

Business Administration: Management (BBA)**Mission**

The department of Business Administration/Management is to prepare students for professional schools and/or graduate studies, along with viable careers in business and management, in both profit and nonprofit institutions. Business majors graduate with leadership, decision-making, accountability and organizational skills.

Academic Year 2025-2026

Business Administration: Management (BBA) Learning Outcomes**PLO 1: Core Knowledge NOT MET**

Upon completion, graduates with a bachelor's degree in Business Administration with a concentration in Management will be able to integrate strategic management concepts to analyze organizational issues and propose effective strategic solutions that enhance competitiveness and organizational performance.

MEASURES	RESULTS	ACTIONS
SWOT Analysis (Non-SCP) Preparing an effective case analysis that are required SWOT Analysis concepts in using different industries. Presentation and report writing Direct - Other Strategic Management and Business: MGMT 4388 Target To meet this outcome, at least eighty percent (80%) Score a minimum of 70% on the case study analysis scoring rubric as judged by the instructor. Case Analysis Rubric.pdf Details of Assessment--Case Analysis using SWOT Analysis Tool.pdf	NOT MET SWOT Analysis (Non-SCP) Exceeded Approached Not Met 0% 100% Exceeded:76% Approached:15% Not Met:9% Met Total:76% Not Met Total:24% Analysis Performance Target: At least 80% of students will score a minimum of 70% on the Case Study Analysis Scoring Rubric as evaluated by the instructor. Results A total of 34 students were assessed in MGMT 4388. • 26 students (76%) met or exceeded the benchmark by scoring 70% or higher. • 5 students (15%) approached the benchmark but did not achieve the target score. • 3 students (9%) did not meet the benchmark. Overall, 76% of students demonstrated proficiency in applying strategic management concepts through case study analysis. Interpretation of Results The established performance target of 80% was not met, as only 76% of students achieved the benchmark. Although most students demonstrated	Maintain Assessment Strategy To improve achievement levels in future offerings of MGMT 4388, the following actions will be implemented: 1. Increase scaffolded case analysis activities throughout the semester to provide more practice applying strategic management tools. 2. Provide sample case analyses and rubric calibration examples to clarify performance expectations. 3. Introduce formative feedback checkpoints prior to final case submission. 4. Reinforce integration of strategic frameworks (e.g., SWOT, competitive analysis, implementation planning) through guided exercises. 5. Monitor student progress earlier in the term and provide targeted intervention for students demonstrating performance concerns. These actions are expected to strengthen analytical competency and improve benchmark attainment in subsequent assessment cycles.

	satisfactory competency in strategic analysis and business policy application, the results indicate opportunities to strengthen student performance in critical evaluation, strategic recommendation development, and integration of course concepts within case analyses. Students who approached or did not meet expectations may have experienced challenges in synthesizing strategic frameworks, applying evidence-based decision-making, and presenting comprehensive managerial recommendations.	
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Conclusion

Analysis of Outcome (Conclusion)

Assessment results for MGMT 4388 Strategic Management and Business Policy indicate that 76% of students met or exceeded the performance benchmark by scoring at least 70% on the case study analysis rubric. Although the majority of students demonstrated proficiency in applying strategic management concepts and business policy analysis, the program did not meet the established target of 80%. Results suggest that additional support is needed to strengthen students' strategic analysis, critical thinking, and application of course frameworks.

Future course improvements will focus on increased practice opportunities, earlier feedback, and targeted instructional support to improve student achievement outcomes.

PLO 2: Critical Thinking and Reasoning MET

Upon completion, graduates with a bachelor's degree in Business Administration with a concentration in Management will be able to apply the business management concepts and practices in both international and domestic business environments.

