



Andrews University has received accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA. The business programs in the following degrees are accredited by the IACBE:

- Master of Business Administration
- Bachelor of Business Administration with Majors in:
 - Accounting
 - Finance
 - Information Systems
 - International Business
 - Management
 - Marketing
- Bachelor of Science in Business Administration



Report of Outcomes Assessment Results

Institution	Andrews University
Academic Business Unit	School of Business Administration
Academic Year	2015/2016

Outcomes Assessment Plan

Is the outcomes assessment plan that you submitted to the IACBE still current or have you made changes?

☒ The outcomes assessment plan that we have previously submitted is still current.

☐ Changes have been made and the revised plan is attached.

☐ We have made changes and the revised plan will be sent to the IACBE by: _____

Note: The latest OAP was submitted in response to our Site Visit in April 2016, and Reaffirmation of Accreditation.

Outcomes Assessment Results

For Academic Year: 2015-2016

Section I: Student Learning Assessment

Student Learning Assessment for: Bachelor of Business Administration (BBA)	
Program Intended Student Learning Outcomes (Program ISLOs)	
1. Students will identify the major theory and concepts of business across business functional areas.	
2. Students will incorporate relevant quantitative and qualitative data in the analysis.	
3. Students will be able to identify relevant business theories in analyzing business issues and apply appropriate theories in addressing business issues.	
4. Students will be able to deliver oral presentations clearly, confidently, and in an organized format, and present their written thoughts in a coherent narrative to articulate complex ideas	
5. Students will be able to identify Christian perspectives when approaching business issues and understand the Judea-Christian foundation of personal and professional integrity, ethics, accountability, and experience positive Christian growth.	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
Comprehensive case study analysis and presentation in Capstone course “Business Strategies and Decisions.” Program ISLOs Assessed by this Measure: 1,2,3,4,5	Senior students in the BBA Program will score at least 80% in each of nine sections of a comprehensive case study analysis and presentation.
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
Senior Survey Program ISLOs Assessed by this Measure: 1,2,3,4,5	On the Senior Survey students in the BBA program will score an average of at least 4.5 out of a maximum of 6 on questions relating to their required and elective courses.

Learning Assessment Results: Bachelor of Business Administration (BBA)

Summary of Results from Implementing Direct Measures of Student Learning:

Senior students Comprehensive Case Study:

Senior BBA students score at least 80% in each of nine sections on the comprehensive case study

Background of Firm, clearly described (Core ISLO 1)	92.1
Nature and attractiveness of industry, market, competitors, international climate, etc. (Core ISLO 1)	84.2
Current circumstances, SWOT, group mapping, etc. (Core ISLO 2)	84.2
Strategic approaches clearly presented and discussed (Core ISLO 3)	80.9
Whether to invest in firm, needs to be justified (Core ISLO 3)	88.2
Results of investment decision (Core ISLO 3)	84.9
Circumstances of investment clearly described, include ethical concerns (Core ISLO 5)	85.6
Presentation clear, avoid reading material (Core ISLO 4)	82.4
Presentation was instructive and interesting (Core ISLO 4)	88.2
<i>(Total number of students: n=38)</i>	

Summary of Results from Implementing Indirect Measures of Student Learning:

Senior Survey of BBA Students

Core ISLOs Assessed by this Measure: 1,2,3,4,5

On the Senior Survey Management students will score an average of at least 4.5 on questions relating to their required and elective courses.

