

EU BUSINESS PROGRAM GOALS

EVANGEL UNIVERSITY MISSION

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

EU BUSINESS DEPARTMENT VISION

1. To develop in both students and faculty an awareness of the values, goals, and broad basic issues associated with being successful and fulfilled in business through course work, student advising, seminars, student organizations and activities, internships, mentoring programs, alumni involvement, and other means.
2. To enable students in all disciplines to enhance their personal and vocational success by providing the opportunity to learn about business and personal finance.
3. To provide students with a relevant core curriculum of general business subjects along with opportunities for concentrated study in specialized areas to lead to successful business careers in areas where God has given interest and talent.
4. To train men and women to think effectively and ethically, to form sound business judgments, to develop an understanding of the interrelationships of the various functions of business and society, and to exercise increasing responsibility for society through vocational leadership and service to the community and church.
5. To encourage Christian character and the application of Christian principles to personal, business, social and ministry activities.

CORE DEPARTMENT GOALS

The following Program Learning Outcomes have been established by Evangel Faculty to define the areas of knowledge and skills that students graduating from a business major degree program should have developed:

1. Demonstrate a strong working knowledge of accounting.
2. Demonstrate a strong working knowledge of economics.
3. Demonstrate a strong working knowledge of the management field.
4. Demonstrate a strong working knowledge of finance.
5. Demonstrate a strong working knowledge of marketing.
6. Demonstrate a thorough working knowledge of business law including: partnership, contracts, and personnel.
7. Apply critical thinking and problem solving skills in business situations.
8. Demonstrate effective oral and written communication skills.
9. Analyze and explain local and global business environments, including international commerce.
10. Solidify a personal code of ethics and apply Biblical principles and perspectives to business situations.
11. Leverage digital tools to support successful business decision making, organizational communication, business operations, and customer relations via selected information systems applications.
12. Use team skills such as leadership, followership, and human relations to promote organizational effectiveness and contribute meaningfully to team projects.

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Learning Outcomes – BBA with Accounting Major

An **accounting major** prepares the student for professional service in public or private accounting or for graduate study. A student planning a career in public, private, or not-for-profit accounting is encouraged to prepare for the examination leading to the professional certificate of Certified Public Accountant (CPA) or Certified Management Accountant (CMA) and to investigate the requirements for issuance of the certificates in the state of one's choice.

In addition to the business foundation outcomes, accounting majors are required to meet the following learning outcomes that are related to the required and elective accounting courses. The learning outcomes for each course are identified in the syllabus for the course(s).

The accounting major learning outcomes address the following core department goals: 1, 7, 10, and 11 as stated above on page 1.

In addition to learning shown below, accounting majors will have the opportunity to select elective courses to achieve additional learning objectives such as preparation of partnership and corporate tax returns (ACCT 445), identify procedures for fraud investigation and prevention (ACCT 339), develop accounting skills and experience through an internship (ACCT 498), and other business related topics not directly related to accounting.

ACCOUNTING PROGRAM

Program Outcomes	Competency	Performance Measure	Success Criteria	FA-12	FA-13	FA-14	FA-15
1. Demonstrate extensive applications of QuickBooks software for small business accounting including the creation of a chart of accounts, recording customer and vendor transactions, processing payroll, printing reports, creating budgets, utilizing the QuickBooks audit trail, and exporting to Excel software (ACCT 233 Quickbooks).	Students will set up a new company in QuickBooks software, including customizing the chart of accounts and establishing and recording customer and vendor records and transactions.	Create and customize the financial records for a new company.	85% of the students will complete ACCT 233 Case 9 with 80% minimum accuracy.	100%	100%	86%	67%
	Students will create an accurate set of financial statements for a given period using QuickBooks, and export them to Excel software.	Process business transactions and prepare an accurate Balance Sheet, Income Statement, and Statement of Cash Flows	85% of students will complete ACCT 233 Case 10 with 90% minimum accuracy	100%	100%	43%	33%
	Students will prepare a budget and audit trail	Prepare a budget and audit trail	85% of students will complete ACCT 233 Case 12	100%	83.33%	86%	100%

