

**B.S. in Business Administration
Program**
College of Professional and Liberal
Studies

Program Assessment Plan
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1. Program Overview & Mission

The Mission of the Business Administration degree program at Concord University is to transform our students into competent and responsible business leaders through high quality teaching and personalized advising, while stimulating their academic and service zeal. Business faculty engage in active research and service to ensure that our graduates are ready to take on the challenges of the business world.

The B.S. in Business Administration degree program is a 120-hour program with emphases available in Accounting, Finance, Hospitality & Tourism Management, Management, Marketing, and Sport Management. As part of the 120-hour program, Business Administration majors must successfully complete the University's General Education program, the Business Administration core, and the emphasis required coursework with at least an overall 2.00 G.P.A. and a 2.30 G.P.A. for all business administration course requirements.

Assessment is completed at four different levels within the program. Business courses provide data related to student learning toward University Learning Goals(objectives), Program Learning Outcomes (formerly known as Assurance of Learning Goals), Emphasis Learning Objectives, and Course Learning Objectives.

Alignment with University Learning Goals

The objectives of a business administration program are intentionally aligned with the broader goals of the university by reinforcing a shared commitment to academic excellence, student success, and community impact. Program objectives support institutional priorities related to producing well-rounded, career-ready graduates. Through ongoing assessment and continuous improvement practices, the program ensures its outcomes remain consistent with and supportive of overarching institutional goals. The alignment of the program's PLOs to the University Learning Goals is exhibited in the table below.

	<i>UNIVERSITY LEARNING OBJECTIVES</i>			
<i>DEGREE PROGRAM PLOs</i>	<i>Knowledge/Mastery of Content</i>	<i>Critical Thinking</i>	<i>Communication</i>	<i>Personal, Civic, Cultural and Global Competence</i>
Technological Competence		X		
Effective Communication			X	
Ethical Awareness				X
Globalization and Intercultural Sensitivity				X
Core Business Knowledge	X			
Analytical Thinking		X		

2. Program Learning Outcomes and Objectives

The Program Learning Outcomes (PLO) are assessed in several courses each semester. Rubrics have been developed to set expectations for student learning for each assessment activity. It is expected that 80% of students achieve a 70% (Satisfactory) or greater on each objective.

Technological Competence

Systematically apply tools of quantitative analysis and modeling to make recommendations and business decisions. **(University Goal #2 – Critical Thinking)**

Students will:

- (1) Use technology resources to design, develop, and present information.
 - (2) Employ technology resources to conduct research, analyze data, solve problems, synthesize information and make decisions.
 - (3) Effectively locate, organize, and manage data using the appropriate computer software.
- Initially assessed in BGEN 222 and master level assessed across core curriculum.

Effective Communications

Communicate effectively in a wide variety of business settings employing multiple communication media and exhibit professional behavior. **(University Goal #3 – Communication)**

Students will:

- (1) use standard English which is mechanically and grammatically correct
 - (2) compose communication that reflects understanding appropriate terminology and business concepts
 - (3) produce documents in appropriate format
 - (4) reflect understanding of audience and situational analysis
 - (5) compose communication that differentiates the writer's voice from primary and secondary sources (no plagiarism)
 - (6) exhibit professional behavior and attitude
- Initially assessed in BGEN 205 and master level assessed in BGEN 465.

Ethical Awareness

Recognize ethical issues and discern the tradeoffs and implications of applying various ethical frameworks when making business decisions. **(University Goal #4 - Personal, Civic, Cultural and Global Competence)**

Students will:

- (1) identify ethical issues
- (2) enumerate consequences of unethical behavior
- (3) propose solutions to ethical problems
- (4) provide reasons for behaving ethically

Initially assessed in MGT 305 and ECON 204 and master level assessed in MGT 410.