Critical thinking skills, recognizing different specialties, gained a broader understanding of the business environment (Core ISLO 1)	3.83
Acquired computer and quantitative skills needed in my field (Core ISLO 2)	3.98
Rigor, current information, enthusiastic about chosen career through faculty and program, gained skills need to be successful (Core ISLO 3)	3.93
Written assignments, oral reports and presentations helpful in my professional career (Core ISLO 4)	3.94
Positive influence on spiritual growth, know how Christian faith and ethics related to chosen career, better prepared to be involved in service to church and community (Core ISLO 5)	3.83
<i>(Total Management students: n= 39)</i>	

Summary of Achievement of Intended Student Learning Outcomes:								
Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	Comprehensive Case Study	Direct Measure 2	Direct Measure 3	Direct Measure 4	Senior Survey	Indirect Measure 2	Indirect Measure 3	Indirect Measure 4
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will identify the major theory and concepts of business across business functional areas	Met				Not Met			
2. Students will incorporate relevant quantitative and qualitative data in the analysis	Met				Not Met			
3. Students will be able to identify relevant business theories in analyzing business issues and apply appropriate theories in addressing business issues	Met				Not Met			
4. Students will be able to deliver oral presentations clearly, confidently, and in an organized format, and present their written thoughts in a coherent narrative to articulate complex ideas.	Met				Not Met			
5. Students will be able to identify Christian perspectives when approaching business issues and understand the Judea-Christian foundation of personal and professional integrity, ethics, accountability, and experience positive Christian growth	Met				Not Met			

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

Note: The Senior Survey questions are similar to previous years but results are grouped differently compared to past years. This means that we do not have group results for previous years when each major was assessed separately. We will be able to make comparisons in 2016/17. However, for the current year outcomes assessment we did break down the results for the majors to see if we could more closely understand the results:

- **Management majors met all 5 ISLO's. (n = 12)**
- **For Marketing majors the only questions that earned a score above the goal of 4.5 related to how much written assignments and oral reports helped in their professional career. In all the other four areas in the Senior Survey the Marketing majors scored below the goal of 4.5. The previous year the goal was attained by Marketing majors in each area of the survey. We will need to see whether or not this drop in results continues next time the survey is given. In the meantime, attention by the Marketing Department needs to be given to address the concerns related to critical thinking skills, computer and quantitative skills, rigor and currency of information, and the relationship between Christian faith, ethics and service within the concept of marketing. (n = 5)**
- **Information Systems majors only met the goal of at least 4.5 on one of the five sections (Acquired computer and quantitative skills) on the Senior Survey. Other scores that need attention are: Critical thinking skills (4.40); Rigor and current information (4.20); written assignments and oral reports (3.90); and Influence on spiritual growth, Christian faith, ethics, and service (4.31). (n = 4)**
- **International Business majors met all the goals of at least 4.50 except for questions relating to written assignments, oral reports, and presentations being helpful in their professional careers, a score of 4.29. (n = 4)**
- **Accounting majors scored below the minimum goal of 4.50 for each of the Senior Survey questions. Again, in 2015/16 Accounting majors scored above the goal set for each of the eight sections of the National MFT. In the 2015/16 the average score for the Accounting majors was at 85.7% above the National Mean for the MFT (the MFT is an additional direct measure that we assess every year). With such excellent results on the MFT it is not clear as to why Accounting majors score below the goals in the Survey questions, except to suggest that they tend to be high achievers and thus underscore themselves in the survey. (n = 8)**
- **Finance majors did not meet the goal of at least 4.50 for any of the questions in the Senior Survey. As the questions in the Survey were grouped this time and with a low n=3, it is best to see what the results are for next year. In the meantime, it is recommended that all professors in all majors become fully aware of the questions on the survey and how they are grouped so that they are able to address what they see as potential weaknesses. (n = 3)**

Student Learning Assessment for: Bachelor of Science in Business Administration (BS)

Program Intended Student Learning Outcomes

1. Students will identify the major theory and concepts of business across business functional areas.
2. Students will incorporate relevant quantitative and qualitative data in the analysis.
3. Students will be able to identify relevant business theories in analyzing business issues and apply appropriate theories in addressing business issues.
4. Students will be able to deliver oral presentations clearly, confidently, and in an organized format, and present their written thoughts in a coherent narrative to articulate complex ideas
5. Students will be able to identify Christian perspectives when approaching business issues and understand the Judea-Christian foundation of personal and professional integrity, ethics, accountability, and experience positive Christian growth.

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:

Comprehensive case study analysis and presentation in Capstone course
“Business Strategies and Decisions.”
Program ISLOs Assessed by this Measure: 1,2,3,4,5

Performance Objectives (Targets/Criteria) for Direct Measures:

Senior students in the BS program will score at least 80% in each of nine sections of a comprehensive case study analysis and presentation.

Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:

Senior Survey
Program ISLOs Assessed by this Measure: 1,2,3,4,5

Performance Objectives (Targets/Criteria) for Indirect Measures:

On the Senior Survey students in the BS program will score an average of at least 4.5 out of a maximum of 6 on questions relating to their required and elective courses.

Learning Assessment Results: Bachelor of Science in Business Administration (BS)

Summary of Results from Implementing Direct Measure of Student Learning:

Senior students Comprehensive case Study:

Senior B.S Business Administration (Pre-Professional) students score at least 80% in each of nine sections in the comprehensive case study

Background of Firm clearly described (Core ISLO 1)	100.0%
Nature and attractiveness of industry, market, competitors, international climate, etc. (Core ISLO 1)	87.5%
Current circumstances, SWOT, group mapping, etc. (Core ISLO 2)	93.8%
Strategic approaches clearly presented and discussed (Core ISLO 3)	100.0%
Whether to invest in firm, needs to be justified (Core ISLO 3)	87.5%
Results of investment decision (Core ISLO 3)	93.8%
Circumstances of investment clearly described, include ethical concerns (Core ISLO 5)	93.8%
Presentation clear, avoid reading material (Core ISLO 4)	93.8%
Presentation was instructive and interesting (Core ISLO 4)	93.8%

(B.S. Business Administration Pre-Professional students: 4)

Summary of Results from Implementing Indirect Measure of Student Learning:

Senior Survey of B.S. Business Administration Students

Core ISLOs Assessed by this Measure: 1,2,3,4,5

On the Senior Survey of B.S. Business Administration students will score an average of at least 4.5 on questions relating to their required and elective courses

Critical thinking skills, recognizing different specialties, gained a broader understanding of the business environment. (Core ISLO 1)	5.20
Acquired computer and quantitative skills needed in my field (Core ISLO 2)	5.13
Rigor, current information, enthusiastic about chosen career through faculty and program, gained skills need to be successful (Core ISLO 3)	4.96
Written assignments, oral reports and presentations helpful in my professional career (Core ISLO 4)	5.25
Positive influence on spiritual growth, know how Christian faith and ethics related to chosen career, better prepared to be involved in service to church and community (Core ISLO 5)	3.66

(Total B.S. Business Administration students: 5)

Summary of Achievement of Intended Student Learning Outcomes: Bachelor of Science in Business Administration (BS)								
Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	Comprehensive Case Study	Direct Measure 2	Direct Measure 3	Direct Measure 4	Senior Survey	Indirect Measure 2	Indirect Measure 3	Indirect Measure 4
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will identify the major theory and concepts of business across business functional areas	Met				Met			
2. Students will incorporate relevant quantitative and qualitative data in the analysis	Met				Met			
3. Students will be able to identify relevant business theories in analyzing business issues and apply appropriate theories in addressing business issues	Met				Met			
4. Students will be able to deliver oral presentations clearly, confidently, and in an organized format, and present their written thoughts in a coherent narrative to articulate complex ideas	Met				Met			
5. Students will be able to identify Christian perspectives when approaching business issues and understand the Judea-Christian foundation of personal and professional integrity, ethics, accountability, and experience positive Christian growth	Met				Not Met			

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1. 2015/16: Note: The Senior Survey questions are similar to previous years but results are grouped differently compared to past years. BS Business Administration students met the minimum goal of 4.50 on all questions in the Senior Survey except the grouping of questions relating to spiritual growth, knowing how Christian faith and ethics relate to their chosen career, and being better prepared for service to their church and to the community, a score of 3.66. These students complete the 39 core business credits out of a total 124 credits. The difference, i.e., 85 credits are taken in pre-med, or pre-dent, or pre-law. (Their degree is a business degree with more than 20% of the total credits in business so it needs to be included in our IACBE accreditation.) We need to ensure that we do all that we can in the business core classes to convey the importance of ethics and Christian service.