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	using QuickBooks software.		with 90% minimum accuracy.				
2. Demonstrate ability to account for cash, receivables, installment sales, consignments, inventories, plant and equipment, intangibles, investments, annuities, bonds, liabilities, fund and reserves, stockholders' equity, profit and loss analysis and develop the income statement, the balance sheet, and the cash flow statement (ACCT 331 and 332).	Students will be able to create year-end adjusting journal entries to comply with (GAAP) related to accrual accounting.	Prepare accurate adjusting entries.	80% of students will complete related ACCT 331 Test #1 application problem with 75% minimum accuracy.		60%	77.8%	40%
	Students will be able to properly analyze various transactions and identify the appropriate accounts that are involved and indicate in which section of the balance sheet and/or income statement they should be included.	Identify the correct section of the balance sheet and/or income statement to which a set account or transaction is included.	80% of students will complete related ACCT 331 Test 1 application problems with 75% minimum accuracy.		80%	88.9%	100%
	Students will be able to properly account for plant and equipment assets by accurately calculating depreciation using a variety of methods.	Accurately calculate depreciation using a variety of methods.	80% of students will calculate related ACCT 331 Test 3 application problem with 75% minimum accuracy.		75%	88.9%	80%
	Students will apply generally accepted accounting principles to accurately account for treasury stock transactions.	Prepare journal entries to account for the acquisition and sale of treasury stock, accurately adjusting appropriate accounts.	80% of students will complete related ACCT 332 Test 1 application problem with 80% minimum accuracy.		SP-14 100%	SP-15 88%	SP-16 80%
	Students will apply generally accepted accounting principles to account for investments.	Prepare appropriate journal entries for the purchase and sale of debt securities.	80% of students will complete related ACCT 332 Test 2 application problem with 75% minimum accuracy.		33%	38%	60%
	Students will apply generally accepted	Students will accurately calculate gross profit	80% of students will complete related ACCT 332		33%	63%	60%

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	accounting principles to accurately calculate gross profit for long term construction contracts under both the percentage of completion and completed contract methods.	under both the percentage of completion and completed contract methods.	Test 2 application problem with 80% minimum accuracy.				
3. Apply principles of cost accounting with emphasis on accounting for materials, labor costs, manufacturing expenses, job order and process cost systems, and the use of cost information in assisting management in planning and controlling (ACCT 336).	Students will apply an understanding of cost behavior to planning and control tools.	Use cost-volume-profit analysis to calculate break-even point, desired sales, effect of cost changes, and pricing goals.	All students will complete Exam I and solve correctly 75% of the at least five questions related to cost-volume-profit analysis.		SP-14 66.7%	SP-15 63%	FA15 56%
4. Identify and apply control and audit procedure related to EDP-based accounting systems (ACCT 337). Note: Course teaching will be merged/moved to the Science and Technology Department starting Fall 2016. SLO will not be tracked by the Business Department	The students, as part of a team, will be able to analyze an information systems and its environment and identify underlying problem(s) as opposed to the symptoms and appropriate, cost-effective recommendations to improve the system.	Identify an information system that is not working effectively, the underlying problems, and appropriate cost-effective recommendations to address the problems identified.	90% of students will obtain a 90% or higher score on the grading and presentation rubric for team assignment.		SP-12 100%	SP-14 87.5%	SP-15 0%
5. Apply principles of advanced accounting for business combinations, multinational operations, partnerships, SEC reporting, and segment and	Students will account for formation of partnerships	Prepare journal entries for formation of partnership	80% of students will respond correctly to the related question on Exam I		71%		75%

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interim reporting and develop the skills of analysis, judgment, communication, and research accepted by the AICPA's Board of Examiners as being needed by entry level CPAs (ACCT 439).							
6. Apply auditing the theory, practice, and procedures needed by independent accountants and internal auditors for the development of audit programs (ACCT 442).	Outcome: Students will know and understand the various assertions and be able to apply the correct auditing procedures based on the assertion being tested.	Students will be provided a variety of situations and be able to identify an appropriate audit procedure to apply based on the situation and assertion being addressed.	<u>Success criteria:</u> 80% of students will apply the correct audit procedure 75% of the time. (midterm and final)		SP-14 50%	SP-15 63%	SP-16 55%
7. Recognize appropriate practices for governmental and not-for-profit organizational accounting records and funds, including budget control, analysis, and interpretation of financial statements. (ACCT 443).	Students will be able to analyze and record operating transactions and know how they affect the General Fund and Governmental Activities at the Government-wide level.	Analyze transaction data, enter and post journal entries, and print both pre- and post-closing trial balances for the General Fund and pre-closing trial balance for the Governmental Activities at the Government-wide level.	75% of students will score 100% on the final submission of Smithville Chapter 4 case study assignment.	FA-11 33%	FA-12 40%	FA-13 100%	FA-15 50%
	<u>Outcome:</u> Students will be able to analyze and record capital asset transactions and know how they affect the Capital Projects Fund and Governmental Activities at the Government-wide level.	<u>Performance measure:</u> Students will use transaction data provided to analyze, enter and post journal entries to a computerized simulation and print both pre- and post-	<u>Success criteria:</u> 75% of students will score 100% on their final submission of pre- and post-closing trial balances for the Capital Projects Fund and pre-closing trial balance at the Government-wide level. (Smithville Chapter 5).	67%	40%	100%	100%

