The College of Business Administration (CBA) offers the following degrees programs:

- Bachelor of Business Administration (BBA)
- Masters of Business Administration (MBA)
- Masters of Accountancy (MACC)
- Masters of Human Resource Management (MHRM)
- PhD in International Management

The CBA is accredited by the AACSB International and all of the CBA’s degree programs are subject to review. The AACSB International accreditation standards were revised in April 2003 to include specific requirements for the assessment of all degree programs. The new standards call for schools to define learning goals, assess student achievement for these goals, and utilize what is learned through assessment to continually improve their curricular programs. In the Fall 2003 semester, the college began a multi-year effort to design, develop, and implement assessment processes to conform to the new standards.

During the 2003-2004 academic year the CBA defined learning goals for each of the following degree programs: BBA, evening MBA, executive MBA, Japan & China focused MBA, Vietnam MBA, MACC, MHRM, and PhD in International Management. These learning goals, six to eight per program, include both general and management-specific knowledge and skills. The goals were developed and approved by the faculty. During the 2004-2005 academic year, the CBA faculty focused on the BBA goals, for which it designed processes for assessing student achievement for these goals.

A. **Undergraduate Assessment**

The CBA has a single undergraduate degree, the BBA, under which a student can choose from seven majors. The AACSB requires assessment by degree, not major, and the college’s assessment efforts are designed accordingly. The School of Accountancy has applied the AACSB for separate accreditation. As part of the accreditation process, the School of Accountancy is in the early stages of developing separate assessment processes for the BBA in accounting.

1. **Student Learning Outcomes for the BBA**

The CBA’s learning outcomes are categorized by “learning goals” that are further specified by “learning objectives.” The BBA program has five major learning goals.

BBA Learning Goal #1: Communicate effectively in writing and oral presentations
Objective 1: Students will give an effective oral presentation
Objective 2: Students will write an effective report

BBA Learning Goal #2: Manage and use technology in a business setting

Objective 1: Students will understand IT usage across different business processes and functions.
Objective 2: Students will be able to evaluate the costs/benefits of applying technology in business.
Objective 3: Students will be aware of IT/data security and integrity issues.
Objective 4: Students will be able to use IT to gather and analyze data

BBA Learning Goal #3: Students will develop an understanding of global business with an emphasis on the Asia Pacific region.

Objective 1: Students will understand the common principals that characterize global business.
Objective 2: Students will identify and describe various comparative national risks within the context of analysis of Asia-Pacific settings.
Objective 3: Student demonstrates knowledge of the Asia-Pacific region
Objective 4: Students will describe how national cultures influence business practices and relationships

BBA Learning Goal #4: Identify and analyze ethical issues.

Objective 1: Identify different ethical frameworks that can be applied to business situations.
Objective 2: Apply ethical frameworks to a business situation.
Objective 3: Understand how culture influences ethical perspectives.
Objective 4: Understand the boundaries and overlaps between ethics and law.
Objective 5: Know the consequences of ethical choices.

BBA Learning Goal #5: Effectively apply skills in a functional specialization

Objectives being finalized by the individual departments

2. Where are these SLOs published

The learning goals and objectives are not yet published. The college is currently redesigning its web site and, when completed, the new web site will have the goals and objectives clearly visible.

3. Mapping SLO onto the curriculum
The content of all of the BBA core courses has been reviewed by a faculty assessment committee to evaluate the extent to which each course contributes to the BBA learning objectives.

4. Methodology

The CBA is implementing a course-embedded assessment of performance across the learning objectives. Assignments in designated core courses will be used to collect the assessment data.

Primary trait analysis was used to identify data to be collected and to generate rubrics for the scoring the data elements. Attached to this report are a list of the data elements and rubrics.

A number of required BBA core courses were identified as the points for data collection for Learning Goals 1 through 4. Each fall semester, all of the students in the courses will be assessed. The vast majority of these students are BBA students. Currently, there is no minor in business and few students outside the college take the BBA core courses.

The faculty members teaching the courses will be responsible for assessing the students in the course. The data will be collected on paper scoring sheets and compiled by the dean’s office. Results of each year’s assessment will be distributed to the faculty via the college’s faculty senate executive committee and its curriculum and programs committee. The curriculum and programs committee will be responsible for curriculum modification in light of the assessment results.

