Program-Level Assessment: Annual Report 2022-2023

Program Name (no acronyms):
Undergraduate BS in:

1. **Accounting,**
2. **Analytics and Enterprise Systems** [program discontinued-in teachout mode]
3. **Business Technology Management**
4. **Entrepreneurship,**
5. **Economics,**
6. **Finance,**
7. **International Business,**
8. **Information Technology Management** [program discontinued-in teachout mode]
9. **Leadership and Human Resource Management,**
10. **Marketing,**
11. **Sports Business**

Department: **All**

Degree or Certificate Level: **Undergraduate BS**

College/School: **Chaifetz School of Business**

Date (Month/Year): **03/2024**

Assessment Contact: Benmamoun (mamoun.benmamoun@slu.edu)

In what year was the data upon which this report is based collected? **2022-2023**

In what year was the program's assessment plan most recently reviewed/updated? **Fall 2017**

Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements? **AACSB**

If yes, please share how this affects the program's assessment process (e.g., number of learning outcomes assessed, mandated exams or other assessment methods, schedule or timing of assessment, etc.): **(see intro below)**

1. **Student Learning Outcomes:** Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please provide the complete list of the program's learning outcome statements and bold the SLOs assessed in this cycle.)

In the academic year 2022-2023 (AY22-23), we evaluated the five student learning outcomes shared

across all business school undergraduate programs.

1. **Knowledge essential for business practice**: Students will understand essential business concepts. and how the various functional areas of business are related.
2. **Values consistent with Jesuit ideals**: Students will demonstrate knowledge of ethical concepts and corporate social responsibility and be able to evaluate business problems for multiple ethical perspectives.
3. **Analysis and decision-making**: Students will be able to identify and structure business problems and propose actionable solutions to business.
4. **Communication**: Students will demonstrate effective written communication
5. **Global perspective**: Students will understand how cultures, politics, laws, ethics, and economies influence and impact business and use tools and concepts to analyze and formulate an international business strategy.

These outcomes were assessed using data gathered from 15 courses (out of 18) * collectively called the Common Body of Knowledge (CBK). These courses encompass the fundamental content areas of business education that every student, regardless of their chosen major, is required to study:

1. **ACCT 2200 Financial Accounting (F20)**
2. **ACCT 2220 Accounting for Decision Making (S21)**
3. **BIZ 1000 Business Foundations**
4. **BIZ 4000 Business Capstone**
5. **BIZ 3000 Career Foundations**
6. **ECON 1900 Principles of Economics (F20)**
7. **ECON 3120 Intermediate Macroeconomics (S21)**
8. **ECON 3140 Intermediate Microeconomics (F20)**
9. **FIN 3010 Principles of Finance (S21)**
10. **IB 2000 Introduction to International Business**
11. **MKT 3000 Introduction to Marketing Management**
12. **MGT 2000 Legal Environment of Business I**
13. **MGT 3000 Management Theory and Practice (S21)**
14. **MGT 4000 Strategic Management and Policy (S21)**
15. **OPM 2070 Introductory Business Statistics**
16. BTM 2000 Information Technology Management*
17. BTM 2500 Data Modelling, Analysis and Visualization*
18. OPM 3050 Introduction to Management Sciences and Operations Management*

Our Chaifetz School of Business assessment model is structured around a biennial collection cycle. Specifically, we evaluate five learning outcomes associated with the CBK during academic years that commence with even numbers (e.g., AY22-23). In contrast, major-specific learning outcomes are assessed in academic years that commence with odd numbers (e.g., AY 23-24).

To illustrate this process visually, please refer to Addendum 1. Additionally, for a detailed breakdown of which learning outcomes are assessed in each of the 15 CBK courses, consult Addendum 2. Furthermore, the numerical results of these assessments can be found in Addendums 3-7.

2. **Assessment Methods: Artifacts of Student Learning:** Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail, identify the course(s) in which they were collected, and if they are from program majors/graduates and/or other students. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

These outcomes were assessed through direct measures of student work, including exam questions, assignments, projects, papers, and presentations.

The business programs in SLU Madrid have adopted the same assessment process as those in St. Louis, which involves evaluating student learning outcomes using direct measures of their work.

SLU Madrid has adopted an alternating-year assessment model that mirrors the approach used at the St. Louis campus. Prior to the academic year 2020-2021 (AY20-21), Madrid's data collection pattern differed from that of the St. Louis campus. In preparation for our last AACSB accreditation visit, SLU Madrid shifted its data collection to align with the St. Louis campus, eliminating the lag in the pattern. As a result, SLU Madrid assessed the CBK in AY 22-23 and will assess major-specific learning outcomes for Economics (ECON), International Business (IB), and Marketing (MKT) in AY 23-24.

3. **Assessment Methods: Evaluation Process:** What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report document (please do not just refer to the assessment plan).

Most learning objectives within each CBK course primarily focus on the mastery of knowledge specific to that course, aligning with our Undergraduate Program Learning Goal 1 (PLG1).

Assessment of knowledge-based objectives involves integrating embedded questions into exams created by the instructors teaching these courses. Instructors collect and analyze student responses to these selected questions, determining the percentage of students who have successfully achieved the required level of knowledge. To meet the expectations for learning-based outcomes, students are expected to respond to these designated questions with a minimum accuracy rate of 70%.

Individual student results are then aggregated to the course level, where the goal is for at least 70% of students to attain the "meets expectations" threshold. Occasionally, certain departments may employ different thresholds, such as 75% or 60%, based on historical trends for specific objectives. In cases where the threshold is not met, discussions occur at the department and curriculum board levels to identify and address any shortcomings.

Additionally, four CBK learning outcomes extend beyond mere knowledge mastery. These encompass skills such as written communication, analytical decision-making, developing a global perspective, and demonstrating values consistent with Jesuit ideals.

Rubrics, documented within our Assessment Plan and maintained by the University Assessment Office, serve as the tools for assessing these student learning outcomes. In courses designated for learning assessment, instructors utilize rubrics to evaluate student work that they consider a reasonable measure of the intended learning outcome. In instances where multiple course sections are taught each semester, the learning outcomes are assessed in a representative sample, typically two sections.

The review of assessment data involves deliberations within various groups within the business school, including (1) the assessment committee, (2) the undergraduate curriculum board, (3) department-level discussions, and (4) the CSB faculty assembly.

The evaluation of major-specific assessment data will predominantly occur at the department level. However, major-specific findings will be shared across other majors within the business school during a school-wide faculty assembly meeting or other all-faculty forums to facilitate discussion and foster opportunities for cross-departmental learning and collaboration.

4. **Data/Results:** What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Knowledge Assessment

As previously mentioned, the assessment of CBK learning outcomes for the academic year 2022-2023 (AY 22-23) was conducted across multiple sections of 15 courses spanning all departments. For a comprehensive overview of the numerical results pertaining to knowledge assessment, please refer to Addendums 3.

