-left: 40px;">Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is linked: 1, 2</p>
<p>5. Students will apply global aspects of business and develop the skills necessary to take advantage of international opportunities.</p> <p style="padding-left: 40px;">Broad-Based Student Learning Goals Associated with this Outcome: 1, 4, 5</p> <p style="padding-left: 40px;">Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is linked: 1, 2, 3</p>
<p>6. Students will be able to collect and use qualitative and quantitative data in making critical decisions to improve organizational performance.</p> <p style="padding-left: 40px;">Broad-Based Student Learning Goals Associated with this Outcome: 2, 4, 5</p> <p style="padding-left: 40px;">Key Learning Outcomes for Bachelor’s-Level Business Programs to which this Outcome is linked: 1, 7</p>

7. Students will have the ability to evaluate business objectives through the development of relevant analyses as a basis for strategic development.

Broad-Based Student Learning Goals Associated with this Outcome: 2, 4, 5

Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is linked: 1, 7

<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
1. Comprehensive Capstone Class Case Study Core ISLOs Assessed by this Measure: 1, 3, 6, 7	On the rating scale in the case study evaluation rubric (with “accomplished” being the highest rating), at least 80% of all graduating students will achieve a performance rating of “competent” or “accomplished” on each evaluation criterion associated with the program ISLOs assessed by this measure.
2. GLO-BUS Business Strategy Simulation Core ISLOs Assessed by this Measure: 1, 2, 4, 5, 6, 7	On the rating scale in the BSG evaluation rubric (with “accomplished” being the highest rating), at least 80% of all graduating students will achieve a performance rating of “competent” or “accomplished” on each evaluation criterion associated with the program ISLOs assessed by this measure.
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
1. Senior Exit Questionnaire Outcomes are listed on the questionnaire and students are asked to rate the degree to which they achieved the outcomes. Core ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7	On the exit survey instrument, at least 80% of all graduates will indicate that they “agree” or “strongly agree” that they achieved each of the core ISLOs.

Student Learning Assessment for the Bachelor of Science (BS) in Business

<b>Intended Student Learning Outcomes for the Bachelor of Science (BS) in Business:</b>
<p style="text-align: center;"><b>General Program Intended Student Learning Outcomes (General Program ISLOs)</b></p>
<p>1. Students will be able demonstrate the ability to assess complex problems by producing clear, concise written assessment and oral presentation in diverse business venues.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is linked: 1, 2, 6</p>
<p>2. Students will be able to competently use current technology in business environments.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is linked: 1, 4</p>
<p>3. Students will be able to apply Christian, legal, and ethical principles in business settings.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 4, 5</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is linked: 1, 2, 4</p>
<p>4. Students will be able to function effectively in organizational teams.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 4, 5</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is linked: 1, 2</p>
<p>5. Students will apply global aspects of business and develop the skills necessary to take advantage of international opportunities.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 4, 5</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is linked: 1, 2, 3</p>
<p>6. Students will be able to collect and use qualitative and quantitative data in making critical decisions to improve organizational performance.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 4, 5</p>



Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is linked: 1, 7	
7. Students will have the ability to evaluate business objectives through the development of relevant analyses as a basis for strategic development.	
Broad-Based Student Learning Goals Associated with this Outcome: 2, 4, 5	
Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is linked: 1, 7	
<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
1. Comprehensive Capstone Class Case Study General Program ISLOs Assessed by this Measure: 1, 3, 6, 7	On the rating scale in the case study evaluation rubric (with “accomplished” being the highest rating), at least 80% of all graduating students will achieve a performance rating of “competent” or “accomplished” on each evaluation criterion associated with the program ISLOs assessed by this measure.
2. GLO-BUS Business Strategy Simulation General Program ISLOs Assessed by this Measure: 1, 2, 4, 5, 6, 7	On the rating scale in the BSG evaluation rubric (with “accomplished” being the highest rating), at least 80% of all graduating students will achieve a performance rating of “competent” or “accomplished” on each evaluation criterion associated with the program ISLOs assessed by this measure.
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
1. Senior Exit Questionnaire Outcomes are listed on the questionnaire and students are asked to rate the degree to which they think they achieved the outcomes. General Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7	On the exit survey instrument, at least 80% of all graduates will indicate that they “agree” or “strongly agree” that they achieved each of the core ISLOs.

