



OUTCOMES ASSESSMENT PLAN

Prepared by

School of Business Administration

**Andrews University
Berrien Springs, Michigan 49104
October 2008**

TABLE OF CONTENTS

	Page
EXECUTIVE SUMMARY.....	3
PREAMBLE.....	4
A. INTRODUCTION.....	5
B. MISSION AND BROAD-BASED GOALS.....	10
C. STUDENT LEARNING OUTCOMES.....	13
D. BASIC SKILLS DEVELOPMENT PROGRAM.....	17
E. PERSONAL DEVELOPMENT PROGRAM.....	18
F. EFFECTIVENESS MEASURES.....	18
G. PLANNING AND BUDGETING INTEGRATION PROCESSES.....	19
H. HIGHER LEARNING COMMISSION OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS.....	19
 APPENDICES	
A. Assessment Instruments.....	20
Undergraduate Questionnaire and Graduate Questionnaires	
B. Rubrics.....	21
Undergraduate Case Study Assessment Rubric (BBA)	
Graduate Case Study Assessment Rubric (MBA)	

Executive Summary

The School of Business Administration conducted its first form of outcomes assessment in 1993. The plan was minimal and relied mostly on "outside measures" to discover how well we were doing, e.g. CPA pass rates, and similar. A more serious approach to outcomes assessment came about in preparation for the 1994 visit by the North Central Association (NCA). For example, the Educational Testing Service (ETS) major field tests were first conducted in the 1992/1993 academic year.

Outcomes assessment was taken even more seriously in the 1996/1997 academic year when each department at Andrews University was required to choose some mission statement points, e.g. oral and written communication, knowledge of subject matter in the major, and to develop relevant learning objectives that could be measured. Reports were submitted to the Andrews University Assessment office and these reports were identified in the 1999 NCA document. It was at this time that the School of Business Administration also started to conduct annual surveys of graduating students. These surveys were conducted at "sit-down" meetings with the then dean of the School. Later these interviews were replaced by a questionnaire that each graduating student was asked to complete.

Annual reports continued, and in the 2005/2006 academic year assessment took another step forward as the School of Business Administration seriously worked toward possible accreditation through AACSB International, the Association to Advance Collegiate Schools of Business (AACSB). Three faculty members were sent to the AACSB Assessment workshop held in Florida in January 2006 to learn more about assessment and work on a more updated and stronger plan.

For the past three years, i.e. 2006, 2007, and 2008 The School of Business Administration has held an off-campus annual retreat in August, and spent the entire day discussing, updating and reviewing the outcomes assessment plan.

This revised 2008 Outcome Assessment Plan document was prepared by Dr. Allen F. Stembridge, Dean of the School of Business Administration, with input from the faculty.

Outcomes Assessment (O/A) is regarded by the faculty of the School of Business Administration as a means to continuous quality improvement in both undergraduate and graduate business degree programs. Major phases in the outcomes assessment process are: (1) preparation of the O/A plan, (2) implementation of the plan through analysis, (3) addressing weaknesses in outcomes to ensure improved results through specific action steps, and (4) updating and revision of the O/A plan.

Preamble

Andrews University was established in 1874 as Battle Creek College in Battle Creek, Michigan. In 1901 the school moved to a beautiful site near the banks of the St. Joseph River in Berrien Springs, Michigan and was renamed Emmanuel Missionary College. The campus has since grown to a property of 1,600 acres and a complex of academic buildings, residence halls and apartment buildings, and service buildings. In 1959, the Seventh-day Adventist Theological Seminary and a school of graduate studies, together known as Potomac University and located in Washington, D.C. were moved to the campus of Emmanuel missionary College. The following year the three entities united under one charter bearing the name Andrews University.

Today Andrews University has an enrollment of over 3,400 on-campus students with a similar additional number at extension and affiliated sites. The University is made up of the College of Arts and Sciences, College of Technology, School of Architecture, School of Education, Seventh-day Adventist Theological Seminary, and the School of Business Administration.

