



Nobel University

Assessment Plan

Contents of Table

I. Introduction	4
Mission Statement	4
Purpose	4
Institutional Objectives	4
Assessment Process	5
Areas of Assessment	6
Assessment Schedule	9
Plan for Assessing the Assessment Plan	9
Annual Assessment Report	9
Explanation of Using Data to Develop Strategic Plan	10
Assessment of University’s Policies and Procedures	10
Institutional Publications.....	10
II. INSTITUTIONAL EFFECTIVENESS ASSESSEMENT	11
Board Member Self-Evaluation	11
President Evaluation	14
Employee Evaluation.....	16
Faculty Evaluation	18
Faculty Peer Evaluation	19
Librarian Evaluation	21
Employee Satisfaction Survey	22
Faculty Satisfaction Survey	23
Student Satisfaction Survey	24
Exit Interview Survey.....	26
III. ACADEMICS AND STUDENT LEARNING ASSESSEMENT.....	27
Student Learning Assessment.....	27
Bachelor of Business Administration (BBA)	28
CURRICULUM MAPPING.....	32
BBA ILO to PLO Curriculum Mapping.....	32
BBA PLO to CLO Curriculum Map (Complete Table)	33
BBA PLO to CLO Curriculum Map (Summary).....	46
Master of Business Administration (MBA)	49
MBA ILO to PLO Curriculum Map	52

MBA PLO to CLO Curriculum Map (Complete Table)	52
MBA PLO to CLO Curriculum Map (Summary).....	56
Rubrics	57
Curriculum Development/ Revision Process.....	68
Course Evaluation Survey	84
Program Review.....	86

I. Introduction

Institutional effectiveness at the Nobel University is the process of self-evaluation and continued improvement necessary to achieve the mission and objectives. The self-evaluation process includes using internal and external sources as well as qualitative and quantitative data to ascertain how well Nobel University performs in all areas of its operations, including academic programs and educational support services. The process is ongoing, with results being shared with members of Nobel University's community.

This Assessment Plan is the guideline for achieving institutional effectiveness. The Nobel University's Strategic Plan provides the framework for determining what is to be accomplished by publishing the mission, objectives, learning outcomes, timeline for accomplishment, assigning responsibility, and resource requirements. Assessment instruments for achieving the expected outcomes are identified. The cycle for measuring progress is incorporated into this Assessment Plan.

Mission Statement

The mission of Nobel University is advance responsible business practice through pragmatic education that is entrepreneurial in nature, Christian in focus, and global in orientation

Purpose

Nobel University seeks to create a Christian learning environment in which the educational needs of all undergraduate and graduate students are met through preparation for careers in business-related fields and occupations.

Institutional Objectives

In support of the mission statement, Nobel University has developed four objectives. By the completion of the degree program, students will be able to:

1. Demonstrate the most contemporary theories, principles, and concepts in its business program offerings.
2. Demonstrate cultural awareness and tolerance through the intellectual and social development.
3. Demonstrate a sense of professionalism, including values, ethics, and the necessary judgment to function effectively in their chosen business field.
4. Demonstrating biblical and ethical standards in personal life and career

Assessment Process

Nobel University identifies the following areas of the institution that are systematically assessed:

- Institutional Mission
- Governing Board
- President/Administration/ Staff
- Academic Programs/ Program Learning Objects
- Student Learning Outcomes
- Student Services
- Faculty Development
- Finance
- Library
- Physical Plant and Health and Safety
- Technology

The assessment process includes following steps:

- Step 1: Identification of desired outcomes
- Step 2: Identification of direct and indirect assessment instruments
- Step 3: Collection of data regarding outcomes
- Step 4: Analysis and interpretation of data
- Step 5: Determination of change needed to better accomplish outcomes and positively impact student learning
- Step 6: Incorporation of change, as necessary, into the strategic plan
- Step 7: Implementation of any necessary budget change, and
- Step 8: Implementation of steps necessary to make identified changes

The assessment plan and process are subject to evaluation before the cycle or assessment loop is repeated. Attention to aspects of assessment may shift from cycle to cycle in order to ensure appropriate analysis of the departments and offices of the University as well as each of its academic program.

A variety of assessment methods are used: surveys, minutes, external financial audit data, state and accreditation agency reports, consultants' reports, student course evaluation, grade distribution analyses, retention and graduation rates, employer surveys, student surveys, and faculty/staff performance evaluations. The data is collected, reported, and analyzed. Recommendations are formulated for each area as well as action plans and strategies developed in order to accomplish the recommendations.

Areas of Assessment

Area of Assessment	Instruments	Responsible Parties
<p><u>University's Mission</u> Mission statement survey to be conducted by the Board of Directors. The mission statement is reviewed as to whether it states the purpose of Nobel University and reflects its operations. The mission statement is reviewed as to its measurability and clarity and conciseness. A strategy for improvement is to be identified if necessary.</p>	Institutional Statement Survey	Board of Directors
<p><u>Governing Board</u> The Boards completes a self-evaluation at its stated meeting. The evaluation assesses the organization, board member development, relations between board and staff, meetings, decisions, personal appraisal of board services, and sense of satisfaction of board services.</p>	Board Self-Evaluation	Board of Directors
<p><u>President</u> President's Evaluation. The Board of Directors evaluates the leadership and management, spirituality, communication, behavior/ integrity/ morality/ ethics, relationships, institution's finances, and development of the President</p>	President Evaluation Form	Board of Directors
<p><u>Administrative and Staff</u> Evaluation and Satisfaction Survey. The Staff Evaluation is to be conducted by one's supervisor. The Staff Satisfaction Survey is to be conducted by the President and supervisors.</p>	Employee Evaluation Form Employee Satisfaction Survey	President and Supervisors
<p><u>Academic Program</u> Academic Program Reviews are to be conducted by Chief Academic Officer and Program Directors. The followings are addressed and evaluated:</p> <ul style="list-style-type: none"> - Compatibility of the program with the mission - Enrollment/retention/graduates - Degree curriculum content - Program requirement by the comparison with other programs - Library analysis in support of the program - Student Services - Faculty Development - Satisfaction Survey - Syllabi analysis 	Academic Program Reviews	Chief Academic Officer Program Directors

<p><u><i>Student Learning Outcomes</i></u> In order to assess and evaluate the student learning outcomes, the followings are addressed and evaluated.</p> <ol style="list-style-type: none"> 1. Graduation rate 2. Job Placement rate 3. Retention Rate 4. College Placement of Graduates 5. Exit Interviews 6. Alignment of Outcomes 	<p>Graduation/ Placement/ Retention Rates Exit Interviews Curriculum Maps Program Review</p>	<p>Registrar Administrator of Student Services Chief Academic Officer Program Directors</p>
<p><u><i>Faculty Development</i></u> The faculty members are evaluated using annual Faculty Evaluation which consists of several items that demonstrate expertise and competence in field and profession. The process includes a summary and response to your course evaluations, a report of your scholarly and community activities, and a performance evaluation that will be conducted by the supervisor. Each member of the faculty is also evaluated by his/her peers using the Faculty Peer Review.</p>	<p>Annual Faculty Evaluation Annual Faculty Activity Report Course Evaluation Review and Response Faculty Peer Review Faculty Satisfaction Survey</p>	<p>Chief Academic Officer Program Directors Faculty</p>
<p><u><i>Student Services</i></u> All of aspects of Student Services are assessed using the Annual Student Satisfaction Survey. The Student Satisfaction Survey provides an opportunity for students to make comments, and an opportunity to recommend needed student services. Each student has the opportunity to respond on the survey.</p>	<p>Student Satisfaction Survey</p>	<p>Administrator of Student Services</p>
<p><u><i>Finances</i></u></p> <ol style="list-style-type: none"> 1. External financial audit To be conducted annually. 2. Management Letters/ Deficit History/ Sufficient Cash Flow/ Debt Retirement The data is collected and analyzed annually. The goals are to have no deficits, have sufficient cash flow, and retire debt in order to be debt-free. 3. Gift Income Fundraising methods are identified along with the amounts generated each year. Fundraising trends are identified. 4. USDE Financial Stability Ratio From the annual audited data, the primary reserve ratio, the equity ratio, and the net income ratio for each fiscal 	<p>Audited Financial Statement Composite Score</p>	<p>President Chief Operating Officer Administrator of Finance</p>

<p>year is computed. The composite score is commuted following the methodology used by the US Department of Education for proprietary and nonprofit institutions. The composite score should be between 1.5 to 3.0 to demonstrate a financially healthy institution.</p> <p>5. Financial Ratios The auditor computes the following ratios: Primary Reserve Ratio/ Net Income Ratio/ Return on Net Assets Ratio/ Viability Ratio The goal is for the ratios is trend according to the specific benchmarks.</p>		
<p><u>Library</u> In order to assess and evaluate the library service, Nobel University utilizes following instruments:</p> <ol style="list-style-type: none"> 1. Student Satisfaction Survey Students annually assess the library in the Student Satisfaction Survey 2. Librarian Report The librarian prepares a report for the Director of Academics which includes the following: <ul style="list-style-type: none"> - Library materials catalogued - Annual expenditure - Circulation & Inter-library loan - Information Literacy Instruction - Challenges and Goals for the coming year 	<p>Student Satisfaction Survey Librarian Report</p>	<p>Administrator of Student Services Librarian</p>
<p><u>Physical Plan and Health and Safety</u> Data from the various Satisfaction Surveys are collected and analyzed.</p>	<p>Student Satisfaction Survey Faculty Satisfaction Survey Employee Satisfaction Survey</p>	<p>Administrator of Student Services Chief Academic Officer Chief Operating Officer</p>
<p><u>Technology</u> Data from the Student Satisfaction Survey, Faculty Satisfaction Survey, and Employee Satisfaction Survey.</p>	<p>Student Satisfaction Survey Faculty Satisfaction Survey Employee Satisfaction Survey</p>	<p>Administrator of Student Services Chief Academic Officer Chief Operating Officer</p>

Assessment Schedule

Month	Assessment	Responsible Parties
March	Employee Satisfaction Survey	Chief Operating Officer
	Faculty Satisfaction Survey	Chief Academic Officer
	Library Patron Opinion Survey (Faculty)	Librarian
June	Annual Faculty Evaluation	Chief Academic Officer
	Employee Evaluation	President and Supervisors
July	Librarian's Report to CAO	Librarian
	Annual Assessment Report	President
	Graduation/Retention Rates	Office of Registrar
August	SWOT Analysis: Internal Strength/Weakness External Opportunities/Threats	Strategic Planning Committee
	Development of Strategic Plan	President Chief Operating Officer
	Audited Financial Statement	Chief Finance Officer
September	Institutional Statements Survey	Board of Directors
	Student Satisfaction Survey	Office of Student Services
	Library Patron Opinion Survey (Students)	Librarian
	Financial Ratios Computed and Analyzed	Chief Finance Officer
November	Board Self-Evaluation	Board of Directors
	President's Evaluation	Board of Directors
December	Job Placement Rate	Office of Student Services
	Employer Satisfaction Survey	Office of Student Services
End of Each Term	Course Evaluation Survey	Chief Academic Officer
	Exit Interviews	Office of Student Services

Plan for Assessing the Assessment Plan

The Assessment Committee will review the assessment plan and process annually, usually in July, and make recommendations to the faculty and administration for change as appropriate. Once approved, changes will be incorporated into the next year's comprehensive assessment plan.

Annual Assessment Report

The data is collected per assessment calendar and is summarized. The data is then analyzed and recommendations are made based on the data. Strategies to address recommendation are identified and assigned to an individual or group. Progress on accomplishment of the strategy or strategies and completion of the recommendation are tracked and documented. An annual assessment report is prepared in July of each year.

Explanation of Using Data to Develop Strategic Plan

The data is collected during the year as per schedule and the Assessment Report is prepared during the summer. The data and recommendations are reported to the faculty and staff at a joint annual Strategic Planning Committee meeting. The Assessment Report is discussed with the Board of Directors. A plan of action addresses each recommendation is developed and duties are assigned to the appropriate personnel. Action plans and timelines are implemented. The data from the Assessment Report is used during the fall for the development and revision of the Strategic Plan.

Assessment of University's Policies and Procedures

All policies and procedures in Nobel University are to be reviewed on a regular basis to ensure the ongoing relevance and applicability. One of the responsibilities of the Nobel University Assessment Committee is to review and recommend policies and procedures for institutional effectiveness. In every 3 years, the committee must review the university's all policies and procedures to determine what revisions, additions, and clarifications are needed. The revisions are to be reflected to the institutional Policies Manual upon the approval of the Board of Directors.

Institutional Publications

All publications are evaluated, revised, and updated on a regular basis. The principal publication is the annual University Catalog which is revised and updated annually under the leadership of the Chief Academic Officer. Prior to inclusion in the University Catalog, all curriculum changes must be approved by the faculty, administration, and Board of Directors. The Student Handbook is revised and updated each year by the Office of Student Services and other staff members involved in student affairs.

The Board of Directors has the final authority for policies published in the catalog, handbooks and manuals of Nobel University. To allow a reasonable time for review and questions, members of the Board of Directors will be provided the proposed catalog, handbook and manual at least one week prior to any vote for its approval. The existing publications remain in force until new publications or addenda are approved by the Board of Directors.

II. INSTITUTIONAL EFFECTIVENESS ASSESSEMENT

Nobel University Institutional Statements Survey Form

The Institutional Statements Survey is to be conducted annually by the Board of Directors. The institutional statements are reviewed as to whether it states the purpose of Nobel University and reflects its operations. A strategy for improvement is to be identified if necessary. This survey should be completed by Board of Directors, faculty, staff and students.

How would you rate the statement on the scale shown below?

5= Strongly Agree 4= Agree 3= Uncertain 2= Disagree 1= Strongly Disagree N/A= Not Applicable

The Mission statement expresses Nobel University’s chief aims as “to advance responsible business practice through pragmatic education that is entrepreneurial in nature, Christian in focus, and global in orientation.”

This is an appropriate aim.	5	4	3	2	1	N/A
This aim is clearly expressed.	5	4	3	2	1	N/A
This aim is well aligned with my perception of Nobel University’s purpose.	5	4	3	2	1	N/A
This aim is consistent with Nobel University’s current practices.	5	4	3	2	1	N/A

The Purpose statement expresses Nobel University’s chief aims as “to create a Christian learning environment in which the educational needs of all undergraduate and graduate students are met through preparation for careers in business-related fields and occupations.”

This is an appropriate aim.	5	4	3	2	1	N/A
This aim is clearly expressed.	5	4	3	2	1	N/A
This aim is well aligned with my perception of Nobel University’s purpose.	5	4	3	2	1	N/A
This aim is consistent with Nobel University’s current practices.	5	4	3	2	1	N/A

In support of the mission statement, Nobel University has developed four institutional objectives as followings:

1. Demonstrate the most contemporary theories, principles, and concepts in its business program offering.

This is an appropriate objective.	5	4	3	2	1	N/A
This objective is clearly expressed.	5	4	3	2	1	N/A
This objective is well aligned with my perception of Nobel University’s purpose.	5	4	3	2	1	N/A
This objective is consistent with Nobel University’s current practices.	5	4	3	2	1	N/A

2. Demonstrate cultural awareness and tolerance through the intellectual and social development.

This is an appropriate objective.	5	4	3	2	1	N/A
This objective is clearly expressed.	5	4	3	2	1	N/A
This objective is well aligned with my perception of Nobel University's purpose.	5	4	3	2	1	N/A
This objective is consistent with Nobel University's current practices.	5	4	3	2	1	N/A

3. Demonstrate a sense of professionalism, including values, ethics, and the necessary judgement to function effectively in their chosen business field.

This is an appropriate objective.	5	4	3	2	1	N/A
This objective is clearly expressed.	5	4	3	2	1	N/A
This objective is well aligned with my perception of Nobel University's purpose.	5	4	3	2	1	N/A
This objective is consistent with Nobel University's current practices.	5	4	3	2	1	N/A

4. Demonstrate biblical and ethical standards in personal life and career

This is an appropriate objective.	5	4	3	2	1	N/A
This objective is clearly expressed.	5	4	3	2	1	N/A
This objective is well aligned with my perception of Nobel University's purpose.	5	4	3	2	1	N/A
This objective is consistent with Nobel University's current practices.	5	4	3	2	1	N/A

Any additional comments or suggestions

Thank you for your cooperation.