Globalization and Intercultural Sensitivity

Become familiar with major economic, social, political, and technological trends and conditions that influence the development of the global economy and demonstrate competence in the cultural,

interpersonal and analytical dimensions of international business. **(University Goal #4 - Personal, Civic, Cultural and Global Competence)**

Students will:

- (1) demonstrate basic knowledge of their own cultural rules and biases, and knowledge of cultural values, attributions, and perceptions of others.
- (2) demonstrate an understanding of the challenges and concerns faced by managers in multicultural organizations.
- (3) recognize cultural differences in both verbal and nonverbal communication and be able to communicate effectively with individuals from other cultures.
- (4) express curiosity and openness toward individuals who are culturally different from themselves.

Initially assessed in ECON 203 and master level assessed in BGEN 412.

Core Business Knowledge

Evaluate and make business decisions taking into account the interdependent relationships among competitive and environmental conditions, organizational resources, and the major functional areas of business. **(University Goal #1 – Knowledge/Mastery of Content)**

Comprehensive knowledge of all areas of business including:

Accounting

Economics

Management

Quantitative Business Analysis

Finance

Marketing

Legal and Social Environment

Information Systems

International Issues

Initially assessed within multiple courses across core curriculum and master level assessed MGT 465.

Analytical Thinking

Identify and evaluate implications of business decisions for organizational stakeholders and the natural environment. **(University Goal #2 – Critical Thinking)**

Students will:

- (1) clearly identify and articulate a problem
- (2) identify factors for assessing the problem
- (3) gather relevant information and data
- (4) correctly solve the problem

Initially assessed in BGEN 202 and master level assessed in BGEN 335.

Emphasis Learning Objectives

Each emphasis within the Business Administration program has identified several **Emphasis Learning Objectives (ELO)** to assess the success of student learning. It is expected that 80% of students achieve a 70% (Satisfactory) or greater on each objective.

Accounting

The mission of the accounting emphasis is to equip students with relevant, foundational knowledge of business and accounting while fostering growth of critical thinking skills necessary for future professionals and academic success.

The accounting emphasis identifies the following learning objectives:

Understanding of methods used to assess risks in financial statements

Identify controls to mitigate risks by evaluating overall business transactions within the financial statements

Introduced in ACCT 206 and assessed in ACCT 401.

Knowledge of personal income taxes

Ability to compute and explain payroll taxes, demonstrate an understanding of basic tax terminology and procedures for personal income taxes due to the IRS

Introduced in ACCT 205 and assessed in ACCT310.

Comprehensive understanding of transactional impact to financial statements

Evaluate business transactions using accounting theory and illustrate the effect on financial statements

Introduced in ACCT 205 and assessed in ACCT 306.

Technological competence in financial decision making

Use data and technologies from the accounting system to make optimal business decisions

Introduced in ACCT 206 and assessed in ACCT 415.

Finance

In accordance with the missions of Concord University and the Department of Business, the mission of the finance emphasis is to education our students with a thorough understanding of the fundamental principles of finance. We strive to transform our students into graduates who think critically, are able to analyze financial information, and make sound financial decisions for a modern corporation. Additionally, ethical awareness and behavior are discussed where relevant.

The finance emphasis identifies the following learning objectives:

Apply techniques of financial management

Demonstrate how to apply techniques commonly employed in financial management to analyze financial management decisions common to corporations.

Introduced in FIN 311 and assessed in FIN 315.

Develop an understanding of investments

Analyze markets, trading, sectors, valuation, efficient market theory, portfolio management, technical analysis and behavioral finance.

Introduced in FIN 311 and assessed in FIN 316.

Develop an understanding of issues relating to risk management of a financial firm

Explain interest rate determination and forecasting of interest rates, term structure of interest rates, duration and bond portfolio management, future markets, interest rate swaps, option markets as risk management tools.

Introduced in FIN 311 and assessed in FIN 407.

Comprehension of international financial management

Students should be able to describe the alternative uses of futures, forwards, swaps and options to manage market risks related to changes in currency exchange rates. Introduced in FIN 311 and assessed in FIN 436.

