

**BA ORGANIZATIONAL MANAGEMENT (BAOM)  
PROGRAM LEARNING OUTCOMES 2019-2020**

**Learning Outcome:**

BAOM PLO 1: Evaluate the political, interpersonal, and social environments within the business or professional workplace from an ethical and Christian context.

**Outcome Measure:**

MRD 4003 Ethical & Moral Management Plan

**Criteria for Success (how do you judge if the students have met your standards):**

Have a minimum average score of 80% on the rubric

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

**Longitudinal Data:**

	Percentage of Students Meeting or Exceeding Success Criteria									
	SU16	FA16	SP17	SU17	FA18	SP19	SU19	FA19	SP20	SU20
MRD 4003 Ethical & Moral Management Plan	N/A	N/A	N/A	N/A	100%	93%	100%	100%	100%	N/A

**Conclusions Drawn from Data:**

Students in the Spring 2020 cohorts did meet the criteria for success for this Learning Outcome.

**Changes to be Made Based on Data:**

No changes are recommended at this time.

## Ethical and Moral Management Plan Rubric

EMMP FINAL RUBRIC					
Criteria	Ratings				Pts
Context and Purpose	35.0 pts Mastery - Writing includes purpose and circumstances surrounding the analysis. Demonstrates a thorough understanding of the assigned tasks.	30.0 pts Outstanding - Demonstrates adequate consideration of context and purpose and a clear focus on the assigned tasks.	25pts Satisfactory - Demonstrates awareness of context and purpose of the assigned tasks.	18.0 pts Below Expectations - Demonstrates minimal attention to context and purpose of the assigned tasks.	35.0 pts
Content Development	35.0 pts Mastery - Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding and shaping the whole work.	30.0 pts Outstanding - Uses appropriate, relevant, and compelling content to explore ideas within the context of the whole work.	25.0 pts Satisfactory - Uses appropriate and relevant content to develop and explore ideas through most of the work.	18.0 pts Below Expectations- Uses appropriate and relevant content to develop simple ideas in some parts of the work.	35.0 pts
Structure and Mechanics	30.0 pts Mastery - Uses language that skillfully communicates meaning with clarity and is virtually error free.	28.0 pts Outstanding - Uses language that generally conveys meaning and has few errors.	22.0 pts Satisfactory - Uses language that generally conveys meaning although writing includes some errors.	0.0 pts Non-Performance – Student did not submit assignment.	30.0 pts
Total Points: 100.0					

**BA ORGANIZATIONAL MANAGEMENT (BAOM)  
PROGRAM LEARNING OUTCOMES 2019-2020**

**Learning Outcome:**

BAOM PLO 2: Demonstrate problem-solving and decision-making skills within the context of a diverse cultural environment.

**Outcome Measure:**

SCL 4001 Inclusion Group Presentation and Group Project Training Presentation

**Criteria for Success (how do you judge if the students have met your standards):**

Have a minimum average score of 80% on the rubric

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

**Longitudinal Data:**

	Percentage of Students Meeting or Exceeding Success Criteria		
	FA18	SP19	SU19
<b>SCL 4001 Inclusion Group Presentation</b>	100%	100%	100%

	Percentage of Students Meeting or Exceeding Success Criteria		
	FA19	SP20	SU20
<b>SCL 4001 Group Project Training Presentation</b>	100%	N/A	100%

**Conclusions Drawn from Data:**

While SCL 4001 wasn't offered in Spring 2020, students in the Summer 2020 cohort did meet the criteria for success for this Learning Outcome. The Project Training Presentation is now the signature assignment for this course and the assignment that will be used to assess this Learning Outcome. The CQ paper is a better barometer for measuring students' understanding how issues can be resolved within a diverse cultural environment.

**Changes to be Made Based on Data:**

No changes are recommended at this time.




