



Public Disclosure of Student Learning

Institution	<u>Southwestern Assemblies of God University</u>
Academic Business Unit	<u>Business Department</u>
Academic Year	<u>2015-2016</u>

Directions

Separate Student Learning Assessment and Assessment Results tables must be provided for each IACBE-accredited program.

An example of a completed form can be found in a separate document that is available for download on the IACBE's website at: www.iacbe.org/accreditation-documents.asp.

Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs and (ii) intended student learning outcomes. In the sections of the assessment results tables entitled "Summary of Achievement of Intended Student Learning Outcomes," **DO NOT ADD OR DELETE COLUMNS**. Space is provided in these sections for four direct measures of student learning and four indirect measures of student learning. If you are employing fewer than this number of assessment instruments, simply leave cells in the unused columns blank. If you are employing more than this number of instruments, you will need to create additional summary-of-achievement tables to report your assessment information.

In the sections of the tables entitled "Summary of Achievement of Intended Student Learning Outcomes," enter "Met" in a given cell of the table if the performance target for the instrument in that column was achieved for the intended outcome in that row; "Not Met" if the performance target for the instrument in that column was not achieved for the intended outcome in that row; or "NA" (Not Assessed) if the instrument in that column does not measure the intended outcome in that row.

At the end of the assessment tables for each program, space is provided to identify changes and improvements that you plan to make as a result of your assessment activity.

Italicized entries in the form represent areas where the academic business unit should insert its own student learning information.

Be sure to delete these directions from the document before you publicly post your form.

Report of Student Learning and Achievement

Institution

Name of your Academic Business Unit

For Academic Year: 2015-2016

Mission of the *Name of your Academic Business Unit*

The mission of the SAGU Business Department is to provide a quality business education founded on a Christian worldview that equips students to become servant leaders engaged in ethical business practices and committed to marketplace ministry.

Student Learning Assessment for *Bachelor of Science*

Program Intended Student Learning Outcomes (Program ISLOs)

1. Students will explain the major concepts in the functional areas of accounting, marketing, finance, management, and Human Resources.
2. Students will evaluate the legal, ethical, social, and economic environments of business using a Christian worldview and global perspective.
3. Students will demonstrate innovative thinking.
4. Students will demonstrate basic competencies in widely accepted decision-support technologies.
5. Students will apply analytical and critical thinking skills as well as knowledge of business concepts and functions to solve complex business problems.
6. Students will demonstrate competency in written and oral communication.

Intended Student Learning Outcomes: Bachelor of Science- Accounting Specialization

1. Students will demonstrate an understanding of accounting theory and principles for financial and managerial accounting.
2. Students will demonstrate ability to apply ethical considerations consistent with the accepted professional code of conduct in place by the Texas State Board of Public Accountancy and the AICPA.
3. Students will demonstrate competency in written and oral communications relating accounting information and analysis.

Intended Student Learning Outcomes: Bachelor of Science- Business Administration Specialization

1. Students will utilize critical thinking skills and knowledge competencies to generate business strategies across a broad range of disciplines.
2. Students will apply management fundamentals including planning, organizing, directing, and controlling a business organization.
3. Students will demonstrate an understanding of how legal and ethical principles influence and impact organizations.

Intended Student Learning Outcomes: Bachelor of Science- Business Sport Management Specialization

1. Students will demonstrate core knowledge in areas such as Facilities Management, Sport Marketing and Promotion, Sport Finance, Sport Law and Governance.
2. Students will articulate the Christian Worldview as a basis of professional ethics in sport management.
3. Students will demonstrate strategic planning in budgeting, marketing, and promotions in athletics at the college and professional levels, and in public and recreational organizations.

Intended Student Learning Outcomes: Bachelor of Science- Human Resource Management Specialization

1. Students will evaluate the functions of Human Resource Management in organizations in regards to employment law, administration of compensation and benefit programs, and the training and development of human resources in organizations.
2. Students will generate policies that implement workforce diversity initiatives.
3. Students will use technology in the field of Human Resource Management to solve basic, as well as critical issues & problems.

Intended Student Learning Outcomes: Bachelor of Science- Management Specialization

1. Students will demonstrate an understanding of the functional areas of management.
2. Students will demonstrate effective oral and written communications utilized within various areas of the business environment.
3. Students will identify and analyze factors critical to business with respect to strategic planning, including operations management and globalization.

Intended Student Learning Outcomes: Bachelor of Science- Marketing Specialization

1. Students will demonstrate an understanding of current marketing theory and principles in the context of global business cultures.
2. Students will explain the role of a customer-focused organization in the development of marketing strategies.
3. Students will understand the changing role of the global economy and its impact on the world.

