

Continuous Program Improvement (CPI)
Student Learning Outcomes (SLO)/Program Learning Outcomes (PLO)
Plan Implementation Report - AY 2024-25

Program name	School of Management, BSBA and MBA
Expected date of submission	6/30/2025
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Dean's signature	

New York Tech's CPI process is implemented to meet Middle States Commission on Higher Education (MSCHE) Standard V: *Educational Effectiveness Assessment*, which states: "Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education."

Each department was asked to create a three-year assessment/evaluation plan to improve student learning for ***each of their degree programs*** covering the following academic years: **2022-2023, 2023-2024, and 2024-2025**

All degree programs' three-year Program Learning Outcomes (PLO) plans are available here:
http://www.nyit.edu/planning/academic_assessment_plans_reports

This is a report on the PLO CPI plan **implementation** for the **2024-25** academic year and on the summary of your results over the three year implementation period (2022-25).

- I. Please respond to the feedback provided by the CPI Committee in response to your program's prior year (AY 2023-24) CPI plan implementation report. How did you incorporate the Committee's recommendations into your CPI efforts?
- II. Please address the following points in this year's (AY 2024-25) report:

1. Program learning outcomes assessed

List the program learning outcomes that were assessed in AY 2024-25 based on your three-year plan (2022-25).
(Please refer to the [guidelines for articulating expected program learning outcomes](#).)

SOM's process of evaluating its academic course outcomes is grounded in the identification and ongoing assessment of competencies that the school and its stakeholders believe are critical for student success. These competencies have been identified as Program Learning Goals (PLG) by faculty and appropriate external stakeholders, and have been embedded by our faculty into the courses that comprise each program's curriculum. PLGs for BSBA and MBA programs are partitioned into two categories: General and Management-Specific. The General goals are transferable and relevant across all disciplines of study. These goals are also consistent with the NYIT general education learning goals. The Management-Specific goals address issues that impact on success in the business environment.

For the MBA program: Upon completion of the MBA program, the successful student will be able to:

General Learning Goals

(1G) Work collaboratively in groups

(2G) Recognize socio-economic issues, and establish and defend a position supported by ethical reasoning

(3G) Lead effectively, particularly in an uncertain global environment.

Specific Learning Goals

(1M) Utilize technology support systems to strengthen organizational decision processes

(2M) Conduct industry, company-specific, or environmental business analysis using appropriate data and informational resources to bridge the gap between abstract theory and practice

(3M) Identify and analyze country-/region-specific contemporary business issues; establish and effectively

communicate and support recommendations

For the BSBA program: By the time of graduation, BS.BA management students will be able to:

General Learning Goals

GEN PLG#1: Communicate clearly and concisely

GEN PLG#2: Compare, contrast, and apply basic ethical concepts

GEN PLG#3: Illustrate cultural awareness and analyze the impact of globalization on business

Specific Learning Goals

MGT PLG#1: Demonstrate competency and make decision in each of the functional business disciplines.

MGT PLG#2: Use technology as a decision support tool in business and in the major

MGT PLG#3: Conduct and utilize research to support business innovation

MGT PLG#4: Integrate functional disciplines together to affect sound policy making and business planning

NYIT SOM also revised their program learning goals to include the addition of two new goals focused on societal impact. SOM incorporated these goals into the course content of its MBA and BSBA degree programs. In addition, faculty have revised master syllabi for respective courses to include new PLGs which were developed to provide students and faculty with clear expectations for learning outcomes, and the processes to measure them.

- United Nations Sustainable Development Goal (SDG) #3: Ensure healthy lives and promote well-being for all ages.
- United Nations Sustainable Development Goal (SDG) #9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.

2. Methods

Describe the method of assessment that you used (student artifacts, sampling methods, sample size, who and how they were assessed, etc.) and attach measurement instruments (e.g., rubrics, exam items, scoring guide for a particular task, supervisor evaluation form, survey instrument, and other measurement tools). Remember: direct assessment is required, and both direct and indirect assessment are strongly recommended.

(Please refer to the [guidelines for assessment methods](#).)

The School of Management assesses all programmatic learning goals every semester. Student proficiency is evaluated in a variety of ways as they progress through their academic program. In some cases students' progress is measured via written examinations or oral presentations, in other cases by group projects and artifact production.

SOM then utilizes the Goal Validation System (GVS) to capture, store, analyze, and report scores used to assess the degree of student success in meeting the learning goals for a course, major, or program.

In an effort to collect robust information regarding student attainment of course objectives, SOM uses both direct and indirect assessment tools to acquire data:

- **Direct assessment:** Each course has one or more assignments that are scored against general and/or discipline-specific programmatic learning goals. These scores (on a scale of 1 to 5) are linked to specific rubrics for each learning goal. Scores of 3 or higher indicate satisfactory learning outcomes. Each PLG has a specific rubric that faculty use to assess goal attainment in their courses.
- **Indirect assessment:** SOM collects a broad range of data via surveys (first semester, graduating students, alumni, etc.) administered to students throughout their association with NYIT and SOM.

ATTACHMENTS: BSBA and MBA rubrics.

3. Analyze and interpret assessment data

It is strongly recommended to provide criteria-based analyses of assessment results and based on the analysis to determine if students are meeting the expected learning outcomes.

(Please refer to the [guidelines for compiling, analyzing and interpreting assessment data](#)).