Board Member Self-Evaluation

The Board completes a self-evaluation annually. The evaluation assesses the organization, board member development, relations between board and staff, meetings, decision, and sense of satisfaction of board services. The evaluation will be used for the betterment of the member’s administration and communication purpose only.

Please score each questions according to the following scales:

5= Strongly Agree 4= Agree 3= Uncertain 2= Disagree 1= Strongly Disagree N/A= Not Applicable

A. How Well Has the Board Done Its Job?

Nobel University has a five-year strategic plan with a set of clear goals and priorities.	5	4	3	2	1	N/A
The board gives direction to staff on how to achieve the goals primarily by setting or referring to policies.	5	4	3	2	1	N/A
The board ensures that the organization’s accomplishments and challenges are communicated to members and stakeholders.	5	4	3	2	1	N/A
The board has ensured that members and stakeholders have received reports on how our organization has used its financial and human resources.	5	4	3	2	1	N/A

B. How Well Has the Board Conducted Itself?

Board members are aware of what is expected of them.	5	4	3	2	1	N/A
The agenda of board meetings is well planned so that we are able to get through all necessary board business.	5	4	3	2	1	N/A
We receive written reports to the board in advance of our meetings.	5	4	3	2	1	N/A
We do a good job encouraging and dealing with different point of view.	5	4	3	2	1	N/A
The board has planned and led the orientation process for new board members.	5	4	3	2	1	N/A

C. Board’s Relationship with President

There is a clear understanding of where the board’s role ends and the President’s begins.	5	4	3	2	1	N/A
There is good two-way communication between the board and the President.	5	4	3	2	1	N/A
The board provides direction to the President by setting new policies or clarifying existing ones.	5	4	3	2	1	N/A
The board has developed formal criteria and a process for evaluating the President.	5	4	3	2	1	N/A
The board provides feedback and shows its appreciation to the President on a regular basis.	5	4	3	2	1	N/A

D. Performance of Individual Board Members (Not to be shared)

I am aware of what is expected of me as a board member.	5	4	3	2	1	N/A
I have a good record of meeting attendance.	5	4	3	2	1	N/A
I read the minutes, reports and other materials in advance of our board meetings.	5	4	3	2	1	N/A
I am familiar with what is in the bylaws and governing policies.	5	4	3	2	1	N/A
I follow through on things I have said I would do.	5	4	3	2	1	N/A
I maintain the confidentiality of all board decisions.	5	4	3	2	1	N/A

President Evaluation

The Board of Directors evaluates the leadership, management, spirituality, communication, behavior, integrity, morality, ethics, relationships, institution’s finances, and development of the President annually. The evaluation will be used for the betterment of the presidential administration and communication purpose only.

Please score each questions according to the following scales:

5= Superior 4= Above Average 3= Average 2= Below Average 1= Poor N/A= Not Applicable

A. Commitment to Institutional Mission

Demonstrates a personal sense of responsibility for helping the university achieve success.	5	4	3	2	1	N/A
Concern for the general welfare of the university.	5	4	3	2	1	N/A
Develop innovative ways to accomplish the mission of the university.	5	4	3	2	1	N/A
Evidence an understanding of the mission of the university and the special demands placed on it.	5	4	3	2	1	N/A

B. Leadership Ability

Identifies needs of the university and develops, implements plans and programs to address those needs.	5	4	3	2	1	N/A
Encourages the development of innovative programs to meet changing needs of constituents.	5	4	3	2	1	N/A
The President is effective in resolving significant problems.	5	4	3	2	1	N/A
The President’s leadership has a positive influence on employee morale and performance.	5	4	3	2	1	N/A
Based upon the President’s leadership, faculty and staff have confidence in the future of the university.	5	4	3	2	1	N/A

C. Management Effectiveness

Exhibits effective management skills to identify problem areas, weaknesses, and strengths of the university.	5	4	3	2	1	N/A
Works effectively to maintain high morale among subordinates and between himself, his staff, and others within the university.	5	4	3	2	1	N/A
The President is effective in adapting to and coordinating university responses to necessary change.	5	4	3	2	1	N/A
The chancellor makes effective use of, and allocates all resources.	5	4	3	2	1	N/A
Plans and prepares for the unexpected.	5	4	3	2	1	N/A

D. Fiscal Management & Fundraising

Assumes and retains control at all times over the budgets of the university.	5	4	3	2	1	N/A
Moves quickly to correct fiscal problems.	5	4	3	2	1	N/A
Directs and encourages fundraising from private, corporate and public sources.	5	4	3	2	1	N/A

E. Academic Quality & Accountability

Has process in place for effectively monitoring programs requiring accreditation	5	4	3	2	1	N/A
Respects academic freedom.	5	4	3	2	1	N/A
Promotes academic growth through research, collaborative agreements, grantsmanship, development of patents, etc.	5	4	3	2	1	N/A
Promotes the general academic welfare of the university.	5	4	3	2	1	N/A

Any additional comments or suggestions

Thank you for your cooperation.

Employee Evaluation

Employee Information

Employee Name: _____

Date: _____

Employee's Title: _____

Evaluation Period: _____

Reviewer Name: _____

Reviewer's Title: _____

Performance Evaluation	Unsatisfactory	Development Needed	Successful	Above Expectations	Comments
Job Knowledge					
Productivity					
Work Quality					
Technical Skills					
Enthusiasm					
Cooperation					
Initiative					
Punctuality					
Attendance					
Dependability					
Communication Skills					
Overall Rating					

Faculty Evaluation

Instructor: _____ Academic Semester and Year: _____

Position: Full-time _____ Adjunct _____

Campus: Los Angeles Main Campus _____ Buena Park Branch Campus _____

Course Number: _____

Course Title: _____

In compliance:

- Annual Faculty Development Plan/Summary and documentation have been submitted.
- In-Service Training documentation have been submitted.

Performance Criteria for Faculty

Instructions for Supervisors: Using the scale below (5 indicates high effectiveness), please rate the faculty's effectiveness as an instructor.

1. Need to Improve; 2. Acceptable; 3. Average; 4. Good; 5. Exceptional

1. Teaching Performance (e.g., enthusiasm, preparedness, clarity, coherence, etc.)	5	4	3	2	1
2. Overall knowledge of subject matter	5	4	3	2	1
3. Professionalism (on time for class, meetings, sensitive to student needs, listens, etc.)	5	4	3	2	1
4. Student Engagement (e.g. uses active learning, discussions, varies methods of instruction, etc.)	5	4	3	2	1
5. Student Support (available, provides early alerts, referrals, advising, etc.)	5	4	3	2	1
6. Learning Outcomes Assessment	5	4	3	2	1
7. Associated Administrative Duties (e.g. attendance, punctuality, grade submission, etc.)	5	4	3	2	1
8. Learning Outcomes Assessment	5	4	3	2	1

Faculty Evaluation Improvement Plan/ Comments:

Signature (Faculty)

Date

Signature (Supervisor)

Date

Faculty Peer Evaluation

The evaluation for teaching faculty should be done by his or her peers annually. The director of academics will communicate the evaluation with the teaching faculty.

Instructor:	Term:	Visitation Date
Course Number:	Course Title:	

Evaluator:	Evaluator's Position:
New Instructor? <input type="checkbox"/> Yes <input type="checkbox"/> No	

SYLLABUS

Please mark "✓" for all sections found on the syllabus.

Course Descriptors:

- Course Number Course Title Term Instructor's Name Credit Hours

Introduction:

- Class meeting day & hour Instructor office hours Instructor contact information (required)

Other Required Sections:

- Mission Statement Course description Grading Rubrics
 Prerequisites Program Objectives & Student Learning Outcomes
 Instruction Method Required Text Book Recommended Reading & Other Course resources
 Course Policies Assignments Assessment Rationale for Grade Determination
 Course Calendar/Schedule

Comments about syllabus:

CLASS INFORMATION

Class Hour: ____:____ - ____:____ **Observation Hour:** ____:____ - ____:____ Lecture Lab

Instructional Techniques (Check all that apply):

- | | | |
|--|--|--|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Small-groups work | <input type="checkbox"/> Case studies |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Role-play | <input type="checkbox"/> Student Presentations |
| <input type="checkbox"/> Q&A | <input type="checkbox"/> Groups Demonstrations | <input type="checkbox"/> Audio/Visual aids |
| <input type="checkbox"/> Others: _____ | | |

CLASS OBSERVATION

*For the following statements, please score each question according to the following scale:
1. Need to Improve; 2. Acceptable; 3. Average; 4. Good; 5. Exceptional N/A= Not applicable*

	<i>Student Observation</i>	1	2	3	4	5	N/A
1	Actively participated in class						
2	Prepared for lecture						
3	Actively interacted with instructor						
4	Actively interacted with other students						
	<i>Instructor's Preparation</i>	1	2	3	4	5	N/A
5	Demonstrated expertise in subject matter						
6	was well-prepared and well-organized for class						
7	Effectively introduced topic/goal of lesson						
	<i>Instructor's Presentation</i>	1	2	3	4	5	N/A
8	Displayed proficient knowledge of material						
9	Displayed enthusiasm for teaching in general						
10	Demonstrated sensitivity to student learning styles						
11	Utilized supporting materials/technology						
12	Used proper voice tone and non-verbal communication techniques						
	<i>Discussion</i>	1	2	3	4	5	N/A
13	Displayed positive & appropriate interaction with students						
14	Interrelated course concepts with practical application						
15	Remained open to differing points of view and perspectives						
16	Regularly elicited student participation						
	<i>Assessment</i>	1	2	3	4	5	N/A
17	Properly designed test/assignment relevancy to the learning						
18	Properly allocated test/assignment frequency						
19	Gave helpful feedback/comments for further learning						
20	Gave clear grading criteria & rubrics						
	<i>Mission Of University</i>	1	2	3	4	5	N/A
21	Nurtured spiritual growth						
22	Encouraged sensitivity to cultural uniqueness & diversity						
23	Close relevancy given to vocational leadership for the future						
24	Caring community formed between students and faculty						
25	Addressed Christian values and perspective						

EXTRA COMMENTS:

Employee Satisfaction Survey

The Employee Satisfaction Survey is to be conducted annually. The survey should be completed by all staff members.

A staff satisfaction survey report is to be written based on the responses from the surveys.

Date: _____

Campus: Los Angeles Main Campus Buena Park Branch Campus

Please check the appropriate ratings in the table below.

5= Very Satisfied 4= Somewhat Satisfied 3= Uncertain 2= Somewhat Dissatisfied 1= Very Dissatisfied N/A= Not Applicable

How would you rate the following aspects of your working experience?

Availability of Resources for Working at the University	5	4	3	2	1	N/A
Quality of the Policies that the University sets	5	4	3	2	1	N/A
Compensation Package or Salary	5	4	3	2	1	N/A
Satisfaction with Your Department Leadership	5	4	3	2	1	N/A

How would you rate the following services/facilities at the University?

Campus	5	4	3	2	1	N/A
Office and Other Facilities	5	4	3	2	1	N/A
Library	5	4	3	2	1	N/A
Parking	5	4	3	2	1	N/A
Lounge/ Cafeteria	5	4	3	2	1	N/A

How would you rate the following aspects of staff life at the University?

Social Life with Fellow Staffs	5	4	3	2	1	N/A
Staff Diversity	5	4	3	2	1	N/A
Campus Safety	5	4	3	2	1	N/A
Professional Development Opportunities	5	4	3	2	1	N/A
Overall Experience at Nobel University	5	4	3	2	1	N/A
Computer labs are accessible and kept up to date.	5	4	3	2	1	N/A
On the whole, the school is well-maintained.	5	4	3	2	1	N/A

Any additional comments or suggestions

Thank you for your participation!

Faculty Satisfaction Survey

The Faculty Satisfaction Survey is to be conducted annually. The survey should be completed by all faculty members. A faculty satisfaction survey report is to be written based on the responses from the surveys.

Date: _____

Campus: Los Angeles Main Campus Buena Park Branch Campus

Please check the appropriate ratings in the table below.

5= Very Satisfied 4= Somewhat Satisfied 3= Uncertain 2= Somewhat Dissatisfied 1= Very Dissatisfied N/A= Not Applicable

How would you rate the following aspects of your teaching experience?

Availability of Resources for Teaching at the University	5	4	3	2	1	N/A
Quality of the Policies that the University sets	5	4	3	2	1	N/A
Compensation Package or Salary	5	4	3	2	1	N/A
Teaching Requirements for Faculty	5	4	3	2	1	N/A
Quality of the Fellow Faculties' Academic Ability	5	4	3	2	1	N/A
Recognition of Faculty for Special Achievements	5	4	3	2	1	N/A
Satisfaction with Your Department Leadership	5	4	3	2	1	N/A

How would you rate the following services/facilities at Nobel University?

Campus	5	4	3	2	1	N/A
Class and Other Facilities	5	4	3	2	1	N/A
Library	5	4	3	2	1	N/A
Parking	5	4	3	2	1	N/A
Lounge/ Cafeteria	5	4	3	2	1	N/A

How would you rate the following aspects of faculty life at Nobel University?

Social Life with Fellow Faculties	5	4	3	2	1	N/A
Faculty Diversity	5	4	3	2	1	N/A
Campus Safety	5	4	3	2	1	N/A
Professional Development Opportunities	5	4	3	2	1	N/A
Overall Experience at Nobel University	5	4	3	2	1	N/A

Any additional comments or suggestions

Thank you for your participation!

Student Satisfaction Survey

Please help us improve our services to you by filling out this Student Satisfaction Survey. Thank you.

Date: _____

What program are you currently enrolled in: Bachelor of Business Administration Master of Business Administration

Which campus did you attend: Los Angeles Main Campus Buena Park Branch Campus

What is your gender? Male Female

What is your age? 18 or under 19-21 22-25 26-30 31-35 36-40 41-50 50+

How do you describe yourself? Indian/Alaskan Native Asian/Pacific Islander Black/African Am.
 Hispanic/Chicano White/Caucasian Multi/Other

Please indicate your plans for the next academic Semester: Plan to attend Nobel University
 Plan not to attend college/Return to my country
 Plan to transfer to another college/university
 Undecided

Please check the appropriate ratings in the table below.

5= Very Satisfied 4= Somewhat Satisfied 3= Uncertain 2= Somewhat Dissatisfied 1= Very Dissatisfied N/A= Not Applicable

ADMINISTRATION

Administrators are approachable and helpful.	5	4	3	2	1	N/A
The business office is open during hours which are convenient for most students.	5	4	3	2	1	N/A
Paying my school bill is made easy and convenient.	5	4	3	2	1	N/A
There is a clear student complaint/grievance process.	5	4	3	2	1	N/A

ADMISSIONS

The Administration of Admissions accurately portrays the school in their admissions practices.	5	4	3	2	1	N/A
The Administration of Admissions responds to prospective students' unique needs and requests.	5	4	3	2	1	N/A
Policies and procedures regarding course registration are clear and well-publicized.	5	4	3	2	1	N/A

CURRICULUM

Classes are scheduled at times that are convenient for me.	5	4	3	2	1	N/A
Program requirements are clear and reasonable.	5	4	3	2	1	N/A
There is a good variety of courses provided at this school.	5	4	3	2	1	N/A
Courses are academically demanding.						