Hospitality and Tourism Management

The mission of the Hospitality & Tourism Management emphasis is to offer a curriculum to students that will prepare them to operate in and have tourism specific knowledge to develop, practice and manage of all aspects of one of the world's largest economic forces, the hospitality industry. By studying hospitality & tourism management, students prepare for careers in hotel, restaurant, attraction, event and service industries.

The hospitality management emphasis identifies the following learning objectives:

Identify and demonstrate skills for hospitality leadership and management

Analyze and articulate the role of a hospitality manager, demonstrating the knowledge, skills, and professional competencies required to effectively lead and manage service-oriented organizations.

Introduced in HSP 100 and mastered in HSP 305, 415

Demonstrate industry knowledge and context

Evaluate the structure and scope of the hospitality industry and assess its economic, environmental, and social impact at local, regional, and global levels.

Introduced in HSP 100 and mastered in HSP 325

Develop communication and professional skills

Demonstrate effective written, verbal, and interpersonal communication skills appropriate for leadership roles in the hospitality industry, with an emphasis on professionalism, clarity, and audience awareness

Introduced in HSP 100, 305 and mastered in HSP 309, 325, 415

Management

The mission of the management emphasis is to offer business students a curriculum that will prepare them to be effective managers; to equip them with critical thinking skills which will provide them with the knowledge to manage organizations and work with employees; to learn development skills to effectively lead people and manage projects; and to be valuable contributions to their organization and society.

The management emphasis identifies the following learning objectives:

Identify the elements of organizational systems

Interpret group and individual behavior in organizations including diversity, attitude, communication, job satisfaction, personality, perceptions, decision making, and motivational theories.

Introduced in MGT 305 and assessed in MGT 306.

Explain the role of human resource management

Evaluate human resource problems and determine appropriate solutions

Introduced in MGT 305 and assessed in MGT 308.

Describe the elements of operations management

Analyze and apply project management, forecasting, and strategic operations management decisions.

Introduced in BGEN 335 and assessed in MGT 441.

Explain the role of information systems

Demonstrate the use of information systems to analyze and solve business problems.

Introduced in BGEN 222 and assessed in BGEN 311.

Marketing

Marketing is a career-oriented emphasis that provides a professional education as a Bachelor of Science. Students will become well-informed in advertising, promotion, sales, consumer behavior, public relations, marketing strategy, research, and in delivering value to customers. The mission of our marketing emphasis is to foster successful marketing professionals who provide outstanding value to their customers, employers, and communities.

The marketing emphasis identifies the following learning objectives:

Develop marketing strategy and planning

Develop marketing plans while analyzing and interpreting marketing data and forecasting demand.

Introduced in MKT 305 and assessed in MKT 445.

Apply principles of advertising theory

Analyze the process of promoting within a modern business organization.

Introduced in MKT 305 and master level assessed in MKT 316.

Understand the profession of selling

To develop analytical skills used to develop sales dialogue and communicate value.

Introduced in MKT 305 and assessed in MKT 320.

Examine and apply theories of consume behavior

Examine the theoretical and practical evolution of the study of consumer behavior and its implications in the marketing cycle and business world.

Introduced in MKT 305 and assessed in MKT 406.

Examine the role of marketing research

Demonstrate an understanding of the scientific methodology as it applies to marketing decision making.

Introduced in MKT 305 and assessed in MKT 340.

Sport Management

The Sport Management mission would be to develop students into well-educated, ethical, and competent sport management professionals. The students will be provided the knowledge, skills, and values to lead the sport industry into the 21st century.

The sport management emphasis identifies the following learning objectives:

Explain the role of a sport manager

Demonstrate knowledge and competencies needed to be a successful Sport Manager

Introduced in MGT 305 and assessed in SPT 425.

Explain the role of the sport industry

Apply knowledge and skill learned throughout the curriculum in sport settings
Introduced in in SPT 225 and assessed in SPT 425.

Interpret sport leadership responsibilities

Analyze situations and apply appropriate leadership skills and behaviors related to sport management and sport leadership responsibilities
Introduced in SPT 225 and assessed in SPT 435.

