Bachelor of Arts in Management (BAM) Annual Learning Results Summary, AY 2017-2018

The following table summarizes the assessment of Program Learning Outcomes (PLOs) for the BAM program for assessment cycle 2017-18. This process is conducted regularly as part of the annual learning results assessments, which measure two or three PLOs for each program each year. This summary report is to be submitted to the EEC upon its completion.

Program	BAM
Assessment Period	Summer 2017 to Spring 2018
Program Learning Outcomes (PLOs)	PLO 1: Apply management theory and principles in culturally diverse, global business contexts. PLO 2: Integrate biblical concepts and principles in the management, decision-making process.
Standards of Success	PLO 1: Artifact Proficiency Standard: Each artifact is considered to have met the proficiency standard if two out of the three categories of measurement achieve at least a "satisfactory" rating according to the artifact assessment rubric. Aggregate student scores equal to 80% for the Formal Strategic Audit as measured by the artifact assessment rubric. PLO 2: Artifact Proficiency Standard: Each artifact is considered to have met the proficiency standard if two out of the three categories of measurement achieve at least a "satisfactory" rating according to the artifact assessment rubric Aggregate student scores equal to 80% for the Week 7 Signature Assignment for MGT 460 as measured by the artifact assessment rubric.
Evidence	PLO 1: Week 7 Signature Assignment for the MGT 460; Sample size - a random sample of 15/30 artifacts PLO 2: Formal Strategic Audit Assignment for MGT 480; Sample size - a random sample of 19/38 artifacts
Assessment Tool	PLO 1: Direct assessment rubric for evaluating artifact; inter-rater reliability exercise completed. Satisfactory level equates to an 80% pass rate. PLO 2: Direct assessment rubric for evaluating artifact; inter-rater reliability exercise completed. Satisfactory level equates to an 80% pass rate.
Assessors	Dr. Kurt Takamine Dr. Richard Sands Dr. Lisa Phillips
Results	PLO 1: 14 out of 15 samples passed (93%) PLO 2: 12 out of 19 samples passed (63%)

Discussion of Results	PLO 1: There was a 93% consistency rate between assessors 1 and 2. ● The assessors noted that the content and critical thinking categories were more than adequate for 14/15 of the artifacts that passed. However, the organization category was consistently a fail. Either students did not include the minimum number of references or the writing was deficient in some aspect. ● It does not appear that students are pulling references from the online library; ● This is a 400-level course and students have not mastered APA formatting. PLO 2: There was a 79% consistency rate between assessors 1 and 2. ● Student papers did not meet the minimum word count, and this was identified as a key factor contributing to the failure rate. Students did not identify or apply theoretical models. ● Almost 50% or 10/19 of the papers did have a sufficient number of scholarly sources, resulting in a majority of students passing the organization section for this PLO. ● Those artifacts that included a sufficient number of scholarly references included a well-developed analysis and personal definition of leadership. Those artifacts that failed contained mostly online materials or colloquial or secondary materials, and lacked theoretical mooring as well as a lack of synthesis and integration of sources in the analytical or critical thinking category. ● Students did address the theological approach to leadership; a majority of students demonstrated a solid theological approach.
Proposed Changes	PLO 1: Establish a foundation for effective APA writing style and research skills in specific courses. Identify courses at the program level that will be designed to develop students' research and writing skills, including the ability to read and interpret scholarly articles/resources. Research and writing skills are developed or mastered in BUS 250, SCM 300, MGT 350, MGT 480, MGT 485 - see BAM revised curriculum map. PLO 2: Misalignment between the assignment instructions and grading rubric. The MGT 460 course is currently undergoing a major revision which includes revised assignments and grading rubrics. The revised course will include the recent academic quality improvement initiatives, including the adoption of standardized rubrics and incorporation of the rubrics into the Joule Grader in the course shells. This will help address the need for instructors to be consistent in the use of grading rubrics.
Rationale for Proposed Changes	PLO 1: There has been extensive discussion of the lack of writing skills, but not as much focus on the lack of research skills, including the ability to read and understand scholarly sources. These changes will address an important missing link in students' ability to improve their level of proficiency in research and APA style writing skills. PLO 2: The identification of specific resources and interactive tools to assist students with the mastery of APA formatting techniques will address an existing resource gap.

Financial Resources Required	Minimal, included in annual course revision budget.
Annual Learning Report for (program) recommended for approval	Recommended for approval on 11/7/2018 by EEC unanimous vote
Follow Up (Closing the Loop)	PLO 1: PLO 2: