

Andrews University

School of Business Administration

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 2016/2017

Outcomes Assessment Results

For Academic Year: 2016-2017

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)	81.2
Nature and attractiveness of industry, market, competitors, international climate, etc. (Core ISLO 1)	80.6
Current circumstances, SWOT, group mapping, etc. (Core ISLO 2)	82.4
Strategic approaches clearly presented and discussed (Core ISLO 3)	83.0
Whether to invest in firm, needs to be justified (Core ISLO 3)	82.9
Results of investment decision (Core ISLO 3)	85.3
Circumstances of investment clearly described, include ethical concerns (Core ISLO 5)	82.9
Presentation clear, avoid reading material (Core ISLO 4)	79.4
Presentation was instructive and interesting (Core ISLO 4)	81.4

(Total number of students: n=38)

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)	4.47
Acquired computer and quantitative skills needed in my field (Core ISLO 2)	4.25
Rigor, current information, enthusiastic about chosen career through faculty and program, gained skills need to be successful (Core ISLO 3)	4.33
Written assignments, oral reports and presentations helpful in my professional career (Core ISLO 4)	4.34
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)	4.07

(Total Management students: n= 39)

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	Comprehensive Case Study	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	Senior Survey	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	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.	Not 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:

- 1. BBA students met the goal of 80% for most sections measured based on the individual case study analysis. The one exception was “Presentation clear, avoid reading material (Core ISLO 4)” with a score of 79.4% which is just below the goal of 80%. However, it needs to be carefully noted that scores for each of the sections measured were a few points below the results achieved the previous year.**
- 2. The results obtained using the Senior Survey as an indirect measure showed that not one of the ISLO goals was met. In the previous year all the ISLO goals were met using the same instrument. One is never sure as to how serious the survey questions are answered. The faculty is concerned about the fluctuating results using the survey. Study will be given to moving toward using a Focus Group approach that covers all the ISLO’s as a BBA Program Indirect measure.**

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:

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 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:

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 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)	86.7%
Nature and attractiveness of industry, market, competitors, international climate, etc. (Core ISLO 1)	86.7%
Current circumstances, SWOT, group mapping, etc. (Core ISLO 2)	86.7%
Strategic approaches clearly presented and discussed (Core ISLO 3)	86.7%
Whether to invest in firm, needs to be justified (Core ISLO 3)	86.7%
Results of investment decision (Core ISLO 3)	86.7%
Circumstances of investment clearly described, include ethical concerns (Core ISLO 5)	93.3%
Presentation clear, avoid reading material (Core ISLO 4)	86.7%
Presentation was instructive and interesting (Core ISLO 4)	86.7%

(B.S. Business Administration Pre-Professional students: 3)

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)	4.50
Acquired computer and quantitative skills needed in my field (Core ISLO 2)	4.63
Rigor, current information, enthusiastic about chosen career through faculty and program, gained skills need to be successful (Core ISLO 3)	4.44
Written assignments, oral reports and presentations helpful in my professional career (Core ISLO 4)	4.75
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)	3.38

(Total B.S. Business Administration students: 4)

Summary of Achievement of Intended Student Learning Outcomes: Bachelor of Science in Business Administration (BS)

Intended Student Learning Outcomes	Learning Assessment Measures							
	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				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				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. The BS in Business Administration students met the goal of 80% for each of the sections evaluated using the individual case analysis. However, scores for each of the ISLO's was slightly lower than for 2016/17**
- 2. The results obtained using the Senior Survey as an indirect measure showed that the Business Administration students met three of the five ISLO goals. However, all 5 scores were less than those in 2015/16. For two ISLO's the goals of 4.5 were not met, viz. "Rigor, current information...." (score 4.44) and "Postive influence on spiritual growth...." (score 3.38). In the previous year all except the ISLO goal for "Positive influence on spiritual growth...." (score of 3.66) were met using the same instrument. One is never sure as to how serious the survey questions are answered. The faculty is concerned about the fluctuating results using the survey. Study will be given to moving toward using a Focus Group approach that covers all the ISLO's as the BBA Program Indirect measure.**

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)	93.3%
Implementation steps to resolve problem (Core ISLO 2)	93.3%
SWOT Analysis (Core ISLO 4)	96.7%
Average score on written work, articulation of complex ideas, clear communication, explanation, involved audience (Core ISLO 3)	86.7%
Ethics and diversity issues (Core ISLO 5)	80.0%

(Total On-campus MBA students: 6)

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)	4.75
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)	4.50
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)	4.17
I have acquired the computing and quantitative skills needed to be successful in my field. (Core ISLO 4)	4.59
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)	4.17