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		closing trial balances for the Capital Projects fund and pre-closing trial balance for the Governmental Activities at the Government-wide level.					
8. Apply federal tax laws with emphasis on preparing income taxes for individuals (ACCT 444).	<u>Outcome:</u> Students will be able to apply federal tax laws to complete a basic federal individual tax return.	<u>Performance measure:</u> Students will be allowed to use limited help (one sheet of paper with their own notes) to analyze information provided and prepare a basic federal individual tax return (1040 form and related schedules).	<u>Success criteria:</u> 75% of students will prepare a basic individual tax return (1040 form and related schedules) with 75% accuracy.			FA-14	FA-15
						33%	25%

Findings / Actions:

- 1) ACCT 439. Small enrollment probably makes the 80% unrealistic. One person preparing the journal entry incorrectly will probably the percentage should be 70%. Add an additional exercise in a multiple-choice format to be completed in class.
- 2) ACCT 336. Require students to complete and submit all of the end-of-chapter exercises related to break-even point, desired sales, effect of cost changes, and pricing goals. Distribute multiple-choice questions related to the topics and complete in class.
- 3) ACCT 233. Revisit the target. The number of students in F15 was three which makes hitting the target nearly impossible.
- 4) ACCT 443. Revisit the target. The number of students was three in F15 which makes hitting the target nearly impossible.
- 5) ACCT 331/332. The test questions need more clarity to better represent what is covered in class.
- 6) ACCT 442. Same as ACCT 331/332
- 7) ACCT 444. Need to assign more practice tax returns.

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Learning Outcomes – BBA with Business Education Major

A **business education major** prepares a student for teaching business and economics in secondary schools. A student must maintain a cumulative average of 2.7 and a GPA of 2.5 in his or her teaching field. In addition, passing scores must be earned on all sections of the C-BASE test.

The business education major must also take professional education courses (with learning objectives defined by the education department) that meet the state and national accreditation requirements for certification to teach business. Optional emphasis areas available to business education majors include vocational certification preparation and middle school certification. Elementary education majors may add an optional business emphasis.

The only course unique and taught by the Business Department in the business education major is BUED 401. The other unique courses are part of the Education Department. In addition to the business foundation outcomes, business education majors are required to meet the following learning outcomes:

BUSINESS EDUCATION MAJOR

Program Outcome	Competency	Performance Measure	Success Criteria	FA-15	SP-16	FA-16	SP-17
2. Explain and demonstrate curriculum development and implementation of vocational business education classes on the high school and middle school level including research of issues and procedures for career and technical education in the public and private sectors leading to knowledge of core competencies for marketing education programs (BUED 401).	Demonstrate knowledge of vocational business curriculum resources (competencies) and how to utilize them in curriculum planning	Vocational business curriculum Program Plan (project)	80% achieve a 80% or higher	100%		100%	

Findings / Actions:

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The learning outcomes of the core foundation program and each program/major are identified as follows. In the introduction of each program, there is a mapping of department goals and program outcomes. There are some program outcomes that do not have data. The department is developing processes that will facilitate a culture of assessment. Data will be collected this semester.

Learning Outcomes – Business Foundations

All business majors associated with the BBA degree except business education are required to meet learning outcomes that are related to business foundation courses. The Business foundation courses are considered essential to completing all of the comprehensive business majors except Business Education.

The Personal Finance, while taught in the Business Department, is part of general education requirement for all students. Therefore, it is outside the scope of this program review.

BUSINESS FOUNDATION PROGRAM							
Program Outcomes	Competency	Performance Measure	Success Criteria	FA-14	SP-15	FA-15	SP-16
1. Recognize economic problems of finance, labor, employment, international trade, social problems, price and wage structure, prosperity and depressions, inflation and deflation, and the role of government in the economic field and identify household, firm, or industry decision-making applications (ECON 212/213).	Define economics, its fundamental problem and opportunity cost.	Exam 1 questions 5, 11, 12	85% of students will be able to answer two out of three of the questions correctly.	85%	92%	96%	
	Able to calculate and label equilibrium on a supply and demand graph.	Exam 1 questions 35-37	85% of students will be able to answer two out of three of the questions correctly.	77%	95%	94%	
	Know the parts of the money supply and who controls it.	Exam 3 questions 5, 6, 17	85% of students will be able to answer two out of three of the questions correctly.	65%	88%	89%	
	Calculate elasticity and give examples of elastic and inelastic demand	Exam 2 Questions 18-21	85% of students will be able to answer three of the four questions correctly.	78%	84%	87%	