BSBA program data:

BSBA DIRECT MEASURES						
Competency	Where Assessed			Results/ Sample Size 2022-2023	Results/ Sample Size 2023-2024	Results/ Sample Size 2024-2025
	Gen Eds	Core	Electives			
G101: Utilize effective written communication (substance and style) to demonstrate knowledge.	ECON 202 QANT 201	ACCT 101 ACCT 110 LLAW110 FINC 201 MGMT 102	MIST 216 QANT300 QANT 405 BUSI 435	3.88 n=498	3.99 n=986	3.78 n=268
G102: Utilize oral communication to effectively demonstrate knowledge	ECON 202 ECON 204 QANT 201	ACCT 101 ACCT 110 LLAW110 MGMT 102	MIST 216 QANT300 QANT 405 BUSI 435	-	3.86 n=126	3.70 n=54
G103: Work Effectively In Teams	ECON 204 QANT 201	ACCT 101 ACCT 110 LLAW110 MGMT 102	MIST 216 QANT300 BUSI 435	3.2 n=432	3.56 n=814	3.23 n=230
G201: Establish and support an ethical position on an emerging or contemporary business matter	QANT 201	ACCT 101 ACCT 110 LLAW110 MGMT 102	MIST 216	2.97 n=60	3.79 n=498	3.96 n=54
G202: Explore compare or contrast global value judgments and perspectives	ECON 202 QANT 201	ACCT 101 MGMT 102	BUSI 450 QANT 405 BUSI 435	4.78 n=46	3.89 n=126	4.07 n=92
G301: Conduct a multinational or international study on a contemporary business issue	ECON 202 ECON 204	MGMT 102	QANT300	4.82 n=44	3.18 n=76	-
G302: Demonstrate the impact of globalization in a business discipline		LLAW110 FINC 201 MGMT 102	MIST 216 QANT300	4.48 n=240	4.23 n=756	4.06 n=100

M101: Demonstrate comprehension and scope of knowledge across each functional area	ECON 202 ECON 204 QANT 201	ACCT 101 ACCT 110 LLAW110 FINC 201 MGMT 102	MIST 216 QANT300 QANT 405 BUSI 435 BUSI 495	-	4.79 n=38	-
M102: Solve business problems in a functional area	ECON 204 QANT 201	ACCT 101 ACCT 110 LLAW110 FINC 201 MGMT 102 MRKT102	MIST 216 QANT300 QANT 405 BUSI 435	3.01 n=140	3.5 n=238	3.88 n=132
M201: Access an information system to collect data and then conduct an analysis	ECON 202 ECON 204 QANT 201	ACCT 101 ACCT 110 FINC 201 MGMT 102	MIST 216 QANT300 BUSI 450 QANT 405 BUSI 435	3.27 n=454	3.87 n=1110	3.68 n=282
M202: Use technology to model and solve an operational problem	QANT 201		MIST 216 QANT300 BUSI 450 QANT 405 BUSI 435	-	4.51 n=284	4.25 n=56
M203: Utilize field specific software		FINC 201	QANT 405 BUSI 435	-	4.73 n=222	4.3 n=46

M204: Prepare reports and presentations using MS-Office products	ECON 202 ECON 204 QANT 201	ACCT 101 ACCT 110 LLAW110 FINC 201 MGMT 102	MIST 216 QANT300 QANT 405 BUSI 435	3.34 n=362	3.93 n=822	3.63 n=366
M301: Conduct business research	ECON 202	ACCT 110 LLAW110 FINC 201 MGMT 102	QANT300 BUSI 435	4.05 n=114	3.87 n=554	4.1 n=146
M302: Innovate or survey recent innovations			QANT300 QANT 405 BUSI 435	-	4.09 n=220	4.67 n=18
M401: Contribute an analysis in support of or develop a business plan	ECON 202 ECON 204 QANT 201	ACCT 101 ACCT 110 LLAW110 FINC 201 MGMT 102 MRKT102	MIST 216 BUSI 450 QANT 405 BUSI 435 BUSI 495	3.63 n=216	3.46 n=332	3.74 n=132
M402: Solve business problems that integrate multiple functional areas together	QANT 201	ACCT 101 ACCT 110 LLAW110 FINC 201	BUSI 435	3.98 n=80	3.84 n=102	4.09 n=90
SI1: Ensure healthy lives and promote well-being for all at all ages.	ECON 204 QANT 201	MRKT102			New goal - not assessed yet	New goal - not assessed yet
SI2: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.			QANT300 BUSI 435		New goal - not assessed yet	New goal - not assessed yet

MBA program data:

MBA Management - DIRECT MEASURES					
Competency	Where Assessed		Results/ Sample Size 2022-2023	Results/ Sample Size 2023-2024	Results/ Sample Size 2024-2025
MBA1G: Work collaboratively in groups.	MGMT 605 MIST 610 MRKT 620	QANT 630 MGMT 650	3.73 n=1182	3.9 n=1776	3.93 n=264
MBA2G: Recognize socio-economic issues, and establish and defend a position supported by ethical reasoning.	MGMT 650		-	3.63 n=186	-
MBA3G: Lead effectively, particularly in an uncertain global environment.	MGMT 605 MIST 610	QANT 620 QANT 630	3.88 n=732	3.8 n=1530	3.67 n=290
MBA1M: Utilize technology support systems to strengthen organizational decision processes.	ECON 601 FINC 601 QANT 620 MIST 610		3.57 n=966	3.65 n=1488	3.96 n=314
MBA2M: Conduct industry, company specific, or environmental business analysis using appropriate data and informational resources to bridge the gap between abstract theory and practice.	MGMT 650 ECON 601 MRKT 620 FINC 601 MIST 610	QANT 630 ACCT 610 BUSI 650 MGMT 650	3.65 n=2222	3.7 n=3636	3.68 n=498
MBA3M: Identify and analyze country/region-specific contemporary business issues; establish and effectively communicate and support recommendations.	MGMT 605 MRKT 620 FINC 601 QANT 620 BUSI 650		3.64 n=1168	3.74 n=2884	3.44 n=400

1SI: Ensure Healthy lives and promote well-being for all at all ages.	MGMT 605 MGMT 650			New goal - not assessed yet	New goal - not assessed yet
2SI: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.	MGMT 605 MGMT 650			New goal - not assessed yet	New goal - not assessed yet
MBA Management - INDIRECT MEASURES					
Competency	Where Assessed	Results			
To assess student's feedback on meeting learning goals and general satisfaction with program.	Students are assessed via a survey at the completion of program.	Students indicated a significant deficit in understanding statistical concepts			
*Sample size less than 10.					

4. Close the Loop

If the expected program learning outcomes were successfully met, describe how the program will keep or expand the good practices. If they were not successful, explain how you have or will refine the plan and begin the next cycle of [Plan-Do-Study-Act \(PDSA\)](#).

