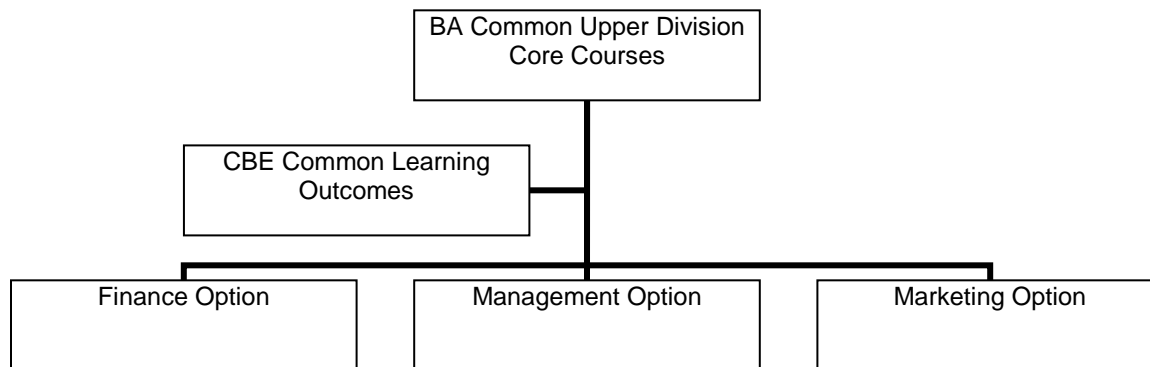# BUSINESS ADMINISTRATION

Students in the Business Administration program earn a Bachelor of Science degree. Two path of study are available: 1) the major plus a minor in another filed or 2) a broad area major with an option in finance, management, marketing, and management information systems. For AoL, students selecting option 1 are assessed in measurement activities conducted in the common upper division core course, business electives, and CBE supporting courses.

Figure BA1: Organizational Structure of BA AoL

```
                        ┌─────────────────────────┐
                        │ BA Common Upper Division │
                        │      Core Courses        │
                        └─────────────────────────┘
                                     │
   ┌──────────────────────┐         │
   │ CBE Common Learning  │─────────┤
   │      Outcomes        │         │
   └──────────────────────┘         │
         ┌───────────────┬──────────┴──────────┬──────────────────┐
   ┌─────────────┐  ┌──────────────────┐  ┌──────────────────┐
   │Finance Option│  │Management Option │  │ Marketing Option │
   └─────────────┘  └──────────────────┘  └──────────────────┘
```

UPPER DIVISION CLASSES

All students in the Business Administration program take the same lower and upper division core courses. Lower division courses are not <u>assessed</u> in the BA AoL plan – though students must earn a 2.5 GPA in these courses to be admitted to the College.

The following upper division courses are part of the BA Assurance of Learning [AoL] process:

MNGT 300:	Management and Organizational Behavior
MKTG 310:	Principles of Marketing
FINC 345:	Managerial Finance
ECON 326:	Statistical Methods for Economics and Business
MNGT 361:	Operations Management
MNGT 485:	Strategic Management

The *content* knowledge gained in the upper division core courses will be assessed by in-class exams. This assessment will either be in terms of the average performance across all exams given in a course during the data collection semester[s] or on a comprehensive course final. To be able to aggregate content knowledge performance in a course across semesters, a common exam grade allocation rubric will be used in each of the courses. This is presented in Table BA1.

Basic statistical content knowledge and skill is developed and assessed by the Economics Department. Aggregate performance data is shared with the appropriated program chair. In addition, the application of statistical knowledge and skill is assessed in MNGT 361. Aggregate

performance analysis will be included in management AoL reports and shared with the Economics Department chairperson.

Table BA1: General Grade Rubric

	Well Developed	Developed	Developing	Undeveloped
MNGT & Organizational Behavior	100% - 89%	88% -- 75%	74% -- 60%	59% -- 0%
Principles of Marketing	100% - 89%	88% -- 75%	74% -- 60%	59% -- 0%
Managerial Finance	100% - 89%	88% -- 75%	74% -- 60%	59% -- 0%
Statistics	100% - 89%	88% -- 75%	74% -- 60%	59% -- 0%
Operations Management	100% - 89%	88% -- 75%	74% -- 60%	59% -- 0%
Strategic Management	100% - 89%	88% -- 75%	74% -- 60%	59% -- 0%

MNGT 485: Integrative Assurance of Learning:

The management, marketing, and finance options use MGMT 485 Strategic Management as the capstone experience. The focus for AoL is on assessing the students' ability to integrate their knowledge from the different option disciplines with strategic management concepts.

Assessment is done in aggregate for the BA level as well as for individual option learning outcomes as requested by the Department Chairs.   Both direct and indirect measures will be used. These are summarized in Table BA2. Integration rubrics are presented in Appendix 4

Table BA2: Broad MNGT 485 Assessment

VENUE	TYPE		LEVEL		
	Direct	Indirect	BA	Option	CBE
Electronic Simulation		X	X		
Quizzes	X		X		
Peer Evaluations	X		X		
Reflection Papers	X			X	
Executive Memos	X			X [MRKT & MNGT]	
Case Studies	X			X [MNGT]	

Management Option expectations focus on Learning Outcome 2 - Motivation and Learning Outcome 5 – Decision Making. Rubrics used for assessment are contained in the Management Option Plan.