MEASURES	RESULTS	ACTIONS								
Group Term Project Group Term Project – Summary In this 16-week capstone project, student teams of three to five apply the Malcolm Baldrige Performance Excellence Framework to evaluate an organization's quality and performance management practices. Each group selects a real or simulated company, analyzes it across Baldrige's seven categories, Leadership, Strategic Planning, Customer Focus, Measurement and Analysis, Workforce Focus, Operations Focus, and Results, and identifies strengths and areas for improvement. Teams then develop three to five actionable recommendations supported by quality tools such as process maps, cause-and-effect diagrams, and PDCA cycles, concluding with an implementation plan and success metrics. The project culminates in an 8–10-page report and a 10–12-minute group presentation, with peer evaluations included. Assessment emphasizes analytical depth, application of quality principles, teamwork, and communication, with the grading rubric distributed across proposal (10 points), Baldrige analysis (50), recommendations (20), and presentation/peer review (20).	MET Group Term Project ■ Exceeded ■ Met 0%100% Values are not shown when too close to each other. Click or use arrow keys to see details. <table><tr><td>Exceeded:</td><td>94%</td></tr><tr><td>Met:</td><td>6%</td></tr><tr><td>Met Total:</td><td>100%</td></tr><tr><td>Not Met Total:</td><td></td></tr></table> Analysis Performance Target At least 80% of students will score a minimum of 70% on the Case Study Analysis Scoring Rubric as evaluated by the instructor. Results A total of 17 students were assessed in MGMT 3355.	Exceeded:	94%	Met:	6%	Met Total:	100%	Not Met Total:		Maintain Assessment Strategy Action Plan for Continuous Improvement To sustain and further strengthen student achievement in future offerings of MGMT 3355, the following actions will be implemented: 1. Continue using case-based learning activities that reinforce application of quality management concepts. 2. Maintain clear scoring rubrics and performance expectations to support student success. 3. Expand opportunities for formative feedback throughout the semester. 4. Incorporate additional real-world examples and applied decision-making exercises to deepen analytical skills. 5. Monitor student performance trends to ensure continued alignment between course outcomes and assessment expectations. These actions are intended to maintain high levels of student performance and support continuous improvement in future assessment cycles.
Exceeded:	94%									
Met:	6%									
Met Total:	100%									
Not Met Total:										

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Direct - Assignment <i>Quality Management: MGMT 3355</i> Target To meet this outcome, at least eighty percent (80%) of students enrolled in the course will score a minimum of 70% on the assessment assignment. MGMT 3355 Group Term Project & Rubric.pdf	• 16 students (94%) met or exceeded the benchmark by scoring 70% or higher. • 1 student (6%) met the benchmark. • 0 students (0%) approached or did not meet the benchmark. Overall, 100% of students demonstrated proficiency in applying quality management concepts through case study analysis. Interpretation of Results The established performance target of 80% was exceeded, as 100% of students achieved the benchmark. Results indicate strong student performance and effective achievement of the learning outcome. Students demonstrated competency in applying course concepts, evaluating managerial situations, and developing appropriate recommendations through case-based analysis. The high level of achievement suggests that instructional strategies, course activities, and assessment methods effectively supported student learning and promoted successful application of quality management principles.	
Term Project- Observation of Business Operations For this individual project, students must observe the operations of a local business (for example, a café, restaurant, retail store, etc.). Present your determination as to how that business might operate more profitably by employing course concepts (applying at least 8-10 concepts). The term project submission should be at least 8-10 pages. The term project serves to incorporate course objectives and accomplish course outcomes. Students must display a mastery of course concepts, utilize tools taught, and present their analysis in a compelling, interesting manner. Direct - Assignment <i>Production and Operations Management: MGMT 4344</i> Target To meet this outcome, at least eighty percent (80%) Score a minimum of 70% on the case study analysis scoring rubric as judged by the instructor. Rubric-Term Project.pdf Sample-exceeded targetpom.pdf Term Project- Observation of Local Business Operations.pdf	MET Term Project- Observation of Business Operations ■ Exceeded ■ Met  0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Exceeded: 91% Met: 9% Met Total: 100% Not Met Total: Analysis Performance Target At least 80% of students will score a minimum of 70% on the Case Study Analysis Scoring Rubric as evaluated by the instructor. Results A total of 23 students were assessed in MGMT 4344. • 21 students (91%) exceeded the benchmark by scoring 70% or higher. • 2 students (9%) met the benchmark. • 0 students (0%) approached or did not meet the benchmark. Overall, 100% of students demonstrated proficiency in applying course concepts through case study analysis.	Maintain Assessment Strategy To sustain and further strengthen student achievement in future offerings of MGMT 4344, the following actions will be implemented: 1. Continue using case-based learning activities that reinforce application of course concepts. 2. Maintain clear scoring rubrics and performance expectations to support student success. 3. Expand opportunities for formative feedback throughout the semester. 4. Incorporate additional real-world examples and applied decision-making exercises to deepen analytical skills. 5. Monitor student performance trends to ensure continued alignment between course outcomes and assessment expectations. These actions are intended to maintain high levels of student performance and support continuous improvement in future assessment cycles.