(Please refer to the [guidelines for closing the loop and taking action to improve program learning outcomes](#).)

GVS reports are created for the Dean and Chairs to review and determine any need for intervention. The Dean and Chairs then share information with the faculty to facilitate discussion related to addressing any curricular shortcomings reflected by the data. Proposed curricular changes are made by Course Leaders to course content, course materials, and/or instructional delivery. The revised course is delivered in subsequent semesters, updated assessment data collected, and evaluated to determine the efficacy of the curricular changes.

In addition, every spring semester, course leaders examine course content, books and materials, methods of content delivery, and assessment of course and program learning goals to ensure that each course's curriculum is relevant and forward-looking. Attention is also given to ensure our courses form a coherent continuum of content and student experiences as students' progress through their academic program. During this process, faculty aim to integrate new technologies and a global perspective into their courses.

5. Describe how faculty were involved in the implementation of the PLO CPI plan and how the results will be communicated to all stakeholders.

SOM's learning goal process is grounded in the identification and ongoing assessment of competencies that the school and its stakeholders believe are critical for student success. These competencies have been identified by faculty and appropriate external stakeholders and have been embedded by our faculty into the courses that comprise each program's curriculum. Faculty measure progress towards learning goals and provide student feedback in every course they teach. Learning goals are periodically reviewed within each program and discipline to identify weak areas.

The assessment of student achievement also includes a unique review by stakeholders from the external community by way of the SOM's annual Stakeholders' Conference. External participants review samples of student work in the context of the course-level learning goals, meet and discuss their findings with students at the conference, and submit suggestions for curricular modification and/or improvement.

III. Summary:

This is the end of the three-year (2022-25) CPI implementation reporting cycle on improving student learning outcomes. By now, all program learning outcomes have been assessed. Please summarize all actions that have been implemented over the past three academic years (2022-23, 2023-24, and 2024-25) and their impact on achieving the learning outcomes that are outlined in the three-year CPI plan in the table below:

Mean score of 3.0 or above as BSBA benchmark of meeting the expected PLOs

BSBA:

PLOs	Findings: Meeting the expected outcomes?	Measures: Direct/Indirect methods used	Action taken based on assessment results.	Actions planned/in progress
G101: Utilize effective written communication (substance and style) to demonstrate knowledge.	YES	Direct: Formative Assessments	None	Continue review in future semesters.
G102: Utilize oral communication to effectively demonstrate knowledge	YES	Direct: Formative Assessments	None	Continue review in future semesters.
G103: Work Effectively In Teams	YES	Direct: Formative Assessments	None	Continue review in future semesters.
G201: Establish and support an ethical position on an emerging or contemporary business matter	YES	Direct: Formative Assessments	None	Continue review in future semesters.
G202: Explore compare or contrast global value judgments and perspectives	YES	Direct: Formative Assessments	None	Continue review in future semesters.
G301: Conduct a multinational or international study on a contemporary business issue	YES – significant drop in mean from previous year.	Direct: Formative Assessments		Appropriate interventions will be devised and embedded in MGMT 102 and ECON 202 to strengthen student performance.
G302: Demonstrate the impact of globalization in a business discipline	YES	Direct: Formative Assessments	None	Continue review in future semesters.
M101: Demonstrate comprehension and scope of knowledge across each functional area	YES	Direct: Formative Assessments	None	Continue review in future semesters.
M102: Solve business problems in a functional area	YES	Direct: Formative Assessments	None	Continue review in future semesters.

M201: Access an information system to collect data and then conduct an analysis	YES - Assessment result was 3.27 in 2021-2022.	In an indirect assessment, students indicated a significant deficit in understanding statistical concepts.	A new course, Making Sense in a Data Oriented Society (DATA 101), was implemented that is mandatory for all students. In addition, SOM increased quantitative focus in all courses	The most recent graduating survey results suggest some improvement in students' self-evaluated quantitative skills.
M202: Use technology to model and solve an operational problem	YES	Direct: Formative Assessments	None	Continue review in future semesters.
M203: Utilize field specific software	YES	Direct: Formative Assessments	None	Continue review in future semesters.
M204: Prepare reports and presentations using MS-Office products	YES	Direct: Formative Assessments	None	Continue review in future semesters.
M301: Conduct business research	YES	Direct: Formative Assessments	None	Continue review in future semesters.
M302: Innovate or survey recent innovations	YES	Direct: Formative Assessments	None	Continue review in future semesters.
M401: Contribute an analysis in support of or develop a business plan	YES	Direct: Formative Assessments	None	Continue review in future semesters.
M402: Solve business problems that integrate multiple functional areas together	YES	Direct: Formative Assessments	None	Continue review in future semesters.
SI1: Ensure healthy lives and promote well-being for all at all ages.	New goal not assessed yet.	Direct: Formative Assessments	New goal not assessed yet.	New goal not assessed yet.
SI2: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.	New goal not assessed yet.	Direct: Formative Assessments	New goal not assessed yet.	New goal not assessed yet.
	YES	Indirect: Student Survey To assess student's feedback on meeting learning goals and general satisfaction with program.	None	Continue review in future semesters.

MBA: Mean score of 3.0 or above as MBA benchmark of meeting the expected PLOs

PLOs	Findings: Meeting the expected outcomes?	Measures: Direct/Indirect methods used	Action taken based on assessment results.	Actions planned/in progress
MBA1G: Work collaboratively in groups.	YES	Direct: Formative Assessments	None	Continue review in future semesters.
MBA2G: Recognize socio-economic issues, and establish and defend a position supported by ethical reasoning.	YES	Direct: Formative Assessments	None	Continue review in future semesters.
MBA3G: Lead effectively, particularly in an uncertain global environment.	YES	Direct: Formative Assessments	None	Continue review in future semesters.
MBA1M: Utilize technology support systems to strengthen organizational decision processes.	YES	Direct: Formative Assessments	None	Continue review in future semesters.
MBA2M: Conduct industry, company specific, or environmental business analysis using appropriate data and informational resources to bridge the gap between abstract theory and practice.	YES – 2019: Mean was Assessment result was 3.23 in 2019.	Direct: Formative Assessments	Prerequisites/corequisites were adjusted in 2023.	Future assessments will be reviewed to determine if additional adjustment is needed.
MBA3M: Identify and analyze country/region-specific contemporary business issues; establish and effectively communicate and support		Direct: Formative Assessments	Strategic Marketing and Branding MKT 620 was updated to include current terminology.	Future assessments will be reviewed to determine if additional adjustment is needed.
1SI: Ensure Healthy lives and promote well-being for all at all ages.	New goal not assessed yet.	Direct: Formative Assessments	New goal not assessed yet.	New goal not assessed yet.
2SI: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.	New goal not assessed yet.	Direct: Formative Assessments	New goal not assessed yet.	New goal not assessed yet.
	YES	Indirect: Student Survey To assess student's feedback on meeting	None	Continue review in future semesters.