Within the attached results, each cell is color-coded, appearing either green, yellow, or red, indicating the level of proficiency achieved. Green cells signify that students have clearly surpassed the 70% proficiency threshold. Yellow cells denote objectives that fall within a range of +/- 3 percentage points of the threshold. For instance, a 72% score—meeting the threshold—would be classified as yellow, indicating that these objectives warrant continued monitoring to ensure ongoing improvement. Red cells are used to flag learning objectives where students faced challenges, and we fell short of achieving our proficiency goal by more than 3% (i.e., below 67%).

Given the interdisciplinary nature of this assessment, we will provide several summary statements. In-depth analysis and commentary have already taken place within the individual departments responsible for each course. Below, we present a selection of key insights gleaned from these department-level discussions.

The Table below presents a detailed overview of student performance in PLG1 across three categories: "Cautionary, continue to monitor," "Goal met," and "Unmet Goal." Our analysis revealed commendable achievements among students across both campuses. At the Madrid Campus, the "Goal met" category showcases a robust achievement level, with students reaching an average success rate of 83.81%. The Main Campus, catering to a more extensive student body, displayed an impressive success rate in the "Goal met" category as well, with an average percentage of 84.63%. However, the "Unmet Goal" category presents a critical insight, indicating a substantial portion of students — 64.17% at Madrid and 58.14% at the Main Campus — not meeting their objectives, underscoring the necessity for focused support and intervention strategies to elevate their performance.

Table 1. PLG1: Student Performance

Category	Campus	Number of Students	Average Percentage
Cautionary, continue to monitor	Madrid Campus	124	71.53%

	Main Campus	209	70.50%
Goal met	Madrid Campus	691	83.81%
	Main Campus	2760	84.63%
Unmet Goal	Madrid Campus	266	64.17%
	Main Campus	422	58.14%

The assessment across the main campus and the Madrid campus illustrates a thorough investigation into student learning outcomes, with a particular emphasis on identifying strengths and pinpointing areas that require enhancement. Within the main campus, students exhibit a strong grasp of foundational knowledge in economics courses. However, specific concepts like elasticities in ECON 1900 present challenges, albeit improvements are noted in upper-level courses, indicating a progressive mastery over complex topics.

The Marketing Department confirms the appropriateness of the current assessment tools but remains open to refining and expanding them in future cycles. Similarly, management courses demonstrate satisfactory alignments between assessment methods and learning outcomes. In finance, there's a nuanced appreciation of students' abilities in financial management principles, yet areas such as asset valuation and diversification strategies remain challenging.

A slight gap in understanding the distinctions between international and domestic business was identified in the BIZ 1000 course, prompting considerations for new textbooks and assignments to better address globalization. The Accounting Department's findings show a general achievement of learning goals, with plans to clarify assessment questions and reinforce underperforming areas.

From the Madrid campus perspective, improvements in FIN3010's assessment scores highlight proficiency in key financial management concepts, despite struggles with complex calculations. Innovative instructional methods, like video lectures and problem booklets, are being introduced to bolster mathematical skills. Additionally, a shift towards applied learning through projects in the International Financial Management course aims to enhance students' quantitative abilities in a practical setting.

Both campuses are exploring continuous assessment strategies, such as frequent quizzes and formative feedback, to encourage ongoing learning and reduce the stress of high-stakes exams. In International Business, there's a shift towards individual assessments to deepen understanding of global interdependence.

The Marketing Analytics course is reevaluating its assessment approach by transforming quizzes into case studies, alongside introducing practical exercises to strengthen marketing mathematical skills. Minor adjustments are also anticipated in other marketing courses to refine test lengths.

The findings from the International Business (IB) Department emphasize a nuanced understanding of student learning dynamics. While students generally grasp the theoretical foundations of concepts taught within the curriculum, they encounter difficulties when tasked with applying these theories to fictitious scenarios that mimic real-world situations. This gap highlights a critical area for enhancement, suggesting that students can benefit from more experiential learning opportunities that bridge theory with practice.

Moreover, the assessment indicates that additional practice could significantly benefit students in preparing for their final projects, particularly in the critical thinking process involved in selecting an optimal entry mode strategy for marketing a product in a target country. This suggests a need for more structured guidance and practice in strategic decision-making, potentially through increased simulations, case studies, and project-based learning activities that mimic the complexities of international business decisions.

Overall, the IB Department's findings underscore the importance of not only teaching theoretical concepts but also ensuring students can effectively apply these theories in practical, real-life business scenarios. Enhancing experiential learning opportunities and providing more comprehensive preparation for capstone projects are identified as key strategies for improving student outcomes in the program.

A recommendation for both campuses focuses on aligning assessment materials more closely to enable comparative analysis and provide a comprehensive view of performance across different sections. This assessment effort reflects a commitment to continuous improvement, leveraging data-driven insights to refine educational strategies and curriculum design, thereby enhancing student learning outcomes across disciplines.

Rubric-Based Assessment

In addition to the knowledge-based assessments, we also evaluated four other learning outcomes using rubrics. These rubrics were applied to various student artifacts, including writing assignments, presentations, and other forms of work, to gauge and demonstrate proficiency in areas such as communication, global perspective, decision-making, and the embodiment of values and ethics consistent with the Jesuit ideals. The outcomes of these assessments are documented in Addendums 4-7

For each rubric-based assessment, students received scores categorized as either "Exceeds Expectations," "Meets Expectations," or "Needs Improvement." Multiple attributes were assessed within each rubric. In Addendums 4-7, outcomes are grouped together based on the courses collected during the same semester, whether it be Fall 2022 or Spring 2023. Consequently, each attribute is presented with two rows of data, along with an additional row displaying the overall total for that particular attribute.

The Table below presents a detailed overview of student performance in PLG 2 to 5 across three categories: "Cautionary, continue to monitor," "Goal met," and "Unmet Goal." For PLG2 to 5, our analysis revealed high average percentages in the "Goal met" category, indicating successful outcomes. However, for PLG 2 on the Main Campus, an average percentage of 62.75% in the "Cautionary" category. This category suggests a need for continued monitoring due to lower performance levels in the LO: "Students will demonstrate an ability to evaluate business problems from multiple ethical perspectives".

Table 2. PLG 2-5: Student Performance [Main Campus ONLY][1]

Category	PLG	Number of Students	Average Percentage
Cautionary, continue to monitor	2	147	62.75%
Goal met	2	441	94.86%
	3	1409	85.31%
	4	481	84.83%
	5	266	89.01%
Unmet Goal	All	0	0

The assessment findings from both the main and Madrid campuses of the AACSB-accredited programs reveal a multifaceted view of student learning outcomes, with a mix of strengths and areas for improvement across various disciplines. On the main campus, the CBK ECON courses contribute significantly to outcomes 3 and 5, with students showing strong global perspectives but facing difficulties in formulating solutions and recommendations for complex problems. This has led the department to reconsider assignment alignments for better outcome achievements.

The Marketing Department's analysis highlights the efficacy of a rubric-based approach in assessing profitability concepts, suggesting a move towards alternative assignments to further enhance understanding. Despite overall good performance, there's a noted need for improvement in ethical perspective consideration and grammatical accuracy.