## **MASTER'S-LEVEL PROGRAMS**

### Student Learning Assessment for Masters of Business Administration

At of May 30, 2016, we do not have any Master's-level programs

## **DOCTORAL-LEVEL PROGRAMS**

### Student Learning Assessment for Doctoral-level programs

At the current time, we do not have any Doctoral-level programs.

### Section III: Operational Assessment

<b>Intended Operational Outcomes for the Department of Business Administration:</b>	
1. Undergraduate students will be successful in finding gainful employment in appropriate professional positions or will be accepted into graduate school. Broad-Based Operational Goals Associated with this Outcome: 1	
2. Faculty members will be highly-qualified in their teaching fields. Broad-Based Operational Goals Associated with this Outcome: 2	
3. The Business Department and Southwestern Adventist University will be successful at providing high quality learning and technological resources. Broad-Based Operational Goals Associated with this Outcome 3	
<b>Assessment Measures/Methods for Intended Operational Outcomes:</b>	<b>Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:</b>
1. Tracking employment or further education of undergraduates Intended Operational Outcomes Assessed by this Measure: 1	80% of graduates will be hired, or accepted into an advanced education program within six months of their graduation
2. Faculty Credential Files Intended Operational Outcomes Assessed by this Measure: 2	Faculty will meet credentialing guidelines set forth by the regional accrediting body (SACS): 25% doctorally qualified with the remaining meeting minimal qualifications
3. Peregrine Student Exit Survey; Undergrad Focus Groups Intended Operational Outcomes Assessed by this Measure: 3	In the focus group sessions, at least 80% of graduating students will indicate that they are satisfied with the school's learning and technological resources. Or, on the exit survey instrument, at least 80% of all graduates will indicate that they "agree" or "strongly agree" with the question "I was satisfied with Southwestern's learning and technological resources."

## Section IV: Linkage of Outcomes Assessment with Strategic Planning and Budgeting

- A. Provide a narrative that describes the ways in which the results from implementing your outcomes assessment plan (i.e., changes and improvements needed) are linked to the strategic planning processes of the academic business unit and the institution.

A new Strategic Plan was initiated by our new president who began on campus July 1, 2014. That plan was completed during the 2014-1015 school year and was presented to the board of trustees in the fall of 2015 and was approved. Also during the 2014-2015 school year, the academic departments were asked to develop their own five-year strategic plan that ties into the new strategic plan. There are three major initiatives of the University strategic plan. The Business Department has developed their strategic plan around those three University major initiatives.

The strategic plan that has been developing in the Business Department can be found in the document called "5 Yr Strategic Plan 2014-2015" and will be supplied on request (it is on record as part of the 205-2016 self-study). In keeping with the Universities overall strategy, the Business Department has determined strategic goals, supporting recommendations and action items to align with the major initiatives that the university has established. Included are specific recommendations such as recommendation 1.1.1 – Continue to build a strong business program through changes based on assessment. We feel that this strategic plan is aligned with the Universities strategic plan. Each of the pieces in the Business Departments strategic plan answers some piece in the overall strategic plan, showing how they are *consonant* with each other. This is a working-plan and will be adjusted/extended each year in our end of year assessment/planning meeting.

For each action item in the strategic plan, a year that the action item is scheduled for completion was assigned along with a responsible party. That schedule can be seen in the document "Strategic Plan – Dates" (also supplied on request and is part of the 2015-2016 self-study).