		learning goals and general satisfaction with program.		
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BSBA PROGRAM RUBRICS			
GEN PLG#1 Communicate clearly and concisely			
	Excellent - 5	Average - 3	Poor - 1
LO#1: utilize effective written communication (substance and style) to demonstrate knowledge.	Presents clear statement of purpose/thesis in appropriate location; material is presented in clear and/or logical order appropriate to the task; and organization increases readability.	Contains statement of purpose but may rely on implicit thesis or organization.	Omits clear statement of purpose; and addresses topics without clear logical sequence.
	Develops a single topic in each paragraph; provides a logical sequence for document content; transitions develop connections between paragraphs; and paragraphs are not overly long or brief.	May lack development; may stray to other topics within paragraphs; and generally provides clear transitions between paragraphs.	May present overly short paragraphs, have undeveloped material, or contain unrelated material; and omits necessary transitions.
	Demonstrates sophistication and variation in sentence structure; expresses ideas clearly and concisely; and contains no unnecessary fragments or run-on sentences.	Generally maintains varied and correct sentence structures; and may include small number of sentence-level errors.	Employs repetitive or simplistic sentence structures; contains wordy or unclear sentences; and includes fragments or run-ons.
	Adheres to standard rules of grammar, usage, mechanics, punctuation, and spelling; and may include no more than two minor errors.	Generally adheres to standard rules but includes three or more errors.	Contains significant errors that detract from understanding or compromise writer's credibility.
	Addresses audience concerns by explaining unfamiliar terms/material; employs professional diction and avoids overly technical or colloquial language; and maintains appropriate tone.	Demonstrates audience awareness but may include some overly technical or colloquial language; and may lose control of tone.	Uses technical or colloquial language inappropriate to the context of the assignment; and errs in appropriate tone.
	Includes thorough documentation or citation as necessary; supports all claims within either text or appendix; and properly labels/identifies outside material.	Generally supports claims with properly cited material; and may omit occasional supporting documentation or material.	May fail to include required supporting materials or documentation; and may include irrelevant addenda.
	Includes proper formatting of margins, spacing, indentation, etc; and typeface and use of emphasis are appropriate to task.	Mostly includes proper formatting and limits errors or inconsistencies.	Distracts reader with errors or inconsistencies in formatting.
	Excellent - 5	Average - 3	Poor - 1
LO#2: utilize oral communication to effectively demonstrate knowledge.	Follows logical sequence and provides explanations/elaboration.	Follows logical sequence, but fails to elaborate.	Does not follow logical sequence (jumps around in presentation).
	Seldom returns to notes, maintaining eye contact with audience throughout the presentation.	Maintains eye contact with audience most of the time, but frequently returns to notes.	Reads most or all of report, making little to no eye contact with the audience.
	Speaks clearly and loud enough for all in audience to hear, makes no grammatical errors, and pronounces all terms correctly and precisely.	Voice is relatively clear, but too low to be heard by those in the back of the room; makes several major grammatical errors, and mispronounces some terms.	Mumbles, mispronounces terms, and makes serious and persistent grammatical errors throughout presentation; speaks too quietly to be heard by many in audience.
	Effectively summarizes the presentation and provides a sense of closure.	Provides an adequate summary and/or recommendation that is reasonable given the information/analysis presented.	Weak or no conclusion provided (it is too vague to be of any practical value) or the recommendation is weakly related to the analysis.
	Addresses all questions in a manner that demonstrates a thorough command of the topic(s) of the presentation; uses the allotted time effectively; and finishes on time.	Demonstrates an ability to address most questions in a thoughtful and effective manner; finishes on time but has to rush through last points to finish on schedule.	Cannot address basic questions about the topic or addresses them in a superficial manner; does not finish on time or finishes well before allotted time.
	Includes a balanced use of appropriate multimedia that enhances the overall presentation (easy to read, attractive, informative, and error free).	Includes limited multi-media that enhance the overall presentation; easy to read and informative, but not outstanding.	Includes little or no multimedia or uses it in a distracting or ineffective manner (difficult to read, has errors and/or typos, etc.).
	Excellent - 5	Average - 3	Poor - 1
	Brings in extra material in order to enrich the learning environment and is prepared to help the team's learning process.	Reads material and prepares written answers to questions.	Reads material during exercise or has not read material; is not prepared to help the team's learning process.

LO#3: work effectively in teams.	Explains material to others and provides new insights in order to promote interpersonal involvement during team meetings.	Is able to answer other's questions and relates material to own experience during team meetings.	Occasionally makes a comment related to the topic being discussed or does not make any contribution during team meetings.
	During team meetings, is always present or rarely misses, only 1-2 times a semester.	Occasionally misses team meetings, only 3-4 times a semester.	Frequently misses team meetings, ≥5 times a semester.
	Interaction with team members is positive; keeps team sessions light to develop a positive team culture.	Is mostly supportive of other's contributions in an effort to promote a positive team culture; and may be neutral in affective contribution to the team.	Does not contribute in a positive manner and sometimes, may cause negative learning environment.
	Comments are almost always positive, easily understood; when giving constructive criticism, feedback is timely, specific, and behaviorally focused.	Is usually an effective communicator; gives feedback that is often helpful.	Comments are sometimes vague and have trouble getting a point across; comments may be negative in tone or sometimes argumentative.
	Includes thorough documentation or citation as necessary; supports all claims within either text or appendix; and properly labels/identifies outside material.	Generally supports claims with properly cited material; and may omit occasional supporting documentation or material.	May fail to include required supporting materials or documentation; and may include irrelevant addenda.
	Includes proper formatting of margins, spacing, indentation, etc; and typeface and use of emphasis are appropriate to task.	Mostly includes proper formatting and limits errors or inconsistencies.	Distracts reader with errors or inconsistencies in formatting.