## Inclusion Group Presentation Rubric

SLC401 Reflection Rubric						
Criteria	Ratings					Pts
Critical Thinking Skills	10.0 pts Distinguished-Student applies relevant, professional, personal, or other real-world experiences in a manner that is rich in thought and provides valuable insight into the topic	9.0 pts Proficient-Student applies relevant professional, personal, or other real-world experiences to the discussion. Thought and analysis are present, but may lack depth or detail.	6.0 pts Basic-Student discusses professional, personal, or other real-world experiences, although these experiences may not be wholly relevant to the discussion topic. Student's post demonstrates an incomplete analysis of the topic.	3.0 pts Below Expectations-Student poorly applies professional, personal, or other real-world experiences to the topic. Student's initial post is weak and lacks analysis of the discussion topic, and may miss the point of the discussion topic entirely.	0.0 pts Non-Performance-Student demonstrates no critical thinking or original thoughts in initial post. Initial post is either non-existent, or severely limited.	10.0 pts
Content/Subject Knowledge	15.0 pts Distinguished-Student thoroughly addresses all elements of the discussion prompt, and demonstrates an advanced knowledge of the topic. Student makes strong and precise connections to previous and/or current course content, or to real-life situations, in initial post.	13.0 pts Proficient-Student addresses all elements of the discussion prompt, and demonstrates Distinguished knowledge of the discussion topic. Student relates content in initial post to course content, or to real-life situations, though the connection may lack depth.	10.0 pts Basic-Student addresses most of the elements of the discussion prompt, and demonstrates a basic knowledge of the discussion topic. Student may not relate the content in initial post to course content, or to real-life situations.	5.0 pts Below Expectations-Student fails to address a majority of the elements in the discussion prompt, and does not demonstrate basic knowledge of the topic. The student does not clearly relate the topic of the discussion to any course content, or to real-life situations.	0.0 pts Non-Performance-Student demonstrates no content/subject knowledge in initial post. Initial post is either non-existent, or severely limited.	15.0 pts
Mechanics	5.0 pts Distinguished-Initial post contains very few, if any, minor errors related to grammar, spelling, and sentence structure. Post is easy to read and understand. Student properly cites resources (if applicable), per instructor expectations.	4.0 pts Proficient-Initial post contains several minor errors related to grammar, spelling, and sentence structure, but they do not distract the reader from the content of the post. Student properly cites resources (if applicable), per instructor expectations.	3.0 pts Basic-Initial post contains errors related to grammar, spelling, and sentence structure. The errors do not distract the reader from the content of the post. Student cites resources (if applicable), per instructor expectations.	2.0 pts Below Expectations-Initial post contains major errors related to grammar, spelling, sentence structure, and citations, which may distract the reader from the content of the post.	0.0 pts Non-Performance-Initial post is either non-existent, or contains so many errors related to grammar, spelling, and sentence structure, that it cannot be read or understood.	5.0 pts
Total Points: 30.0						

Criteria	Ratings					Pts
<p>Content</p> <p>Adequacy and persuasiveness of presentation relative to topic(s) covered</p>	20.0 pts Highly Developed	18.0 pts Developed	16.0 pts Emerging	14.0 pts Initial	0.0 pts Below Minimum Standard	20.0 pts
<p>Application</p> <p>Skillfully connects core principles &amp; contents covered in the course with the group's chosen scenario.</p>	20.0 pts Highly Developed	18.0 pts Developed	16.0 pts Emerging	14.0 pts Initial	0.0 pts Below Minimum Standard	20.0 pts
<p>Delivery</p> <p>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speakers appear polished and confident.</p> <p>Presentation shows clear evidence of practice, and individual contributions are integrated into a single, cohesive product.</p> <p>Language in presentation is appropriate to audience.</p>	20.0 pts Highly Developed	18.0 pts Developed	16.0 pts Emerging	14.0 pts Initial	0.0 pts Below Minimum Standard	20.0 pts
<p>Organization</p> <p>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.</p>	20.0 pts Highly Developed	18.0 pts Developed	16.0 pts Emerging	14.0 pts Initial	0.0 pts Below Minimum Standard	20.0 pts

