

CYCLES OF THE BBA IN MGT AOL PROGRAM

DEVELOPMENT PHASE		ASSESSMENT CYCLE 1			ASSESSMENT CYCLE 2			ASSESSMENT CYCLE 3			
Learning Goals	Develop Measure	Who's Involved	Gather Data	Review Data	Close Loop 1	Gather Data	Review Data	Close Loop 2	Gather Data	Review Data	Close Loop 3
Oral Communications	Oral Presentations, scored with Rubric	Katherine Karl 2009-2010; M. McInerney 2011 onwards; current MGT Faculty;	Fall 2009 and Spring 2011 MGT 460	Sept 2011	Fall 2011	Spring 2012 MGT 460	Fall 2012	Fall 2012	Spring 2013 MGT 460	Fall 2013	Fall 2013
Written Communications	Written assignments, scored with Rubric	Katherine Karl 2009-2010; M. McInerney 2011 onwards; current MGT Faculty	Fall 2009 MGT 423 Summer 2010 MGT 424	Sept 2011	Fall 2011	Spring 2012 MGT 419	Fall 2012	Fall 2012	Spring 2013 MGT 419	Fall 2013	Fall 2013
Problem Solving & Critical Thinking	Case Analysis MGT 460/428 scored with Critical Thinking Rubric	Katherine Karl Fall 2009; M. McInerney 2011 onwards; current MGT Faculty	Fall 2009 and Fall 2010 MGT 460	Sept 2011	Fall 2011	Fall 2011 MGT 428	Fall 2012	Fall 2012	Fall 2012 MGT 428	Fall 2013	Fall 2013
Discipline Specific Knowledge Competency	Negotiation or Case analysis	Katherine Karl Fall 2009; M. McInerney 2011 onwards; current MGT Faculty	Fall 2009-2010 MGT 423	Sept 2011	Fall 2011	Fall 2011 MGT 428	Fall 2012	Fall 2012	Fall 2012 MGT 428	Fall 2013	Fall 2013

Major Curricular Changes in MGT (since the last assessment)

- 1. MGT 419 (our ethics course) – More emphasis on service learning in an attempt to tie ethical behavior to community service.**
- 2. MGT 428 (negotiations) – grading rubrics were introduced to help students focus on learning objectives in regards to the role of oral communications during negotiation process. While group presentations (4-5 student groups) are allowed, each student is required to have a speaking part of at least 8 minutes.**
- 3. MGT 422 (Organizational Behavior) – use of critical thinking book. Developed “How to do presentations” lecture and handout.**
- 4. In terms of writing assessment, the MGT 419 professor is currently looking to change the assignment used to gather assessment data to more closely follow the written communication rubric developed for the BBA (AACSB) AOL efforts. This rubric is based on case analysis while MGT 419 tended to focus on a short research report.**
- 5. Faculty is analyzing the use of a different capstone experience. The previous capstone experience was based on a group project and the trend is toward individual experiences. This decision will depend on the university’s move toward the Lumina assessment procedures.**

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