Data for Learning Goal 5 will be gathered in designated courses in the various majors. Each department is designing an assessment methodology for collecting the data about its majors. The department of marketing is using a pre and post test of knowledge of fundamental marketing concepts. The department of Financial Economics and Institutions is implementing an online test of fundamental concepts in finance to be administered to all finance majors in their senior year.

5. Use of the assessment results

The results of the assessment will be reviewed on an annual basis by the college’s Curriculum and Programs Committee, which reports to the college’s Faculty Senate Executive Committee.

6. General Education Assessment within the Major

The college’s Office of Student and Academic Services monitors and advises all students on meeting the Mānoa General Education requirements. The department chairs ensure that the courses necessary for their students to meet these requirements are available.
Many of the general education objectives overlap with the college’s BBA learning objectives. Therefore, student achievement on the general education objectives is being assessed through the college’s assessment of its own learning objectives.

B. **Graduate Assessment**

1. **Student Learning Outcomes for graduate programs**

   The college’s faculty has developed learning goals for each of its graduate programs. During the 2005-2006 academic year, it will be defining objectives for each of the learning goals, followed by a method of assessment for each of the objectives. The following are the lists of learning goals:

**MBA Learning Goals**

Upon graduation, our MBAs will be able to

1. Demonstrate and apply fundamental knowledge of the functional areas of business
2. Communicate effectively  
   a. In writing  
   b. In oral presentations
3. Understand and apply management skills to the Asia-Pacific business environment
4. Analyze complex ethical and legal issues and make decisions in an ethical manner
5. Understand the impacts of technology in business

Upon graduation, our Executive MBAs will be able to

1. Demonstrate and apply fundamental knowledge of the functional areas of business
2. Communicate effectively  
   a. In writing  
   b. In oral presentations
3. Understand and apply management skills to the Asia-Pacific business environment
4. Analyze complex ethical and legal issues in a business environment and make decisions in an ethical manner
5. Understand the impacts of technology in business
6. Demonstrate analytical decision-making skills
7. Bring entrepreneurial solutions to organizational challenges

Upon graduation, our Japan & China Emphasis MBAs will be able to

1. Demonstrate and apply fundamental knowledge of the functional areas of business
2. Communicate effectively  
   a. In writing  
   b. In oral presentations
3. Conduct business in Japan or China through an understanding of language, culture, and business practices
4. Analyze complex ethical and legal issues and make decisions in an ethical manner
5. Think innovatively and embrace the spirit of entrepreneurship
6. Understand the impacts of technology in business
7. Demonstrate analytical decision-making skills

Upon graduation, our Vietnam EMBAs will be able to

1. Demonstrate and apply fundamental knowledge of the functional areas of business
2. Communicate effectively
   a. In writing
   b. In oral presentations
3. Understand and apply management skills to the Asia-Pacific business environment
4. Analyze complex ethical and make decisions in an ethical manner
5. Understand the impacts of technology in business
6. Demonstrate analytical decision-making skills
7. Bring entrepreneurial solutions to organizational challenges
8. Conduct business in the English language (use an ESL certificate)

The Objectives of the MHRM are (from the MIR department)

1. To provide the educational foundation at the Master’s level for a career in HRM
2. To provide vigorous and comprehensive skill building competencies in HRM.
3. To expose students to an HRM core that is relevant to both the public and private sector
4. To provide a systems approach to the study of administration in complex organizations characterized by diversity
5. To integrate the impact of information technology on the management of human resources
6. To provide knowledge concerning the interface of business and government in terms of HRM

In the IM PhD program, students will acquire (published on the program’s website)

1. Advanced knowledge of International Management issues in Asia and the Pacific
2. Knowledge to teach undergraduate and graduate courses in the traditional functional fields of accounting, finance, organization & strategy, information technology management, or marketing (in-depth knowledge in a single area)
3. Research skills in students’ area of focused international research
4. The ability to effectively teach courses
5. The ability to write publishable research reports