In Finance, a detailed assessment using a decision-making rubric in FIN 3010 has shown that while a majority of students can identify decision problems, their skills in analysis, evaluating alternatives, and technology utilization require bolstering. A similar concern is raised about students' abilities to navigate ethical complexities beyond binary right-versus-wrong judgments, suggesting a need for a more nuanced approach to ethics education.

From the Madrid campus perspective, common challenges are identified in quantitative skills and the application of theoretical knowledge, particularly in finance and economics courses. Innovative instructional strategies, including video lectures and practical projects, aim to improve computational skills and theoretical application. Continuous assessment techniques, such as frequent quizzes and adjusted exam weights, along with tailored assessments in International Business, seek to foster a more engaging and effective learning environment.

Across both campuses, there's an emphasis on reevaluating and refining assessment strategies to better meet learning outcomes. This includes experimenting with new assignment types, enhancing rubrics, and introducing practical exercises to address specific learning gaps. Additionally, there's a recognition of the need to harmonize assessment materials for more effective comparative analysis across sections and campuses.

These measures collectively reflect a dedicated effort to address identified challenges, improve instructional methods, and ultimately enhance student learning outcomes across disciplines. The

[1] The collected data for Madrid has been compiled and reviewed. We've identified areas requiring further corrections to ensure accuracy and completeness. The next steps involve a detailed analysis to pinpoint the exact inaccuracies and implement the necessary updates. This process is crucial for enhancing the data's reliability and utility.

ongoing adjustments and innovations in assessment practices demonstrate a commitment to academic excellence and the continuous improvement of the educational experience.

5. **Findings: Interpretations & Conclusions:** What have you learned from these results? What does the data tell you? Address both a) learning gaps and possible curricular or pedagogical remedies and b) strengths of curriculum and pedagogy.

The analysis of findings from both the main and Madrid campuses highlights concerted efforts to refine assessment practices and teaching methodologies to enhance student learning outcomes across various departments.

At the main campus, the Economics Department has been actively working to refine the application of rubrics to more accurately assess student learning associated with outcome 3. This has involved collaboration among instructors to revise and improve the questions/problems used for assessment. The Marketing Department noted a slight discrepancy in proficiency levels between the St. Louis and Madrid campuses for Integrated Marketing Communication, attributing potential impacts to the timing of assessments. To mitigate this, they plan to adjust the timing of content delivery to avoid conflicts with other academic commitments. In the Management and Finance areas, there is a focus on incorporating ethical perspectives and real-world data into course content to improve critical thinking and decision-making skills. Specifically, the Finance Department is looking to enhance pedagogy through the use of actual financial data and analysis.

For courses facing challenges in student performance, such as accounting, there's a consensus on restructuring course content delivery to better engage students from the outset, emphasizing the relevance and value of the subject matter before delving into more technical aspects.

The IB department emphasizes the importance of practical application of theories and concepts, particularly in preparing students for their final group projects. The introduction of more in-class group work allows students to practice applying theories to various products/services in different contexts. This approach aims to bolster students' understanding of international expansion decision-making processes, and to enhance their confidence in elaborating on their decision-making process. To further engage students and enrich their learning experience, significant time is invested in facilitating student interaction and feedback. This includes more opportunities for students to share their ideas and receive feedback both from their peers and the instructor. Specifically, the use of the Canvas discussion board has been highlighted as a valuable tool for fostering engagement. Here, students can post their thoughts on discussion questions and receive feedback in class, which not only promotes active participation but also allows for a more dynamic and interactive learning environment.

On the Madrid campus, the decline in mathematical proficiency among students in finance courses has prompted the introduction of video lectures, problem booklets, and quizzes to bolster quantitative skills. Continuous assessment and timely feedback, through smaller quizzes and formative assessments in economics courses, aim to close learning gaps and promote ongoing student engagement. Tailored assessments in International Business courses are designed to foster critical thinking and individual analysis, moving away from group projects to more personalized assessments.

Both campuses emphasize the importance of aligning assessment materials with learning objectives to improve comparative analysis and instructional effectiveness. These targeted interventions across

departments reflect a dedicated approach to addressing specific educational challenges, enhancing student engagement, and continuously improving teaching and assessment strategies for better learning outcomes.

6. **Closing the Loop:** Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss the results and findings from this cycle of assessment?

Our assessment strategy is built around a newly established committee comprising representatives from every department and the dean's office. This committee's primary task is to gather and synthesize data from faculty involved in assessment activities throughout the academic year. After compiling this information, each representative collaborates with their respective department to enrich the report, ensuring it accurately represents the collective insights and perspectives of our whole academic community.

This report has been prepared over the course of Fall 2023 and Spring 2024. Following its compilation, the report undergoes a rigorous review process for quality assurance. It is first evaluated by the Undergraduate (UG) committee, then moves on to the faculty assembly for approval, and finally, it is reviewed by the provost's office. This meticulous, multi-stage review ensures our findings and proposed improvements meet the highest standards of excellence. This method maintains active participation and transparency across all levels, emphasizing our commitment to making data-driven enhancements.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Yes, we have made efforts to follow up ("close the loop") on past assessment work, learning several key insights in the process. Our efforts to refine the assessment strategies and implement curriculum changes have yielded mixed results, highlighting areas for further improvement and adjustment. Here's what we learned:

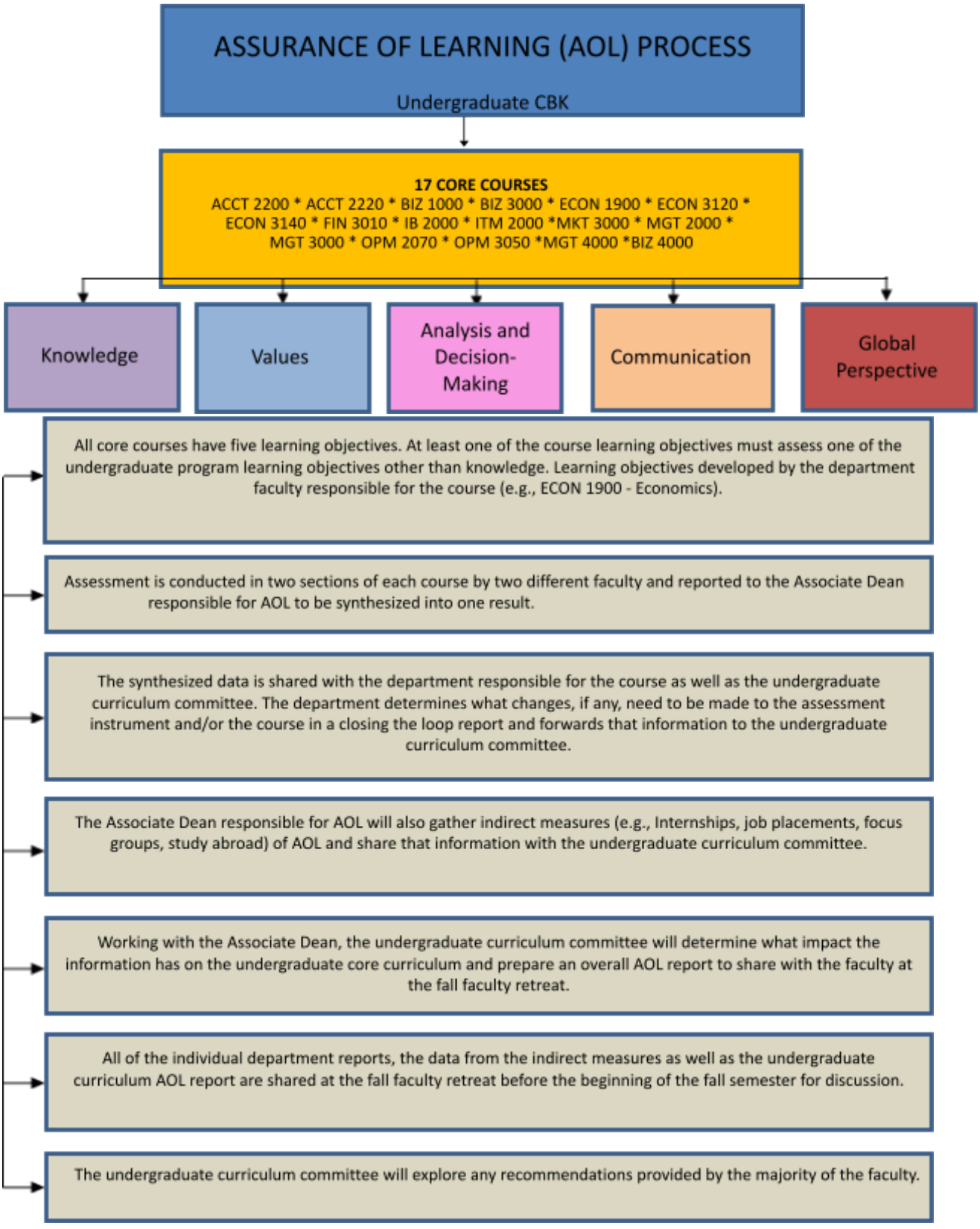
- **Assessment Misalignment and Pedagogical Challenges**: Our initial assessment showed some misalignment, which might be due to the mismatch of the evaluated problem relative to the rubric or more fundamental issues in pedagogy. We plan to explore this issue in the next year by retrospectively analyzing the results from the assessment of major-specific outcomes. This will help us understand whether the curriculum changes have led to improved learning outcomes.
- **Refinement of Assessment Items**: In response to the identification of poorly performing assessment items, we increased and refined the items for PLG1 content areas. Previously, the transition to online classes led us to use a varied pool of items, which has since been standardized to a common set for all students to ensure consistency in what's being assessed. Continuous monitoring will help us determine if these adjustments contribute to improved student learning.
- **Implementation of Think/Pair/Share Assignments**: Following the suggestions from the previous assessment cycles, we implemented think/pair/share assignments aimed at enhancing students' understanding of financial ratios. However, the recent assessment data does not show a marked improvement in student learning as a result of this change. This outcome indicates a need for reevaluation of the effectiveness of these assignments and possibly exploring alternative

strategies.

- **Systematic Follow-Up on Assessment Processes**: We recognized a gap in the systematic follow-up on assessment processes, particularly between the Madrid and SLU-STL campuses. Previously, there was a lack of clear guidance for instructors on closing the loop on assessment. We are now proposing a more cohesive approach to using assessment artifacts and incorporating statements to close the loop as benchmarks for future modifications. This effort aims to better align assessment practices with learning outcomes and facilitate informed improvements over time.
- **Ethical Dilemma Case Study and In-Class Discussions in IB**: We suggested and implemented new pedagogical tools, such as "The Case of the Recycled Paper" case study, to foster ethical reasoning and discussion among students. In the International Business curriculum, we increased in-class discussions following group work, providing more detailed feedback. These changes are intended to improve student engagement and application of theoretical concepts to real-life scenarios. We will continue to assess these interventions' effectiveness in enhancing student learning outcomes.

In summary, while we have actively pursued closing the loop on past assessment work, the improvements in student learning are not uniformly evident across all changes. These findings underscore the importance of continuous assessment and refinement of our educational strategies to achieve the desired learning outcomes.

Addendum 1


ASSURANCE OF LEARNING (AOL) PROCESS
Undergraduate CBK
17 CORE COURSES
ACCT 2200 * ACCT 2220 * BIZ 1000 * BIZ 3000 * ECON 1900 * ECON 3120 * ECON 3140 * FIN 3010 * IB 2000 * ITM 2000 *MKT 3000 * MGT 2000 * MGT 3000 * OPM 2070 * OPM 3050 *MGT 4000 *BIZ 4000
Knowledge
Values
Analysis and Decision-Making
Communication
Global Perspective
All core courses have five learning objectives. At least one of the course learning objectives must assess one of the undergraduate program learning objectives other than knowledge. Learning objectives developed by the department faculty responsible for the course (e.g., ECON 1900 - Economics).
Assessment is conducted in two sections of each course by two different faculty and reported to the Associate Dean responsible for AOL to be synthesized into one result.
The synthesized data is shared with the department responsible for the course as well as the undergraduate curriculum committee. The department determines what changes, if any, need to be made to the assessment instrument and/or the course in a closing the loop report and forwards that information to the undergraduate curriculum committee.
The Associate Dean responsible for AOL will also gather indirect measures (e.g., Internships, job placements, focus groups, study abroad) of AOL and share that information with the undergraduate curriculum committee.
Working with the Associate Dean, the undergraduate curriculum committee will determine what impact the information has on the undergraduate core curriculum and prepare an overall AOL report to share with the faculty at the fall faculty retreat.
All of the individual department reports, the data from the indirect measures as well as the undergraduate curriculum AOL report are shared at the fall faculty retreat before the beginning of the fall semester for discussion.
The undergraduate curriculum committee will explore any recommendations provided by the majority of the faculty.

Addendum 2

UNDERGRADUATE PROGRAM LEARNING GOALS ASSESSMENT ROADMAP					
	PLG1	PLG2	PLG3	PLG4	PLG5
ACCT 2200 Financial Accounting	■		■		
ACCT 2220 Managerial Accounting	■		■		
BIZ 1000 Business Foundations	■	■			
BIZ 3000 Career Foundations	■			■	
BIZ 4000 Business Capstone		■	■		
ECON 1900 Principles of Economics	■		■		
ECON 3120 Intermediate Macroeconomics	■				■
ECON 3140 Intermediate Microeconomics	■		■		
FIN 3010 Principles of Finance	■		■		
IB 2000 Introduction to International Business	■				■
ITM 2000 Information Technology Management	■	■			
MGT 2000 Legal Environment of Business I	■			■	
MGT 3000 Management Theory and Practice	■	■			
MGT 4000 Strategic Management and Policy	■			■	
MKT 3000 Introduction to Marketing Management	■		■		
OPM 2070 Introductory Business Statistics	■		■		
OPM 3050 Introduction to Management Sciences and Operations Management	■		■		

Addendum 3 [PLG1]: Knowledge essential for business practice-Students will understand essential business concepts and how the various functional areas of business are related.