(Total On-Campus MBA students: 6)

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

Intended Student Learning Outcomes	Learning Assessment Measures							
	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				Not 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	Met				Not Met			

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

1. MBA On-Campus students met the goal of 80% in each of the areas measured using the individual written case and analysis and poster presentation. One commended improvement was in Ethics and Diversity Issues, from a negative of 54.5% last year to a positive 80.9% in the current year.
2. The results obtained using the Senior Survey as an indirect measure showed that the MBA On-Campus students met three of the five ISLO goals. However, all 5 scores were less than those in 2015/16. For two ISLO's the goals of 4.5 were not met, viz. "Oral and written reports preparing for career" (score 4.17) and "Positive influence on spiritual growth...." (score 4.17). In the previous year all except the ISLO goal for "Positive influence on spiritual growth...." (score of 3.66) were met using the same instrument. The faculty is concerned about the fluctuating results using the survey. Study will be given to moving toward using a Focus Group approach that covers all the ISLO's as the BBA Program Indirect measure.

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)	87.5%
Implementation steps to resolve problem (Core ISLO 2)	65.0%
SWOT Analysis (Core ISLO 4)	90.0%
Average score on written work, articulation of complex ideas, clear communication, explanation, involved audience Core (ISLO 3)	85.0%
Ethics and diversity issues Core (ISLO 5)	77.5%
<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).	4.75
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).	4.92
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)	5.13
I have acquired the computing and quantitative skills needed to be successful in my field. (Core ISLO 4)	4.76
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)	4.53
<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	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	On-line MBA Student Survey	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	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	Not 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 65.0%, which is well below the goal of 80% in the area of implementation steps to resolve the problem. The main reason for this result is related to the fact that a number of students did not manage to fully complete the case analysis within the allotted time. The score of 77.5% for ethics and diversity in their individual case analysis was also below the 80% goal. However, the score of 77.5% was a an improvement over last years' score of 53.1%.**
- 2. The ISLO goals were all met using the survey instrument, although all the scores were less than the previous year. The faculty will consider switching to a focus group method in addressing the indirecr ISLO's instead af the using the Survey method.**

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)	4.43
Graduate on campus students average for rigor, currency, and specialties (n=12)	4.83
Graduate online students average for rigor, currency, and specialties (n= 8)	4.80
Weighted average =	4.53

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.

Class not offered in 2017.

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

Incorporating Christian principles in decision making, value individuals as children of God, apply the Golden Rule, seek a balanced life, promote stewardship of resources.

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= 28)	57.1%
August 2016 graduates attendance and participation (n= 13)	76.9%

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 = 38)	76.5%
On-campus MBA (n = 6)	77.8%
Online MBA (n= 8)	77.2%

Quantitative skills:

Senior undergraduate students (n = 39)	68.8%
On-campus MBA (n = 6)	75.0%
Online MBA (n = 8)	81.3%

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 82.4%
(n= 32)

Rubric measuring organization of written thoughts into a coherent narrative to articulate complex ideas 82.9%
(n = 30)

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 80.0%
Quantitative statistics and math skills 82.5%
Computer usage (LINDO computer programming) 80.0%
Developing and applying formula 82.5%
Interpretation of Results 87.5%
(n = 39)

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=12)

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 =264) 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 90.7%
(n= 9)

MMIS Department graduating students 93.2%
(n =22)

Weighted average of $(105.4 \times 14) + (95.7 \times 26) = 3963.8 / 40 = 92.7\%$
(total n=27)

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	Spreadsheets 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.	Met							
2. Improved understanding of Christian World View and ethics.		Class not taught						
3. Participation in Ethics Oath Ceremony.			Not Met					
4. Graduate and Undergraduate Survey Questions: Student perception of their skills in computing and quantitative methods				Not 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.								Not Met

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

1. Undergraduate business students scored 4.43 which is below the goal of 4.50 for rigor, career preparation, and integration of specialties in their program, but this is an improvement over the previous years' score of 4.31.

2. Senior undergraduate students did not achieve the ISLO goal of 75% in quantitative skills, scoring 69.8% compared to 87.0% in the previous year. No specific reason can be given for this decline in score. It is decided that more attention needs to be given to quantitative skills and a reassessment will be needed next year unless the results improve.

3. The goal of 95% was not met for any of the three areas related to Institutional Effectiveness impacting business students' perception regarding how well they perceived that the University met its mission. The lowest of the three scores was 90.7% compared to a goal of 95%. It was not considered that the results were serious enough to take specific action but that more emphasis needs to be given in the business curriculum and in teaching to integrate and focus on the mission of the University.