AOL RUBRICS

UNDERGRADUATE ASSESSMENT PLAN
2010-2011

No.	KSA #	BUSX 301	BUSX 460	EBTM 311	EBTM 337	EBTM 365	ECON 306	FIN 331	MNGT 361	MNGT 481	MNGT 482	MK 34
	DISTRIBUTION OF KSA ASSESSMENT ACROSS UPPER LEVEL CORE COURSES UPDATED: September 30th,											
	ACCREDITED BUSINESS KNOWLEDGE											
1	Know, apply, and integrate the content of one's major.									μ MFT		
	COMMUNICATION											
2	Write articulate, persuasive, and influential reports, proposals, and letters.	μ letter								μ proposal	μ report	
3	Make articulate, persuasive, and influential oral presentations.	μ								μ		
4	Develop graphic, spreadsheet, and business analysis to support position taken				μ	μ						
5	Engage in active listening in individual and group settings.		μ Employer									
	THINKING: CRITICAL AND CREATIVE											
6	Identify problems and/or opportunities using relevant disciplinary concepts							μ	μ			μ
7	Generate and evaluate feasible alternatives								μ			μ
8	Develop comprehensive, justified conclusions and recommendations using qualitative and/or quantitative tools							μ	μ			μ
	TECHNOLOGY											
9	Use general & discipline specific software for state-of-the-practice business applications				μ							
	LEADERSHIP & TEAMWORK											
10	Focus on goal achievement	μ		μ								

#	KSA											
11	Guide team towards the achievement of common goals	μ		μ								
12	Maintain group cohesion, follower satisfaction, and efficient operations	μ		μ								
ETHICS & VALUES												
13	Prefer ethical conduct and honor-system behavior								μ		μ	
14	Apply ethics in business decision-making, considering the impact on multiple stakeholders								μ		μ	
ATTITUDE & PRACTICAL EXCELLENCE												
15	Be attentive, proactive and ready to learn		μ Employer									
16	Meet commitments and complete tasks according to assigned requirements		μ Employer									
17	Treat others with respect; show sensitivity to their views, values and customs		μ Employer									
EMPLOYABILITY												
18	Show evidence of a quality, mentored, reflective professional experience		μ Employer									
19	Demonstrate effective job search; career portfolio and resume		μ Faculty									
20	Assume responsibility for one's own career management and goal-setting		μ Employer									

Principles for allocating KSAs across courses.

    i. We will assess KSAs 1 (in MNGT 481), and 18, 19, 20 (in BUSX 460) in one course only and collect data every semester.

    ii. Assessment for other KSAs will be done in Spring semester and evaluation of assessment for closing the loop will be done in Fall semester.

    iii. All upper-level core courses will assess from one (1) to four (4) KSAs with a goal of assessing at least two (2).

    iv. All KSAs, except for numbers 1, 18, 19, and 20, should be assessed in at least two (2) courses.

    v. All assessment will be completed in a ? year cycle.

KSA #19: Assessment will take place by the Career Center interviewer
KSA #18 and #20: Assessment will take place by the employer through the internship course.

Update 09/29
removed #9 from Econ 306
Wording changed from: Demonstrate effective job search: career portfolio
                                                    resume and interview skills

DISTRIBUTION OF KSA ASSESSMENT ACROSS UPPER LEVEL CORE COURSES UPDATED: October 4th, 2010

No.	KSA #	BUSX 301	BUSX 460	EBTM 311	EBTM 337	EBTM 365	ECON 306	FIN 331	MNGT 361	MNGT 481	MNGT 482	MKTG 341	CPE
ACCREDITED BUSINESS KNOWLEDGE													
1	Know, apply, and integrate the content of one's major.									★ MFT			
COMMUNICATION													
2	Write articulate, persuasive, and influential reports, proposals, and letters.	★ letter								★ proposal	★ report		
3	Make articulate, persuasive, and influential oral presentations.	★								★			
4	Develop graphic, spreadsheet, and business analysis to support position taken					★	★						
5	Engage in active listening in individual and group settings.		★ Employer										
THINKING: CRITICAL AND CREATIVE													
6	Identify problems and/or opportunities using relevant disciplinary concepts							★	★			★	
7	Generate and evaluate feasible alternatives								★			★	
8	Develop comprehensive, justified conclusions and recommendations using qualitative and/or quantitative tools							★	★			★	
TECHNOLOGY													
9	Use general & discipline specific software for state-of-the-practice business applications				★								★
LEADERSHIP & TEAMWORK													
10	Focus on goal achievement	★		★									
11	Guide team towards the achievement of common goals	★		★									
12	Maintain group cohesion, follower satisfaction, and efficient operations	★		★									
ETHICS & VALUES													
13	Display ethical conduct and honor-system behavior:												
13.1:	Knows and follows organization rules and policies		✪ Employer										
13.2:	Acts with integrity		✪ Employer										
14	Apply ethics in business decision-making, considering the impact on multiple stakeholders								★		★		
ATTITUDE & PRACTICAL EXCELLENCE													
15	Be attentive, proactive and ready to learn		★ Employer										
16	Meet commitments and complete tasks according to assigned requirements		★ Employer										
17	Treat others with respect; show sensitivity to their views, values and customs		★ Employer										
EMPLOYABILITY													
18	Show evidence of a quality, mentored, reflective professional experience		★ Employer										
19	Demonstrate effective job search; career portfolio and resume		★ Faculty										
20	Assume responsibility for one's own career management and goal-setting		★ Employer										

KSA 1: Accredited Business Knowledge

Instruments: Major Field Test (MFT) administered in MNGT 481

KSA 1 INSTRUMENT
Comprehensive Major Field Examination
MNGT 481, "Business Strategy and Policy," is the business capstone course and integrates material from throughout your undergraduate business education. Ten percent (10%) of your grade for the course will be determined by your performance on a comprehensive examination. This examination supports CBE's mission to become a premier regional business school.
 The examination covers basic concepts from accounting, finance, management, operations, economics, international business, statistics, marketing, and other topics covered in the CBE core.
As this test covers material from across the curriculum, it is up to all students to be certain that they are familiar with their course material from all subject areas. Students with a concentration in marketing, for example, may need to brush up their finance and accounting, and vice versa. It is recommended that you allocate sufficient time to review various subjects as you believe is appropriate.
 The topics covered on the exam are available on the CBE website at:
http://wwwnew.towson.edu/cbe/Files/programs/undergraduate/ctcbk.pdf
 The exam is a 2 hour multiple choice exam, and will be given in class.

 There will be no in-class review for the exam.

RUBRIC

Know, apply, and integrate the content of one's major.

Criteria	Exemplary	Acceptable	Unacceptable
Score on Major Field Test	69th percentile of the national distribution or above on the entire test (or about half a standard deviation above the mean), AND 50th percentile or above on ALL subject sub scores.	30th percentile of the national distribution or above on the entire test, AND 20th percentile or above on ALL subject sub scores.	All others.

KSA 2: Write articulate, persuasive, and influential reports, proposals, and letters.

Instruments: Business memo in BUSX 301; **Proposal in MNGT 481**; Report in MNGT 482

BUSX 301: Writing Assignment#1/Presentation#1--Business Communication Evaluation   Fall 2011
The purpose of this assignment is to assess your business communication & research skills.

MNGT 481: Assessment rubric for KSA #2: Write articulate, persuasive and influential reports, proposals and letters (adapted from BUSX 301's "Business Writing Rubric")

Excellent: All questions posed by the assignment are answered with a high level of quality and completeness.

Satisfactory: Most key data is present or most of the questions were answered, but missing minor points

Unsatisfactory: Missing most or all key data or answered questions with a low level of quality and/or completeness.

Report and Presentation (MNGT 481)
Students will complete a report and presentation in MNGT 481, Business Strategy and Policy. As outlined below, the written document will be evaluated for content and conventions of writing on a three point scale. As outlined below, oral presentations will be evaluated for content and knowledge and the conventions of oral presentations on a three-point scale. In each area, a category score of 3 is exemplary, a category score of 2 is 'acceptable,' and a category score of 1 is 'unacceptable.' Each course instructor will report back to the college the percentage of the class scoring 1, 2, or 3 in each respective category listed below.

Rubric

2) Write articulate, persuasive, and influential reports, proposals, and letters.

Criteria	Exemplary	Acceptable	Unacceptable
Content: Fully developed and maintained central idea.	Clear and effective support of central idea, full development of relevant message, in-depth analysis through which reader gains knowledge and understanding.	Clear support of central idea, development of relevant message, basic analysis through which reader gains knowledge.	Unclear and undeveloped ideas, lack of support and no analysis, leading to reader confusion or misinterpretation.
Organization: Clearly focused and organized with a logical progression of ideas around a common theme.	Logical arrangement and smooth flow of focused ideas around a central theme, allowing reader to follow reasoning and meaning.	Logical arrangement of generally connected ideas around a central theme, allowing reader to usually following line of reasoning.	Lack of focus and organization with few or no ideas around a central theme, leaving the reader unable and unwilling to identify a line of reasoning.
Purpose: Clearly apparent task accomplished through writing.	Writer's purpose is immediately evident to the reader and remains consistent throughout the paper.	Writer's purpose becomes clear to the reader as the paper progresses, although the writer occasionally digresses from the purpose.	There is no clear purpose to the paper that is evident to the reader.
Support: Substantial and varied support of ideas through appropriate details and evidence	Substantial support of ideas is provided through varied and appropriate details and documentation demonstrating clear linkage between the	Sufficient support of ideas is provided through detail and documentation demonstrating linkage between evidence and main points.	Little or no support of ideas, weak or no link between main idea and evidence.

	evidence and the main points.		
Conventions of Writing:	No usage, grammatical or mechanical errors; consistent and professional tone; well-phrased and varied sentences; consistent and appropriate word choice.	Minimal errors in usage, grammar or mechanics; generally professional tone; some variety in sentence structure; generally appropriate word choice.	Mistakes in usage, grammar, mechanics and sentence structure detract from reader's understanding; tone is unprofessional; words are used inappropriately and confuse the reader.

KSA #3: Make articulate, persuasive, and influential oral presentations (BUSX 301; MNGT 481)

BUSX 301
PRESENTATION #3—Strategy Recommendation Presentation

RUBRIC

Criteria	Exemplary	Acceptable	Unacceptable
Content and Knowledge: Fully developed and maintained central idea.	Audience is presented with full coverage and explanation of information related to topic and presenter provides complete and elaborate answers to questions.	Audience is presented with sufficient information about the topic and presenter is able to answer expected questions.	Audience is presented with insufficient information about the topic and student cannot answer questions about the topic.
Organization: Clearly focused and organized with a logical progression of ideas around a common theme.	Logical, interesting and understandable sequence of information which is easily followed by the audience.	Logical sequence of information which is easily followed by the audience.	The audience cannot understand the presentation because there is no sequence of information.
Media Effective use of multimedia to enhance audience experience.	Unique and interesting use of presentation media enhances audience understanding and appreciation; no spelling or grammatical errors in presentation text; interesting visual or sound effects.	Basic use of presentation media to support audience understanding; no more than two spelling or grammatical errors in presentation text.	Ineffective use of presentation media and multiple spelling and/or grammatical errors such that audience is not able to understand or sustain interest in the topic.
Support: Substantial and varied support of ideas through appropriate details and evidence	Effective and interesting use of graphics to explain and reinforce screen text and presentation.	Use of graphics related to text and presentation.	No use of graphics in presentation.
Conventions of Oral Presentation: Effective presentation of ideas and supporting documentation in oral report format.	Direct eye contact with audience, rarely looks at notes, maintains fluid and relaxed movements, and uses clear voice and correct pronunciation.	Consistent use of eye contact with audience but substantial reliance on notes; movements and gestures enhance articulation; clear voice that is heard by most of the audience.	No eye contact with audience; reads entire report from notes; no movement or descriptive gestures; obvious tension and nervousness; mumbles or speaks too quietly for audience to hear.

KSA 4: Develop graphic, spreadsheet, and business analysis to support position taken (EBTM 365; ECON 306)

EBTM 365

Scoring Rubric (50 Points)

	Exemplary (9-10 pts)	Acceptable (5-8 pts)	Developing (1-4 pts)
Format and Business Writing (10 Points)	❑ Tone and style are appropriate and consistent for business communication. ❑ Business letter and report are properly formatted and complete	❑ Responses are clear and concise ❑ Data tables are inserted appropriately to support the discussion ❑ Business letter and business report are used	❑ Spelling and grammar are accurate. ❑ 12 pt font and 1" margins
Check Sheet and Pareto Chart (10 Points)	❑ Check Sheet and Pareto Chart clearly summarize the data and identify the priorities ❑ Charts are complete and accurate	❑ Check Sheet and Pareto Chart are properly titled ❑ Data are accurately represented in the Check Sheet and Pareto Chart	❑ Check Sheet and Pareto Chart are included ❑ 3-5 logical categories are identified ❑ Pareto chart includes historical and target data
Run Charts (10 Points)	❑ Run charts are accurately titled and axis labeled	❑ Run chart data are accurate and the scale consistent / appropriate	❑ Run charts for the overall trend and individual categories are provided
Cause-Effect Diagram (10 Points)	❑ Diagram includes more than 4 sources of failures with 3-4 causes within each source ❑ Diagram reflects a clear understanding of using the tool to identify sources of quality failures	❑ Diagram includes at least 4 sources of failures and 2 causes within each source ❑ Diagram is developed from the critical area identified by the Pareto analysis	❑ Diagram is included in the analysis
Recommendation (10 Points)	❑ 5 recommendations are provided ❑ Recommendations are feasible and clearly linked to the data analysis	❑ 3-4 recommendations are clearly linked to the data and analysis ❑ Implementing the recommendations is feasible	❑ 1-2 reasonable recommendations are provided

ECONOMICS 306 KSA – FALL 2009

Rubric for 2009 assessment:

	Exemplary	Acceptable	Unacceptable
Import and manipulate data sets.	The student imports the data and calculates all the required statistics	The student imports the data and calculates some of the statistics.	The students fails to import the data and/or calculates few of the required statistics
Generate and report the results of regression analysis.	The student successfully executes the required regression and reports the required output.	The student successfully executes the required regression but fails to completely report the	The student unsuccessfully executes the required regression.

		required output.	
Interpretation of results	The student correctly answers most of the questions in the exercise.	The student correctly answers some of the questions in the exercise.	The student correctly answers few of the questions in the exercise.

KSA 5: Engage in active listening in individual and group settings (BUSX 460 Employer Survey)

Criteria	Exemplary	Acceptable	Unacceptable
Acquire and Analyze Information: Acquires and analyzes knowledge from others through listening	Interprets meaning through hearing and listening, and identifies speaker's purpose and point of view, evaluates and interprets information, and applies information to a specific purpose or task. Employer rating of 5 on a 1 – 5 scale	Extracts ideas and information through hearing and listening, and identifies purpose and point of view, and applies information to a specific purpose or task. Employer rating of 4 on a 1 – 5 scale	Fails to collect sufficient information through hearing and listening, unable to identify speaker's purpose and point of view, demonstrates little or no evidence of understanding information. Employer rating of 3 or less on a 1 – 5 scale
Follow Directions: Gains knowledge of multi-step instructions from others through listening	Always hears and internalizes multi-step instructions, draws inferences from these instructions, and formulates logical conclusions. Employer rating of 5 on a 1 – 5 scale	Consistently hears and internalizes multi-step instructions, seeks clarifications when necessary, and draws inferences from these instructions. Employer rating of 4 on a 1 – 5 scale	Rarely follows multi-step instructions and often needs to have them repeated before attempting to carry them out. Employer rating of 3 or less on a 1 – 5 scale

KSA 6: Identify problems and /or opportunities using cross disciplinary concepts (Exam in FIN 331; Case in MNGT 361; Case in MKTG 341)
KSA 7: Generate and evaluate feasible alternatives.(MNGT 361; MKTG 341)
KSA 8: Develop comprehensive, justified conclusions and recommendations suing qualitative and/or quantitative tools. (Exam in FIN 331; Case in MNGT 361; Case in MKTG 341)

KSA: Thinking: Critical and Creative
6) Identify problems and /or opportunities using cross disciplinary concepts.