INSTRUCTOR

Faculty care about me as an individual.	5	4	3	2	1	N/A
Faculty understand of students' unique life circumstances.	5	4	3	2	1	N/A
Faculty take into consideration student differences as they teach a course.	5	4	3	2	1	N/A
Faculty are fair and unbiased in their treatment of individual students.	5	4	3	2	1	N/A

Faculty provide timely feedback about student progress in a course.	5	4	3	2	1	N/A
There is good rapport between faculty and students.	5	4	3	2	1	N/A
The use of technology in classes is effective in learning process.	5	4	3	2	1	N/A

ACADEMIC SUPPORT

Tutoring services are readily available and useful.	5	4	3	2	1	N/A
Academic guidance services adequately meet the needs of students.	5	4	3	2	1	N/A
My academic advisor helps me set goals to work toward.	5	4	3	2	1	N/A
My academic advisor is knowledgeable about my program requirements.	5	4	3	2	1	N/A
My academic advisor is knowledgeable about transfer requirements.	5	4	3	2	1	N/A

STUDENT SERVICES

The new student orientation services help students adjust to school.	5	4	3	2	1	N/A
The career services office provides students with the help they need to get a job.	5	4	3	2	1	N/A
There are diverse activities that will meet the academic, cultural, and social needs of the students.	5	4	3	2	1	N/A
Student services help individual link with alumni to build network.	5	4	3	2	1	N/A
Student services staffs refer me to other counseling and resource agencies based on my needs.	5	4	3	2	1	N/A

LIBRARY

Library resources and services are adequate to support my academic needs.	5	4	3	2	1	N/A
Library facilities are adequate to support my academic needs.	5	4	3	2	1	N/A
The Librarian and library staff is approachable and knowledgeable.	5	4	3	2	1	N/A
The library books collection is catalogued and organized in an orderly easily accessible manner.	5	4	3	2	1	N/A
Library orientation regarding the use of the library, including offline and online, was provided.	5	4	3	2	1	N/A

CAMPUS FACILITY

Classroom space is adequate.	5	4	3	2	1	N/A
There are a sufficient number of spaces that are adequate and conducive to work/learning.	5	4	3	2	1	N/A
Space for leisure, lounges, etc. is adequate.	5	4	3	2	1	N/A
Computer labs are accessible and kept up to date.	5	4	3	2	1	N/A
On the whole, the school is well-maintained.	5	4	3	2	1	N/A

CAMPUS ATMOSPHERE

The school shows concern for students as individuals.	5	4	3	2	1	N/A
The school is safe and secure for all students.	5	4	3	2	1	N/A
This school does whatever it can to help me reach my educational goals.	5	4	3	2	1	N/A
There is diversity and racial harmony at Nobel University.	5	4	3	2	1	N/A

I would choose to attend Nobel University again: Yes Probably yes Uncertain Probably no No
 Would you recommend Nobel University to others: Yes Probably yes Uncertain Probably no No

Any additional comments or suggestions

Exit Interview Survey

Thank you for sharing your ideas with us and becoming part of building a better university. Your thoughtful responses will help the University to improve the educational experience for future students and will affirm the work of those who provide excellent services.

Exit Semester and Year _____

Campus attended: Los Angeles Main Campus Buena Park Branch Campus

Please check the appropriate ratings in the table below.

5= Very Satisfied 4= Somewhat Satisfied 3= Uncertain 2= Somewhat Dissatisfied 1= Very Dissatisfied N/A= Not Applicable

SATISFACTION LEVEL

Library Facilities	5	4	3	2	1	N/A
Computer and IT Facilities	5	4	3	2	1	N/A
Nobel University's Website	5	4	3	2	1	N/A
Parking	5	4	3	2	1	N/A
Student Health Services	5	4	3	2	1	N/A
Academic Advising	5	4	3	2	1	N/A
Career Development Services	5	4	3	2	1	N/A
Administrators and Staff were helpful.	5	4	3	2	1	N/A
Students were treated with respect.	5	4	3	2	1	N/A
Information and assistance were readily available.	5	4	3	2	1	N/A
The Student Handbook was useful.	5	4	3	2	1	N/A
Program requirements were explained and made available to me.	5	4	3	2	1	N/A

What were some of your best experiences at Nobel University?

What suggestions do you have for improving Nobel's student services?

Additional Comments

I would choose to attend Nobel University again: Yes Probably yes Uncertain Probably no No

Would you recommend Nobel University to others: Yes Probably yes Uncertain Probably no No

Thank you for your participation!

III. ACADEMICS AND STUDENT LEARNING ASSESSEMENT

Student Learning Assessment

General Introduction

The assessment of educational programs includes the program and curriculum reviews, student learning, and instructional faculty. Instruments and procedures address student learning in our two Programs: Bachelor of Business Administration and Master of Business Administration.

Signature Assignments

The student learning assessment plan utilizes direct measures in the form of “Signature Assignments”.

Signature Assignments are a concept that is highly encouraged by the Accrediting Commission for Schools Western Association of Schools and Colleges (WASC) through its Assessment Leadership Academy (ALA). Additionally, the Association of American Colleges and Universities (AAC&U) has shown that students’ signature work used to assess outcomes at the programmatic level provide a valuable resource for evaluation and institutional change.

Signature assignments are embedded in specified courses to assess Program Learning Outcomes (PLOs). Signature Assignments are determined by intersection of “Mastery” of PLO and CLO, as described below in Curriculum Mapping.

VALUE Rubrics

Signature assignments are assessed using VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics adopted from the AAC&U. VALUE is a campus-based assessment approach developed and led by AAC&U. AAC&U’s VALUE rubrics have become a widely-referenced and utilized form of assessment on campuses across the United States and internationally.

The scale for the rubrics is based on 20 points:

Exceeds expectations: a score of 16 or higher

Meets expectations: a score of 12-15

Does not meet expectations: a score of 11 or below

Curriculum Mapping

Curriculum mapping is the process of indexing or diagramming a curriculum to identify and address academic gaps, redundancies, and misalignments for the purposes of improving the overall coherence of a course of study and, by extension, its effectiveness. A curriculum map is a table with one column for each learning outcome and one row for each

course (or vice versa).

To ensure that our curriculum is mapped on all three levels (institutional, programmatic, and course level), Nobel University maps its ILOs to its PLOs on a mapped/unmapped basis and its PLOs to its CLOs using the indices of introductory, developing, or mastery. These indices are defined in the following ways:

An ILO and PLO can be said to be “mapped” when the objective shows thematic alignment (i.e., relevance) and “unmapped” when no thematic alignment (i.e., relevance) is present.

CLOs are mapped to PLOs using the following three levels and definitions:

- I** Introductory: Students are introduced to the outcome.
“Introductory” is defined as levels 1-2 (Remembering & Understanding) on Bloom’s Taxonomy

- D** Developing: Students have the opportunity to further develop the outcome
“Developing” is defined as levels 3-4 (Applying & Analyzing) on Bloom’s Taxonomy

- M** Mastery: Students can demonstrate mastery at the exit level
“Mastery” is defined as levels 5-6 (Evaluating & Creating) on Bloom’s Taxonomy

Bachelor of Business Administration (BBA)

Assessing BBA Program Learning Outcomes (PLOs)

Nobel University’s BBA PLOs are listed below:

1. Develop a broad foundation in general education fields of study and demonstrate a growing engagement with critical thinking.
2. Acquire a broad foundation in the business field and demonstrate a growing application of this knowledge to a global contemporary business environment.
3. Demonstrate growing written and oral communication skills.
4. Demonstrate a growing ability to integrate learning across disciplines and experience.
5. Demonstrate a growing understanding of ethical reasoning with regard to how Christian teachings, ethical principles, and core personal values are involved in business decision-making.

The following explanations show how Nobel University's BBA PLOs are operationalized and assessed.

PLO1

Develop a broad foundation in general education fields of study and demonstrate a growing engagement with critical thinking.

Broad foundation. 42 credit units. See BBA program description.

General education fields of study. General Education fields of study include courses in behavioral science (3 units), English (6 units), humanities (3 units), mathematics (3 units), physical sciences (3 units), religion (12 units), social sciences (12 units), and electives (6 units). See BBA program requirements.

Growing engagement (direct assessment). Signature Assignment (SOC 100), Introduction to Sociology, assessed using the AAC&U Critical Thinking Rubric, adapted, with scores of the following:

- Exceeds expectations: a score of 16 or higher
- Meets expectations: a score of 12-15
- Does not meet expectations: a score of 11 or below

Critical thinking. A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion (AAC&U).

PLO2

Acquire a broad foundation in the business field and demonstrate a growing application of this knowledge to a global contemporary business environment.

Broad foundation. 72 credit units. See BBA program description.

Business field. Business field includes courses in accounting, business, information systems, business ethics, business law, quantitative analysis, finance, management, leadership, marketing, international business, entrepreneurship, business writing and communication, commerce, policy and planning, economics, and sales. See BBA program requirements.

Growing application (direct assessment). Signature Assignment (MKTG 361), Marketing Communication, assessed using the AAC&U Global Learning Rubric, adapted, with scores of the following:

- Exceeds expectations: a score of 16 or higher
- Meets expectations: a score of 12-15
- Does not meet expectations: a score of 11 or below

Global contemporary business environment. To operationalize this concept, Nobel uses AAC&U's definition of Global Learning: Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably (AAC&U).

PLO3

Demonstrate growing written and oral communication skills.

Growing skills (direct assessment of written skills). Signature Assignment (ENG 102), English Composition, assessed using the AAC&U Written Communication Rubric, adapted, with scores of the following:

- Exceeds expectations: a score of 16 or higher
- Meets expectations: a score of 12-15
- Does not meet expectations: a score of 11 or below

Growing skills (direct assessment of oral communication). Signature Assignment (BUS 405), Business Report Writing and Communication, assessed using the AAC&U Oral Communication Rubric, adapted, with scores of the following:

- Exceeds expectations: a score of 16 or higher
- Meets expectations: a score of 12-15
- Does not meet expectations: a score of 11 or below

Written communication. Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum (AAC&U).

Oral communication. Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors (AAC&U).

PLO4

Demonstrate a growing ability to integrate learning across disciplines and experience.

Growing ability (direct assessment). Signature Assignment (BUS 450), Policy and Planning, assessed using the AAC&U Integrative Learning Rubric, adapted, with scores of the following:

- Exceeds expectations: a score of 16 or higher
- Meets expectations: a score of 12-15
- Does not meet expectations: a score of 11 or below

Integrate learning across disciplines and experiences. To operationalize this concept, Nobel uses AAC&U's definition of Integrative Learning. Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus (AAC&U).

PLO5

Demonstrate a growing understanding of ethical reasoning with regard to how Christian teachings, ethical principles, and core personal values are involved in business decision-making.

Growing understanding (direct assessment). Signature Assignment (BUS 250), Business Ethics, assessed using the AAC&U Ethical Reasoning Rubric, adapted, with scores of the following:

- Exceeds expectations: a score of 16 or higher
- Meets expectations: a score of 12-15
- Does not meet expectations: a score of 11 or below

Ethical reasoning with regard to how Christian teachings, ethical principles, and core personal values are involved in business decision-making: To operationalize this concept, Nobel uses AACU's definition of Ethical Reasoning: Ethical reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues (AAC&U).

CURRICULUM MAPPING

To ensure that our curriculum is mapped on all three levels (institutional, programmatic, and course level), Nobel University maps its ILOs to its PLOs on a mapped/unmapped basis and its PLOs to its CLOs using the indices of introductory, developing, or mastery. These indices are defined in the following ways:

An ILO and PLO can be said to be “mapped” when the objective shows thematic alignment (i.e., relevance) and “unmapped” when no thematic alignment (i.e., relevance) is present.

CLOs are mapped to PLOs using the following three levels and definitions:

- I** Introductory: Students are introduced to the outcome.
“Introductory” is defined as levels 1-2 (Remembering & Understanding) on Bloom’s Taxonomy

- D** Developing: Students have the opportunity to further develop the outcome
“Developing” is defined as levels 3-4 (Applying & Analyzing) on Bloom’s Taxonomy

- M** Mastery: Students can demonstrate mastery at the exit level
“Mastery” is defined as levels 5-6 (Evaluating & Creating) on Bloom’s Taxonomy

BBA ILO to PLO Curriculum Mapping

In support of the mission statement, Nobel University has developed four Institutional Learning Objectives (ILOs). By the completion of the degree program, students will be able to:

1. Demonstrate the most contemporary theories, principles, and concepts in its business program offerings.
2. Demonstrate cultural awareness and tolerance through intellectual and social development.
3. Demonstrate a sense of professionalism, including values, ethics, and the necessary judgment to function effectively in their chosen business
4. Demonstrating biblical and ethical standards in personal life and career

Nobel University’s PLOs are listed below.

Upon completion of this program, the student will be able to:

1. Develop a broad foundation in general education fields of study and demonstrate a growing engagement with critical thinking.
2. Acquire a broad foundation in the business field and demonstrate a growing application of this knowledge to a global contemporary business environment.
3. Demonstrate growing written and oral communication skills.
4. Demonstrate a growing ability to integrate learning across disciplines and experience.
5. Demonstrate a growing understanding of ethical reasoning with regard to how Christian teachings, ethical principles, and core personal values are involved in business decision-making.

Alignment on the ILO-PLO Curriculum Map is indicated by an “x.”

BBA ILO to PLO CURRICULUM MAP

	PLO1	PLO 2	PLO 3	PLO 4	PLO5
ILO 1		x			
ILO 2	x	x	x	x	x
ILO 3					x
ILO 4					x

BBA PLO to CLO Curriculum Map (Complete Table)

Course (*indicates Signature Assignment)	CLOs	PLO 1 (GenEd/crit think)	PLO 2 (business/global)	PLO 3 (written/ oral skills)	PLO 4 (learning across discp)	PLO 5 (ethics/ Christian)
General Education PSY 110 Introduction to General Psychology <i>*signature assignment for PLO1</i>	CLO 1: <u>Compare</u> and <u>contrast</u> historical and modern perspectives of psychology including the development of scientific methodology and ethical standards.	D			D	D
	CLO 2: <u>Appraise</u> psychology as a biological, social, and evolutionary science.	M			M	
	CLO 3: <u>Discuss</u> the processes of sensation, perception, consciousness, learning, and cognition	I				

	CLO 4: <u>Evaluate</u> the relationship between the life span, motivation, stress, emotion, and gender.	M				
	CLO 5: <u>Assess</u> the contributions and limits of socialization on personality as well as the contributions and limits of various therapies on psychological disorders.	M		M		
ENG 102 English Composition <i>*signature assignment for PLO3a</i>	CLO 1: <u>Understand</u> critical thinking and how to apply it in different situations.	I				
	CLO 2: <u>Describe</u> and <u>analyze</u> ideas that can be effective in reading and writing.			I, D		
	CLO 3: <u>Develop</u> the argumentative skills necessary to make an argument on a topic.			D		
	CLO 4: <u>Identify</u> salient similarities and differences in articles, essays and books.	I				
	CLO 5: <u>Create</u> examples of ways to persuade an audience of your position on a topic based on evidence and research.			M	M	
LIT 102 Intro to World Lit: Fiction, Poetry, & Drama	CLO1: <u>Understand</u> the impact of world literature on societies and culture.					I
	CLO 2: <u>Recognize</u> the elements of the fine arts of literature and drama.	I				
	CLO 3: <u>Understand</u> the art of fiction writing and poetry.	I				
	CLO 4: <u>Demonstrate</u> the skills of a critical reader and reviewer.	D				
	CLO 5: <u>Demonstrate</u> the ability to critique one's own and others' writing.	D				
PHIL 110 Introduction to Philosophy	CLO 1: <u>Articulate</u> similarities and differences between major contemporary philosophical schools of thought	I		I	I	
	CLO 2: <u>Explain</u> how philosophers read and interpret philosophical texts	D		D	D	
	CLO 3: <u>Explain</u> what it means to adopt "philosophical attitude" as an elevated form of human curiosity and resistance to any kind of dogmatism.	D			D	
	CLO 4: <u>Apply</u> mathematical logic to philosophical statements.	M			M	