Marketing Option expectations focus on 1) the extent to which students are able to integrate the strategic fit among positioning, marketing segmentation, and the marketing mix; and 2) the extent to which student are able to integrate issues from the various functional areas.

Finance Option has not requested additional integrative assessment.

Electronic Simulation:

Global Business Strategy Simulation Game a.k.a. Glo-Bus was selected as the primary integrative application tool. A 'learning assurance report,' is generated by the software which will supplement other material included in the MNGT 485 AoL Report. Group measures are indirect indicators of student performance. Using the group measures reflect the team nature of many organizational work setting and is appropriate in assessing BA students. The following dimensions are used in the simulation's AoL report:

Leadership Skills	Assessment of the individual's leadership and independent thinking skills. Based co-managers' answers for items 4, 5, 6, 7, 10 on the peer evaluation exercise.
Collaboration & Teamwork	Assessment of the individual's collaborative skills, teamwork, and ability to work well with others. Based on co-managers' answers for items 1, 3, 8, 9, 11 on the peer evaluation exercise.
Financial Analysis	Assessment of the individual's skills in analyzing financial ratios and financial statements. Based on the individual's answers to selected questions from Quiz #2.
Financial Management	Assessment of the group's ability to apply financial management principles. Based on the company's ROE, credit rating, and stock price performances.
Operations Management	Assessment of the group's ability to manage production operations and control production costs. Based on the company's production cost competitiveness as measured by production costs per unit (adjusted for product quality and product line breadth), capacity utilization, and management of finished goods inventories.
Marketing Management	Assessment of the group's ability to effectively market the company's product and control marketing costs. Based on the company's market image and marketing costs per unit sold.
Human Resources Management	Assessment of the group's proficiency in workforce management and controlling labor costs. Based on work- force compensation, workforce productivity, and labor costs per unit sold.
Strategic Analysis & Planning	Assessment of the group's strategic planning and strategic thinking skills. Based on scores achieved on the 3-Year Strategic Plan exercise.

BA Level Assurance of Learning Process

The following seven steps summarize the assessment process adopted by BA faculty.

1. AoL measurement will consist of exam performance [as noted above.]

2. Exam data will be collected for each course either in the Fall and Spring semester during the first year of the two year cycle.

3. Faculty teaching the common upper division courses will prepare an aggregate report and distribute copies to all BA Faculty.

If data using the common exam rubric is entered into LiveText, the LT administrator will generate an aggregate report from all of the common upper division courses and send all BA and Accounting faculty the summary report.

4. Common rubrics will consist of 4 categories as presented in BA1. The number of dimensions will depend on the topic. When measuring knowledge, skills or perspectives related to CBE learning outcomes, faculty will use the common rubrics developed by the college.

5. During the Fall semester of the second year of the two year cycle, the BA Faculty will meet to discuss the reports. They will plan curriculum or course delivery changes needed in the common upper division courses in response to the feedback given in the report[s].

6. The plans for strengthening the outcomes associated with the common upper division courses will be developed and implemented during the Spring semester of the second year of the two year cycle.

7. Beginning in Fall 2010, the BA programs will survey regional organization and/or conduct focus groups to gain input into BA, Finance, Management, and Marketing option level learning outcomes, curriculum, and professional opportunities for students.

8. The review and decision making process/outcomes will be documented through minutes which will be housed on the G drive.

MANAGEMENT OPTION

LEARNING MISSION:

The mission of the Management Program is to develop and enhance students' ability to effectively engage in interpersonal, leadership, process, and decision making activities in diverse organizations.

Quality undergraduate teaching and learning is our top priority. The management program supports the missions of the College of Business and Economics and UWRF by contributing expertise in leadership development, ethics, organizational diversity, human resource management, operations, international business, and strategy.

Management Option Contribution to CBE Learning Outcome Assessment:

The knowledge, skills, and abilities developed to meet the management option learning outcomes also support achievement of some of the college-level [CBE] Learning Outcomes. Appendix MNGT 1a highlights which management option level learning outcomes support which CBE level Skills and Perspectives. Only contributions of 75% or more are included in the table.

Appendix MNGT 1b shows which management courses contribute to the development of the CBE level Skills and Perspectives. Only contributions of 70% or more are included in the table. Major option contributions are in the areas of:

Acquire Information: Student project can require searching for information needed to complete the assignment. Information may be obtained through paper, electronic, and interpersonal venues. Where appropriate, the CBE Official Rubric – Decision Making is used to measure information acquisition.

Diversity: MNGT 330 focuses exclusively on workplace diversity. In addition, diversity related to thinking, organizational status, and personal group membership is part of organizational behavior, human resource management, international business, and ethics. The CBE Official Rubric – Diversity Issues is used to measure this outcome.

