

ASSURANCE OF LEARNING RUBRICS



UNDERGRADUATE PROGRAMS

**RUBRICS FOR
INTENDED OUTCOMES**

**ACCOUNTING – INTENDED OUTCOME
Assessment Rubric**

Student Name: _____

Date: _____

Evaluation Criteria	Fails to Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Score
1. Balance Sheet Analysis	Incorrect or inappropriate data used	Correct data used with minimal errors	Correct data used without any errors	
2. Income Statement Analysis	Incorrect or inappropriate data used	Correct data used with minimal errors	Correct data used without any errors	
3. Statement of Cash Flows Analysis	Incorrect or inappropriate data used	Correct data used with minimal errors	Correct data used without any errors	
4. Notes/ Supporting Schedules Analysis	Unable to identify information and issues needed	Mostly able to identify information and issues needed	Able to identify information and issues needed	
5. Ratio Analysis	Incorrect or inappropriate data used for ratio calculation; vague and minimal knowledge of financial ratios	Correct data used with minimal errors; mostly accurate interpretation of financial ratios	Correct data used without any errors, or assumption(s) made for unavailable data; accurate interpretation of financial ratios	
6. Industry Comparison	Inappropriate competitor identified; incorrect comparison and conclusion drawn	Correct competitor identified; generally correct comparison and conclusion drawn	Correct competitor identified; correct comparison and conclusion drawn	

Total score: _____

Scoring: 18 ~ 16: Exceeds expectations
 15 ~ 12: Meets expectations
 11 ~ : Fails to meet expectations

COMPUTER INFORMATION SYSTEMS – INTENDED OUTCOME
Assessment Rubric

Overall Assessment (circle one): DOES NOT MEETS EXCEEDS

Given a common business scenario, the student will be able to develop a conceptual data model, document that model as an Entity-Relationship diagram, and convert that model to a logical database design for a relational database with tables in third normal form.

	Does not meet expectations	Meets expectations	Exceeds expectations
<i>Conceptual Data Modeling</i>			
Did the student correctly identify the entities in the case?	Did not identify entities correctly	Identified regular entity types	Identified regular entity types as well as subtype/supertypes and associative entities
Did the student correctly identify the relationships in the case?	Did not identify relationships	Identified regular relationships	Identified regular relationships as well as promoting common relationship from subtype to supertype
Did the student correctly identify the attributes of the entity types?	Did not identify attributes	Identified regular attributes	Identified regular attributes as well as multivalued, composite, and derived attributes
<i>Logical Database Design</i>			
Did the student correctly map the E-R diagram constructs into the logical database design?	Missed Entity Types mapping to tables. Missed Attributes mapping to table columns Missed foreign keys for 1-M relationships Missed associative tables for M-M relationship	<ul style="list-style-type: none"> ▪ Entity types mapped as tables, ▪ relationships mapped properly (foreign keys or separate tables), ▪ attributes mapped properly (columns in the tables, special handling of multivalued, composite, derived) ▪ Primary and foreign keys designed properly ▪ Appropriate referential integrity 	
<i>Normalization</i>			
Are the tables in 3rd Normal Form?	Few tables 3NF	Most tables in 3NF	All tables 3NF

BUSINESS ECONOMICS – INTENDED OUTCOME
Assessment Rubric

Student _____

Date _____

Performance Area	Exceeds Expectations Score: 7-10	Meets Expectations Score: 5-7	Fails to Meet Expectations Score: 0-5	SCORE (Total: 10)
Defining the Problem: Identify the nature/environment of the problem (e.g. macro vs. micro, nature of the market structure, variable(s) that is (are) to be solved for.	Student states the problem clearly; correctly identifies the environment; correctly identifies the underlying variable(s)/parameter(s) to be solved.	Student defines the problem adequately.	Student does not identify the problem.	
Developing a plan to solve the problem: Identify the right method/reasoning	Student develops a clear and concise plan to solve the problem.	Student develops an adequate plan to solve the problem.	Student does not develop a coherent plan to solve the problem.	
Use of information: Intermediate steps involve utilization of the information provided	Student follows the plan properly using the information provided.	Student follows the plan adequately.	The use of information is haphazard and/or lacks understanding of the issue at hand.	
Finding the solution and/or Interpreting the Findings: Derive the final solution and/or interpret the result(s).	Student provides a correct solution to the problem. Student is able to provide a clear and correct economic interpretation of the finding, if asked.	Student provides a reasonably correct solution (not necessarily numerically correct) but fails to provide any economic interpretation of the solution.	The student fails to provide any solution, or the solution provided is unreasonable. Economic interpretation does not reflect any understanding of the issues involved.	