MATH 116 College Algebra	CLO 1: <u>Understand</u> basic modeling and curve fitting of empirical data	I	I		I	
	CLO 2: <u>Describe</u> various cash flow analyses, including discounted, present value, future value, and net present value; explain the time value of money	I	I		I	
	CLO 3: <u>Analyze</u> growth rates and inflation/deflation rates; create indexes	D	D			
	CLO 4: <u>Use</u> probability distribution functions, particularly standard normal	D	D			
	CLO 5: <u>Understand</u> financial statements and <u>perform</u> basic ratio analyses	D	D			
NSC 150 Introduction to Natural Science	CLO 1: <u>Discuss</u> major elements of physics including movement, energy, gravity, temperature, magnetism, electrical current, sound, and light	I				
	CLO 2: <u>Understand</u> fundamentals of chemistry including atoms, the periodic table, chemical reactions, and organic compounds	I				
	CLO 3: <u>Evaluate</u> the origins and constitution of rocks and minerals, plate tectonics, oceans, and weather as related to earth science	M			M	
	CLO 4: <u>Understand</u> key aspects of astronomy including the solar system and stars	D				
REL 100 Introduction to Religion	CLO 1: <u>Describe</u> the Christian God, Jesus Christ, the Holy Spirit, and the Trinity.				I	I
	CLO 2: <u>Understand</u> the concepts of general and special revelation in Christian theology.					I
	CLO 3: <u>Demonstrate</u> a foundational knowledge of the Word and the ability to <u>apply</u> its principles to real-life situations.	I, D		I, D	I, D	I, D
	CLO 4: <u>Describe</u> inspiration, canonicity and illumination in Christian doctrine			I		I
REL 110 Introduction to the Bible and Biblical Literature	CLO 1: <u>Recognize</u> various literary features of the Bible and the diverse canon of Christian writing				I	I
	CLO 2: <u>Discover</u> the settings in the ancient world that produced various biblical books.				D	D

	CLO 3: <u>Analyze</u> uses of biblical texts in public contexts.	D		D	D	D
	CLO 4: <u>Recognize</u> the various versions and translations of the Bible and explain why biblical writing derives from ancient Greek and Hebrew texts.	I		I	I	I
REL 120 Christianity: History and Tradition	CLO 1: <u>Recognize</u> the development of Christian doctrines and historical events.	I			I	I
	CLO 2: <u>Evaluate</u> and <u>critique</u> the heretical doctrines from church	M		M	M	M
	CLO 3: <u>Demonstrate</u> a foundational knowledge of the Bible and <u>apply</u> its principles to life	I, D		I, D	I, D	I, D
	CLO 4: <u>Review</u> the development of Christian sects and denominations.				I	I
REL 200 Comparative World Religions	CLO 1: <u>Compare</u> and <u>contrast</u> various religious worldviews.	I		I		I
	CLO 2: <u>Analyze</u> and <u>evaluate</u> the ways in which various religions approach life and its problems.	D, M		D, M	D, M	D, M
	CLO 3: <u>Analyze</u> the relationships between religion and other aspects of human culture such as science, philosophy, art, and politics	D		D	D	
	CLO 4: <u>Describe</u> and <u>explain</u> in clear, logical, and concise writing one's own views on religious issues			I		I
HIST 131 Western Civilization I	CLO 1: <u>Describe</u> the general evolution of Western Civilization from its origins through the Renaissance.	I		I	I	
	CLO 2: <u>Analyze</u> the relationship between the Greek Empire, the Roman Empire, and the Christian faith	D		D	D	D
	CLO 3: <u>Identify</u> major developments of the medieval world & Middle Ages	I		I	I	I
	CLO 4: <u>Understand</u> changes of the modern age including the Reformation and New World				D	D
HIST 132 Western Civilization II	CLO 1: <u>Recall</u> the main events of the Revolution, Romantic, and Industrial Revolution periods	I	I	I	I	
	CLO 2: <u>Describe</u> absolutism in England and France			I	I	

	CLO 3: <u>Understand</u> the scientific revolution and foundations of science	D	D	D	D	
	CLO 4: <u>Analyze</u> the precursors and the effects of globalization.	D	D	D	D	
POLISCI 123 Introduction to Political Science	CLO 1: <u>Understand</u> the nature, history, and meaning of politics.	I			I	
	CLO 2: <u>Apply</u> major political theories to contemporary social issues.	D	D	D	D	
	CLO 3: <u>Understand</u> institutions' and government influence on political actors and political actors' influence on institutions and government.	D	D	D	D	
	CLO 4: <u>Characterize</u> the relationship between federal and state governments.	I	I	I		
SOC 100 Introduction to Sociology <i>*signature assignment for PLO4</i>	CLO 1: <u>Explain</u> key sociological concepts, theories, and research methods.	D		D	D	
	CLO 2: <u>Analyze</u> how sociology has developed and changed through history	D		D	D	
	CLO 3: <u>Evaluate</u> the connections between social structure, social action, and social change	M	M	M	M	
	CLO 4: <u>Predict</u> how social conditions and social structure may be impacted by current social issues.	M	M	M	M	
ACCT 225 Intermediate Accounting (elective)	CLO 1: <u>Understand</u> the concepts and methods used in external financial reporting.		I		I	
	CLO 2: <u>Identify</u> the functional areas of the CPA exam and <u>explain</u> their purpose.		I	I		
	CLO 3: <u>Describe</u> the relationship between human resources, accounting, and management.	I	I	I		
	CLO 4: <u>Defend</u> the practice of accounting despite its limitations.	M	M	M		
HUM 113 Humanities: Ideas & Values (elective)	CLO 1: <u>Understand</u> the place of myth in the history of humanities.	I	I		I	
	CLO 2: <u>Explain</u> how the humanities have helped people develop cultural, social, and personal values.	D	D	D	D	
	CLO 3: <u>Identify</u> representative art forms of each historical period with regards to literature, art, music, and theater, and film.	I	I	I	I	

	CLO 4: <u>Evaluate</u> the function of humanities from a Christian point of view	D		D	D	D
LIT 101 Literature & Other Cultures (elective)	CLO 1: <u>Define</u> culture and its relationship to literature	I		I	I	
	CLO 2: <u>Explain</u> how national and cultural identity is constructed.	D	D	D	D	
	CLO 3: <u>Understand</u> the collaborative and social aspects of the writing process.	I	I	I	I	
	CLO 4: <u>Discover</u> one's own literary culture as a starting point for understanding other cultures' literature.	D			D	
POLISCI 125 United States Government (elective)	CLO 1: <u>Understand</u> the principles that guided the founders of the United States and <u>explain</u> how these principles have changed over the years.	I, D		I, D	I, D	
	CLO 2: <u>Analyze</u> the connection between the components of the Constitution and the key philosophies upon which it was built.	D		D	D	
	CLO 3: <u>Identify</u> the basic structure of American government.	I		I	I	
	CLO 4: <u>Analyze</u> the ways in which government affects and is affected by its citizenry.	M		M	M	
Core Business Courses						
ACCT 325 Cost Accounting	CLO 1: <u>Calculate</u> flexible-budget variances and sales volume variances		D	D		
	CLO 2: <u>Assess</u> the costs and benefits of implementing activity-based costing systems		M	M		
	CLO 3: <u>Explain</u> the relationship between opportunity cost and insourcing versus outsourcing decisions		D	D		
	CLO 4: <u>Prepare</u> an operating budget with supporting schedules		M	M		
	CLO 5: <u>Calculate</u> accounting-based measures for evaluating a business unit's performance, including return on investment (ROI), residual income (RI), and economic value added (EVA)		D			
BUS 100 Introduction to Business	CLO 1: <u>Explain</u> the goal of a business and identify the resources a business uses to produce a product or service.		I	I		

	CLO 2: <u>Identify</u> the key stakeholders that are involved in a business and explain how government can influence economic conditions.		I	I		
	CLO 3: <u>Evaluate</u> the responsibilities of firms to their customers, employees, stockholders, creditors, environment, and communities.		M	M		
	CLO 4: <u>Identify</u> the the key levels and functions of managers and the purpose of organizational structure.		I	I		
	CLO 5: <u>Assess</u> how a new business can develop a competitive advantage and how to develop a business plan.		M	M		
BUS 120 Principles of Accounting						
	CLO 1: <u>Explain</u> the basic concepts and technical rules of generally accepted accounting principles (GAAP) and the application of these rules to the business environment.		D	D		
	CLO 2: <u>Evaluate</u> a balance sheet and income statement to make judgments about the financial condition of the firm.		M	M		
	CLO 3: <u>Classify</u> a cash flow statement in proper GAAP form.		D	D		
	CLO 4: <u>Calculate</u> cash flows from operating, investing, and financing activities.		D	D		
BUS 121 Principles of Accounting II	CLO 1: <u>Identify</u> costs used for product costing purposes, direct and indirect costs, and cost behaviors.		I			
	CLO 2: <u>Calculate</u> costing systems using traditional overhead rates and activity-based costing rates.		D			
	CLO 3: <u>Recognize</u> various cost-volume-profit relationships, a break-even analysis, a contribution margin income statement; and a master budget.		I			
	CLO 4: <u>Prepare</u> flexible budgets and calculate material, labor, and overhead variances using standard costs; and also use segment information, ROI, and residual income to evaluate performance.		M	M		

BUS 240 Introduction to Information Systems	CLO 1: <u>Differentiate</u> the components of an information system.		I			
	CLO 2: <u>Distinguish</u> between various types of information systems		I			
	CLO 3: <u>Explain</u> the components and the functions of a data model and a system model		D			
	CLO 4: <u>Classify</u> various types of software and hardware used in information systems design, development, and design.		D			
BUS 250 Business Ethics <i>*signature assignment for PLO5</i>	CLO 1: <u>Outline</u> general ethical principles for corporate leaders, managers, and employees		D			D
	CLO 2: <u>Correlate</u> unethical behavior with examples of real-life consequences from business case studies.		D	D	D	D
	CLO 3: <u>Appraise</u> customer analysis approaches from a business ethics perspective.		M	M		M
	CLO 4: <u>Evaluate</u> the role of ethics with regard to corporate social responsibility, managerial decision-making, executive leadership, and corporate governance		M	M		M
BUS 303 Business Law	CLO 1: <u>Identify</u> the essential processes by which law is created and changed and through which legal disputes are resolved	I	I			
	CLO 2: <u>Recognize</u> legal issues and risks in business decision-making		I			
	CLO 3: <u>Appraise</u> various interdisciplinary ethical issues of business decisions	M	M	M	M	
	CLO 4: <u>Evaluate</u> the nature and the limits of law as a social institution.	M	M	M		
BUS 313 Quantitative Analysis for Management	CLO 1: <u>Understand</u> optimum values, minimum and maximum values with and without constraints, queuing, linear modes and techniques, and statistical models.	I	I			
	CLO 2: <u>Compare</u> and <u>contrast</u> a variety of qualitative and quantitative methods used to address business problems.	I	I			

	CLO 3: <u>Perform</u> decision-making computations including payoff tables and decision trees.		M			
	CLO 4: <u>Understand</u> the role of mathematical modeling in the problem-solving process including the use of abstraction and simplification.	I	I			
BUS 330 Financial Management	CLO 1: <u>Understand</u> time value of money in business decision-making.		I			
	CLO 2: <u>Utilize</u> financial statement analysis to model business decision-making.		D			
	CLO 3: <u>Identify</u> the elements of sound capital budgeting decisions		I			
	CLO 4: <u>Evaluate</u> the impact of risk on cost of capital.		M			
	CLO 5: <u>Estimate</u> the intrinsic value of investment securities and <u>determine</u> whether or not they should be purchased at a given market price.		D, M			
BUS 340 Principles of Organizational Management & Leadership	CLO 1: <u>Identify</u> the key principles, analytic techniques, and theories used to explain and facilitate organizational management.		I			
	CLO 2: <u>Apply</u> key concepts, principles, analytic techniques, and theories to case studies involving management problems.		M			
	CLO 3: <u>Identify</u> the levels of and roles in the organizational structure including the role of line and staff personnel.		I			
	CLO 4: <u>Argue</u> for the application of key organizational management concepts, principles, and theories to contemporary problems		M			
BUS 360 Principles of Marketing	CLO 1: <u>Identify</u> markets in which to target specific products.		I			
	CLO 2: <u>Formulate</u> an integrated marketing plan, focusing on consumer buying behavior, environment, marketing research, product management, promotion, channels of distribution, and pricing.		M	M		
	CLO 3: <u>Perform</u> targeted marketing research.		M	M		

	CLO 4: <u>Apply</u> marketing analyses to business decision-making.		D			
BUS 370 International Business	CLO 1: <u>Analyze</u> how key cultural, social, political, geographic, and legal issues affect business operations and management.	M	M	M		
	CLO 2: <u>Compare</u> and <u>contrast</u> the applications of interventionist and free trade theories with regard to the impact of governmental influence on trade, NAFTA and the European Union.	I	I	I		
	CLO 3: <u>Outline</u> major advantages and risks of foreign direct investments including country selection, export/import laws, licensing, and collaborative agreements.	D	D	D		
	CLO 4: <u>Predict</u> key effects of regional and international expansion on functional areas of a firm, such as finance, accounting, marketing, human resources, and operations management.	M	M	M		
BUS 390 Principles of Entrepreneurship	CLO 1: <u>Explain</u> the nature of entrepreneurship and the entrepreneurial process		I	I		
	CLO 2: <u>Evaluate</u> business opportunities using financial analysis and market research		M	M		
	CLO 3: <u>Identify</u> financial tools used to evaluate projects within a company	I	I	I		
	CLO 4: <u>Create</u> a business plan for starting a new venture	M	M	M		
BUS 405 Business Report Writing & Communication <i>*signature assignment for PLO3b</i>	CLO 1: <u>Utilize</u> advanced writing techniques that meet today's technological and audience demands		D	D		
	CLO 2: <u>Appraise</u> the use of key career skills (such as using ethical tools, working collaboratively, observing business etiquette, and resolving workplace conflicts) for success across various fields.	M	M	M	M	
	CLO 3: <u>Experiment</u> with differing interview and follow-up correspondence strategies to <u>determine</u> best-fit.	D, M	D, M	D, M		
	CLO 4: <u>Produce</u> an effective and concise letter, memo, informal and	M	M	M		

	formal report, resume, and cover letter.					
BUS 410 Production Management	CLO 1: <u>Utilize</u> financial statement analysis to make informed business decisions.		D	D		
	CLO 2: <u>Analyze</u> functional area and operational-level conflicts and recommend a constructive response.		M	M		
	CLO 3: <u>Determine</u> by reading the description of a new product development process if a product is up-to-date, and, if necessary, <u>recommend</u> changes to bring it up to date.		M	M		
	CLO 4: <u>Develop</u> an SQC chart and use it to <u>evaluate</u> the quality performance of an ongoing production process.		D, M	D, M		
BUS 420 Human Resource Management	CLO 1: <u>Understand</u> the functions of human resources management including recruiting, selection, retention, performance appraisal, training and development, compensation, labor relations, and legal requirements.		I			
	CLO 2: <u>Correlate</u> key customer analysis approaches to relevant business applications.		D	D		
	CLO 3: <u>Appraise</u> the role of human resources management with regard to corporate social responsibility, managerial decision-making, executive leadership, and corporate governance		M	M		
	CLO 4: <u>Apply</u> human resource theories to practical, real-life business problems		M	M	M	
BUS 445 E-commerce	CLO 1: <u>Understand</u> the role of technology in creating strategic opportunities for organizations		I			
	CLO 2: <u>Explain</u> the concept of ecommerce as a business model		D	D		
	CLO 3: <u>Understand</u> the function of value creation, value statements, and value curves.		D			
	CLO 4: <u>Apply</u> ecommerce strategies to real-world business problems.		M	M		

	CLO 5: <u>Construct</u> a plan to strategically update a business model to reflect technological innovations.		M	M		
BUS 450 Policy & Planning	CLO 1: <u>Define</u> strategic management and <u>explain</u> the steps management must take to effectively design and implement organizational strategies.		I	I		
	CLO 2: <u>Understand</u> the relationship between policy and planning.		I	I		
	CLO 3: <u>Analyze</u> the relationships between finance, human resources, marketing, and operations.		D	D		
	CLO 4: <u>Appraise</u> the function and value of business to individuals, other organizations, government, and society.		M	M		
BUS 480 Applied Statistics	CLO 1: <u>Understand</u> basic statistical concepts such as the mean, median, mode, variance, standard deviation, coefficient of variation, skewness, and coefficient of correlation.		I			
	CLO 2: <u>Recognize</u> the properties of a normal distribution, how to use Z tables, and how to apply the concepts of the normal distribution to that of sampling distributions.		I			
	CLO 3: <u>Construct</u> confidence intervals and <u>determine</u> the appropriate sample size for a particular study.		M			
	CLO 4: <u>Perform</u> simple and multiple regression analyses for real-world settings.		M			
	CLO 5: <u>Analyze</u> variance and Chi-square tests and <u>recognize</u> their applications.		D	D		
ECON 250 Microeconomics	CLO 1: <u>Understand</u> basic economic tools of math and graphing	I	I			
	CLO 2: <u>Define</u> supply and demand and <u>explain</u> factors that influence supply and demand, and how the two concepts work together to determine market prices and quantities observed.	I	I	I		
	CLO 3: <u>Compare</u> and <u>contrast</u> perfectly competitive and imperfectly competitive firms.	D	D	D		