Evaluate ethical decisions in the sport industry

Analyze moral and ethical issues related to sport and develop a personal philosophy regarding social responsibility and moral commitment
Introduced in SPT 225 and assessed in SPT 435.

3. Assessment Methods & Data Collection

Assessment for the Business Administration program is collect using in-course assessments. A variety of assessment measures of student learning outcomes are embedded in the core curriculum to assess the six general program learning outcomes which include (1) technological competence (BGEN 222); (2) effective communication (BGEN 205 and MGT 465); (3) ethical awareness (MGT 305, ECON 204, MGT 410); (4) globalization and intercultural sensitivity (ECON 203, BGEN 412); (5) core business knowledge (all core courses); and (6) analytical thinking (BGEN 202, BGEN 335). Core business knowledge is assessed through the use of the Peregrine Comprehensive Exam test and the Capsim tests within our capstone course. The both exams are administered to graduating seniors and provide comparative national analysis of content knowledge.

Students in the capstone course, MGT 465, Strategic Management, participate in the Capsim simulation, which is a global business simulation learning tool where students can apply what they have learned across all content areas of the business core knowledge in a strategic and competitive learning assessment. While students have been engaging in the Capsim simulation as part of the requirements for the capstone course, we have not included this learning activity as part of the assessment for the degree program. Beginning with Spring 2026, the Capsim simulation and CompX data will be included in the assessment and analysis of student learning as a direct, compartiative measure.

Curriculum/Program Map

The following extensive curriculum map reveals how all of the business adminstation program core courses contribute to the knowledge base for the program learning outcome of Core Business Knowledge, as well as where data for each of the program learning outcomes is collected and at what level the outcome is addressed. The Peregrine Comprehensive Exam is administered to graduating seniors as the direct assessment for Core Business Knowledge. The following legend shows the leve of attainment of the outcome in each course.

I Introduced R Reinforced M Mastered A Assessed

	<i>PROGRAM LEARNING OBJECTIVES</i>					
<i>DEGREE PROGRAM CORE COURSES</i>	<i>Technological Competence</i>	<i>Effective Communication</i>	<i>Ethical Awareness</i>	<i>Intercultural Sensitivity</i>	<i>Core Business Knowledge</i>	<i>Analytical Thinking</i>
BGEN 205 Business Communications	I	I A	I	I	R	
BGEN 222 Business Productivity Software	I A				R	R
ECON 203 Microeconomics			I A		R	
ECON 204 Macroeconomics				I A	R	
ACCT 205 Principles of Acct I	R	R			R	R
ACCT 206 Principles of Acct II	M A				R	R
MGT 305 Principles of Management	R	R	I A	R	R	R
BGEN 202 Decision Sciences I					R	I A
BGEN 335 Decision Sciences II	R				R	M A
MKT 305 Principles of Marketing	R	R			R	
MGT 410 Business Ethics		R	M A		R	
FIN 311 Principles of Finance	R				R	R
BGEN 301 Business Law	R	R	R		R	R
BGEN 412		R	R	M A	R	

International Business						
MGT 465 Strategic Management	R	M A			M A	

Program Learning Objective Measures, Methods, Timeline

The following schedule outlines how and when assessment data across the Business Administration Program will be measured and submitted.

Program Learning Objectives	Course	Internal Data	External Data	Timeline						
				F 26	Sp 27	F 27	Sp 28	F 28	Sp 29	F 29
Technological Competence	BGEN 222	Embedded Assessments, Direct Formative	Peregrine Comprehensive Exam Test (Summative)	X	X	X	X	X	X	X
	Multiple Core Courses	Embedded Assessment, Direct Summative	Capsim Capstone Exam (Summative)	X	X	X	X	X	X	X
Effective Communication	BGEN 205	Embedded Assessment, Direct Summative	Peregrine Comprehensive Exam Test (Summative)	X	X	X	X	X	X	X
	MGT 465	Embedded Assessment, Direct Summative	Capsim Capstone Exam (Summative)	X	X	X	X	X	X	X
Ethical Awareness	MGT 305	Embedded Assessment, Direct Formative	Peregrine Comprehensive Exam Test (Summative)	X	X	X	X	X	X	X
	ECON 204	Embedded Assessment, Direct Formative	Capsim Capstone Exam (Summative)	X	X	X	X	X	X	X
	MGT 410	Embedded Assessment, Direct Summative		X	X	X	X	X	X	X
Globalization and Intercultural Sensitivity	ECON 203	Embedded Assessment, Direct Formative	Peregrine Comprehensive Exam Test (Summative)	X	X	X	X	X	X	X
	BGEN 412	Embedded Assessment,	Capsim Capstone Exam (Summative)	X	X	X	X	X	X	X