GEN PLG#2..... Compare, contrast, and apply basic ethical concepts			
	Excellent - 5	Average - 3	Poor - 1
LO#1: establish and support an ethical position on an emerging or contemporary business matter	Clear description of business matter; context is provided.	Clear description of business matter; no context.	Business matter is not described.
	Clear statement of position with examples of how it applies to selected business matter.	Clear statement of position without examples.	No position or very poorly expressed.
	Argument is logical and directly supported by evidence.	Argument is logical but not supported by evidence.	No argument is given or confusing to follow the logic.
	At least three (3) sources that are relevant to the argument.	Either too few sources or sources are not related to the argument.	No support of the ethical position.
	Excellent - 5	Average - 3	Poor - 1
LO#2: explore, compare, or contrast global value judgments and perspectives.	Clear explanation of different global value judgments/perspectives with relevant examples.	Clear explanation of different global value judgments/perspectives without relevant examples.	No explanation of different global value judgments/perspectives.
	Critical analysis of different global value judgments/perspectives. Well documented with evidence or specific examples.	Analysis of different global value judgments/perspectives not based on evidence or on specific examples.	Restated definitions; no real analysis.

GEN PLG#3..... Illustrate cultural awareness and analyze the impact of globalization on business			
	Excellent - 5	Average - 3	Poor - 1
LO#1: conduct a multinational or international study on a contemporary business issue	Choice of topic is meaningful it and aligned with the long-term vision of the nation(s).	Choice of topic is international but may not be currently relevant.	The topic chosen is either unrelated to or remotely touching on international issues; the topic chosen has little, if any relevance.
	Choice of topic is timely/contemporary; The topic discusses impact on the U.S. or any other nation and implications; analytical discussion brings out cultural contrast between nations; analytical discussion demonstrates conceptual knowledge; terminology is highly relevant to the discipline; Arguments demonstrate a logical sequencing of the ideas.	Discussion demonstrates a moderate understanding of the issue(s);the discussion and data represent a factual presentation; the discussion includes a modicum of understanding of cultural differences between nations.	The discussion demonstrates a poor understanding between national and international issues; the discussion includes a faulty generalization from poor factual data demonstrating poor preparation before writing.
	Analytical discussion is highly interpretive.	The discussion is primarily a simple narration rather than interpretive.	The narration is not fully accurate and there is little to no interpretive material.
	Citations for the study are highly credible and support a demonstration of academic in-depth research.	Citations demonstration those that are easily accessible and perhaps reflect a quick effort without drilling for detail.	The citations and sources of information are not credible.

	Excellent - 5	Average - 3	Poor - 1
LO#2: demonstrate the impact of globalization in a business discipline	Analysis of the impact of globalization is detailed and includes a sound inference, with documented support, within at least one functional areas of business such as accounting, finance, marketing, and management.	Discussion demonstrates the ability to draw an inference from the general to a particular issue.	The discussion demonstrates an inability to distinguish between business and non-business issues.
	Analysis includes elements of modification of national standards to conform to global standards (accounting rules, financial standards, and marketing and management techniques).	The study exhibits an understanding of integration arising from globalization.	There is no discussion of the impact of globalization.
	Analysis includes Impact on the firm's recruitment of workforce in terms of quality and quantity.	The paper cites specific reactions of a firm resulting from globalization.	There are minimal credible sources of information.
	Analysis includes implications to future policy decisions by way of globalization.	Analysis suggests possible implications without supporting evidences.	Total lack of analysis.

MGT PLG#M1: Demonstrate Competency and Make Decisions in Each of the Functional Areas			
	Excellent - 5	Average - 3	Poor - 1
LO#1: demonstrate comprehension and scope of knowledge across each functional area.	Chooses multiple functional areas that are relevant to assignment.	Chooses one functional area that is relevant to assignment.	Does not choose functional areas that are relevant to assignment.
	Integrates basic and advanced theories and procedures from relevant functional areas into assignment.	Integrates basic theories and procedures from somewhat relevant functional areas into assignment.	Fails to integrate any theories and procedures from relevant functional areas into assignment
	Able to demonstrate basic knowledge, as well as insights of and impacts on functional areas into assignment.	Able to demonstrate basic knowledge of functional areas integrated into assignment.	Fails to demonstrate basic knowledge of functional areas integrated into assignment.
	Excellent - 5	Average - 3	Poor - 1
LO#2: solve business problems in a functional area.	Clearly states the business problem, issues of the case or opportunity along with potential benefits which may be realized by solving the business problem in the area specific to the course.	Presents a statement of the business problem, issues of the case or opportunity in the area specific to the course.	Fails to present a clear statement of the business problem, issues of the case or opportunity in the area specific to the course.
	While describing the business problem the students presents a comprehensive analysis of the relevant external and internal business environment which requires data from external sources.	While describing the business problem the students presents an accurate analysis of the business problem based on the material appearing in the textbook or material supplied by the instructor.	Presents an inaccurate analysis of the business problem.
	The statement of the problem presented by the student clearly spells the decisions being made, data that needs to be collected or has been presented in the case, and the objective to be accomplished along with the internal or external constraints, if any.	The statement of the problem presented by the student includes data that needs to be collected or has been presented in the case, and the objective to be accomplished along with the internal or external constraints, if any.	Shows a lack of understanding in clearly stating the problem being solved, in defining the decisions, and in handling the relevant data.
	Solves the business problems using the state-of-the-art or innovative solution techniques.	Solves the business problems using basic solution techniques.	Solves the problem incorrectly or uses inappropriate data or technique(s)to solve the problem.
	Checks for the practical validity of the proposed solution; performs what-if-analysis for potential changes in the input data or the current environment; Describes the impact of using the proposed solution on the current or future strategy(is) of the company or industry.	Checks for the validity of the proposed solution and performs what-if-analysis for potential changes in the input data or the current environment.	Does not check to see if the proposed solution makes sense and performs limited or incorrect sensitivity analysis.
	Identifies many tangible and intangible benefits of the proposed solution and develops a detailed plan for the implementation.	Identifies benefits of the proposed solution and develops a detailed plan for the implementation.	The benefits are either not presented or not accurate.