Andrews University is accredited by the North Central Association of Colleges and Schools and the Adventist Accrediting Association of the General Conference of Seventh-day Adventists for programs through the doctoral level. Professional organizations have accredited specific degree programs of the University and the School of Business Administration now seeks accreditation through the International Assembly of Collegiate Education. In its 2008 annual listing of America's Best Colleges, U.S. News and World report classified Andrews University as a national university, the only Seventh - day Adventist University to be classified as such, a category that includes only 5% of all national institutions of higher learning. In addition, Andrews University ranked as the 6th most culturally diverse national university, and the 7th most internationally diverse.

The School of Business Administration traces its origin to 1908 as the Commercial Department of Emmanuel Missionary College. In 1952 all business instruction was organized into the Department of Business Administration. The first MBA candidates were admitted to the graduate program in 1964. In July 1980 the School of Business Administration was organized, becoming the third professional school of the university. The School of Business Administration moved into its own new building, Chan Shun Hall, in 1989, and currently has 195 students enrolled in classes at its Berrien Springs campus.

The School of Business Administration aims to prepare students for effective service in business and industry, in private and public sectors, and for leadership roles in their communities and church. To this end the School offers the following academic programs:

Master of Business Administration (also offered at extension sites in Trinidad and in Portland, Oregon)

Master of Science in Administration, Church Administration (less than 50% in business credits)

Bachelor of Business Administration, with concentrations in:

- Accounting
- Finance
- Information Systems
- International Business
- Management
- Marketing

Bachelor of Arts:

- Economics (BA Economics to be excluded from IACBE accreditation)

Joint degrees:

BBA/BA International Business and Language (BA Language to be excluded from IACBE accreditation)

BBA/BA Music (BA in Music to be excluded from IACBE accreditation)

Associate of Science in General Business (to be excluded from IACBE accreditation)

Since 1993 the School of Business Administration at Andrews University has been committed to continuous assessment as a means by which to evaluate the effectiveness of its mission, goals and programs. 1996 marks the start of an outcomes assessment evaluation approach. What follows is the current Outcomes Assessment Plan of the School of Business Administration at Andrews University.

A. Introduction

1. Statement of Need for Outcomes Assessment

Outcomes assessment is needed so as to identify strengths and weaknesses in the School's current programs, to determine how well students have mastered and can apply what they have been taught, to assess the extent to which the School is accomplishing its goals, objectives, and mission, to use available resources effectively and efficiently, and to determine what resources are needed to support the ever changing and challenging future of the School.

2. Definition of Outcomes Assessment

Outcomes assessment is a systematic, evaluative process that is implemented to secure learning experiences that are congruent with original goals and objectives; thereby providing a basis for the effectiveness and continuous quality improvement of the academic unit.

3. Purpose of Outcomes Assessment

The purpose of outcomes assessment is to secure the effectiveness of the overall performance of the School of Business Administration by determining the importance and/or value of the outcomes and the level of accomplishment of the academic activities taking place within the School.

4. Characteristics of Outcomes Assessment

- a. Involvement and commitment of the faculty to quality education in the School of Business.
- b. Implementation of various measures to determine learning outcomes, goal, and objectives attainment.
- c. Identification of necessary means by which program changes may need to be changed.
- d. Dissemination of assessment information to all interested parties.
- e. Utilization of outcomes assessment results in planning and budgeting by the University so as to meet the needed improvements within the School of Business Administration.

5. Administration of Outcomes Assessment

The Dean of the School of Business Administration and the School of Business Administration Assessment Committee under the Chairmanship of Dr. Ann Gibson develops and oversees the administration of the outcomes assessment plan; they are assisted by the entire School of Business Administration faculty. Committee actions are voted at School of Business Administration faculty meetings, in addition at least one entire day per year is devoted to Outcomes Assessment plans and issues.