	Interpretation of Results The established performance target of 80% was exceeded, as 100% of students achieved the benchmark. Results indicate strong student performance and successful attainment of the learning outcome. Students demonstrated competency in applying course concepts, evaluating managerial situations, and developing effective recommendations through case-based analysis. The high level of achievement suggests that instructional strategies, course activities, and assessment methods effectively supported student learning and promoted successful application of knowledge and analytical skills.	
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Conclusion

Conclusion

Assessment results for MGMT 3355 indicate strong student achievement, with 100% of students meeting or exceeding the performance benchmark by scoring at least 70% on the Case Study Analysis Scoring Rubric. These results exceeded the established target of 80% and demonstrate students' effective application of quality management concepts, analytical thinking, and problem-solving skills. Continued use of current instructional practices and ongoing course improvements will support sustained student success in future assessment cycles.

Assessment results for MGMT 4344 indicate strong student achievement, with 100% of students meeting or exceeding the performance benchmark by scoring at least 70% on the Case Study Analysis Scoring Rubric. These results exceeded the established target of 80% and demonstrate students' effective application of course concepts, analytical thinking, and decision-making skills through case-based learning. Continued implementation of current instructional strategies and ongoing monitoring of student performance will support sustained student success and continuous improvement in future assessment cycles.

PLO 3: Communication Skills MET

Upon completion, graduates with a bachelor's degree in Business Administration with a concentration in Management will be able to apply business planning and marketing theories and frameworks as well as organizational theories.

MEASURES	RESULTS	ACTIONS
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Case Study Analysis (Non-SCP) Case study analysis on the principles of Marketing contains (Situation analysis, marketing strategies, Action plans and contingency plans). Direct - Other <i>Principles of Marketing: MARK 3300</i> Target To meet this outcome, at least eighty percent (80%) of students score a minimum of 70% on the case study analysis scoring rubric as judged by the instructor. Marketing Strategy Analysis Rubric-PDF.pdf Term Marketing Project-Case Study Analysis.pdf	MET Case Study Analysis (Non-SCP) Exceeded Met Approached Not Met  <table><tr><td>Exceeded:</td><td>73%</td></tr><tr><td>Met:</td><td>8%</td></tr><tr><td>Approached:</td><td>8%</td></tr><tr><td>Not Met:</td><td>11%</td></tr><tr><td>Met Total:</td><td>80%</td></tr><tr><td>Not Met Total:</td><td>20%</td></tr></table> Analysis Performance Target At least 80% of students will score a minimum of 70% on the Case Study Analysis Scoring Rubric as evaluated by the instructor. Results A total of 51 students were assessed in MARK 3300: • 37 students (73%) exceeded the benchmark by scoring 70% or higher. • 4 students (8%) met the benchmark. • 4 students (8%) approached the benchmark. • 6 students (12%) did not meet the benchmark. Overall, 80% of students demonstrated proficiency in applying course concepts through case study analysis. Interpretation of Results The established performance target of 80% was met, as 80% of students achieved the benchmark. Results indicate satisfactory student performance and successful attainment of the learning outcome. Students demonstrated competency in applying marketing concepts, communicating ideas effectively, and developing appropriate recommendations through case-based analysis. Although the benchmark was achieved, the percentage of students who approached or did not meet expectations suggests opportunities to further strengthen student performance in analytical reasoning, communication effectiveness, and application of course concepts. Continued emphasis on structured feedback and guided practice may support stronger and more consistent outcomes across all students.	Exceeded:	73%	Met:	8%	Approached:	8%	Not Met:	11%	Met Total:	80%	Not Met Total:	20%	Maintain Assessment Strategy To sustain and further strengthen student achievement in future offerings of MARK 3300, the following actions will be implemented: 1. Continue using case-based learning activities that reinforce application of marketing concepts and professional communication skills. 2. Maintain clear scoring rubrics and performance expectations to support student success. 3. Expand opportunities for formative feedback throughout the semester. 4. Incorporate additional real-world examples and applied communication exercises to deepen analytical and presentation skills. 5. Monitor student performance trends and provide targeted support for students who demonstrate challenges meeting expectations. These actions are intended to maintain achievement of performance targets while supporting continuous improvement in future assessment cycles.
Exceeded:	73%													
Met:	8%													
Approached:	8%													
Not Met:	11%													
Met Total:	80%													
Not Met Total:	20%													