At the end of spring semester each year an all day meeting is held (conference style) with various different sessions. All full time Business Department faculty are required to attend and part time faculty are strongly encouraged to attend if possible. In one session assessment results are reviewed and discussed, then action plans are developed for any areas that we think are deficient based on the assessment discussions. Previous action plans are reviewed to determine their status. In another session we review curriculum, discussing any changes that need to be made to specific curriculums already in place or if we need to add or remove programs. Again, action plans are developed, based on our conversations. In another session we review resources including current faculty needs, budget items, etc., and make plans for submitting future budget requests to accommodate needs. In the last session we review our Business department strategy to document what was completed, what was not completed and why, and

what needs to be added to the strategy (including changes and improvements needed from assessment if applicable) to make sure we constantly have an active 5 year strategic plan for our department. At each of these session action plans are developed. These action plans are then put into Weave Online, the Universities assessment & planning management system

- (B. If possible, the academic business unit's outcomes assessment process should also be connected to the institutional budgeting process. If applicable, provide a narrative that describes this connection.)
- a) The Business department completes their unit assessments in WEAVE (online assessment and planning management software) and completes an Action Plan with budget requests for items needed above and beyond their allotted budget by June 30.
  - b) When the Vice President for Academic Administration has been notified by the Director of Institutional Research that all the assessments in their jurisdiction were complete, they will call a meeting of all the department chairs and have reports from each academic assessment unit by July 30. At that time, budget requests will also be called for by the vice president.
  - c) The department chair will submit a completed Academic Budget Request Form along with a print-out of the budget request as tied to the unit assessment showing the connection between assessment and equipment needed to help improve student learning.
  - d) The requests from all vice presidents: vice president for academic administration, vice president for financial administration, vice president for enrollment, vice president for student services, vice president for spiritual development, and vice president for advancement will be discussed in the president's council of whose membership they compose by August 30.
  - e) The university officers: president, vice president for academic administration, and the vice president for financial administration will then use this information in the formation of the annual budget to be presented to the board of trustees in September.

**Southwestern Adventist University**  
**Department of Business Administration**  
**Comprehensive Case-Study**  
**Evaluation Rubric**

Student: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

Each of the Case Study Component Areas identified and defined below will be assessed using the evaluation rubric based on the performance ratings for each evaluation dimension. Students are expected to demonstrate appropriate learning outcomes and competencies:

**The Hook or Case Introduction:** This section will provide a basic introduction of the main character and problem. The purpose of this section is to cause the reader to want to read further while setting up the background for the following analysis.

**Industry Analyses:** This section should identify the appropriate industry that provides context to the case and provide evidence of detailed research, including qualitative and quantitative data, as it relates to the development of the case study.

**Company History and Analyses:** This section should provide an organizational history including an assessment of key business objectives and a relevant analysis of the strategic position of the company within the aforementioned industry.

**The Entrepreneur, Business Owner or Key Stakeholder:** This section should include a description of the key protagonist that is as vivid and detailed as possible and provides context for an analysis of decision making that leads to the problem in question.

**Problem Statement:** This section should provide a clear and concise assessment of the complex problem faced by the company or stakeholder.

**Commentary:** This section should present an analysis of the central issues and problems in the case. Appropriate theories should be identified and concepts or learning that might explain the decision making process and resulting problem.

**Alternatives:** This section should include a description of the decision made and a proposal of at least one alternative solution to the problem along with an analysis of both decision alternatives.

**Final Recommendation:** One final recommendation made by the student based on their analysis that will result in improved organizational performance.

**Christian Business Ethics Perspective:** This section should present a statement of the students personal Christian business ethics perspective and identification of ways in which Christian business ethics could be applied within the context of the case study.

**Methodology and Format:** This section should provide a note regarding methodology that is appropriate and consistent with work provided. The APA format guidelines should be followed and properly used throughout the case. Including an abstract, appropriate citations and cover page.

**Oral Presentation:** (Separate Rubric Attached) The presentation should identify and describe each of the core components of the case in a clear and concise manner. The defense should be persuasive with questions handled competently and appropriately.