Criteria	Ratings					Pts
Teamwork Each team member shows clear evidence of equal effort and involvement in planning, preparation, and/or delivery of group presentation.	20.0 pts Highly Developed	18.0 pts Developed	16.0 pts Emerging	14.0 pts Initial	0.0 pts Below Minimum Standard	20.0 pts
Total Points: 100.0						

# Group Project Training Presentation Rubric

Group Project Training Presentation						  
Criteria	Ratings					Pts
Content Covers all content in assignment prompt and goes beyond the initial case study to consider how this issue might be approached in the medical field.	25.0 pts Highly Developed: Covers all content from assignment prompt	20.0 pts Developed: Covers most content from assignment prompt	15.0 pts Initial: Covers content from prompt but misses 1 or 2 main ideas.	0.0 pts Does Not Meet Minimum Standard: Fails to cover content	25.0 pts	
Presentation Presentation not only holds class interest but is also a catalyst for critical thought, interaction, and discussion.	25.0 pts Highly Developed: Excellent use of visuals, with a variety of presentation modes (PPT, video, games, activities). Classmates are engaged in critical thought and productive discussion.	20.0 pts Developed: Good use of visuals with some variety in presentation modes. Classmates are somewhat engaged in critical thought and productive discussion.	15.0 pts Initial: Some attempt in visual use and activities. Classmates are nominally engaged in critical thought and discussion.	0.0 pts Does Not Meet Minimum Standard: Poor effort at presentation visuals and modes. Classmates disengaged.	25.0 pts	
Participation (Team Evaluation) Peer and self-rating of group participation. This will be a composite score from all team members as you rate each group member's participation individually.	25.0 pts Highly Developed: All members participated in presentation equally	19.0 pts Developed: Unequal participation but all participated	13.0 pts Initial: Not all participated	0.0 pts Does Not Meet Minimum Standard: One person did all of the presentation	25.0 pts	
Organization Presentation is organized, visually appealing, and free of errors. This includes all materials (Power Point, handouts, references, etc.)	25.0 pts Highly Developed: Presentation was well organized, visually appealing, and free of errors.	19.0 pts Developed: Presentation lacking in one of the following: organization, appeal, or editing.	13.0 pts Initial: Presentation lacking in two of the following: organization, appeal, or editing.	0.0 pts Does Not Meet Minimum Standard: Presentation lacking in all of the following: organization, appeal, and editing.	25.0 pts	
Total Points: 100.0						

**BA ORGANIZATIONAL MANAGEMENT (BAOM)  
PROGRAM LEARNING OUTCOMES 2019-2020**

**Learning Outcome:**

BAOM PLO 3: Distinguish how the role of a manager needs to continually adapt in relation to human capital, social influence, political structure, relational development, and situational ethics.

**Outcome Measure:**

MRD 4004 Reflection Essays and Business Plan Presentation

**Criteria for Success (how do you judge if the students have met your standards):**

Have a minimum average score of 80% on the rubric for all four essays.

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. **Broad Integrative Knowledge**
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

**Longitudinal Data:**

	Percentage of Students Meeting or Exceeding Success Criteria									
	SU16	FA16	SP17	SU17	FA17	SP18	SU18	FA18	SP19	
<b>MRD 4004 Reflection Essays</b>	43%	100%	86%	100%	75%	70%	75%	86%	88%	71%
	(3/7)	(17/17)	(19/22)	(12/12)	(24/32)	(14/20)	(6/8)	(19/22)	(14/16)	(2/7)

	Percentage of Students Meeting or Exceeding Success Criteria		
	FA19	SP20	SU20
<b>MRD 4004 Business Plan Presentation</b>	95%	100%	N/A

**Conclusions Drawn from Data:**

While MRD 4004 wasn't offered in Spring 2020, students in the Summer 2020 cohort did meet the criteria for success for this Learning Outcome. The Business Plan Presentation is now the signature assignment for this course and the assignment that will be used to assess this Learning Outcome. The Business Plan Presentation is a better barometer for measuring students' understanding of how to utilize human resources, relationships, and influence to adapt and meet the needs of their organizations.