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Group Assignment – Family Business Analysis MGMT 3377 Group Assignment – Family Business Analysis (Summary) In this collaborative assignment, student teams of three to five analyze a real or hypothetical family business to explore how family relationships influence business operations and decision-making. Drawing on concepts from Chapter 5, the project emphasizes understanding family dynamics, socioemotional wealth, governance structures, and succession planning. Students describe the business type (owner-managed, sibling partnership, or cousin consortium), examine the forces sustaining the enterprise, analyze complex family roles, and identify effective management and governance practices such as family councils and constitutions. The assignment also requires students to evaluate the succession process and generational transitions. Deliverables include a 6–8–page written report and a minimum 10–slide PowerPoint presentation, both in APA format. Assessment focuses on the application of theory, depth of analysis, teamwork, and communication, demonstrating students’ ability to connect family business principles with real-world organizational contexts. Direct - Assignment <i>Entrepreneurship: MGMT 3377</i> Target To meet this outcome, at least eighty percent (80%) Score a minimum of 70% on the case study analysis scoring rubric as judged by the instructor. Group Term Project Rubric.docx MGMT 3377 Group Term Project.docx	MET Group Assignment – Family Business Analysis ■ Exceeded ■ Not Met  0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Exceeded: 94% Not Met: 6% Met Total: 94% Not Met Total: 6% Analysis Performance Target At least 80% of students will score a minimum of 70% on the Case Study Analysis Scoring Rubric as evaluated by the instructor. Results A total of 18 students were assessed in MGMT 3377 Entrepreneurship. • 17 students (94%) exceeded the benchmark by scoring 70% or higher. • 0 students (0%) met the benchmark. • 0 students (0%) approached the benchmark. • 1 student (6%) did not meet the benchmark. Overall, 94% of students demonstrated proficiency in applying entrepreneurship concepts through case study analysis. Interpretation of Results The established performance target of 80% was exceeded, as 94% of students achieved the benchmark. Results indicate strong student performance and successful attainment of the learning outcome. Students demonstrated competency in applying entrepreneurship concepts, evaluating business opportunities, and developing effective recommendations through case-based analysis. The high level of achievement suggests that instructional strategies, course activities, and assessment methods effectively supported student learning and promoted successful application of entrepreneurial thinking, analytical skills, and decision-making. The small percentage of students who did not meet expectations indicates an opportunity to continue strengthening support mechanisms and feedback throughout the course.	Maintain Assessment Strategy To sustain and further strengthen student achievement in future offerings of MGMT 3377, the following actions will be implemented: 1. Continue using case-based learning activities that reinforce application of entrepreneurship concepts. 2. Maintain clear scoring rubrics and performance expectations to support student success. 3. Expand opportunities for formative feedback throughout the semester. 4. Incorporate additional real-world entrepreneurship examples and opportunity evaluation exercises to deepen analytical and decision-making skills. 5. Monitor student performance trends and provide targeted support for students demonstrating challenges meeting expectations. These actions are intended to maintain high levels of student performance and support continuous improvement in future assessment cycles.
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Conclusion

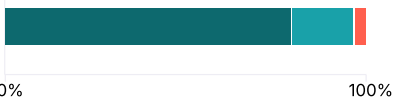
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Assessment results for MARK 3300 indicate overall successful student achievement, with 80% of students meeting or exceeding the performance benchmark by scoring at least 70% on the Case Study Analysis Scoring Rubric. These results met the established target and demonstrate students' ability to apply course concepts and communicate analytical findings effectively. Continued implementation of current instructional strategies and focused support for students requiring additional development will promote sustained student success and ongoing improvement in future assessment cycles.

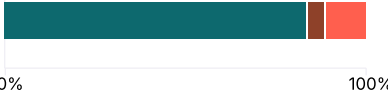
Assessment results for MGMT 3377 Entrepreneurship indicate strong student achievement, with 94% of students meeting or exceeding the performance benchmark by scoring at least 70% on the Case Study Analysis Scoring Rubric. These results exceeded the established target of 80% and demonstrate students' effective application of entrepreneurship concepts, critical thinking, and business decision-making skills. Continued implementation of current instructional strategies and ongoing monitoring of student performance will support sustained student success and continuous improvement in future assessment cycles.

