



Outcomes Assessment Plan

Institution: _____ Southern Adventist University _____
Academic Business Unit: _____ School of Business _____
Date: _____ 2016-17 _____

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OUTCOMES ASSESSMENT PLAN
Southern Adventist University
School of Business

Section I: Mission and Broad-Based Goals

Mission Statement

Mission of the Southern Adventist University School of Business:

The mission of the School of Business lies within the mission of the Southern Adventist University. The mission of the School of Business is the pursuit of excellence in Christ-centered business education.

Broad-Based Goals

Broad-Based Student Learning Goals:

1. *Students will understand the free enterprise system within a framework of moral and ethical guidelines based upon Christian Biblical foundations.*
2. *Students will acquire the relevant disciplinary knowledge and competencies appropriate to their programs of study.*
3. *Students will be able to demonstrate knowledge of the various environments in which business operates.*
4. *Students will acquire effective business-related professional skills.*

Broad-Based Operational Goals:

1. *The School of Business will graduate its students in a timely manner.*
2. *The School of Business will teach class material from a Christian standpoint.*
3. *The School of Business will provide effective academic advising to its students.*
4. *The School of Business will provide a supportive learning environment that fosters student success and contributes to excellence in business education.*
5. *The School of Business will attract and retain highly-qualified faculty who are effective teachers and engaged in significant professional development activities.*
6. *The School of Business will offer significant hands-on, experiential-learning opportunities for students.*

Section II: Student Learning Assessment**BACHELOR'S-LEVEL PROGRAMS**

Student Learning Assessment for (B.B.A Program & B.S Program)

Intended Student Learning Outcomes for (B.B.A. & B.S.):**General Program Intended Student Learning Outcomes (General Program ISLOs Core)**

1. *Students will be able to describe the principle concepts, theories, and practices in and the interrelationship between the functional areas of business within the context of the free enterprise system.(BBG#2)*
2. *Students will be able to describe the global environment of business. (BBG#3)*
3. *Students will be able to evaluate legal and ethical principles of business within a context of Christian Biblical Foundations and apply them to organizational decision-making. (BBG#1)*
4. *Students will be able to apply decision support tools to business decision-making. (BBG #2,4)*
5. *Students will be able to construct and present effective oral and written forms of professional communication. (BBG#4)*
6. *Students will be able to apply knowledge of business concepts and functions in a strategic and integrated manner. (BBG#2,4)*

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. <i>Educational Testing Service (ETS) End of Program Major Field Test: B.B.A. and B.S programs.</i></p> <p>Core ISLO's assessed by this measure: 1</p>	<p>At least 55% of graduating BBA and BS students will achieve an overall composite score that is equal to or greater than the national mean on the Major Field Test. The average composite score and average sub-score of graduating seniors will be equal to or greater than the national mean (50th percentile) for each sub-score section</p>
<p>2. <i>End-of-Program Capstone Management Major Case Study and senior presentation: B.B.A. & B.S. programs</i></p> <p>Core ISLO's assessed by this measure: 2,4,5,6</p>	<p><i>On the case study evaluation rubric (containing separate evaluation criteria for each of the ISLO's assessed by this measure), the performance rating of 80% of graduating students will be three or higher (out of a possibility of 5 representing "proficient") on each core ISLO related evaluation criterion.</i></p>
<p>3. <i>End-of-program Capstone Ethics Case</i></p> <p>Core ISLO's assessed by this measure: 3</p>	<p><i>On the case study evaluation rubric (containing separate evaluation criteria for each of the ISLO's assessed by this measure), the performance rating of 80% of graduating students will be three or higher (out of a possibility of 5 representing "proficient") on each core ISLO-related evaluation criterion.</i></p>

Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
<p>1. <i>B.B.A. & B.S. Senior Exit Interview</i></p>	<p><i>The senior exit interview instrument will be reviewed with the Dean. At least 80% of the students will indicate a three or higher on a 5-point Likert scale that they were proficient in each of the core ISLO's.</i></p>

MASTER’S-LEVEL PROGRAMS

Student Learning Assessment for *(MBA)*

Intended Student Learning Outcomes for <i>(MBA)</i>:
General Program Intended Student Learning Outcomes (General Program ISLOs Core)
1. Students will be able to apply the major theories and concepts in the functional areas of business and demonstrate well-developed problem-solving skills. (BBG #2,4)
2. Students will be able to evaluate the various environments of business, integrate theory and practice for the purpose of strategic analysis, and elucidate their applications to organizational decision-making. (BBG # 2, 3, 4)
3. Students will be able to evaluate ethical principles of business within the context of Christian Biblical foundations. (BBG #1)
4. Students will be able to apply appropriate technological and quantitative methods and tools to the solution of management problems. (BBG#2)
5. Students will be able to communicate to relevant audiences through clear, consistent, and effective written forms of communications. (BBG #2, 4)
6. Students will be able to demonstrate well developed organizational, leadership and teamwork skills for the effective implementation of organizational policy. (BBG#2)
7. Students will be able to demonstrate the capacity to manage organizational problems and issues from a multi-disciplinary perspective. (BBG #2)

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. <i>End-of-program Comprehensive Case Study and senior presentation</i></p> <p>Core ISLOs Assessed by this Measure: 1,2,3,4,5,6,7</p>	<p><i>On the case study evaluation rubric (containing separate evaluation criteria for each of the ISLO’s assessed by this measure), the performance rating of 80% of graduating students will be three or higher (out of a possibility of 5 representing “proficient”) on each core ISLO-related evaluation criterion</i></p>

Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. <i>Graduate Exit Interview</i> Core ISLOs Assessed by this Measure: 2,3,4,5	<i>The graduate exit interview instrument will be reviewed by the Dean with the student. At least 80% of the students will indicate a three or higher on a 5-point Likert scale that they were proficient in each of the core ISLO's.</i>