	CLO 4: <u>Apply</u> consumer theory to factor markets.	M	M	M		
ECON 251 Macroeconomics	CLO 1: <u>Understand</u> basic macroeconomics concepts such as scarcity, marginal analysis, opportunity cost, the difference between macroeconomics and microeconomics, and the ceteris paribus assumption.		I			
	CLO 2: <u>Explain</u> the basic causes, consequences, and calculations of inflation.		I	I		
	CLO 3: <u>Evaluate</u> the basic causes, consequences, and calculations of unemployment and describe the different types of unemployment (i.e. structural, cyclical, seasonal, and frictional), problems with the unemployment rate, and the concept of 'full employment'.	M	M	M		
	CLO 4: <u>Explain</u> the use of monetary policy as a counter-cyclical tool and the role of expectations in the ineffectiveness of monetary policy in producing long-term economic growth.	I	I	I		
MKTG 361 Marketing Communication <i>*Signature assignment for PLO2</i>	CLO 1: <u>Explain</u> general marketing communication principles including targeting, position, objective setting, and budgeting		I	I		
	CLO 2: <u>Assess</u> the challenges of marketing communication and facilitating new brand success		M	M		
	CLO 3: <u>Compare</u> and <u>contrast</u> marketing-oriented public relations and word-of-mouth management		D	D		
	CLO 4: <u>Evaluate</u> ethical, regulatory, and environmental issues involved in marketing communication		M	M		
	CLO 5: <u>Create</u> a viable, real-world marketing communications plan.		M	M		
MKTG 362 Consumer Behavior	CLO 1: <u>Understand</u> what is meant by marketplace "consumer" and "consumer subculture"		I			
	CLO 2: <u>Analyze</u> the relationship between consumer perception, learning, motivation, and personality	M	M	M		

	CLO 3: <u>Explain</u> how consumers make purchasing decisions.		I	I		
	CLO 4: <u>Define</u> global consumer culture and assess its influences on consumer behavior	I	I	I		
MKTG 364 Sales & Sales Management	CLO 1: <u>Understand</u> basic sales and sales management concepts such as relationship selling opportunities and selling models, relationship strategies, product strategies, and communication styles	I	I			
	CLO 2: <u>Appraise</u> ethics as a foundation of relationship selling	M	M	M		M
	CLO 3: <u>Explain</u> building, closing, and confirming the sale, and servicing the sales partnership		I	I		
	CLO 4: <u>Evaluate</u> the benefits of qualifying a prospect base and adaptive selling to marketing and sales	M	M	M		

BBA PLO to CLO Curriculum Map (Summary)

Course (*indicates Signature Assignment)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
General Education					
PSY 110 Introduction to General Psychology*	I, D, M		M	D, M	D
ENG 102 English Composition*	I		I, D, M	M	
LIT 102 Intro to World Literature: Fiction, Poetry, & Drama	I, D			I	
PHIL 110 Introduction to Philosophy	I, D, M		I, D	I, D, M	
MATH 116 College Algebra	I, D	I, D		I	
NSC 150 Introduction to Natural Sciences	I, D, M				
REL 100 Introduction to Religion	I, D		I, D	I, D	I, D
REL 110 Introduction to the Bible and Biblical Literature	I, D		I, D	I, D	I, D

REL 120 Christianity: History and Tradition	I, D, M		I, D, M	I, D, M	I, D, M
REL 200 Comparative World Religions	I, D, M		I, D, M	D, M	I, D, M
HIST 131 Western Civilization I	I, D		I, D	I, D	I, D
HIST 132 Western Civilization II	I, D		I, D	I, D	I, D
POLISCI 123 Introduction to Political Science	I, D	I, D	I, D	I, D	
SOC 100 Introduction to Sociology*	D, M	M	D, M	D, M	
ACCT 225 Intermediate Accounting (elective)	I, M	I, M	I, M	I	
HUM 113 Humanities: Ideas & Values (elective)	I, D	I, D	I, D	I, D	D
LIT 101 Literature & Other Cultures (elective)	I, D	I, D	I, D	I, D	
POLISCI 125 United States Government (elective)	I, D, M		I, D, M	I, D, M	
Core Courses					
ACCT 325 Cost Accounting		D, M	D, M		
BUS 100 Introduction to Business		I, M	I, M		
BUS 120 Principles of Accounting I		D, M	D, M		
BUS 121 Principles of Accounting II		I, D, M	M		
BUS 240 Introduction to Information Systems		I, D, M			
BUS 250 Business Ethics*		D, M	D, M	D	D, M
BUS 303 Business Law	I, M	I, M	M	M	
BUS 313 Quantitative Analysis for Management	I	I, M			
BUS 330 Financial Management		I, D, M			
BUS 340 Principles of Organizational Management & Leadership		I, M			

BUS 360 Principles of Marketing		I, D, M	M		
BUS 370 International Business	I, D, M	I, D, M	I, D, M		
BUS 390 Principles of Entrepreneurship	I, M	I, M	I, M		
BUS 405 Business Report Writing & Communication*	D, M	D, M	D, M	M	
BUS 410 Production Management		D, M	D, M		
BUS 420 Human Resource Management		I, D, M	D, M	M	
BUS 445 E-commerce		I, D, M	D, M		
BUS 450 Policy & Planning*		I, D, M	I, D, M		
BUS 480 Applied Statistics		I, D, M	D		
ECON 250 Microeconomics	I, D, M	I, D, M	I, D, M		
ECON 251 Macroeconomics	I, M	I, M	I, M		
MKTG 361 Marketing Communication*		I, D, M	I, D, M		
MKTG 362 Consumer Behavior	I, M	I, M	I, M		
MKTG 364 Sales & Sales Management	I, M	I, M	I, M		M

I = Introduction; D = Develop; M = Master

Master of Business Administration (MBA)

Assessing MBA Program Learning Outcomes (PLOs)

Nobel University's MBA PLOs are listed below:

1. Master the functional components of business.
2. Master managerial decision-making through critical thinking.
3. Master the conventions of written and oral communication.
4. Master the use of quantitative literacy for improving and sustaining strategic business initiatives.
5. Master the fundamentals of ethical reasoning with regard to Christian teachings and personal values in business decision-making.

The following explanations show how Nobel University's MBA PLOs are operationalized and assessed.

PLO1

Master the functional components of business.

Master. Course completion (36 credit units) and grades:

- Exceeds expectations: GPA of 3.5-4.0
- Meets expectations: GPA of 3.0-3.4
- Does not meet expectations: GPA of 2.9 or below

Functional components of business (indirect assessment). The functional components of business are operationalized to refer to the MBA core business curriculum (i.e., Current Issues in Business Management, Financial Resources Management, Management Information Systems, Leadership and Organizational Behavior, Managerial Accounting, Marketing Management & Planning, Managerial Christian Ethics, Management for the Worldwide Organization, International Trade & Finance, Operations Management, and Strategic Management). See Academic Catalog.

PLO2

Master managerial decision-making through critical thinking.

Mastery (direct assessment). Signature Assignment (BUS 620), Strategic Management, assessed using the AAC&U Critical Thinking Rubric, adapted, with scores of the following:

- Exceeds expectations: a score of 16 or higher

- Meets expectations: a score of 12-15
- Does not meet expectations: a score of 11 or below

Managerial decision-making through critical thinking. To operationalize this concept, Nobel uses AACU's definition of Critical Thinking: A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion (AAC&U).

PLO3

Master the conventions of written and oral communication.

Mastery of written communication skills (direct assessment). Signature Assignment (BUS 527), Marketing Management and Planning, assessed using the AAC&U Written Communication Rubric, adapted, with scores of the following:

- Exceeds expectations: a score of 16 or higher
- Meets expectations: a score of 12-15
- Does not meet expectations: a score of 11 or below

Mastery of oral communication skills (direct assessment). Signature Assignment (BUS 516), Leadership and Organizational Behavior, assessed using the AAC&U Oral Communication Rubric, adapted, with scores of the following:

- Exceeds expectations: a score of 16 or higher
- Meets expectations: a score of 12-15
- Does not meet expectations: a score of 11 or below

Written communication. Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum (AAC&U).

Oral communication. Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors (AAC&U).

PLO4

Master the use of quantitative literacy for improving and sustaining strategic business initiatives.

Master (direct assessment). Signature Assignment (BUS)567, Operations Management, assessed using the AAC&U Quantitative Literacy Rubric, adapted, with scores of the following:

- Exceeds expectations: a score of 16 or higher
- Meets expectations: a score of 12-15
- Does not meet expectations: a score of 11 or below

Quantitative literacy for improving and sustaining strategic business initiatives. To operationalize this concept, Nobel uses AACU's definition of Quantitative Literacy: Quantitative literacy is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate) (AAC&U).

PLO5

Master the fundamentals of ethical reasoning with regard to Christian teachings and personal values in business decision-making.

Mastery (direct assessment). Signature Assignment (BUS 529), Managerial Christian Ethics, assessed using the AAC&U Ethical Reasoning Rubric, adapted, with scores of the following:

- Exceeds expectations: a score of 16 or higher
- Meets expectations: a score of 12-15
- Does not meet expectations: a score of 11 or below

Ethical reasoning with regard to Christian teachings and personal values in business decision-making: To operationalize this concept, Nobel uses AACU's definition of Ethical Reasoning: Ethical reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues (AAC&U).

MBA ILO to PLO Curriculum Map

Alignment on the ILO-PLO Curriculum Map is indicated by an “x.”

	PLO1	PLO 2	PLO 3	PLO 4	PLO5
ILO 1	x	x	x	x	
ILO 2		x			x
ILO 3	x		x	x	x
ILO 4					x

MBA PLO to CLO Curriculum Map (Complete Table)

Course (*indicates Signature Assignment)	CLOs	PLO 1 (business cmptnts)	PLO 2 (crit think/ decision s)	PLO 3 (written / oral skills)	PLO 4 (quantitative/ business)	PLO 5 (ethics/ Christian)
Core Business Courses BUS 510 Current Issues in Business Management	CLO 1: <u>Apply</u> critical thinking to modern-day management situations.		D			
	CLO 2: <u>Contrast</u> historical and modern-day management theories and skills.	D	D	D		
	CLO 3: <u>Assess</u> modern day management challenges including those involving ethics, social responsibility, sustainability, diversity, and globalization.		M			M
	CLO 4: <u>Evaluate</u> planning principles and applications related to decision-making and strategic planning	M	M	M		
	CLO 5: <u>Analyze</u> the manager’s role of influencing through communication, leadership, motivation, teamwork, and culture	D	D	D		
BUS 513 Financial Resources Management	CLO 1: <u>Understand</u> the link between financial management theory and practice through exercises and case studies.	I				
	CLO 2: <u>Evaluate</u> potential investment decisions and assess their financial and strategic consequences, both domestically and internationally.	M	M	M	M	
	CLO 3: <u>Identify</u> and <u>evaluate</u> alternative corporate re-organization strategies	I, D	I, D	I		
	CLO 4: <u>Understand</u> advanced treasury and risk management techniques	I			I	

	CLO 5: <u>Identify</u> and <u>assess</u> the potential impact of emerging issues in finance and financial management.	I, M			I, M	
BUS 514 Management Information Systems	CLO 1: <u>Understand</u> the concept of a computer-based information system including detailed knowledge of the system components and how they interact.	I				
	CLO 2: <u>Distinguish</u> and <u>relate</u> transaction processing systems, management information systems, decision support systems, expert systems, executive information systems and knowledge management systems.	I				
	CLO 3: <u>Evaluate</u> database management system concepts, functions, uses, and types.	M	M			
	CLO 4: <u>Understand</u> the role of computer security, privacy, and ethics in today's business organizations.	I				I
	CLO 5: <u>Understand</u> the use of the systems development life cycle and alternative analysis and design methods to solve business problems.	I	I			
BUS 516 Leadership & Organizational Behavior <i>*signature assignment for PLO 3b</i>	CLO 1: <u>Identify</u> and <u>explain</u> the steps involved to effectively manage organizational change in a variety of contexts and settings	I	I			
	CLO 2: <u>Identify</u> the type and significance of various drivers of organizational change	I	I			
	CLO 3: <u>Evaluate</u> the nature and significance of various impediments to organizational change (e.g. organizational inertia, resistance to change)	M		M		
	CLO 4: <u>Evaluate</u> the organizational change processes from multiple role perspectives (e.g., change agent, change target, leader, and middle manager)	M		M		
BUS 517 Managerial Accounting	CLO 1: <u>Demonstrate</u> accounting techniques used by internal management to aid in planning, directing, controlling, and decision-making activities.	D	D		D	
	CLO 2: <u>Identify</u> and <u>analyze</u> alternative accounting strategies with the purpose of improving a firm's managerial choices and maximizing its economic benefits.	I, D	I, D		I, D	
	CLO 3: <u>Demonstrate</u> technical skills used in problem-solving, such as determining unit product costs, measuring production process costs, budgeting, performance reporting, and efficient allocation of a firm's resources.	I			I	

	CLO 4: <u>Employ</u> computerized spreadsheets and other electronic tools used in business problem-solving, budgeting, and financial analysis.	D			D	
	CLO 5: <u>Employ</u> accounting tools as a foundation for further study in management, accounting, and other business discipline.	D			D	
BUS 521 Managerial Economics	CLO 1: <u>Employ</u> basic supply and demand analysis (graphical and quantitative) to <u>predict</u> the likely impact of events on the price and quantity sold of any product.	D, M			D, M	
	CLO 2: <u>Apply</u> the measures of risk and uncertainty to <u>business decision making</u> .	D	D		D	
	CLO 3: <u>Match</u> the four primary market structures to the most appropriate industries.	I	I		I	
	CLO 4: <u>Correlate</u> firm behavior and performance.	D	D		D	
BUS 527 Marketing Management & Planning <i>*signature assignment for PLO3a</i>	CLO 1: <u>Recognize</u> various marketing philosophies and strategic frameworks of modern businesses	I			I	
	CLO 2: <u>Analyze</u> marketing environment, demand, and forecasting	D			D	
	CLO 3: <u>Evaluate</u> customer relation approaches	M	M	M		
	CLO 4: <u>Evaluate</u> brand dynamics and effectiveness	M	M	M		
BUS 529 Managerial Christian Ethics <i>*signature assignment for PLO5</i>	CLO 1: <u>Understand</u> leading ethical concepts and theories		I			I
	CLO 2: <u>Apply</u> ethical principles to specialized problems in the business context in a manner consistent with a Christian worldview					D
	CLO 3: <u>Develop</u> critical analyses of case studies and real-life moral dilemmas faced by actual businesses and business people		M	M	M	M
	CLO 4: <u>Evaluate</u> the centrality and importance of social responsibility for both the economy and the environment.		M	M	M	M
BUS 541 Management for the Worldwide Organization	CLO 1: <u>Summarize</u> the traditional and emerging leadership practices in a global environment.	I				
	CLO 2: <u>Distinguish</u> varying leadership practices across culturally diverse communities.	I				
	CLO 3: <u>Develop</u> coaching and communication skills relevant to leadership within diverse organizations.	D		D		