The Objectives of the MACC are (from the SOA)
1. To provide the educational opportunity necessary for students to become qualified professional accountants for leading positions in public practice, business, not-for-profit organizations, government and related fields.
2. To enhance students' intellectual and analytical skills with research skills necessary to further educate themselves after graduation, including exposure to leading high technology.
3. To provide students with a sophisticated knowledge base of accounting, taxation, and business, necessary for professional competence in analyzing complex financial transactions and tax consequences.
4. To enhance students' professional communication skills necessary for success in a contemporary accounting environment.
5. To provide opportunities for internships for real world experience which enhances the educational experience.
6. To assist students with a greater understanding of ethics and responsibilities in professional accounting and taxation.
7. To recruit and select high quality students.
8. To help students integrate their knowledge of business, accounting and taxation, and to expose students to international standards and accounting methods, particularly those of foreign economies affecting Hawaii.

2. Where are these SLOs published

The learning goals and objectives are not yet published. The college is currently redesigning its web site and, when completed, the new web site will have the goals and objectives clearly visible.

3. Mapping SLO onto the curriculum

The college’s Curriculum and Programs Committee regularly reviews the curriculum in all graduate programs. Part of these reviews now includes mapping the learning objectives in to the curriculum to ensure that the curriculum is properly focused.

4. Population covered

The college’s goal is to assess all graduate students its programs on an annual basis.

5. List assessment events and devices used to monitor graduate student progress

The process of assessing the learning goals described above will include course-embedded methodologies similar to those developed for our undergraduate program.

In addition to the course-embedded assessment, the college participates in annual benchmarking surveys by Educational Benchmarking, Inc. and the AACSB
International (our accrediting organization). Our results are benchmarked against peer institutions. In 2004-2005, two surveys were conducted:

**MBA exit survey.** The target population is last semester students in the evening MBA program. Eighty questions covering fifteen factors including curriculum design and content, learning outcomes, resources, administration and support services, and satisfaction with fellow students. Survey given in a required class to all exiting MBA students, so the coverage is over 90% of the population, missing only those students not in class the day of the survey. The results are analyzed and discussed by our Office of Student and Academic Services, the faculty Curriculum and Program Committee, and the dean’s office. The curriculum and services are adjusted as needed.

**MBA alumni survey.** The target population is recent graduates of the evening MBA program. Eighty-one questions covering thirteen factors including the importance of the program to career success, career services, skills and abilities learned, curriculum content, program reputation, and overall satisfaction. Surveys are mailed to graduates in the past three years. In 2004 672 surveys were mailed and 86 were returned, yielding a response rate of 12.8%. The results are analyzed and discussed by our Office of Student and Academic Services, the faculty Curriculum and Program Committee, and the dean’s office. The curriculum and services are adjusted as needed.

The college employs two other assessment activities for the MBA programs: capstone courses and internships, and external reviewers. Each MBA program has a required capstone course. Within these integrative courses, faculty assess the students understanding of knowledge in prior courses. This information is used to assess the degree to which programs are meeting their curriculum goals.

The college as a whole and most individual departments and programs have external advisory boards comprised of business executives. Each year these advisory boards are asked to review and comment on the colleges degree programs.

6. **List how graduate students contribute to our discipline**

   Funding is provided to assist the college’s PhD student to travel to conferences to present research results. PhD students are expected to publish in conference proceedings, plus faculty work with the students to publish in professional journals before graduating.

7. **Attempts to monitor students post-graduate professional activities**

   Post-graduate activities are monitored through the MBA alumni survey described above. In addition, informal monitoring is conducted through the college’s alumni association, the College of Business Alumni and Friends. The college has just hired
an alumni director, part of whose charge is to develop a more formal alumni-tracking system to monitor the activities of our graduate alumni.
Attachment
College of Business Administration
University of Hawaiʻi at Mānoa
BBA Learning Goals, Traits, and Rubrics
BBA Learning Goal #1: Communicate effectively in writing and oral presentations

Objective 1: Students will give an effective oral presentation [BUS345]