Section I: Student Learning Assessment

Student Learning Assessment for: Master of Business Administration (MBA) On-Campus and Online	
Program Intended Student Learning Outcomes (Program ISLOs)	
1. Students will be able to demonstrate competence in each of the functional areas of business.	
2. Students will be able to integrate the core business concepts and the use of effective management skills.	
3. Students will be able to apply professional communication skills, both oral and written.	
4. Students will be able to demonstrate their technical, quantitative and computer skills in analyzing and resolving business problems	
5. Students will be able to articulate a manager's ethical and diversity responsibilities with a Christian viewpoint to its stakeholders.	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
Final individual comprehensive case analysis and poster presentation	On-campus and Online MBA students will score above 75% for their individual written case analysis, poster presentation, their articulation of complex ideas, and their presentation in clear, concise language, with excellent voice projection and involvement of audience.
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
Survey of Students in MBA On-campus and Online Capstone Course	On a scale of 1 (strongly disagree) to 6 (strongly agree) On-campus and Online MBA students will average 4.50 on each item in the survey dealing with their success in achieving each of the intended learning outcomes.

Learning Assessment Results: Master of Business Administration (MBA) On-Campus

Summary of Results from Implementing Direct Measures of Student Learning:

Final individual comprehensive case analysis and poster presentation:

On-campus MBA students will score above 80% for their individual written case analysis and poster presentation

Clear solutions to case problems (Core ISLO 1) 91.1%

Implementation steps to resolve problem (Core ISLO 2) 90.0%

SWOT Analysis (Core ISLO 4) 98.0%

Average score on written work, articulation of complex ideas, clear communication, explanation, involved audience (Core ISLO 3) 89.5%

Ethics and diversity issues (Core ISLO 5) 54.5%

(Total On-campus MBA students: 12)

Summary of Results from Implementing Indirect Measures of Student Learning:

Survey of Students in On-campus MBA

On-campus MBA students will average 4.50 on each item in the survey dealing with their success in achieving each of the intended learning outcomes.

Program content includes current information in my discipline. Program enables me to recognize the different specialties in my field. (Core ISLO 1) 4.83

Program was rigorous enough to meet my educational objectives. The courses in the program have made me enthusiastic about my discipline and prospective career. (Core ISLO 2) 5.00

The oral reports and presentations that I participated in will prepare me for my career. The written assignments and reports prepared me for my professional career. (Core ISLO 3) 5.23

I have acquired the computing and quantitative skills needed to be successful in my field. (Core ISLO 4) 4.92

The MBA faculty were a positive influence on my spiritual growth. Through my MBA courses and curricula I have been exposed to a more positive influence on my spiritual growth. I now know how the Christian faith and ethics are related to my specific professional area. My MBA program has prepared me to become involved in service to my community and my Church. (Core ISLO 5) 5.08

(Total On-Campus MBA students: 12)

Summary of Achievement of Intended Student Learning Outcomes: MBA On Campus

Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	Case Study and poster Session	Direct Measure 2	Direct Measure 3	Direct Measure 4	On campus MBA Student Survey	Indirect Measure 2	Indirect Measure 3	Indirect Measure 4
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to demonstrate competence in each of the functional areas of business	Met				Met			
2. Students will be able to integrate the core business concepts and the use of effective management skills	Met				Met			
3. Students will be able to apply professional communication skills, both oral and written	Met				Met			
4. Students will be able to demonstrate their technological, quantitative and computer skills in analyzing and resolving business problems	Met				Met			
5. Students will be able to articulate a manager's ethical and diversity responsibilities with a Christian view point to its stakeholders	Not Met				Met			

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1. 2015/16: Again the MBA on-campus students did not reach the goal of 80% in the individual case analysis question relating to Ethics and Diversity issues, in fact they scored 54.5% compared to last year's score of 56% and the previous year's score of 63% and well below the goal of 80%. Again, the case mostly does not address the issues of ethics and/or diversity. However, all business students in all our business courses need to be made more aware of how these factors impact business and its market.