Criteria	Exemplary	Acceptable	Unacceptable
Identify problems and/or opportunities using disciplinary concepts	Identifies a problem as a difference between the existing state of affairs and the desired state. Accurately describes the desired state using at least 2 perspectives. For example, the desired state may lead to greater profits (finance) and greater political clout for a division within the corporation (management/ sociology/ political science)	Identifies a problem as a difference between the existing state of affairs and the desired state. Uses multiple perspectives, but not correctly identified.	Does not identify a problem. Either only states a deficiency in the existing state of affairs or only states a desired state, or does not refer to multiple perspectives.

7) Generate and evaluate feasible alternatives.

Criteria	Exemplary	Acceptable	Unacceptable
7a. Identifies alternatives	Identifies and describes in detail at least three feasible alternatives that reflect an in-depth understanding of the material	Identifies and describes at least three feasible alternatives that reflect an understanding of the material	Identifies two or fewer feasible alternatives or more than two but without demonstrating an accurate understanding of the material.
7b. Identifies criteria for assessing alternatives and ranks alternatives based on importance	Identifies at least three relevant decision criteria and weights each demonstrating a clear priority of some criteria over others. Relative importance is justified using compelling and logical reasoning.	Identifies at least three relevant decision criteria and their relative importance by mentioning a priority of some criteria over others.	Fewer than three relevant criteria are offered and/or there is no discussion of the alternatives' relative importance.
7c. Applies criteria to alternatives	Creates an analysis that includes all alternatives and decision criteria. The rationale shows the difference between all alternatives in terms of relative importance for each criterion.	Each alternative is assessed using all criteria.	Simply describes the application of the criteria without a supporting rationale demonstrating the differences between alternatives.

8) Develop comprehensive, justified conclusions and recommendations suing qualitative and/or quantitative tools.

Criteria	Exemplary	Acceptable	Unacceptable
8a. & 8b. Develops and justifies conclusion/ recommendation	Evaluates each alternative. Selects best alternative based on relative importance. Relative importance of all criteria is consistent with and reflects criterion ranking developed in Item 7b.	Selects best alternative, but does not make mention of relative importance of various criterion.	Analysis does not provide a clear recommendation and conclusion

Re: KSA assessment #6 and #8 – data collection in the spring of 2011 – FIN331

	KSAs	Questions
6	Identify problems and/or opportunities using relevant disciplinary concepts	1, 2, 5, 6, 7
8	Develop comprehensive, justified conclusions and recommendations using qualitative and/or quantitative tools	3, 4, 8, 9, 10

For each KSA

5/5   Exemplary   100%

3-4/5   acceptable   60-80%

0-2/5   unacceptable   <=40%

Assessment of Critical and Creative Thinking Skills in MNGT 361

Spring, 2011

KSA: Thinking: Critical and Creative

Date: _____

Rater: _____   **Student Name:** _____ ID: _____

KSA 6. Identify problems and /or opportunities using relevant disciplinary concepts

TRAIT	Unacceptable (Score=0)	Acceptable (Score=1)	Exemplary (Score =2)	Score
6. Identify problems and/or opportunities using cross - disciplinary concepts	Does not identify a problem. Either only states a deficiency in the existing state of affairs or only states a desired state.	Identifies a problem, but does not clearly describe the difference between the existing state of affairs and the desired state of affairs. .	Identifies a problem as a difference between the existing state of affairs and the desired state. Clearly describes the existing and desired states.	

KSA 7. Generate and evaluate feasible alternatives.

TRAIT	Unacceptable	Acceptable	Exemplary	Score
7a. Identifies alternatives	Identifies fewer than six feasible alternatives or does not demonstrate an accurate understanding of the material.	Identifies and describes six feasible alternatives that reflect an understanding of the material	Identifies and describes in detail six feasible alternatives that reflect an in-depth understanding of the material	
7b. Identifies criteria for assessing alternatives and ranks alternatives based on importance	Fewer than three relevant criteria are offered and weights are either not assigned or do not facilitate the differentiation of alternatives.	Identifies at least three relevant decision criteria and weights each demonstrating a priority of some criteria over others.	Identifies at least three relevant decision criteria and weights each demonstrating a clear priority of some criteria over others. Weighting is justified using compelling and logical reasoning.	
7c. Applies criteria to alternatives	Simply describes the application of the criteria without a supporting spreadsheet demonstrating the differences between alternatives or does a spreadsheet that does not demonstrate the difference between alternatives.	Creates a table in spreadsheet form that includes all alternatives and decision criteria. Each alternative is assessed using all criteria.	Creates a table in spreadsheet form that includes all alternatives and decision criteria. The spreadsheet shows the difference between all alternatives in terms of values and weights for each criterion.	

KSA 8. Develop comprehensive, justified conclusions and recommendations suing qualitative and/or quantitative tools.

TRAIT	Unacceptable	Acceptable	Exemplary	Score
8a. Develops conclusion/ recommendation	Analysis does not develop a score for each alternative or does not effectively use the spreadsheet.	Using a spreadsheet, evaluates each alternative. Selects best alternative based on score (sum of weights times values across all criteria).	Using a spreadsheet, evaluates each alternative. Selects best alternative based on score (sum of weights times values across all criteria). Weights of all criteria are consistent with and reflect criterion ranking developed in Item 7b.	
8b. Justifies conclusion/ recommendation	Does not explain the advantages and disadvantages of each alternative in writing. Selected recommendation is not adequately justified, and/or and shortfalls of alternatives not chosen clearly articulated.	Explains the advantages and disadvantages of each alternative in writing, but may not refer to all criteria. Provides justification in writing, but only discusses trade-offs and	Explains the advantages and disadvantages of each alternative in writing with reference to all criteria, using compelling and logical reasoning. Justifies selected	

		shortfalls of some of the alternatives not chosen.	recommendation by discussing its unique strengths, as well as trade-offs and shortfalls of all alternatives not chosen.	

KSA 9: Use general & discipline specific software for state-of-the-practice business applications (EBTM 337; CPE)

CBE Computer Proficiency Exam (not applicable for Panama program)

Students whose catalog year is 2008-09 or later and are a pre-major in accounting, business administration, e-Business, and any combined CBE majors are required to take the CBE Computer Proficiency Exam as an admissions requirement to the major.

Steps for taking the CBE Computer Proficiency Exam
1. Register for a scheduled exam date.
2. Purchase the software.
3. Review the exam policies and use the study guides and lessons to prepare for the exam.
4. Arrive to the exam prepared.

http://www.towson.edu/cbe/student_resources/cpe.asp

Criteria	Exemplary	Acceptable	Unacceptable
Score on Computer Proficiency Exam: First time takers	90-100	70-89	<70
Score on Computer Proficiency Exam: Second time takers	90-100	70-89	<70
Score on Computer Proficiency Exam: Third time takers	90-100	70-89	<70

KSA #9: EBTM 337

KSA#9: Use general and discipline specific software for state-of-the-practice business applications

Assignment	Software Tool and Feature	Task Component	Exceptional (7-10 Points)	Acceptable (3-6 Points)	Unacceptable (0-2 Points)
Using MS-Excel to assist in decision-making	Microsoft Excel -Filtering records - Regression technique -IF function – Graphing -Formatting table	Filtering records (0-10 Points)	Student correctly applies the advanced filter feature in Excel and extracts the record in another location with appropriate column name and formatting according to instructions	Student correctly applies the advanced filter feature in Excel and extracts the record in another location	Student does not filter record or extracts record without using the advanced filter feature
		Regression technique (0-10 Points)	Student correctly applies the regression technique, demonstrates all the calculations as listed in the sheet and computes using the predicted salary as shown in the assignment.	Student correctly applies the regression technique, demonstrates some of the calculations	Student does not apply the regression technique.
		IF function (0-10 Points)	Student correctly applies the IF function as shown in the assignment.	Student incorrectly applies the IF function in one or more cases.	Student does not apply the IF function.
		Graphing (0-10 Points)	Student correctly draws the graphs with the correct axis titles, legends and displays the trend line as shown in the assignment.	Student correctly draw the graph with the correct axis and/or lacks few features such as legend, trend line, axis title	Student does not provide the graph.
		Formatting (0-10 Points)	Output results and format are professional looking, as shown in the assignment.	Output results and format are acceptable looking, and/or contain a few errors.	Output results and form are not acceptable looking and contain significant errors.