<table>
<thead>
<tr>
<th>Traits</th>
<th>Rubrics</th>
</tr>
</thead>
</table>
| Clearly stated purpose          | 0 = Ill-defined or vague purpose or multiple purposes  
1 = Expresses a clear, coherent thesis  
2 = Insightful, creative or skillfully presented purpose |
| Focused sense of audience       | 0 = Unfocused sense of audience  
1 = Sticks to the purpose and provides adequate transitions among ideas  
2 = Awareness of audience demonstrated through form, language, and presence |
| Organization                    | 0 = Inadequate organization and/or development  
1 = Good organization and development  
2 = Effective organization contributes to full development of presentation |
| Content: Appropriate and sufficient support of ideas | 0 = Does not advance an argument with adequate support  
1 = Advances argument with sound evidence and references  
2 = Innovatively or expertly advances the presentation with well-researched evidence and documentation |
| Conclusion                      | 0 = Missing or not supported by the arguments in the presentation  
1 = Appropriate and supported conclusion  
2 = Well supported and valid conclusion |
| Language                        | 0 = Lack of language facility with frequent errors  
1 = Good facility with language  
2 = Presentation enhanced by facility in language use, range of diction, and syntactic variety |
| Voice quality (pace, volume, inflection, enunciation) | 0 = Vocal qualities distract from the content  
1 = Vocal qualities support the content  
2 = Vocal qualities reinforce and animate the content |
| Mannerisms                      | 0 = Little eye contact is made with audience; distracting movements  
1 = Appropriate eye contact is made with |
<table>
<thead>
<tr>
<th>Traits</th>
<th>Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience; no distracting movements</td>
<td>0 = Inappropriate or distracting use of media</td>
</tr>
<tr>
<td></td>
<td>1 = Appropriate use of media will minimal distractions</td>
</tr>
<tr>
<td></td>
<td>2 = Use of media enhances understanding and does not distract from the presentation</td>
</tr>
<tr>
<td>Use of media</td>
<td>0 = Inappropriate or distracting use of media</td>
</tr>
<tr>
<td></td>
<td>1 = Appropriate use of media will minimal distractions</td>
</tr>
<tr>
<td></td>
<td>2 = Use of media enhances understanding and does not distract from the presentation</td>
</tr>
<tr>
<td>Ability to answer questions</td>
<td>0 = Unable to answer 25% or more of questions with correct information</td>
</tr>
<tr>
<td></td>
<td>1 = Answers 80% or more of questions, but does not expand on the answer</td>
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<td></td>
<td>2 = Handles all questions with relevant, correct information and speaks confidently</td>
</tr>
</tbody>
</table>

**Objective 2: Students will write an effective report [BUS345]**

<table>
<thead>
<tr>
<th>Traits</th>
<th>Rubrics</th>
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</thead>
<tbody>
<tr>
<td>Clearly stated purpose</td>
<td>0 = Ill-defined or vague purpose or multiple purposes</td>
</tr>
<tr>
<td></td>
<td>1 = Expresses a clear, coherent thesis</td>
</tr>
<tr>
<td></td>
<td>2 = Insightful, creative or skillfully presented purpose</td>
</tr>
<tr>
<td>Focused sense of audience</td>
<td>0 = Unfocused sense of audience</td>
</tr>
<tr>
<td></td>
<td>1 = Sticks to the purpose and provides adequate transitions among ideas</td>
</tr>
<tr>
<td></td>
<td>2 = Awareness of audience demonstrated through form and language</td>
</tr>
<tr>
<td>Organization</td>
<td>0 = Inadequate organization and/or development</td>
</tr>
<tr>
<td></td>
<td>1 = Good organization and development</td>
</tr>
<tr>
<td></td>
<td>2 = Effective organization contributes to full development of the report</td>
</tr>
<tr>
<td>Content: Appropriate and sufficient support of ideas</td>
<td>0 = Does not advance an argument with adequate support</td>
</tr>
<tr>
<td></td>
<td>1 = Advances argument with sound evidence and references</td>
</tr>
<tr>
<td></td>
<td>2 = Innovatively or expertly advances the presentation with well-researched evidence and documentation</td>
</tr>
<tr>
<td>Conclusion</td>
<td>0 = Missing or not supported by the arguments in the report</td>
</tr>
<tr>
<td></td>
<td>1 = Appropriate and supported conclusion</td>
</tr>
<tr>
<td></td>
<td>2 = Well supported and valid conclusion</td>
</tr>
<tr>
<td>Language</td>
<td>0 = Lack of language facility with frequent</td>
</tr>
</tbody>
</table>
| Errors                                                                 | 0 = No or inappropriate use of references  
|                                                                      | 1 = Adequate set of references             
|                                                                      | 2 = Excellent set of relevant references   
|                                                                      | appropriately applied                       |
| Use and citation of references                                      | 0 = No or inappropriate use of references  
|                                                                      | 1 = Adequate set of references             
|                                                                      | 2 = Excellent set of relevant references   
|                                                                      | appropriately applied                       |
BBA Learning Goal #2: Manage and use technology in a business setting