Program Learning Goal	CBK Course and SLOs	*Main Campus*		*Madrid Campus*	
	CBK 1: ACCT 2200 Financial Accounting	*Students*	*Percentage of Students Proficient*	*Students*	*Percentage of Students Proficient*
PLG 1	2. Explain the purpose of and describe the core components of the four basic financial statements (Balance Sheet, Income Statement, Statement of Retained Earnings, and Statement of Cash Flows).	36	**61%**	14	64%
PLG 1	3. Explain the accrual basis of accounting and its implications for reporting revenues and expenses in the income statement.	36	**56%**	14	50%
PLG 1	4. Define and explain the implications of each of the basic assumptions, principles, and constraints underlying financial accounting.	36	**50%**	14	57%
PLG 1	5. Identify and provide examples for the implementation of basic internal control principles followed by companies to safeguard assets and enhance the accuracy and reliability of its accounting records.	36	**78%**	14	71%
PLG 3	1. Analyze economic events affecting a business and describe their impact on financial statements. *	36	**69%**	14	86%
	** Accounting department uses MC to assess decision-making, instead of rubric attached to an assignment*				
	CBK 2: ACCT 2220 Accounting for Decision Making	*Students*	*Percentage of Students Proficient*	*Students*	*Percentage of Students Proficient*
PLG 1	1. Understand and utilize the vocabulary of Management Accounting focusing on planning, control, and decision-making concepts.	51	**88%**	17	65%
PLG 1	2. Apply various methods of product costing including the preparation and interpretation of related reports.	51	**89%**	17	71%
PLG 1	3. Be familiar with the concepts of budgetary planning, control, and responsibility accounting and be able to prepare and interpret budgets and variances from budget.	51	**52%**	17	82%
PLG 1	4. Understand and employ other areas of decision-making based on proper application of incremental analysis and net present value concepts.	51	**71%**	17	76%

PLG 3	*5. Recognize the impact a company's cost structure has on management decision making and be able to analyze that impact with the proper use of contribution margin and cost-volume- profit relationships. **	51	***69%***		17	78%
	** Accounting department uses MC to assess decision-making, instead of rubric attached to an assignment*					
	CBK 3: BIZ 1000 Business Foundations	*Students*	*Percentage of Students Proficient*		*Students*	*Percentage of Students Proficient*
PLG 1	1. Recognize and evaluate characteristics of effective leaders.	49	**96%**		22	77%
PLG 1	2. Students will understand the difference between international and domestic business.	49	**86%**		22	73%
PLG 1	4. Understand how business creates value for stockholders, customers, employees, and the community	49	**97%**		22	82%
PLG 1	5. Understand the role of numbers in managing business and in managing your personal finances.	49	**95%**		22	77%
PLG 2	3. Understand how ethics affect every aspect of business and your personal life.		*See Addendum*			*See Addendum*
	CBK 4: ECON 1900 Principles of Economics	*Students*	*Percentage of Students Proficient**			
PLG 1	1. Apply concepts of opportunity cost and marginal analysis.	141	**72%**		34	85%
PLG 1	2. Explain how the market system operates in response to changes to demand, supply, and market equilibrium.	141	**78%**		34	85%
PLG 1	3. Define, calculate, and interpret elasticities of supply and demand.	141	**66%**		34	85%
PLG 1	5. Demonstrate understanding of measurement of macroeconomic concepts of GDP and economic growth, inflation and unemployment.	141	**76%**		34	62%
PLG 3	4. Apply market and welfare analysis to examine the qualitative effects of changes in market conditions, government policies such as price controls, taxes and externalities/public goods.		*See Addendum*			*See Addendum*
	CBK 5: ECON 3120 Intermediate Macroeconomics	*Students*	*Percentage of Students Proficient*		*Students*	*Percentage of Students Proficient*
PLG 1	1. Measurement: how nominal/real GDP, inflation, and unemployment are computed	17	**80%**		34	82%
PLG 1	2. Classical model: the determinants (including fiscal/monetary policy) of real GDP, national saving, nominal/real interest rates, and inflation in the long run.	17	**80%**		34	88%
PLG 1	3. Neoclassical growth model: the factors that determine the long-run growth path of the economy and living standards, including technological progress and public policy.	17	**70%**		34	71%

PLG 1	4. AD-AS/IS-LM models: the determinants of business-cycle fluctuations and the role of stabilization policy.	17	**76%**		34	71%
PLG 5	5. International: the relation between trade balances and international borrowing/lending and the implications of different exchange-rate regimes (floating/fixed).		*See Addendum*			*See Addendum*
	CBK 6: ECON 3140 Intermediate Microeconomics	*Students*	*Percentage of Students Proficient*		*Students*	*Percentage of Students Proficient*
PLG 1	1. Competitive Market Model: Use the competitive market model to analyze the effects of government policies.	66	**84%**		22	100%
PLG 1	2. Utility Maximization: Compute and graph optimal consumption bundle.	66	**75%**		22	77%
PLG 1	3. Cost: Use a firm's cost curves to find SR and LR shut down prices.	66	**74%**		22	68%
PLG 1	4. Firm in a Competitive Market: Apply marginal analysis to determine the quantity of output firms choose to produce to maximize profit.	24	**79%**		22	59%
PLG 3	5. Alternative Market Structures: Compare and contrast the perfectly competitive market outcome with monopoly outcome to compute the social cost of a monopoly.		*See Addendum 3.3*			*See Addendum*
	CBK 7: FIN 3010 Principles of Finance)	*Students*	*Percentage of Students Proficient*		*Students*	*Percentage of Students Proficient*
	S21 - 4 sections were assessed (2 completely online, n =86 students; 2 flex, n = 68)					
PLG 1	Identify maximization of the current value per share of the existing stock as the primary goal of financial management	98	**89%**		27	63%
PLG 1	Understand the characteristics of fixed income and equity securities, and their markets.	98	**80%**		27	60%
PLG 1	Value various investment assets - fixed income securities, equity securities and capital investments	98	**78%**		27	63%
PLG 1	Understand the importance of diversification	98	**78%**		27	65%
PLG 3	Use financial statements to evaluate company performance and develop plans for improvement.		*See Addendum*			*See Addendum*
	CBK 8: ITM 2000 Information Technology Management with Supply Chains	*Students*	*Percentage of Students Proficient*		*Students*	*Percentage of Students Proficient*
PLG 1	Identify major computer software and hardware and post PC devices (IoT).					
PLG 1	Describe current and emerging technologies (open source, cloud, mobile, computing, big data) and identify major information secruity threats and countermeasures.					