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. <i>Portfolio Assessment</i></p> <p>General Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6</p> <p>Program-Specific ISLOs Assessed by this Measure:</p> <p>Accounting 1, 2, 3</p> <p>Business Administration 1, 2, 3</p> <p>Business Sports Management 1, 2, 3</p> <p>Human Resource Management 1, 2, 3</p> <p>Marketing 1, 2, 3</p> <p>Management 1, 2, 3</p>	<p><i>Objective (Target/Criterion) for Direct Measure 1</i></p> <p>On the rating scale in the portfolio rubric, 80% of students will achieve a performance rating of satisfactory or higher from the faculty committee on the portfolio assessment on each of the evaluation criteria related to the ISLO's measured by this assessment.</p>
<p>2. <i>Capstone Business Strategy Simulation in BUS4473</i></p> <p>General Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6</p>	<p><i>Objective (Target/Criterion) for Direct Measure 2</i></p> <p>On the rating scale in the simulation rubric, 80% of students will achieve a performance rating of satisfactory or higher level on on each of the evaluation criteria related to the ISLO's measured by this assessment.</p>
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
<p>1. <i>Internship Questionnaire</i></p> <p>General Program ISLOs Assessed by this Measure: 1, 2, 4,</p> <p>Program-Specific ISLOs Assessed by this Measure:</p> <p>Accounting 1, 2, 3</p> <p>Business Administration 1, 2, 3</p> <p>Business Sports Management 1, 2, 3</p> <p>Human Resource Management 1, 2, 3</p>	<p><i>Objective (Target/Criterion) for Indirect Measure 1</i></p> <p>On the rating scale in the self-evaluation survey, 80% of students will self-evaluate their internship performance as satisfactory or higher rating on each criterion related to the general program ISLO's measured by this assessment.</p>

<p>Marketing 1, 2, 3 Management 1, 2, 3</p>	<p>On the rating scale in the self-evaluation survey, 80% of students will self-evaluate their internship performance at a journeyman or higher level on each of the program-specific evaluation criteria related to the ISLO's measured by this assessment.</p>
<p>2. <i>Senior Exit Survey</i></p> <p>General Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6</p> <p>Program-Specific ISLOs Assessed by this Measure:</p> <p>Accounting 1, 2, 3 Business Administration 1, 2, 3 Business Sports Management 1, 2, 3 Human Resource Management 1, 2, 3 Marketing 1, 2, 3 Management 1, 2, 3</p>	<p><i>Objective (Target/Criterion) for Indirect Measure 2</i></p> <p>On the rating scale in the exit survey, 80% of graduating seniors will indicate they are "satisfied" or "very satisfied" on each criterion related to the general program ISLO's measured by this assessment.</p> <p>On the rating scale in the exit survey, 80% of students will evaluate their educational learning outcomes at a journeyman or higher level on each of the program-specific evaluation criteria related to the ISLO's measured by this assessment.</p>
<p>Assessment Results: <i>Bachelor of Science</i></p>	
<p>Summary of Results from Implementing Direct Measures of Student Learning:</p>	
<p>1. <i>For the 2015-2016 academic year, the SAGU Business Department had 40 graduating seniors across all disciplines. Of those, 100% submitted portfolios to the faculty committee for review. Of the portfolios received, 29 (72%) received a satisfactory rating from the faculty committee. Therefore, we did not meet our goal of 80% for the 2015-2016 academic year.</i></p>	
<p>2. <i>For the 2015-2016 academic year, the SAGU Business Department had 42 students enrolled in the capstone Strategy & Policy course (BUS4473). Students were evaluated using the simulation tools, as well as classroom participation and a grading rubric. The results of the simulation assessment are shown in the table below. We exceeded our stated objectives for this student learning outcome. Our objective was that 80% of the students would achieve a satisfactory rating or higher, according to the rubric. Our rating was an outstanding 91% satisfactory achievement. In fact, on multiple occasions, our students achieved top 100 or top 50 rankings world-wide in the simulation, and in the category of return on investment, during the fall 2015 semester, one student team achieved the top score, world-wide.</i></p> <p><i>Excellent: 90.6%</i> <i>Satisfactory: .19%</i></p>	

Needs Improvement: .06%
Unacceptable: N/A

Summary of Results from Implementing Indirect Measures of Student Learning:

For the 2015-2016 academic year, the SAGU Business Department had 41 students across all disciplines who completed the internship self-evaluation. Our objective was that on the rating scale in the self-evaluation survey, 80% of students will self-evaluate their internship performance as satisfactory or higher rating on each criterion related to the general program ISLO's measured by this assessment.