Objective 1: Students will understand IT usage across different business processes and functions. [BUS311]

<table>
<thead>
<tr>
<th>Traits</th>
<th>Rubrics</th>
</tr>
</thead>
</table>
| Students understand what a transaction processing system is and can describe a typical TPS in a business function such as accounting, finance, retailing | 0 = Cannot describe a TPS for any business area  
1 = Can describe a TPS for one business area  
2 = Can describe a TPS for two or more business areas |

<table>
<thead>
<tr>
<th>Traits</th>
<th>Rubrics</th>
</tr>
</thead>
</table>
| Students understand what a Management Information System is and what it is used for in business | 0 = Cannot describe or define an MIS  
1 = Can describe an MIS with limited understanding of its use  
2 = Can describe an MIS with good understanding of its application in business |

<table>
<thead>
<tr>
<th>Traits</th>
<th>Rubrics</th>
</tr>
</thead>
</table>
| Students can describe how data flows between TPS and MIS systems to produce organizational information | 0 = Cannot describe how a TPS and MIS relate  
1 = Can describe at basic level flow of data in databases  
2 = Can describe flow of data in databases and articulate the transformation of data into information |

Objective 2: Students will be able to evaluate the costs/benefits of applying technology in business. [BUS311]

<table>
<thead>
<tr>
<th>Traits</th>
<th>Rubrics</th>
</tr>
</thead>
</table>
| Students can identify the types of business benefits that businesses expect from using IT in business processes | 0 = Cannot describe benefits of IT for any business area  
1 = Can describe benefits of IT for one business area  
2 = Can describe benefits of IT for two or more business areas |

<table>
<thead>
<tr>
<th>Traits</th>
<th>Rubrics</th>
</tr>
</thead>
</table>
| Students can identify the types of business costs that business expend to provide IT in business processes | 0 = Cannot describe costs of IT in business use  
1 = Can identify 2-3 major costs of IT in business use  
2 = Can identify a full range of hard and soft costs of IT use |

<table>
<thead>
<tr>
<th>Traits</th>
<th>Rubrics</th>
</tr>
</thead>
</table>
| Students can articulate the trade-offs of costs and benefits for business use of IT | 0 = Can identify costs and benefits but cannot compare them  
1 = Can compare basic costs and benefits  
2 = Can analyze a situation with multiple costs and benefits of IT use to arrive at recommended actions |
### Objective 3: Students will be aware of IT/data security and integrity issues. [BUS311]

<table>
<thead>
<tr>
<th>Traits</th>
<th>Rubrics</th>
</tr>
</thead>
</table>
| Students can articulate the risks to network and data security and procedures to protect information and IT assets                     | 0 = Cannot articulate basic ideas  
1 = Can articulate basic ideas and their application  
2 = Can articulate basic ideas and draw conclusions about actions not covered by rules and procedures |
| Students can articulate basic requirements for securing a business’s information and data                                              | 0 = Cannot articulate basic ideas  
1 = Can articulate basic ideas and their application  
2 = Can articulate basic ideas and draw conclusions about actions not covered by rules and procedures |

### Objective 4: Students will be able to use IT to gather and analyze data [BUS310]

<table>
<thead>
<tr>
<th>Traits</th>
<th>Rubrics</th>
</tr>
</thead>
</table>
| Able to retrieve data from databases                                                                                                       | 0 = Unable to retrieve correct data  
1 = Able to retrieve correct data in a directed assignment  
2 = Able to retrieve correct data in an open-ended assignment |
| Able to use IT to analyze data                                                                                                           | 0 = Cannot produce an answer that is both complete and accurate  
1 = Produces complete and accurate results  
2 = Produces appropriate conclusions and insights from analysis |
| Able to retrieve data from Internet searches                                                                                               | 0 = Unable to retrieve correct Internet data  
1 = Able to retrieve correct Internet data in a directed assignment  
2 = Able to retrieve correct Internet data in an open-ended assignment |
BBA Learning Goal #3: Students will develop an understanding of global business with an emphasis on the Asia Pacific region.