Total: 0-40 Points

Leadership & Teamwork (BUSX 301; EBTM 311)
KSA 10: Focus on goal achievement;
KSA 11: guide a team towards the achievement of common goals
KSA 12: Maintain group cohesion, follower satisfaction, and efficient operations

Survey on Knowledge, Skills, and Attitudes (KSAs)

Towson University
College of Business and Economics

Instructions: You are invited to participate in a very important survey that the College of Business and Economics is administering on knowledge, skills, and attitudes (KSAs). The survey will help the college collect valuable information on our students' KSAs focused by the team project in this class. Please indicate whether you agree with each of the following statements by marking your answer using the Scantron sheet. The survey will take you approximately 10 minutes.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My team had specific goals for the project.	a	b	c	d	e
2. My team had a clear plan to accomplish the goals of the project.	a	b	c	d	e
3. Each of the members of my team knew his or her tasks and responsibilities.	a	b	c	d	e
4. My team had a clear leader.	a	b	c	d	e
5. A specific member played a leading role in the project.	a	b	c	d	e
6. One member of our team made many major decisions.	a	b	c	d	e
7. Personality clashes were evident in our team.	a	b	c	d	e
8. There was a lot of tension in our team.	a	b	c	d	e
9. The majority of team members seemed upset working in our team.	a	b	c	d	e
10.There was a great deal of emotional conflicts in our team.	a	b	c	d	e
11.Friction was obvious among our team members.	a	b	c	d	e
12. Our team members often disagreed about who should do what.	a	b	c	d	e
13. Members in my team often disagreed about the way to complete the group task.	a	b	c	d	e
14. Members in my team often disagreed about the method for making decisions	a	b	c	d	e
15. There were major differences of opinions in our team.	a	b	c	d	e
16. Members of our team often	a	b	c	d	e

disagreed about the decisions to be made.					
17. There were often conflicts about ideas in our team.	a	b	c	d	e
18. When we had disagreements, we tried to resolve them.	a	b	c	d	e
19. My team managed conflicts effectively.	a	b	c	d	e
20. Most of our team conflicts were successfully resolved.	a	b	c	d	e
21. Members in my team often supported each other in tasks.	a	b	c	d	e
22. Members in my team often encouraged each other in face of difficulties.	a	b	c	d	e
23. Members in my team helped keep each other motivated.	a	b	c	d	e
24. My team worked together better than most teams on which I have worked.	a	b	c	d	e
25. My teammates and I helped each other better than most other teams on which I have worked.	a	b	c	d	e
26. My teammates and I got along better than most other teams on which I have worked.	a	b	c	d	e
27. My teammates often provided each other constructive feedback.	a	b	c	d	e
28. My teammates communicated effectively with each other.	a	b	c	d	e
29. My team members mostly listened to each other's opinions.	a	b	c	d	e
30. My team members usually did not publically criticize each other's work or opinions.	a	b	c	d	e
31. I think my team did great on the project.	a	b	c	d	e
32. I think my team was very effective.	a	b	c	d	e
33. My team was very efficient.	a	b	c	d	e
34. My team got things done quickly	a	b	c	d	e
35. I am satisfied with my team's performance on the project.	a	b	c	d	e

10) Focus on goal achievement;

Criteria	Exemplary	Proficient	Unacceptable
Motivation and Goal Setting: Foster action toward achievement of vision, mission and goals	Effective situational analysis that translates into clear and appropriate recommendations for workable goals for self and team; develops a clear and inclusive action plan or agenda with designated work tasks and responsibilities, uses mechanisms for participation and input from the team.	Identifies and describes a hypothetical situation demonstrating the interrelatedness of vision, mission, goals, and plan development; creates goals and utilizes some team input in developing an action plan and assigns tasks.	Does not demonstrate an understanding of the interaction between vision, mission, and goals or fails to translate goals into a coherent action plan or agenda, does not solicit team input, does not set goals, or creates goals that would not be accepted by a team.

11) guide a team towards the achievement of common goals

Facilitating Group Process: Create empowered environment for equal team contribution	Leads and empowers group members towards consensual solutions; addresses power and its use; influences team behavior by providing a role model on critical tasks; facilitates agreed upon responses within a specified time limit.	Is able to lead and empower group members with support to reach consensual solutions that result in group satisfaction.	Is not able to lead or empower a group to develop a consensus which results in member satisfaction; draws on inappropriate power and tickets, suggests plan of action that involves operating independently of the group.
Communication/Interaction Style: Fosters communication/interaction behaviors appropriate to the situation	Describes communication style or interaction process and explains why this is appropriate, addresses communication needs of the group such as active listening, supportive feedback, and assertive communication.	Acknowledges importance of communication and provides guidance. Lists communication/interaction options and additional communication processes.	Fails to acknowledge role of communication or interaction style, does not develop communication or interaction options, and provides no guidance on communication and interaction within the group.
Conflict Resolution: Ensures effective resolution of conflict	Accurately analyzes situational sources of conflict, recommends appropriate responses for positive outcomes, describes and applies collaborative conflict resolution	Acknowledges situational sources of conflicts and recommends responses for conflict resolution, does not address positive outcomes of conflict.	Fails to address issues of conflict, does not provide adequate coverage of processes for conflict resolution, and provides no analysis of sources or beneficial outcomes of conflict.

12) Maintain group cohesion, follower satisfaction, and efficient operations

Criteria	Exemplary	Proficient	Unacceptable
Communication/Interaction Style: Fosters communication/interaction behaviors appropriate to the situation	Describes communication style or interaction process and explains why this is appropriate, addresses communication needs of the group such as active listening, supportive feedback, and assertive communication.	Acknowledges importance of communication and provides guidance. Lists communication/interaction options and additional communication processes.	Fails to acknowledge role of communication or interaction style, does not develop communication or interaction options, and provides no guidance on communication and interaction within the group.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player
Attitude http://www.challenge.nm.org/ archive/08-09/kickoff/classes/Teamwork Rubric.pdf	Is never publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Is rarely publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Is often publicly critical of the project or the work of other members of the group. Is often negative about the task(s).

KSA 13 Display ethical conduct and honor-system behavior (BUSX 460 Employer Survey)

BUSX 460: See page 43 for the instrument

Criteria	Exemplary	Acceptable	Unacceptable
Display ethical conduct and honor system behavior	Rating of 5	Rating of 4	Rating of 1, 2 or 3

KSA 14: Apply ethics in business decision-making, considering the impact on multiple stakeholders

MNGT 482: See pages 7 – 8 for the instrument.