Global Awareness: MNGT 355 focuses exclusively on international business. The CBE Official Rubric – Global is used to measure this outcome.

Teams: Students participate as part of project and learning groups. Knowledge and skill develop occurs in MNGT 300. Assessment is done in MNGT 350. The CBE Common Rubric – Teams [Engagement in] is used to measure student performance.

As part of the assessment process, Management faculty will use the common CBE rubrics when measuring performance related to the college wide skills and perspectives. Common CBE rubrics may also be used to measure option learning outcomes.

OPTION LEARNING OUTCOME ASSESSMENT:

The management option's assurance of learning process is grounded in the measurement of five program level learning outcomes set by the management faculty. Current learning outcomes are derived from management discipline expectations and reflect a mix of skills, knowledge, and orientations appropriate to entry level professionals. A periodic review of the learning outcomes can also be requested of the CBE Business Advisory Board or other regional business/organizational leaders.

The four learning outcomes state that, *a management graduate will be able to:*

1. Manage conflict using knowledge and skills that will allow them to:
   a. Identify conflict situations,
   b. Implement a situation appropriate resolution at the interpersonal level,
   c. Implement a situation appropriate resolution at the organizational level.

2. Motivate themselves and others using knowledge and skills that will allow them to:
   a. Recognize personal and situational factors that motivate people,
   b. Use their understanding of personal and situational factors dynamics to motivate people to achieve personal and organizational goals.

3. Influence using knowledge and skills that will allow them to:
   a. Apply influence in team and managerial situations
   b. Use tools and techniques that enable effective influence

4. Make Decisions using knowledge and skills that will allow them to:
   a. Articulate the difference between problem solving and decision making.
   b. Define needs and opportunities,
   c. Demonstrate the ability to get to the root causes of needs and opportunities,
   d. Develop appropriate responses to the root causes of needs and opportunities.

     e. Include ethical consideration in decision making,
     f. Include creativity in decision making,
     g. Identify relevant data and effectively use it to solve management and organizational problems,
     h. Use multiple decision making tools/processes to make effective decisions as individuals and as part of a team,
     i. Effectively implement decisions.

Management faculty should include relevant option learning outcomes on course syllabi and assessment assignments. This helps students connect classroom assessment to option learning outcomes.

Direct Measurement of Management Option Knowledge, Skills, and Abilities:

- Multiple direct methods are used to measure students' knowledge, skills, and abilities. The direct measures are embedded in both required and elective management courses. The direct measures include case analysis, team projects, individual student projects, papers, simulations and exercises. Exam performance, based on program level learning outcome content, is also used, consistent with the grade rubric presented in the BA section.

- Direct measurement assessment of management option level leaning outcomes occurs during the semester designated in Table MNGT 2. Assessment is done during the first year of the two year cycle. This is a minimum requirement. Faculty teaching courses in which measurement takes place can elect to measure during both the fall and spring semesters if, 1) doing so more effectively manages the AoL measurement workload, 2) the student populations are deemed to be significantly different [it is otherwise generally assumed that they are similar], or 3) the centrality of the course in the learning process supports their doing so. The direct measurement methods adopted by the faculty in the Fall of 2008 are presented in Appendix MNGT2.

- Rubrics for assessing learning outcomes are developed by the faculty member teaching the course. Rubric design is consistent with the BA format. Rubrics are shared with other management faculty. The rubrics are broad enough to allow use with multiple cases/ assignments but specific enough to measure the learning outcome. The rubrics are on LiveText and the instructors submit the results of these evaluations via LiveText. Rubrics associated with the learning outcomes in Appendix MNGT 2 are shown in Appendix MNGT 3.

- When measuring knowledge, skills or perspectives related to CBE learning outcomes, faculty will use the common rubrics developed by the college.

- To support the development of the management option level learning outcome achievement, the management faculty have identified primary learning outcomes for each of the required and elective management courses. Appendix MNGT4 matches the course level learning outcomes to the program level learning outcomes they support. Only those contributing at least 75% to skill development are identified.

In-direct Measurement of Management Option Knowledge, Skills, and Abilities:

In addition to the direct measures identified above, the management option faculty use several indirect measures. Table MGNT 1 summarizes the mix of direct and indirect measures. How

the feedback from the two measurement categories is used in curriculum revision and program enhancement is disproportional -- with direct embedded measures having a weight of 80 percent.

Table MNGT 1:

Direct Measures	Indirect Measures [all Outcomes]
- Content Specific Exam Questions - Case Analysis - Simulations - Papers - Knowledge and/or application oriented exercises - Individual Projects - Team projects with individual contribution component. - Student e-portfolios – Individual work and Self Reflections	- Course content specific exam questions [not requested by program faculty but which the professor includes their discussion of how course assessment supports program level AoL] - Team Projects - Computer Simulation - Student e-Portfolio – Group work - Faculty/peer observations from team/class engagement - EBI Graduating Senior Survey Data - NSSE Survey Data - Student self-reports from internships, mentoring, shadowing and international study programs. - Alumni Surveys - Business Surveys

Student e-Portfolios are used to show student's engagement in assessing their learning. Management faculty encourage students to select quality representative work and submit it to their e-Portfolio in LiveText. Students should be encouraged to develop their own 'learning story' and include it in their e-Portfolio. Faculty may also recommend or require submissions that showcase work used to measure learning outcomes and reflection assignments. The management option's e-Portofilio is comprised of three assessment folders:

1. CBE Common Learning Outcomes – with a subfolder for each learning outcome.
2. Management Option Leaning Outcomes – with a subfolder for each of the options four learning outcomes.
3. Personal Stories – a section for students to include any work they want to have in their e-Portfolio.

