



Annual Assessment Report for Academic Programs

The University Assessment Team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. The Assessment Team seeks to collaborate with programs, departments, and units to ensure that effective assessment of student learning occurs across the University. To assist in meeting this goal, the Team requests that you complete this Annual Assessment Report form to document student learning in your program. A PDF version of this completed form will be posted to the Academic Affairs Assessment website. Please note that this Annual Assessment Report form should only be completed after you have an Assessment Plan for Academic Programs forms on file with the University Assessment Team. The plan is completed once and only updated when revisions have been made to components of the plan.

1. Degree Level and Program Name: BS in Business Administration

2. College/School: College of Business Administration

3. Assessment Overview - Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment).

The BS in Business Administration has twelve student learning outcomes, which include Ethics, Social Responsibility, Oral Communication, Written Communication, Global Factors, Global Value Chain, Leadership, Teams, Critical Thinking Knowledge, Critical Thinking Application, Sustainability Principles, and Solutions for Sustainability Issues. Each outcome is assessed once per academic year during the fall semester. Faculty assess student learning outcomes using various direct measures from embedded assignments, for example, group projects, presentations, case studies, and simulation activities.

4. Student Learning Outcomes -Which student learning outcome(s) from the assessment plan filed with the University Assessment Team is/are being reported on in this report? Include the corresponding benchmark(s) for each outcome.

"The BS in Business Administration has twelve student learning outcomes. Each outcome is assessed once per academic year during the fall semester. Therefore, in this cycle, we assess the following twelve learning outcomes, which are listed in the BS Business Administration Program Assessment Plan on file with the University Assessment Team.

Objective 1: A graduate of the undergraduate business program will demonstrate a knowledge of basic ethical norms and the ability to apply them. The benchmark for success is to have at least 70% of the students earn a rubric equivalent score of a B or better on the term project in BUS3190.

Objective 2: A graduate of the undergraduate business program will be able to recognize the ethical and socially responsible relationships that businesses have with their stakeholders. The benchmark for success is to have at least 70% of the students earn a rubric equivalent score of a B or better on the term project in BUS3190.

Objective 3: A graduate of the undergraduate business program will demonstrate that she or he can give a successful individual oral presentation. The benchmark for success is to have at least 70% of the students earn a rubric equivalent score of a B or better on the term presentation in BUS3170.



Objective 4: A graduate of the undergraduate business program will demonstrate that she or he can write effectively. The benchmark for success is to have at least 70% of the students earn a rubric equivalent score of a B or better on the case analysis in BUS3110.

Objective 5: A graduate of the undergraduate business program will demonstrate an understanding of major global factors. The benchmark for success is to have at least 70% of the students earn a rubric equivalent score of a B or better on the term paper in BUS3160.

Objective 6: A graduate of the undergraduate business program will demonstrate an understanding of the global value chain in the creation and delivery of goods and services. The benchmark for success is to have at least 70% of the students earn a rubric equivalent score of a B or better on the term paper in BUS3160.

Objective 7: A graduate of the undergraduate business program will demonstrate leadership potential. The benchmark for success is to have at least 70% of the students earn a rubric equivalent score of a B or better on the simulation activities in BUS3180.

Objective 8: A graduate of the undergraduate business program will demonstrate the ability to work effectively in teams. The benchmark for success is to have at least 70% of the students earn a rubric equivalent score of a B or better on the simulation activities in BUS3180.

Objective 9: A graduate of the undergraduate business program will show that she or he can apply the basic principles of business. The benchmark for success is to have at least 70% of the students earn a rubric equivalent score of a B or better on the case analysis in BUS3130.

Objective 10: A graduate of the undergraduate business program will show that she or he can apply the basic principles of business to solve problems. The benchmark for success is to have at least 70% of the students earn a rubric equivalent score of a B or better on the business simulation game in BUS4990.

Objective 11: Students will incorporate sustainability principles into the development of personal and professional values. The benchmark for success is to have at least 70% of the students earn a rubric equivalent score of a B or better on the simulation activities in BUS4990.

Objective 12: Students will evaluate solutions for addressing sustainability issues. The benchmark for success is to have at least 70% of the students earn a rubric equivalent score of a B or better on the case analysis in BUS3110.

"Institutional Outcomes - For which institutional outcome(s) do the reported student learning outcome(s) align?"

SLO Outcome Alignment	Institutional Outcome
Yes	I. Jesuit & Mercy Values
Yes	II. Diversity & Cultural Awareness
Yes	III. Critical Thinking & Problem Solving
Yes	IV. Communication
Yes	V. Professionalism
	VI. Lifelong Learning



6. Assessment Period: Select the academic year for which you are reporting results (i.e. when data were collected):

2023-2024

7. Results, Planned Actions, and/or Actions Taken -Briefly summarize the assessment results, how they relate to benchmark(s), and how you are using them to enhance student learning and improve program quality.

Due to the space limit, here is a brief summary for learning objective 1. The summary for all twelve learning outcomes is listed in the attachment. 90% (19/21) of the BUS3190 students earned a rubric equivalent score of B or better on the term project, which is above the 70% benchmark for the group of students. The aggregate mean rubric scores (using a 3-point scale) indicated students' strengths in understanding ethical norms and recognizing social responsible relationships. Students' opportunities for improvement were in interpreting ethical issue in a business and connect it to investment recommendations. In response to these results, the department reviewed and revised the instructional materials, assignments, and course activities to improve student success in the identified areas.