RUBRIC

Criteria	Exemplary	Proficient	Unacceptable
Ethical Theories Cited	Two or more ethical theories correctly cited (e.g. utilitarianism, rights, justice),	One ethical theory correctly cited.	Ethical theories incorrectly applied or none offered
Stakeholders identified	Two or more stakeholders identified	Single stakeholder identified	No critical stakeholders identified
Implications discussed	Appropriate implications discussed adequately	Limited implications discussed	Problematic conclusions proposed (e.g. "do nothing" or "lie")

Scoring: Exemplary: Meets exemplary standards on all criteria

Proficient: Proficient or higher on all criteria

Unacceptable: Unacceptable on any criteria

KSAs 15 – 20: Employer Survey in BUSX 460
15) Be attentive, proactive and ready to learn
16) Meet commitments and complete tasks according to assigned requirements
17) Treat others with respect; show sensitivity to their views, values and customs
18) Show evidence of a quality, mentored, reflective professional experience
19) Demonstrate effective job search: career portfolio, resume, and interview skills
20) Assume responsibility for one's own career management and goal-setting

KSA: Attitude and Practical Excellence

15) Be attentive, proactive and ready to learn

Criteria	Exemplary	Acceptable	Unacceptable
Attendance	Always ready to begin work at the appointed time.	Frequently ready to begin work at the appointed time.	More than a few unexcused absences. Often late.
Materials	Always has the necessary tools, materials, and information necessary to complete task.	Frequently has required materials and information to complete the task at least 80% of the time,	Frequently (80% of the time) does not have the required materials and information necessary to complete task.
Preparation	Always anticipates issues to be discussed and reviews relevant notes and information that will be helpful.	Well prepared, shows careful preparation to discuss most issues that may arise.	Little or no preparation exhibited.
Posture and Attentive Behavior	Usually sits upright, leaning forward, directed toward the speaker, work materials, or activities. Not easily distracted.		
Initiative	Takes initiative by demonstrating leadership qualities at all times.	Takes initiative by demonstrating leadership qualities most of the time.	Seldom takes initiative or show leadership qualities.

16) Meet commitments and complete tasks according to assigned requirements

Criteria	Exemplary	Proficient	Marginal
Follow directions: Gains knowledge of multi-step instructions	Always learns and internalizes multi-step assignment instructions, determines stated and implied goals, formulates logical plan to execute assignment, and ask relevant questions on assignment substance.	Considers assignment instructions, draws some inferences from these instructions, formulates plan to execute assignments, and asks relevant questions.	Fails to understand assignment, only considers the most surface issues raised by the assignment.
Quality and Completeness:	Always submits high quality work that answers all questions and issues presented and shows relevant insights.	Submits high quality work that answers all questions and issues presented.	Missed the point of the assignment, fails to meet basic assignment requirements.

17) Treat others with respect; show sensitivity to their views, values and customs

Criteria	Exemplary	Acceptable	Unacceptable
Treat All People with Dignity and Respect	Treats everyone with personal dignity and respect, no matter what their role or responsibility. Shows deep cultural awareness and sensitivity and actively reaches out to build productive relationships. Recognizes that colleagues and customers are entitled to work in an environment free of verbal, physical and sexual harassment.	Treats everyone with personal dignity and respect, no matter what their role or responsibility. Recognizes that colleagues, customers are entitled to work in an environment free of verbal, physical and sexual harassment	Does not show basic civility and makes judgments heavily influenced by stereotypes and bias; refuses to make efforts to understand others.

KSA: Employability

18) Show evidence of a quality, mentored, reflective professional experience

Criteria	Exemplary	Acceptable	Unacceptable
Meet the criteria on grading form for the portfolio.	Rating of 5	Rating of 4	Rating of 1, 2 or 3

19) Demonstrate effective job search: career portfolio, resume, and interview skills

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Resume Format and Content	The resume consistently follows formatting guidelines for length, layout, spacing, and alignment. Format and layout make the resume exceptionally attractive, drawing attention to the content, and enhancing readability.	Formatting guidelines for length, layout, spacing, and/or alignment are almost always followed. 1-2 problems in format and layout, but readability and attractiveness are not affected.	Formatting is repeatedly inconsistent in length, layout, spacing, and/or alignment, reducing readability and attractiveness	Formatting guidelines for length, layout, spacing, and/or alignment are not followed, making the resume unattractive or hard to read
Resume Content	The resume includes all necessary items (headings) and follows guidelines consistently (e.g. objective, action verbs, dates,, places). Relevant education and experience substantiate position sought and are presented in reverse chronological order	Almost all necessary items are included and guidelines are followed for the most part. 1-2 errors in presentation of the content (e.g. objective, dates/places, action verbs, use of reverse chronological order).	Several necessary content items are missing or there are several errors in presentation (e.g. objective, dates, places, actions verbs or use of reverse chronological order).	Presentation of content contains many errors or omissions, e.g. in the use of chronological order, action verbs, objective, dates, places
Resume Grammar, Punctuation, Spelling, Resume	The resume uses accurate English grammar and vocabulary (word forms, word choice). Action verbs are consistently used in past tense.	There are 1-3 errors in the use of English grammar and vocabulary (word forms, word choice). Action verbs are almost always used in past tense.	There are 4-5 errors in English grammar and vocabulary (word forms, word choice). Action verbs are often not used in past tense	There are more than 5 errors in English grammar and vocabulary (word forms, word choice). Action verbs are usually not used in past tense.
Interview skills	Detailed knowledge about the organization and position being sought. Show poise and confidence. Relates knowledge, skills and attitudes to job very well with relevant examples and support materials.	Some knowledge of the position and organization. Displays confidence in answers. Explain how your knowledge, skills, and attitude, relate to the job.	Knowledgeable about the position but not the organization applicant is interviewing with. Display adequate confidence in answers. Explains knowledge and skills but does not adequately relate them to the job.	You are not knowledgeable about the position or organization you are interviewing with. You are not confident in answering questions about yourself. You do not state the skills you have to do this job.

Career Portfolio	Submits, clear, concise and effective summary of experience, capabilities, and accomplishments; provides quality work samples and insightful reflections showing employment readiness.	Submits, clear, concise and effective summary of experience, capabilities, and accomplishments; provides quality work samples and strong reflections showing employment readiness.	Unclear and/or ineffective summary of experience, capabilities, and accomplishments; provides quality work samples and insightful reflections showing employment readiness	No summary of experience, capabilities, and accomplishments; provides poor quality or irrelevant work samples and no reflections showing employment readiness.

20) Assume responsibility for one's own career management and goal-setting

Criteria	Exemplary	Acceptable	Unacceptable
Faculty evaluation of the "Reflective Commentaries for KSA sections: Provide explanation of KSA and how it applies to future employers"	Demonstrates a very perceptive understanding of future implications of items.	Demonstrates sufficient understanding of future implications of items.	Demonstrates inconsistent, little or no understanding of future implications of items.

MBA Assessment Plan

Goals & Learning Objectives	Where Measured
Goal 1: Innovative Strategies in a Global Environment	
L.O. 1.1 Graduates will integrate functional concepts and tools to develop strategies that are geared to organizational success in a global environment.	MGMT 700
LO 1.2 Graduates will create and defend effective plans to implement business strategies.	MGMT 660
Goal 2: Analysis and Decision-making	
LO 2.1: Graduates will apply contemporary business concepts and technologies to analyze information and recommend effective solutions to business problems.	INSS 640
Goal 3: Effective Communications	
LO 3.1: Graduates will demonstrate effective communication skills	MGMT 700
Goal 4: Leading and Managing People	
LO 4.1: Graduates will evaluate the characteristics of effective leadership and make recommendations to enhance leadership effectiveness.	MGMT 600
LO 4.2: Graduates will recommend effective approaches for motivating employees and managing relationships in a diverse workforce.	MGMT 600
LO 4.3: Graduates will demonstrate the ability to operate effectively in a team setting.	MGMT 600
Goal 5: Ethical and Value-Based Leadership	
LO 5.1: Graduates will recognize ethical dilemmas and recommend appropriate responses.	ECON 640
LO 5.2: Graduates will recognize the impact of corporate actions on society and make recommendations consistent with socially responsible behavior.	ECON 640
Goal 6: Business Functional Tools and Concepts	
LO 6.1: Graduates will apply major concepts, theories, and functional tools from disciplines in the core	ETS Exam

	ACCT 640 MKTG 640 FIN 640

RUBRICS

<table>
<tr><td colspan="4">Goal 1: Innovative Strategies in a Global Environment
LO 1.1 Graduates will integrate functional concepts and tools to develop strategies that are geared to organizational success in a global environment. (MGMT 700)</td></tr>
</table>