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	Distinguish between pure competition, monopoly, oligopoly, and monopolistic competition	Final exam Questions 53- 58	90% of students will be able to answer five of the six of the questions correctly.	78%	80%	86%	
	Analyze graph and calculate purely competitive firm maximizing profits or minimizing losses	Final Exam Questions 20, 24, 60, 61	85% of students will be able to answer three of the four questions correctly.	70%	76%	82%	
2. Recognize the contingency view of management theory and practice with emphasis on skills used by managers to get the job done (planning, organizing, directing, and controlling) while integrating the functions of management with appropriate quantitative and behavioral concepts (MGMT 235).	Analyze operational control in organization	Special project: interviewing a manager to assess operational control	75% of students achieve correct answer in assessing the operational control.				65%
3. Perform the basic principles of accounting as they relate to partnerships and corporations including the analysis and recording of	Students will complete and accounting cycle covering chapters 1-3.	Accounting Cycle Project	80% of students will earn at least a B on the project.		81%	82%	83%

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<p>business transactions, controlling accounts, journalizing, posting, adjusting entries, closing entries, financial statement preparation, analysis of financial statements, budgets, and use of financial information for decision-making (ACCT 231/232)</p>							
<p>4. Utilize Excel and data base software to organize, analyze, and solve various business problems (ACCT 239).</p>	<p>Ability to organize, analyze and solve various business problem with Excel</p>	<p>Case Study</p>	<p>85% of students will get 85% or higher</p>	<p>88%</p>	<p>89%</p>	<p>67%</p>	
<p>5. Apply principles of marketing, including structure and functions with emphasis on the managerial viewpoint (MRKT 239)</p>	<p>Ability to explore various career options in marketing and understand what each entails and what interests and strengths apply to each career option.</p>	<p>Project: Essay based on "Types of Marketing Careers"</p>	<p>80% of the students completing the assignment will satisfy 70% of the assignment requirements per grading rubric.</p>		<p>SP15</p>	<p>FA15</p>	<p>SP16</p>
					<p>62%</p>	<p>43%</p>	<p>73%</p>

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<p>6. Apply principles of law applicable to business and to the individual including legal background, contracts, agency, negotiable instruments, suretyship, sale of personal property, real property, bailment, partnerships, corporations, deeds, mortgages, torts, bankruptcy and commercial applications of law (MGMT 331/332).</p>	<p>Identify principles of law applicable to legal contracts, negotiable instruments, sale of property, and torts.</p>	<p>Comprehensive final exam questions 1-35</p>	<p>90% students will be able to score at least 70%</p>	<p>69%</p>	<p>73%</p>	<p>84%</p>	<p>81%</p>
<p>7. Identify effective objectives, methods, and forms of communication to achieve business goals (BUED 275).</p>	<p>Complete a critical analysis of the audience, speaker, and environment in multiple presentations based on a set criterion</p>	<p>Speech Comparison Project: students will use the key elements of an effective presentation to guide their analysis</p>	<p>80 % Students complete with 80% accuracy</p>	<p>74%</p>	<p>88%</p>	<p>85%</p>	<p>79.4%</p>
	<p>Research, analyze, and write a formal business document, as well as effectively communicating through a formal presentation.</p>	<p>Business proposal and presentation</p>	<p>80% Students will score at least 80 out of 100 points</p>	<p>87%</p>	<p>88%</p>	<p>92%</p>	<p>94%</p>

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8. Recognize the cultural and environmental differences in various foreign markets and how those differences affect an international marketing program (MRKT 347).	Identify cross-cultural business, economic, legal, and ethics practices in a major global market	Business Research Development Project	90% students will be able to score 80 % or higher				
	Analyze management and marketing strategies for entry, operations, and staffing in a global marketplace	Country Investigation Research Project	90% students will be able to score 80% of higher				
9. Demonstrate ability to identify and apply basic principles and theories of business finance, including tax environment, cash flow analysis, working capital management, financial and operational leverage, capital budgeting, cost of capital analysis, investment banking, mergers, acquisitions, reorganizations, and liquidations (FIN 363).	Apply the basic valuation model to all types of cash flows and understand the concept of market efficiency related to valuation	Final Exam questions 1-3	90% of students will be able to score at least 14 out of 15 points				93%
	Understand the key capital expenditure motives and the steps in the capital budgeting process.	Final Exam questions 15, 17, 18	90% of students will be able to score at least 22 of 25 points				90%
10. Develop knowledge and skills regarding the formulation, implementation, and management of effective business strategies for an organization or work	Based peer evaluation and team outcomes, student successfully participates in a team project to conduct research and analyze organizational results of a “Good to Great” organization.	Average of all team points for written and oral report and average of individual points based on confidential peer evaluation.	97% average on team points and 97% average on individual points.	FA 14	SP 15	FA 15	SP 16
				96 % 89 %	93 % 92 %	95 % 95 %	97 % 97 %