This meeting is conducted at an off-campus retreat. Andrews University's Director of Assessment, Dr. Alice Williams and the Provost, Dr. Heather Knight, are also essential participants in the School's outcomes assessment.

6. Chronology of Outcomes Assessment

Andrews University's School of Business Administration started its assessment program during the 1992-93 academic years, when the ETS business test was administered for the first time.

A more formalized assessment approach was adopted during the 1996-97 academic year in preparation for the regional accreditation visit of the north Central Association of Colleges and Schools. This approach was continued as the School, at that time, pursued professional accreditation through AACSB International, the Association to Advance Collegiate Schools of Business.

The first annual School of Business Administration Assessment Retreat took place in August 2006. At this retreat the faculty sat down together to both learn about assessment and work on a more formal, updated and stronger assessment plan. These retreats have continued to take place each August since then with significant progress being made in developing updated goals, objectives, measures, and implementation of the updated measures as the School prepares for future accreditation through the International Assembly for Collegiate Business Education (IACBE).

7. Linkage with Institution's Planning

Results of the assessment process are communicated to the Institution's Administration through the Provost, and Andrews University's Director of Assessment. The information obtained is also very useful and necessary in the University's annual budgeting program, and for regional accreditation purposes.

8. Identification of Changes and Improvements

Results of Outcomes Assessment will be used to identify areas of possible change and in implementing action plans so as to benefit from potential improvements.

9. Action Plans

When areas needing changes and improvements are identified and approved by the faculty, action plans are prepared and implemented. When necessary, the action plans are linked to the institution's planning and budgeting processes.

10. Periodic Reviews

Assessment is an ongoing activity. Action plans are periodically evaluated and reported to secure their implementation. Successful implementation may include updating original action plans as required by new circumstances, goals and improved resources.

11. Annual Reports

Annual reports will be prepared and submitted to IACBE, Andrew's University Provost, and Andrews University's Director of Assessment, (a) to communicate current assessment measures and results; (b) to reflect successful and unsuccessful action plans; (c) to show areas needing changes and improvements; and (d) to suggest new action plans required.

12. External Assessment Activity

Andrews University is a Christian community where Christ is celebrated and reflected in the academic, social, physical, and spiritual experiences. As a Seventh-day Adventist institution the University seeks to integrate faith, learning, and living as it pursues its mission to seek, knowledge, affirm faith, and change the world.

In its listing of America's Best Colleges, U.S. News and World Report classified Andrews University as a national university that includes only 5% of all institutions of higher learning. In addition, Andrews University ranks 6th as the most multiculturally diverse national university, and 7th as the most internationally diverse.

Andrews University specifically serves the General Conference of Seventh-day Adventists as well as the Illinois, Indiana, Michigan, and Wisconsin Conferences of Seventh-day Adventists as an institution of higher learning, and through the School of Business Administration offers high quality business education to both church members and others of goodwill from all over the world.

The School of Business faculty is active in published research and presentations at professional conferences.

In addition to formal outcomes assessment the School of Business Administration interacts with secondary schools functioning within the Great Lakes Union and Regional Conferences of Seventh-day Adventists and all other major stakeholders within the church organization. The church organizations through Andrews University Board of Trustees may request and does approve all major changes in curriculum, faculty rank and tenure advancement, as well as the hiring of all faculty members.

Regular contact is made with alumni for suggestions and improvements. Students are encouraged to participate in business internship programs; these students are matched with approved church and other organizations so as to meet specific needs of employers and the effective training of the student. Employers evaluate the performance of these interns. Each year, the School of Business Administration holds a Career Fair when students are given the opportunity to interview with prospective employers as fulltime workers or as interns. Each year, employers, public, private, and church related return and attend a booth in order to encourage students to consider accepting a position.

B. Mission and Broad-Based Goals

1. Mission Statement

The School of Business Administration offers high quality education in business at the bachelors and masters degree levels to all who qualify both church members and others of goodwill. We emphasize excellence in teaching in our disciplines, challenging students to search for knowledge and for that wisdom illumined by Christian insight in preparation for service to the world.