PLO 4: Ethical and Social Responsibility **MET**

Upon successful completion of Business Law II and Organization Behavior, students earning a Bachelor of Business Administration (BBA) degree with a concentration in Management will be able to demonstrate an understanding of the legal environment of business and its impact on managerial decision-making. They will apply relevant laws, statutes, and regulations to various business transactions and communicate effectively using appropriate business and legal terminology. In addition, students will evaluate and integrate principles of ethics and social responsibility into their business practices and legal reasoning to promote sound, responsible decision-making in professional contexts.

MEASURES	RESULTS	ACTIONS												
Discussion Assignment Review the text for the week, the video lectures, and analyze the following: The Havana Club operated in Salt Lake City under a lease running to defendant Dale Bowen, who owned the equipment, furnishings, and inventory. He did not work in operating the club. He made an oral agreement with Frances Cutler, who had been working for him as a bartender, that she take over the management of the club. She was to have the authority and the responsibility for the entire active management and operation: to purchase the supplies, pay the bills, keep the books, hire, and fire employees, and do whatever else was necessary to run the business. As compensation, the arrangement was for a down-the-middle split; each was to receive \$300 per week plus one-half of the net profits. This went on for four years until the city took over the building for a redevelopment project. The city offered Bowen \$30,000 as compensation for loss of business while a new location was found for the club. Failing to find a suitable location, the parties decided to terminate the business. Bowen then contended he was entitled to the entire \$30,000 as the owner, Cutler being an employee only. She sued to recover half as a partner. What was the result? Decide and discuss. Your answer should be 250 words and your response to your classmates should be at least 150 words. Direct - Other <i>Business Statistics II: BUSI 3323</i> Target	MET Discussion Assignment ■ Exceeded ■ Met ■ Not Met  <table><tr><th>Category</th><th>Percentage</th></tr><tr><td>Exceeded:</td><td>79%</td></tr><tr><td>Met:</td><td>17%</td></tr><tr><td>Not Met:</td><td>3%</td></tr><tr><td>Met Total:</td><td>97%</td></tr><tr><td>Not Met Total:</td><td>3%</td></tr></table> Analysis Performance Target At least 80% of students will score a minimum of 70% on the Case Study Analysis Scoring Rubric as evaluated by the instructor. Results A total of 29 students were assessed in BUSI 3323 Business Statistics II for PLO 4. • 23 students (79%) exceeded the benchmark by scoring 70% or higher. • 5 students (17%) met the benchmark. • 0 students (0%) approached the benchmark. • 1 student (3%) did not meet the benchmark. Overall, 97% of students demonstrated proficiency in applying business statistics concepts through case study analysis. Interpretation of Results The established performance target of 80% was exceeded, as 97% of students achieved the benchmark. Results indicate strong student performance and	Category	Percentage	Exceeded:	79%	Met:	17%	Not Met:	3%	Met Total:	97%	Not Met Total:	3%	Maintain Assessment Strategy To sustain and further strengthen student achievement in future offerings of BUSI 3323 Business Statistics II, the following actions will be implemented: 1. Continue using applied case studies and data-driven learning activities that reinforce business statistics concepts. 2. Maintain clear scoring rubrics and performance expectations to support student success. 3. Expand opportunities for formative feedback throughout the semester. 4. Incorporate additional real-world datasets and analytical exercises to deepen quantitative reasoning and interpretation skills. 5. Monitor student performance trends and provide targeted support for students demonstrating challenges meeting expectations. These actions are intended to maintain high levels of student performance and support continuous improvement in future assessment cycles.
Category	Percentage													
Exceeded:	79%													
Met:	17%													
Not Met:	3%													
Met Total:	97%													
Not Met Total:	3%													