Learning Assessment Results: Master of Business Administration (MBA) Online

Summary of Results from Implementing Direct Measures of Student Learning:

Final individual comprehensive case analysis, and poster presentation

Online MBA students will score above 80% for their individual written case analysis and poster presentation

Clear solutions to case problems (Core ISLO 1)	90.3%
Implementation steps to resolve problem (Core ISLO 2)	88.4%
SWOT Analysis (Core ISLO 4)	94.1%
Average score on written work, articulation of complex ideas, clear communication, explanation, involved audience Core (ISLO 3)	87.3%
Ethics and diversity issues Core (ISLO 5)	53.1%
<i>(Total Online MBA students: 8)</i>	

Summary of Results from Implementing Indirect Measures of Student Learning:

Survey of Students in Online MBA

Online MBA students will average 4.50 on each item in the survey dealing with their success in achieving each of the intended learning outcomes.

Program content includes current information in my discipline. Program enables me to recognize the different specialties in my field. (Core ISLO 1).	5.44
Program was rigorous enough to meet my educational objectives. The courses in the program have made me enthusiastic about my discipline and prospective career. (Core ISLO 2).	5.42
The oral reports and presentations that I participated in will prepare me for my career. The written assignments and reports prepared me for my professional career. (Core ISLO 3)	5.50
I have acquired the computing and quantitative skills needed to be successful in my field. (Core ISLO 4)	5.44
The MBA faculty were a positive influence on my spiritual growth. Through my MBA courses and curricula I have been exposed to a more positive influence on my spiritual growth. I now know how the Christian faith and ethics are related to my specific professional area. My MBA program has prepared me to become involved in service to my community and my Church. (Core ISLO 5)	5.08
<i>(Total Online MBA students: 8)</i>	

Summary of Achievement of Intended Student Learning Outcomes: MBA Online

Intended Student Learning Outcomes		Learning Assessment Measures						
Program ISLOs	Case Study and Poster Session	Direct Measure 2	Direct Measure 3	Direct Measure 4	On-line MBA Student Survey	Indirect Measure 2	Indirect Measure 3	Indirect Measure 4
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to demonstrate competence in each of the functional areas of business	Met				Met			
2. Students will be able to integrate the core business concepts and the use of effective management skills	Met				Met			
3. Students will be able to apply professional communication skills, both oral and written	Met				Met			
4. Students will be able to demonstrate their technological, quantitative and computer skills in analyzing and resolving business problems	Met				Met			
5. Students will be able to articulate a manager's ethical and diversity responsibilities with a Christian view point to its stakeholders	Not Met				Met			
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:								
1. The online MBA students scored 53.1% well below the goal of 80% in the area of ethics and diversity in their individual case analyses. The case did not address the issues of ethics and/or diversity. However, all business students in all our business courses need to be made more aware of, and report in their analysis, how these factors impact business and its market.								

Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)

Operational Assessment	
Intended Operational Outcomes	
1. Quality academic preparation and competence.	
2. Improved understanding of Christian World View and ethics.	
3. Participation in Ethics Oath Ceremony.	
4. Effective computing and quantitative skills.	
5. Clear and Informative oral presentations and written papers.	
6. Effective use of statistical and math skills, computer usage, spreadsheets, ability to develop and apply formula, and interpret results	
7. Faculty involvement in improving teaching, being active in research, and in service.	
8. Students well prepared to "Seek Knowledge, Affirm Faith, and Change the World" i.e. the mission of Andrews University.	
Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
1. Undergraduate and Graduate Survey Questions: Rigor of program; met educational objectives; program content was up-to-date; (MBA students); Prepared me for my career (undergraduates), and appreciation of specialties.	Mean of the means > 4.5 on a 1-6 scale. Both for undergraduate and graduate programs.
2. Undergraduate Rubric measuring three Thought Papers on Christian World View and Ethics.	Students are expected to score at least 75% on rubrics measuring Christian perspectives when approaching business issues, understanding of Judeo-Christian foundation of personal and professional ethics, incorporation of Christian principles in decision-making.
3. Graduating students attend and actively participate in Ethics Oath Ceremony.	80% participation by both undergraduate and graduate graduating students in the Ethics Oath Ceremony held by the School of Business Administration each May and August.
4. Graduate and Undergraduate Survey Questions: Student perception of their skills in computing and quantitative methods.	Mean of the means > 4.5 on a 1-6 scale. Both for undergraduate and graduate programs.