Section III: Operational Assessment

Intended Operational Outcomes for the (<i>School of Business</i>):	
1. The School of Business will graduate its students in a timely manner. (BBOG#1)	
2. The School of Business will teach class material from a Christian point of view. (BBOG#2)	
3. The School of Business will be effective in providing academic advising to its students. (BBOG#3)	
4. The School of Business will be successful in providing high-quality instruction to its students. (BBOG#4)	
5. The School of Business will be successful in providing high-quality learning and technological resources to its students. (BBOG#4)	
6. Faculty members in the School of Business will be highly-qualified in their teaching disciplines. (BBOG #4,5)	
7. Faculty members in the School of Business will be engaged in appropriate scholarly and professional activities on an annual basis. (BBOG#6)	
8. Undergraduate students in the School of Business will participate in at least one relevant internship, practicum, cooperative education, or the Volunteer Income Tax Assistance program prior to graduation. (BBOG#6)	
Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
1 <i>Data compiled from School of Business record of acceptances and Graduation Data from Registers office</i> Intended Operational Outcomes Assessed by this Measure: 1	The School of Business will have a three-year graduation rate from the date of acceptance into the School of Business for all Bachelor degrees that equals or exceeds 80%.
2 <i>Faculty Performance Evaluation</i> IOO Assessed by this Measure: 2	At least 90% of all faculty will attain a ranking of three or higher on a 4-point Likert scale on the observable indicator of the annual performance evaluation, indicating that the faculty present class material from a Christian standpoint.

<p>3 <i>Senior Exit Surveys-BBA, BS, MBA</i></p> <p>Intended Operational Outcomes Assessed by this Measure: 3,4,5</p>	<p>On the exit survey instrument containing separate items for each of the IOO's assessed by this measure, at least 80% of the graduating seniors will indicate a three or higher on a 5-point Likert scale that they were successful in achieving each of the IOO's.</p>
<p>4 <i>Scholarly and Professional Activities Form</i></p> <p>IOO Assessed by this Measure: 6 ,7</p>	<p>For IOO #6 at least 80% of the school's full-time faculty and adjunct faculty will be either doctorally or professionally qualified to teach in their respective disciplinary areas.</p> <p>For IOO #7 data from the Scholarly and Professional Activities Form will indicate that 80% of the full time faculty published, attended or presented at least two or more papers, relevant disciplinary or instructional-development seminars, conferences, or workshops each year.</p>
<p>5 Individual Review of Undergraduate Seniors Academic History</p> <p>Intended Operational Outcomes Assessed by this Measure: 8</p>	<p>For IOO #8 at least 50% of graduating seniors will have completed at least one internship, practicum or equivalent.</p>

Note: Be sure that you identify an operational assessment measure/method for each intended operational outcome. However, please be aware that it is possible for a single operational assessment tool to be used to measure more than one outcome.

Section IV: Linkage of Outcomes Assessment with Strategic Planning and Budgeting

A. At the conclusion of the Winter term in early May of each year, the results of Exit interview data, senior strategy projects, senior oral presentations, and ETS results are reviewed by the Faculty Assessment Committee. Based upon this review, problem areas are identified and the Dean is asked to investigate underperforming results with the program director or faculty member that might be identified with the anomalous result, and return with a report. Upon receiving the Dean's report, an action plan is developed to address the identified problem area. Once this has been completed, the Chair of the Assessment Committee makes a report to the full faculty of the assessment results identifying problem areas and the proposed action plans recommended by the committee. The faculty then takes an action with respect to this report. Assessment results are reported in summary form to the advisory board usually at the Fall meeting. The advisory board then uses this input to recommend changes or standards to the School of Business. Assessment results are reviewed by the Strategic Planning Committee of the faculty, and are used as one of the inputs considered when determining the addition or elimination of courses in our curriculum. Assessment results influence the allocation of resources to faculty development, technology purchases, and the hiring of new professors and staff, which are made by the Dean in preparing the annual budget proposal that is submitted to academic administration each year. Most budget requests submitted have been approved by Administration.

Section V: Appendices

Section V: Appendices

- A. *Provide blank copies of all the assessment instruments that will be used as measures of intended student learning outcomes and intended operational outcomes. These should be separated by tabs and identified in a table of contents.*
- A. Educational Testing Service Major Field Test
https://www.ets.org/mft/about/content/bachelor_business
 - B. [Undergraduate Graduation Rate](#)
 - C. Senior Exit Survey
 - a. [Bachelor of Science Degree and Bachelor of Business Administration](#)
 - b. [Graduate Degree](#)
 - D. [Scholarly and Professional Activities Form](#)
 - E. [Experiential Learning Report](#)
- B. *Provide blank copies of all the evaluation rubrics associated with the assessment instruments identified in Part A above. These should be separated by tabs and identified in a table of contents.*
- A. [Bachelor Senior Strategies Projects](#)
 - B. [Masters Strategy Project](#)
 - C. [Senior Exit Interview-All Bachelor Programs](#)
 - D. [Senior Exit Interview-All Graduate Programs](#)

Southern Adventist University
School of Business & Management
Undergraduate Exit Survey

Major: _____ B.S. Program

Date: _____

Think about the business courses you took while attending Southern Adventist University and use the scale beside each sentence to indicate your level of agreement with the statements below.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Strongly Disagree					Strongly Agree

- | | |
|--|-----------|
| 1. I can explain the principle concepts, theories, and practices in and the interrelationship between the functional areas of business within the context of the free enterprise system. (Core ISLO 1) | 1 2 3 4 5 |
| 2. I can explain the global environment of business. (Core ISLO 2) | 1 2 3 4 5 |
| 3. I am able to evaluate legal and ethical principles of business within a context of Christian Biblical foundations and apply them to organizational decision-making. (Core ISLO 3, IOO 2) | 1 2 3 4 5 |
| 4. I am able to apply decision support tools to business decision-making. (Core ISLO 4) | 1 2 3 4 5 |
| 5. I am able to present effective oral and written forms of professional communication. (Core ISLO 5) | 1 2 3 4 5 |
| 6. I am able to apply knowledge of business concepts and functions in an integrated manner. (Core ISLO 6) | 1 2 3 4 5 |
| 7. Overall, I received a high level of instruction in my discipline. (IOO #4) | 1 2 3 4 5 |
| 8. Overall, I had access to high-quality learning and technological resources. (IOO# 5) | 1 2 3 4 5 |
| 9. I am academically prepared to enter graduate school. | 1 2 3 4 5 |
| 10. My academic advising was effective and adequate. (IOO#3) | 1 2 3 4 5 |

