



## Outcomes Assessment Plan

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

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

**Date:** \_\_\_\_\_ March, 2015 \_\_\_\_\_

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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 to assess complex problems and produce 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, 5</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 recognize and apply Christian, legal, and ethical principles in business settings.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 4</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 develop an awareness of and sensitivity to culture and diversity within an organization and the capacity to work optimally in Global environments.</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>
<p>1. Peregrine Academic Services Common Professional Core Comprehensive Exam</p> <p>Core ISLOs Assessed by this Measure: 3, 5, 6</p>	<p>The mean score of graduating students will be within 5% of students nationally of the traditional/campus-based delivery peer group on each subset of examination questions related to each of the ISLOs assessed by this measure.</p>
<p>2. Comprehensive Capstone Class Case Study</p> <p>Core ISLOs Assessed by this Measure: 1, 3, 6, 7</p>	<p>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.</p>
<p>3. GLO-BUS Business Strategy Simulation</p> <p>Core ISLOs Assessed by this Measure: 1, 2, 4, 5, 6, 7</p>	<p>The mean percentile ranking of graduating students will be at the 50<sup>th</sup> percentile level or better when compared nationally to all simulation players over the previous 12 month period in each of the 9 area’s assessed.</p>
<b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>
<p>1. Senior Exit Questionnaire</p> <p>Outcomes are listed on the questionnaire and students are asked to rate the degree to which they achieved the outcomes.</p> <p>Core ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7</p>	<p>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.</p>

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 to assess complex problems and produce 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:</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:</p>
<p>3. Students will be able to recognize and 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:</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:</p>
<p>5. Develop an awareness of and sensitivity to culture and diversity within an organization and the capacity to work optimally in Global environments.</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:</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:

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:

<b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b>	<b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>
1. Peregrine Academic Services Common Professional Core Comprehensive Exam  General Program ISLOs Assessed by this Measure: 3, 5, 6	The mean score of graduating students will be within 5% of students nationally of the traditional/campus-based delivery peer group on each subset of examination questions related to each of the ISLOs assessed by this measure.
2. 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.
3. GLO-BUS Business Strategy Simulation  General Program ISLOs Assessed by this Measure: 1, 2, 4, 5, 6, 7	The mean percentile ranking of graduating students will be at the 50 <sup>th</sup> percentile level or better when compared nationally to all simulation players over the previous 12 month period in each of the 9 area’s assessed.
<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 entry-level 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: 3	Faculty will meet credentialing guidelines set forth by IACBE
3. Peregrine Student Exit Survey; Undergrad Focus Groups; MBA Focus groups Intended Operational Outcomes Assessed by this Measure: 4	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.

## Section V: Appendices

### **Business Administration CPC-Based COMP Exam Summary: Undergraduate Level**

The exit Questionnaire and the comprehensive exam are provided by Peregrine Academic Services, heavily promoted through IACBE. Below is a brief summary of their exam. A more detailed, 16 page document, outline of the exam can be provided if needed.

Peregrine Academic Services provides a range of online comprehensive exams for performing direct assessment in a range of academic disciplines.

**This document focuses on the Business Administration Common Professional Component (CPC) based comprehensive exam for associate and bachelors level students.**

The exam is designed for use by US-based schools and programs.

The undergraduate test bank of questions is used for both associate and bachelors levels because:

- a) The questions are associated with foundational knowledge levels.
- b) Using the same test bank for both associate and bachelors level testing is an accreditation/articulation requirement for undergraduate transfer students completing a degree program at the associate level and continuing forward with a bachelors program.
- c) For an Associate Degree CPC-based COMP Exam, the institution's staff select which CPC Topics best align with learning outcomes and the program curriculum (usually 4-6).

The exams contains 10 questions for each CPC topic and each exam is unique as questions are selected at random from the test bank of over 200-400 questions per topic.