5. Rubrics evaluating written reports and oral presentations.	On a scale of 1-4, undergraduate students in each Major need to score at least 3 “very good” (75%) on each of the two rubrics, one measuring written standards, the second measuring oral presentation standards.
6. Undergraduate Rubric evaluating effective use of spreadsheets, quantitative, statistics, math skills, LINDO computer programming, developing and applying formula, and decisions based on results.	On a scale of 1-4, all undergraduate students in the core required course “Operations Management” need to average 3 (75%) “very good”.
7. Annual January Reports completed by every Faculty Member.	All School of Business Administration full-time faculty members to achieve at least 75% of their annual goals in teaching, research, and service.
8. Survey conducted by AU’s Office of Institutional Effectiveness relating to student’s perceptions regarding how well AU met its mission.	14 questions regarding mission. Goal of all undergraduate senior business students scoring at least an average of 95% of the average score attained by all the Andrews University Seniors taking the required University’s Senior Exit Test.

Summary of Results from Implementing Operational Assessment Measures/Methods:

Undergraduate and Graduate Survey Questions: Rigor of program; met educational objectives; program content was up-to-date (MBA students), Prepared me for my career (undergraduates); appreciation of specialties:

Mean of the means > 4.5 on a 1-6 scale. Both for undergraduate and graduate programs.

Undergraduate average for rigor, career prep., and specialties (n= 40)	4.31
Graduate on campus students average for rigor, currency, and specialties (n=12)	4.94
Graduate online students average for rigor, currency, and specialties (n= 8)	5.42

Three Thought Papers on Christian World View and Ethics

Students are expected to score at least 75% on rubrics measuring Christian perspectives when approaching business issues, understanding of Judeo-Christian foundation of personal and professional ethics, and incorporation of Christian principles in decision-making.

Identifying Christian perspectives when approaching business issues	83.8%
Understanding Judea-Christian personal and professional ethics	98.8%

Incorporating Christian principles in decision making, value individuals as children of God, apply the Golden Rule, seek a balanced life, promote stewardship of resources. (n= 24)	88.8%
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BBA and MBA Graduating students who attend and actively participate in Ethics Oath Ceremony

80% participation by both undergraduate and graduate graduating students in the Ethics Oath Ceremony held each May and August.

May 2016 graduates attendance and participation (n= 40)	78.1%
August 2016 graduates attendance and participation (n= 17)	79.4%

Graduate and Undergraduate Survey Questions: Student perception of their skills in computing and quantitative methods

Mean of the means > 4.5 on a 1-6 scale, i.e. 75%, for both undergraduate and graduate programs.

Computing skills:

Senior undergraduate students (n = 40)	84.0%
On-campus MBA (n = 12)	82.0%
Online MBA (n= 8)	87.5%

Quantitative skills:

Senior undergraduate students (n = 40)	87.0%
On-campus MBA (n = 12)	81.8%
Online MBA (n = 8)	93.8%

Rubrics evaluating written reports and oral presentations

On a scale of 1-4 undergraduate students in all Majors need to score at least 3 “very good” (75%) on each of the two rubrics, one measuring written standards and the second measuring oral presentation standards

Rubric measuring delivery of oral presentations clearly, confidently, and in an organized format 72.2%
(n= 44)

Rubric measuring organization of written thoughts into a coherent narrative to articulate complex ideas 73.3%
(n = 28)

Undergraduate Rubric evaluating effective use of spreadsheets, quantitative, statistics, math skills, LINDO computer programming, developing and applying formula, and decisions based on results

On a scale of 1-4 all undergraduate students in the core required course “Operations Management” need to average 3 (75%) “very good”.