Southern Adventist University
School of Business & Management
Graduate Exit Survey

Major: _____ MBA Programs

Date: _____

Think about the business courses you took while attending Southern Adventist University and use the scale beside each sentence to indicate your level of agreement with statements below.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Strongly Disagree				Strongly Agree

1. I have the ability to recognize and solve problems, analyze uncertain situations, interpret data and evidence in drawing conclusions, develop alternate solutions, and adapt and innovate in new settings. (Core ISLO 1)	1 2 3 4 5
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2. I have the ability to integrate theory and practice for the purpose of strategic analysis in the areas of accounting, finance, and marketing and elucidate their applications to organizational decisions. (Core ISLO 2)	1 2 3 4 5
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3. I am able to evaluate legal and ethical principles of business within a context of Christian Biblical foundations and apply them to organizational decision-making. (Core ISLO 3, IOO 2)	1 2 3 4 5
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4. I am able to articulate the major theories and concepts in the areas of accounting, finance, management and marketing, as well as elucidate their applications to organizational decision-making. (Core ISLO 4)	1 2 3 4 5
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5. I am able to apply appropriate technological and quantitative methods and tools to the solution of practical management. (Core ISLO 5)	1 2 3 4 5
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6. I am able to communicate to relevant audiences through clear, consistent and effective written forms of communication. (Core ISLO 6)	1 2 3 4 5
---	-----------

7. I am able demonstrate the capacity to manage organizational problems and issues from a multi-disciplinary perspective. (Core ISLO 8)	1 2 3 4 5
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8. Overall I received a high level of instruction in my discipline. (Core IOO 4)	1 2 3 4 5
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9. Overall I had access to high-quality learning and technological resources. (100 5)

1 2 3 4 5

10. My academic advising was effective and adequate. (100 3)

1 2 3 4 5

Experiential Learning Report

	Majors	Enrolled	Course	Hours	Experiential Learning %	Employer Average Evaluation Q 1-5 scale
Accounting Practicum	0	0	ACCT 491	0	#DIV/0!	0
Accounting Internship	0	0	ACCT 492	0	#DIV/0!	0
Marketing Practicum	0	0	BMKT 491	0	#DIV/0!	0
Marketing Internship	0	0	BMKT492	0	#DIV/0!	0
Business Practicum	0	0	BUAD 491	0	#DIV/0!	0
Business Internship	0	0	BUAD 495	0	#DIV/0!	0
Finance Practicum	0	0	FNCE 491	0	#DIV/0!	0
Finance Internship	0	0	FNCE 495	0	#DIV/0!	0
Management Practicum	0	0	MGNT491	0	#DIV/0!	0
Management Internship	0	0	MGNT492	0	#DIV/0!	0
	0	0		0	#DIV/0!	0

Scholarly and Professional Activities of Full-Time Faculty

FACULTY MEMBER	HIGHEST DEGREE EARNED	PROFESSIONAL CERTIFICATION	SCHOLARLY AND PROFESSIONAL ACTIVITIES PAST FIVE YEARS				
			SCHOLARSHIP OF:				PROFESSIONAL ACTIVITIES
			TEACHING	DISCOVERY	INTEGRATION	APPLICATION	

Codes to Use

Scholarship of Teaching

- a. Published Articles/Manuscripts/Books
- b. Unpublished Articles/Manuscripts/Books
- c. Published Cases with Instructional Materials
- d. Unpublished Cases with Instructional Materials
- e. Presentations at Conferences/Workshops
- f. Conference/Workshop Attendance
- g. Professional Meeting Attendance
- h. Curriculum Review/Revision
- i. New Courses/Curricula
- j. New Teaching Materials
- k. Instructional Software Development
- l. New Instructional Methods
- m. New Teaching/Learning Assessment Tools
- n. Evaluations of Teaching Materials
- o. Other (Specify)

Scholarship of Discovery

- a. Published Articles/Manuscripts/Books
- b. Unpublished Articles/Manuscripts/Books
- c. Papers Presented
- d. Session Chair
- e. Paper Discussant
- f. Dissertation/Thesis
- g. Faculty Research Seminars
- h. Book Reviews
- i. Other (Specify)

Scholarship of Integration

- a. Published Articles/Manuscripts/Books
- b. Unpublished Articles/Manuscripts/Books
- c. Presentations at Conferences/Workshops
- d. Conference/Workshop Attendance
- e. Professional Meeting Attendance
- f. New Courses/Curricula
- g. Other (Specify)

Scholarship of Application

- a. Published Articles/Manuscripts/Books
- b. Unpublished Articles/Manuscripts/Books
- c. Presentations at Conferences/Workshops
- d. Consultation
- e. Contract Research
- f. Technical Assistance
- g. Policy Analysis
- h. Program Evaluation
- i. Articles/Monographs on Contributions to Practice
- j. Articles in Trade Publications
- k. Other (Specify)

Professional Activities

- a. Routine Consulting
- b. Professionally-Related Service
- c. Officer of Professional Organization
- d. Conference/Workshop Attendance
- e. Professional Meeting Attendance
- f. Professional Membership
- g. Other (Specify)