	CLO 4: <u>Develop</u> effective leadership skills by studying effective leaders and effective business decisions made in the global marketplace.	D	D		D	
BUS 543 International Trade & Finance	CLO 1: <u>Understand</u> international trade, trade policy, the foreign exchange, and balance of payments.	I			I	
	CLO 2: <u>Review</u> the history and development of the international monetary system.	I	I		I	
	CLO 3: <u>Evaluate</u> risks and the need for management of economic, transaction, and translation exposures.	M	M			
	CLO 4: <u>Compare</u> and <u>contrast</u> competing theories of foreign direct investment (FDI)	D	D		D	
BUS 567 Operations Management <i>*signature assignment for PLO4</i>	CLO 1: <u>Distinguish</u> between basic derivative securities and option pricing.	D			D	
	CLO 2: <u>Determine</u> the pricing of fixed income instruments, the management of fixed income portfolios, the pricing of equity securities, and the management of equity portfolios.	M	M	M	M	
	CLO 3: <u>Determine</u> the required return on fixed income securities and equity securities, and <u>identify</u> practical considerations for equity management and derivative securities and pricing.	I, M			M	
	CLO 4: <u>Construct</u> the valuation and portfolio management of fixed income securities and equities and related derivative securities.	M		M	M	
BUS 620 Capstone: Strategic Management <i>*signature assignment for PLO2</i>	CLO 1: <u>Identify</u> and <u>assess</u> the impact of opportunities and threats in a company's environment, industry, and set of competitors.	I, M	I, M		I, M	
	CLO 3: <u>Synthesize</u> and <u>evaluate</u> data that support company decision-making to improve customer satisfaction, and overall financial performance.	M	M		M	
	CLO 4: <u>Identify</u> and <u>appraise</u> the factors that reflect a company's operational performance and its performance in matters of corporate ethical, and social responsibility.	I, M				I, M
	CLO 5: <u>Create</u> a brief strategic business plan to improve a company's organizational performance.	M	M	M	M	

MBA PLO to CLO Curriculum Map (Summary)

Course (*indicates Signature Assignment)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
BUS 510 Current Issues in Business Management	D, M	D, M	D, M	D	M
BUS 513 Financial Resources Management	I, D, M	I, D, M	M	I, M	
BUS 514 Management Information Systems	I, M	I, M	I		I
BUS 516 Leadership and Organizational Behavior*	I, M	I	M		
BUS 517 Managerial Accounting	I, D	I, D		I, D	
BUS 521 Managerial Economic	I, D, M	I, D		I, D, M	
BUS 527 Marketing Management & Planning*	I, D, M	M	M	I, D	
BUS 529 Managerial Christian Ethics*		I, M	M	M	I, D, M
BUS 541 Management for the Worldwide Organization	I, D	D	D	D	
BUS 543 International Trade & Finance	I, D, M	I, D, M		I, D	
BUS 567 Operations Management*	I, D, M	M	M	D, M	
BUS 620 Capstone: Strategic Management*	I, M	I, M	M	I, M	I, M

I = Introduction; D = Develop; M = Master

Rubrics

Rubrics for BBA program.

BBA Program					
PLO 1	Develop a broad foundation in general education fields of study and demonstrate a <u>growing</u> engagement with <u>critical thinking</u> .				
Rubric:	Critical Thinking (Adapted from AAC&U Value Rubric)				
"Critical Thinking" Definition	A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion (AAC&U).				
"Growing" Definition	Exceeds expectations: a score of 16 or higher Meets expectations: a score of 12-15 Does not meet expectations: a score of 11 or below				
Category	1 - Minimal	2 - Emerging	3 - Proficient	4 - Exemplary	Score
Explanation of Issues	Issue/ problem to be considered critically is stated without clarification or description.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	
Evidence	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	
Influence of Context and Assumptions	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	
Conclusions and related outcomes (implications and consequences)	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	
Score:					0

BBA Program

PLO 2	Acquire a broad foundation in the business field and demonstrate a <u>growing</u> application of this knowledge to a <u>global contemporary business environment</u>.				
Rubric:	Global Learning (Adapted from AAC&U Value Rubric)				
"Global Learning" Definition	Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should (1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, (2) seek to understand how their actions affect both local and global communities, and (3) address the world's most pressing and enduring issues collaboratively and equitably (AAC&U).				
"Growing" Definition	Exceeds expectations: a score of 16 or higher Meets expectations: a score of 12-15 Does not meet expectations: a score of 11 or below				
Category	1 - Minimal	2 - Emerging	3 - Proficient	4 - Exemplary	Score
Perspective Taking	Fails to identify multiple perspectives when investigating issues.	Identifies multiple perspectives (such as cultural, economic, and political) when investigating issues.	Synthesizes diverse perspectives (such as cultural, economic, and political) when investigating issues.	Evaluates and/or applies diverse perspectives to complex issues in the face of multiple and even conflicting positions (i.e. cultural, economic, and political.)	
Cultural Diversity	Describes the experiences of others in contemporary contexts primarily through one cultural perspective.	Explains and connects two or more cultures in contemporary contexts with some acknowledgement of power structures.	Analyzes substantial connections between the worldviews, power structures, and/or experiences of multiple cultures.	Adapts and applies a deep understanding of multiple worldviews, experiences, and/or power structures to address significant global problems.	
Personal and Social Responsibility	Identifies basic ethical dimensions of some local or national decisions that have global impact.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Analyzes the ethical, social, and environmental consequences of local and national decisions on global systems.	Evaluates the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	
Business Applications	Does not identify any of the complexities of making business decisions in a global, contemporary business environment	Identifies one of the complexities of making business decisions in a global, contemporary business environment	Identifies some of the multiple complexities of making business decisions in a global, contemporary business environment	Identifies and analyzes some of the multiple complexities of making business decisions in a global, contemporary business environment	
Understanding Global Systems	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on contemporary global systems.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex, contemporary problems.	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex, contemporary problems.	
Score:					0

BBA Program

PLO 3a	Demonstrate growing written and oral communication skills.				
Rubric:	Written Communication (Adapted from AAC&U Value Rubric)				
"Written Communication" Definition	Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum (AAC&U).				
"Growing" Definition	Exceeds expectations: a score of 16 or higher Meets expectations: a score of 12-15 Does not meet expectations: a score of 11 or below				
Category	1 - Minimal	2 - Emerging	3 - Proficient	4 - Exemplary	Score
Context and Purpose	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	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 a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	
Content Development	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	
Genre and Disciplinary Conventions	Attempts to use a consistent system for basic organization and presentation.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	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	
Sources and Evidence	Demonstrates an attempt to use sources to support ideas in the writing.	Demonstrates an attempt to use credible and/or relevant sources to support 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 skillful use of high- quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	
Control of Syntax and Mechanics	Uses language that sometimes impedes meaning because of errors in usage.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error- free.	
Score:					0

BBA Program

PLO 3b	Demonstrate growing written and oral communication skills.				
Rubric:	Oral Communication (Adapted from AAC&U Value Rubric)				
"Oral Communication" Definition	Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors (AAC&U).				
"Growing" Definition	Exceeds expectations: a score of 16 or higher Meets expectations: a score of 12-15 Does not meet expectations: a score of 11 or below				
Category	1 - Minimal	2 - Emerging	3 - Proficient	4 - Exemplary	Score
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is observable for much of the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	
Language	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is somewhat appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and/or speaker appears uncomfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	
Supporting Material	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	
Central Message	Central message can be deduced, but is not explicitly stated in the presentation.	Central message is basically understandable but is not often repeated and is not memorable.	Central message is clear and consistent with the supporting material.	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	
Score:					0

BBA Program

PLO 4	Demonstrate a growing ability to integrate learning across disciplines and experience.				
Rubric:	Integrative Learning (Adapted from AAC&U Value Rubric)				
"Integrative Learning" Definition	Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus (AAC&U).				
"Growing" Definition	Exceeds expectations: a score of 16 or higher Meets expectations: a score of 12-15 Does not meet expectations: a score of 11 or below				
Category	1 - Minimal	2 - Emerging	3 - Proficient	4 - Exemplary	Score
Connections to Experience	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/ frameworks of fields of study.	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	
Connections to Discipline	Presents examples, facts, or theories from more than one field of study or perspective, but does not connect them.	Connects examples, facts, or theories from more than one field of study or perspective, as expected.	Innovatively connects examples, facts, or theories from more than one field of study or perspective.	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	
Transfer	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) but does not connect in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.	
Reflection and Self Assessment	Describes own performances with general descriptors of success and failure.	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	
Score:					0

BBA Program

PLO 5	Demonstrate a growing understanding of ethical reasoning with regard to how Christian teachings, ethical principles, and core personal values are				
Rubric:	Ethical Reasoning (Adapted from AAC&U Value Rubric)				
"Ethical Reasoning" Definition	Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues (AAC&U).				
"Growing" Definition	Exceeds expectations: a score of 16 or higher Meets expectations: a score of 12-15 Does not meet expectations: a score of 11 or below				
Category	1 - Minimal	2 - Emerging	3 - Proficient	4 - Exemplary	Score
Ethical Self-Awareness	Student states either their core beliefs/personal values or articulates the origins of the core beliefs/personal values but not both.	Student states both their core beliefs/personal values and the origins of these core beliefs/personal values, but does not discuss or analyze them.	Student discusses in detail/analyzes both their core beliefs/personal values and the origins of these beliefs/personal values.	Student discusses in detail/ analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	
Ethical Issue Recognition	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (grey) context or can grasp cross-relationships among the issues.	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross- relationships among the issues.	
Understanding of Christian teachings	Student identifies Christian teachings applicable to the ethical issue(s) at hand OR mentions the context of this Christian teaching	Student can identify Christian teachings applicable to the ethical issue(s) at hand, and mentions the context of this Christian teaching	Student can articulate in detail Christian teachings applicable to the ethical issue(s) at hand, and is able to describe context of this Christian teaching	Student can elaborate on Christian teachings applicable to the ethical issue(s) at hand, and is able to discuss the context of this Christian teaching	
Application of Ethical Perspectives/ Concepts to Business Decision-Making	Student cannot apply ethical perspectives/ concepts to an ethical question and/or the application is inaccurate.	Student can apply ethical perspectives/ concepts to an ethical question, but the application is inaccurate.	Student can apply ethical perspectives/ concepts to an ethical question accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/ concepts to an ethical question accurately, and is able to consider some of the implications of the application.	
Evaluation of Different Ethical Perspectives/ Concepts to Business Decision-Making	Student states a position but cannot state the objections to or assumptions and limitations of the different perspectives/ concepts.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/ concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/ concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the student's defense is adequate and effective.	
Score:					0

Rubrics for MBA program.

MBA Program					
PLO 1	<u>Master the functional components of business.</u>				
Rubric:	N/A				
"Functional components of business" Definition	24 units in Management Information Systems, Business Law, Business Strategy, Managerial Economics, Financial Management, Organizational Behavior & Leadership, Human Resource Management, Marketing Management.				
"Master" Definition	Exceeds expectations: GPA of 3.5-4.0 Meets expectations: GPA of 3.0-3.4 Does not meet expectations: GPA of 2.9 or below				
MBA Program					
PLO 2	<u>Master managerial decision-making through critical thinking.</u>				
Rubric:	Critical Thinking (Adapted from AAC&U Value Rubric)				
"Critical Thinking" Definition	A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion (AAC&U).				
"Master" Definition	Exceeds expectations: a score of 16 or higher Meets expectations: a score of 12-15 Does not meet expectations: a score of 11 or below				
Category	1 - Minimal	2 - Emerging	3 - Proficient	4 - Exemplary	Score
Explanation of Issues	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated clearly, described comprehensively, and contextualized, delivering all relevant information necessary for full understanding.	
Evidence	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly with student's own voice emerging as credible.	
Influence of Context and Assumptions in Managerial Decision-Making	Questions some assumptions and identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position, offering a vision for a better way despite challenges posed by context and/or assumptions.	
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis) while own view is reasonable and supported.	
Conclusions and related outcomes (implications and consequences)	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusions and related outcomes (consequences and implications) are logical, insightful and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	
Score:					0

MBA Program

PLO 3a	<u>Master the conventions of written and oral communication.</u>				
Rubric:	Written Communication (Adapted from AAC&U Value Rubric)				
"Written Communication" Definition	Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum (AAC&U).				
"Master" Definition	Exceeds expectations: a score of 16 or higher Meets expectations: a score of 12-15 Does not meet expectations: a score of 11 or below				
Category	1 - Minimal	2 - Emerging	3 - Proficient	4 - Exemplary	Score
Context, Conventions, Audience and Purpose	Creates and demonstrates minimal attention to context, audience, and purpose. Does not address assignment in the context or construct of business	Creates and demonstrates inconsistent awareness of context, audience, purpose. May not address all elements of the assignment in the context or construct of business	Creates and demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assignment in the context construct of business	Creates and demonstrates a clear and effective understanding of context, audience, and purpose that is responsive to all elements of the assignment and focuses all elements of the work in the context or construct of business	
Content Development	Often uses ineffective or inappropriate business content (e.g., opinions, examples, or clichés) to support and justify points, or offers little evidence of any kind. Attempted thesis/central idea is unclear and/or not in a business context	Demonstrates use of supportive business content but assumes that supportive content speaks for itself and needs no application to the point being discussed, or inconsistently supports or justifies ideas with content. States thesis/central idea that is weak, or too broad and/or not in a business context to be developed	Content is appropriate and relevant to business so that ideas are supported and justified sufficiently. Work is generally shaped through support. Presents a thesis/central idea in a business context that can be developed.	Uses appropriate, relevant, and compelling business content to support and justify ideas, convey understanding of the topic and shape the whole work. Thesis/central idea is clearly communicated, worth developing, and engaging in a business context	
Rhetorical Patterns	Chooses appropriate rhetorical patterns	Focus, organization, style/tone, and/or content interfere with communication. The purpose of the writing is not achieved from a business standpoint.	Focus, organization, style/tone, and/or content sometimes interfere with clear, effective communication. The purpose of the writing is not fully achieved from a business standpoint.	Focus, organization, style/tone, and content to communicate precisely and effectively are clearly observable. The purpose and focus of the writing are clear to the reader and the organization and content achieve the purpose well from a business standpoint.	
Sources and Evidence	Demonstrates an attempt to use credible and/or relevant sources to support 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 skillful use of high- quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates effective use of high- quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	
Control of Syntax and Mechanics	The writing displays inconsistent use of language, with many grammatical errors. The response contains inaccurate spelling and punctuation with many errors.	The writing displays some inconsistent facility in the use of language, with some grammatical errors. The response contains some inaccurate spelling and punctuation with some errors.	The writing displays mostly consistent facility in the use of language, though it may have some grammatical errors. The response contains mostly accurate spelling and punctuation, though it may have some errors.	The writing displays consistent facility in the use of language, though it may have a few minor grammatical errors. The response contains accurate spelling and punctuation, though it may contain a few minor errors.	
Score:					0