GRADUATE ANALYTICAL & PROBLEM-SOLVING ASSESSMENT RUBRIC (MGMT 700 Case Analysis- 100 points available)

	Exceeds Standards	Meets Standards	Fails to Meet Standards
Identification of Symptoms (10 %) ½ page maximum Symptoms are indicators of problems. "Clusters" of symptoms aid in pointing toward underlying problems.	Identifies symptoms clearly, with no confusion between symptoms and problems (5 or more). There is no confusion between symptoms and problems. Symptoms are clustered, with each group of symptoms pointing toward an underlying problem. **(10)**	Identifies majority of symptoms (at least 5). There is little confusion between symptoms and problems. **(8)**	Identifies few, if any symptoms (4 or less). There may be confusion between symptoms, problems and/ or recommendations. **(6)**
Problem Statements (20%) ½ page maximum Problems should be stated in terms that are *actionable* by the decision-maker for the analysis. A good problem definition keeps the case analysis tightly structured because everything discussed after this point must be related to the problem(s) stated in this section. Each problem is stated in one sentence, and is not given in the form of a question. *There should be no more than 3 problems.*	2-3 substantial problems faced by the company's decision-makers are identified, and stated in terms that are actionable by the company's leadership. **(20)**	At least 1 of the company's substantial problems is identified and stated in terms that are actionable by the company's leadership **(15)**	2 or more of the following errors apply: *Problems stated may refer to environmental conditions *Symptoms are stated as the problems. *Recommendations are stated as problems. * Problems may not be stated in single, concise, complete sentences. * More than 3 problems stated may be included. **(12)**
Problem Analysis (15%) ¾ page maximum Problems are dissected to analyze key factors.	Analysis includes all of the following: * 2-3 stated problems are analyzed thoughtfully * At least 1 strategic analysis tool applied * Relevant financial analysis is applied (Financial ratios or other financial analysis approach) **(15)**	Analysis includes 2 of the following: * 1 problem is analyzed thoughtfully OR 2 or more problems are covered superficially. * At least 1 strategic analysis tool applied * Relevant financial analysis is applied (Financial ratios or other financial analysis approach) **(10)**	Analysis includes 1 of the items listed in the next column. **(5)**

Identification of Alternatives (15%) This is for brainstorming.	Identifies a comprehensive set of thoughtful alternatives, excluding "Do Nothing" alternatives (6 alternatives). There is a set of alternatives for each problem. **(15)**	Identifies majority of alternatives (4-5 alternatives), excluding "Do Nothing" alternatives. May have only 1 set of alternatives for more than one problem. **(12)**	Identifies few, if any alternatives (3 or less alternatives) listed or not all aspects of identified problems are addressed. **(10)**
Evaluation of Alternatives (15%) Arguments are provided for and against each alternative.	Pros and cons for alternatives are provided. Arguments are convincing, supported & comprehensive. **(15)**	Pros and cons for alternatives are provided. Most of the arguments are convincing & supported. May be missing a few pros and/or cons. **(12)**	Pros & cons for few, if any alts or only 1 alt. for each problem; Missing significant discussion of alternative pros or cons. **(10)**
Recommended Course of Action (20%) 2 page minimum Develop the most effective, efficient, and feasible combination of alternatives to solve the problems within boundaries of the firm's objectives. Do NOT recommend doing research, hiring a consultant, or setting up a team or com./task force to study the situation. You are the consultants.	Student demonstrates the ability to articulate and defend his analysis and recommendations. Student provides a comprehensive course of action, with substantiated feasibility that is likely to solve all of the priority problems and lead to above average returns in this industry with intensifying competition. Student demonstrates ability to integrate concepts and functional tools from three or more business disciplines to solve complex business problems. **20)**	Student demonstrates the ability to articulate and defend analysis and recommendations. Student provides a course of action, with substantiated feasibility that is likely to solve at least one of the identified problems and lead to above average returns in this industry. Student demonstrates ability to integrate concepts and functional tools from at least two business disciplines to solve complex business problem **(16)**	<table> <tr><td>• Partial courses of action; and/or</td></tr> <tr><td>• Actions recommended do not include specifics to fully address/resolve identified problems</td></tr> </table> **(14)**	Actions rely heavily on hiring, or setting up committee(s)/ team(s) and others to decide how best to solve the problems. OR Brief statements are made about what needs to be done, but few specifics are provided. OR Feasibility of some actions can be questions OR Recommendations include actions not evaluated in previous sections. **(10)**
Implementation Plan (5 %) *Who* is to do *what*; timeframe. Individuals/depts. are named.	Timeline and those responsible are identified and detailed. **(5)**	Timeline is adequate but responsibilities are not identified OR responsibilities are identified by the timeline is not adequate. **(3)**	Timeline with those responsible not provided. **(0)**

Scoring Key:

_____ Exceeds Standards 90 – 100

_____ Meets Standards 70 – 89

_____ Fails to Meet Standards ≤69

Total Score: _____

Goal 1: Innovative Strategies in a Global Environment
LO 1.2 Graduates will create and defend effective plans to implement business strategies. (MGMT 660)

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Project Plan	Project plan represents a superior quality product, free from errors, and complete. Plan is clearly explained, justified, and supported.	Project plan is complete and of acceptable quality. Plan is defined, justified, accurate and supported.	Project plan includes major errors or is missing critical components or is not clearly presented.

Goal 2: Analysis and Decision-making
LO 2.1: Graduates will apply contemporary business concepts and technologies to analyze information and recommend effective solutions to business problems. (INSS 640)

	3: Good	2: Fair	1: Poor
Business Processes	Sketches and explains all underlying business processes and interdependencies without error.	Provides business process diagram(s) containing fundamental elements/descriptions, with some minor errors and/or missing elements/descriptions.	Provides business process diagram(s) with missing fundamental elements/descriptions and/or major errors.
Information Inputs	Correctly identifies the information inputs and input sources for each business process, without error.	Correctly identifies major information inputs and input sources for key business processes, with some missing inputs/sources and/or minor errors.	Fails to correctly identify major information inputs and input sources for key business processes, and/or misses several other inputs/sources.
Technology Support	Correctly characterizes the role intensity of technology in the facilitation of each business process, and suggests necessary technological changes where applicable.	Correctly characterizes the role intensity of technology in the facilitation of key business processes, with some missing analysis and/or minor errors. Successfully identifies necessary major technological changes where applicable.	Incorrectly or insufficiently characterizes the role intensity of technology in the facilitation of key business processes, or with much analysis missing. Does not successfully identify necessary major technological changes where applicable.
Systemic Support	Thoroughly assesses organizational strengths and weaknesses in use of "complementary assets" to enhance technology support. Comprehensively analyzes whether more could be done to complement technology support.	Reasonably assesses major organizational strengths and weaknesses in use of "complementary assets" to enhance technology support. Provides some analysis of whether more could be done to complement technology support.	Incorrectly or cursorily assesses organizational strengths and weaknesses in use of "complementary assets" to enhance technology support. Provides limited or no analysis of whether more could be done to complement technology support.

Total Score: _____

Scoring Key
Exceeds standards: 11–12
Meets standards: 7–10
Fails to meet standards: ≤ 6

Goal 3: Effective Communications
LO 3.1: Graduates will demonstrate effective communication skills

Assessed using MKTG reports. Outsourced to the writing center.