FINANCE – INTENDED OUTCOME Assessment Rubric

Student's Name: _____

Date: _____

ASSESSMENT Criteria	Fails To Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	SCORE
<u>Written Communication</u>				
1. Organization	Weak or illogical flow or generally disorganized.	Provides organized analysis that generally maintains focus.	Clear organization and logical analysis.	
2. Sentence Structure & Word Choice	Sentence fragments, minimal vocabulary use, tense agreement errors.	Spell checked, appropriate word choice and generally good sentence structure.	Strong vocabulary and good sentence structure throughout.	
<u>Analytical Skills</u>				
3. Data Collection	Incorrect or inappropriate data or excessive missing data.	Appropriate data with minimal omissions or errors.	Clean, error free data set. Might include pre-calculated intermediate data.	
4. Statistical Analysis	Lacks statistical skills or uses inappropriate models, excessive errors, etc.	Applies correct statistical techniques with minimal, minor errors.	Utilizes best statistical methods with virtually flawless results.	
5. Mini-Portfolio Creation	Security choice demonstrates minimal knowledge of risk reduction theory.	Security choice consistent with risk reduction theory.	Selection of portfolio with near-minimal risk levels.	
6. Financial Analysis CAPM & Beta	Minimal knowledge of the CAPM and Beta risk calculations, numerous errors.	Acceptable Beta calculation techniques with minimal errors.	Clear knowledge of the CAPM and appropriate calculation of Betas.	
7. Risk & Return Analysis	Vague and minimal knowledge of the relationship between risk and return measures.	Mostly accurate discussion of differences and similarities of risk and return measures.	Clearly discusses portfolio versus individual risk and systematic versus total risk.	
8. Security Market Line	Vague and minimal knowledge of the relationship between return and the CAPM beta.	Mostly accurate discussion of the relationship between return and the CAPM beta.	Clearly discusses the relationship between return and the CAPM beta.	

TOTAL SCORE ()

BUSINESS MANAGEMENT & ENTREPRENEURSHIP – INTENDED OUTCOME Assessment Rubric

Evaluative Criteria	Fails to Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)
MARKET ANALYSIS			
1. Description of product/service	Product/service not adequately described.	Product/service adequately described.	Comparisons/contrasts made to similar products/services.
2. Competitive advantage (unique capabilities & proprietary product)	Fails to identify a competitive advantage	Identifies a sustainable competitive advantage.	Identifies a competitive advantage and describes the value proposition for the customer.
3. Target Market	No target market.	Target market and market size identified.	Target market, market size and growth potential identified along with an explanation of how determined.
4. Risks	No risks identified	Risks are identified and clearly stated.	Strategies for managing risks are stated and are credible.
FINANCIAL ANALYSIS			
5. Funding	No funding needs identified or identified needs not credible.	Credible funding needs determined and use of funds defined.	Same as (2) plus clear statement about percent ownership offered to investors.
6. Breakeven of earnings	No mention of earnings breakeven at all.	Sales level where earnings breakeven is determined.	Volume for earnings breakeven determined and time frame for reaching breakeven estimated.
7. Investor return	Absence or inadequate specification of investor return.	Investor return adequately defined.	Investor return defined and exit scenario provided.
OPERATING ISSUES			
8. Management team	Current management team not adequately identified or described.	Current management team described.	Current management team described and strengths emphasized.
9. Value chain	No mention of how product/service will be produced.	Some description of production process. Some parts of value chain (e.g. distribution) missing.	Complete description of value chain from order to delivery.
PRESENTATION			
10. Clarity	Weak or confusing presentation of issues.	All information clearly conveyed.	Information clearly conveyed and assumptions clarified.
11. Factual knowledge	Makes factual mistakes.	Solid understanding of the facts given.	Thorough grasp of facts and some knowledge of applicable industry.
12. Spelling, grammar and sentence structure	Misspelled words, grammatical errors, poor sentence structure.	Few errors. Generally uses good sentence structure.	Good structure and style. No spelling or grammatical errors.