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unit to achieve and sustain high performance (MGMT 446).	Student successfully identifies, analyzes, and presents rationale for selection of strategic opportunities in a case study.	Percent of maximum points earned on Strategic Management case study assignment #5.	90% of students will earn 85% of points or higher.	31 %	57 %	31 %	54 %
11. Recognize career opportunities, requirements for professional certification, and processes for an effective job search (BUSN 496).	Students will be well prepared for a job interview for full-time employment	Each student will participate in a 30-minute interview (including immediate) feedback with a trained HR or recruiting professional.	100% of students will submit a standard evaluation completed by the interviewing professional.		SP15 100%	FA15 94%	SP16 100%

Findings / Actions:

- BUSN 496.** Provide standardized evaluation forms to interviewers (HR professionals tend to use their own forms) and require submission. Provide students with copy.

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Learning Outcomes – BBA with Finance Major

A **finance major** prepares the student for the financial services or managerial finance professions, or for graduate study. A student planning a career in financial services will design and deliver advice and financial products to individuals, businesses, and governments such as banking, financial planning, real estate, insurance, and consulting. A career in managerial finance relates to actively managing the financial affairs of any type of organization. The finance major learning outcomes address the following core department goals: 2, 4, and 7 as stated above on page 1.

In addition to the business foundation outcomes, Business Education majors are required to meet the following learning outcomes:

FINANCE MAJOR

Program Outcomes	Competency	Performance Measure	Success Criteria	FA-15	SP-16	FA-16	SP-17
1. Recognize the characteristics of real estate as they affect the market and explain the procedures and problems in financing real estate and the techniques of valuation (FIN 351).	Demonstrate ability on NOI and Income Capitalization.	Final Exam question 81	90% of students will be able to score at least 8 of the 10 points.		100%		
	Show understanding on Home Affordability Analysis.	Final Exam question 82	90% of the students will be able to score at least 8 of the 10 points.		100%		
2. Recognize and apply the general principles and types of insurance such as life insurance, casualty insurance, fire insurance, Social Security, and workmen's compensation to business	Show understanding on Needs Approach Life Insurance	Final Exam question #99	70% students will be able to answer this question correctly		83.33%		

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enterprises (FIN 442).						
3. Recognize how the key concepts of business finance may be adapted in the context of a multi-national firm (FIN 452).	Comprehensive application of all phases of investment analysis	Special Project- Country Analysis	90% of the students will be able to score at least 90 of 100 points.		100%	
4. Recognize and utilize investment principles, investment media, security markets, and the importance of analyzing industries and their macro-environments (FIN 457).	Comprehensive application of all phases of investment analysis.	Special Project- Invest Analysis	90% of all students will be able to score at least 90 of 100 points.		100%	
5. Apply investment concepts to actual analysis of investment opportunities and investment decision process through participation in the management of an endowed fund (FIN 299/499).	Students successfully write a report and make a presentation to the group on a specific company, market sector, or asset class	Special Project: Investment Project	80% students receive 80% or higher on the paper and presentation		100%	

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6. Develop and apply advanced analytical skills used in financial decision making (FIN 463).	Demonstrate understanding on Financial Statements and Cash Budgets.	Midterm Exam Question – Excel Case	90% of students will be able to score at least 40 of 50 points.		100%		
	Comprehensive application of Cost of Capital and Capital Budgeting.	Final Exam Question - Excel Case	90% of all students will be able to score at least 40 of 50 points.		100%		

In addition to the above learning objectives, finance majors have the opportunity to select elective courses to achieve additional learning objectives such as recognizing the principles of cost accounting (ACCT 336), identify fraud investigation and prevention procedures (ACCT 339), identify and apply quantitative financial techniques for management decision-making (MGMT 341), and preparation of individual tax returns (ACCT 444).

Findings / Actions: Because the results are satisfactory, there is no action taken.

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Learning Outcomes – BBA with Management Major

A **management major** prepares the student to develop a career in a broad range of management positions in for-profit, nonprofit, and governmental organizations or to proceed to graduate study.

This program emphasizes the knowledge that contributes to analytical capacity, judgment, breadth, and flexibility of mind; the ability to accept responsibility and to make decisions; skill in interpersonal relations, communicative skills, and general administrative skills; and the ability to cope with technological innovations, social problems, economic barriers, and rapidly changing political and international situations. Students are involved with case studies for problem solving and guest lectures and on-site visits to businesses to develop leadership and bring practicality and experience into the classroom. The management major learning outcomes address the following core department goals: 3, 7, 8, 9, 10, and 12 as stated above on page 1.