MGT PLG #2.... Use technology as a decision support tool in business and in the major

	Excellent - 5	Average - 3	Poor - 1
LO#1: access an information system to collect data and then conduct an analysis.	Data acquisition skill is remarkably good. // Rationale gives strong support to the choice of data. // Use of statistics (for example, mean, median, mode, range, slope, exponential growth, exponential decay, and quartile) strongly enhances and supports the conclusions in student's summary. // Made specific statistical calculations in order to interpret the data, and showed all his (or her) work.	Data acquisition skill is appropriate. // Rationale gives support to the choice of data. // Use of statistics (for example, mean, median, mode, range, slope, exponential growth, exponential decay, and quartile) enhances and supports the conclusions in student's summary. // Made specific statistical calculations in order to interpret the data.	Rationale does not support the choice of data. // Did not use statistics to enhance the conclusions in student's summary. // Made no specific statistical calculations.
	Interpretation of the data was correct and insightful. // Provided logical, insightful explanations, inferences or deductions that relate directly to the established hypothesis. // Summary displayed an in-depth understanding of the topic. // Reference to future implications in written summary makes sense, logically follows from student's research, shows thorough understanding, and goes beyond the obvious conclusions.	Interpretation of the data was correct. // Summary made meaningful connections to the hypothesis. // Summary displayed familiarity with the topic. // Reference to future implications in your written summary makes sense and logically follows from student's research.	Interpretation of the data was incorrect. // Summary did not relate to the established hypothesis, or was missing. // Summary displayed serious misconceptions of the topic, or was missing. // Failed to address future implications in the written summary.
	Excellent - 5	Average - 3	Poor - 1
LO#2: use technology to model and solve an operational problem.	Follow industry's best practice (that has the highest degree of proven effectiveness supported by objective and comprehensive research and evaluation) in the use of hardware/software to model and solve ((1) pick-up the issues affecting the operation of the business, (2) find out the root causes of the problem, (3) summarizing the gathered information, (4) eliminate the obstacle in setting up the procedure involved in an issue, (5) the implementation of the set procedure, and (6) review established procedure.) an operational problem from available resources and	Follow common practice (that has an adequate degree of proven effectiveness supported by objective and comprehensive research and evaluation) in the use of hardware/software to model and solve ((1) pick-up the issues affecting the operation of the business, (2) find out the root causes of the problem, (3) summarizing the gathered information, (4) eliminate the obstacle in setting up the procedure involved in an issue, (5) the implementation of the set procedure, and (6) review established procedure.) an operational problem from available resources and technical support.	Inappropriate choice and use of hardware/software to model and solve ((1) pick-up the issues affecting the operation of the business, (2) find out the root causes of the problem, (3) summarizing the gathered information, (4) eliminate the obstacle in setting up the procedure involved in an issue, (5) the implementation of the set procedure, and (6) review established procedure.) an operational problem from available resources and technical support.
	Excellent - 5	Average - 3	Poor - 1
LO#3: Utilize field specific software	Follow industry's best practices (that has the highest degree of proven effectiveness supported by objective and comprehensive research and evaluation) in the use of specific software applicable in the business field to achieve the goal/s. Able to choose the best software to resolve the specific problem. Able to use the software at the intermediate to advanced level. Project runs perfectly with no technical problems. For example, there are no error messages, malfunction or all files are found. Able to progress intuitively throughout entire project in a logical path to resolve the problem.	Follow common practice (that has the adequate degree of proven effectiveness supported by objective and comprehensive research and evaluation) in the usage of specific software applicable in the business field to achieve the goal/s. Able to choose a software that partly resolve the specific problem. Able to use the software at the beginner's level. Project runs minimally. There are many technical problems when running the project. Project runs minimally. There are many technical problems when viewing the project. It minimally resolve the problem.	Inappropriate choice and usage of specific software applicable in the business area to achieve the goal/s. Unable to use the software at the beginner's level. Project doesn't run. There are many technical problems when running the project. Project does not resolve the problem.
	Excellent - 5	Average - 3	Poor - 1