Assurance of Learning Process*

The following AoL process has been adopted by the management faculty. Additional AoL activities may be added as needed. The process supports the two-year assessment process adopted by the College of Business and Economics.

1. The primary stakeholders for the Management program are: Management option students, Business Administration students, Management Faculty, and the College of Business and Economics.

   Secondary stakeholders for the Management program are: the companies who employee the management graduates, the regional business community, UWRF, and AACSB.

2. Table MNGT 2 contains the learning outcome schedule*. Variations to the schedule may occur due to course schedule changes.

Table MNGT 2 – Assessment Schedule

Semester	Class	Learning Outcome	Level		
			MNGT	BA	CBE
FALL	MNGT 300	#1 – Conflict General Knowledge	X	X	
	MNGT 330 – Exam	General Knowledge [Diversity]			X
	MNGT 355	Globalization			X
	MNGT 361	#4-Decision Making	X	X	X
	MNGT 485	#4-Decision Making #2-Motivation	X	X	
SPRING	MNGT 300	#2 – Motivation #3 – Influence	X X		
	MNGT 320	#2 -- Motivation	X		
	MNGT 330 – Case	#1 - Conflict & #3 Influence	X		X
	MNGT 340	#4 – Decision Making	X		
	MNGT 350	#4 – Decision Making	X		X
SUMMER	MNGT 330 – Virtual	#4 – Decision Making	X		

3. Management faculty will review the common course learning outcomes [Appendix MNGT 4] and how the course level learning outcomes support the management option level learning outcomes as part of the assessment reviews. Option level and course objective integration is included to show the linkage, not for direct option level assessment.

4. Management faculty will develop an AoL report for each course/semester in which assessment of CBE, BA, or Option Level Learning Outcomes are measured. The report will summarize the assignment used to measure the learning outcome, present findings, and make recommendations for enhancing student performance and/or the assessment process.

5. Management faculty will meet during the last week of August during the first year of the two year AoL process [beginning Fall 2008] to 1) review and approve rubrics that will be used to measure performance on the program's five learning outcomes and 2) make any needed adjustments to the measurement process.

6. As needed, AoL activities will be included as part of the Management and Marketing program's regular meetings. This will be documented in the program meeting minutes. As needed, the Management faculty will meet separate from the department meeting. Minutes of management faculty meetings will be maintained by the department chair and stored on the G Drive.

7. No later than October 30th of the second year of the two-year AoL cycle, the Management faculty will meet to discuss the measurement feedback collected during the first year of the two-year cycle. The information will be used to make changes to the management AoL process, curriculum, strategic initiative, and faculty development plans. If significant changes are made to the AoL process, a copy of the reviewed Management AoL plan will be submitted to the Chair of the CBE Assessment Committee. In addition to internally generated feedback, the program will consider feedback received from the CBE assessment committee, UWRF assessment committee, and/or accrediting bodies regarding the content of its AoL plan/report.

   Minutes summarizing the review and recommended changes will be maintained by the department chair and stored on the G drive. Summary information will be shared at the first Management and Marketing Department meeting following the finalization of the management review. Depending on the recommendations made, information from the review will be shared with the following CBE committees:

   a. Undergraduate
   b. Assessment
   c. Faculty Development
   d. Strategic Planning

8. Management faculty will meet no later than April 5th of each year to review AoL activities for the current academic year. Included as part of this review, if not already done, will be feedback obtained from the indirect measures identified in Table MNGT1. The outcome from this meeting will be agreement on any needed changes to the AoL process, course curriculum, or faculty development strategies. Documentation will be by minutes maintained by the department chair and housed on the G drive.

9. No later than April 30th of each year the Management program will submit to the Chair of the CBE Assessment Committee the program's AoL report for the current academic year. The report will contain information consistent with the report requirements adopted by UWRF and those requested by the CBE Assessment Committee and/or administration. The full report will be housed on the Management AoL G Drive. Any resulting changes to the AoL plan will periodically be sent to the UWRF Assessment Committee with the revised plan being posted to the UWRF assessment site. An executive summary of the AoL report will be posted to the AoL section of the CBE website and summarized in the AoL Musings Newsletter, both of which are available to faculty and students.

10. Management faculty are encouraged to include discussion of their participation in the AoL process as part of their professional reflections.