Graduate Writing Rubric

	3: Exceeds Standards	2: Meets Standards	1: Fails to Meet Standards	Score
Logic & Organization	Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions. Clear and specific introduction and conclusion.	Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together, good introduction and conclusion.	Does not develop ideas cogently, uneven and ineffective overall organization, unclear introduction or conclusion.	3 2 1
Language	Employs words with fluency, develops concise standard English sentences, balances a variety of sentence structures effectively.	Word forms and sentence structures are adequate to convey basic meaning. Presence of a few errors is not distracting.	Employs words that are unclear, sentence structures inadequate for clarity, errors are seriously distracting.	3 2 1
Spelling & Grammar	The writing is essentially error-free in terms of spelling and grammar.	While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread.	Writing contains numerous errors in spelling and grammar which interfere with comprehension.	3 2 1
Development of Ideas	Explores ideas vigorously, supports points fully using a balance of subjective and objective evidence, reasons effectively making useful distinctions.	Supports most ideas with effective examples, references, and details, makes key distinctions.	Most ideas unsupported or presented weakly. Confusion between personal and external evidence, reasoning unclear or flawed.	3 2 1
Purpose	The writer's decision about focus, organization, style, and content fully elucidate the purpose and keep the purpose at the center of the piece.	The writer has made good decisions about focus, organization, style, and content so as to achieve the purpose of the writing.	The writer's decisions about focus, organization, style, and content sometimes interfere with the purpose of the writing.	3 2 1

Scoring Key: **Total Score: _____**
____ Exceeds standards   13 - 15
____ Meets standards   9 - 12
____ Fails to meet standards ≤ 8

Goal 4: Leading and Managing People
LO 4.1: Graduates will evaluate the characteristics of effective leadership and make recommendations to enhance leadership effectiveness.
LO 4.2: Graduates will recommend effective approaches for motivating employees and managing relationships in a diverse workforce.
(MGMT 600)

	3: Exceeds Standards	**2: Meets Standards**	**1: Fails to Meet Standards**	**Score**
Evaluate the characteristics of effective leadership needed in this situation and make recommendations to enhance leadership effectiveness.	Addresses power and its use as a critical leadership task. Acknowledges difference power strategies and makes recommendations for effective power responses as a function of the situational demands. Leadership behaviors suggested would influence team behavior by providing a role model on critical tasks. Describes ways to create an empowering environment in which all team members contribute equitably to shared team goals.	Identifies possible power and influence tactics but doesn't differentiate between different approaches to power/empowerment and their appropriateness to the situation. Acknowledges importance of exercising power as a leader, but says little else to explain why or how. Focuses attention on the exercise of personal power and fails to address social power and team goals.	Draws on inappropriate power bases & tactics - for example, suggests using coercive power when expert or reward power would be more appropriate. Suggested plan of action involves operating independently of the group. Fails to address power as critical leadership requirement.	3 2 1
Conflict Resolution	Accurately analyzes situational sources of conflict and advises on appropriate responses for generating positive outcomes from conflict. Describes and applies a collaborative (win/win) conflict resolution process when appropriate, referring to other conflict modes (e.g., avoiding, accommodating, compromising) as called for by the circumstances. Encourages conflict as a source of positive outcomes.	Describes a generic approach to conflict resolution (e.g., collaboration) without analyzing situational factors or acknowledging other modes of conflict resolution. Doesn't refer to situational sources of conflict or to the possible benefits of conflict. Discusses conflict in strictly negative terms, preferring to avoid conflict.	Fails to address issues of conflict or makes passing mention of the need for conflict resolution without providing adequate coverage of concepts or processes of conflict resolution. Provides no analysis of sources or beneficial outcomes of conflict.	3 2 1

Recommend effective approaches for motivating employees and managing relationships.	Effectively analyzes situational demands to recommend appropriate response for creating a motivating environment, incorporating the	Acknowledges the need to address motivation issues. Mentions goal setting and/or rewards but lacks specificity or complexity in dealing with situational demands. Creates	Does not adequately address motivational needs of the team, or doesn't mention motivation at all. Fails to mention feedback, rewards, and/or equity. Does not	3 2 1

Scoring Key:

____ Exceeds standards   8 - 9

____ Meets standards   5 - 7

____ Fails to meet standards ≤ 5

Goal 4: Leading and Managing People

LO 4.3 Graduates will demonstrate the ability to operate effectively in a team setting. (MGMT 600)

Team Member Effectiveness

Rubr	3: Exceeds Standards	2: Meets Standards	1: Fails to Meet Standards	Score
Preparation Involves the degree to which a learning partner is prepared to help the team's learning process.	Brings in extra material in order to enrich the learning environment and is prepared to help the team's learning process.	Reads material and prepares written answers to questions.	Reads material during exercise or has not read material; is not prepared to help the team's learning process.	3 2 1
Contributes to Discussion Involves the extent and nature of a learning partner's interpersonal involvement during team meetings.	Explains material to others and provides new insights in order to promote interpersonal involvement during team meetings.	Is able to answer other's questions and relates material to own experience during team meetings.	Occasionally makes a comment related to the topic being discussed or does not make any contribution during team meetings.	3 2 1
Attends Class & Team Meetings Involves the physical presence of a learning partner during class and team meetings.	During class and team meetings, is always present or rarely misses, only 1-2 times a semester.	Occasionally misses class and team meetings, only 3-4 times a semester.	Frequently misses class and team meetings, ≥5 times a semester.	3 2 1
Creates a Positive Learning Environment Involves a learning partner's contribution to developing a positive team culture.	Interaction with team members is positive; keeps team sessions light to develop a positive team culture.	Is mostly supportive of other's contributions in an effort to promote a positive team culture. On occasion, may be neutral in affective contribution to the team.	Does not contribute in a positive manner and sometimes, may focus on negative things.	3 2 1
Communicates Effectively Involves how well a learning partner communicates and stays connected with team members.	Comments are almost always positive, easily understood; when giving constructive criticism, feedback is timely, specific, and behaviorally focused.	Is usually an effective communicator; gives feedback that is often helpful.	Comments are sometimes vague and has trouble getting a point across; comments may be negative in tone or sometimes argumentative.	3 2 1

Scoring Key:

____ Exceeds standards   13 - 15
____ Meets standards   9 - 12
____ Fails to meet standards ≤ 8

Goal 5: Ethical and Value-Based Leadership
LO 5.1: Graduates will recognize ethical dilemmas and recommend appropriate responses.
LO 5.2: Graduates will recognize the impact of corporate actions on society and make recommendations consistent with socially responsible behavior. **(ECON 640)**

LO 5.1: Graduates will recognize ethical dilemmas and recommend appropriate responses

	3: Exceeds Expectations	**2: Meets Expectation**	**1: Fails to Meet Expectations**	**Score**
Knowledge of Ethical Decision-Making	Identifies and presents in-depth examination of the ethical dilemma(s).	Identifies major aspects of the ethical dilemma(s).	Partially recognizes the ethical dilemma(s).	3 2 1
Development via references, examples, etc.	Incorporates an outstanding selection of relevant, specific references to source material. Incorporates meaningful examples to develop their response.	Incorporates a representative sample of relevant, specific references into the essay. Misses some opportunities to use examples to develop their response.	Incorporates few or no relevant examples or specific references to source material. If specific references or examples are used, they are out of context or not explained.	3 2 1
Analysis and Evaluation	Clearly states a central argument(s). Identifies salient ethical values. Analysis is thorough with substantial depth of exposition.	States a central argument(s) but with some lack of precision. Fails to identify some of the salient ethical values. Analysis is thin in some respects leaving gaps in exposition.	Fails to identify or hastily dismisses aspects of a central argument(s). Fails to identify salient ethical values. Lacks coherent explanations. Large gaps in reasoning. Omits basic arguments or overlooks key points. Answers by rephrasing the question. Answers in one or two sentences. No depth of exposition.	3 2 1
Conclusion and Recommended Course of Action	Justifies key conclusions and explains assumptions, theories, and values used. Articulates the principles and values which underlie the analysis and which lend integrity to the recommended course of action.	Draws conclusions but some are not adequately justified. Recommends a course of action without fully articulating the value judgments and principles upon which it is based.	Does not clearly set forth conclusions and a recommended course of action. Or, if a course of action is set forth, it is not justified. Value judgments may conflict and undermine the integrity of the conclusion.	3 2 1

Scoring Key:
____ Exceeds standards   11 - 12
____ Meets standards   7 - 10
____ Fails to meet standards ≤ 7

LO 5.2: Graduates will recognize the impact of corporate actions on society and make recommendations consistent with socially responsible behavior.