In addition to the business foundation outcomes, Management majors are required to meet the following learning outcomes:

MANAGEMENT MAJOR

Program Outcomes	Competency	Performance Measure	Success Criteria	FA-15	SP-16	FA-16	SP-17
1. Identify and apply appropriate quantitative techniques using mathematical models that assist in the decision-making function of management including probability and statistical decision; linear programming such as inventory control, PERT, and the critical path method; the matrix theory and the game theory; and Markov Processes and the queuing theory (MGMT 341).	Comprehensive application in probability decision making.	Final Exam question 1 (Decision making analysis)	90% of students will be able to score at least 8 of 10 points.		93%		
	Comprehensive application in forecasting	Final Exam questions 3 thru 8 (forecast demand and measure forecast accuracy)	90% of students will be able to score at least 20 of 23 points.		86%		
2. Recognize principles and practices currently used by business in the management of personnel including those	Comprehensive understanding of compensation plan	Case study on Compensation Plan	95% of students will have 85% or higher	85%			

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related to labor sources, selection and placement of personnel, workers' environment, compensation, training, promotion, health and safety, benefit plans, and relations between management and employees (MGMT 343).	Understanding of critical human resource concepts	Four unit tests	90% of students will get 85% or higher		80%		
3. Develop knowledge and management skills related to individual and group relations in organizations, including self-awareness and motivation, communication styles, empowerment, leadership and team skills, and ethical relationships (MGMT 349).	Student demonstrates ability to identify social styles of others in a close relationship and how the people are effective or ineffective in adapting to the social styles of each other.	Percent of maximum points earned on Special Project C.	95% of students will earn 90% of points or higher.	FA 14	SP 15	FA 15	SP 16
				91%	92 %	87 %	90 %
	Student demonstrates ability use interviews to collect information and to organize and analyze that information to identify sources of motivation and related behaviors.	Percent of maximum points earned on Special Project F.	95% of students will earn 90% of points or higher.	91 %	88 %	77 %	86 %
4. Develop knowledge and effective techniques for selecting employees, evaluating employee performance, and developing employees (MGMT 434)	Students will have the ability to create detailed interview plan	Special Project: interview plan	85% of students achieve 85% or higher				80%
	Students will be prepared to do training regarding employee development	Special Project: constructing and presentation of training module of people development	100% achieve 90% or higher				100%

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In addition to the above learning outcomes, management majors will be required to select at least 12 credits of elective courses to achieve a minor or additional learning objectives in business areas of accounting, finance, marketing, human resource management, and international business or in other areas such leadership, sports administration, music industry, public administration, pre-law, communications, intercultural studies, Biblical studies, art, and photography.

Findings / Actions:

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Learning Outcomes – BBA with Marketing Major

The **marketing major** is designed to meet current and future needs of students and industry by developing superior entry-level marketing professionals for organizations and marketing agencies or to enter graduate school. Marketing majors acquire a strong general management knowledge and capabilities, problem-solving and decision-making abilities, interpersonal and communication skills, and a foundation in quantitative methods. Graduates of this program are equipped with a rigorous set of managerial, financial, research, and marketing abilities appropriate for today's technological environment that lead to careers in advertising, sales management, public relations, marketing research, marketing management, and retail management. The marketing major learning outcomes address the following core department goals: 5, 9, and 11 as stated above on page 1.

In addition to the business foundation outcomes, marketing majors are required to meet the following learning outcomes:

MARKETING MAJOR

Program Outcomes	Competency	Performance Measure	Success Criteria	FA-14	SP-15	FA-15	SP-16
1. Explain the influence of cultural, social, and psychological factors on consumer behavior (MRKT 332).	Students will be able to explain how internal factors affect consumer behavior	20 minutes Oral Presentation on a certain internal factor and its impact on consumer behavior	80% Students will receive at least 90% on the rubric completed by classmates (30% weight) and professor (70% weight)	48%	58%	100%	62%
2. Recognize the marketing subsystem used to inform and persuade both present and potential customers and apply techniques to manage the promotional mix of the company (MRKT 341).	Identify and explain simple semiological (communication) principles in advertising based on media neutral approach.	Case Response	80% of the students will score 80% or better on designated assignments.			FA15 – 87%	F16 – 91%
	Articulate alternative strategies that will influence and facilitate consumer information/ decision processing.	Integrated Marketing Communication Project	80% of the students will score 80% or better on designated assignments.				
	Evaluate the ethical, social, and economic issues of promotional activities.	Case Response	80% of the students will score 80% or better on designated assignments.			FA15 – 87%	F16 – 91%