11. To the extent possible, all AoL plans, reports, minutes, and samples of student work are to be stored on the G Drive. All CBE faculty can access the drive. The structure of G Drive follows:

   - Assurance of Learning
     a. AoL Plan
     b. Documentation of AoL Development Process
     c. LiveText
     d. Minutes of Department Meetings Regarding AoL

      e. Reports – EBI
      f. Reports – Faculty – Coding:
          i. Year
          ii. Semester
          iii. Course Prefix and Number
          iv. Assessment Level
              1. Option
              2. BA
              3. CBE
      g. Electronic samples of Student Work [Well Developed, Developed, Undeveloped]
          i. Well Developed, Developed and Undeveloped examples
          ii. Paper Copies will be centralized

      h. Miscellaneous Instructions

* The process reflects the two-year assessment cycle adopted by the college. An annually process will be used by the Management option for the 2008-2009, 2009-2010, and 2010-2011 academic years.

APPENDIX MNGT 1a
Management Learning Outcomes in Support of CBE Learning Outcomes

	Ethical	Global	Political	Social	Legal & Reg.	Environ-mental	Technology	Diversity	Written Comm.	Oral Comm.	Teams	Acquire Info.	Make Decisions
MNGT LO 1: Conflict								X					
MNGT LO 2: Motivation													
MNGT LO 3 Influence											X		
MNGT LO 4: Decision Making												X	X

APPENDIX MNGT 1b
Management Courses in Support of CBE Learning Outcomes

	Ethical	Global	Political	Social	Legal & Reg.	Environ-mental	Technology	Diversity	Written Comm.	Oral Comm.	Teams	Acquire Info.	Make Decisions
MNGT 300											X		X
MNGT 320					X								
MNGT 330								X					
MNGT 340	X												
MNGT 355		X	X										
MNGT 361							X						
MNGT 430												X	
MNGT 485				X	X							X	
MNGT 318							X						X
MNGT 330								X					
MNGT 350											X		X
MGNT 365							X						X
MGNT 378	NA												
MGNT 379	NA												
MGNT 380		X											
MGNT 389	NA												
MNGT 480	NA												
MGNT 499	NA												
MNGT 450	NA												

APPENDIX MNGT 2
Course-embedded Direct Measurement of Management Learning Outcomes

		MNGT 300	MNGT 318	MNGT 320	MNGT 330	MNGT 340	MNGT 350	MNGT 355	MNGT 361	MNGT 430	MNGT 485
1.	Manage Conflict: a. Identify conflict situations & implement situation appropriate resolutions at the interpersonal, process, and interorganizational levels.	Case study focusing on conflict at the interpersonal level Scenario exam questions addressing interpersonal and process conflict			Case study focusing on tension created by diverse teams [thinking]						
2.	Motivate Themselves & Others: a. Recognize and use personal and situational factors to motivate people to achieve personal and organizational goals.	Case study and or in-class exercises focusing on motivation of self and others		Performance Feedback Exercise OR Case Study							Simulation with reflection focused on motivation – individual and working together.
3.	Exercise Influence: a. Articulate the difference between power, influence, and leadership. b. Identify opportunities to be persuasive and apply influence in team and managerial situations. c. Use tools and techniques that enable effective influence. d. To delegate effectively to individuals and within teams.	Case study focusing on power and influence in teams OR critical team self analysis assignment.			Case study focusing on tension created by diverse teams [thinking]						

		MNGT 300	MNGT 318	MNGT 320	MNGT 330	MNGT 340	MNGT 350	MNGT 355	MNGT 361	MNGT 430	MNGT 485
4.	Dec Mkg/Prob Solv: a. Define needs and opportunities, demonstrate the ability to get to the root causes, and develop appropriate responses to them. b. Articulate the difference between problem solving and decision making. c. Include ethical and creativity in making decisions. d. Identify necessary data and use it to solve problems e. Use multiple decision making tools/process to make effective decisions as individuals and as part of a team f. Effectively implement decisions			Current solutions in HR [focus on law, best practices, generating solutions		Case Study focused on Ethical decision making frames	Portfolio of decision making exercises OR Case analysis requiring use of at least 3 decision tools.		Exercise or case focused on statistical control and process quality.		Case study [s] focused on identifying an industry situation and developing integrated solutions Simulation Reflective Papers CEO Integration Papers

APPENDIX MNGT3

RUBRICS:

Rubric for Assessing CONFLICT Case Analysis
for Program Level Learning Outcome #1

	Well Developed [3 pts]	Developed [2 [pts]	Undeveloped [1 pt]
Antecedent Conditions	Fully analyzes all 3 antecedent conditions [personality, communication, structure] and integrated across at least two of the three.	Analyzes the three antecedent conditions without discussion of the integration among them.	No analysis or only one of the three antecedent conditions.
Recognition	Analysis of both the cognitive and affective factors of conflict awareness and how they interrelate.	Analysis of both cognitive and affective factors but no awareness of how they interact.	No analysis using recognition or only one of the factors.
Resolution Strategies	Analysis addresses the pros and cons of each strategy and which most effective in the described situation.	Analysis focuses on the primary strategy presented in the case or uses 2-3 of the strategies to analyze the situation.	No analysis using resolution strategies or only one that may or may not be correct.
Overt Conflict Analysis	Analysis includes discussion of the behaviors of all parties' behaviors and reactions to the behaviors of others. Includes discussion of all of the power and political behaviors being used and their contribution to the conflict.	Analysis includes discussion of the behaviors of some of the parties' behaviors and reactions to the behavior of others. Includes some discussion of the power and political behaviors being used and their contribution to the conflict.	No discussion or very limited discussion of the behavior of the parties involved and their reaction to the behaviors of others.