PLG 1	Understand database concepts and construct a data model.					
PLG 1	Understand the key business processes; identify the purposes, advantages and disadvantages of Enterprise Resource Systems (with SCM).					
PLG 3	Demonstrate an awareness of the ethical implications of Information Technology		*See Addendum*			*See Addendum*
	CBK 9: IB 2000 Introduction to International Business	*Students*	*Percentage of Students Proficient*		*Students*	*Percentage of Students Proficient*
PLG 1	1. Define globalization and international business and explain how does international business differ from domestic business.	73	**87%**		12	80%
PLG 1	2. Explain how national differences in cultures impact the business environment.	73	**78%**		12	82%
PLG 1	3. Become familiar with the theories of international trade and investment and describe why and how governments intervene in international trade and foreign investment.	73	**88%**		12	77%
PLG 1	4. Describe the importance of international finance to business activities.				12	87%
PLG 5	5. Explain how political systems, legal systems, institutional factors (political, legal, economic), and ethics impact the business environment.		*See Addendum*			*See Addendum*
	CBK 10: MGT 2000 Legal Environment of Business I	*Students*	*Percentage of Students Proficient*		*Students*	*Percentage of Students Proficient*
PLG 1	1. Understanding the elements of common provisions in a commercial contract.	39	**82%**		25	77%
PLG 1	2. Understanding the elements of torts and crimes that threaten individuals and organizations.	39	**85%**		25	81%
PLG 1	3. Understanding the structures of, and the relationships, duties and obligations governing, various organization's legal forms and arrangements.	39	**90%**		25	92%
PLG 1	4. Understanding the requirements of key statutes and agreements that guide employment practices and policies.	39	**92%**		25	87%
PLG 1	5. Understanding the characteristics, protection, and importance of the various types of intellectual property.	39	**80%**		25	78%
PLG 4	Students choose a writing assignment based on one of the five learning goals		*See Addendum*			*See Addendum*
	CBK 11: MGT 3000 Management Theory and Practice	*Students*	*Percentage of Students Proficient*		*Students*	*Percentage of Students Proficient*
PLG 1	1. Understand the concept of leadership.	95	**98%**		21	83%
PLG 1	2. Understand the concept of motivation.	95	**97%**		23	91%
PLG 1	4. Understand the concept of planning.	95	**98%**		22	87%

PLG 1	5. Understand the concept of organizational change.	95	**97%**		23	84%
PLG 2	3. Understand the concept of ethics.		*See Addendum 3.2*			*See Addendum*
	CBK 12: MGT 4000 Strategic Management and Policy	*Students*	*Percentage of Students Proficient*		*Students*	*Percentage of Students Proficient***
PLG 1	Understand the tools, concepts and techniques that are used in the strategic management process.	65	**80%**		*10*	*100%*
PLG 1	Develop the ability to research and analyze industry and company data.	65	**91%**		*10*	*78%*
PLG 1	Understand current trends and issues that influence strategic decision making.	65	**88%**		*10*	*89%*
PLG 1	Integrate competencies from multiple business disciplines and foundational management courses.	65	**75%**		*10*	*89%*
PLG 4	Demonstrate effective communication skills by analyzing and presenting written case analyses from an individual and team perspective.		*See Addendum*			*See Addendum*
	***AY20-21 - Learning goal 3 was gathered at a team level in one section of the course, and specific individual scores were not available for this computation.*					
	CBK 13: MKT 3000 Introduction to Marketing Management	*Students*	*Percentage of Students Proficient*		*Students*	*Percentage of Students Proficient*
PLG 1	**Segmentation—**How marketers anticipate varied customers and customer needs; as well as react to competitors' strategies including using market segmentation, targeting, and positioning	80	**76%**		34	84%
PLG 1	**Marketing mix—**The formulation and importance of the 4P's in marketing decision making	80	**88%**		34	71%
PLG 1	**Customer focus—**The importance of customer value and relationship management	80	**82%**		34	90%
PLG 1	**Integrated marketing communications—**Including online and offline promotional concepts, advertising, publicity, public relations, personal selling, sales promotion and direct/interactive marketing	80	**75%**		34	69%
PLG 2	**Profitability—**The importance of the marketer's focus/responsibility for revenue and profitability		*See Addendum*		34	73.30%

	CBK 14: OPM 2070 Introductory Business Statistics	*Students*	*Percentage of Students Proficient*		*Students*	*Percentage of Students Proficient*
PLG 1	1. Students shall be able to calculate, graph and understand measures of central tendency and measures of dispersion.	35	**84%**		15	93%
PLG 1	2. Students shall be able to interpret and calculate a confidence interval for the mean.	35	**53%**		15	68%
PLG 1	3. Students shall be able to identify null and alternative hypotheses and be able to interpret the associated Type I and Type II error in the context of the problem along with its p-value.	35	**83%**		15	79%
PLG 1	4. Students shall be able to interpret and apply a least squares regression equation	35	**89%**		15	60%
PLG 3	5. Students shall be able to demonstrate critical thinking skills in the interpretation and application of statistics.		*See Addendum*			*See Addendum*
	CBK 15: OPM 3050 Introduction to Management Sciences and Operations Management	*Students*	*Percentage of Students Proficient*		*Students*	*Percentage of Students Proficient*
PLG 1	Students shall be able to use business interpretation of computerizes results.				16	69%
PLG 1	Students shall be able to solve transportation and logistics models.				17	85%
PLG 1	Students shall be able to use inventory models.				17	77%
PLG 1	Students shall be able to schedule personnel and resources to projects.				17	82%
PLG 3	Students shall be able to formulate production and resource allocation problems as linear programming models.					*See Addendum*
	*Assessment data missing for one section (n=38)					
	CBK 16: BIZ 4000 Business Capstone	*Students*	*Percentage of Students Proficient*		*Students*	*Percentage of Students Proficient***
PLG 2	1. Compare and contrast core ethical theories and perspectives.		*See Addendum*			See Addendum
PLG 2	2. Describe alternative approaches to ethical reasoning.		*See Addendum*			See Addendum
PLG 2	3. Describe your own ethical perspective.		*See Addendum*			See Addendum
PLG 3	4. Effectively analyze business information in order to make business-oriented decisions.		*See Addendum*			See Addendum

PLG 3	5. Apply knowledge of functional areas of business to problems in a realistic context.		*See Addendum*			See Addendum
	CBK 17: BIZ 3000 Career Foundations	*Students*	*Percentage of Students Proficient*		*Students*	*Percentage of Students Proficient***
PLG 1	Understand and have opportunities to utilize the career services and resources available to them in the Business School					
PLG 2, 3	Persuasively articulate, both verbally and in writing, how your SLU undergraduate education has uniquely prepared you for the next steps in your career path		*See Addendum*			*See Addendum*
PLG 1	Utilize StrengthsFinder in order to understand their strengths and how to use them in the workplace. Understand domains of strengths and how it can aid in working with other people.					
PLG 2, 3	Understand concepts and techniques related to networking, interviewing, job search and decision-making		*See Addendum*			*See Addendum*
PLG 3	Construct an action plan outline to identify professional development opportunities		*See Addendum*			*See Addendum*
PLG 1	Utilize career decision-making resources to identify and select a major based on a career choice that is a fit for them					
PLG 2, 3	Understand business etiquette and why it is essential for successful networking		*See Addendum*			*See Addendum*
	Notes:					
	Goal met: ≥70% of students reached proficiency on this learning goal					
	Cautionary, continue to monitor: Results are within +/- 3 of 70% proficiency standard					
	Unmet Goal: less than 70% of students achieved proficiency					

Addendum 4 [PLG2]: Values consistent with Jesuit ideals: Students will demonstrate knowledge of ethical concepts and corporate social responsibility and be able to evaluate business problems from multiple ethical perspectives.