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80% of the students will achieve a score of 70% or better.	successful attainment of the learning outcome. Students demonstrated competency in applying business statistics concepts, interpreting quantitative data, and making evidence-based decisions through case-based analysis. The high level of achievement suggests that instructional strategies, course activities, and assessment methods effectively supported student learning and promoted successful application of analytical reasoning, quantitative analysis, and decision-making skills. The small percentage of students who did not meet expectations indicates an opportunity to continue strengthening student support and reinforcing statistical applications throughout the course.											
Organizational Behavior Term Paper Assignment MGMT 4333 – Organizational Behavior Term Paper (Summary) This individual term paper assesses students’ ability to apply Organizational Behavior (OB) theories and models to real-world organizational contexts. Students select a topic such as motivation, leadership, culture and change, teamwork, or diversity, and analyze its impact on organizational effectiveness, employee behavior, and leadership practices. The paper requires the integration of at least five scholarly sources and adherence to APA 7th edition formatting. Deliverables include an 8–10 page analytical report structured with an introduction, literature review, application of OB concepts, critical evaluation, and recommendations. The assignment emphasizes analytical thinking, research skills, and the ability to connect theory with practice, demonstrating students’ mastery of OB principles through evidence-based reasoning and professional writing. Direct - Assignment <i>Organizational Behavior: MGMT 4333</i> Target To meet this outcome, at least eighty percent (80%) Score a minimum of 70% on the case study analysis scoring rubric as judged by the instructor. Evaluation Rubric.docx Organizational Behavior Term Paper Assignment.docx	MET Organizational Behavior Term Paper Assignment ■ Exceeded ■ Approached ■ Not Met  <table><tr><td>Exceeded:</td><td>84%</td></tr><tr><td>Approached:</td><td>5%</td></tr><tr><td>Not Met:</td><td>11%</td></tr><tr><td>Met Total:</td><td>84%</td></tr><tr><td>Not Met Total:</td><td>16%</td></tr></table> Analysis Performance Target At least 80% of students will score a minimum of 70% on the Case Study Analysis Scoring Rubric as evaluated by the instructor. Results A total of 19 students were assessed in MGMT 4333 Organizational Behavior for PLO 4. • 16 students (84%) exceeded the benchmark by scoring 70% or higher. • 1 student (5%) met the benchmark. • 0 students (0%) approached the benchmark. • 2 students (11%) did not meet the benchmark. Overall, 89% of students demonstrated proficiency in applying organizational behavior concepts through case study analysis. Interpretation of Results The established performance target of 80% was exceeded, as 89% of students achieved the benchmark. Results indicate strong student performance and successful attainment of the learning outcome. Students demonstrated	Exceeded:	84%	Approached:	5%	Not Met:	11%	Met Total:	84%	Not Met Total:	16%	Maintain Assessment Strategy To sustain and further strengthen student achievement in future offerings of MGMT 4333 Organizational Behavior, the following actions will be implemented: 1. Continue using case-based learning activities that reinforce application of organizational behavior concepts. 2. Maintain clear scoring rubrics and performance expectations to support student success. 3. Expand opportunities for formative feedback throughout the semester. 4. Incorporate additional real-world organizational scenarios and applied decision-making exercises to deepen analytical and behavioral management skills. 5. Monitor student performance trends and provide targeted support for students demonstrating challenges meeting expectations. These actions are intended to maintain high levels of student performance and support continuous improvement in future assessment cycles.
Exceeded:	84%											
Approached:	5%											
Not Met:	11%											
Met Total:	84%											
Not Met Total:	16%											

	competency in applying organizational behavior concepts, analyzing workplace dynamics, and developing effective recommendations through case-based analysis. The results suggest that instructional strategies, course activities, and assessment methods effectively supported student learning and promoted successful application of critical thinking, interpersonal understanding, and managerial decision-making skills. The small percentage of students who did not meet expectations indicates opportunities to provide additional support and reinforce application of course concepts for all learners.	
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Conclusion

Conclusion
Assessment results for BUSI 3323 Business Statistics II indicate strong student achievement, with 97% of students meeting or exceeding the performance benchmark by scoring at least 70% on the Case Study Analysis Scoring Rubric. These results exceeded the established target of 80% and demonstrate students' effective application of business statistics concepts, quantitative analysis, and evidence-based decision-making skills. Continued implementation of current instructional strategies and ongoing monitoring of student performance will support sustained student success and continuous improvement in future assessment cycles.

Assessment results for MGMT 4333 Organizational Behavior indicate strong student achievement, with 89% of students meeting or exceeding the performance benchmark by scoring at least 70% on the Case Study Analysis Scoring Rubric. These results exceeded the established target of 80% and demonstrate students' effective application of organizational behavior concepts, analytical thinking, and managerial decision-making skills. Continued implementation of current instructional strategies and ongoing monitoring of student performance will support sustained student success and continuous improvement in future assessment cycles.

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