The data from the previously assessed reflection essays were four reflective essays collected in the first, second, fourth, and sixth weeks of the seven-week course. All graded using the same rubric.

**Changes to be Made Based on Data:**  
No changes are recommended at this time.

## Reflection Essay Rubric

Essay Rubric						
Criteria	Ratings					Pts
Content	25.0 pts Distinguished - Comprehensive, accurate and complete. Key ideas are clearly stated, explained, and well supported.	20.0 pts Proficient - Accurate and complete. Key points are stated and supported.	15.0 pts Basic - Not comprehensive or completely stated. Key points are addressed, but not well supported.	10.0 pts Below Expectations - Partial or incomplete. Key points are not clear.	0.0 pts Non-Performance - Student did not submit answer	25.0 pts
Organization Answers are clearly thought out and articulated	25.0 pts Distinguished - Well organized, coherently developed, and easy to follow.	20.0 pts Proficient - Organization is mostly clear and easy to follow.	15.0 pts Basic - Inadequate organization or development. Structure of the answer is not easy to follow.	10.0 pts Below Expectations - Organization and structure detract from the answer.	0.0 pts Non-Performance - Non-Performance - Student did not submit answer	25.0 pts
Writing Conventions Spelling, punctuation, grammar, and complete sentences	10.0 pts Distinguished - Displays no errors in spelling, punctuation, grammar, and sentence structure.	8.0 pts Proficient - Displays one to three errors in spelling, punctuation, grammar, and sentence structure.	6.0 pts Basic - Displays three to five errors in spelling, punctuation, grammar, and sentence structure.	4.0 pts Below Expectations - Displays over five errors in spelling, punctuation, grammar, and sentence structure.	0.0 pts Non-Performance - Student did not submit answer	10.0 pts
Total Points: 60.0						

## Business Plan Presentation Rubric

Criteria	Ratings					Pts
Content	25.0 pts <b>Distinguished</b> Comprehensive, accurate and complete. Key ideas are clearly stated, explained, and well supported.	20.0 pts <b>Proficient</b> Accurate and complete. Key points are stated and supported.	15.0 pts <b>Basic</b> Not comprehensive or completely stated. Key points are addressed, but not well supported.	10.0 pts <b>Below Expectations</b> Partial or incomplete. Key points are not clear.	0.0 pts <b>Non-Performance</b> Student did not submit answer	25.0 pts
Organization Answers are clearly thought out and articulated	20.0 pts <b>Distinguished</b> Well organized, coherently developed, and easy to follow.	15.0 pts <b>Proficient</b> Organization is mostly clear and easy to follow.	10.0 pts <b>Basic</b> Inadequate organization or development. Structure of the answer is not easy to follow.	5.0 pts <b>Below Expectations</b> Organization and structure detract from the answer.	0.0 pts <b>Non-Performance</b> Student did not submit answer	20.0 pts

Criteria	Ratings					Pts
Writing Conventions  Spelling, punctuation, grammar, and complete sentences	<b>5.0 pts</b> <b>Distinguished</b> Displays no errors in spelling, punctuation, grammar, and sentence structure.	<b>4.0 pts</b> <b>Proficient</b> Displays one to three errors in spelling, punctuation, grammar, and sentence structure.	<b>3.0 pts</b> <b>Basic</b> Displays three to five errors in spelling, punctuation, grammar, and sentence structure.	<b>2.0 pts</b> <b>Below Expectations</b> Displays over five errors in spelling, punctuation, grammar, and sentence structure.	<b>0.0 pts</b> <b>Non- Performance</b> Student did not submit answer	5.0 pts
Total Points: 50.0						



## PROGRAM LEARNING OUTCOMES 2019-2020

### Learning Outcome:

BAOM PLO 4: Evaluate personal, interpersonal, social strengths and weaknesses, and incorporate personal style to effectively and ethically influence the workplace.