Core values:

Promote faculty commitment to scholarly research and service to society as important components of our teaching mission.

Improve business practices within the church through both research and service.

Prepare students for careers in for-profit and not-for-profit organizations.

Encourage critical thinking, creative expression and mastery of analytical tools.

Expose students to recent research and thinking in each discipline.

Foster a broad general education that provides undergraduate business students with the basic tools for academic and professional achievement.

2. Evidence that Mission is being accomplished

All business programs offered through the School of Business Administration will be compatible with our stated mission. Business core requirements will cover all major facets of the BBA degree and thus provide a basic foundation upon which students may build a concentration. Of the total 124 semester credits required of undergraduate business students 49 semester credits in general education are part of the Bachelor of Business Administration degree.

Faculty teaching, research and service are evaluated each year as part of the individual faculty and staff annual evaluation process.

The School of Business Administration plans and hosts two conferences aimed specifically at serving the needs of the church. “Beyond The Bottom Line” conference serves treasurers and auditors of the Seventh-day Adventist Church, and the “SDA Business Teachers Conference” serves Seventh-day Adventist teachers in Colleges and Universities.

3. Broad-Based Goals

Undergraduate

Students completing the Bachelor of Business Administration degree are expected to:

1. Understand the major concepts of business across functional areas.
2. Integrate business knowledge and make appropriate decisions supported by relevant analysis.
3. Demonstrate effective communication skills.
4. Understand the value of a holistic, integrated Christian world-view and the importance of personal and professional integrity.
5. Understand the ethical ramifications of business decisions.

Students completing the Master of Business Administration degree are expected to:

1. Understand and integrate core business concepts in making managerial decisions.
2. Demonstrate professional communication skills.
3. Understand the manager's ethical responsibilities to stakeholders.
4. Solve problems in a critical, analytical, and creative manner.
5. Demonstrate leadership skills in a dynamic global environment.
6. Demonstrate respect for diversity and inclusion as part of a personal world view informed by Christian values.

4. Evidence that Broad-based goals are being accomplished

Core requirements are regularly assessed to determine their continued relevance and contribution to the achievement of the broad-based goals. Most upper division undergraduate business courses, and graduate business courses require student presentations, this provides the opportunity for students to develop their communication skills. Undergraduate students are required to take at least one religion course for each of the four years they are enrolled. There are numerous opportunities for students to participate in religious activities, witness, as well as church attendance, chapels, assemblies, and dormitory worships. In addition to a commitment by professors to integrate faith into the learning process, undergraduate business students are required to take the course in Christian Business Ethics; graduate business students take the course in Christian Ethics, Service and Society. Active participation in S.I.F.E. is also encouraged. Undergraduate business students take the course International Environment of Business; graduate business students may take International Management and/or Intercultural

Business Relations. All students at Andrews University have the privilege of studying on a campus that is very culturally diverse and international. Andrews University is ranked by U.S. News and World Report as the 6th most culturally diverse national university, and the 7th most internationally diverse. Many undergraduate as well as graduate business courses emphasize case studies, projects, and /or term papers that require challenging analysis and decision making.

C. Student Learning Outcomes

1. Direct and Indirect Measures

Undergraduate:

- a. Direct measures.
 - 1. Major Field Business Test prepared by ETS (B.B.A. seniors)
 - 2. Comprehensive case study analysis. (B.B.A. seniors)
- b. Indirect measures
 - 1. Graduating student's questionnaire.
 - 2. Students in Free Enterprise
 - 3. Course syllabi
 - 4. Hiring rate of graduated students

Graduate:

- a. Direct measures.
 - 1. ETS test (MBA students)
 - 2. Comprehensive case study evaluation (MBA students)
- b. Indirect measures.
 - 1. Graduate Exit questionnaire.
 - 2. Course syllabi.
 - 3. Hiring rate of MBA graduates

Undergraduate and Graduate:

1. Library listings and budget
2. Faculty annual evaluation reports

2. Intended Outcomes**Undergraduate**

1. To determine whether students completing the BBA degree program compare favorably in the business core subject areas with students completing a similar program nationally.
2. To determine the abilities of BBA seniors to analyze and present their findings of a comprehensive case study that requires them to be challenged in all areas covered in the BBA degree.
3. To determine whether undergraduate business seniors are confident in their competency and academic preparation in their discipline.
4. To determine the influence of faculty/advisors on business students as reported by seniors.
5. To determine how business seniors understood how Christian faith and ethics related to their professional area.
6. To determine the extent that business seniors plan to become involved in service to their church and/or community.
7. To determine how business seniors regarded their skills in computing, quantitative, oral, and written skills.
8. To determine how many business students participated in S.I.F.E.

9. To determine how many business seniors chose to further their studies or entered the job market at a level appropriate to their academic discipline.

Graduate

1. To determine whether students completing the M.B.A. program, compare favorably with MBA students completing a similar program nationally.
2. To determine the abilities of graduating MBA students to analyze a comprehensive case study that requires them to be tested in all areas covered in the MBA degree program, and to present their findings and implementation process.
3. To determine whether main campus graduate business students are confident in their competency and academic preparation in their discipline.
4. To determine the influence that faculty/advisors had on main campus graduate business students.
5. To determine how the main campus graduate business students viewed the specific courses offered in their program.
6. To determine how main campus graduate students view their skills in computing, quantitative, oral, and written skills.
7. To determine whether extension campus graduate business students are confident in their competency and academic preparation in their discipline.
8. To determine the influence that faculty/advisors had on extension campus graduate business students.

9. To determine how extension campus graduate students viewed the specific courses offered in their program.
10. To determine how extension campus graduate students view their skills in computing, quantitative, oral, and written skills.
11. To determine how many business graduate students entered the job market at a level appropriate to their academic discipline.

3. Assessment Instruments

See **Appendix A** for:

Undergraduate and Graduate Questionnaires.

4. Rubrics

See **Appendix B** for:

Undergraduate Case Study Assessment Rubric (BBA).

Graduate Case Study Assessment Rubric (MBA).

D Basic Skills Development Program

The Basic Skills development program at Andrews University is under the direct supervision of the General Education Committee, two members of the School of Business Administration serve on this committee. A broad encounter with varied perspectives and the exposure to knowledge gained from many disciplines forms the domain of general education. The general education program encourages students to reach beyond the mere exercise of certain skills and the accumulation of specific knowledge; to bring balance to academic and professional programs; to enrich the intellectual and cultural experience beyond that of a specific major. Andrews University seeks to prepare graduates who possess the ethical values, interests, abilities, and analytical thinking for both

leadership and service, so that they can contribute effectively to their homes, companies, communities, churches, and to be well-informed, participating members of society.

Andrews University expects its graduates to be knowledgeable in: religion, language and communication, arts and humanities, social science, service, physical/natural science, wellness, mathematics and computer science, and multiculturalism/diversity.

All graduates complete the Measure of Academic Progress and Proficiency test prepared by ETS and administered by the Counseling and Testing Department.

All undergraduate and graduate international students attend an orientation program. Intensive English courses are available through the English as Second Language (ESL) program. All freshmen are tested in English, Mathematics and Computer usage. Remedial courses are required of those who do not receive satisfactory scores on each of these tests.

General education at Andrews University includes an explicit emphasis on multiculturalism and diversity. All graduates are required to take a multiculturalism/diversity course in the major, minor, or from among the General Education courses according to established guidelines for the content of such courses. Service to others is a central emphasis of the Andrews University Mission Statement. The General Education curriculum, therefore, includes an emphasis on service so that all graduates will understand the importance and rewards of service activities. The service-learning component consists of two requirements: (1) a two semester credit course in Philosophy of Service and, (2) Fieldwork (0-2) semester credits.