The Topics and Sub-Topics are:

- Accounting
- Business Ethics
- Business Finance
- Business Integration and Strategic Management
- Business Leadership
- Economics
- Macroeconomics
- Microeconomics
- Global Dimensions of Business
- Information Management Systems
- Legal Environment of Business
- Management
- Human Resource Management
- Operations Management
- Organizational Behavior
- Marketing
- Quantitative Techniques/Statistics

**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>	

## How The Business Strategy Game Works — A Quick Overview

(From the Business Strategy Game website: <https://www.bsg-online.com/tour/instructors.html>)

In The Business Strategy Game, 1 to 5 class members are assigned to operate an athletic footwear company that produces and markets both branded and private-label footwear and competes head-to-head against footwear companies run by other members of the class. As many as 12 companies can compete in a single industry grouping (class sizes above 50 are typically divided into two or more industry groups). The companies compete in a global market arena, selling in four geographic regions—Europe-Africa, North America, Asia-Pacific, and Latin America.

The co-managers of each company are responsible for assessing market conditions, determining how to respond to the actions of competitors, forging a long-term direction and strategy for their company, forecasting upcoming sales volumes, and making decisions relating to:

- Production operations (up to 10 decisions for each plant, with a maximum of 4 plants)
- Upgrading plants and expanding/reducing plant capacity (up to 6 decisions per plant)
- Worker compensation and training (3 decisions per plant)
- Shipping and inventory management (up to 8 decisions each plant/geographic region)
- Pricing and marketing (up to 10 decisions in each of 4 geographic regions)
- Bids to sign celebrities to endorse their brand of footwear (2 decision entries per bid)
- Corporate social responsibility and citizenship (up to 6 decision entries)
- Financing of company operations (up to 8 decision entries)

Each time co-managers make a decision entry, an assortment of on-screen calculations instantly shows the projected effects on unit sales, revenues, market shares, total profit, earnings per share, ROE, unit costs, and other pertinent operating outcomes, enabling co-managers to evaluate the relative merits of one decision entry versus another. Company managers can experiment with many different decision combinations in arriving at a decision combination and set of actions that seem likely to yield good company performance. In addition, there are 2-4 minute video tutorials for each decision screen and comprehensive help sections that explain cause-effect relationships, provide tips and suggestions, explain how the numbers in the company and industry reports are calculated, and otherwise inform company co-managers how things work.

Each company typically seeks to enhance its performance and build competitive advantage via more attractive pricing, a bigger selection of footwear styles and models, more appealing footwear styling and quality, greater advertising, bigger mail-in rebates, contracting with celebrities to endorse its brand, providing more merchandising and promotional support to retailers, shorter shipping and delivery times, and more aggressive promotion of online purchases at its Web site.

Any and all types of competitive strategy—low-cost leadership, differentiation, best-cost provider, focused low-cost, and focused differentiation—are viable options. A company can try to gain an edge over rivals with more advertising or a wider selection of models or more appealing styling/quality or bigger rebates or securing more appealing celebrity endorsements, and so on. It can focus on one or two geographic regions or strive for geographic balance. It can pursue essentially the same strategy worldwide or craft slightly or very different strategies for each of the four geographic regions. It can alter its emphasis on selling branded shoes through footwear retailers or at the company's Web site. It can place more or less emphasis on winning bids to produce private-label footwear for chain retailers.

Each company's performance is based on a balanced scorecard that includes brand image, earnings per share, return on equity investment, stock price appreciation, and credit rating.

You have the option to schedule 1 or 2 practice rounds (2 is recommended) and anywhere from 4 to 10 regular (scored) decision rounds (6 to 10 rounds are better than 3-5 rounds). Each decision round represents a year of

company operations and takes roughly two hours for company co-managers to complete. Decision rounds can be scheduled weekly, bi-weekly, or at whatever intervals instructors wish. Sample schedules for courses of varying length and numbers of class meetings are provided.

When the instructor-specified deadline for a decision round arrives, the BSG server automatically accesses the saved decision entries of each company, determines the competitiveness and buyer appeal of each company's product offering relative to rival companies, and then allocates sales and market shares to the competing companies, geographic region by geographic region, based on:

- how each company's prices compare against the prices of rival brands,
- how each company's footwear styling/quality compares against the quality of rival brands,
- how each company's product line breadth and selection compares to those of rival companies,
- how each company's advertising effort compares to rivals' advertising, and so on for a total of 11 competitive factors that determine unit sales and market shares.

