

End of Year Assessment Report for Programs

Program: Business Management

Semester/year: 2019/2020

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Program Mission Statement

The Briner School of Business educates and empowers students to effectively impact the world by confidently carrying their faith and knowledge into the marketplace so that culture experiences the difference.

Program Objectives

At the close of their degree, students should be able to:

1. Utilize financial and operational tools and processes recommend solutions to real world business problems.
2. Demonstrate effective leadership skills for making decisions and accomplishing goals.
3. Effectively communicate business visions, plans, ideas, and strategies.
4. Demonstrate how Christian values would apply in various cultures and business settings.
5. Support a constructive and positive team climate by engaging all members respectfully in a diverse setting.

Assessment Methods and Benchmarks – SPRING SEMESTER

| Program Objective | Introducing | Developing | Mastering |
|---|--------------------------|---|--|
| PO1. Utilize financial and operational tools and processes to recommend solutions to real world business problems | BUSN101 C01 Quiz Total | BUSN380 C05 Chapter Presentation* | BUSN 324 C03 Chapters 5-8 Team Activity |
| | Benchmark: >=75% | Benchmark: >=75% | Benchmark: >=75% |
| | Evidence: 80% completion | Evidence: 100% completion | Evidence: Not completed Due to COVID 19 Course Changes |
| PO2. Demonstrate effective leadership skills for making decisions and accomplishing goals. | BUSN101 C05 Final Paper | MRKT 335 C02 Group Ethics Presentation* | BUSN380 C04 Case Presentations* |
| | Benchmark: >=75% | Benchmark: >=75% | Benchmark: >=75% |
| | Evidence: 63% completion | Evidence: 94% completion | Evidence: 100% completion |

*From the Fall 2019 Semester

Analysis of Assessment Findings – SPRING SEMESTER

Discuss the significance of the findings of the current semester in light of the desired results, findings from previous semesters/years, recent changes in the program or the assessment process, etc. What did you learn from the assessment? In particular:

(1) What strengths and weaknesses do the findings reveal about the program and/or the assessment process?

The Briner School of Business and its students continue to thrive. Students overall seem to be doing well in their courses. Our model of using case studies has been helpful in teaching students to take what they learned in introductory courses and improve upon it in higher level courses. This semester was difficult with having to move courses online, but our students adapted well overall.

(2) What impact have program changes in the last several years had on student learning (indicate those program changes that resulted from previous assessment findings)?

Due to IACBE accreditation, the program now has five program objectives. The five program objectives are now

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The course assessment documents will be updated this summer to reflect this.

(3) What impact have recent changes in the assessment process had on the quality and usefulness of the findings? Of particular importance to note are recent changes and improvements in the program that resulted from previous assessment efforts.

The 5-year operational plan has made it much easier to understand the assessment process and plan out how we assess our programs. It's so much easier to focus on two program objectives at a time and really home in on those in that year, especially when you consider that some changes may take longer to see the affects. I don't have a lot of data for how this has affected our program yet since this is the first year that we have focused on two of the program objectives.

Sharing and Discussion of Assessment Findings – SPRING SEMESTER

In the Briner School of Business, we continually assess our courses and delivery method. Each instructor has a different way that they do this. Some take note of things that need to change for a future iteration of the course and change it when it is offered again, some implement changes as they go. We discuss the different programs and any changes we need to make. We also meet either in person or via skype between the Fall and Spring semesters to have a formal assessment discussion about what has happened in the Fall semester and what needs to change for future semesters. If the changes are needed in individual courses, we come up with a plan to implement those changes. If it is a larger curriculum change, the curriculum committee meets and takes charge of looking into the implications of changes from there.

Use of Assessment Findings for Program Improvement (Action Plan) – SPRING SEMSTER

At this time there are not a lot of changes planned as we continue to try and adjust to better ways to prepare for possible ways that courses can be adjusted in case a similar pandemic situation arises/continues in the future.

Full Year Reflection – FALL/INTERTERM/SPRING TERMS

Recall the Program Assessment Action Plan from the Fall semester. Now that you have two semesters of following this data collection and reporting format, reflect on your assessment strategy:

How well does the data support your learning objectives?

The data supports our learning objectives and we have updated our objectives to reflect this.

Do your procedures for gathering and reviewing information need to be modified?

Not at this time.

What was done as a response to assessment data in the past?

Faculty in charge of those programs have been in charge of making those changes. Many have not yet been made since so many of those courses are offered only in one semester.

Did you make the intended changes from your program's Fall Action Plan, and are you on track with your timeline?

Some changes were intended but not carried out due to the COVID 19 Pandemic.

Supporting Documents

[If you attach any supporting documents, please list them here. You may submit these supporting documents into the D2L dropbox.]