E. Personal Development Program

The School of Business Administration is active in the personal development of students through linkages with business and industry. These activities include an active S.I.F.E. program, guest speakers, internships, field trips, student mission opportunities, mission trips, Adventist Colleges Abroad language programs, church related activities, leadership opportunities and social events. University-wide personal development programs are under the overall supervision and responsibility of the Vice President for Student Life. The Counseling and Testing Center provides personal counseling, career guidance, and help in adjusting to university life. The Assistant to the President for Spiritual Life and a team of campus chaplains promotes Christian service and leadership

opportunities for students. The Women's Residence and Men's Residence Deans provide appropriate and safe facilities in a Christ-centered environment. All undergraduate students are members of the Student Association, graduate students are members of the Graduate Student Association

F. Effectiveness Measures

Syllabi for all courses offered through the School of Business Administration are reviewed by the Department Chairs. Copies are filed in the School of Business Administration Dean's office. Teachers are evaluated by students for each class every semester. The results of these evaluations are received by the Dean, then to the respective Department Chairs, who meet with the individual teachers to discuss the results. The Department Chair or the Dean will attend classes at the request of the teacher or student and in consultation with the teacher.

Andrews University has recently renewed its strategic plan, and the School of Business Administration is currently engaged in developing a revised strategic plan. During this process, the faculty of the School of Business Administration considers the strengths, weaknesses, threats, and opportunities that challenge the future growth and effectiveness of the School. Goals and objectives, as well as implementation strategies are developed and evaluated regularly.

Every teacher, staff member, and administrator at Andrews University is evaluated annually. For faculty the evaluation focuses on teaching, research, and service goals. In January of each year faculty members, in consultation with the respective Department Chairs, set their teaching, research, and service goals. At the end of the year each faculty member meets with the Department Chair to report their progress in meeting the goals that were agreed upon. Annual salary increments are given if the faculty member has achieved at least 75% of the agreed upon goals.

Each year annual reports, as at June 30, are completed and submitted to the Provost. These reports show the progress made by the School of Administration. In addition, the School's annual outcomes assessment report is completed and submitted.

G. Planning and Budgeting Integration Processes

The Dean of the School of Business Administration serves on the following planning and budgeting committees of the institution: Academic Administration Council, Affiliations and Extension Programs, Distributed Education, Financial Aid Policies, Financial Management, General Education, Graduate Council, Planning and Budgeting, Scholarly Research Council, School Dean's Council, Strategic Planning , and the Undergraduate Council. Operational budgeting is coordinated through the Vice President for Financial Administration's office and academic planning is managed through the Provost's office.

The Dean of the School of Business Administration and the two Department Chairs play an active role in developing the budgets for the School and the respective departments. The Department Chairs channel their requests and budgets through the Dean's office. The Dean then meets with the Vice President for Financial Administration, and the University's Controller to finalize the School's budget needs.

At the end of each academic year the School of Business Administration submits an Annual Report to the Provost. The report includes an updating of faculty research, conference attendance, recruiting and retention efforts, curriculum changes, teaching loads, etc. An Outcomes Assessment Report is also submitted at the end of each academic year. The results of the assessment, the proposed changes for improvement, and resources needed for implementation that flow from these reports form the basis for planning and budgeting.

H. North Central Association of Colleges and Schools

Andrews University is accredited by the North Central Association of Colleges and Schools for programs through the doctoral level. The University is scheduled to receive its next visit and reaffirmation of accreditation review in 2009.

Andrews University is also accredited by the Adventist Accrediting Association of the General Conference of Seventh-day Adventists. Professional associations have also accredited specific degree programs of the University. The School of Business administration is currently seeking accreditation by the International Association of Collegiate Business education (IACBE).

Appendix A

Assessment Instruments:

Undergraduate and Graduate Questionnaires

Appendix B

Rubrics

Undergraduate Case Study Assessment Rubric (BBA)

Graduate Case Study Assessment Rubric (MBA)