LOS ANGELES PACIFIC UNIVERSITY

BBA Program Learning Outcomes Report Summary 2020

The following table summarizes the assessment of PLOs for the BBA program for assessment cycle (2020). 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	Bachelor of Business Administration
Assessment Period	SU 1 2019 - SP 2 2020
Program Learning Outcomes (PLOs)	PLO 3: Utilize data-driven decision-making strategies to propose solutions to complex business problems. PLO 4: Effectively communicate business concepts through oral and written forms utilizing 21st-century communication skills and technology.
Closing the loop (from the last time these same PLOs were assessed)	This is the first year that the PLOs are being assessed for the BBA degree program. However, very similar PLOs were assessed for the BAM degree program in 2017. PLO 3: The introduction of the concepts prior to week 7 will better prepare students to analyze the results in the mastery assignment in week 7. The course should include assignments that prepare the student for the final assignment in week 7. MGT 310 was scheduled for a major revision in 2017 and revised in 2019 as part of the BBA degree program. PLO 4: Based on the 2017 program review, BAM was sunsetted and the course and assignment for assessing the PLO, MGT 370 (Cross-Cultural Communications), was removed and is not a part of the BBA degree curriculum. The curriculum map was revised and an alternative course (MGT 480) was selected for PLO assessment purposes.
Standards of Success	PLO 3: 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 Customer Profile Recommendation assignment for MGT 310 as measured by the artifact assessment rubric. PLO 4: 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 Final Competitive Positioning Analysis Part 3 Assignment for MGT 480 as measured by the artifact assessment rubric
Evidence	PLO 3: Customer Profile Recommendation assignment for MGT 310 Sample size - a random sample of 14/27 artifacts PLO 4: The Final Competitive Positioning Analysis Part 3 Assignment for MGT 480; Sample size - a random sample of 24/24 artifacts
Assessment Tool	PLO3: Direct assessment rubric for evaluating artifact; inter-rater reliability exercise completed. Satisfactory level equates to an 80% pass rate. PLO 4: Direct assessment rubric for evaluating artifact; inter-rater reliability exercise completed. Satisfactory level equates to an 80% pass rate
Assessors	Dr. Bradly Roh, Adjunct Instructor Dr. Teri Rolley, Adjunct Instructor Dr. Dina Samora, Adjunct Instructor (Tiebreaker)
Results	Based on the joint assessment scorecard, 8 out of 13 samples passed (61.5%). PLO was not met. Based on the joint assessment scorecard, 6 out of 16 samples passed (27.3%). PLO was not met.
Discussion of Results	PLO 3: *Utilize data-driven decision-making strategies to propose solutions to complex business problems.* Based on the results, the PLO was not met, but 62% of students were able to use data to make strategic decisions and demonstrate complex problem-solving skills. The final assignment (part 3) includes both a written report and a narrated PowerPoint presentation. The assessors evaluated the written report, but were unable to assess the oral presentation because the voicethread links expired and were unavailable at the time that the PLO was assessed. PLO 4: *Effectively communicate business concepts through oral and written forms utilizing 21st-century communication skills and technology.* Based on the results the PLO was not met. The assignment demands a high degree of critical and strategic thinking skills to master the assignment. Only a small percentage of students were able to critically analyze the company's competitive position and propose alternative strategies. The failing artifacts did not include a clear application of concepts, lacked sufficient research and citations, and in some cases avoided a discussion of the main concepts altogether. The course assignment rubric includes four categories: beginning (0-69%); developing (70-79%);

	accomplished (80-89%); exemplary (90-100%). The direct assessment rubric includes three categories: developing (F); satisfactory (P); Mastered (P). The student has a better probability of obtaining a passing grade in the course because the developing category is a passing grade in the course, but fails in the PLO assessment. This significant difference in the levels of assessment standards may account for the less than satisfactory assessment results. The assessors evaluated students' ability to communicate business concepts through written forms. The ability to communicate through oral forms was not assessed.
Proposed Changes	PLO 3: Revise part 3 to include written report only. Remove the requirement for both a written report and an oral presentation. PLO 4: Revise due dates. Make the written paper for part 3 due in week 6 and make the final assignment an oral presentation due in week 7.
Rationale for Proposed Changes	PLO 3: In evaluating the workload for this course, the number of assignments impose an excessive workload on students. Coursework includes two unrelated case studies in addition the Data Mining for Profitability assignment, parts 1 and 2, and 3. Part 3 consists of a written report and a presentation. This assignment workload given the nature of the coursework may result in burnout at the end of the session. PLO 4: Identify a tool or technology that allows for the evaluation of oral presentation after the session ends. The voicethread link expires after the session ends and is unavailable for PLO assessment purposes.
Financial Resources Required	PLO 3: None PLO 4: None
Annual Learning Report for BBA Approved	Approved by the EEC on October 14, 2020.
Follow Up (Closing the Loop for PLOS assessed in previous assessment cycle)	PLO 1: The recent course revision (MGT 450) addressed the need for alignment between the assignment instructions and grading rubrics. The revised course included the adoption of standardized rubrics and incorporation of the rubrics into the Joule Grader in the course shell. PLO 6: The course (BUS 270) has undergone a major revision to improve the alignment between the assignment and the grading rubric. The revised course included adoption of standardized rubrics and incorporation of the rubrics into the Joule Grader in the course shell. This will help address the need for consistency among instructors in the use of grading rubrics.