# CORE COMPETENCIES ASSESSMENT
## Plan and Schedule

| ILO 1 Qualitative & Quantitative Critical Thinking | ILO 2 Communication | ILO 3 Integration of Learning | ILO 4 Information Literacy | ILO 5 Cultural Competency & Citizenship | Program Review |
|---|---|---|---|---|---|
| 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 | 2029-2030 |

To ensure the attainment of institutional learning outcomes (ILOs), ongoing evaluation of student learning is essential. Evidence of student learning is gathered through assignments submitted and uploaded in Populi, the university's online Learning Management System, to facilitate the compilation of artifacts and assessment of student work. Prior to this, department faculty members determine which assignment(s) will best demonstrate students' achievement of program and institutional learning outcomes. Such evidence may be obtained from pre-existing sources or assignments specifically created for the purpose of ILO assessment, such as:

- **Embedded tests:** Two questions from a final exam are evaluated by a team of faculty members to assess program-level achievement.
- **Embedded assignments:** Regular course assignments provide insight into program and institutional learning outcome achievement, with grading criteria or a scoring rubric utilized for program-level assessment by the course instructor and at least one additional faculty member.
- **Grades aligned with student learning outcomes:** Professors award grades based on explicit criteria directly related to specific program and institutional learning outcomes through embedded assignments.
- **Pre- and post-tests:** Students take a pretest in their first term and the same test again in their final term, often in a required or capstone course.
- **Employer or internship supervisor evaluation of student performance:** Performance evaluation in a work, internship, or service-learning setting by a qualified professional in the relevant field.
- **Capstone projects:** Students create a piece or collection of work that reflects their cumulative experiences in a program, which is evaluated by a pair or team of faculty members.

<p style="text-align:center"><strong>Descriptors for Key Core Graduate Competencies Maintained by Programs at MU</strong></p>

**ILO 1. QUALITATIVE & QUANTITATIVE CRITICAL THINKING** *Practice critical thinking and quantitative reasoning in business judgment, decision making, and problem solving.* Students will develop and apply qualitative and quantitative critical thinking skills. Students will identify and explain concepts and assumptions from multiple perspectives about a problem or issue, evaluate appropriate sources, and articulate logical, well-organized and innovative conclusions.

**Assessment Results for Individual Programs**
Each graduate level program chose one writing assignment representative of work done by students from its program and assessed that assignment according to the **Qualitative & Quantitative Critical Thinking** rubric. The assessments were conducted by two faculty members from each individual program. The results of the assessment are shown in the table below. The number values show the average scores for the four rubric categories.

| Program | Assignment chosen | Number of Students | Evidence | Analytic Inquiry | Application/ Analysis | Mean for Program |
|---|---|---|---|---|---|---|
| MBA | Final Project | | | | | |
| MSM | MSMG 504 | | | | | |

**Qualitative & Quantitative Critical Thinking Rubric**

| | 4<br>Advanced | 3<br>Developed | 2<br>Emerging | 1<br>Initial |
|---|---|---|---|---|
| **Evidence** | Information is derived from sources with the necessary interpretation and evaluation to form a comprehensive analysis or synthesis. | Information is derived from sources with the necessary interpretation and evaluation to form a coherent analysis or synthesis. The viewpoints of experts are subject to critical inquiry. | Information is obtained from sources with some interpretation and evaluation, but insufficient to formulate a coherent analysis or synthesis. The viewpoints of experts are largely accepted as fact with minimal questioning. | Information lacks interpretation or evaluation, and the viewpoints of experts are accepted unquestioningly. |
| **Analytic Inquiry** | Thoroughly and systematically analyzes one's and others' assumptions, carefully assessing the relevance of contexts when presenting a position. | Identifies own and others' assumptions and multiple relevant contexts when presenting a position. | Occasionally questions assumptions and are more aware of others' assumptions than one's own. | Begins to show an emerging awareness of present assumptions and starts to identify some contexts when presenting a position, |

| | | | | sometimes labeling assertions as assumptions. |
|---|---|---|---|---|
| **Application/ Analysis** | Skillfully converts relevant information into an insightful mathematical portrayal to contribute to a deeper understanding, attempting calculations that are essentially all successful and sufficiently comprehensive to solve the problem and using quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work. | Competently converts relevant information into an appropriate and desired mathematical portrayal, attempting calculations that are essentially all successful and sufficiently comprehensive to solve the problem, and using the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work. | Completes the conversion of information, but resulting mathematical portrayal is only partially appropriate or accurate, attempting calculations that are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem and using the quantitative analysis of data as the basis for ordinary judgments, drawing plausible conclusions from this work. | Completes the conversion of information but resulting mathematical portrayal is inappropriate or inaccurate, attempting calculations that are both unsuccessful and not comprehensive and using the quantitative analysis of data as the basis for tentative, basic judgments, although being hesitant or uncertain about drawing conclusions from this work. |

