



Truth in Education™

ACADEMIC DEPARTMENTAL END OF YEAR REPORT

Submit by June 30, 2025 to the Office of Institutional Effectiveness.

Program / Department: BA in Business Administration

Submitted by: Dr. Clinton Parker III

ASSESSMENT of PROGRAM STUDENT LEARNING GOALS and OUTCOMES – SPOTLIGHT REPORT

I. List the Program Goals in the first column and indicate in which year those goals will be assessed.

Program Goals = what the program aims to achieve and what it should offer students who take it.

[Each goal should be assessed at least once over a 3-year cycle – indicate by X]

Goals for the <u>BABM</u> Major/Dept.	Year	2024-2025	2025-2026	2026-2027
Goal 1. Evaluate from a Christian worldview ethical issues affecting management functions and their implications in organizational decision making.				X
Goal 2. Work in teams using critical thinking to analyze and solve problems and effectively communicates with various stakeholders in any organization.			X	
Goal 3. Demonstrate the use of effective written and oral business communication skills.		X		X
Goal 4. Demonstrate synthesis of managerial concepts, Christian leadership principles, and theories by developing solutions to complex managerial and leadership problems.				
Goal 5. Apply technology to analyze problems, develop business analysis, and recommend management decisions and actionable strategies.			X	

II. Program Goals and Specific Student Learning Outcomes for assessment in 2024-2025

- In column 1, identify which goal(s) will be assessed this year. In column 2, list the corresponding specific learning outcomes.*

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Specific Learning Outcomes = component parts of program goals which identify in more detail what you want students to know or be able to do by the end of the program.

2. *Attach syllabi of courses where learning outcomes will be assessed and any other relevant assessment tools.*

[The table below should enable you to provide the relevant information succinctly. This section can be done as a narrative if preferred, but please ensure you include all the information required to complete the table.]

Program Goal to be assessed this year	Specific Student Learning Outcomes to be assessed (Typically taken from course syllabus)	Which course will these be assessed?	How assessed? (eg. Rubric, survey, focus group)	Does assessment tool already exist? Y / N?	If NO, who will create it?	By when?	When will data be collected & analyzed?
Goal #3 Demonstrate the use of effective written and oral business communication skills.	i) Explain what organizational communication is and the various ways it shapes the values and behaviors of others within the organization.	BUSM 201: Business Communications	Syllabus and Blackboard analysis.	Y	N/A	N/A	2025

III. Rationale for decisions

[Include a brief explanation of the rationale for your decision to assess outcomes for these program goals and specific learning outcomes in the way(s) indicated. Why is this course/essay the best place to assess this goal/outcome? Why is this method (eg. survey, rubric) the best way to assess the goal/outcome?]

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Course content analysis via Blackboard and the syllabus helps determine the effectiveness or opportunities for improvement by showing how well the course content, assignments, and assessments align with program goals. By reviewing the syllabus and Blackboard, any evaluator can see if key learning outcomes are clearly addressed, if assignments align with learning objectives, and if appropriate biblical integration is consistent. This approach also highlights gaps such as misaligned assessments or unclear connections to goals, so instructors can make targeted improvements to strengthen the course's impact on student learning.

IV. What conclusions can be drawn based on your assessment results?

1. The 2010 Eisenberg text is outdated; leading programs now use newer resources such as Business Communication: Polishing Your Professional Presence (Shwom & Snyder, 2021) and updated editions of Managerial Communication (Eisenberg et al., 2023), supplemented with current Harvard Business Review articles.
2. The learning outcomes also heavily rely on lower-level skills, such as “explain” and “describe,” while top programs emphasize higher-level competencies, including designing persuasive messages, analyzing communication breakdowns, and integrating digital platforms like Slack, Teams, and AI tools into professional practice.
3. Assignments are overly reliant on quizzes and a final exam, leaving gaps in practical application. Stronger assessment strategies would include a professional writing portfolio, oral presentations, and team-based communication projects tied to real-world cases, with explicit digital literacy integration through tools such as LinkedIn, Canva, and AI-assisted drafting.
4. The course lacks critical areas, such as intercultural communication, crisis and corporate reputation management, ethical digital transparency, and the role of AI in business communication, which are emphasized in top-tier programs like Wharton (University of Pennsylvania) and Harvard.

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5. Experiential learning is also underdeveloped. Incorporating recorded mock presentations or leading mock meetings would also strengthen this course.
6. The syllabus does not include Biblical worldview outcomes and lacks explicit Biblical integration into course content. The addition of reflection papers on biblical principles in communication and case studies of Christian business leaders would strengthen faith-based application, paralleling the approaches of universities like Baylor and Biola. Together, these enhancements would ensure BUSM 201 is both academically rigorous and distinctively aligned with Pillar College's mission.

V. Based on your analysis of the assessment results, what curricular or instructional changes will be made to improve student learning outcomes?

BUSM 201 will best serve the students by eliminating question responses, the final exam, and outdated materials, and implement applied, portfolio-based work and collaborative projects. Students build an individual writing portfolio that includes emails, memos, reports, and LinkedIn posts, with peer review and at least one AI-assisted draft and reflection via tools such as Grammarly. Oral communication is assessed through recorded presentations with peer feedback, while small groups complete a team communication strategy project by dividing roles (analysis, strategy, visuals) and submitting both a written plan and a recorded presentation. Quizzes can be replaced by applied tasks such as rewriting poor emails or drafting crisis responses, and the final exam becomes a case-based written analysis that integrates course content and biblical principles. This model ensures flexibility, practical application, and integration of digital literacy.

VI. Please evaluate the quality of program-level assessment in your area and specify any steps needed for improvement. When, and by whom will these steps be implemented? Do your recommendations apply to the assignment, course, program, evaluated learning outcomes, or another area of student learning? Please indicate which and provide SMART Goal action steps. (SMART: Specific, Measurable, Achievable, Relevant, & Time-bound)

BUSM 201 | Business Communications provides a reasonably solid foundation in organizational communication, but its quality has been limited by an overreliance on case study reports, question responses, the final exam, outdated materials,

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and a lack of applied, technology-integrated assessments. The revised syllabus significantly strengthens the course by aligning with AACSB, emphasizing practical application through writing portfolios, recorded presentations, team projects, and case-based analysis. It also incorporates digital literacy, AI integration, and faith-based ethical reflection, making the course more relevant, experiential, and mission-aligned.

1. Revise the BUSM 201 syllabus to replace reliance on quizzes and a final exam with applied assessments (writing portfolio, recorded presentations, team project, and case-based analysis) by September 2026.
2. Develop rubrics for the writing portfolio, oral presentation, team project, and AI reflection to ensure consistency and measurable evaluation by September 2026.
3. IT will integrate digital tools (LinkedIn, Canva, Slack, and AI platforms) into course instructions and assignments, with clear guidance for asynchronous delivery by May 2026.
4. Train instructors assigned to BUSM 201 on facilitating asynchronous peer review, small group collaboration, and ethical use of AI in coursework by August 2026.
5. Develop a tool and process to collect BUSM 201-specific student feedback and performance data, aiming to evaluate effectiveness by January 2027.