Students self-evaluated their internship performance as indicated below:

Students will explain the major concepts in the functional areas of accounting, marketing, finance, management, and human resources.

Accounting: 97%

Marketing: 92%

Finance: 86%

Management: 95%

Human Resources: 90%

Students will evaluate the legal, ethical, social, and economic environments of business using a Christian worldview and global perspective.

Legal: 100%

Ethical: 100%

Social: 100%

Economic: 100%

Students will demonstrate basic competencies in widely accepted decision-support technologies.

97% of students self-evaluated their internship performance as satisfactory or higher.

- 1. For the 2015-2016 academic year, the SAGU Business Department had 28 students complete the Senior Exit Survey. A breakdown of the General Program results can be reviewed below.*

General Program ISLO's Evaluated by this Measure:

- 1. Students will explain the major concepts in the functional areas of accounting, marketing, finance, Management, and Human Resources.*

Accounting: 95% of students self-evaluated ability in this SLO as satisfactory or higher.

Marketing: 86% of students self-evaluated ability in this SLO as satisfactory or higher.

Finance: 85.4% of students self-evaluated ability in this SLO as satisfactory or higher.

Management: 98.35% of students self-evaluated ability in this SLO as satisfactory or higher.

Human Resources: 96.65% of students self-evaluated ability in this SLO as satisfactory or higher.

2. Students will evaluate the legal, ethical, social, and economic environments of business using a Christian worldview and global perspective.
Legal: 100% of students self-evaluated ability in this SLO as satisfactory or higher.
Ethical: 100% of students self-evaluated ability in this SLO as satisfactory or higher.
Social: 100% of students self-evaluated ability in this SLO as satisfactory or higher.
Economic: 100% of students self-evaluated ability in this SLO as satisfactory or higher.
3. Students will demonstrate innovative thinking. 100% of students self-evaluated ability in this SLO as satisfactory or higher.
4. Students will demonstrate basic competencies in widely accepted decision-support technologies. 96% of students self-evaluated ability in this SLO as satisfactory or higher.
5. Students will apply analytical and critical thinking skills as well as knowledge of business concepts and functions to solve complex business problems. 98% of students self-evaluated ability in this SLO as satisfactory or higher.
6. Students will demonstrate competency in written and oral communication. 98% of students self-evaluated ability in this SLO as satisfactory or higher.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	Portfolio Assessment	Strategy Simulation			Internship Questionnaire	Senior Exit Survey		
	Performance Target Was...	Performance Target Was...			Performance Target Was...	Performance Target Was...		
1. Students will explain the major concepts in the functional areas of accounting, marketing, finance, management, and Human Resources.	Not Met	Met			Met	Met		
2. Students will evaluate the legal, ethical, social, and economic environments of business using a Christian worldview and global perspective.	Not Met	Met			Met	Met		

3. Students will demonstrate innovative thinking.	Not Met	Met			NA	Met		
4. Students will demonstrate basic competencies in widely accepted decision-support technologies.	Not Met	Met			Met	Met		
5. Students will apply analytical and critical thinking skills as well as knowledge of business concepts and functions to solve complex business problems.	Not Met	Met			NA	Met		
6. Students will demonstrate competency in written and oral communication.	Not Met	Met			NA	Met		

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

1. *Following the completion of the fall 2015 semester, the SAGU Business Department faculty determined that a change to the internship requirements would improve the quality of the portfolios we were receiving. Program Managers who review the internship documents will provide an in-depth evaluation of student portfolios. Effective spring 2016, students will not receive credit for the internship unless their portfolio meets expected criteria.*
2. *Following the completion of the spring 2016 semester, the internship handbook was revised to include more detailed descriptions of expectations for the portfolio.*

Assessment Results: Bachelor of Science-Accounting Specialization

Summary of Results from Implementing Direct Measures of Student Learning:

1. *For the 2015-2016 academic year, the SAGU Business Department had 40 graduating seniors across all disciplines. Of those, 100% submitted portfolios to the faculty committee for review. Of the portfolios received, 29 (72%) received a satisfactory rating from the faculty committee. Therefore, we did not meet our goal of 80% for the 2015-2016 academic year.*
2. *For the 2015-2016 academic year, the SAGU Business Department had 42 students enrolled in the capstone Strategy & Policy course (BUS4473). Students were evaluated using the simulation tools, as well as classroom participation and a grading rubric. The results of the simulation assessment are shown in the table below. We exceeded our stated objectives for this student learning outcome. Our objective was that 80% of the students would achieve a satisfactory rating or higher, according to the rubric. Our rating was an outstanding 91% satisfactory achievement.*

In fact, on multiple occasions, our students achieved top 100 or top 50 rankings world-wide in the simulation, and in the category of return on investment, during the fall 2015 semester, one student team achieved the top score, world-wide.