Limited or not discussion of the power and political behaviors being used and their contribution to the conflict. |
| Outcomes | Very good discussion of how the course of action has increased or decreased individual/group performance.

Good setup for the next round though the conflict process with clear ties to which stage the second round begins with. | Good general discussion of how the course of action shown has increased or decreased individual/group performance.

Some general setup for the next round through the conflict process. | No or very limited discussion of how the course of action showing has increased or decreased individual/group performance.

No setup for the next round through the conflict process. |

Rubric for Assessing INFLUENCE Analysis
for Program Level Learning Outcome #3

	Well Developed [3 pts]	Developed [2 pts]	Undeveloped [1 pt]
Focal Point Identification	Identifies actions/areas for which influence is needed and can integrate across items for a holistic influence approach.	Identifies actions/areas for which influence is needed but limits to one or a few discrete items.	Does not identify the action/area for which influence is needed.
Power Tactics	If appropriate at least 4 power tactics were used.

Actions clearly showcased the tactic being used. | If appropriate, at least 3 different power tactics used.

Mix of actions and terminology were used. | No use or very limited use of power tactics.

If used, only the terms were used – no behaviors were associated with the terms. |
Influence	Power tactics were appropriate for the direction of influence. Additional tactics added that supported primary tactic.	Power tactics appropriate for the direction of influence.	Power tactics not appropriate for the direction of influence.
Coalitions	Good discussion of how collations could be developed and effectively used to influence action. Both the opportunities and challenges of developing coalitions were discussed.	Briefly addressed the role that collations could play in influencing action.	No use of coalitions even though the situation was appropriate.
Other Course Concepts	Appropriate mix of concepts related to power and politics, motivation, conflict, groups, etc. were used to support and develop the effectiveness of the influence attempt.	Some concepts related to power and politics, motivation, conflict, groups, etc. were used to support and develop the effectiveness of the influence attempt.	No or very limited [1 or 2] used of other course concepts to support and develop the effectiveness of the influence attempt.

Rubric for Assessing MOTIVATAION Case Analysis
for Program Level Learning Outcome #2

	Well Developed [3 pts]	Developed [2 [pts]	Undeveloped [1 pt]
Situational Factors	Fully analyzes all organizational factors [opportunity] affecting all of the parties. Correct and integrated use of concepts and models.	Some analysis and discussion of the organizational factors [opportunity] affecting at least two of the parties. Mostly correct application of concepts though some incorrect used may exist. Some integrated use of motivation models.	No analysis or very limited discussion of the organizational factors [opportunity] affecting motivation. No integrated use of motivation models.
Personal Factors	Analysis of all of the personal factors that are shaping motivation for all of the parties. Includes discussion of both primary and secondary needs.	Analysis of some but not all of the personal factors that are shaping motivation. Analysis may be limited to just one of the parties involved. Includes Primary needs	No analysis of personal factors that are shaping motivation [attitudes, values, personality, emotions, abilities, etc.]. No discussion of needs or incorrectly identified.
Equity Processing	Analysis correctly uses all of the concepts related to Equity Theory. Contents of I/O are fully described for all comparison points/time frames.	Analysis uses most of the concepts related to Equity Theory. Content of I/O are identified as are comparison points/time frames. Correct use of concepts though some details/concepts may be missing.	No analysis using equity theory concepts. OR limited that only show I/O without either content or direction. No comparison point identified. Incorrect use of concepts.
Expectancy Processing	Analysis includes discussion of all of the components of Expectancy Theory and clearly shows the integrated dynamics of expectancy processing as depicted in Exhibit 6-11. Concepts are correctly used.	Analysis includes discussion of all three of the components of Expectancy Theory. Concepts are correctly applied. Some additional course concepts are used that more fully explains the integrated dynamics of Expectancy Theory. Most of the application if correct though some inaccuracy may exist.	No discussion or very limited discussion of the three components of Expectancy Theory. No use or inaccurate use of additional course concepts that explain the integrated dynamics of Expectancy Theory.
Application	Very good discussion of how understanding the dynamics could help motivate self or others. People and 'how' are clearly defined and supported.	Good general discussion of how understanding motivation dynamics could help motivate self or other. Some additional identification of people and 'how' are needed. Additional support needed.	No or very limited discussion of how understanding motivation dynamics could help motivate self or others. No clear links to different people and/or 'how' to motivate them. No support for actions proposed.