LO#4: Prepare reports & presentations using MS-Office products	Follow industry's best practices (that has the highest degree of proven effectiveness supported by objective and comprehensive research and evaluation) in the use of the suitable MS Office tool to create business reports and presentations. Report covers topic in depth, includes important details, follows proper style and the final body of work was free of grammar, spelling, and formatting errors. Presentation graphics include one moving sequence with good color choices. Includes varied graphics from three outside sources. Uses varied yet cohesive methods for presentation. The combination of multimedia elements and content takes communication to a superior level. There is clear attention given to balance, proportion, harmony, and restraint. The synergy reaches the intended audience with style and pizzazz.	Follow common practice (that has an adequate degree of proven effectiveness supported by objective and comprehensive research and evaluation) in the usage of the suitable MS Office tool to create business reports and presentations. Report covers topic in adequate depth, includes details, tries to follow proper style and the final body of work has some grammar, spelling, and/or formatting errors. Presentation graphics include one moving sequence with some color mixtures. Includes varied graphics from less than three outside sources. Uses basic cohesive methods for presentation. Multimedia elements accompany content but there is little sign of mutual reinforcement. There is no attention to visual design criteria such as balance, proportion, harmony and restraint. There is some tendency toward random use of graphical elements that do not reinforce message.	Inappropriate choice and usage of the suitable MS Office tool to create business reports and presentations. Report fulfills minimal requirements. Presentation graphics include in-coherent moving sequence/s with some color mixtures. Includes varied graphics from less than three outside sources. Uses in-cohesive methods for presentation. Screens are either barren and stark or confusing and cluttered. Exaggerated emphasis on graphics and special effects weakens the message and interferes with the communication of content and ideas.
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MGT PLG#3 Conduct and utilize research to support business innovation			
	Excellent - 5	Average - 3	Poor - 1
Conduct Business Research	Presents clear statement of a research question.	Lacks a clear research question but does contain a general statement of purpose.	Omits any clear statement of purpose or research question.
	Information used clearly relates to the research question/statement of purpose. It includes several supporting details and/or examples.	Information used clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
	Provides a well-developed, logical and cohesive analysis that addresses the research question/statement of purpose.	Provides some analysis but lacks cohesiveness and development. May stray to other topics in the analysis that lack clear relevance to the intended purpose.	Provides little analysis with little relevancy to the intended purpose.
	All sources (information and graphics) are sufficient in number, quality, and accurately documented in the desired format.	All sources (information and graphics) are sufficient in number but limited number of quality sources and not all are accurately documented.	Insufficient sources that are not of expected quality nor accurately documented.
	Excellent - 5	Average - 3	Poor - 1
Innovate or Survey Recent Innovation	Describes with significant detail and clarity a selected innovation including how it works in a manner easily understood to a potential customer.	Describes the selected innovation with some details and clarity.	Unable to clearly describe the selected innovation.
	Exhibits a well-developed analysis of the selected innovation market potential.	Exhibits some understanding of the selected innovation market potential.	Lacking an understanding of the selected innovation market potential.
	Exhibits a well-developed analysis of the industry dynamics, including competitors, the innovation will compete within.	Exhibits some understanding of the selected innovation industry dynamic.	Lacking an understanding of the selected innovation industry dynamics.

MGT PLG#4.... Integrate functional disciplines together to affect sound policy making and business planning			
	Excellent - 5	Average - 3	Poor - 1
	Presents comprehensive statement of the environment (both external and internal) relating to the specific opportunity within a specific company or industry.	Presents a statement of the environment (either external or internal) relating to the specific opportunity within a specific company or industry.	Statement of the environment presented by the student is not clear and some of the important external or internal factors are missing.
	Uses primary and secondary sources for gathering data and information.	Utilizes primary or secondary sources for data gathering.	Utilizes primary or secondary sources for data gathering but omits important assumptions or does not give any importance to validating data.

LO#1: contribute an analysis in support of, or develop, a business plan.	Clearly states assumptions and assumptions are all reasonable/realistic.	States most of the assumptions and may include some unreasonable/realistic assumptions.	Presents summary of the data and analysis that is difficult to understand or may be missing some of the important observations.
	Shows ability to validate the data.	Addresses data validation issues.	Does not address data validation issues.
	Consolidates and presents summary and key observations obtained from the collected data in a meaningful manner, which allows other professionals to quickly understand the current environment and the problem (opportunity).	Presents reasonable summary and observations from the collected data in a manner that allows other professionals to understand the current environment and the problem (opportunity).	Summaries and observations do not permit professionals to appraise the environment and problem (opportunity).
	Comprehensive appraisal of alternatives based on academic business theory and resulting in positive and negative outcomes. Comprehensive “what if” analysis with clear indication of dominant alternative.	Acceptable appraisal of alternatives based on business theory and resulting in positive and negative outcomes; acceptable “what-if” analysis with somewhat clear indication of dominant alternative.	Fails to appraise alternatives based on business theory and resulting in positive and negative outcomes; Fails to complete what if analysis with unclear indication of dominant alternative.
	Excellent - 5	Average - 3	Poor - 1
LO#2: solve business problems that integrate multiple functional areas together.	Develops a comprehensive statement of the Problem.	Develops less than a comprehensive statement of the Problem.	Fails to develop a comprehensible statement of the Problem.
	Develops a mutually exclusive and collectively exhaustive set of alternative courses of action.	Develops a set of alternative courses of action that does not include some of the alternatives.	v Fail to develop alternative courses of action that address the stated ProblemDevelop an inadequate plan for the implementation of the dominant alternative within a business strategy that does not integrate across business functions.
	Evaluates the effectiveness and efficiency of each course of action and contribution of the functional areas.	Evaluates the effectiveness and efficiency of each course of action and contribution of the functional areas although the analysis has unresolved questions, ambiguities,	Does not conduct effectiuveness or efficiency in a meaningful manner.
	Develops a comprehensive plan for the implementation of the dominant alternative within a well conceived business program that fully integrates results across business functions.	Develops an acceptable plan for the implementation of the dominant alternative within a business program that integrates results across all but not most of the business functions.	The implementation plan is not accepatble and does not integrate buienns functions appropriately.
	Develops Goals and Objectives simultaneously reflecting Mission of the company and the trends in the environment.	States the Goals and Objectives that disregard some of the external trends in the external environment.	Goals and Objectives are not Mission related and/or disregard the environmental trends.
	Clearly identifies the proper time horizon for the Long-term and Short-term; Develops a set of balanced scorecard metrics for the Long-term and the Short-term Objectives.	Identifies, with some degree of ambiguity, the proper time horizon for the Long- and Short-run; Identifies the metrics and the time horizon for the Long-term and the Short-term Objectives, which lack balance between functional areas.	Identifies improper metrics and fails to distinguish between the time horizon for the Long-term and the Short-term Objectives.
	Develops comprehensive policy and programs that are synergistically related.	Develops comprehensive policy and programs that are “stand-alone” i.e. lack the integrative element	Develops policy and programs that are fragmented, with some functional areas not included.