Excellent: 90.6%

Satisfactory: .19%

Needs Improvement: .06%

Unacceptable: N/A

Summary of Results from Implementing Indirect Measures of Student Learning:

3. For the 2015-2016 academic year, 6 Accounting students completed the Internship Questionnaire.

Program-Specific ISLO's Evaluated by this Measure:

1. Students will demonstrate an understanding of accounting theory and principles for financial and managerial accounting.
100% of students self-evaluated their internship performance as satisfactory or higher.

2. Students will demonstrate ability to apply ethical considerations consistent with the accepted professional code of conduct in place by the Texas State Board of Public Accountancy and the AICPA.
50% of students self-evaluated their internship performance as satisfactory or higher.

3. Students will demonstrate competency in written and oral communications relating accounting information and analysis.
75% of students self-evaluated their internship performance as satisfactory or higher.

2. For the 2015-2016 academic year, 28 students across all disciplines completed the Senior Exit Survey.

A breakdown of the Accounting Specialization results can be reviewed below:

1. Students will demonstrate an understanding of accounting theory and principles of financial and managerial accounting.

91% of students self-evaluated educational learning outcomes at a journeyman level or higher on each of the program-specific evaluation criteria related to the ISLO's measured by this assessment.

2. Students will demonstrate the ability to apply ethical considerations consistent with the accepted professional code of conduct in place by the Texas State Board of Public Accountancy and the AICPA.

80% of students self-evaluated educational learning outcomes at a journeyman level or higher on each of the program-specific evaluation criteria related to the ISLO's measured by this assessment.

3. Students will demonstrate competency in written and oral communications relating accounting information and analysis.

80% of students self-evaluated educational learning outcomes at a journeyman level or higher on each of the program-specific evaluation criteria related to the ISLO's measured by this assessment.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	Portfolio Assessment	Strategy Simulation			Internship Questionnaire	Senior Exit Survey		
	Performance Target Was...	Performance Target Was...			Performance Target Was...	Performance Target Was...		
1. Students will demonstrate an understanding of accounting theory and principles for financial and managerial accounting.	Not Met	Met			Met	Met		
2. Students will demonstrate ability to apply ethical considerations consistent with the accepted professional code of conduct in place by the Texas State Board of Public Accountancy and the AICPA.	Not Met	Met			Not Met	Met		
3. Students will demonstrate competency in written and oral communications relating accounting information and analysis.	Not Met	Met			Not Met	Met		

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

1. *Following the completion of the fall 2015 semester, the SAGU Business Department faculty determined that a change to the internship requirements would improve the quality of the portfolios we were receiving. Program Managers who review the internship documents will*

provide an in-depth evaluation of student portfolios. Effective spring 2016, students will not receive credit for the internship unless their portfolio meets expected criteria.

2. Following the completion of the spring 2016 semester, the internship handbook was revised to include more detailed descriptions of expectations for the portfolio.

3. The concepts in SLO's 2 and 3 will be reinforced in courses and evaluated each semester to determine further progress.

Assessment Results: Bachelor of Science- Business Administration Specialization

Summary of Results from Implementing Direct Measures of Student Learning:

1. For the 2015-2016 academic year, the SAGU Business Department had 40 graduating seniors across all disciplines. Of those, 100% submitted portfolios to the faculty committee for review. Of the portfolios received, 29 (72%) received a satisfactory rating from the faculty committee. Therefore, we did not meet our goal of 80% for the 2015-2016 academic year.

2. For the 2015-2016 academic year, the SAGU Business Department had 42 students enrolled in the capstone Strategy & Policy course (BUS4473). Students were evaluated using the simulation tools, as well as classroom participation and a grading rubric. The results of the simulation assessment are shown in the table below. We exceeded our stated objectives for this student learning outcome. Our objective was that 80% of the students would achieve a satisfactory rating or higher, according to the rubric. Our rating was an outstanding 91% satisfactory achievement. In fact, on multiple occasions, our students achieved top 100 or top 50 rankings world-wide in the simulation, and in the category of return on investment, during the fall 2015 semester, one student team achieved the top score, world-wide.