Senior Capstone (Strategies) Project for all Bachelor Programs

Assessment Rubric

	Unattained 1	Approaching Proficient 2	Proficient 3	Exceeded 4	Mastered 5
<p><i>1. Students will be able to describe the principle concepts, theories and practices in and the interrelationship between the functional areas of business, within the context of the free enterprise system. (BBG#2)</i></p>	<p>Student knowledge of the principle concepts, theories and practices in and the interrelationship between the functional areas of business within the context of the free enterprise system is not shown. Work lacks neatness, organization, detail and evidence of new knowledge. Work does not meet requirements. Overall, the student has failed to grasp new concepts covered in the competency. The level of achievement is below 60%.</p>	<p>Student knowledge of the principle concepts, theories and practices in and the interrelationship between the functional areas of business within the context of the free enterprise system is understood, but at minimum level of competency. The work is occasionally incomplete and could be organized better. Some resources have been used, but what the student understood is not clear. Student does most of what is required, but nothing more. Tasks are not carefully done and the information from the resources are not used. Work-based learning results are at a level of achievement between 60% to 69%.</p>	<p>Student knowledge of the principle concepts, theories and practices in and the interrelationship between the functional areas of business within the context of the free enterprise system meets expectations. The student demonstrates new knowledge learned. The work is well-organized and complete. The student demonstrates an understanding of the assignments and used the resources required and organized information. Work is complete, carefully done, and the student meets just above the minimum requirements and expectations. All work meets the standard level of achievement between 70% to 79%.</p>	<p>Student knowledge of the principle concepts, theories and practices in and the interrelationship between the functional areas of business within the context of the free enterprise system presents a clear, specific understanding of the competency. High interest and excitement leads the student to an investigation that reaches beyond requirements. All work is completed on time, well-organized, and questions are answered accurately. The student has used more resources than required and demonstrates new knowledge. Student work is carefully done, and often go beyond expectations. All work is beyond the standard level of achievement between 80%-90%.</p>	<p>Student knowledge of the principle concepts, theories and practices in and the interrelationship between the functional areas of business within the context of the free enterprise system presents a clear, specific understanding of the competency. All work is completed on time, is extremely well organized and questions are answered accurately. High interest and excitement have lead the student to reach far beyond the requirements. Student has read related materials and has used many sources of information for reports and/or experiments. Student makes connections between classroom and work place. The students' work is of the highest level of achievement above 90%.</p>
<p><i>2. Students will describe the global environment of business. (BBH #3)</i></p>	<p>Student knowledge of the global environment of business is not shown. Work lacks neatness, organization, detail and evidence of new knowledge. Work does not meet requirements. Overall, the student has failed to grasp new concepts covered in the competency. The level of achievement is below 60%.</p>	<p>Student knowledge of the global environment of business is understood, but at a minimum level of competency. The work is occasionally incomplete and could be organized better. Some resources have been used, but what the student understood is not clear. Student does most of what is required, but nothing more. Tasks are not carefully done and the information from the resources are not used. Work-based learning results are at a level of achievement between 60% to 69%.</p>	<p>Student knowledge of the global environment of business meets expectations. The student demonstrates new knowledge learned. The work is well-organized and complete. The student demonstrates an understanding of the assignments and used the resources required and organized information. Work is complete, carefully done, and the student meets just above the minimum requirements and expectations. All work meets the standard level of achievement between 70% to 79%.</p>	<p>Student knowledge of the global environment of business presents a clear specific understanding of the competency. High interest and excitement leads the student to an investigation that reaches beyond requirements. All work is completed on time, well-organized, and questions are answered accurately. The student has used more resources than required and demonstrates new knowledge. Student work is carefully done, and often go beyond expectations. All work is beyond the standard level of achievement between 80%-90%.</p>	<p>Student knowledge of the global environment of business presents a clear, specific understanding of the competency. All work is completed on time, is extremely well organized and questions are answered accurately. High interest and excitement have lead the student to reach far beyond the requirements. Student has read related materials and has used many sources of information for reports and/or experiments. Student makes connections between classroom and work place. The students' work is of the highest level of achievement above 90%.</p>

<p>3. Students will be able to use decision support tools.(BBG#2,4)</p>	<p>Student ability to use decision support tools is not shown. The level of achievement is below 60%.</p>	<p>Student ability to use decision support tools is understood, but at minimum level of competency. Student does most of what is required, but nothing more. Tasks are not carefully done. Work-based learning results are at a level of achievement between 60% to 69%.</p>	<p>Student ability to use decision support tools meets expectations. The student demonstrates new knowledge learned. Work is complete, carefully done and the student meets just above the minimum requirements and expectations. All work meets the standard level of achievement between 70% to 79%.</p>	<p>Student ability to use decision support tools presents a clear specific understanding of the competency. All work is completed on time, and is well-organized and questions are answered accurately. The student demonstrates new knowledge. Student work is carefully done, and often goes beyond expectations. All work is beyond the standard level of achievement between 80%-90%.</p>	<p>Student ability to use decision support tools presents a clear, specific understanding of the competency. All work is completed on time, is extremely well organized and questions are answered accurately. Student makes connections between classroom and work place. The students' work is of the highest level of achievement above 90%.</p>
<p>4. Students will construct and present effective oral forms of professional communication.(BBG#4)</p>	<p>Student ability to construct and present effective oral forms of communication is not shown. Work lacks neatness, organization, detail and evidence of new knowledge. Work does not meet requirements. Overall, the student has failed to grasp new concepts covered in the competency. The level of achievement is below 60%.</p>	<p>Student ability to construct and present effective oral forms of communication is understood, but at minimum level of competency. The work occasionally incomplete and could be organized better. Some resources have been used, but it is not clear what the student understood. Student does most of what is required, but nothing more. Tasks are not carefully done and the information from the resources is not used. Work-based learning results are at a level of achievement between 60% to 69%.</p>	<p>Student ability to construct and present effective oral forms of communication meets expectations. The student demonstrates new knowledge learned. The work is well-organized and complete. The student understood the assignments. The student used the resources required and organized information. Work is complete, carefully done and the student meets just above the minimum requirements and expectations. All work meets the standard level of achievement between 70% to 79%.</p>	<p>Student ability to construct and present effective oral forms of communication presents a clear specific understanding of the competency. High interest and excitement leads the student to an investigation that reaches beyond requirements. All work is completed on time, and is well-organized and questions are answered accurately. The student has used more resources than required and demonstrates new knowledge. Student work is carefully done, and often go beyond expectations. All work is beyond the standard level of achievement between 80%-90%.</p>	<p>Student ability to construct and present effective oral forms of communication presents a clear, specific understanding of the competency. All work is completed on time, is extremely well organized and questions are answered accurately. High interest and excitement have lead the student to reach far beyond the requirements. Student has read related materials and has used many sources of information for reports and/or experiments. Student makes connections between classroom and work place. The students' work is of the highest level of achievement above 90%.</p>
<p>5. Students will apply knowledge of business concepts and functions in a strategic and integrated manner.(BBG#2,4)</p>	<p>Student knowledge of the ability to apply knowledge of business concepts and functions in a strategic integrated manner is not shown. Work lacks neatness, organization, detail and evidence of new knowledge. Work does not meet requirements. Overall, the student has failed to grasp new concepts covered in the competency. The level of achievement is below 60%.</p>	<p>Student knowledge of the ability to apply knowledge of business concepts and functions in a strategic integrated manner is understood, but at minimum level of competency. The work occasionally incomplete and could be organized better. Some resources have been used, but it is not clear what the student understood. Student does most of what is required, but nothing more. Tasks are not carefully done and the information from the resources is not used. Work-based learning results are at a level of achievement between 60% to 69%.</p>	<p>Student knowledge of the ability to apply knowledge of business concepts and functions in a strategic integrated manner meets expectations. The student demonstrates new knowledge learned. The work is well -organized and complete. The student understood the assignments. The student used the resources required and organized information. Work is complete, carefully done and the student meets just above the minimum requirements and expectations. All work meets the standard level of achievement between 70% to 79%.</p>	<p>Student knowledge of the ability to apply knowledge of business concepts and functions in a strategic integrated manner presents a clear specific understanding of the competency. High interest and excitement leads the student to an investigation that reaches beyond requirements. All work is completed on time, and is well-organized and questions are answered accurately. The student has used more resources than required and demonstrates new knowledge. Student work is carefully done, and often go beyond expectations. All work is beyond the standard level of achievement between 80%-90%.</p>	<p>Student knowledge of the ability to apply knowledge of business concepts and functions in a strategic integrated manner presents a clear, specific understanding of the competency. All work is completed on time, is extremely well-organized and questions are answered accurately. High interest and excitement have lead the student to reach far beyond the requirements. Student has read related materials and used many sources of information for reports and/or experiments. Student makes connections between classroom and work place. The students' work is of the highest level of achievement above 90%.</p>