Case Study Grading Rubric				
Evaluation Dimensions	Basic	Competent	Accomplished	Score
<b>Case Study Component Areas – Grading Criteria</b>				
<b>The Hook Case Introduction</b>	Missing.	Provides a basic introduction to the case	Makes the reader want to read further.	
Points	0	1-2	3	
<b>Industry Analysis</b>	Talks about the industry in vague terms or is missing.	Talks about the industry in basic terms providing some context.	Identifies appropriate industry, provides detailed research and provided full context.	
Points	1-2	3-4	5-6	
<b>Company History and Analysis</b>	Provides very little background information about the company.	Provides limited information about the company history and/or facts about current operations.	Provides a full history of the company, as well as complete information about current operations.	
Points	1	2	3-4	
<b>The Entrepreneur, Business Owner or Key Stakeholder</b>	The reader can form only a very limited mental picture of the character or the character's behavior.	The reader has a general idea of who the entrepreneur is and how the entrepreneur behaves.	The reader is able to picture the entrepreneur and can anticipate the entrepreneur's future actions.	
Points	1-2	3-5	6-10	
<b>The Problem Statement</b>	The key situation in the case is unclear.	The key situation in the case is clear, but assessment does not provide necessary detail	The key situation in the case is fully assessed and complete.	
Points	1-6	7-10	11	
<b>Commentary</b>	No development or identification of theories that explain the decisions leading to the problem.	An attempt is made to provide theories that explain the behavior, but the theories are not specific.	Theories that explain the entrepreneur's behavior are identified and applied correctly.	
Points	1-6	7-10	11	
<b>Alternatives</b>	Outcomes not discussed, consequences not identified and insufficient data analysis	Decisions are identified, alternatives are provided, consequences are poorly identified, weak theory application.	Proper identification of decision, alternative is fully developed, consequences clearly spelled out, data analysis is comprehensive, and theory is applied correctly.	



Points	0-5	6-10	11-15	
<b>Final Recommendation</b>	The final recommendation is missing.	The final recommendation is missing its rationale or does not make sense in the situation.	The final recommendation and the rationale make sense.	
Points	0	1-4	5-6	
<b>Christian Business Ethics Perspective</b>	Statement is missing or does not include a clear link to the case study	Statement includes a basic definition, limited personal worldview and some correlation to the case	Statement includes a clearly defined perspective and includes proper application within the context of the case study	
Points	1-7	8-10	11-15	
<b>Methodology and Appropriate use of APA</b>	The discussion of methodology is superficial. APA format not followed.	The discussion of methodology is basic. APA format is inconsistent.	A complete discussion of methodology exists, APA format is used appropriately including an abstract and proper citations.	
Points	0-1	2-3	4-5	
<b>Final Word</b>	No reflection or no learning identified.	Some learning has been identified.	Learning has been identified and specific examples provided.	
Points	0-1	2-4	5-6	
<b>Writing Quality</b>	Many careless grammar and spelling errors exist that could have been caught by spell-check or grammar-check (or careful proofreading).	The case does not appear to have been edited beyond spell-check and grammar-check for style or expression.	There are very few grammar and spelling errors, the writing is clear, and the analysis is easy to read and engaging.	
Points	0-2	3-5	6-8	
<b>Total Points</b>	0-33	34-69	70-100	
Comments:				

Overall Performance Rating on Case Study	
Case Study Component Areas	Score
The Hook or Case Introduction	
Industry Analyses	
Company History and Analyses	
The Entrepreneur, Business Owner or Key Stakeholder	
Problem Statement	
Commentary	
Alternatives	
Final Recommendation	
Christian Business Ethics Perspective	
Methodology and Format	
<b>Total Score</b>	
Oral Presentation	
<b>Total Score</b>	
<b>Average Written &amp; Oral Score</b>	

### Case Study Program-Level Assessment Rubric

The department of Business Administration has identified the following intended student learning outcomes (ISLOs) that it expects student to have achieved, through the comprehensive capstone class case study, upon graduation from the BBA program.