Values GRAND TOTALS (AY 22 - 23)								
Attribute		**Exceeds Expectations**		**Meets Expectations**		**Needs Improvement**		**% students meet or exceed**
		%	**n**	**%**	**n**	**%**	**n**	
Students are able to demonstrate an awareness of the ethical dimensions of the subject matter.		A very thorough recognition of the ethical issue and dilemma, and of the alternative perspectives on the problem.		A reasonably complete recognition of the ethical issue and dilemma, and of the alternative perspectives on the problem.		Little to partial recognition of the ethical issue and dilemmas.		
n=	**147**	**82%**	**120**	**14%**	**20**	**5%**	**7**	**95%**
BIZ 1000 Business Foundations	52	79%	41	13%	7	8%	4	92%
MGT 3000 Management Theory and Practice	95	83%	79	14%	13	3%	3	97%
ITM 2000 Information Technology Management*								
BIZ 4000 Business Capstone***								
Students will demonstrate an ability to evaluate business problems from multiple ethical perspectives.		A very thorough and accurate analysis of the alternatives considered.		A reasonably complete and accurate analysis of the alternatives considered.		Little to incomplete analysis or a faculty analysis performed on the alternatives considered.		
n=	**147**	**39%**	**57**	**24%**	**35**	**37%**	**54**	**63%**
BIZ 1000 Business Foundations	52	73%	38	24%	12	4%	2	97%
MGT 3000 Management Theory and Practice	95	20%	19	24%	23	55%	52	44%
ITM 2000 Information Technology Management								
BIZ 4000 Business Capstone**								

Students will demonstrate an ability to present a cogent argument to support their ethical position.		A very thorough review of pertinent facts; an absence of misinformation; use of authority is justified and elaborated; own experiences and observations are appropriately incorporated.		A consistent use of pertinent facts; an absence of misinformation; use of authority is justified and elaborated.		Little to incomplete use of pertinent facts; a reliance on misinformation; defaults to an authority without sufficient elaboration.		
n=	**147**	**81%**	**119**	**15%**	**22**	**5%**	**7**	**96%**
BIZ 1000 Business Foundations	52	76%	40	17%	9	8%	4	93%
MGT 3000 Management Theory and Practice	95	84%	79.8	14%	13	3%	3	98%
ITM 2000 Information Technology Management								
BIZ 4000 Business Capstone								
Students will be able to demonstrate an understanding of the role of Corporate Social Responsibility in the subject area.		A very thorough recognition of Corporate Social Responsibility relevant to the subject matter.		A reasonably complete recognition of Corporate Social Responsibility relevant to the subject matter.		Little to partial recognition of Corporate Social Responsibility relevant to the subject matter.		
n=	**147**	**39%**	**57**	**54%**	**80**	**8%**	**11**	**93%**
BIZ 1000 Business Foundations	52	73%	38	24%	12	4%	2	97%
MGT 3000 Management Theory and Practice	95	20%	19	71%	67	10%	10	91%
ITM 2000 Information Technology Management								
BIZ 4000 Business Capstone								

* ITM 200 was not assessed in the academic year 2022-2023 (AY22-23). Will be assessed FL23-SP24

**This PLG was not assessed in BIZ4000. Will be assessed SP24

Addendum 5 [PLG3]: Analysis and decision-making: Students will be able to identify and structure business problems and propose actionable solutions to business.

Decision-Making/Analysis GRAND TOTALS								
Attribute		**Exceeds Expectations**		**Meets Expectations**		**Needs Improvement**		**% students meet or exceed**
		%	**n**	**%**	**n**	**%**	**n**	
Define Problem		Clearly identifies and summarizes the problem/opportunity. Analyzes and assesses the situation with a clear awareness of what needs to be accomplished.		Problem/opportunity is identified but is somewhat clear and summarization is basic. Analyzes and assesses the situation with awareness of the goals of the analysis.		Problem/opportunity is identified but is not clear and summarization lacks focus. Analyzes and assesses the situation with limited awareness of the goals of the analysis.		
n=	**352**	**49%**	**174**	**40%**	**140**	**11%**	**38**	**89%**
ECON 1900 Principles of Economics	46	58%	27	26%	12	16%	7	84%
MKT 3000 Introduction to Marketing Management	78	1%	1	95%	74	4%	3	96%
BIZ 4000 Business Capstone	106	83%	88	17%	18	0%	0	100%
ECON 3140 Intermediate Microeconomics	24	29%	7	46%	11	25%	6	75%
ACCT 2200 Financial Accounting*								
ACCT 2220 Managerial Accounting*								
FIN 3010 Principles of Finance	98	52%	51	26%	25	22%	22	78%
OPM 2070 Introductory Business Statistics**								
OPM 3050 Introduction to Management Sciences and Operations Management***								

Identify Alternatives/Solutions		Identifies one or more solutions that indicates a thorough comprehension of the problem and is sensitive to contextual factors.		Identifies one or more solutions that indicates comprehension of the problem and is sensitive to contextual factors.		Identifies one solution that indicates surface- level understanding of the problem.		
n=	**352**	**51%**	**178**	**31%**	**109**	**18%**	**65**	**82%**
ECON 1900 Principles of Economics	46	55%	26	26%	13	16%	7	81%
MKT 3000 Introduction to Marketing Management	78	51%	40	22%	17	27%	21	73%
BIZ 4000 Business Capstone	106	58%	61	42%	45	0%	0	100%
ECON 3140 Intermediate Microeconomics	24	25%	6	33%	8	42%	10	58%
ACCT 2200 Financial Accounting								
ACCT 2220 Managerial Accounting								
FIN 3010 Principles of Finance	98	46%	45	27%	26	28%	27	72%
OPM 2070 Introductory Business Statistics								
OPM 3050 Introduction to Management Sciences and Operations Management								
Evaluate Solutions		Evaluation of solutions is thorough and insightful and includes logical consideration of feasibility, and impact of solution.		Evaluation of solutions adequately includes logical consideration of feasibility, and impact of solution.		Evaluation of solution briefly addresses logic/reasoning, feasibility, and impact of solution.		
n=	**352**	**37%**	**131**	**50%**	**176**	**13%**	**45**	**87%**
ECON 1900 Principles of Economics	46	48%	22	36%	17	16%	7	84%
MKT 3000 Introduction to Marketing Management	78	0%	0	94%	73	6%	5	94%
BIZ 4000 Business Capstone	106	58%	61	42%	45	0%	0	100%