Excellent: 90.6%

Satisfactory: .19%

Needs Improvement: .06%

Unacceptable: N/A

Summary of Results from Implementing Indirect Measures of Student Learning:

3. For the 2015-2016 academic year, 6 Business Administration students completed the Internship Questionnaire.

Program-Specific ISLO's Evaluated by this Measure:

1. Students will utilize critical thinking skills and knowledge competencies to generate business strategies across a broad range of disciplines. 90% of students self-evaluated their internship performance as satisfactory or higher.

2. Students will apply management fundamentals including planning, organizing, directing, and controlling a business organization.

100% of students self-evaluated their internship performance as satisfactory or higher.

3. Students will demonstrate an understanding of how legal and ethical principles influence and impact organizations.
90% of students self-evaluated their internship performance as satisfactory or higher.

4. *For the 2015-2016 academic year, 28 students across all disciplines completed the Senior Exit Survey.*

A breakdown of the Business Administration Specialization results can be reviewed below:

1. Students will utilize critical thinking skills and knowledge competencies to generate business strategies across a broad range of disciplines.

100% of students self-evaluated educational learning outcomes at a journeyman level or higher on each of the program-specific evaluation criteria related to the ISLO's measured by this assessment.

2. Students will apply management fundamentals including planning, organizing, directing, and controlling a business organization.

100% of students self-evaluated educational learning outcomes at a journeyman level or higher on each of the program-specific evaluation criteria related to the ISLO's measured by this assessment.

3. Students will demonstrate an understanding of how legal and ethical principles influence and impact organizations.

100% of students self-evaluated educational learning outcomes at a journeyman level or higher on each of the program-specific evaluation criteria related to the ISLO's measured by this assessment.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	Portfolio Assessment	Strategy Simulation			Internship Questionnaire	Senior Exit Survey		
	Performance Target Was...	Performance Target Was...			Performance Target Was...	Performance Target Was...		
1. Students will utilize critical thinking skills and knowledge competencies to generate business strategies across a broad range of disciplines.	Not Met	Met			Met	Met		

2. Students will apply management fundamentals including planning, organizing, directing, and controlling a business organization.	Not Met	Met			Met	Met		
3. Students will demonstrate an understanding of how legal and ethical principles influence and impact organizations.	Not Met	Met			Met	Met		

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

1. *Following the completion of the fall 2015 semester, the SAGU Business Department faculty determined that a change to the internship requirements would improve the quality of the portfolios we were receiving. Program Managers who review the internship documents will provide an in-depth evaluation of student portfolios. Effective spring 2016, students will not receive credit for the internship unless their portfolio meets expected criteria.*
2. *Following the completion of the spring 2016 semester, the internship handbook was revised to include more detailed descriptions of expectations for the portfolio.*

Assessment Results: Bachelor of Science- Business Sport Management Specialization

Summary of Results from Implementing Direct Measures of Student Learning:

1. *For the 2015-2016 academic year, the SAGU Business Department had 40 graduating seniors across all disciplines. Of those, 100% submitted portfolios to the faculty committee for review. Of the portfolios received, 29 (72%) received a satisfactory rating from the faculty committee. Therefore, we did not meet our goal of 80% for the 2015-2016 academic year.*
2. *For the 2015-2016 academic year, the SAGU Business Department had 42 students enrolled in the capstone Strategy & Policy course (BUS4473). Students were evaluated using the simulation tools, as well as classroom participation and a grading rubric. The results of the simulation assessment are shown in the table below. We exceeded our stated objectives for this student learning outcome. Our objective was that 80% of the students would achieve a satisfactory rating or higher, according to the rubric. Our rating was an outstanding 91% satisfactory achievement. In fact, on multiple occasions, our students achieved top 100 or top 50 rankings world-wide in the simulation, and in the category of return on investment, during the fall 2015 semester, one student team achieved the top score, world-wide.*

Excellent: 90.6%

Satisfactory: .19%

Needs Improvement: .06%

Unacceptable: N/A

Summary of Results from Implementing Indirect Measures of Student Learning:

3. For the 2015-2016 academic year, 10 Business Sport Management students completed the Internship Questionnaire.

Program-Specific ISLO's Evaluated by this Measure:

1. Students will demonstrate core knowledge in areas such as Facilities Management, Sport Marketing and Promotion, Sport Finance, Sport Law and Governance. 86% of students self-evaluated their internship performance as satisfactory or higher.
2. Students will articulate the Christian Worldview as a basis of professional ethics in sport management. 93% of students self-evaluated their internship performance as satisfactory or higher.
3. Students will demonstrate strategic planning in budgeting, marketing, and promotions in athletics at the college and professional levels, and in public and recreational organizations. 93% of students self-evaluated their internship performance as satisfactory or higher.

