



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 & Benchmarks** -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. Benchmark for Objective #1 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. Benchmark for Objective #2 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. Benchmark for Objective #3 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. Benchmark for Objective #4 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. Benchmark for Objective #5 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. Benchmark for Objective #6 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. Benchmark for Objective #7 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. Benchmark for Objective #8 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. Benchmark for Objective #9 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. Benchmark for Objective #10 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. Benchmark for Objective #11 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. Benchmark for Objective #12 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.

5. 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):
2024-2025
7. **Program Assessment Results** -Briefly summarize the assessment results and how they relate to benchmark(s).

Objective 1: 88% (32 out of 36) of the BUS3190 Ethics, Business Leadership and Social Responsibility 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 issues (2.72) and identifying the ethical norms (2.61). Students' opportunities for improvement were in providing ethical solution in a business setting (2.56).

Objective 2: 88% (32 out of 36) of the BUS3190 Ethics, Business Leadership and Social Responsibility students 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 identifying all relevant stakeholders (2.72). Areas for improvement were identified in students' ability to articulate ethical and socially responsible relationships with stakeholders (2.53).

Objective 3: 94% of students (29 out of 31) of the BUS3170 Management of Information Systems 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 relevance of the content (2.84) and quality of conclusion (2.84). Students' opportunities for improvement were how to answer questions effectively (2.77).

Objective 4: 94% (25 out of 27) of the BUS3110 Organizational Management 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 recommendation implementation (2.48) and analysis of data (2.52). Students' opportunities for improvement were in the situation analysis and reasoning (2.40).

Objective 5: 93% (21 out of 23) of the BUS3160 Control of Operations Management and Quality 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 identification of global issues (2.87). Students' opportunities for improvement were in the application of analysis to solve problems (2.78).

Objective 6: 93% (21 out of 23) of the BUS3160 Control of Operations Management and Quality 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 logistics and firm infrastructure (2.83). Students' opportunities for improvement were in the human resource management (2.74).

Objective 7: 90% (19 out of 21) of the BUS3180 Organizational Leadership 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 contribution of ideas (2.10) and preparation of meetings (2.10). Students' opportunities for improvement



were in the contribution of completing the task (2.00).

Objective 8: 86% (18 out of 21) of the BUS3180 Organizational Leadership 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 coordination of efforts (2.00) and evaluation of modification (2.00). Students' opportunities for improvement were in the establishment of group goals (1.95).

Objective 9: 87% (25 out of 29) of the BUS3130 Financial Management 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 problem identification and formulation (2.69) and recommend best business solutions (2.72). Students' opportunities for improvement were in the comprehension and use of accounting information (2.45).

Objective 10: 88% (18 out of 21) of the BUS4990 Strategic Policy and Management students earned a rubric equivalent score of B or better on the simulation game, 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 problem identification (2.71). Students' opportunities for improvement were in the selection of the most efficient and effective alternative to resolve the main identified problem (2.62).

Objective 11: 89% (19 out of 21) of the BUS4990 Strategic Policy and Management 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 identification of sustainability goals in their personal and professional life (2.71). Students' opportunities for improvement were in the identification of examples of interrelatedness (2.62).

Objective 12: 96% (26 out of 27) of the BUS3110 Organizational Management 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 recommendation of a course of action (2.57). Students' opportunities for improvement were in the understanding how sustainability influences organizations and society (2.47).

8. **Planned Actions and/or Actions Taken in Response to Assessment Results** - Briefly summarize how you are using the assessment results to enhance student learning and improve program quality.

In response to the previous results, the department reviewed and revised the instructional materials, assignments, and course activities to improve student success in the identified areas. For objective #1 and #2, the department will implement more practical applications throughout the semester, utilizing various sources, such as textbooks and Wall Street Journal. For objective #3, the department will provide sample presentations to strengthen different presentation flows. For objective #4, the department will continue to reinforce the APA writing guideline. For objective #5 and #6, the department will continue to adopt homework that have a global orientation. For objective #7 and #8, more mini cases will be introduced throughout the semester. For objective #9, #10, #11 and #12, mini cases and the discussion board will help students to have more opportunities to practice.