ECON 3140 Intermediate Microeconomics	24	25%	6	46%	11	29%	7	71%
ACCT 2200 Financial Accounting								
ACCT 2220 Managerial Accounting								
FIN 3010 Principles of Finance	98	43%	42	31%	30	27%	26	73%
OPM 2070 Introductory Business Statistics								
Make Appropriate Recommendations		Makes well-articulated actionable recommendation that address most of the business objectives.		Makes actionable recommendation which address some of the business objectives.		Makes actionable recommendation which addresses a few of the business objectives.		
n=	**274**	**53%**	**145**	**31%**	**86**	**16%**	**43**	**84%**
ECON 1900 Principles of Economics	46	49%	23	37%	17	14%	6	86%
MKT 3000 Introduction to Marketing Management	0							
BIZ 4000 Business Capstone	106	83%	88	17%	18	0%	0	100%
ECON 3140 Intermediate Microeconomics	24	25%	6	33%	8	42%	10	58%
ACCT 2200 Financial Accounting								
ACCT 2220 Managerial Accounting								
FIN 3010 Principles of Finance	98	29%	28	44%	43	28%	27	72%
OPM 2070 Introductory Business Statistics								
OPM 3050 Introduction to Management Sciences and Operations Management								
Support Recommendation with Appropriate Technology/Resources		Correctly analyzes the majority of the problem; provides a good technology solution, and/or		Correctly analyzes the majority of the problem; provides an adequate technology solution, and/or		Fails to provide a correct analysis of some of the problem, omits vital resources, and/or fails to		

		utilizes all appropriate resources.		utilizes appropriate resources.		develop an adequate technology solution.		
n	**157**	**74%**	**116**	**15%**	**24**	**11%**	**17**	**89%**
ECON 1900 Principles of Economics								
MKT 3000 Introduction to Marketing Management								
BIZ 4000 Business Capstone	106	94%	100	5%	5	1%	1	99%
ECON 3140 Intermediate Microeconomics								
ACCT 2200 Financial Accounting								
ACCT 2220 Managerial Accounting								
FIN 3010 Principles of Finance	51	31%	16	37%	19	31%	16	69%
OPM 2070 Introductory Business Statistics								
OPM 3050 Introduction to Management Sciences and Operations Management								

*Accounting department uses MC to assess decision-making, instead of rubric attached to an assignment

**OPM 2070 didn't assess this PLG

***OPM 3050 was not assessed in the academic year 2022-2023 (AY22-23). Will be assessed FL23-SP24

Addendum 6 [PLG4]: Communication: Students will demonstrate effective written communication.

Communication - Writing GRAND TOTALS (AY 22 - 23)								
Attribute		**Exceeds Expectations**		**Meets Expectations**		**Needs Improvement**		**% students meet or exceed**
		%	**n**	**%**	**n**	**%**	**n**	
Structure/Outline		Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices		Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices		Attempts to use a consistent system for basic organization and presentation		
n=	**104**	**26%**	**27**	**61%**	**64**	**12%**	**13**	**87%**
BIZ 3000 Career Foundations	39	33%	13	51%	20	15%	6	84%
MGT 4000 Strategic Management and Policy	65	22%	14	68%	44	11%	7	89%
MGT 2000 Legal Environment of Business I*								
Content Development/Analysis		Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.		Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.		Uses appropriate and relevant content to develop simple ideas in some parts of the work.		
n=	**104**	**18%**	**19**	**69%**	**72**	**12%**	**13**	**88%**
BIZ 3000 Career Foundations	39	23%	9	67%	26	10%	4	90%
MGT 4000 Strategic Management and Policy	65	15%	10	71%	46	14%	9	86%
MGT 2000 Legal Environment of Business I								

Sources/Evidence		Demonstrates skillful use of high- quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing		Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.		Demonstrates an attempt to use sources to support ideas in the writing.		
n=	**65**	**12%**	**8**	**71%**	**46**	**17%**	**11**	**83%**
BIZ 3000 Career Foundations								
MGT 4000 Strategic Management and Policy	65	12%	8	71%	46	17%	11	83%
MGT 2000 Legal Environment of Business I								
Grammar, Punctuation, and Spelling		Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.		Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.		Uses language that sometimes impedes meaning because of errors in usage.		
n=	**104**	**17%**	**18**	**63%**	**66**	**19%**	**20**	**81%**
BIZ 3000 Career Foundations	39	31%	12	61%	24	8%	3	92%
MGT 4000 Strategic Management and Policy	65	9%	6	65%	42	26%	17	74%
MGT 2000 Legal Environment of Business I								
Professionalism		Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work		Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).		Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).		
n=	**104**	**21%**	**22**	**64%**	**67**	**14%**	**15**	**86%**
BIZ 3000 Career Foundations	39	31%	12	51%	20	18%	7	82%
MGT 4000 Strategic Management and Policy	65	15%	10	72%	47	12%	8	88%
MGT 2000 Legal Environment of Business I								

*This PLG was not assessed in MGT2000.

Addendum 7 [PLG5]: Global perspective: Students will understand how cultures, politics, laws, ethics, and economies influence and impact business and use tools and concepts to analyze and formulate an international business strategy.

Global Perspectives GRAND TOTALS (AY 22 - 23)								
Attribute		**Exceeds Expectations**		**Meets Expectations**		**Needs Improvement**		**% students meet or exceed**
		%	**n**	**%**	**n**	**%**	**n**	
Students understand how different cultures impact a business.		Students have a thorough understanding on how laws, policies, norms and/or other cultural influence impact business.		Students have an adequate thorough understanding on how to laws, policies, norms and/or other cultural influence impact business.		Students cannot completely articulate how laws, policies, norms and/or other cultural influence impact business		
n=	**108**	**70%**	**76**	**19%**	**21**	**10%**	**11**	**90%**
IB 2000 Introduction to International Business	73	71%	52	22%	16	7%	5	93%
ECON 3120 Intermediate Macroeconomics	35	69%	24	14%	5	17%	6	83%
Students understand the impact the global economy has on business practices.		Students can thoroughly evaluate how economic changes impact the global economy.		Students can adequately evaluate how economic changes impact the global economy.		Students cannot completely evaluate how economic changes impact the global economy.		
n=	**79**	**35%**	**28**	**56%**	**44**	**9%**	**7**	**91%**
IB 2000 Introduction to International Business	44	32%	14	59%	26	9%	4	91%
ECON 3120 Intermediate Macroeconomics	35	40%	14	51%	18	9%	3	91%

Students can apply the necessary concepts to analyze and formulate an international business strategy		Students can provide a thorough, insightful and feasible solution.		Students can provide an adequate, insightful and feasible solution.		Students cannot completely provide an adequate, insightful and feasible solution.		
n=	**79**	**53%**	**42**	**33%**	**26**	**14%**	**11**	**86%**
IB 2000 Introduction to International Business	44	61%	27	39%	17	0%	0	100%
ECON 3120 Intermediate Macroeconomics	35	43%	15	26%	9	31%	11	69%