### Outcome Measure:

SCL 4001 Diversity Wheel Presentation (Strengths Correlation Map) and Cultural Intelligence (CQ) Reflection Paper

### Criteria for Success (how do you judge if the students have met your standards):

Have a minimum average score of 80% on the rubric

### Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

### Longitudinal Data:

	Percentage of Students Meeting or Exceeding Success Criteria						
	SU16	FA16	SP17	SU17	FA18	SP19	SU19
SCL 4001 Diversity Wheel Presentation (Strengths Correlation Map)	N/A	90.90%	92.30%	94.10%	100%	100%	100%

	Percentage of Students Meeting or Exceeding Success Criteria		
	FA19	SP20	SU20
SCL 4001 Cultural Intelligence (CQ) Reflection Paper	89%	N/A	90%

### Conclusions Drawn from Data:

While SCL 4001 wasn't offered in Spring 2020, students in the Summer 2020 cohort did meet the criteria for success for this Learning Outcome. The Cultural Intelligence (CQ) Reflection Paper is now the signature assignment for this course and the assignment that will be used to assess this Learning Outcome. The CQ paper is a better barometer for measuring students' understanding of issues of diversity and cultural knowledge.

### Changes to be Made Based on Data:

No changes are recommended at this time.

## Diversity Wheel Presentation Rubric

Diversity Wheel Presentation Rubric		
Criteria	Ratings	Pts
Introduction and Conclusion: Creative attention-getter, introduction of group members and preview of main points. Clear summary of main points and creative tie-back to attention-getter		10.0 pts
Established a clear reason to listen. Importance of exercising interpersonal skills effectively was established through evidence.		15.0 pts
Addressed the issues of bias and inclusion.		20.0 pts
Demonstrated the ability to analyze and gather pertinent video/media pieces to support presentation		10.0 pts
Discussion: Effectively facilitated discussion regarding what audience members learned and addressed questions.		10.0 pts
PowerPoint: Key words or phrases are included, complementary graphics are included on slides, points come up one at a time, PowerPoint is professional in nature (language, error free, etc.).		15.0 pts
Delivery: Overall, students made effective eye contact, varied pitch, appropriate volume level, moved out from podium, and gestured.		20.0 pts
		Total Points: 100.0

## Cultural Intelligence (CQ) Reflection Paper Rubric

Cultural Intelligence Reflective Paper Rubric					
Criteria	Ratings				Pts
Context of and Purpose Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	20.0 pts <b>Highly Developed</b> Writing includes considerations of audience, purpose, and the circumstances surrounding the writing task(s). Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	18.0 pts <b>Developed</b> Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	15.0 pts <b>Initial</b> Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	5.0 pts <b>Does Not Meet Minimum Standard</b> Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).	20.0 pts
Content Development	20.0 pts <b>Highly Developed</b> Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	18.0 pts <b>Developed</b> Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	15.0 pts <b>Initial</b> Uses appropriate and relevant content to develop and explore ideas through most of the work.	5.0 pts <b>Does Not Meet Minimum Standard</b> Uses appropriate and relevant content to develop simple ideas in some parts of the work.	20.0 pts
Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.	20.0 pts <b>Highly Developed</b> Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	18.0 pts <b>Developed</b> Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	15.0 pts <b>Initial</b> Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	5.0 pts <b>Does Not Meet Minimum Standard</b> Attempts to use a consistent system for basic organization and presentation.	20.0 pts
Sources and Evidence	20.0 pts <b>Highly Developed</b> Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	18.0 pts <b>Developed</b> Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	15.0 pts <b>Initial</b> Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	5.0 pts <b>Does Not Meet Minimum Standard</b> Demonstrates an attempt to use sources to support ideas in the writing.	20.0 pts
Control of Syntax and Mechanics	20.0 pts <b>Highly Developed</b> Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually free of errors.	18.0 pts <b>Developed</b> Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	15.0 pts <b>Initial</b> Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	5.0 pts <b>Does Not Meet Minimum Standard</b> Uses language that sometimes impedes meaning because of errors in usage.	20.0 pts
					Total Points: 100.0