The following evaluation rubric will be used to assess the extent to which the student achieved the following outcomes based on student performance on the research, development and presentation of an original case study. Scores will be specified based on the performance ratings in the program-level assessment rubric.

**Communication Skills:** Student will be able to assess complex problems and produce clear, concise written assessment and oral presentation in diverse business venues.

**Christian, Legal and Ethical principles:** Students will be able to recognize and apply Christian, legal and ethical principles in business settings.

**Qualitative and Quantitative Data:** Students will be able to collect and use qualitative and quantitative data in making critical decisions to improve organizational performance.

**Strategic Analysis:** Students will have the ability to evaluate business objectives through the development of relevant analyses as a basis for strategic development.

**Case-Study Program-Level Assessment Rubric**

Evaluation Dimensions	Performance Rating						Score
	Basic		Competent		Accomplished		
	1	2	3	4	5	6	
<b>Programmatic Evaluation – Program-Level Assessment Criteria (ISLOs)</b>							
<b>Communication Skills</b>	Case study fails to correctly identify and assess complex problems. Written content does not provide clear, concise communication of the business issue. Case study fails to meet writing guidelines and exhibits multiple errors in spelling and grammar. Oral presentation demonstrates only rudimentary or superficial knowledge of the case-study problem. Presentation cannot be understood and provides little sequencing of information in accordance with Case study guidelines. Student was unable to defend their position.	Case study correctly identifies complex problems and shows a satisfactory level of assessment of appropriate business issues in diverse settings. The case study meets expectations and follows the appropriate outline. Proper writing guidelines are followed with only minor grammatical and spelling errors. Oral presentation is clear, makes logical sense and follows an appropriate order. Presenter is comfortable and able to adequately answer questions. Oral communication skills are satisfactory.	Case study accurately identifies complex problems and demonstrates an in-depth assessment of business issues in diverse settings. Written execution of the case study is effective and exceeds expectations with little to no grammatical or spelling errors. Oral presentation follows a logical sequence and provides clearly communicated assessment of the problem. Professional delivery of presentation and confident, concise ability to defend their position.				
	<b>Comments:</b>						
<b>Christian, Legal and Ethical principles</b>	Case study displays a limited ability to recognize and apply Christian, legal and ethical principles in the business setting chosen for analysis. Shows little or no ability to connect Christian, legal and ethical principles to the problem statement and proposed outcome. Inability to distinguish between Christian, legal and ethical principles.	Case study displays a basic ability to recognize and apply Christian, legal and ethical principles in the business setting chosen for analysis. Shows a satisfactory ability to connect these principles to the problem statement and proposed outcome. Adequately distinguishes between Christian, legal and ethical principles.	Case study displays a complete understanding and ability to properly apply Christian, legal and ethical principles in the chosen business setting. An effective ability to connect these principles to the business problem and intended outcomes is demonstrated. Properly distinguishes between Christian, legal and ethical principles.				
	<b>Comments:</b>						