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3. Explain and apply techniques for the systematic search for and study of facts relevant to problem solving in marketing management (MRKT 441).	Know the steps of the research and implement the guidelines needed in gathering representative statistics.	Research Project	80% of the students will score 80% or better on designated measurements.				
4. Develop knowledge and skills regarding the effective planning, decision-making, and evaluating of the total marketing program of various types of organizations (MRKT 446).	Understanding of how to conduct a situation analysis; profiling the potential, served and penetrated markets.	Case Analysis	80% of the students will score 80% or better on designated measurements.				92%
	Being able to develop an integrated marketing and communications plan.	Project: Application of Marketing "Tools" in support of an actual business	80% of the students will score 80% or better on designated assignments.				92%

In addition to the above learning objectives, marketing majors will be required to select at least 15 credits of elective courses to achieve additional learning objectives approved by the department. These objectives may explain the basic techniques of advertising (MRKT 333); apply basic design principles, typography, and relevant computer software to publications on the computer (MRKT 345); develop marketing skills and experience through an internship (MRKT 498); explain and apply fundamental elements of starting a business (MRKT 299); explain basic managerial aspects of selling operations that include planning the sales effort, management of sales and service personnel, and control of sales operation (MRKT 342); explain the relationship between publicity and public relations, with emphasis on the steps and means, the policies, and the people through which good public relations can be achieved (MRKT 352); and other courses that relate to marketing skills such as photography and media writing. The marketing major is also required to select at least 6 credits of elective courses from management, marketing, leadership, computer science, or art. Other courses approved to meet the electives may include minors from other departments that relate to the student's vocational interest such as sport administration, photography, and digital or graphic arts.

Findings / Actions:

1. MRKT 239. Make available a rubric and a well-done example of the completed assignment.
2. MRKT 332. Communicate the importance of the assignment. Distribute rubrics and schedule in-class group meetings earlier in the semester. Review the rubric and discuss the requirements in class.

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Learning Outcomes – Master of Organizational Leadership

The 36-credit Master of Organizational Leadership (MOL) degree program that becomes part of the EUBD in fall 2012 prepares Christian leaders with knowledge and skills to communicate vision, manage organizations, direct action and influence others. Integrating faith and learning within a Christ-centered worldview, students are equipped to become catalysts, creating a more effective organization based on the framework of the Baldrige Criteria for Performance Excellence: leadership; strategic planning; customer focus; measurement, analysis, and knowledge management; workforce focus, operations focus, and organizational results. Students complete three action projects during the two years in the program which will enable them to apply knowledge from courses to their organizations and assist in achieving personal and professional goals. The master of organizational leadership learning outcomes address the following core department goals: 3, 4, 5, 7, 8, 10, 11, and 12 as stated above on page 1.

Students in MOL degree program are required to meet the following learning outcomes that are related to the courses required to complete this degree. The learning outcomes of each course are identified in the syllabus for the course(s) identified in parenthesis after the statements.

MASTER OF ORGANIZATIONAL LEADERSHIP

PROGRAM OUTCOMES	SUPPORTING COURSE SLO EVIDENCE – how assessed	TARGET	EVIDENCE		
			Data Point #1	Data Point #2	Data Point #3
Develop a personal leadership philosophy that integrates Biblical values and ethics while acquiring the communication skills necessary to effectively lead the organization.	MOL 501 Analysis of different theories and aspects related to leadership theory resulting in development of one's own theory of leadership via Theory of Leadership paper.	80% achieve a 80% or higher	SP15 – 82%	SU15 – 90%	SP16 – 100%
	MOL 527 Leadership Communication Capabilities Self-Assessment & Analysis Project	80% achieve a 85% or higher	SP15 – 86%		
Describe and demonstrate effective understanding and use of technology for knowledge management and processes for organizational feedback, problem-solving, strategic planning, and financial & risk management for decision making.	MOL 545 Final project – assessment of organization's use of technology	80% achieve a 85% or higher	SP16 – 80%	SU16 – 77%	
	MOL 645 Case presentations	80% achieve a 85% or higher	Sp15 100%	Su15 100%	Sp16 100%
	MOL 601 Strategic Plan Project	80% achieve a 85% or higher	SP15 83%	SU15 83%	
Describe the values, concepts and behaviors found in high-performing organizations and demonstrate ability to assess organizational performance and identify opportunities for improvement.	MOL 550/580 Concepts presented in MOL 550 and learning evidenced in MOL 580 Project	80% achieve a 85% or higher	Su15 83%	F15 88%	
	MOL 660/680 Project proposal, analysis and final report. Concepts discussed in MOL 660 and learning evidenced in MOL 680 project.	80% achieve a 85% or higher	F15 96%		
	MOL 675 Field project with observation, assessment, and recommendations for interventions	80% achieve a 85% or higher	SP15-2 83%	SP15-1 95%	SP16-2 100%

