2025-2026 Annual Academic Assessment Plan
Master of Business Administration

Mission

The HPU College of Business MBA program provides a solid foundation in the core business disciplines; students develop analytic capabilities; decision-making and leadership skill set essential to making sound business decisions. Through a comprehensive business curriculum, the Master of Business Administration program enhances students' current strengths and helps them immediately impact their organizations.

Students can personalize their Master of Business Administration through evening and online classes while earning their degree in one to two years. The curriculum is delivered in a case-based, team-oriented, and discussion-style learning environment. Elective courses provide additional depth and breadth to enhance professional certification, students' knowledge base, and career goals.

Academic Year 2026

Master of Business Administration Learning Outcomes

PLO 3: Produce persuasive oral and written communication to business audiences MET

Produce persuasive oral and written communication to business audiences.

MEASURES	RESULTS	ACTIONS
Written artifact: Case Study (Case-study response scored for knowledge, analysis, references, and language/organization) AND Oral artifact: 10-minute recorded presentation (Requires students to organize and deliver a persuasive explanation to audiences **Executive Summary** This report presents the methodology, evidence, findings, and recommendations for the 2025–2026 assessment of the MBA program learning outcome focused on persuasive oral and written communication to business audiences. The assessment was conducted in ECON 6000, Economics for Business (Fall 2025), using a written case study and an oral presentation. A total of 31 students were assessed. **Assessment Design and Artifact Alignment** Course selection. ECON 6000, Economics for Business (Fall 2026), was selected because its online/hybrid format requires students to communicate economic reasoning to a business audience in both written and recorded oral formats. The assessed work asks students to interpret evidence, apply economic concepts, support conclusions, and communicate a defensible response. Written artifact: Case Study #3. Students briefly outline the principal evidence supporting Gordon's conclusion and evaluate whether technology making life easier is necessarily equivalent to increased productivity, with attention to productivity measures. The case study is graded on a 10-point scale using four equally weighted criteria: Knowledge, Analysis, References, and Language and Organization. Oral artifact: Presentation. Students prepare a 10-minute voice- or video-recorded presentation on a case-study topic and submit a recorded PowerPoint, MP4 file, or video link. The artifact provides direct evidence of students' ability to organize,	MET **Analysis** **Written Communication: Case Study** **Finding.** Thirty students met or exceeded expectations in written communication, producing a proficiency rate of 96.8%. This result exceeds the 80% program success target by 16.8 percentage points. The concentration of 27 students (87.1%) in the Above Expectations category indicates strong performance on the written artifact, while one student (3.2%) fell below the proficiency threshold. **Oral Communication: Recorded Presentation** **Finding.** Twenty-eight students met or exceeded expectations in oral communication, producing a proficiency rate of 90.3%. This result exceeds the 80% program success target by 10.3 percentage points. All proficient students were in the Above Expectations category; three students (9.7%) were below expectations. **Paired-Artifact Analysis** **Finding.** Twenty-seven of 31 students demonstrated proficiency on both artifacts, yielding a paired-artifact proficiency rate of 87.1%. This exceeds the 80% program success target by 7.1 percentage points. The matched results also show that three students were proficient only in writing, one was proficient only in oral communication, and no student was below expectations on both measures. Twenty-four students (77.4%) performed Above Expectations on both artifacts. **Conclusion** The MBA program exceeded the established 80% success target on both direct measures and on the combined paired-artifact measure in 2025–2026.	*No actions have been added.*

explain, and present business-related reasoning orally. **Assessment Methodology and Performance Standards** All 31 students were assessed on the written case study and oral presentation. Results were classified using the following scale: Below Expectations, less than 70%; Meet Expectations, 70%–79%; and Above Expectations, 80% or higher. For this report, individual proficiency is defined as a score of 70% or higher. Consistent with the prior assessment cycle, program success is defined as at least 80% of assessed students achieving individual proficiency. The attached student-level dataset matches each student's written and oral results, allowing paired-artifact proficiency to be calculated as proficiency on both artifacts. Direct - Presentation *Economics for Business: ECON 6000* **Target** Program success target: At least 80% of assessed students achieve proficiency MBA PLO 3 Assessment Report_2025-2026.pdf	Written communication proficiency was 96.8%, oral communication proficiency was 90.3%, and 87.1% of students were proficient on both artifacts. These findings indicate that the assessed cohort demonstrated strong persuasive communication to business audiences across both modalities, while the four students with differing results across modalities identify a focused opportunity for targeted support. **Paired-analysis note.** Paired proficiency was calculated from the matched student-level outcome categories using the ECON 6000 dataset. A student was counted as paired proficient only when both the case study and presentation were rated Meet Expectations or Above Expectations. **Recommendations for Continuous Improvement** 1. **Maintain the paired-artifact approach.** Continue using a written case study and recorded presentation so the program retains direct evidence of both communication modalities. 2. **Strengthen oral-communication support.** Provide an advance presentation checklist or brief model emphasizing organization, use of evidence, audience awareness, delivery, and time management, with targeted support for students at risk of falling below expectations. 3. **Use a clearly documented oral-presentation rubric.** Align oral criteria with the PLO and report criterion-level results so faculty can identify whether gaps relate to organization, evidence, persuasiveness, delivery, or audience adaptation. 4. **Review performance annually.** Compare future results with the 2025–2026 baseline of 96.8% written proficiency and 90.3% oral proficiency, and document any curricular or instructional adjustments.	

Conclusion

Key Metric	Details	Result
PLO Assessed	PLO 3: Produce persuasive oral and written communication to business audiences	—
Course	ECON 6000 Economics for Business; online/hybrid delivery	—
Assessment Artifacts	Case Study #3 and a 10-minute recorded presentation	—
Students Assessed	MBA students enrolled in the assessed course	31
Individual Proficiency Threshold	Meet or Above Expectations; score of 70% or higher	≥70%
Program Success Target	At least 80% of assessed students achieve proficiency	80%
Written Communication	30 of 31 students met or exceeded expectations	**96.8%**
Oral Communication	28 of 31 students met or exceeded expectations	**90.3%**
Paired-Artifact Proficiency	27 of 31 students met or exceeded expectations on both artifacts	**87.1%**
Conclusion	Each individual measure and the paired-artifact measure exceeded the established program success target.	**Target Exceeded**