Senior Capstone Ethics Case for all Bachelor Programs
Assessment Rubric

	Unattained 1	Approaching Proficient 2	Proficient 3	Exceeded 4	Mastered 5
1. Students will construct and present effective written forms of professional communication. (BBG#4)	Student ability to construct and present written forms of professional communication is not shown. Work lacks neatness, organization, detail and evidence of new knowledge. Work does not meet requirements. Overall, the student has failed to grasp new concepts covered in the competency. The level of achievement is below 60%.	Student ability to construct and present written forms of professional communication is understood, but at minimum level of competency. The work occasionally incomplete and could be organized better. Some resources have been used, but it is not clear what the student understood. Student does most of what is required, but nothing more. Tasks are not carefully done and the information from the resources is not used. Work-based learning results are at a level of achievement between 60% to 69%.	Student ability to construct and present written forms of professional communication meets expectations. The student demonstrates new knowledge learned. The work is well-organized and complete. The student understood the assignments. The student used the resources required and organized information. Work is complete, carefully done and the student meets just above the minimum requirements and expectations. All work meets the standard level of achievement between 70% to 79%.	Student ability to construct and present written forms of professional communication presents a clear specific understanding of the competency. High interest and excitement leads the student to an investigation that reaches beyond requirements. All work is completed on time, and is well-organized and questions are answered accurately. The student has used more resources than required and demonstrates new knowledge. Student work is carefully done, and often go beyond expectations. All work is beyond the standard level of achievement between 80%-90%.	Student ability to construct and present written forms of professional communication presents a clear, specific understanding of the competency. All work is completed on time, is extremely well organized and questions are answered accurately. High interest and excitement have lead the student to reach far beyond the requirements. Student has read related materials and has used many sources of information for reports and or experiments. Student makes connections between classroom and work place. The students' work is of the highest level of achievement above 90%.
2. Students will evaluate legal and ethical principles of business within a context of Christian Biblical Foundations and apply them to organizational decision making. .(BBG#1)	Student knowledge of the legal and ethical principles of business within a context of Christian Biblical foundations and ability to apply them to organizational decision making is not shown. Work lacks neatness, organization, detail and evidence of new knowledge. Work does not meet requirements. Overall, the student has failed to grasp new concepts covered in the competency. The level of achievement is below 60%.	Student knowledge of the legal and ethical principles of business within a context of Christian Biblical foundations and ability to apply them to organizational decision making is understood, but at minimum level of competency. The work occasionally incomplete and could be organized better. Some resources have been used, but it is not clear what the student understood. Student does most of what is required, but nothing more. Tasks are not carefully done and the information from the resources is not used. Work-based learning results are at a level of achievement between 60% to 69%.	Student knowledge of the legal and ethical principles of business within a context of Christian Biblical foundations and ability to apply them to organizational decision making meets expectations. The student demonstrates new knowledge learned. The work is well-organized and complete. The student understood the assignments. The student used the resources required and organized information. Work is complete, carefully done and the student meets just above the minimum requirements and expectations. All work meets the standard level of achievement between 70% to 79%.	Student knowledge of the legal and ethical principles of business within a context of Christian Biblical foundations and ability to apply them to organizational decision making presents a clear specific understanding of the competency. High interest and excitement leads the student to an investigation that reaches beyond requirements. All work is completed on time, and is well-organized and questions are answered accurately. The student has used more resources than required and demonstrates new knowledge. Student work is carefully done, and often go beyond expectations. All work is beyond the standard level of achievement between 80%-90%.	Student knowledge of the legal and ethical principles of business within a context of Christian Biblical foundations and ability to apply them to organizational decision making presents a clear, specific understanding of the competency. All work is completed on time, is extremely well-organized and questions are answered accurately. High interest and excitement have lead the student to reach far beyond the requirements. Student has read related materials, used many sources of information for reports and/or experiments. Student makes connections between classroom and work place and their work is of the highest level of achievement above 90%.