<i>Program Learning Objectives</i>	<i>Course</i>	<i>Internal Data</i>	<i>External Data</i>	<i>Timeline</i>						
				<i>F 26</i>	<i>Sp 27</i>	<i>F 27</i>	<i>Sp 28</i>	<i>F 28</i>	<i>Sp 29</i>	<i>F 29</i>
		Direct Summative								
Business Knowledge	Multiple Core Courses	Embedded Assessment, Direct Summative	Peregrine Comprehensive Exam Test (Summative)	X	X	X	X	X	X	X
	MGT 465	Embedded Assessment, Direct Summative	Capsim Capstone Exam (Summative)	X	X	X	X	X	X	X
Analytical Thinking	BGEN 202	Embedded Assessment, Direct Summative	Peregrine Comprehensive Exam Test (Summative)	X	X	X	X	X	X	X
	BGEN 335	Embedded Assessment, Direct Summative	Capsim Capstone Exam (Summative)	X	X	X	X	X	X	X

Emphasis Learning Objective Measures, Methods, Timeline

The following schedule outlines how and when assessment data across each emphasis will be measured and submitted.

<i>Emphasis</i>	<i>Emphasis Learning Objectives</i>	<i>Course</i>	<i>Internal Data</i>	<i>Timeline</i>						
				<i>F 26</i>	<i>Sp 27</i>	<i>F 27</i>	<i>Sp 28</i>	<i>F 28</i>	<i>Sp 29</i>	<i>F 29</i>
Accounting	Understanding of methods used to assess risks in financial statements	ACCT 401	Embedded Assessment, Direct Summative External		X		X		X	
	Knowledge of personal income taxes	ACCT 310	Embedded Assessment, Direct Summative Internal	X		X		X		X
	Comprehensive understanding of transactional impact to financial statements	ACCT 306	Embedded Assessment, Direct Formative Internal		X		X		X	
	Technological competence in	ACCT 415	Embedded Assessment,	X		X		X		X

				<i>Timeline</i>						
<i>Emphasis</i>	<i>Emphasis Learning Objectives</i>	<i>Course</i>	<i>Internal Data</i>	<i>F 26</i>	<i>Sp 27</i>	<i>F 27</i>	<i>Sp 28</i>	<i>F 28</i>	<i>Sp 29</i>	<i>F 29</i>
	financial decision making		Direct Summative Internal							
Finance	Apply techniques of financial management	FIN 315	Embedded Assessment, Direct Summative External		X		X		X	
	Develop an understanding of investments	FIN 316	Embedded Assessment, Direct Summative Internal	X		X		X		X
	Develop an understanding of issues relating to risk management of a financial firm	FIN 407	Embedded Assessment, Direct Formative Internal		X		X		X	
	Comprehension of international financial management	FIN 436	Embedded Assessment, Direct Formative Internal	X		X		X		X
Hospitality & Tourism Management	Identify and demonstrate skills for hospitality leadership and management	HSP 305, 415	Embedded Assessment, Direct Formative Internal	X		X		X		X
	Demonstrate industry knowledge and context	HSP 325	Embedded Assessment, Direct Formative Internal		X		X		X	
	Develop communication and professional skills	HSP 325, 415, 309	Embedded Assessment, Direct Formative Internal	X	X	X	X	X	X	X
Management	Identify the elements of organizational systems	MGT 306	Embedded Assessment, Direct Formative Internal	X				X		