	3: Exceeds Expectations	2: Meets Expectation	1: Fails to Meet Expectations	Score
Knowledge of Corporate Social Responsibility	Formulates socially responsible choices available to decision makers.	Partially constructs socially responsible choices but presents each with a somewhat limited perspective.	Sketches of socially responsible choices are few, incomplete, or not thought out.	3 2 1
Development via references, examples, etc.	Incorporates an outstanding selection of relevant, specific references to source material. Incorporates meaningful examples to develop their response.	Incorporates a representative sample of relevant, specific references in to the essay. Misses some opportunities to use examples to develop the essay.	Incorporates few or no relevant examples or specific references to source material. If specific references or examples are used, they are out of context or not explained.	3 2 1
Analysis and Evaluation	Clearly states a central argument(s). Analysis is thorough with substantial depth of exposition.	States a central argument(s) but with some lack of precision. Analysis is thin in some respects leaving gaps in exposition.	Fails to identify or hastily dismisses aspects of a central argument(s). Large gaps in reasoning. Omits basic arguments or overlooks key points. Answers by rephrasing the question. Answers in one or two sentences. No depth of exposition.	3 2 1
Conclusion and Recommended Course of Action	Justifies key conclusions and explains assumptions, theories, and values used. Articulates the principles and values which underlie the analysis and which lend integrity to the recommended course of action.	Draws conclusions but some are not adequately justified. Recommends a course of action without fully articulating the value judgments and principles upon which it is based.	Does not clearly set forth conclusions and a recommended course of action. Or, if a course of action is set forth, it is not justified. Value judgments may conflict and undermine the integrity of the conclusion.	3 2 1

Scoring Key:
____ Exceeds standards   11 - 12
____ Meets standards   7 - 10
____ Fails to meet standards   ≤ 7

Goal 6: Business Functional Tools and Concepts
LO 6.1: Graduates will apply major concepts, theories, and functional tools from disciplines in the core
(MGMT 600)

The rubric for MKTG 640 is below. ACCT 640 and FIN 640 use exam questions.

MKTG 640 - Strategic Marketing – Harvard Business School Case Analysis Rubric

Rubric for MKTG 640 final individual project Creating a marketing plan based on the final HBS case	3: Exceeds standards	2: Meets standards	1: Fails to meet standards	Score
Executive Summary	In one page, captures the essence of the marketing plan and communicates its foundation and action plan. The reader will have a complex understanding of all aspects of the plan.	In one page, captures the essence of the marketing plan and communicates its foundation and action plan. The reader will have a basic understanding of all aspects of the plan.	Fails to captures the essence of the marketing plan and communicate its foundation and action plan. The reader will not understand all aspects of the plan.	3 2 1
1 Situation Analysis	Covers each of the elements of the situation analysis well. The coverage may include enhanced analysis, including conceptual, financial or statistical material.	Covers each of the elements of the situation analysis adequately.	Omits some elements or covers them poorly. May contain factual mistakes or obviously unrealistic assumptions.	3 2 1
1.1 Market Analysis	Market/Customer Analysis provides accurate descriptions of: Market Size, Market Growth, Market Potential and Forecast, Market Segments, and Consumer Behavior. Using the material in the case, the analysis is thorough, uncovers important findings that are not obvious.	Market/Customer Analysis provides accurate descriptions of: Market Size, Market Growth, Market Potential and Forecast, Market Segments, and Consumer Behavior.	Market/Customer Analysis provides descriptions of: Market Size, Market Growth, Market Potential and Forecast, Market Segments, and Consumer Behavior that are incomplete or contain factual errors..	3 2 1
1.2 Competitor Analysis	Using material contained in the case, Competitor Analysis provides accurate descriptions of existing competitors, their strategies, and their relative market shares. Exceeding standards may involve deep analysis	Using material contained in the case, Competitor Analysis provides accurate descriptions of existing competitors, their strategies, and their relative market shares. The section may report on competitors that comprise at least	Using material contained in the case, Competitor Analysis fails to provide accurate descriptions of existing competitors, their strategies, and their relative market shares. Problems may include inaccurate or	3 2 1

	or synthesis of the facts to highlight important facts not obvious to the reader.	60% of the industry market share or alternatively, the top five competitors in terms of market share.	incomplete reports.	
1.3 Company Analysis	Company Analysis is the classic SWOT Analysis. Student has identified the key Internal Factors (Strengths and Weaknesses) as well as the External Factors (Opportunities and Threats) clearly. There should be evidence of further information processing that highlights the relationship among the factors and sets up the next section of the marketing plan.	Company Analysis is the classic SWOT Analysis. Student has identified the key Internal Factors (Strengths and Weaknesses) as well as the External Factors (Opportunities and Threats) clearly.	Company Analysis is the classic SWOT Analysis. Student has identified only some of the key Internal Factors (Strengths and Weaknesses) or External Factors (Opportunities and Threats). There may be omissions or some confusion in the explanation.	3 2 1
2 Objectives	Describing and discussing a complete set of objectives in a rigorous manner.	Describing and discussing as appropriate the following Marketing Objectives. Sales Revenues, Market Share, Profits, Return on Investment, Customer Satisfaction. Other objectives may include Customer Repeat Purchases, Advertising Day After Recall, Salesperson Quotas, Growth in Distribution Outlets, Sales by Specific Distribution Outlet, or others.	Failing to describe and discuss each of the most important objectives.	3 2 1
3 Marketing Strategies	Complete and thoughtful discussion of marketing strategies that are appropriate to the case organization. The discussion may include potential conflicts and areas for synergy. Shows appreciation for the interactions among a selection of strategies.	Complete discussion of appropriate marketing strategies. *Examples of marketing strategies include*: Entering a new market to increase sales revenues Introducing a new product to build a market Introduction of a new promotional campaign to increase brand awareness Introduce a low price product line to build market share	Discussion of marketing strategies which is incomplete or erroneous. The strategies cited may be faulty or inappropriate.	3 2 1
4 Action Plan	The action plan will be comprehensive and realistic.	Action plans focus on the marketing mix. Thus there should be a discussion	The action plan lacks comprehensive or realistic treatment of the marketing mix.	3 2 1

		of the appropriate choices for: Product, Price. Promotion [Advertising and promotional plans], Public Relations. Distribution. In addition, some consideration should be given to: Sales Force and Marketing Research.	Some recommendations may be recognized as flawed by the average student.	
4.1 Product	Demonstrates clear integration of target market wants and product benefits.	Product benefits and the link with benefits sought by the target market will be clear.	There may be problems or inconsistency in linking the product benefits to the target market.	3 2 1
4.2 Price	Uses the strategic pricing process and justifies the recommended price with facts.	Uses the strategic pricing process approach.	Uses a pricing based on a non-systematic approach.	3 2 1
4.3 Distribution	Justifies clearly the choice of distribution method	Demonstrates knowledge of the link between product, price, market segment wants, and the appropriate distribution method.	Chooses a distribution method that is not consonant with the product, price, target audience or is presented without sufficient justification.	3 2 1
4.4 Promotion	Chooses the appropriate promotion mix given the target audience, and other marketing mix elements. Identifies synergies or advantages resulting from the choice.	Chooses the appropriate promotion mix given the target audience, and other marketing mix elements.	The promotion mix is incomplete or lacks consistency with the consumer or other marketing mix elements.	3 2 1
5 Contingency Plans	Provides contingency plans weighted by the importance of recognized external factors that might mitigate the success of the plan. Offers justification for each element of the plan and a clear link to each external factor.	Provides contingency plans based on recognized potential factors like competitive response, government action, global events, changes in consumer wants.	Fails to provide a complete contingency plan.	3 2 1
6 Overall factors	Justifies each decision using facts contained in the HBS case.	When analyzing actual company cases, the student does not use contemporary market research to exploit hindsight.	Bases the market plan on actual company decisions found through external research.	3 2 1

Scoring Key:

____ Exceeds standards   35 – 42   (85-100%)
____ Meets standards   29 - 34   (70 -84%)
____ Fails to meet standards   ≤ 28   (≤ 70%)