4. For the 2015-2016 academic year, 28 students across all disciplines completed the Senior Exit Survey.

A breakdown of the Business Sport Management Specialization results can be reviewed below:

1. Students will demonstrate core knowledge in areas such as Facilities Management, Sport Marketing and Promotion, Sport Finance, Sport Law and Governance.

83.5% of students self-evaluated educational learning outcomes at a journeyman level or higher on each of the program-specific evaluation criteria related to the ISLO's measured by this assessment.

2. Students will articulate the Christian Worldview as a basis of professional ethics in sport management.

83.5% of students self-evaluated educational learning outcomes at a journeyman level or higher on each of the program-specific evaluation criteria related to the ISLO's measured by this assessment.

3. Students will demonstrate strategic planning in budgeting, marketing, and promotions in athletics at the college and professional levels, and in public and recreational organizations.

92% of students self-evaluated educational learning outcomes at a journeyman level or higher on each of the program-specific evaluation criteria related to the ISLO's measured by this assessment.

Summary of Achievement of Intended Student Learning Outcomes:								
Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	Portfolio Assessment	Strategy Simulation			Internship Questionnaire	Senior Exit Survey		
	Performance Target Was...	Performance Target Was...			Performance Target Was...	Performance Target Was...		
1. Students will demonstrate core knowledge in areas such as Facilities Management, Sport Marketing and Promotion, Sport Finance, Sport Law and Governance.	Not Met	Met			Met	Met		
2. Students will articulate the Christian Worldview as a basis of professional ethics in sport management.	Not Met	Met			Met	Met		
3. Students will demonstrate strategic planning in budgeting, marketing, and promotions in athletics at the college and professional levels, and in public and recreational organizations.	Not Met	Met			Met	Met		
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:								
<ol style="list-style-type: none"> Following the completion of the fall 2015 semester, the SAGU Business Department faculty determined that a change to the internship requirements would improve the quality of the portfolios we were receiving. Program Managers who review the internship documents will provide an in-depth evaluation of student portfolios. Effective spring 2016, students will not receive credit for the internship unless their portfolio meets expected criteria. Following the completion of the spring 2016 semester, the internship handbook was revised to include more detailed descriptions of expectations for the portfolio. 								
Assessment Results: Bachelor of Science- Human Resource Management Specialization								
Summary of Results from Implementing Direct Measures of Student Learning:								

1. *For the 2015-2016 academic year, the SAGU Business Department had 40 graduating seniors across all disciplines. Of those, 100% submitted portfolios to the faculty committee for review. Of the portfolios received, 29 (72%) received a satisfactory rating from the faculty committee. Therefore, we did not meet our goal of 80% for the 2015-2016 academic year.*
2. *For the 2015-2016 academic year, the SAGU Business Department had 42 students enrolled in the capstone Strategy & Policy course (BUS4473). Students were evaluated using the simulation tools, as well as classroom participation and a grading rubric. The results of the simulation assessment are shown in the table below. We exceeded our stated objectives for this student learning outcome. Our objective was that 80% of the students would achieve a satisfactory rating or higher, according to the rubric. Our rating was an outstanding 91% satisfactory achievement. In fact, on multiple occasions, our students achieved top 100 or top 50 rankings world-wide in the simulation, and in the category of return on investment, during the fall 2015 semester, one student team achieved the top score, world-wide.*

Excellent: 90.6%

Satisfactory: .19%

Needs Improvement: .06%

Unacceptable: N/A

Summary of Results from Implementing Indirect Measures of Student Learning:

3. For the 2015-2016 academic year, 1 Human Resource Management student completed the Internship Questionnaire.

Program-Specific ISLO's Evaluated by this Measure:

1. Students will evaluate the functions of Human Resource Management in organizations in regards to employment law, administration of compensation and benefit programs, and the training and development of human resources in organizations.
100% of students self-evaluated their internship performance as journeyman or higher.
2. Students will generate policies that implement workforce diversity initiatives.
100% of students self-evaluated their internship performance as journeyman or higher.
3. Students will use technology in the field of Human Resource Management to solve basic, as well as, critical issues & problems.
100% of students self-evaluated their internship performance as journeyman or higher.