**ILO 2. COMMUNICATION** *Utilize effective and persuasive communication and writing strategies in business leadership.* Students demonstrate the ability to develop a logical and persuasive argument supporting original ideas related to the content. Writing is effectively structured and suitable for the intended audience, which may involve the use of business and technical language.

**Assessment Results for Individual Programs**
Each graduate level program chose one writing assignment representative of work done by students from its program and assessed that assignment according to the **Communication** rubric. The assessments were conducted by two faculty members from each individual program. The results of the assessment are shown in the table below. The number values show the average scores for the four rubric categories.

| Program | Assignment Chosen | Number of Students | Context and Purpose | Organization and Structure | Content | Language | Mean for Program |
|---------|-------------------|--------------------|--------------------|---------------------------|---------|----------|------------------|
| MBA | MGMT 510 Final Paper | | | | | | |
| MSM | | | | | | | |

**Communication Rubric**

| | 4<br>Advanced | 3<br>Developed | 2<br>Emerging | 1<br>Initial |
|---|---|---|---|---|
| **Context and Purpose** | Highly developed argument provides innovative solution to a well-defined problem and demonstrates application of the solution; Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | 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). | Demonstrates some awareness of context audience, purpose, and the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience). |
| **Organization and Structure** | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not |

| | | | | |
|---|---|---|---|---|
| | is skillful and makes the content of the presentation cohesive. | and consistently observable within the presentation. | observable within the presentation | observable within the presentation. |
| **Content** | Uses appropriate, relevant, and compelling content to demonstrate expertise in the field, conveying the writer's understanding and shaping the whole work. | Uses appropriate, relevant, and compelling content to explore concepts within the discipline and structure the entire work. | Applies appropriate and relevant content to develop and explore ideas throughout most of the work. | Applies appropriate and relevant content to develop simple ideas in some parts of the work. |
| **Language** | Effectively conveys complex ideas using professional and technical language appropriate to the audience; exhibits mastery of technical language and content literacy while enhancing the presentation's effectiveness through imaginative, memorable, and compelling language choices suitable for the audience. | Demonstrates grammatically correct prose that is highly fitting for the audience, utilizing sophisticated and complex sentence structures; strongly displays knowledge and understanding of technical language and content literacy in the field, while employing thoughtful language choices that generally enhance the presentation's effectiveness for the audience. | Minor grammar or punctuation issues, with generally understandable sentence structures; prose may be conversational or somewhat inappropriate for the assignment or the audience's purpose; adequately demonstrates knowledge and understanding of technical language and content literacy in the field, but uses mundane and commonplace language choices that only partially support the effectiveness of the presentation for the audience. | Grammatical problems but the overall meaning of sentences is still understandable; prose may not reflect a good understanding of standard English or the intended audience; exhibits superficial knowledge and understanding of technical language and content literacy in the field; language choices are unclear and minimally support the effectiveness of the presentation and may not be appropriate for the audience. |

**ILO 3. INTEGRATION OF LEARNING** *Develop a specialized knowledge in their chosen field of study.*
Students demonstrate advanced and in-depth expertise within their specific area of focus. This involves a comprehensive understanding of the theoretical frameworks, practical applications, and current developments relevant to their chosen field of study, enabling them to engage in sophisticated analysis, research, and communication within that discipline.