				<i>Timeline</i>						
<i>Emphasis</i>	<i>Emphasis Learning Objectives</i>	<i>Course</i>	<i>Internal Data</i>	<i>F 26</i>	<i>Sp 27</i>	<i>F 27</i>	<i>Sp 28</i>	<i>F 28</i>	<i>Sp 29</i>	<i>F 29</i>
	Explain the role of human resource management	MGT 308	Embedded Assessment, Direct Formative Internal	F		X		F		X
	Describe the elements of operations management	MGT 441	Embedded Assessment, Direct Formative Internal		X		S		X	
	Explain the role of information systems	BGEN 311	Embedded Assessment, Direct Formative Internal	X		X		X		X
Marketing	Develop marketing strategy and planning	MKT 445	Embedded Assessment, Direct Summative Internal		X		X		X	
	Apply principles of advertising theory	MKT 316	Embedded Assessment, Direct Formative Internal		X				X	
	Understand the profession of selling	MKT 321	Embedded Assessment, Direct Formative Internal			X				X
	Examine the role of marketing research	MKT 340	Embedded Assessment, Direct Summative Internal	X				X		
Sport Management	Explain the role of a sport manager	SPT 425	Embedded Assessment, Direct Summative Internal		X					X
	Explain the role of the sport industry	SPT 425	Embedded Assessment, Direct Summative Internal				X			

				<i>Timeline</i>						
<i>Emphasis</i>	<i>Emphasis Learning Objectives</i>	<i>Course</i>	<i>Internal Data</i>	<i>F</i> <i>26</i>	<i>Sp</i> <i>27</i>	<i>F</i> <i>27</i>	<i>Sp</i> <i>28</i>	<i>F</i> <i>28</i>	<i>Sp</i> <i>29</i>	<i>F</i> <i>29</i>
	Interpret sport leadership responsibilities	SPT 435	Embedded Assessment, Direct Summative Internal		X				X	
	Evaluate ethical decisions in the sport industry	SPT 435	Embedded Assessment, Direct Summative Internal				X			

*All courses are subject to Course Evaluations (Summative) Internal Data

For each course, the Action Item Assessment (AIA) form is used to document program related assessment data including program, emphasis, and course learning objectives. Documentation includes assessment criteria, activity, benchmark, type of assessment (direct, indirect, formative, summative, etc.) and outcome. The AIA is utilized when faculty meet to analyze data and look for ways to improve upon student learning.

4. Data Analysis and Use of Results

All faculty from the Business Administration Program are involved with the assessment process. Assessment is discussed as each program meeting (updates, announcements, or data shared), as well as dedicated program assessment meetings occur at least twice a semester.

Analysis of Findings

Department assessment meetings occur regularly (at least bi monthly) during the academic year to allow faculty to discuss needed areas of improvement, current finding, etc. with the entire department. Starting 2020, emphasis specific faculty meet at least twice a semester to evaluate assessment measures and review data. The Business Administration Program conducts an annual assessment retreat at the beginning of the academic year (usually during the department meeting during the faculty planning days events) which the previous year's assessment data is reviewed and analyzed at each level (University, program, emphasis, and course).

By analyzing the data from the PLOs, course AIA's and University data, faculty discuss areas that need improvement, goals or objectives that need to be redefined or evaluated. The department maintains trend data for each of the PLOs. Faculty responsible for assessment in a course, provide insight into student learning and performance on the assessment measure. Faculty review data and look at trends to determine attainment of the learning outcome and if changes, additions or deletions, of learning objectives should be considered to enhance student learning.

Faculty and Stakeholder Involvement

As indicated above, all department faculty participate in the collection of assessment data and the analysis of the data. The assessment retreat focus is to discuss, review, and interpret assessment and accreditation data to formalize required reports for the upcoming academic year and to make improvements where necessary. Assessment data is updated on the program webpage for all stakeholders.