**EVALUATION CHECKLIST AND SUMMARY SHEET
MANAGEMENT AND ENTREPRENEURSHIP BUSINESS PLAN
Assessment Rubric**

	(1)	(2)	(3)
1. Description of product/service	_____	_____	_____
2. Competitive advantage	_____	_____	_____
3. Target market	_____	_____	_____
4. Risks	_____	_____	_____
5. Funding	_____	_____	_____
6. Breakeven	_____	_____	_____
7. Investor return	_____	_____	_____
8. Management team	_____	_____	_____
9. Value chain	_____	_____	_____
10. Clarity	_____	_____	_____
11. Factual knowledge	_____	_____	_____
12. Spelling, grammar, and sentence structure	_____	_____	_____

Total Score _____

Scoring:

12-20 Does Not Meet Expectations

21-29 Meets Expectations

30-36 Exceeds Expectations

MARKETING – INTENDED OUTCOME
Assessment Rubric

Student: _____

Date: _____

TRAIT	Exceeds Expectations (3)	Meets Expectations (2)	Does Not Meet Expectations (1)	SCORE
Measurement Level Application	Demonstrates excellent knowledge of measurement scaling and ability to apply appropriately nominal, ordinal, interval and ratio scales	Shows some knowledge of measurement scaling and application is adequate but not excellent	Performance shows inadequate knowledge of measurement scaling leading to poor application	
Question Format / Technology	The questionnaire contains the appropriate sections (including an adequate introduction), the order of questions fits the application, and the appropriate technologies are leveraged particularly in any screening, branching or randomization questions.	The appropriate sections of the questionnaire are present, screening questions are present and some attempt to leverage appropriate technology has been made	The questionnaire does not contain the appropriate sections, the format is sloppy and/or no state of the art technology application is attempted	
Communication	The instructions are very clear and grammatically correct, the items contain excellent word economy for clarity, statements are unambiguous, nonleading, not double barreled.	The instructions are present and grammatically correct, the items are unambiguous, not double barreled and avoid superlatives appropriately (all, anybody, always...)	No instructions are given, the questionnaire items are poorly worded and present the respondent with ambiguity, leading questions, and/or nonsensical items	
Match of Questionnaire to Research Objectives	The research objectives for the survey are clearly and appropriately stated (including the research questions/hypotheses) and the survey items can each be linked clearly back to a clear research question. Additionally, the instrument contains all items necessary to examine every research question.	Research objectives are stated and most of the survey items can be linked back to a one of the research objectives.	The research objectives are not given or understood, or they are stated poorly leading to a questionnaire that cannot be used to adequately conduct the survey	

Other Comments:

Total Points:

UNDERGRADUATE PROGRAMS

**RUBRICS FOR
COGNITIVE AND SOCIAL APTITUDES**

WRITTEN COMMUNICATION SKILLS ASSESSMENT RUBRIC
College of Business

Student: _____

Date: _____

TRAIT	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	SCORE
Logic and organization	Does not develop ideas cogently, uneven and ineffective overall organization, unfocused introduction or conclusion.	Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together, good introduction and conclusion.	Develops ideas exceptionally well, organizes them logically with paragraphs and connects them with extremely effective transitions. Clear and specific introduction, conclusion synthesizes and summarizes statement and objectives at a superior level.	
Language	Uses words that are unclear, sentence structures inadequate for clarity, errors are seriously distracting	Word forms are correct, sentence structure is effective. Presence of a few errors is not distracting.	Develops concise standard English sentences, balances a variety of sentence structures effectively. Written at a higher level using complex sentences, advanced vocabulary, and error free.	
Spelling and Grammar	Writing contains frequent spelling and grammar errors which interfere with comprehension.	While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread.	The writing is error-free in terms of spelling and grammar.	
Purpose	The purpose and focus of the writing are not clear to the reader.	The writer has made good decisions about focus, organization, style, and content so as to achieve the purpose of the writing.	The writer's decision about focus, organization, style, and content fully elucidate the purpose; keeps the purpose at the center of the piece. A cohesive essay that very clearly defines applicant's interests.	
Content	Does not develop a point, nor explain to the reader why this career path is a valid one. Does not offer evidence of skills that may be useful to the employer.	Conveys a sense of suitability for the position and offers evidence of a skill set and some transferable skills to the employer.	The writer conveys a sense of enthusiasm for and knowledge of, the position, the employer, and the industry in general. Shows a direct relationship between applicant needs with a very clearly defined sense of purpose.	