4. *For the 2015-2016 academic year, 28 students across all disciplines completed the Senior Exit Survey.*

A breakdown of the Human Resource Management Specialization results can be reviewed below:

1. Students will evaluate the functions of Human Resource Management in organizations in regards to employment law, administration of compensation and benefit programs, and the training and development of human resources in organizations. 100% of students self-evaluated educational learning outcomes at a journeyman level or higher on each of the program-specific evaluation criteria related to the ISLO's measured by this assessment.
2. Students will generate policies that implement workforce diversity initiatives.. 100% of students self-evaluated educational learning outcomes at a journeyman level or higher on each of the program-specific evaluation criteria related to the ISLO's measured by this assessment.
3. Students will use technology in the field of Human Resource Management to solve basic, as well as, critical issues & problems. 100% of students self-evaluated educational learning outcomes at a journeyman level or higher on each of the program-specific evaluation criteria related to the ISLO's measured by this assessment.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	<i>Portfolio Assessment</i>	<i>Strategy Simulation</i>			<i>Internship Questionnaire</i>	<i>Senior Exit Survey</i>		
	Performance Target Was...	Performance Target Was...			Performance Target Was...	Performance Target Was...		
1. Students will evaluate the functions of Human Resource Management in organizations in regards to employment law, administration of compensation and benefit programs, and the training and development of human resources in organizations.	Not Met	Met			Met	Met		
2. Students will generate policies that implement workforce diversity initiatives.	Not Met	Met			Met	Met		
3. Students will use technology in the field of Human Resource Management to solve basic, as well as, critical issues & problems.	Not Met	Met			Met	Met		

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

1. *Following the completion of the fall 2015 semester, the SAGU Business Department faculty determined that a change to the internship requirements would improve the quality of the portfolios we were receiving. Program Managers who review the internship documents will provide an in-depth evaluation of student portfolios. Effective spring 2016, students will not receive credit for the internship unless their portfolio meets expected criteria.*
2. *Following the completion of the spring 2016 semester, the internship handbook was revised to include more detailed descriptions of expectations for the portfolio.*

Assessment Results: Bachelor of Science- Management Specialization

Summary of Results from Implementing Direct Measures of Student Learning:

1. *For the 2015-2016 academic year, the SAGU Business Department had 40 graduating seniors across all disciplines. Of those, 100% submitted portfolios to the faculty committee for review. Of the portfolios received, 29 (72%) received a satisfactory rating from the faculty committee. Therefore, we did not meet our goal of 80% for the 2015-2016 academic year.*
2. *For the 2015-2016 academic year, the SAGU Business Department had 42 students enrolled in the capstone Strategy & Policy course (BUS4473). Students were evaluated using the simulation tools, as well as classroom participation and a grading rubric. The results of the simulation assessment are shown in the table below. We exceeded our stated objectives for this student learning outcome. Our objective was that 80% of the students would achieve a satisfactory rating or higher, according to the rubric. Our rating was an outstanding 91% satisfactory achievement. In fact, on multiple occasions, our students achieved top 100 or top 50 rankings world-wide in the simulation, and in the category of return on investment, during the fall 2015 semester, one student team achieved the top score, world-wide.*

Excellent: 90.6%

Satisfactory: .19%

Needs Improvement: .06%

Unacceptable: N/A

Summary of Results from Implementing Indirect Measures of Student Learning:

3. For the 2015-2016 academic year, 15 Management student completed the Internship Questionnaire.

Program-Specific ISLO's Evaluated by this Measure:

1. Students will demonstrate an understanding of the functional areas of management.
100% of students self-evaluated their internship performance as satisfactory or higher.

2. Students will demonstrate effective oral and written communications utilized within various areas of the business environment. 100% of students self-evaluated their internship performance as satisfactory or higher.

3. Students will identify and analyze factors critical to business with respect to strategic planning, including operations management and globalization. 100% of students self-evaluated their internship performance as satisfactory or higher.

4. For the 2015-2016 academic year, 28 students across all disciplines completed the Senior Exit Survey.

A breakdown of the Management Specialization results can be reviewed below:

1. Students will demonstrate an understanding of the functional areas of management. 100% of students self-evaluated educational learning outcomes at a journeyman level or higher on each of the program-specific evaluation criteria related to the ISLO's measured by this assessment.

2. Students will demonstrate effective oral and written communications utilized within various areas of the business environment. 71% of students self-evaluated educational learning outcomes at a journeyman level or higher on each of the program-specific evaluation criteria related to the ISLO's measured by this assessment.