Effective use of spreadsheets	90.6%
Quantitative statistics and math skills	86.1%
Computer usage (LINDO computer programming)	83.9%
Developing and applying formula	88.3%
Interpretation of Results	86.7%

(n = 45)

Annual January Reports completed by every Faculty Member

School of Business Administration full-time faculty members to achieve at least 75% of their annual goals in teaching, research, and service.

All twelve faculty members met the goal of at least 75% of annual goals in teaching, research, and service. 100%
(n=11)

Survey conducted by AU’s Office of Institutional Effectiveness relating to student’s perceptions regarding how well AU met its mission.

14 questions regarding AU’s mission. All undergraduate senior business students score at least an average of 95% of the average score attained by all the Andrews University Seniors (n =361) taking the required University’s Senior Exit Test.

A.U. Office of institutional Research Survey of all A.U. undergraduate graduating students (363 students)

School of Business Administration students scored:

AEF Department graduating students	105.4%
(n= 14)	
MMIS Department graduating students	95.7%
(n =26)	
Weighted average of $(105.4 \times 14) + (95.7 \times 26) = 3963.8 / 40 =$	99.1%
(total n=40)	

Summary of Achievement of Intended Operational Outcomes:

Intended Operational Outcomes	Operational Assessment Measures/Methods							
	Survey of all graduating students. Graduate and undergraduate	3 Thought papers on Christian World view and Ethics	Participation and Attendance at Ethics Oath Ceremony	Survey of Computing and Quantitative skills	Oral and written skills	Spreadsheet s math skills LINDO, apply formula, make decisions	Faculty January Reports on Teaching, Research, service	Meeting A.U. Mission
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Quality academic preparation and competence.	Not Met							
2. Improved understanding of Christian World View and ethics.		Met						
3. Participation in Ethics Oath Ceremony.			Not Met					
4. Graduate and Undergraduate Survey Questions: Student perception of their skills in computing and quantitative methods				Met				
5. Clear and Informative oral presentations and written papers.					Not met			
6. Undergraduate Rubric evaluating effective use of spreadsheets, quantitative, statistics, math skills, LINDO computer programming, developing and applying formula, and decisions based on results.						Met		
7. Annual January Reports completed by every Faculty Member.							Met	
8. Survey conducted by AU's Office of Institutional Effectiveness relating to student's perceptions regarding how well AU met its mission.								Met

Proposed Courses of Action for Improvement in Operational Outcomes for which Performance Targets Were Not Met:

1. 2015/16: Undergraduate business students scored 4.31 which is below the goal of 4.50 for rigor, career preparation, and integration of specialties in their program. This score equals that of the previous year. In particular, the Accounting majors seem to have a low perception of their program in these elements. Efforts need to be made to build their self-confidence to match their excellent achievements in accounting as supported by their results in the national MFT.

2. Attendance at the Ethics Oath Ceremony by graduating students was below the 80% goal in may (78.1%) and in August (79.4%). These percentages are pretty close to the goal. Most non-attendees excused themselves for various personal reasons, such as: "I need to go to Chicago to meet my parents", or "I have another appointment". It may be a good idea to send out invitations to the Ethics Oath Ceremony at the time the students register for their final semester.

3. The goal of 75% for competency in oral presentations being delivered clearly, confidently and in an organized format was not met, a score of 72.2%, below last year's score of 73.3%. Similarly, the score for organization of written thoughts into a coherent narrative to articulate complex ideas was 73.3% this year compared to last year's score of 78.6%. Both scores are not that far from the goal of 75% each. More attention needs to be given to ensure that a good sampling of students in each undergraduate major is measured using the oral and the written rubrics, so that we have a more representative sample.