In addition to assessment review, the Business Administration Curriculum Committee meets regularly to discuss issues relevant to curriculum and assessment. The committee is comprised of a representative from each area of emphasis within the program, but all program faculty members are invited, in fact encouraged, to participate in this committee. Individual faculty review data from the various assessment measures that relate to their area of emphasis within the business administration degree program and proposed modifications of degree programs areas.

Program faculty prepare and submit an annual assessment review every year as required by the University. Reports are due November 1st of each year and the report focuses on the activities of the previous year assessment. The report is externally reviewed, feedback is given for continuous improvement, and shared with the Dean, Chair, and program faculty. The Business Administration Program is represented on the University Assessment Committee with one program faculty member. The Director of University Assessment coordinates and maintains the program assessment information.

Plans for Continuous Improvement

The Business Administration Program has made several key updates and changes within the last few year. Many of these key changes were a direct result of feedback from the programmatic accreditation, ACBSP.

- Began utilizing Qualtrics as the data collection tool for PLO and AIA assessment submission
- Revised Emphasis Learning Objectives and updated assessment schedule
- Revised one Program Learning Objectives – Communication, added exhibits professional behavior
- Updated Mapped Program Learning Objectives
- Moved from ETS exam to Peregrine as external assessment in MGT 465, assessing Core Business Knowledge
- Created and updated (2026) a comprehensive assessment plan
- Clearly identified a benchmark for program and emphasis learning outcomes
- Revised Emphasis Learning Objectives and set assessment schedule
- Revised two Program Learning Objectives – Ethical Awareness and Globalization and Intercultural Sensitivity (updated Spring 2020) – resulting from analysis of data
- Added objectives statements to all Program Learning Objectives
- Mapped all Program Learning Objectives
- Identified all emphasis missions
- Began regular assessment days for each emphasis during the semester
- Created a streamlined double emphasis path for business students

The Business Administration Program continually improves efforts, learns from assessment data, and makes changes in order to help improve student learning. Several upcoming strategies will be implemented to continue to strengthen the assessment process.

- Comprehensive reporting of assessment data by 100% of faculty.

- More opportunities for faculty involvement in assessment analysis. In addition to the retreat and emphasis learning meetings, the department plans to schedule dedicated assessment days.
- Provide/develop more High Impact Practice assignments for assessment measures aligned to PLOs
- Collect data from employers with key performance indicators (we have this data from our internship students, but it would be good to have this data from post graduates in professional positions).
- Develop an effective way to track job placement rates

5. General Education Assessment Contributions

General Education courses are required to submit assessment data at the end of the fall and spring semesters. **University Learning Goals** include Knowledge/Mastery of Content, Critical Thinking, Communication, and Personal, Civic, Cultural and Global Competence. The business administration program provides the University with assessment data on five courses.

	<i>UNIVERSITY LEARNING OBJECTIVES</i>			
<i>DEGREE PROGRAM CORE COURSES</i>	<i>Knowledge/Mastery of Content</i>	<i>Critical Thinking</i>	<i>Communication</i>	<i>Personal, Civic, Cultural and Global Competence</i>
BGEN 205 Business Communications			X	
BGEN 105 Introduction to Business		X		
ECON 203 Microeconomics		X		
ECON 204 Macroeconomics		X		
FIN 200 Personal Finance		X		

Each fall, the general education data is disseminated to the department's for review. Faculty who teach general education courses, meet and discuss the data. Usually the discussion of general education data is included in the department's assessment meetings and retreat as the data provided is also provided for programmatic assessment of PLOs.

6. Documentation & Reporting

Annual Assessment Reporting

The business administration programs will submit an Annual Assessment Report summarizing key findings, planned improvements, and reflections on the assessment process. This report is due November 1 of each academic year.

Five-Year Program Review

This plan will also serve as a foundation for the program's five-year review, ensuring a structured approach to assessment and continuous improvement.

Additional Reporting

The Business Administration degree program earned accreditation with ACBSP in April 2019. This is a 10-year accreditation. The program reports periodic Quality Assurance Reports on the continuous progress of program's accreditation to ACBSP. The program will submit the next self-study for reaccreditation in 2029.