MBA Program

PLO 3b	<u>Master the conventions of written and oral communication.</u>				
Rubric:	Oral Communication (Adapted from AAC&U Value Rubric)				
"Oral Communication" Definition	Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors (AAC&U).				
"Master" Definition	Exceeds expectations: a score of 16 or higher Meets expectations: a score of 12-15 Does not meet expectations: a score of 11 or below				
Category	1 - Minimal	2 - Emerging	3 - Proficient	4 - Exemplary	Score
Organization	Presentation lacks logical flow and sequence for the most part. Slide deck lacks content and detail. Transitions between slides do not connect with main ideas and/or do not provide necessary information needed to comprehend subsequent slides. Presentation conveys business concepts that don't relate to learning outcomes presented in the course.	Presentation has a some instances of logical flow and sequence that enables listeners to readily connect concepts being presented. Slide deck contains some type of introduction, body, and summary, but may be weak in one or all of these parts. Transitions between slides are abrupt at times, leaving listeners with difficulty connecting with main ideas and necessary information needed to comprehend subsequent slides. Presentation conveys business concepts presented in the course, but are not strongly connected.	Presentation has a logical flow and sequence for the most part, that enables listeners to readily connect concepts being presented. Slide deck contains some type of introduction, body, and summary, but may lack detail. Transitions between slides connect with main ideas and provide most of the necessary information needed to comprehend subsequent slides. Presentation conveys most of the business concepts presented in the course	Presentation has a consistent, logical flow and sequence that enables listeners to readily connect concepts being presented. Slide deck contains some type of introduction, body, and summary. Transitions between slides connect with main ideas and provide necessary information needed to comprehend subsequent slides. Presentation conveys business concepts presented in the course.	
Language	Language choices are not <i>imaginative or memorable</i> , and does not support the central message. Language used is inappropriate for the audience such that the presentation is non-effective, and/or and inappropriate words, language, and/or meaning is lost. Language may be biased and offensive to the audience.	Language choices are less <i>imaginative, and/or memorable</i> , and support for the central message is sporadic. Language used is somewhat commensurate with the intellectual level of the content being presented, and/or may occasionally <i>enhance the presentation. Language may not be appropriate</i> to a business audience, and/or lacks effectiveness. Appropriate words and appropriate meanings are only used occasionally and language has an element of bias and/or may be offensive.	Language choices are <i>imaginative, memorable</i> , and support the central message for the most part. Language used is commensurate with the intellectual level of the content being presented such that the presentation is <i>enhanced</i> and thourly effective, and <i>is appropriate</i> to most of the business audience. Appropriate words and appropriate meanings are apparent for the most part, and language is free of bias and is not offensive.	Language choices are <i>imaginative, memorable</i> , and support the central message. Language used is commensurate with the intellectual level of the content being presented such that the presentation is <i>enhanced</i> and thourly effective, and <i>is appropriate</i> to a business audience. Appropriate words and appropriate meanings. Language is free of bias and is not offensive.	
Delivery	Volume of voice is not appropriate enough for the audience to comfortably hear the presentation, and/or the rate of speech is not ideal for audience understanding. Several filled pauses and/or choppiness is omnipresent in the presentation, and voice is monotone for the most part. Delivery and fluency of business concepts are not easily understood, and lack inflection where appropriate.	Volume of voice is not consistently appropriate enough for the audience to comfortably hear the presentation. Rate of speech fluctuates at times and may make it difficult for audience to comprehend. Filled pauses and/or choppiness are present, and/or voice is ordinary and monotone at times. Delivery and fluency of business concepts presented are not lucid at times, and/or lacks instances of inflection where appropriate.	Volume of voice is appropriate enough for the audience to comfortably hear the presentation for the most part. Rate of speech ideal for most of the audience and is understandable, but may contain some pauses or choppiness. Voice is less dynamic, and/or at times may be monotone. Delivery and fluency of business concepts presented are lucid for the most part, with occasional instances of inflection where appropriate.	Volume of voice is appropriate enough for the audience to comfortably hear the presentation. Rate of speech ideal for audience understanding, no filled pauses or choppiness. Voice is dynamic, never monotone. Delivery and fluency of business concepts presented are lucid, with numerous instances of inflection where appropriate.	
Supporting Material	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that thoroughly supports the presentation or establishes the presenter's credibility/ authority on the topic.	
Central Message	Central message is non- <i>compelling</i> (precisely stated, appropriately repeated, memorable, and strongly supported) for the most part. Course and assignment learning outcomes are not presented centrally, and/or does not offer any possible solutions to complex business problems.	Central message is somewhat <i>compelling</i> (precisely stated, appropriately repeated, memorable, and strongly supported). Course and assignment learning outcomes scantily comprise the central message, and/or does not adequately convey any possible solutions to complex business problems.	Central message is <i>compelling</i> (precisely stated, appropriately repeated, memorable, and strongly supported) for the most part. Course and assignment learning outcomes comprise the central message, but presents only a simplified perspective to possible solutions to complex business problems.	Central message is <i>compelling</i> (precisely stated, appropriately repeated, memorable, and strongly supported). Course and assignment learning outcomes comprise the central message, and, presents possible solutions to complex business problems.	
Score:					0

MBA Program

PLO 4	<u>Master the use of quantitative analysis in improving and sustaining strategic business initiatives.</u>				
Rubric:	Quantitative Literacy (Adapted from AAC&U Value Rubric)				
"Quantitative Literacy" Definition	Quantitative Literacy (QL) is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate) (AAC&U).				
"Master" Definition	Exceeds expectations: a score of 16 or higher Meets expectations: a score of 12-15 Does not meet expectations: a score of 11 or below				
Category	1 - Minimal	2 - Emerging	3 - Proficient	4 - Exemplary	Score
Calculation	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations attempted are somewhat successful and sufficiently comprehensive to solve the problem.	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	
Representation	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding. Visual representation is effectively included.	
Interpretation	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Provides accurate explanations of information presented in mathematical forms.	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms. Makes insightful inferences based on that information.	
Application/ Analysis	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified, novel conclusions from this work.	
Communication	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and communicates it appropriately.	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and communicates it effectively.	
Score:					0

MBA Program

PLO 5	<i>Master the fundamentals of ethical reasoning with regard to how Christian teachings, ethical principles, and core personal values are involved in business decisionmaking.</i>				
Rubric:	Ethical Reasoning (Adapted from AAC&U Value Rubric)				
"Ethical Reasoning" Definition	Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues (AAC&U).				
"Master" Definition	Exceeds expectations: a score of 16 or higher Meets expectations: a score of 12-15 Does not meet expectations: a score of 11 or below				
Category	1 - Minimal	2 - Emerging	3 - Proficient	4 - Exemplary	Score
Ethical Self-Awareness	Student states both their core beliefs/personal values and the origins of these core beliefs/personal values, but does not discuss or analyze them.	Student discusses in detail/analyzes both their core beliefs/personal values and the origins of these beliefs/personal values.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has adequate depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has significant depth and clarity.	
Ethical Issue Recognition	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (grey) context or can grasp crossrelationships among the issues.	Student can recognize ethical issues when presented in a complex, multilayered (gray) context and can recognize cross-relationships among the issues.	Student can evaluate complex ethical issues and can elaborate on cross-relationships among the issues.	
Understanding of Christian teachings	Student can identify Christian teachings applicable to the ethical issue(s) at hand, and mentions the context of this Christian teaching	Student can articulate in detail Christian teachings applicable to the ethical issue(s) at hand, and is able to describe context of this Christian teaching	Student can elaborate on Christian teachings applicable to the ethical issue(s) at hand, and is able to discuss the context of this Christian teaching	Student can elaborate on multiple Christian teachings applicable to the ethical issue(s) at hand, and is able to evaluate the context of this Christian teaching	
Application of Ethical Perspectives/ Concepts to Business Decision-Making	Student can apply ethical perspectives/ concepts to an ethical question, but the application is inaccurate.	Student can apply ethical perspectives/ concepts to an ethical question accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/ concepts to an ethical question accurately, and is able to consider some of the implications of the application.	Student can apply ethical perspectives/ concepts to an ethical question accurately, and is able to consider many implications of the application.	
Evaluation of Different Ethical Perspectives/ Concepts to Business Decision-Making	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/ concepts but does not respond to them.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/ concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the student's defense is adequate.	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the student's defense is adequate and effective.	
Score:					0

Curriculum Development/ Revision Process

Nobel University adheres to a standardized process for curriculum development, both for the creation of new courses and for the review and/or revision of existing courses. This process is outlined below:

For the creation of new courses

Step 1: A new course is proposed (typically, this is done by faculty).

Step 2: The faculty member proposing the new course must fill out the “New Course Template”

document (featured below). This document should be filled out in its entirety as though the syllabus were already in use. That is to say, it should include the suggested course code and course name, the suggested course term and year, the instructor’s contact information, the suggested course details, Nobel course policies, accommodation information, learning resource information, project/assignment information, methods of evaluation, grading system, and academic schedule. It should be noted that, with the exception of the Nobel policies and procedures listed on the syllabus, the instructor is free to adjust the content (e.g., methods of evaluation) to suit their needs. Once the syllabus template is filled out, it must be forwarded to the Department Chair (BBA or MBA, as appropriate) for review.

Step 3: The Department Chair then reviews the proposed new course syllabus using the following

Documents (featured below):

- (1) Syllabus Review/Revisions document
- (2) CLO-PLO Mapping document

Using the Syllabus Review/Revisions document, the Department Chair will review the proposed new course for appropriateness with regard to the following elements:

1. Course Title and Course Description
2. Units of Credit
3. Prerequisites
4. Course Learning Objectives (CLOs)
5. Textbook
6. Supplementary Readings & Resources
7. Reading Assignments
8. Ancillary Resources

9. Assessments
10. Lessons
11. Research
12. Technology
13. Appropriateness of Level

Using the CLO-PLO Mapping document, the Department Chair will review the proposed new course for appropriateness with regard to CLO and PLO alignment.

Step 4: Should the proposed new course be determined appropriate with regard to the Syllabus Review/Revisions document and the CLO-PLO Mapping document, the Department Chair must forward the proposed syllabus, the completed Syllabus Review/Revisions document, and the CLO-PLO Mapping document to the Chief Academic Officer (CAO) for approval. If the CAO also determines the proposed course is acceptable, the CAO will sign both the Syllabus Review/Revisions document and the CLO-PLO Mapping document, and the documents will be electronically filed.

If, for any reason, the CAO does *not* approve the proposed new syllabus, the CAO will inform the faculty member as to why, the faculty member can then implement the CAO's recommendations, and the process may begin again from Step 1.

For the review and/or revision of existing courses

Department Chairs are responsible for the review and/or revision of existing courses. Chairs follow a revolving schedule in order to review (and revise, if necessary) all program syllabi. The steps to this process are outlined below.

Step 1: The Department Chair checks the appropriate Syllabus Review Tracker (BBA and MBA template below) for a schedule of the courses that are up for review.

Step 2: The Department Chair then reviews the relevant syllabi using the following documents:

- (1) Syllabus Review/Revisions document
- (2) CLO-PLO Mapping document

Using the Syllabus Review/Revisions document, the Department Chair will review the relevant course syllabi for appropriateness with regard to the following elements:

14. Course Title and Course Description
15. Units of Credit
16. Prerequisites
17. Course Learning Objectives (CLOs)
18. Textbook
19. Supplementary Readings & Resources
20. Reading Assignments
21. Ancillary Resources
22. Assessments
23. Lessons
24. Research
25. Technology
26. Appropriateness of Level

Using the CLO-PLO Mapping document, the Department Chair will review the relevant course syllabi for appropriateness with regard to CLO and PLO alignment.

Step 4: Should the relevant courses be determined appropriate with regard to the Syllabus Review/Revisions document and the CLO-PLO Mapping document, the Department Chair will forward the completed Syllabus Review/Revisions document and the CLO-PLO Mapping document to the Chief Academic Officer (CAO) for approval. If the CAO also determines the relevant course reviews and/or revisions are acceptable, the CAO will sign both the Syllabus Review/Revisions document and the CLO-PLO Mapping document, and the documents will be electronically filed.

If, for any reason, the CAO does *not* approve the reviewed/revised syllabi, the CAO will inform the Department Chair as to why, the Department Chair can then implement the CAO's recommendations, and the process may begin again from Step 1.

INSTRUCTOR CONTACT INFORMATION

Instructor			
Instructor Tel		E-mail	
Class days		Time	
Instructor Availability	I am available 15 min before and after class and during breaks. It is possible to reach me by email at any time, as I regularly check my messages and your query will be responded. You may contact me at my phone to schedule a meeting outside of office hours. Additional office hours will be announced.		

COURSE DETAILS

Course	
Course Credits	3 Credits (45 instructional contact hours)
Course Description	
Prerequisite	
Course Objectives	
Instructional Delivery	<p>Instruction will consist of lectures, reading assignments, class discussions, and handouts. Classroom questions and discussions are strongly encouraged. Other instructional techniques may also be employed i.e. audio-visual presentations, speakers, critical thinking exercises and group activities.</p> <ul style="list-style-type: none"> • Each class will have a lecture on the assigned chapters. Students are expected to read the material prior to the class. • The instructor will demonstrate problems and case studies in class. • Students may work alone or in groups to do assigned problems in class.
Required Textbooks	

**Additional
Resources**

COURSE POLICIES

Subject to Change	The instructor reserves the right to change or modify any or the entire syllabus and will notify students of any changes.
Attendance Policy	Please make every attempt to be in class during all sessions. Regular and punctual attendance, as well as active student participation, is an important part of a student's education. Attendance is strictly monitored. All missed assignments and/or additional assignments must be completed according to professors' guidelines. Students must attend more than 80% of class sessions to avoid a failing grade.
Participation Policy	Each student is expected to be an active participant in daily class discussions. Your class participation grade will reflect the quality and consistency of your contributions. Mere attendance does not represent participation; frequent absences will severely impact your participation grade.
Academic Integrity	<p>Each student must do his/her own work. Copying assignments will be considered cheating and all parties will be penalized. Please do not wait until the last minute to do your assignments. I encourage students to discuss their class work and assignments together. You learn a lot from your peers since you go through the same learning process. However, after the discussion, each of you should work on your own assignments independently from scratch. One learns by doing not by working together to print two copies, this is not learning. If any part of an assignment represents the words and ideas of others, you must cite those sources. Academic dishonesty includes, but is not limited to:</p> <ul style="list-style-type: none">• Asking a tutor or friend to complete a portion of your assignments.• Hiring a reviewer to make extensive revisions to your assignments.• Submitting work originally submitted by another student as your own.• Using information from online resources without properly citing your source.• Copying any portion of a word or idea from any other source you do not cite.

Accommodation	All students are expected to meet the standards for this course as developed by the instructor. Students who request accommodation must provide appropriate documentation to the Registrar. Students with documented learning or physical disabilities who may need accommodation should discuss options with the Chief Academic Officer. Nobel University is committed to developing appropriate learning solutions and will do its best to address classroom needs and accommodations when necessary.
Learning Resources	All program enrolled students are provided library training/instructional workshops conducted by the Librarian. Nobel University provides and encourages library research among the student body in conjunction to their program instruction.
Projects/ Assignments	

ACADEMIC STANDARDS

Methods of Evaluation	Homework	30%
	Midterm Examination	30%
	Final Examination	30%
	Final Presentation	10%
	Total	100%

Grade System

Percentage	Grade	Grade Point
93% - 100%	A	4.00
90% - 92%	A-	3.75
87% - 89%	B+	3.25
83% - 86%	B	3.00
80% - 82%	B-	2.75
77% - 79%	C+	2.25
73% - 76%	C	2.00

70% - 72%	C-	1.75
67% - 69%	D+	1.25
63% - 66%	D	1.00
60% - 62%	D-	0.75
<60%	F	0.00

ACADEMIC SCHEDULE

<u>Week</u>	<u>Dates</u>	<u>Activities</u>
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

12		
13		
14		
15		
16		Final Examination

NOBEL UNIVERSITY | COURSE SYLLABUS REVIEW/REVISIONS

COURSE INFORMATION	
Course Code/Title :	<input type="checkbox"/> New Course Review
Units of Credit :	<input checked="" type="checkbox"/> Scheduled Review
Program :	<input type="checkbox"/> Unscheduled Review - Reason:

REVIEW BY DEPARTMENT CHAIR		
1. <input type="checkbox"/> Yes <input type="checkbox"/> No	COURSE TITLE & COURSE DESCRIPTION. The course title and course description is appropriate.	
	<table border="1"> <tr> <td><i>Revisions Suggested:</i></td> <td><i>Reason for Revisions:</i></td> </tr> </table>	<i>Revisions Suggested:</i>
<i>Revisions Suggested:</i>	<i>Reason for Revisions:</i>	
2. <input type="checkbox"/> Yes <input type="checkbox"/> No	UNITS OF CREDIT. The units of credit adhere by the "Carnegie Unit" formula stating that one semester unit of credit is equivalent to 15 hours of classroom contact hours and 30 hours of preparation.	
	<table border="1"> <tr> <td><i>Revisions Suggested:</i></td> <td><i>Reason for Revisions:</i></td> </tr> </table>	<i>Revisions Suggested:</i>
<i>Revisions Suggested:</i>	<i>Reason for Revisions:</i>	
3. <input type="checkbox"/> Yes <input type="checkbox"/> No	PREREQUISITES. The course prerequisite, if applicable, appropriately determines whether students are academically prepared for the course.	
	<table border="1"> <tr> <td><i>Revisions Suggested:</i></td> <td><i>Reason for Revisions:</i></td> </tr> </table>	<i>Revisions Suggested:</i>
<i>Revisions Suggested:</i>	<i>Reason for Revisions:</i>	
4. <input type="checkbox"/> Yes <input type="checkbox"/> No	COURSE LEARNING OBJECTIVES. The Course Learning Objectives (CLOs) are measurable and align with the Program Objectives. The CLOs correspond to the curriculum level of the course. Appropriate objectives include the development of skills, the imparting of knowledge and information, the training in the application of knowledge and skills, and the development of desirable habits and attitudes.	
	<table border="1"> <tr> <td><i>Revisions Suggested:</i></td> <td><i>Reason for Revisions:</i></td> </tr> </table>	<i>Revisions Suggested:</i>
<i>Revisions Suggested:</i>	<i>Reason for Revisions:</i>	
5. <input type="checkbox"/> Yes <input type="checkbox"/> No	TEXTBOOK. The adopted textbook is educationally appropriate for the course, of appropriate quality, current (within five years of publication), and of appropriate cost.	
	<table border="1"> <tr> <td><i>Revisions Suggested:</i></td> <td><i>Reason for Revisions:</i></td> </tr> </table>	<i>Revisions Suggested:</i>
<i>Revisions Suggested:</i>	<i>Reason for Revisions:</i>	
6. <input type="checkbox"/> Yes <input type="checkbox"/> No	SUPPLEMENTARY READINGS & RESOURCES. Supplementary readings and resources, if applicable, are appropriate for the course.	
	<table border="1"> <tr> <td><i>Revisions Suggested:</i></td> <td><i>Reason for Revisions:</i></td> </tr> </table>	<i>Revisions Suggested:</i>
<i>Revisions Suggested:</i>	<i>Reason for Revisions:</i>	
7. <input type="checkbox"/> Yes <input type="checkbox"/> No	READING ASSIGNMENTS. Reading Assignments, both in quality and quantity, are comparable to those used for similar academic programs at other appropriately accredited institutions. In most cases, Reading Assignments for courses primarily include readings from a textbook.	
	<table border="1"> <tr> <td><i>Revisions Suggested:</i></td> <td><i>Reason for Revisions:</i></td> </tr> </table>	<i>Revisions Suggested:</i>
<i>Revisions Suggested:</i>	<i>Reason for Revisions:</i>	

8. <input type="checkbox"/> Yes <input type="checkbox"/> No	ANCILLARY RESOURCES. Ancillary Resources, if applicable, are appropriate to the CLOs. Ancillary Resources may include articles or case studies from other sources, such as news articles or journals, or viewing PowerPoint or videos presentations.	
	<table border="1"> <tr> <td><i>Revisions Suggested:</i></td> <td><i>Reason for Revisions:</i></td> </tr> </table>	<i>Revisions Suggested:</i>
<i>Revisions Suggested:</i>	<i>Reason for Revisions:</i>	
9. <input type="checkbox"/> Yes <input type="checkbox"/> No	ASSESSMENTS. Assessments refer to exams, quizzes, case studies, essays, or any other direct measure of student learning. Assessments are comparable to those used for similar academic programs at other appropriately accredited institutions. Assessments are reasonably attainable through both hybrid and online only methods of instruction. Each Assessment is detailed and its requirements are clearly outlined. Specific due dates are assigned for each Assessment.	
	<table border="1"> <tr> <td><i>Revisions Suggested:</i></td> <td><i>Reason for Revisions:</i></td> </tr> </table>	<i>Revisions Suggested:</i>
<i>Revisions Suggested:</i>	<i>Reason for Revisions:</i>	
10. <input type="checkbox"/> Yes <input type="checkbox"/> No	LESSONS. Each Lesson is “chunked” to be relevant and meaningful. Material covered is equally distributed throughout all lessons. Typically, one to two chapters from commercially produced textbooks should be covered per lesson, but more or fewer may be appropriate. The amount of reading, assignments, and/or assessments should be appropriate for a typical student to complete in one week.	
	<table border="1"> <tr> <td><i>Revisions Suggested:</i></td> <td><i>Reason for Revisions:</i></td> </tr> </table>	<i>Revisions Suggested:</i>
<i>Revisions Suggested:</i>	<i>Reason for Revisions:</i>	
11. <input type="checkbox"/> Yes <input type="checkbox"/> No	RESEARCH. The course requires students, especially graduate students, to conduct academic research in peer-reviewed journals located online or a physical library.	
	<table border="1"> <tr> <td><i>Revisions Suggested:</i></td> <td><i>Reason for Revisions:</i></td> </tr> </table>	<i>Revisions Suggested:</i>
<i>Revisions Suggested:</i>	<i>Reason for Revisions:</i>	
12. <input type="checkbox"/> Yes <input type="checkbox"/> No	TECHNOLOGY. The course utilizes or makes use of appropriate technology, where appropriate, such as hyperlinks to video content or articles, PowerPoint presentations, quizzes, online readings, etc.	
	<table border="1"> <tr> <td><i>Revisions Suggested:</i></td> <td><i>Reason for Revisions:</i></td> </tr> </table>	<i>Revisions Suggested:</i>
<i>Revisions Suggested:</i>	<i>Reason for Revisions:</i>	

13. <input type="checkbox"/> Yes <input type="checkbox"/> No	APPROPRIATE LEVEL. The course is designed at the appropriate level (Undergraduate/Graduate) with regards to Bloom’s ___ Taxonomy, required research, academic rigor, etc.	
	<table border="1"> <tr> <td><i>Revisions Suggested:</i></td> <td><i>Reason for Revisions:</i></td> </tr> </table>	<i>Revisions Suggested:</i>
<i>Revisions Suggested:</i>	<i>Reason for Revisions:</i>	

CERTIFICATION	
PARTY	DATE
Syllabus Review/Revision by (Department Chair):	
Approved by (CAO):	

NOBEL UNIVERSITY | CLO / PLO MAPPING - BBA

COURSE INFORMATION	
Course Code/Title: Units of Credit: Program: BBA	<input type="checkbox"/> New Course Review <input type="checkbox"/> Scheduled Review Unscheduled Review - Reason:

PROGRAM LEARNING OUTCOMES (PLOs) are for the degree program for which the course is being offered. PLOs are general statements of what the program intends to accomplish and establish criteria and standards against which Nobel University can determine learning outcomes. COURSE LEARNING OBJECTIVES (CLOs) are clear and concise statements that describe what students will learn by the end of the course. The CLOs should align with the stated PLOs above. The below matrix will be completed by Department Chairs to ensure alignment.

PROGRAM LEARNING OUTCOMES (BBA)	
1	Develop a broad foundation in general education fields of study and demonstrate a growing engagement with critical thinking.
2	Acquire a broad foundation in the business field and demonstrate a growing application of this knowledge to a global contemporary business environment.
3	Demonstrate growing written and oral communication skills.
4	Demonstrate a growing ability to integrate learning across disciplines and experience.
5	Demonstrate a growing understanding of ethical reasoning with regard to how Christian teachings, ethical principles, and core personal values are involved in business decision-making.

How to use this form:

1. Under the "Course Learning Objective" column, list each CLO from the course syllabus.
2. Under the "Program Learning Outcomes Supported" column, list the numbers (from the above table) of any PLOs supported by each CLO.

COURSE LEARNING OBJECTIVE	PROGRAM LEARNING OUTCOMES SUPPORTED

CERTIFICATION	
PARTY	DATE
Matrix Review by (Department Chair):	
Approval by (CAO):	

CERTIFICATION	
PARTY	DATE
Matrix Review by (Department Chair):	
Approval by (CAO):	

Syllabus Review Tracker (Schedule)

REVISIONS DUE: 2023 (by end of calendar year)						
COURSE CODE	COURSE TITLE	Review/Revision (date completed)	CLO / PLO Mapping (date/completed)	CAO APPROVAL (date)	If not approved, date & reasons:	Revision Completed (date)
PSY 100	Introduction to General Psychology					
ENG 102	English Composition					
LIT 102	Intro to World Lit: Fiction, Poetry, & Drama					
PHIL 110	Introduction to Philosophy					
MATH 116	College Algebra					
NSC 150	Introduction to Natural Sciences					
REL 100	Introduction to Religion					
REL 110	Intro to the Bible & Biblical Literature					
REL 120	Christianity: History and Tradition					
REVISIONS DUE: 2024 (by end of calendar year)						
COURSE CODE	COURSE TITLE	Review/Revision (date completed)	CLO / PLO Mapping (date/completed)	CAO APPROVAL (date)	If not approved, date & reasons:	Revision Completed (date)
REL 200	Comparative World Religions					
HIST 131	Western Civilization I					
HIST 132	Western Civilization II					
POLISCI 123	Introduction to Political Science					
SOC 100	Introduction to Sociology					
ACCT 225	Intermediate Accounting					
HUM 113	Humanities Ideas & Values					
LIT 101	Literature & Other Cultures					
REVISIONS DUE: 2025 (by end of calendar year)						
COURSE CODE	COURSE TITLE	Review/Revision (date completed)	CLO / PLO Mapping (date/completed)	CAO APPROVAL (date)	If not approved, date & reasons:	Revision Completed (date)
POLISCI 125	United States Government					
ACCT 325	Cost Accounting					
BUS 100	Introduction to Business					
BUS 120	Principles of Accounting I					
BUS 121	Principles of Accounting II					
BUS 240	Introduction to Information Systems					
BUS 250	Business Ethics					
BUS 303	Business Law					
BUS 313	Quantitative Analysis for Management					
REVISIONS DUE: 2026 (by end of calendar year)						
COURSE CODE	COURSE TITLE	Review/Revision (date completed)	CLO / PLO Mapping (date/completed)	CAO APPROVAL (date)	If not approved, date & reasons:	Revision Completed (date)
BUS 220	Financial Management					
BUS 340	Principles of Organizational Management & Leadership					
BUS 360	Principles of Marketing					
BUS 370	International Business					
BUS 390	Principles of Entrepreneurship					
BUS 405	Business Report Writing & Communication					
BUS 410	Production Management					
REVISIONS DUE: 2027 (by end of calendar year)						
COURSE CODE	COURSE TITLE	Review/Revision (date completed)	CLO / PLO Mapping (date/completed)	CAO APPROVAL (date)	If not approved, date & reasons:	Revision Completed (date)
BUS 420	Human Resource Management					
BUS 445	E-commerce					
BUS 450	Policy & Planning					
BUS 480	Applied Statistics					
ECON 250	Microeconomics					
ECON 251	Macroeconomics					
MKTG 361	Marketing Communication					
MKTG 362	Consumer Behavior					
MKTG 364	Sales & Sales Management					

MBA Syllabus Review Tracker (Schedule)

REVISIONS DUE: 2023 (by end of calendar year)						
COURSE CODE	COURSE TITLE	Review/Revision (date completed)	CLO / PLO Mapping (date/completed)	CAO APPROVAL (date)	If not approved, date & reasons:	Revision Completed (date)
BUS 510	Current Issues in Business Management					
BUS 513	Financial Resources Management					
REVISIONS DUE: 2024 (by end of calendar year)						
COURSE CODE	COURSE TITLE	Review/Revision (date completed)	CLO / PLO Mapping (date/completed)	CAO APPROVAL (date)	If not approved, date & reasons:	Revision Completed (date)
BUS 514	Management Information Systems					
BUS 516	Leadership & Organizational Behavior					
BUS 517	Managerial Accounting					
REVISIONS DUE: 2025 (by end of calendar year)						
COURSE CODE	COURSE TITLE	Review/Revision (date completed)	CLO / PLO Mapping (date/completed)	CAO APPROVAL (date)	If not approved, date & reasons:	Revision Completed (date)
BUS 521	Managerial Economics					
BUS 527	Marketing Management & Planning					
REVISIONS DUE: 2026 (by end of calendar year)						
COURSE CODE	COURSE TITLE	Review/Revision (date completed)	CLO / PLO Mapping (date/completed)	CAO APPROVAL (date)	If not approved, date & reasons:	Revision Completed (date)
BUS 529	Managerial Christian Ethics					
BUS 541	Management for the Worldwide Organization					
REVISIONS DUE: 2024 (by end of calendar year)						
COURSE CODE	COURSE TITLE	Review/Revision (date completed)	CLO / PLO Mapping (date/completed)	CAO APPROVAL (date)	If not approved, date & reasons:	Revision Completed (date)
BUS 543	International Trade & Finance					
BUS 567	Operations Management					
BUS 620	Capstone: Strategic Management					

Course Evaluation Survey

At Nobel University, course evaluation surveys are required in all courses. Student opinions are among our most important resources for assessing and improving the quality of courses and instruction. This evaluation will be available to your instructor for feedback; the evaluation will also be used in their reappointment and promotion reviews, if any. Do not write your name on the evaluation form. The evaluations will remain anonymous and will not be shared with the instructor until after grades have been submitted for the Semester.

Date _____ Campus Los Angeles Buena Park

Semester/Year _____ Instructor Name _____

Course Number & Title _____

Please check the appropriate ratings in the table below. Circle N/A if you cannot answer a question or if it does not apply to this course. Write your comments in the space provided, continuing on the other side of the page if you need more space.

5= Strongly Agree 4= Agree 3= Uncertain 2= Disagree 1= Strongly Disagree N/A= Not Applicable

Evaluation of the Course

	5	4	3	2	1	N/A
1. The course objectives were clear. Comment: _____						
2. The learning materials were current and correlated well with the course objectives. Comment: _____						
3. The course procedures and assignments support the course objectives. Comment: _____						
4. The course included enough assignments, projects, and quizzes leading to the final exam. Comment: _____						
5. Technology was effectively used in the classroom. Comment: _____						
6. I gained an excellent understanding of concepts in this field. Comment: _____						

Evaluation of the Instructor

7. Grading was fair and consistent with the stated course objectives. Comment:	5	4	3	2	1	N/A
8. The instructor was knowledgeable in her/his field. Comment:	5	4	3	2	1	N/A
9. The instructor was organized and well prepared. Comment:	5	4	3	2	1	N/A
10. The instructor communicated the subject matter clearly. Comment:	5	4	3	2	1	N/A
11. The instructor stimulated class discussion and student participation. Comment:	5	4	3	2	1	N/A
12. The instructor instilled interest in the field. Comment:	5	4	3	2	1	N/A
13. Feedback was useful and timely. Comment:	5	4	3	2	1	N/A
14. The instructor was open to questions and answered questions clearly. Comment:	5	4	3	2	1	N/A
15. The instructor made meaningful use of the library. Comment:	5	4	3	2	1	N/A
16. The instructor made meaningful use of the computer lab. Comment:	5	4	3	2	1	N/A

Any additional comments or suggestions

Program Review

Institution level assessments are scheduled to be conducted on a 3-year program review cycle through faculty satisfaction surveys, student satisfaction surveys, course evaluation surveys, student learning outcome assessments, and curriculum map assessments. The program review report includes an analysis of the accomplishments of program outcomes, retention rates, graduation rates, faculty satisfaction surveys, course evaluation surveys, curriculum map assessments, and an action plan summary. Nobel University's Program Review Report documents the review process and is organized into four sections followed by appendices with supporting documents:

I. Institutional Effectiveness Data

- Student Enrollment Rate, Student Retention Rate, On-time Graduation Rate

II. Comparability of Degree Program

- Peer Institutions
- Program Learning Outcome Comparison
- Curriculum Comparison

III. Instructional Effectiveness Data

- Instructional Staff Listing (ISL)
- Faculty Satisfaction Survey
- Student Satisfaction Survey

IV. Program Learning Outcome Evaluation

- Program Learning Outcomes
- Program Learning Outcomes Review
- Suggested Program Outcomes Revisions

V. Program Assessment Data

- Course Evaluation Survey Results
- Program Learning Outcomes Assessment
- Action Plan

VI. Curriculum Map Assessment

- Curriculum Map Review
- Curriculum Map Revisions

VII. Library Support

VIII. Analysis of Program Review

- Analysis of Program Review
- Action Plan Summary