Other Comments:

Total Points

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**STRATEGY CASE ANALYSIS
ANALYTICAL THINKING ASSESSMENT RUBRIC
College of Business**

Student: _____

Date: _____

Evaluative Criteria	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	SCORE
Factual Knowledge	Shows little knowledge of case facts, makes factual mistakes	Shows solid understanding of case facts	Shows thorough grasp of case facts and offers additional factual knowledge about company or industry	
Application of Strategic Analytical Tools	Misuses industry analysis models or misconstrues SWOT elements	Appropriately applies competitive forces, driving forces, and SWOT analyses	Shows strong understanding and application of strategy analysis tools, concepts, and techniques	
Application of Financial Analysis	Fails to incorporate financials into case analysis or shows only limited attempt to understand financials	Shows knowledge of ratios and trend analysis; demonstrates understanding of firm's financial standing	Applies ratios and trend analysis to develop sound judgments about company situation and prospects; presents financial analysis professionally	
Identification of Case Problems/Issues	Neglects to identify case issues; recounts facts of case with little analysis	Clearly identifies the key issues in the case and demonstrates understanding of company's decision situation	Develops a well-integrated statement of the complex issues of the case and demonstrates understanding of situation	
Generation of Alternatives	Identifies weak or infeasible alternatives with little attention to case issues	Generates 2-3 feasible alternatives for resolving the key issues of the case	Develops 2-3 insightful alternatives for resolving the issues; offers specificity and originality	
Recommendations	Offers weak recommendations or pays little attention to addressing case issues	Provides well-reasoned recommendations that follow from the preceding analyses and clearly address case issues; no surprises	Integrates alternatives into a well-developed action plan; offers specificity, priorities, and sequencing of actions	
Business Judgment	Shows little attention to presenting sound arguments or backing up ideas with analysis; offers "I think" statements	Provides good arguments backed up with factual knowledge, analysis, and persuasive rationale	Provides strong rationale and convincing arguments throughout; demonstrates sound business judgment	
Comments:				Total

ETHICAL DECISION-MAKING ASSESSMENT RUBRIC
College of Business

Student: _____

Date: _____

TRAIT	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	SCORE
Considered Ethical Intensity of Decision	Did not explain scores for aspects of ethical intensity adequately	Explained some scores for aspects of ethical intensity adequately or did not explain relevance to decision	Fully explained scores for all aspects of ethical intensity	
Identified Stakeholders Involved in Ethical Issue	Unable to identify stakeholders	Identified some stakeholders or did not explain their impact	Identified all relevant stakeholders and explained potential impacts	
Evaluated Issue from Various Ethical Perspectives	Did not explain ethical perspectives adequately	Explained most ethical perspectives adequately	Explained all ethical perspectives adequately	
Integrated Ethical Perspectives in Decision-Making	Did not explain how multiple perspectives were integrated in decision	Explained how a few perspectives were integrated in decision	Fully explained how multiple perspectives were integrated in decision	

Other Comments:

Total Points:

MASTER OF BUSINESS ADMINISTRATION

**ASSURANCE OF LEARNING
RUBRICS**

MBA ANALYTICAL THINKING ASSESSMENT RUBRIC
College of Business

Student: _____

Date: _____

TRAIT	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	SCORE
Identification of Case Problems/Issues	Neglects to identify case issues; recounts facts of case with little analysis	Clearly identifies the key issues in the case and demonstrates understanding of company's decision situation	Develops a well-integrated statement of the complex issues of the case and demonstrates understanding of situation	
Generation of Alternatives	Identifies weak or infeasible alternatives with little attention to case issues	Generates 2-3 feasible alternatives for resolving the key issues of the case	Develops 2-3 insightful alternatives for resolving the issues; offers specificity and originality	
Recommendations	Offers weak recommendations or pays little attention to addressing case issues	Provides well-reasoned recommendations that follow from the preceding analyses and clearly address case issues; no surprises	Develops alternatives into an action plan; offers specificity, priorities, and sequencing of actions	
Business Judgment	Shows little attention to presenting sound arguments or backing up ideas with analysis; offers "I think" statements	Provides good arguments backed up with factual knowledge, analysis, and persuasive rationale	Provides strong rationale and convincing arguments throughout; demonstrates sound business judgment	

Other Comments:

Total Points

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MBA PRESENTATION SKILLS ASSESSMENT RUBRIC
College of Business