Objective 1: Students will understand the common principals that characterize global business. [BUS313]

<table>
<thead>
<tr>
<th>Traits</th>
<th>Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the role of key aspects relevant to national macroeconomic performance (i.e. dynamic relationship of supply and demand, role of government regulation, market imperfections.)</td>
<td>0 = Failed to identify key aspects 1= Identified most significant aspects 2= Identified a comprehensive set of relevant aspects in the context of global business</td>
</tr>
<tr>
<td>Identify factors in business that benefit from standardization across countries versus those that do not</td>
<td>0 = Fail to define 1= Identify correctly 2= Comprehensive application of factors</td>
</tr>
</tbody>
</table>

Objective 2: Students will identify and describe various comparative national risks within the context of analysis of Asia-Pacific settings. [BUS313]

<table>
<thead>
<tr>
<th>Traits</th>
<th>Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify country specific socio-political risk factors relative to businesses</td>
<td>0 = No identification of socio-political risk factors 1 = Identification of major national risks and implications for business 2 = Comprehensive analysis of country specific socio-political risks and their implications for businesses</td>
</tr>
<tr>
<td>Identify national financial-economic risks (i.e. Investment risk, debt levels, foreign exchange risk, banking risk, NPLs)</td>
<td>0 = No or incorrect identification of national risks 1 = Identification of major risks 2 = Comprehensive identification of risks and demonstrated understanding of implication for businesses</td>
</tr>
<tr>
<td>Identify interdependencies among environmental risk factors and business practices</td>
<td>0 = No or incorrect identification of interdependencies 1 = Identification of major interdependencies 2 = Comprehensive identification of interdependencies and implications for businesses</td>
</tr>
</tbody>
</table>
### Objective 3: Student demonstrates a knowledge of the Asia-Pacific region [BUS313]

<table>
<thead>
<tr>
<th>Traits</th>
<th>Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student can find the countries of the Asia region on a map</td>
<td>0 = Can identify less than half of the countries</td>
</tr>
<tr>
<td></td>
<td>1 = Can identify 50% to 80% of the countries</td>
</tr>
<tr>
<td></td>
<td>2 = Can identify more than 80% of the countries</td>
</tr>
<tr>
<td>Student can categorize countries of the Asia-Pacific region by their stages of development (i.e. developed, developing, LDC)</td>
<td>0 = Categorizes less than half the countries of the Asia-Pacific region correctly</td>
</tr>
<tr>
<td></td>
<td>1 = Categorizes a majority of countries of the Asia-Pacific region correctly</td>
</tr>
<tr>
<td></td>
<td>2 = Categorizes most of the countries of the Asia-Pacific region correctly</td>
</tr>
<tr>
<td>Given research on an Asian-Pacific country or region, can describe the business conditions and practices of the country or region.</td>
<td>0 = Missing key aspects of the country/region</td>
</tr>
<tr>
<td></td>
<td>1 = Identifies major characteristics of the country/region</td>
</tr>
<tr>
<td></td>
<td>2 = Identifies a comprehensive set of characteristics of the country region</td>
</tr>
</tbody>
</table>

