

End of Year Assessment Report for Programs

Program: MSM	Semester/year: Spring 2021
Program Director: Keeli Rae Snow	Submission date: May 21, 2021
Year in Operational Plan: Year 2	

Assessment Methods and Benchmarks

Program Objective	Introducing	Developing	Mastering
PO 3	Course Activity: BUSN 510 C02 Week 4 Assignment	Not Taught This Semester	Course Activity: BUSN 583 C04 Final Project Teamwork & Leadership
	Benchmark: > 80%		Benchmark: >80%
	Evidence: 100% of Students met this objective at 80% or above at the Mastery Level		Evidence: 100% of Students met this objective at 80% or above at the Mastery Level
PO 4	Course Activity: BUSN 501 C05 Final Paper	Not Taught This Semester	Course Activity: BUSN 583 C05 Final Project Chapter 3 – Faith Integration
	Benchmark: >80%		Benchmark: >80%
	Evidence: 100% of Students met this objective at 80% or above at the Mastery Level		Evidence: 100% of Students met this objective at 80% or above at the Mastery Level

Analysis of Assessment Findings

Discuss the significance of the findings of the current year in light of the desired results, findings from previous 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?

The Wiley course redesign seems to be strengthening the program and the courses. There is some tweaking that needs to be done on dates and syllabi but overall this is helping to create a stronger program.

(2) What strengths and weaknesses do the findings reveal about the assessment process?

The largest issue with assessment in the MSM program is getting the assessment documents completed. It is sometimes difficult to receive timely feedback from our online adjunct professors.

(3) What impact have program changes in recent years had on student learning (indicate those program changes that resulted from previous assessment findings)?

The Wiley redesign is helping to achieve cohesiveness in the way our courses are delivered. It is helpful to both students in the programs and the professors teaching the program.

Sharing and Discussion of Assessment Findings

In the Briner School of Business, we continually assess our courses and delivery method. This may be in passing each other in the office or during meetings. 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. What we need to work on doing a better job of is including the adjunct professors in this process as well.

Use of Assessment Findings for Program Improvement (Action Plan)

(A) Describe any changes in (1) the program and/or (2) the assessment process that are planned in response to the assessment findings from this academic year.

We will continue our course redesigns with Wiley and work towards achieving more timely assessment reporting.

(B) Briefly summarize the status of the previous years' or semester's action plans. Are they complete, still being implemented, on hold, or some other status?

Most are complete as they had to do with continuing to redesign courses while working with Wiley.

(C) For each intended improvement or change in the program stemming from this year's data, provide a detailed timeline for follow-up data collection, data analysis, and data review.

Changes will be made based on the next course offering.

There was not enough information received by the professors in this program to properly assess the changes that need to be made.

Supporting Documents

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