**Capstone Project for all MBA Programs
Assessment Rubric**

	Unattained	Approaching Proficient	Proficient	Exceeded	Mastered
	1	2	3	4	5
<p><i>1. Students will be able to apply the major concepts theories and concepts in the functional areas of business and demonstrate well developed problem solving skills. (ISLO #1)</i></p>	<p>Student ability to demonstrate well-developed problem solving skills including the ability to recognize problems, analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions; and adapt and innovate in new settings. is not shown. Work lacks neatness, organization, detail and evidence of new knowledge. Work does not meet requirements. Overall, the student has failed to grasp new concepts covered in the competency. The level of achievement is below 73%.</p>	<p>Student ability to demonstrate well-developed problem solving skills including the ability to recognize problems, analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions; and adapt and innovate in new settings is understood, but at minimum level of competency. The work occasionally incomplete and could be organized better. Some resources have been used, but it is not clear what the student understood. Student does most of what is required, but nothing more. Tasks are not carefully done and the information from resources are not used. Work-based learning results are at a level of achievement between 73% to 79%.</p>	<p>Student ability to demonstrate well-developed problem solving skills including the ability to recognize problems, analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions; and adapt and innovate in new settings meets expectations. The student demonstrates new knowledge learned. The work is well organized and complete. The student understood the assignments. The student used the resources required and organized information. Work is complete, carefully done and the student meets just above the minimum requirements and expectations. All work meets the standard level of achievement between 80% to 86%.</p>	<p>Student ability to demonstrate well-developed problem solving skills including the ability to recognize problems, analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions; and adapt and innovate in new settings presents a clear specific understanding of the competency. High interest and excitement leads the student to an investigation that reaches beyond requirements. All work is completed on time, and is well organized and questions are answered accurately. The student has used more resources than required and demonstrates new knowledge. Student work is carefully done, and often go beyond expectations. All work is beyond the standard level of achievement between 87%-93%.</p>	<p>Student ability to demonstrate well-developed problem solving skills including the ability to recognize problems, analyze uncertain situations; interpret and use data and evidence in drawing conclusions; develop alternative solutions; and adapt and innovate in new settings presents a clear ,specific understanding of the competency. All work is completed on time, is extremely well organized and questions are answered accurately. High interest and excitement have lead the student to reach far beyond the requirements. Student has read related materials and has used many sources of information for reports and or experiments. Student makes connections between classroom and work place. The students' work is of the highest level of achievement above 93%.</p>
<p><i>2. Students will be able to evaluate the various environments of business and integrating theory and practice for the purpose of strategic analysis and elucidate their applications to organization decision making, (ISLO #2)</i></p>	<p>Students ability to evaluate the various environments of business and integrating theory and practice for the purpose of strategic analysis and elucidate their applications to organization decision making, is not shown.. Work does not meet requirements. Overall, the student has failed to grasp new concepts covered in the competency. The level of achievement is below 73%.</p>	<p>Students ability to evaluate the various environments of business and integrating theory and practice for the purpose of strategic analysis and elucidate their applications to organization decision making is understood, but at minimum level of competency. The work occasionally incomplete and could be organized better. Some resources have been used, but it is not clear what the student understood. Student does most of what is required, but nothing more. Tasks are not carefully done and the information from</p>	<p>Students ability to evaluate the various environments of business and integrating theory and practice for the purpose of strategic analysis and elucidate their applications to organization decision making meets expectations. The student demonstrates new knowledge learned. The work is well organized and complete. The student understood the assignments. The student used the resources required and organized information. Work is complete, carefully done and the student meets</p>	<p>Students ability to evaluate the various environments of business and integrating theory and practice for the purpose of strategic analysis and elucidate their applications to organization decision making presents a clear specific understanding of the competency. High interest and excitement leads the student to an investigation that reaches beyond requirements. All work is completed on time, and is well organized and questions are answered accurately. The student has used more resources</p>	<p>Students ability to evaluate the various environments of business and integrating theory and practice for the purpose of strategic analysis and elucidate their applications to organization decision making presents a clear, specific understanding of the competency. All work is completed on time, is extremely well organized and questions are answered accurately. High interest and excitement have lead the student to reach far beyond the requirements. Student has read related materials and has used</p>

		resources are not used. Work-based learning results are at a level of achievement between 73% to 79%.	just above the minimum requirements and expectations. All work meets the standard level of achievement between 80% to 86%.	than required and demonstrates new knowledge. Student work is carefully done, and often go beyond expectations. All work is beyond the standard level of achievement between 87%-93%.	many sources of information for reports and or experiments. Student makes connections between classroom and work place. The students' work is of the highest level of achievement above 93%.
3. Students will be able to evaluate ethical principles of business within the context of Christian Biblical foundations. (ISLO #3)	Students ability to identify and analyze the ethical obligations and responsibilities of business within a Christian Biblical foundation is not shown. Work does not meet requirements. Overall, the student has failed to grasp new concepts covered in the competency. The level of achievement is below 73%.	Students ability to identify and analyze the ethical obligations and responsibilities of business within a Christian Biblical foundation is understood, but at minimum level of competency. The work occasionally incomplete and could be organized better. Some resources have been used, but it is not clear what the student understood. Student does most of what is required, but nothing more. Tasks are not carefully done and the information from resources are not used. Work-based learning results are at a level of achievement between 73% to 79%.	Students ability to identify and analyze the ethical obligations and responsibilities of business within a Christian Biblical foundation meets expectations. The student demonstrates new knowledge learned. The work is well organized and complete. The student understood the assignments. The student used the resources required and organized information. Work is complete, carefully done and the student meets just above the minimum requirements and expectations. All work meets the standard level of achievement between 80% to 86%.	Students ability to identify and analyze the ethical obligations and responsibilities of business within a Christian Biblical foundation presents a clear specific understanding of the competency. High interest and excitement leads the student to an investigation that reaches beyond requirements. All work is completed on time, and is well organized and questions are answered accurately. The student has used more resources than required and demonstrates new knowledge. Student work is carefully done, and often go beyond expectations. All work is beyond the standard level of achievement between 87%-93%.	Students ability to identify and analyze the ethical obligations and responsibilities of business within a Christian Biblical foundation presents a clear, specific understanding of the competency. All work is completed on time, is extremely well organized and questions are answered accurately. High interest and excitement have lead the student to reach far beyond the requirements. Student has read related materials and has used many sources of information for reports and or experiments. Student makes connections between classroom and work place. The students' work is of the highest level of achievement above 93%.
4. Students will be able to apply appropriate technological and quantitative methods and tools to the solution of management problems. (ISLO #4)	Students ability to apply appropriate technological and quantitative methods and tools to the solution of management problems is not shown. Overall, the student has failed to grasp new concepts covered in the competency. The level of achievement is below 73%.	Students ability to apply appropriate technological and quantitative methods and tools to the solution of management problem is understood, but at minimum level of competency. Student does most of what is required, but nothing more. Tasks are not carefully done.. Work-based learning results are at a level of achievement between 73% to 79%.	Students ability to apply appropriate technological and quantitative methods and tools to the solution of management problem meets expectations. The student demonstrates new knowledge learned. Work is complete, carefully done and the student meets just above the minimum requirements and expectations. All work meets the standard level of achievement between 80% to 86%.	Students ability to apply appropriate technological and quantitative methods and tools to the solution of management problem presents a clear specific understanding of the competency. All work is completed on time, and is well organized and questions are answered accurately. The student demonstrates new knowledge. Student work is carefully done, and often goes beyond expectations. All work is beyond the standard level of achievement between 87%-93%.	Students ability to apply appropriate technological and quantitative methods and tools to the solution of management problem presents a clear, specific understanding of the competency. All work is completed on time, is extremely well organized and questions are answered accurately. Student makes connections between classroom and work place. The students' work is of the highest level of achievement above 93%.