Rubric for Assessing OPERATIONS DECISION MAKING
for Program Level Learning Outcome #4

	Well Developed [3 pts]	Developed [2 [pts]	Undeveloped [1 pt]
Choice of Process Control Chart	The correct charts are chosen for the application	One or more charts were incorrectly chosen.	None of the charts chosen were right for the application
Interpretation of Chart Results	All reasonably obvious interpretations were made, and all interpretations were correct.	One or more interpretations are missing and/or one or more interpretations are incorrect.	None of the obvious interpretations are made or those that are made are incorrect.
Other Assessments	The other assessments have something to say about the quality picture and are correctly made.	Either the assessment is not interesting or is incorrect.	The assessment is neither interesting nor correct.

Rubric for Assessing DECISION MAKING for Program Level Learning Outcome #4

	WELL DEVELOPED	DEVELOPED	UNDEVELOPED
Process	Exceptional use of a mix of decision making processes including identification of potential biases and how to manage their negative affect and development of questions that foster in-depth exploration of the issue. Questions are appropriate for the issue being addressed. Questions are designed to address the systemic nature of the issue and allow for the creation of meaningful components/variable to be used in constructing the solution.	Good use of a mix of decision making processes. For those process elements used their content is appropriate to the issue. Issue understanding/development could have been enhanced by the use of additional processes and a more systemic view of the issue.	Limited mix of decision making processes OR none clearly identified/used. Little to no systemic understanding reflected in the processes used. If used the questions limit the exploration of the use and/or do not fit with the issue needing to be explored. Frame biases not address or only a surface use of terms.
Focus Purpose	Purpose ladder contain all three levels and has multiple [4+] statements at each level. May contain 2 or more linked ladders.	Purpose ladder contains all three levels with 2-3 statements at each level.	Purpose ladder does not exist. If constructed only 1 statement for each level or not all of the three levels contained on the ladder.
Tool Application	Effective and accurate use of 4 or more visual tools that show the issue dynamics and their interdependencies or relationships	Effective and accurate use of three different types of visual tools that show the issue dynamics and their interdependencies or relationships	No or only one visual tool used that shows the issue dynamics and their interdependencies or relationships. May not be applied accurately.
Creativity	Final decision 'product' transcends traditional thinking. It demonstrates the original creation of new and meaningful ideas, process, structures, and/or forms.	Final decision 'product' has some new and meaningful ideas, processes, structures and/or forms. Some traditional elements remain that limit the effective display of originality.	Final decision 'product' has few if any new and meaningful ideas, process, structures and/or forms. Most of the thinking presented reflects traditions ideas. Limited to no originality.
Information	Gathers optimal appropriate information from a variety of quality electronic and print sources. Evaluates and selects only the best sources for usefulness and quality. Uses the information effectively to draw appropriate conclusions to optimally make the decision.	Gathers good information appropriate to the decision/issue. Uses a variety of sources. Does a good job of evaluating the quality and usefulness of the sources. Uses the information to draw appropriate conclusions. Minor points are missing.	Gathers no or weak information appropriate to the decision/issue. Uses a limited number of sources and not all of them are appropriate. Does not evaluate the information obtained. Fails to use the information that is collected.

CBE Decision Making Rubric for Program Level Learning Outcome #4

	Well Developed	Developed	Undeveloped
Identification	Clearly identifies and summarized the organizational challenge/opportunity.	Challenge/opportunity is identified but is somewhat unclear and summarization is basic.	Fails to identify the issue or identifies the issue but is not clear and the summarization lacks focus.
Application	Applies structure throughout the decision making process. Reflects an in-depth understanding of the situation; brings an unexpected appropriate depth of knowledge to justification.	Apply some structure to the decision making process. Process reflects good understanding of the situation and decision making process.	Fails to apply a decision making structure or only uses one or two criterion.
Acquisition	Gathers optimal information from a variety of quality electronic and print sources. Evaluates and selects only the best sources for usefulness and quality. Uses the information effectively to draw appropriate conclusions to optimally make the decision.	Gathers good information appropriate to the decision. Uses a variety of sources. Does a good job of evaluating the quality and usefulness of the sources. Uses the information to draw appropriate conclusions.	Gathers no appropriate information. Uses a limited number of sources or inappropriate ones. Does not evaluate the information obtained. Fails to use the information that is collected.
Reflection	Creates, integrates, & evaluates information/ideas across a range of contexts, cultures and areas of knowledge when appropriate. Examines attitudes, values & assumptions & assesses their implications in a variety of context. Integrates experience, reason, & information to make meaningful choices.	Integrates and analyzes information/ideas in several contexts. Examines assumptions, attitudes, and values with awareness of their implications. Uses experience, knowledge, reason and information to make conclusions, judgments, products.	Responds to information/ideas using immediate context or existing knowledge. No or limited awareness that assumptions, attitudes & values affect thinking and the presentation of information. No or limited use of experience and knowledge to reach conclusion.
Solution	Develops original and innovative approach to solve the issue.	Solution includes some original /innovative concepts.	Solution lacks any innovation.