MBA PROGRAM RUBRICS

1G: Work Collaboratively in Groups			
Dimension	5 (Superior)	3 (Benchmark/Expectation)	1 (Minimal)
<i>Contributes to Team</i>	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others. Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
<i>Facilitates the Contributions of Team Members</i>	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others, or by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
<i>Individual Contributions Outside of Team Meetings</i>	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
<i>Fosters Constructive Team Climate</i>	Supports a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Does not demonstrate the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.
<i>Responds to Conflict</i>	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it. Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions

2G: Recognize socio-economic issues, and establish and defend a position supported by ethical reasoning			
<i>Dimension</i>	5 (Superior)	3 (Benchmark/Expectation)	1 (Minimal)
<i>Ethical Self-Awareness</i>	Student states and discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student states and discusses core beliefs and the origins of the core beliefs.	Student can state core beliefs.
<i>Understanding Different Ethical Perspectives/Concepts</i>	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, but not explain the details of the theory or theories used, or has some inaccuracies.	Student only names the major theory she/he uses.
<i>Ethical Issue Recognition</i>	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can either (a) recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues, or (b) can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
<i>Application of Ethical Perspectives/Concepts</i>	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	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 with support but is unable to apply ethical perspectives/concepts.
<i>Evaluation of Different Ethical Perspectives/Concepts</i>	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.	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 but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

3G: Lead effectively, particularly in an uncertain global environment			
Dimension	5 (Superior) Student consistently:	3 (Benchmark/Expectation) Student sometimes:	1 (Minimal) Student hardly:
Awareness	- Looks around and examines surroundings - Asks questions - Pays attention to how others are acting and reacting - Helps others - Stays on task		
Open-mindedness and Respect	- Accepts others' differences - Works through disagreements - Pays attention to the speaker - Considers all points of view and ideas		
Reflection	- Gives feedback - Thinks before speaking and expresses thoughts completely - Can summarize		
Organization	- Is prepared for class - Stays on top of things - Is efficient - Keeps thought flow and speech in order		
Responsibility	- Is on time - Does his/her work - Takes initiative - Stays on task - Stays on top of things		
Communication	- Gives everyone a chance to speak - Listens before speaking - Has good social skills - Presents ideas clearly - Articulates		

1M: Utilize technology support systems to strengthen organizational decision processes			
<i>Dimension</i>	5 (Superior)	3 (Benchmark/Expectation)	1 (Minimal)
<i>Access the Needed Information</i>	Accesses technology information using effective, well-designed search strategies and most appropriate information sources.	Accesses technology information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses technology information randomly, retrieves information that lacks relevance and quality.
<i>Use Information Effectively to Accomplish a Specific Purpose</i>	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
<i>Design Process and Technology Choice</i>	All elements of the methodology or theoretical framework are skillfully developed within the technology chosen. Technology choice is among the best known. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant sub-disciplines.	Critical elements of the methodology or theoretical framework are developed, however, more subtle elements are ignored or unaccounted for, or some are missing, incorrectly developed, or unfocused. Technology choice is satisfactory.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework or technology choice is not suitable.
<i>Implement Technology</i>	Implements technology in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements technology in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements technology in a manner that does not directly address the problem statement.
<i>Analysis</i>	Utilizes technology to determine correct problem solutions and reveal insightful patterns, differences, or similarities related to focus.	Utilizes technology to determine a reasonable solution, but may be questions in organization or effective in revealing of important patterns, differences, or similarities.	Utilizes technology to generate a problem solution, and lists evidence, but is not organized and/or is unrelated to focus.
<i>Evaluate Outcomes</i>	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results superficially in terms of the problem defined with no consideration of need for further work.

2M: Conduct industry, company specific, or environmental business analysis using appropriate data and informational resources to bridge the gap between abstract theory and practice			
<i>Dimension</i>	5 (Superior)	3 (Benchmark/Expectation)	1 (Minimal)
<i>Determine the Extent of Information Needed</i>	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
<i>Evaluate Information and its Sources Critically</i>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant 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).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<i>Application / Analysis</i>	Uses the analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	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 tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
<i>Propose a solution</i>	Proposes one or more solutions/hypotheses that indicate a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions/hypotheses that indicate comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
<i>Evaluate Potential Solutions</i>	Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is adequate (for example, contains thorough explanation) and considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.
<i>Access and Use Information Ethically and Legally</i>	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly none of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

3M: Identify and analyze country/region-specific contemporary business issues; establish and effectively communicate and support recommendations.			
Dimension	5 (Superior)	3 (Benchmark/Expectation)	1 (Minimal)
<i>Awareness of culture</i>	Student is highly knowledgeable about specific cultural beliefs, values, and sensibilities that might affect the way that he / she and others think or behave	Student possesses some knowledge of specific beliefs, values, and sensibilities that contribute to the way that he / she and others behave.	Student is largely ignorant of specific value systems that contribute to the way that he / she and others behave, OR he/she possesses negative, stereotyped beliefs about different cultural groups.
<i>Problem Definition</i>	Student demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Student demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Student demonstrates a limited ability in identifying a problem statement or related contextual factors.
<i>Understanding of the impact of global economy on political decision-making</i>	Student possesses knowledge of economic considerations that drive specific national policies and decisions. He/she can critically evaluate the gains and losses that result from these policies.	Student is aware of some of the economic considerations that drive political decisions. However, this knowledge is somewhat limited or tends to cast issues in black and white terms.	Student is unaware of the impact of economic considerations on political decision-making. He/she may be largely unaware of political events and international economic conditions.
<i>Understanding the impact of decisions made by national, international organizations on societies, environment, economies</i>	Student has an excellent understanding of the way specific decisions made by national/international organizations impact his/her day-to-day world. He/she is able to evaluate these issues critically and thoroughly.	Student understands how some specific decisions made by national/international organization impact many facets of his/her day-to-day world; however, knowledge is limited or tends to cast issues in black and white.	Student has no knowledge of the impacts of decisions made by national/international organizations. He/she has little knowledge of these organizations or their functions.
<i>Comparative Analysis of Factors in Domestic and Global Business Environments of Organization</i>	Detailed comparative analysis of factors in domestic and global business environments	Some comparative analysis of factors in domestic and global business environments	No comparative analysis of factors in domestic and global business environments; Incorrect analysis of factors in domestic or global business environment
<i>Application of Analysis to Management Situation</i>	Clear application of analysis to specific management situation; Valid conclusions and good recommendations given	Some application of analysis to specific management situation; Weak conclusions or recommendations made	No application of analysis to specific management situation; Incorrect conclusions or recommendations made