**Case-Study Program-Level Assessment Rubric**

Evaluation Dimensions	Performance Rating						Score
	Basic		Competent		Accomplished		
	1	2	3	4	5	6	
<b>Programmatic Evaluation – Program-Level Assessment Criteria (ISLOs)</b>							
<b>Qualitative and Quantitative Data</b>	Case study displays inadequate collection of qualitative and quantitative data to support the analysis of the business problem. Proper analysis of the data collected is incorrect or incomplete in the component areas. Case study inaccurately and/or inappropriately applies data, presents solutions or alternatives that are inconsistent or inaccurate in a vague or rudimentary manner.		Case study displays a satisfactory collection of qualitative and quantitative data to support the analysis of the business problem. Basic analysis of the data collected is exhibited in the component areas. Case study meets expectations in regards to the application of data in presentation of solutions and critical decisions meant to improve organizational performance.		Case study provides a complete collection of relevant qualitative and quantitative data to support the analysis of the business problem. Effective analysis of the data collected is exhibited in the component areas. Proper application of data exceeds expectations and is used to present solutions, alternatives and critical decisions to improve organizational performance.		
	<b>Comments:</b>						
<b>Strategic Analysis</b>	Business objectives are not evaluated and the development of relevant analyses is inadequate. There is little, if any, recognition of appropriate links between strategic decisions and business objectives. Solutions and alternatives are vague, simplistic and fall short of meeting the desired strategic goals.		Evaluation of business objectives meets expectations and the development of relevant analyses is satisfactory. There are some links between strategic decisions and business objectives. Solutions and alternatives are clear and meet basic expectations of desired strategic development.		Evaluation of business objectives exceeds expectations and the development of relevant analyses is well developed. Strong links are made between strategic decisions and business objectives providing appropriate solutions and alternatives that optimize strategic development.		
	<b>Comments:</b>						

**Summary Performance Ratings on Program-Level ISLOs**

Assessment Criteria/Intended Student Learning Outcome	Score
Communication Skills	
Christian, Legal and Ethical Principles	
Qualitative and Quantitative Data	
Strategic Analysis	
<b>Average Score:</b>	

**Southwestern Adventist University**  
**Department of Business Administration**  
**Business Strategy Game**  
**Evaluation Rubric**

**Student:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

The Business Strategy Game is an online simulation in which students work in teams to run an athletic footwear company. Strategic decisions are made on a variety of business aspects creating competition within the industry throughout the course of the simulation. The industry is made up of the companies run by students in the class. The industry competes in a global marketplace with geographic regions including Europe-Africa, North America, Asia-Pacific, and Latin America.

Each of the Business Strategy Game (BSG) Component Areas identified and defined below will be assessed using the Learning Assurance Report based on the learning measures for each evaluation dimension. The Learning Assurance Report is generated by The Business Strategy Game and uses a percentile ranking in comparison to all simulation players worldwide within the last 12 months.

Students are expected to demonstrate appropriate learning outcomes and competencies based on the following learning measures:

<b>Leadership Skills</b>	Assessment of the individual's leadership and independent thinking skills. Based co-managers' answers for items 4, 5, 6, 7, 10 on the peer evaluation exercise.
<b>Collaboration &amp; Teamwork</b>	Assessment of the individual's collaborative skills, teamwork, and ability to work well with others. Based on co-managers' answers for items 1, 3, 8, 9, 11 on the peer evaluation exercise.
<b>Analytical Skills</b>	Assessment of the individual's skills in analyzing information in the Footwear Industry Report and Competitive Intelligence Report, calculating financial ratios, and identifying appealing ways to improve company performance. Based on the individual's answers to 10 questions from Quiz #2.
<b>Financial Management</b>	Assessment of the group's ability to apply financial management principles. Based on the company's ROE, credit rating, and stock price performances.
<b>Operations Management</b>	Assessment of the group's ability to manage production operations and control production costs. Based on the company's production cost competitiveness as measured by production costs per unit (adjusted for product quality and product line breadth), capacity utilization, and management of finished goods inventories.
<b>Marketing Management</b>	Assessment of the group's ability to effectively market the company's product and control marketing costs. Based on the company's market image and marketing costs per unit sold.
<b>Human Resources Management</b>	Assessment of the group's proficiency in workforce management and controlling labor costs. Based on work- force compensation, workforce productivity, and labor costs per unit sold.
<b>Strategic Analysis &amp; Planning</b>	Assessment of the group's strategic planning and strategic thinking skills. Based on scores achieved on the 3-Year Strategic Plan exercise.
<b>Corporate Social Responsibility</b>	Assessment of group's awareness of and commitment to operating the company in a socially responsible manner and being a "model corporate citizen". Based on the % of company revenues spent on the six corporate social responsibility initiatives.