MNGT 485 Strategic Mix Integration Rubric

	Well Developed [3 pts]	Developed [2 [pts]	Undeveloped [1 pt]
Ability to analyze problem in a structured manner	Fully analyzes the situation and identifies the problem clearly. Uses several points of data to identify the problem.	Identifies the problem with some analysis of the situation. Uses some data to identify the problem.	No analysis or discussion. Does not use data to identify the problem.
Ability to apply marketing concepts to problem in an interfunctional and interdependent manner	Identifies several marketing issues. Solutions are discussed within context of previous analysis. Provides discussion of impact upon several functional areas. Interdependencies are addressed.	Analysis identifies one or two issues. Solutions are discussed with little context from previous analysis. Provides some discussion of impact on organization. Few interdependencies are discussed.	Issues are identified with no discussion or within no context of previous analysis. No discussion of impact on organization or interdependencies.

MNGT 485 Functional Integration Rubric

	Well Developed [3 pts]	Developed [2 [pts]	Undeveloped [1 pt]
Identification of issues	Student's assignment identifies the business issue(s) clearly, concisely, and comprehensively.	Student's assignment identifies the issue(s), but is not clear, concise and comprehensive.	Student's assignment does not identify the issue(s) related to the assignment.
Integration of concepts from various functional areas	Student's assignment clearly integrates concepts from various functional areas. The recommendation reflects thorough consideration of many functional areas.	Student's assignment clearly integrates a few concepts from various functional areas. However, the position does not reflect thorough consideration of many functional areas.	Student's assignment does not clearly integrate concepts from various functional areas.
Analysis & Resolution of Strategic Level Decision Making Problem	Student's assignment provides clear evidence and analysis to support the recommendation on the business issue. Arguments reflect the ability to apply tools of analysis well in arriving at the position.	Student's assignment provides some evidence and analysis to support the recommendation on the business issue. Arguments reflect the ability to apply tools of analysis somewhat in arriving at the position.	Student's assignment does not provide evidence and analysis to support the recommendation on the business issue. Arguments do not reflect the ability to apply analytical tools in arriving at the position.

APPENDIX MNGT 4
Management Course Leaning Outcomes in Support of Program Level Learning Outcomes

Course	Common Course Learning Outcome	LO 1: Conflict	LO 2: Motivation	LO 3: Influence	LO 4: Dec. Making
300	Students will be able to: 1. Demonstrate an understanding of the impact that individuals, groups, and structure have on behavior within organizations. 2. Apply, integrate, synthesize and evaluate management concepts. 3. Demonstrate effective group engagement skills.	X	X	X	X X
318	Students will be able to: 1. Recognize and formulate problems using linear programming, network optimization, binary integer programming, nonlinear programming, decision analysis, queuing and/or simulation. 2. Make business recommendations based on their analysis of the output of linear programming, network optimization, binary integer programming, nonlinear programming, decision analysis, queuing and/or simulation				X X
320	Students will be able to: 1. Demonstrate an understanding of the attraction, selection, retention, development and utilization of individuals in organizations. 2. Apply, analyze, and evaluate human resource management principles.				 X
330	Students will be able to: 1. Identify the different dimensions of diversity. 2. Effectively analyze the impact of diversity on organizational processes and interpersonal dynamics. 3. Develop affective strategies to leverage diversity's contribution to organizational achievement.	X X			 X X
340	Students will be able to: 1. Effectively use ethical frames to identify and address leadership issues. 2. Demonstrate knowledge about different ethical theories 3. Apply their knowledge about different leadership theories			 X	 X
350	Students will be able to: 1. Apply their understanding of how framing affects decision making. 2. Apply decision making tools which enhance thinking, creativity and process engagement.				X X

Course	Common Course Learning Outcome	LO 1: Conflict	LO 2: Motivation	LO 3: Influence	LO 4: Dec. Making
	3. Articulate the architecture of issues requiring decisions.				X
355	Students will be able to:				
	1. Demonstrate an understanding of business ramification from country and regional differences.				X
	2. Apply trade theories to explain patterns of trade.				X
	3. Identify appropriate global business strategies.				X
361	Students will be able to:				
	1. Understand the benefits and limitations of production technology, including that the correct technology varies with the degree of customization of product, sales volume, available capital, etc.				X
	2. Use decision-making tools which may include SPC charts, CPM/PERT, MRP, Inventory Models, and Site Location Models.				X
	3. Demonstrate the philosophical and applied aspects of quality.				X
365	Students will be able to:				
	1. Understand the process view of organizations.				
	2. Map and analyze business processes.				X
	3. Understand the process capability framework.				X
	4. Use information technology tools available for simulating, automating and supporting business processes.				X
	5. Design, redesign, and improve business processes.				X
378	NA at present				
379	NA at present				
380	Topics Course: NA at present				
389	Topics Course: NA at present				
430					
450	Delivered by CSIS – removed from MNGT plan				
480	NA at present				
485	Students will be able to: 1. Demonstrate an understanding of the strategic management process.				
	2. Apply the tools of strategic analysis, including external and internal analysis, value chain, industry attractiveness, etc.				X
	3. Be able to analyze competitive strategy and the types of strategies companies use to achieve strategic competitiveness.				
	4. Be able to synthesize the functional areas of strategy implementation.				X