There's no built-in bias favoring any one strategy and no "secret set of strategic moves" that are sure to result in a company becoming the industry leader. BSG is a "competition-based" strategy simulation exercise where the outcomes are always unique to the competitive interplay among the specific decisions and strategies of each group of competing companies. Which strategies end up delivering the best performance in any given group of 4 to 12 companies that are competing head-to-head always depends on the competitive interplay among the specific decisions and strategies of rival companies—there absolutely is no "magic bullet" strategy or prescribed set of actions that will guarantee good company performance.

One Learning Assurance Report provides you with solid empirical data regarding the business skills and decision-making capabilities of the students in your class relative to students at other business schools across the world. The report provides you with credible evidence about the business proficiencies of your students on each of 9 measures that are precisely defined at the bottom of the report. The three measures relating to "Leadership Skills", "Collaboration & Teamwork", and "Analytical Skills" are based on each student's individual performance as viewed by their company co-managers and their performance on Quiz 2; the other 5 measures are all based on data relating to the performance of the group of co-managers comprising each company in the simulation. The percentiles shown in the report are based on the total population of students worldwide playing The Business Strategy Game over the past twelve months. A sample report can be seen on the next page.

# Sample Learning Assurance Report (LAR)

The Business Strategy  
Game

## Learning Assurance Report

www.bsg-online.com

Joyce Meyer

Industry 2 GBA490-001

July 3, 2010

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

(Population statistics: Students = 32,600, Companies = 10,599, Schools = 360, Countries = 25)

LEARNING MEASURE	LEADERSHIP SKILLS	COLLABORATION & TEAMWORK	FINANCIAL ANALYSIS	FINANCIAL MANAGEMENT	OPERATIONS MANAGEMENT	MARKETING MANAGEMENT	HUMAN RESOURCES MANAGEMENT	STRATEGIC ANALYSIS & PLANNING	CORPORATE SOCIAL RESPONSIBILITY
Adams, Reanna	64	89	70	79	99	26	19	48	59
Alice, Olive	50	42	70	76	98	37	21	55	42
Barkley, Alannah	88	59	93	63	25	43	50	75	79
Basinger, Prosper	50	89	70	81	40	53	26	67	81
Biery, Estella	88	89	99	81	40	53	26	67	45
Bollinger, Paul	88	59	70	63	25	43	50	75	39
Boyd, Miranda	50	59	93	79	99	26	19	48	71
Countryman, Heath	64	89	93	81	40	53	26	67	78
Downing, Cive	97	92	93	59	46	76	6	82	46
Earhart, Reggie	30	27	70	76	98	37	21	55	68
Faqua, Jade	50	42	38	76	90	45	37	45	56
Harshman, Sera	88	89	93	63	25	43	50	75	80
Hastings, Earl	30	14	19	62	82	23	19	62	67
Huey, Deanne	64	89	70	76	90	45	37	45	74
Lauffer, Alyssia	88	89	93	59	46	76	6	82	51
Little, Meryl	88	89	38	72	5	69	25	73	55
Morgan, Valorie	35	27	38	63	25	43	50	75	79
Morland, Val	35	42	19	62	82	23	19	62	62
Olphert, Paige	30	23	70	79	99	26	19	48	63
Powers, Bob	14	14	38	62	82	23	19	62	58
Pratt, Benny	88	53	38	72	5	69	25	73	47
Sanborn, Elsa	50	42	38	76	90	45	37	45	24
Schuth, Fredrick	50	89	93	76	98	37	21	55	63
Simpson, Wenda	88	89	99	59	46	76	6	82	84
Swabej, Olivia	64	59	70	76	90	45	37	45	70
Thomas, Lenore	14	14	19	76	98	37	21	55	39
Tripp, Isabel	88	89	70	59	46	76	6	82	67
Wall, Aubree	9	10	38	79	99	26	19	48	47
Weldy, Angie	88	89	70	72	5	69	25	73	44
Whitten, Dexter	90	92	70	81	40	53	26	67	70
Yarden, Ed	50	42	70	62	82	23	19	62	88
<b>Class Average</b>	<b>60</b>	<b>61</b>	<b>65</b>	<b>71</b>	<b>62</b>	<b>46</b>	<b>25</b>	<b>63</b>	<b>61</b>

<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>Financial Analysis</b>	Assessment of the individual's skills in analyzing financial ratios and financial statements. Based on the individual's answers to selected 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.