<p>5. Students will be able to communicate to relevant audiences through clear, consistent and effective written forms of communication and through effective oral business presentations. <i>(ISLO #5)</i></p>	<p>Students ability to communicate to relevant audiences through clear, consistent and effective written forms of communication and through effective oral business presentations is not shown. Work lacks neatness, organization, detail and evidence of new knowledge. Work does not meet requirements. Overall, the student has failed to grasp new concepts covered in the competency. Overall, the student has failed to grasp new concepts covered in the competency. The level of achievement is below 73%.</p>	<p>Students ability to communicate to relevant audiences through clear, consistent and effective written forms of communication and through effective oral business presentations is understood, but at minimum level of competency. Student does most of what is required, but nothing more. Tasks are not carefully done and the information from the resources is not used. Work-based learning results are at a level of achievement between 73% to 79%.</p>	<p>Students ability to communicate to relevant audiences through clear, consistent and effective written forms of communication and through effective oral business presentations meets expectations. The student demonstrates new knowledge learned. The work is well organized and complete. The student understood the assignments. The student used the resources required and organized information. Work is complete, carefully done and the student meets just above the minimum requirements and expectations. All work meets the standard level of achievement between 80% to 86%.</p>	<p>Students ability to communicate to relevant audiences through clear, consistent and effective written forms of communication and through effective oral business presentations presents a clear specific understanding of the competency. High interest and excitement leads the student to an investigation that reaches beyond requirements. All work is completed on time, and is well organized and questions are answered accurately. The student has used more resources than required and demonstrates new knowledge. Student work is carefully done, and often go beyond expectations. All work is beyond the standard level of achievement between 87%-93%.</p>	<p>Students ability to communicate to relevant audiences through clear, consistent and effective written forms of communication and through effective oral business presentations presents a clear, specific understanding of the competency. All work is completed on time, is extremely well organized and questions are answered accurately. High interest and excitement have lead the student to reach far beyond the requirements. Student has read related materials and has used many sources of information for reports and or experiments. Student makes connections between classroom and work place. The students' work is of the highest level of achievement above 93%.</p>
<p>6. Students will be able to demonstrate well developed organizational, leadership and teamwork skills for the effective implementation of organizational policy. <i>(ISLO #6)</i></p>	<p>Students ability to demonstrate well developed organizational, leadership and teamwork skills for the effective implementation of organizational policy is not shown. Work lacks neatness, organization, detail and evidence of new knowledge. Work does not meet requirements. Overall, the student has failed to grasp new concepts covered in the competency. Overall, the student has failed to grasp new concepts covered in the competency. The level of achievement is below 73%.</p>	<p>Students ability to demonstrate well developed organizational, leadership and teamwork skills for the effective implementation of organizational policy is understood, but at minimum level of competency. Student does most of what is required, but nothing more. Tasks are not carefully done and the information from the resources is not used. Work-based learning results are at a level of achievement between 73% to 79%.</p>	<p>Students ability to demonstrate well developed organizational, leadership and teamwork skills for the effective implementation of organizational policy meets expectations. The student demonstrates new knowledge learned. The work is well organized and complete. The student understood the assignments. The student used the resources required and organized information. Work is complete, carefully done and the student meets just above the minimum requirements and expectations. All work meets the standard level of achievement between 80% to 86%.</p>	<p>Students ability to demonstrate well developed organizational, leadership and teamwork skills for the effective implementation of organizational policy presents a clear specific understanding of the competency. High interest and excitement leads the student to an investigation that reaches beyond requirements. All work is completed on time, and is well organized and questions are answered accurately. The student has used more resources than required and demonstrates new knowledge. Student work is carefully done, and often go beyond expectations. All work is beyond the standard level of achievement between 87%-93%.</p>	<p>Students ability to demonstrate well developed organizational, leadership and teamwork skills for the effective implementation of organizational policy presents a clear, specific understanding of the competency. All work is completed on time, is extremely well organized and questions are answered accurately. High interest and excitement have lead the student to reach far beyond the requirements. Student has read related materials and has used many sources of information for reports and or experiments. Student makes connections between classroom and work place. The students' work is of the highest</p>