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Understand strategies for developing the organization and its workforce while understanding organizational culture and its behavior.	MOL 665 Organizational Field Study paper	80% achieve a 85% or higher	SP15-2 94%	SP15-1 97%	Sp16-2 95%
Understand factors necessary to create effective customer feedback and market focus.	MOL 650 Voice of the customer survey	80% achieve a 85% or higher			
	MOL 672/596 Principles presented in MOL 672 and learning evidenced in MOL 596 Organizational Marketing/Branding Project	80% achieve a 85% or higher	SU15 100%	F15 100%	

Findings / Actions:

1. Enhance MOL 545 by making Excel a pre-req or require a tutorial prior to taking the course.
2. Enhance MOL 527 by adding a case study on delivering the difficult message during performance reviews.
3. Enhance MOL 601 by providing a good sample project for review during residency.

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EU BUSINESS PROGRAM GOALS

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Learning Outcomes – BBA with Nonprofit Business & Social Enterprise Major

A **nonprofit business & social enterprise major** prepares the student to develop and apply their interest in business to fulfill their desire to serve others in a growing number of nonprofit organizations such as churches, missions para-church ministries, global and regional humanitarian organizations, missions organizations, health care providers, social service, and advocacy groups. A student with this major may choose a management or a marketing and promotions track.

The nonprofit business & social enterprise major learning outcomes address the following core department goals: 1, 3, 5, 6, and 10 as stated above on page 1.

In addition to the business foundation outcomes, nonprofit business & social enterprise majors are required to meet the following learning outcomes that are related to the required and elective business courses in their track.

NONPROFIT BUSINESS AND SOCIAL ENTERPRISE MAJOR

Program Outcomes	Competency	Performance Measure	Success Criteria	SP-15	FA-15	SP-16	FA-16
1. Establish effective nonprofit management and governance systems and structures (NBUS 333).	Students will have the ability to apply for a nonprofit 501(c)(3) status	Special Project: Completion of IRS Form 1023 Application for Recognition of Tax-Exemption under Internal Revenue Code Section 501(c)(3) along with Articles of Incorporation, Bylaws and Organizational Minutes and ancillary documents traditionally submitted with the application.	80 percent students will achieve at least 80 % on the assignment				
2. Develop financial resources and grants (NBUS 238).	Students will have the ability to write grants	Written grants with all components present	80 percent students will achieve at least 80% on the assignment		86%		
	Identify causes and reasons why people give, and explain how to attract individual supporters.	Special Project: giving exercise	80 percent students will achieve 80% on the assignment		90%		

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3. Guide development of financial systems that address unique requirements for nonprofit organizations (NBUS 233).	Students will analyze fiscal condition of nonprofits, using the ratio analysis and the three financial statements.	Case Study: Financial condition of a nonprofit organization	85% students will achieve 85% on the assignment		91%		
4. Select and engage effective volunteers and board members (NBUS 353).	Students are engaged in strategizing volunteer activities based on the understanding of volunteer demographics	Special Project: volunteering and assessing volunteer characteristics	85% students will achieve 85% on the assignment	71%		100%	
5. Build public support for a nonprofit organization (NBUS 311).	Students will have the ability to design an integrated marketing plan for a nonprofit organization	Special Project: Designing an integrated marketing plan	85 % students will achieve 85% on the assignment				
6. Develop social enterprise businesses (NBUS 323).	Students will write a business plan for social enterprise endeavor	Special project: Business plan with all components present	80 percent students will achieve at least 90 percent score on the completed business plan	79%		91%	

Findings / Actions:

Based on the data collected in 2015, it was decided that more tangible projects involving local nonprofit organizations might enhance student learning, especially for Volunteer Engagement (NBUS 353) and Social Entrepreneurship (NBUS 323) classes. Therefore, the Business Plan project and the Special Project have been modified. Both projects now involve a hands-on approach with local nonprofit organizations. Students meet with nonprofit leaders (both inside and outside the classroom). The business plans are actually submitted to the nonprofits to be considered as real projects to be executed. The volunteer engagements are geared toward the nonprofits whose leaders give input and feedback on the students' work. The improvement on the student outcomes in the spring 2016 shows that the modification has helped the students achieve the desired outcomes. Efforts continue to be made to keep the connections with local nonprofit organization leaders so students can continue to have experiential learning opportunities.