**Assessment Results for Individual Programs**
Each graduate level program chose one writing assignment representative of work done by students from its program and assessed that assignment according to the **Integration of Learning** rubric. The assessments were conducted by two faculty members from each individual program. The results of the assessment are shown in the table below. The number values show the average scores for the four rubric categories.

| Program | Assignment Chosen | Number of Students | Foundational Principles and Theories | Application of Research | Analysis and Synthesis | Mean for Program |
|---------|-------------------|--------------------|-----------------------------------|----------------------|---------------------|------------------|
| MBA | MGMT 510 Final Paper | | | | | |
| MSM | | | | | | |

**Integration of Learning Rubric**

| | 4 Advanced | 3 Developed | 2 Emerging | 1 Initial |
|---|-----------|-------------|------------|-----------|
| **Foundational Principles and Theories** | Displays an exceptional and comprehensive understanding of foundational principles and theories, demonstrating the ability to critically analyze and synthesize them in complex and multifaceted scenarios, contributing to the advancement and innovation within the chosen field. | Exhibits a strong grasp of foundational principles and theories and consistently applies them effectively in various contexts, demonstrating a clear understanding of their relevance and implications. | Shows a growing comprehension of foundational principles and theories and is able to apply them to some extent in practical situations, although with occasional gaps in understanding. | Demonstrates a fundamental understanding of basic principles and theories within the chosen field but lacks depth and may struggle with applying them in real-world contexts. |
| **Application of Research** | Demonstrates an exceptional mastery of advanced research methodologies and tools, consistently employing them to | Exhibits a strong proficiency in applying advanced research methodologies and tools to | Shows a growing ability to utilize advanced research methodologies and tools to enhance understanding | Demonstrates limited familiarity with advanced research methodologies and tools, and struggles to apply |

|  | achieve a deep and comprehensive understanding within the field of study, and contributing to the advancement of knowledge in the discipline through innovative and impactful research. | deepen understanding within the field of study, showcasing a comprehensive and effective utilization of these methods in various research contexts. | within the field of study, but may require guidance and refinement in their application. | them effectively to deepen understanding within the field of study. |
|---|---|---|---|---|
| **Analysis and Synthesis** | Demonstrates an exceptional mastery of critical analysis and synthesis of complex information and concepts within the chosen discipline, consistently showcasing a high-level ability to comprehensively analyze, integrate, and critically evaluate multifaceted and advanced concepts, contributing to new insights and understanding within the discipline. | Exhibits a strong proficiency in critical analysis and synthesis of complex information and concepts within the chosen discipline, consistently demonstrating the ability to comprehend, integrate, and critically evaluate diverse and intricate ideas. | Shows a growing capacity to critically analyze and synthesize complex information and concepts within the chosen discipline, although at times may require additional support to effectively integrate and evaluate diverse concepts. | Demonstrates limited ability to critically analyze and synthesize complex information and concepts within the chosen discipline, often struggling to comprehend and integrate multifaceted ideas. |

**ILO 4. INFORMATION LITERACY** *Collect and analyze information in support of academic, professional and personal needs.* Students will demonstrate foundational technology skills that allow one to locate and evaluate the integrity of information, and to understand the ethical uses of information.

## Assessment Results for Individual Programs

Each graduate level program chose one assignment representative of work done by students from their program and assessed that assignment according to the **Information Literacy** rubric. The assessments were conducted by two faculty members from each individual program. The results of the assessment are shown in the table below. The number values show the average scores for the four rubric categories.

| Program | Assignment chosen | Number of Students | Research Strategies | Critical Evaluation | Integrating Sources | Access and Ethical Use | Mean for Program |
|---------|-------------------|--------------------|--------------------|--------------------|--------------------|-----------------------|------------------|
| MBA | Final Presentation | | | | | | |
| MSM | Final Project | | | | | | |

## Information Literacy Rubric

| | 4 Advanced | 3 Developed | 2 Emerging | 1 Initial |
|---|---|---|---|---|
| **Research Strategies** | Utilizes effective and well-planned search strategies and the most suitable information sources to access information. | Employs a variety of search strategies and some relevant information sources, demonstrating the ability to refine the search. | Uses simple search strategies to retrieve information from limited and similar sources. | Accesses information randomly, resulting in the retrieval of irrelevant and low-quality information. |
| **Critical Evaluation** | Systematically analyzes own and others' assumptions and meticulously 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 while being more aware of others' assumptions than one's own (or vice versa). Identifies several relevant contexts when presenting a position. | Displays an emerging awareness of present assumptions and starts to identify some contexts when presenting a position. |
| **Integrating Sources** | Communicates, organizes, and synthesizes information from sources to fully achieve a | Communicates, organizes, and synthesizes information from sources to achieve the intended purpose. | Communicates and organizes information from sources but does not synthesize the information | Communicates information from sources but in a fragmented and/or inappropriately used |

| | | | fully, resulting in the intended purpose not being fully achieved. | manner, leading to the intended purpose not being achieved. |
|---|---|---|---|---|
| **Access and Ethical Use** | 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 three 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 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 one 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. |

## ILO 5. CULTURAL COMPETENCY & CITIZENSHIP

*Demonstrate understanding and maintain the respect of others, encouraging the diversity of individuals, groups, communities, cultures, and religions.* Students will understand and practice effective local, national and global citizenship and demonstrate appreciation of diverse psychological, social, historical and artistic aspects of culture, relating its impact to local and global business communities.