Student: _____

Date: _____

TRAIT	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	SCORE
Organization	No opening statement or irrelevant statement. Seems disorganized and loses focus during the presentation.	Has opening statement relevant to topic, and gives outline of presentation. Mostly organized; loses focus only once or twice. Mostly organized, but may lose focus occasionally.	Has a clear opening statement that catches audience's interest. Stays focused throughout.	
Flow of Presentation	Makes awkward or no transition between sections and/or presenters. Presentation does not seem to have been edited or practiced.	May have awkward transitions between sections and/or presenters. Could have been edited better.	Transitions well between sections and/or presenters. Easy for audience to follow.	
Voice Quality and Pace	Demonstrates one or more of the following: mumbling, hard to understand English, too soft, too loud, too fast, or too slow.	Can easily understand—appropriate pace and volume.	Excellent delivery. Modulates voice; projects enthusiasm, interest, and confidence	
Mannerisms	Demonstrates one or more distracting mannerisms, which may include bad posture.	No distracting mannerisms. Decent posture.	Uses body language effectively to maintain audience's interest.	
Use of Media	Relies heavily on slides or notes. Makes little eye contact. Slides/handouts are confusing or hard to read.	Looks at slides to keep on track with presentation. Uses an appropriate number of slides which are generally easy to read and understand.	Slides are used effortlessly to enhance presentation. Remarks could be delivered effectively without them. Slides/handouts are easy to read and understand (content is appropriate for each slide).	

Other Comments:

Total Points

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MBA SYNTHESIS OF INTERDISCIPLINARY CONCEPTS ASSESSMENT RUBRIC
College of Business

Student: _____

Date: _____

TRAIT	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	SCORE
Identification of Cross-Disciplinary Information	Cannot identify key cross-disciplinary information nor identify problems based on the information	Identifies some key cross-disciplinary information and/or identifies problems based on the information	Can identify key cross-disciplinary information and identify problems based on the information	
Integration of Information	Does not integrate and synthesize information from across disciplines. Does not connect a final solution with integrated cross-disciplinary information to make a strategic recommendation across functional areas.	Adequately integrates and synthesizes information from across disciplines. Mostly connects a final solution with integrated cross-disciplinary information to make a strategic recommendation across functional areas.	Thoroughly integrates and synthesizes information from across disciplines. Completely connects a final solution with integrated cross-disciplinary information to make a strategic recommendation across functional areas.	
Discussion of Conclusions, Implications, and Consequences	Does not provide a sufficient discussion of conclusions, implications, and consequences that reflects an integration of knowledge.	Provides a sufficient discussion of conclusions, implications, and consequences that reflects an integration of knowledge.	Provides a full discussion of conclusions, implications, and consequences that reflects an integration of knowledge.	

Other Comments:

Total Points

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MBA WRITING PROFICIENCY ASSESSMENT RUBRIC
College of Business

Student: _____

Date: _____

TRAIT	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	SCORE
Logic and Organization	Does not develop ideas cogently, uneven and ineffective overall organization, unfocused introduction or conclusion.	Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together, good introduction and conclusion.	Develops ideas exceptionally well, organizes them logically with paragraphs and connects them with extremely effective transitions. Clear and specific introduction; conclusion synthesizes and summarizes statement and objectives at a superior level.	
Language	Uses words that are unclear, sentence structures inadequate for clarity, errors are seriously distracting	Word forms are correct, sentence structure is effective. Presence of a few errors is not distracting.	Develops concise standard English sentences, balances a variety of sentence structures effectively. Written at a higher level using complex sentences, advanced vocabulary, and error free.	
Spelling and Grammar	Writing contains frequent spelling and grammar errors which interfere with comprehension.	While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread.	The writing is error-free in terms of spelling and grammar.	
Purpose	The purpose and focus of the writing are not clear to the reader.	The writer has made good decisions about focus, organization, style, and content so as to achieve the purpose of the writing.	The writer's decision about focus, organization, style, and content fully elucidate the purpose; keeps the purpose at the center of the piece.	

Other Comments:

Total Points

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MASTER OF PROFESSIONAL ACCOUNTANCY