3. Students will identify and analyze factors critical to business with respect to strategic planning, including operations management and globalization. 75% of students self-evaluated educational learning outcomes at a journeyman level or higher on each of the program-specific evaluation criteria related to the ISLO's measured by this assessment.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures						
	Portfolio Assessment	Strategy Simulation			Internship Questionnaire	Senior Exit Survey	
Program ISLOs	Performance Target Was...	Performance Target Was...			Performance Target Was...	Performance Target Was...	
1. Students will demonstrate an understanding of the functional areas of management.	Not Met	Met			Met	Met	
2. Students will demonstrate effective oral and written communications	Not Met	Met			Met	Not Met	

utilized within various areas of the business environment.								
3. Students will demonstrate effective oral and written communications utilized within various areas of the business environment.	Not Met	Met			Met	Not Met		

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

1. *Following the completion of the fall 2015 semester, the SAGU Business Department faculty determined that a change to the internship requirements would improve the quality of the portfolios we were receiving. Program Managers who review the internship documents will provide an in-depth evaluation of student portfolios. Effective spring 2016, students will not receive credit for the internship unless their portfolio meets expected criteria.*
2. *Following the completion of the spring 2016 semester, the internship handbook was revised to include more detailed descriptions of expectations for the portfolio.*
3. *The concepts in SLO's 2 and 3 will be reinforced in courses and evaluated each semester to determine further progress.*

Assessment Results: Bachelor of Science- Marketing Specialization

Summary of Results from Implementing Direct Measures of Student Learning:

1. *For the 2015-2016 academic year, the SAGU Business Department had 40 graduating seniors across all disciplines. Of those, 100% submitted portfolios to the faculty committee for review. Of the portfolios received, 29 (72%) received a satisfactory rating from the faculty committee. Therefore, we did not meet our goal of 80% for the 2015-2016 academic year.*
 2. *For the 2015-2016 academic year, the SAGU Business Department had 42 students enrolled in the capstone Strategy & Policy course (BUS4473). Students were evaluated using the simulation tools, as well as classroom participation and a grading rubric. The results of the simulation assessment are shown in the table below. We exceeded our stated objectives for this student learning outcome. Our objective was that 80% of the students would achieve a satisfactory rating or higher, according to the rubric. Our rating was an outstanding 91% satisfactory achievement. In fact, on multiple occasions, our students achieved top 100 or top 50 rankings world-wide in the simulation, and in the category of return on investment, during the fall 2015 semester, one student team achieved the top score, world-wide.*
- Excellent: 90.6%*
Satisfactory: .19%

Needs Improvement: .06%
Unacceptable: N/A

Summary of Results from Implementing Indirect Measures of Student Learning:

3. For the 2015-2016 academic year, 2 Marketing students completed the Internship Questionnaire.

Program-Specific ISLO's Evaluated by this Measure:

1. Students will demonstrate an understanding of current marketing theory and principles in the context of global business cultures. 100% of students self-evaluated their internship performance as satisfactory or higher.
2. Students will explain the role of a customer-focused organization in the development of marketing strategies. 100% of students self-evaluated their internship performance as satisfactory or higher.
3. Students will understand the changing role of the global economy and its impact on the world. 100% of students self-evaluated their internship performance as satisfactory or higher.

4. For the 2015-2016 academic year, 28 students across all disciplines completed the Senior Exit Survey.

A breakdown of the Marketing Specialization results can be reviewed below:

- 1. Students will demonstrate an understanding of current marketing theory and principles in the context of global business cultures. 100% of students self-evaluated educational learning outcomes at a journeyman level or higher on each of the program-specific evaluation criteria related to the ISLO's measured by this assessment.*
- 2. Students will explain the role of a customer-focused organization in the development of marketing strategies. 100% of students self-evaluated educational learning outcomes at a journeyman level or higher on each of the program-specific evaluation criteria related to the ISLO's measured by this assessment.*
- 3. Students will understand the changing role of the global economy and its impact on the world. 100% of students self-evaluated educational learning outcomes at a journeyman level or higher on each of the program-specific evaluation criteria related to the ISLO's measured by this assessment.*

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	Portfolio Assessment	Strategy Simulation			Internship Questionnaire	Senior Exit Survey		
	Performance Target Was...	Performance Target Was...			Performance Target Was...	Performance Target Was...		
1. Students will demonstrate an understanding of current marketing theory and principles in the context of global business cultures.	Not Met	Met			Met	Met		
2. Students will explain the role of a customer-focused organization in the development of marketing strategies.	Not Met	Met			Met	Met		
3. Students will understand the changing role of the global economy and its impact on the world.	Not Met	Met			Met	Met		
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:								
<ol style="list-style-type: none"> 1. <i>Following the completion of the fall 2015 semester, the SAGU Business Department faculty determined that a change to the internship requirements would improve the quality of the portfolios we were receiving. Program Managers who review the internship documents will provide an in-depth evaluation of student portfolios. Effective spring 2016, students will not receive credit for the internship unless their portfolio meets expected criteria.</i> 2. <i>Following the completion of the spring 2016 semester, the internship handbook was revised to include more detailed descriptions of expectations for the portfolio.</i> 								