### Objective 4: Students will describe how national cultures influence business practices and relationships [BUS345]

<table>
<thead>
<tr>
<th>Traits</th>
<th>Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify national cultural traits using standard tools (i.e. Hofstede) within the context of analysis of Asia-Pacific settings.</td>
<td>0 = Failed to identify national cultural traits correctly</td>
</tr>
<tr>
<td></td>
<td>1 = Identified major national cultural traits</td>
</tr>
<tr>
<td></td>
<td>2 = Identified a comprehensive set of cultural traits</td>
</tr>
<tr>
<td>Demonstrate an understanding of the implication of cultural variation on fundamental business practices (e.g., banking practices, labor relations, trade behavior)</td>
<td>0 = Failed to identify the impact of cultural traits on business behavior</td>
</tr>
<tr>
<td></td>
<td>1 = Correctly identified cultural impact on business behavior</td>
</tr>
<tr>
<td></td>
<td>2 = Demonstrated comprehensive understanding of interplay between cultural traits and business practices</td>
</tr>
<tr>
<td>Appropriate use of accepted analytical tools (i.e. SWOT, Porter five forces, generic strategies) in analysis of global business</td>
<td>0 = Insufficient application of accepted tools in analysis</td>
</tr>
<tr>
<td></td>
<td>1 = Minimum use of a number of standard analysis tools</td>
</tr>
<tr>
<td></td>
<td>2 = Comprehensive and insightful application of various acceptable analysis tools</td>
</tr>
</tbody>
</table>
BBA Learning Goal #4: Identify and analyze ethical issues.

Objective 1: Identify different ethical frameworks that can be applied to business situations. [BUS315]

<table>
<thead>
<tr>
<th>Trait</th>
<th>Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify at least two relevant frameworks for analyzing ethical situations</td>
<td>0 = was not able to identify at least 2 such frameworks. 1 = correctly identified 2 frameworks 2 = correctly identified more than 2 frameworks</td>
</tr>
<tr>
<td>Explain the differences between frameworks</td>
<td>0 = unable to explain differences 1 = able to explain differences without elaboration 2 = able to explain differences with elaboration</td>
</tr>
<tr>
<td>Explain how different frameworks result in different conclusions</td>
<td>0 = unable to do so 1 = able to do so adequately 2 = explains adequately and provides relevant examples with quality argument</td>
</tr>
</tbody>
</table>

Objective 2: Apply ethical frameworks to a business situation. [BUS315]

<table>
<thead>
<tr>
<th>Trait</th>
<th>Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the ethical dilemma(s) in the business situation</td>
<td>0 = unable to do so 1 = identifies some but not all of the ethical issues of the dilemma(s) 2 = completely identified the dilemma(s) and was able to raise related issues</td>
</tr>
<tr>
<td>Structure the ethical dilemma using an appropriate ethical framework</td>
<td>0 = unable to do so 1 = applies relevant structure appropriately 2 = applies relevant structure and demonstrates appreciation of complexity</td>
</tr>
<tr>
<td>Reach a conclusion on the ethical dilemma using the appropriate framework</td>
<td>0 = unable to do so or conclusion not supported by analysis 1 = conclusion justified by the framework 2 = conclusion justified and analysis is comprehensive</td>
</tr>
</tbody>
</table>
**Objective 3: Understand how culture influences ethical perspectives.** [BUS315]

<table>
<thead>
<tr>
<th>Trait</th>
<th>Rubrics</th>
</tr>
</thead>
</table>
| Identify business examples in which cultural differences influence ethical perspective | 0 = unable to do so  
1 = can identify some relevant examples  
2 = identifies examples that are interesting and complex |
| In the context of a specific business example, be able to describe how ethical principles vary by culture | 0 = unable to do so  
1 = describes the basic variations  
2 = describes basic variations and compares and contrasts those variations |

**Objective 4: Understand the boundaries and overlaps between ethics and law.** [BUS315]

<table>
<thead>
<tr>
<th>Trait</th>
<th>Rubrics</th>
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</table>
| Differentiate ethical from legal issues                              | 0 = confuses ethical and legal issues  
1 = usually correctly distinguishes between ethical and legal issues  
2 = correctly distinguishes between ethical and legal issues |
| In the context of a specific business example, identify what is unethical versus illegal | 0 = confuses ethical and legal issues  
1 = usually correctly distinguishes between ethical and legal issues  
2 = correctly distinguishes between ethical and legal issues |

**Objective 5: Know the consequences of ethical choices.** [BUS315]

<table>
<thead>
<tr>
<th>Trait</th>
<th>Rubrics</th>
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</table>
| Provide real-world examples of consequences of ethical choices in the following dimensions: | 0 = unable to do so for all three dimensions  
1 = can do so for all three dimensions  
2 = can do so for all three dimensions with interesting and rich examples |
  - Social consequences  
  - Business consequences  
  - Personal consequences |

**BBA Learning Goal #5: Effectively apply skills in a functional specialization**

Objectives being finalized by the individual departments