## Assessment Results for Individual Programs

Each graduate level program chose one assignment representative of work done by students from their program and assessed that assignment according to the **Cultural Competency & Citizenship** rubric. The assessments were conducted by two faculty members from each individual program. The results of the assessment are shown in the table below. The number values show the average scores for the four rubric categories.

| Program | Assignment chosen | Number of Students | Knowledge | Self-Examination | Personal Engagement | Social Engagement | Mean for Program |
|---|---|---|---|---|---|---|---|
| MBA | Research Project | | | | | | |
| MSM | Capstone | | | | | | |

## Cultural Competency & Citizenship Rubric

| | 4<br>Advanced | 3<br>Developed | 2<br>Emerging | 1<br>Initial |
|---|---|---|---|---|
| **Knowledge** | Student demonstrates a rich knowledge of cultural ideas, norms, values, perspectives and experiences; articulates value and impact of multiple points of view in a given context. | Student articulates multiple cultural ideas, norms, values, perspectives and experiences, and respects multiple points of view. Examines the impact of considering multiple points of view. | Student demonstrates some knowledge of norms and values of different cultures, and tolerance towards other culture's points of view. | Student acknowledges that different ways of knowing, thinking, and being exist. |
| **Self-Examination** | Continually examines own values, attitudes, and assumptions in the interest of fostering a multicultural point of view. Value and fosters inclusion, regardless of similarities or differences. Regularly re- | Examines cultural origins of one's own values, attitudes, and assumptions. Seeks opportunities to expand personal understanding of diversity. Identifies and works | Identifies one's own values, attitudes, and assumptions. Actions demonstrate tolerance: willingness to withhold personal beliefs/ | Attempts to identify one's own values, attitudes, and assumptions. Acknowledges that personal prejudices and assumptions about others can impact daily activities. |

|  | evaluates personal opinions on multicultural issues, identifying and overcoming latent prejudices as needed. | toward overcoming own latent prejudices. | assumptions while exploring new ideas, experiences. Attempts to identify own latent prejudices. | Acknowledges that one may harbor latent prejudices. |
|---|---|---|---|---|
| **Personal Engagement** | Student values and fosters inclusion of multiple points of view. Is able to understand and collaborate with others in complicated, dynamic, and ambiguous situations. Demonstrates appropriate, thoughtful and socially conscious interactions with others regardless of differences or similarities. Continuously to seeks multicultural learning and experience. | Student respects differences through inclusive behavior. Attempts to rectify any hostility and/or misunderstandings due to differences. Exhibits interest in learning from other cultures. | Student tolerates others' perspectives and feelings, but may stereotype or over generalize. Tolerates and considers different points of view. Is able to set aside one's own prejudices to communicate or work with others. | Student avoids knowingly offensive behavior and attempts neutrality with those different from oneself. Is willing to hear, read or otherwise expose self to different points of view. Is willing to acknowledge own beliefs, actions, assumptions represent only one's own point of view. |
| **Social Engagement** | Challenges present and future attitudes that cause discrimination at personal, institutional, cultural, and higher levels. Advocates social justice to ameliorate the dynamics of power and privilege. Avoids stereotyping when making ethical judgments. Resists erosion of inclusive practices in place, works to break down barriers to social equity outcomes. | Recognizes power and privilege and understands the impacts power and privilege have had, can have, and will have on society. Attempts to make positive change, but in attempts to demonstrate cultural awareness or social consciousness, may mistakenly stereotype in the name of multiculturalism. | Acknowledges the many instances of past and present discrimination. Considers effects of misuse of power and privilege on individuals and cultures, including the dominant one. | Student is able to identify past discrimination. Is able to acknowledge some present discrimination. Doesn't restrict or disrupt others' discussions of power and privilege. |