Percentile Ranking vs. All Simulation Players Worldwide Over the Last 12 months

LEARNING MEASURE  STUDENT / PARTICIPANT	LEADERSHIP SKILLS	COLLABORATION & TEAMWORK	ANALYTICAL SKILLS	FINANCIAL MANAGEMENT	OPERATION MANAGEMENT	MARKETING MANAGEMENT	HUMAN RESOURCES MANAGEMENT	STRATEGIC ANALYSIS & PLANNING	CORPORATE SOCIAL RESPONSIBILITY
<b>Class Average</b>									

### Business Strategy Game Program-Level Assessment Rubric

The department of Business Administration has identified the following intended student learning outcomes (ISLOs) that it expects students to have achieved, through the comprehensive capstone class business strategy game simulation, upon graduation from the BBA program.

The following evaluation rubric will be used to assess the extent to which the student achieved the following outcomes based on student performance on the execution of the business strategy game as a team, peer evaluation scores and individual comprehensive examination. Scores will be specified based on the performance ratings in the program-level assessment rubric.

**Communication Skills:** Student will be able to assess complex problems and produce clear, concise written assessment and oral presentation in diverse business venues.

**Technology Skills:** Students will be able to competently use current technology in business environments.

**Business Teams:** Students will be able to function effectively in organizational teams.

**Globalization and Cultural Awareness:** Students will develop an awareness of and sensitivity to culture and diversity within an organization and the capacity to work optimally in global environments.

**Qualitative and Quantitative Data:** Students will be able to collect and use qualitative and quantitative data in making critical decisions to improve organizational performance.

**Strategic Analysis:** Students will have the ability to evaluate business objectives through the development of relevant analyses as a basis for strategic development.

BSG Program-Level Assessment Rubric						
Evaluation Dimensions	Performance Rating					Score
	Basic		Competent		Accomplished	
	1	2	3	4	5	6
<b>Programmatic Evaluation – Program-Level Assessment Criteria (ISLOs)</b>						
<b>Communication Skills</b>	Student is unable to adequately identify their company strategy and underlying complex problems and show an unsatisfactory levels of assessment of appropriate business issues in diverse settings. Strategic case study analysis fails to meet writing guidelines and exhibits multiple errors in spelling and grammar.		Student correctly identify their company strategy and related complex problems and shows a satisfactory level of assessment of appropriate business issues in diverse settings. Strategic case study analysis meets expectations and follows the appropriate outline. Proper writing guidelines are followed with only minor grammatical and spelling errors.		Student accurately identifies their team strategy and associated complex problems and demonstrates an in-depth assessment of business issues in diverse settings. Strategic case study analysis is effective and exceeds expectations with little to no grammatical or spelling errors.	
	<b>Comments:</b>					
<b>Technology Skills</b>	Student is unable to competently use current technology in business environments as is evidenced by the execution of the BSG simulation and individual scores of the two checkpoints provided during the semester to measure competency in the use of the online simulation platform.		Student shows adequate proficiency and competency in using current technology in business environments as is evidenced by the execution of the BSG simulation and individual scores of the two checkpoints provided during the semester to measure competency in the use of the online simulation platform.		Student excels in the appropriate and proficient use of current technology in business environments as is evidenced by the execution of the BSG simulation and individual scores of the two checkpoints provided during the semester to measure competency in the use of the online simulation platform.	
	<b>Comments:</b>					