					level of achievement above 93%.
<p><i>7. Students will be able to demonstrate the capacity to manage organizational problems and issues from a multi-disciplinary perspective. (BBG#7)</i></p>	<p>Students ability to demonstrate the capacity to manage organizational problems and issues from a multi-disciplinary perspective is not shown. Work lacks neatness, organization, detail and evidence of new knowledge. Work does not meet requirements. Overall, the student has failed to grasp new concepts covered in the competency. The level of achievement is below 73%.</p>	<p>Students ability to demonstrate the capacity to manage organizational problems and issues from a multi-disciplinary perspective is understood, but at minimum level of competency. Student does most of what is required, but nothing more. Tasks are not carefully done and the information from the resources is not used. Work-based learning results are at a level of achievement between 73% to 79%.</p>	<p>Students ability to demonstrate the capacity to manage organizational problems and issues from a multi-disciplinary perspective meets expectations. The student demonstrates new knowledge learned. The work is well organized and complete. The student understood the assignments. The student used the resources required and organized information. Work is complete, carefully done and the student meets just above the minimum requirements and expectations. All work meets the standard level of achievement between 80% to 86%.</p>	<p>Students ability to demonstrate the capacity to manage organizational problems and issues from a multi-disciplinary perspective presents a clear specific understanding of the competency. High interest and excitement leads the student to an investigation that reaches beyond requirements. All work is completed on time, and is well organized and questions are answered accurately. The student has used more resources than required and demonstrates new knowledge. Student work is carefully done, and often go beyond expectations. All work is beyond the standard level of achievement between 87%-93%.</p>	<p>Students ability to demonstrate the capacity to manage organizational problems and issues from a multi-disciplinary perspective presents a clear, specific understanding of the competency. All work is completed on time, is extremely well organized and questions are answered accurately. High interest and excitement have lead the student to reach far beyond the requirements. Student has read related materials and has used many sources of information for reports and or experiments. Student makes connections between classroom and work place. The students' work is of the highest level of achievement above 93%.</p>

Southern Adventist University
School of Business
Midterm Employer Evaluation of Intern (GREEN Form)

Management & Financial Services Internship Program Southern Adventist University

Student's Name _____ Semester _____ Date _____

Employer _____

Supervisor _____
Please Print Please Sign

(Employers may also attach their own evaluation form or attach an additional page.)

1. Please evaluate the student on the following scales in comparison to other similarly assigned students or personnel, OR with respect to achievement of objectives.

	<i>Poor</i>	<i>Marginal</i>	<i>Average</i>	<i>Good</i>	<i>Excellent</i>		
A. Interpersonal relationship	Not well accepted	1	2	3	4	5	Highly Cooperative
B. Kept agreements	Slow	1	2	3	4	5	Very Timely
C. Judgment	Poor	1	2	3	4	5	Mature
D. Dependability	Careless	1	2	3	4	5	Highly Reliable
E. Learning Ability	Slow	1	2	3	4	5	Rapid
F. Quality of Work	Poor	1	2	3	4	5	Excellent
G. Punctuality	Irregular	1	2	3	4	5	Regular
H. Ability to teach others	Poor	1	2	3	4	5	Excellent
I. Oral communication skills	Poor	1	2	3	4	5	Articulate
J. Written communication skills	Poor	1	2	3	4	5	Clear writing style
K. Listening Skills	Poor	1	2	3	4	5	Excellent
L. Creative problem solving	Poor	1	2	3	4	5	Excellent
M. Knowledge/Skills	Inadequate	1	2	3	4	5	Excellent
N. Knowledge of technology	Inadequate	1	2	3	4	5	Excellent
O. Self-management/ initiative	Poor	1	2	3	4	5	Excellent
P. Attitude	Poor	1	2	3	4	5	Excellent
Q. Overall Performance	Unsatisfactory	1	2	3	4	5	Outstanding

COMMENTS:

(In the final evaluation, please indicate if you would recommend this intern for a job similar to the internship job.)

Graduating Senior Exit Interview Questions (All Bachelor Programs)

Please specify if you would like your answers to be kept confidential. General answers will be put into our Student Outcomes Report.

Why did you choose Southern Adventist University?

Why did you choose business? How did you decide to be a business major?

What was the best course you took in the department? (Student can define "best" however they want.)

What was the worst course you took in the department? ("Worst" defined however they want. If they don't know, suggest "least useful".)

Who was your favorite professor, why?

Who was your least favorite professor, why?

What's good about the department?

What can we do to improve the department or the program?

Do you feel you got to work as part of a team enough? Too much?

Where are you going from here? Do you feel well-prepared to go on?

If you had it to do over again, what would you do differently, if anything?

Please answer the following questions using a scale of 1-5, with "1" being low and "5" being high:

How confident are you in your ability to describe the principle concepts, theories and practices in and the interrelationship between the functional areas of business within the context of the free enterprise system. (ISLO#1)

How proficient do you feel in your ability to describe the global environment of business? (ISLO#2)

How proficient do you feel in your ability to evaluate the legal and ethical principles of business within a context of Christian Biblical Foundations. (ISLO#3)

How proficient are you in your ability to use decision support tools? (ISLO#4)

How proficient are you in your ability to present effective oral and written professional communications? (ISLO#5)

How proficient are you in your ability to apply your knowledge of business concepts and functions in a strategic integrated manner? (ISLO#6)

Graduating Senior Exit Interview Questions (All Graduate Programs)

Please specify if you would like your answers to be kept confidential. General answers will be put into our Student Outcomes Report.

Why did you choose Southern Adventist University?

Why did you choose business? How did you decide to be a business major?

What was the best course you took in the department? (Student can define "best" however they want.)

What was the worst course you took in the department? ("Worst" defined however they want. If they don't know, suggest "least useful".)

Who was your favorite professor, why?

Who was your least favorite professor, why?

What's good about the department?

What can we do to improve the department or the program?

Where are you going from here? Do you feel well-prepared to go on?

If you had it to do over again, what would you do differently, if anything?

Please answer the following questions using a scale of 1-5, with "1" being low and "5" being high:

How confident are you in your ability to demonstrate well-developed problem solving skills including the ability to recognize problems, analyze uncertain situations; interpret and use data and evidence in drawing conclusions? (ISLO#1)

How proficient do you feel in your ability to integrate theory and practice for the purpose of strategic analysis in the areas of accounting, finance, marketing management and elucidate their applications to organizational decision making? (ISLO#2)

How proficient do you feel in your ability to analyze the ethical obligations and responsibilities of business within a Christian Biblical foundation? (ISLO#3)

How proficient are you in your ability to apply the major theories and concepts in the areas of accounting, finance, management and marketing management and elucidate their applications to organizational decision making? (ISLO#4)

How proficient are you in your ability to apply appropriate technological and quantitative methods and tools to the solution of practical management problems? (ISLO#5)

How proficient are you in your ability to communicate to relevant audiences through clear, consistent and effective written forms of communication and through effective oral business Presentations? (ISLO#6)

How proficient are you in your ability to manage organizational problems and issues from a multi-disciplinary perspective? (ISLO#7)