Attachment(s):

Question 7: Results, Planned Actions, and/or Actions Taken

Objective 1: 90% (19/21) of the BUS3190 students earned a rubric equivalent score of B or better on the term project, which is above the 70% benchmark for the group of students. The aggregate mean rubric scores (using a 3-point scale) indicated students' strengths in understanding ethical norms and recognizing social responsible relationships. Students' opportunities for improvement were in interpreting ethical issue in a business and connect it to investment recommendations. In response to these results, the department reviewed and revised the instructional materials, assignments, and course activities to improve student success in the identified areas.

Objective 2: 90% of students (19 out of 21) of the BUS3190 earned a rubric-equivalent score of B or higher on the term project, surpassing the 70% benchmark for the group. The aggregate mean rubric scores, measured on a 3-point scale, highlighted students' strengths in understanding ethical norms and recognizing socially responsible relationships. Areas for improvement were identified in students' ability to interpret ethical issues within a business context and link these interpretations to investment recommendations. In response, the department has reviewed and updated instructional materials, assignments, and course activities to enhance student success in these areas.

Objective 3: 95% of students (18 out of 19) of the BUS3170 students earned a rubric equivalent score of B or better on the term presentation, which is above the 70% benchmark for the group of students. The aggregate mean rubric scores (using a 3-point scale) indicated students' strengths in the quality of delivery of a professional business presentation. Students' opportunities for improvement were in opening statement and content relevancy. In response to these results, the department reviewed and revised the instructional materials, assignments, and course activities to improve student success in the identified areas.

Objective 4: 77% (17 out of 22) of the BUS3110 students earned a rubric equivalent score of B or better on the case analysis, which is above the 70% benchmark for the group of students. The aggregate mean rubric scores (using a 3-point scale) indicated students' strengths in the quality of



delivery of a professional business report. Students' opportunities for improvement were in the format and quality of a professional business report. In response to these results, the department reviewed and revised the instructional materials, assignments, and course activities to improve student success in the identified areas.

Objective 5: 90% (28 out of 31) of the BUS3160 students earned a rubric equivalent score of B or better on the term paper, which is above the 70% benchmark for the group of students. The aggregate mean rubric scores (using a 3-point scale) indicated students' strengths in the cross functional analysis. Students' opportunities for improvement were in the understanding of a company' s infrastructure and logistics. In response to these results, the department reviewed and revised the instructional materials, assignments, and course activities to improve student success in the identified areas.

Objective 6: 94% (29 out of 31) of the BUS3160 students earned a rubric equivalent score of B or better on the term paper, which is above the 70% benchmark for the group of students. The aggregate mean rubric scores (using a 3-point scale) indicated students' strengths in the cross functional analysis. Students' opportunities for improvement were in the understanding of a company' s procurement and logistics. In response to these results, the department reviewed and revised the instructional materials, assignments, and course activities to improve student success in the identified areas.

Objective 7: 88% (23 out of 26) of the BUS3180 students earned a rubric equivalent score of B or better on the simulation activities, which is above the 70% benchmark for the group of students. The aggregate mean rubric scores (using a 3-point scale) indicated students' strengths in the team synergy and diversity. Students' opportunities for improvement were in the understanding of a business strategy. In response to these results, the department reviewed and revised the instructional materials, assignments, and course activities to improve student success in the identified areas.

Objective 8: 87% (22 out of 26) of the BUS3180 students earned a rubric equivalent score of B or better on the simulation activities, which is above the 70% benchmark for the group of students. The aggregate mean rubric scores (using a 3-point scale) indicated students' strengths in the team synergy and leadership. Students' opportunities for improvement were in the understanding of a business solution as a project manager. In response to these results, the department reviewed and revised the instructional materials, assignments, and course activities to improve student success in the identified areas.

Objective 9: 87% (27 out of 31) of the BUS3130 students earned a rubric equivalent score of B or better on the case analysis, which is above the 70% benchmark for the group of students. The aggregate mean rubric scores (using a 3-point scale) indicated students' strengths in the analyzing a company' s challenge and recommend business solutions. Students' opportunities for improvement were in the understanding of a data-driven process. In response to these results, the department reviewed and revised the instructional materials, assignments, and course activities to improve student success in the identified areas.

Objective 10: 90% (19 out of 21) of the BUS4990 students earned a rubric equivalent score of B or better on the simulation activities, which is above the 70% benchmark for the group of students. The aggregate mean rubric scores (using a 3-point scale) indicated students' strengths in the strategic management. Students' opportunities for improvement were in the understanding of



fundamental business principles and decision-making dynamics. In response to these results, the department reviewed and revised the instructional materials, assignments, and course activities to improve student success in the identified areas.

Objective 11: 90% (19 out of 21) of the BUS4990 students earned a rubric equivalent score of B or better on the simulation activities, which is above the 70% benchmark for the group of students. The aggregate mean rubric scores (using a 3-point scale) indicated students' strengths in the sustainable development. Students' opportunities for improvement were in the understanding of a diverse strategy around the address worldwide challenges. In response to these results, the department reviewed and revised the instructional materials, assignments, and course activities to improve student success in the identified areas.

Objective 12: 85% (23 out of 26) of the BUS3110 students earned a rubric equivalent score of B or better on the case analysis, which is above the 70% benchmark for the group of students. The aggregate mean rubric scores (using a 3-point scale) indicated students' strengths in the sustainability solution. Students' opportunities for improvement were in the understanding of a sustainability challenges in companies worldwide. In response to these results, the department reviewed and revised the instructional materials, assignments, and course activities to improve student success in the identified areas