**BSG Program-Level Assessment Rubric**

Evaluation Dimensions	Performance Rating						Score
	Basic		Competent		Accomplished		
	1	2	3	4	5	6	
<b>Programmatic Evaluation – Program-Level Assessment Criteria (ISLOs)</b>							
<b>Business Teams</b>	Student was unable to function adequately in an organizational team. This is evidenced from the unsatisfactory execution of the BSG simulation and poor results of peer evaluations measuring the perception of performance from teammates. Communication was inconsistent, infrequent and student was not able to demonstrate leadership abilities within the team environment. Team was not able to make mutual business decisions or execute an agreed upon strategy for their company.	Student was able to function adequately in an organizational team. This is evidenced from the satisfactory execution of the BSG simulation and acceptable results of peer evaluations measuring the perception of performance from teammates. Communication was consistent and student was able to demonstrate some leadership abilities within the team environment. Team was able to make mutual business decisions and execute an agreed upon strategy for their company.	Student was able to excel in their function in an organizational team. This is evidenced from the successful execution of the BSG simulation and excellent results of peer evaluations measuring the perception of performance from teammates. Communication was effective and student was able to demonstrate leadership abilities within the team environment. Team was able to make mutual business decisions and effectively execute an agreed upon strategy for their company.				
	<b>Comments:</b>						
<b>Globalization and Cultural Awareness</b>	Student was not able to demonstrate awareness of and sensitivity to culture and diversity within an organization or the capacity to work adequately in global environments. As evidenced through an inability to form strategic decisions in a global marketplace with geographic regions including Europe-Africa, North America, Asia-Pacific, and Latin America, student was not able to identify basic strategies based on global regions and market preferences.	Student has demonstrated moderate awareness of and sensitivity to culture and diversity within an organization and the capacity to work adequately in global environments. As evidenced through satisfactory strategic decisions in a global marketplace with geographic regions including Europe-Africa, North America, Asia-Pacific, and Latin America, student was able to identify basic strategies based on global regions and market preferences.	Student has demonstrated a developed awareness of and sensitivity to culture and diversity within an organization and the capacity to work optimally in global environments. As evidenced through successful strategic decisions in a global marketplace with geographic regions including Europe-Africa, North America, Asia-Pacific, and Latin America, student was able to identify appropriate strategies based on global regions and market preferences.				
	<b>Comments:</b>						



Case-Study Program-Level Assessment Rubric							
Evaluation Dimensions	Performance Rating						Score
	Basic		Competent		Accomplished		
	1	2	3	4	5	6	
<b>Programmatic Evaluation – Program-Level Assessment Criteria (ISLOs)</b>							
<b>Qualitative and Quantitative Data</b>	Student is unable to evaluate and process qualitative and quantitative data to support strategic decisions in an industry simulation. Analysis of the data collected is ineffective and does not prove competence in component areas. Proper application of data is not evident or used to present solutions, alternatives and critical decisions to improve organizational performance.	Student is able to satisfactorily evaluate and process qualitative and quantitative data to support strategic decisions in an industry simulation. Basic analysis of the data collected is exhibited in the component areas. Proper application of data meets expectations and is used to present solutions, alternatives and critical decisions to maintain organizational performance.	Student is able to successfully evaluate and process qualitative and quantitative data to support strategic decisions in an industry simulation. Effective analysis of the data collected is exhibited in the component areas. Proper application of data exceeds expectations and is used to present solutions, alternatives and critical decisions to improve organizational performance.				
	<b>Comments:</b>						
<b>Strategic Analysis</b>	Development of strategic objectives failed to meet expectations lacked execution of relevant decisions leading to unsuccessful business outcomes. Links between strategic decisions and business objectives did not lead to appropriate decisions. Strategic positioning within an industry was not accomplished.	Development of strategic objectives meets expectations and the execution of relevant decisions led to satisfactory business outcomes. Basic links were made between strategic decisions and business objectives providing standard decisions that ensure strategic positioning within an industry.	Development of strategic objectives exceeds expectations and the execution of relevant decisions led to successful business outcomes. Strong links were made between strategic decisions and business objectives providing appropriate decisions that optimize strategic positioning within an industry.				
	<b>Comments:</b>						

Summary Performance Ratings on Program-Level ISLOs	
Assessment Criteria/Intended Student Learning Outcome	Score
Communication Skills	
Technology Skills	
Business Teams	
Qualitative and Quantitative Data	
Strategic Analysis	
<b>Average Score:</b>	