**ASSURANCE OF LEARNING
RUBRICS**

MPA ETHICAL CONSIDERATIONS ASSESSMENT RUBRIC
College of Business

TRAIT	Unacceptable (0 points)	Acceptable (1 point)	Exemplary (2 points)	Score
Identifies Dilemma	Has a vague idea of what the dilemma is and is uncertain what must be decided.	Identifies the dilemma, including pertinent facts, and ascertains what must be decided.	Describes the dilemma in detail having gathered pertinent facts. Ascertains exactly what must be decided.	
Considers Stakeholders	Is unsure as to who should be involved in the decision-making process.	Determines who should be involved in the decision making process and accurately identifies all the stakeholders.	Determines who should be involved in the decision making process and thoroughly reflects on the viewpoints of the stakeholders.	
Analyzes Alternatives and Consequences	Begins to appraise the relevant facts and assumptions and identifies some alternatives.	Clarifies at least two alternatives and predicts their associated consequences in detail.	Clarifies a number of alternatives and evaluates each on the basis of whether or not there is interest and concern over the welfare of all stakeholders.	
Chooses an Action	Has difficulty identifying and appropriate course of action from among alternatives.	Formulates an implementation plan that delineates the execution of the decision.	Formulates an implementation plan that delineates the execution of the decision and that evidences a thoughtful reflection on the benefits and risks of action.	

Student: _____

Overall Score: _____

Overall Scoring: 0 – 3 Unacceptable; 4 – 6 Acceptable; 7 - 8 Exemplary

**MPA ORAL COMMUNICATION SKILLS
EVALUATION CHECKLIST
College of Business**

<u>Traits</u>	<u>Point Values</u>			
	(3)	(2)	(1)	(0)
1. Opening Statement with Purpose	—	—	—	—
2. Organization	—	—	—	—
3. Content:				
a. Currency	—	—	—	—
b. Relevance	—	—	—	—
4. Quality of Conclusion	—	—	—	—
5. Voice Quality, Pace	—	—	—	—
6. Mannerisms	—	—	—	—
7. Professionalism	—	—	—	—
8. Use of Media, Technology	—	—	—	—
9. Ability to Persuade	—	—	—	—
10. Display of Confidence	—	—	—	—

Scoring

- 0-20 Does not meet expectations
- 21-29 Meets expectations
- 30-33 Exceeds expectations

**MPA WRITTEN COMMUNICATION SKILLS
ASSESSMENT GUIDELINES
College of Business**

**Paper Characteristics
(Score Superior to Poor -- 10 to 1)**

1. Introduction shows paper's purpose
(offers guidance to reader)
2. General guidance throughout paper
(use of headings, subheadings, abstract,
page numbers, table of contents, as needed)
3. Grammatically Correct
4. Writing Clarity
(general expression, word choice, structure)
5. Logical Flow of Paper
6. Logical Reasoning in Paper
(e.g. – illustration of arguments)
7. Currency & Relevancy of Topic
8. Technical Accuracy & Level of Paper
9. Creativity (Originality)
10. Quality of Conclusion

Total (Range 10 – 100)

Scoring

10-84	Does not meet expectations
85-93	Meets expectations
94-100	Exceeds expectations

DOCTOR OF BUSINESS ADMINISTRATION

**ASSURANCE OF LEARNING
RUBRICS**

DBA WRITTEN COMMUNICATION/RESEARCH PAPER ASSESSMENT FORM
College of Business

Student Name _____

Evaluator Name _____

Date _____

	Performance Level (check one for each performance dimension)			Evaluator Comments
	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Does Not Meet Expectations</i>	
Conceptual Adequacy/ Mastery of Literature				
Coherence and Organization of Presentation				
Technical Adequacy				
Significance of Contribution to the Field				

DBA WRITTEN COMMUNICATION/RESEARCH PAPER ASSESSMENT DEFINITIONS
College of Business

	Performance Level		
	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Does Not Meet Expectations</i>
<i>Conceptual Adequacy/ Mastery of Literature</i>	<p>Research question(s) and hypotheses were well chosen and constructed</p> <p>Proper steps were taken in the research project; extra steps may have been taken</p> <p>Literature review was high quality</p> <p>Conclusions are appropriate to research findings and address not only future research, but practical implications</p>	<p>Research question(s) and hypotheses are clear</p> <p>Proper steps were taken in research process</p> <p>Appropriate literature review was conducted</p> <p>Conclusions are appropriate to research findings</p>	<p>Research question and hypotheses are not clear or do not fit</p> <p>Steps in the research process were skipped</p> <p>Literature review had noticeable omissions</p> <p>Conclusions did not fit research findings</p>
<i>Coherence and Organization of Presentation</i>	<p>Paper is well organized and easy to read</p> <p>Very few errors from lack of proofreading</p> <p>A reader who is unfamiliar with the specific topic can understand the paper</p> <p>Use of language and word choice is good</p>	<p>Mostly organized, but some writing seems disjointed</p> <p>Noticeable errors from lack of proofreading</p> <p>Need specific topic knowledge to understand parts of the paper</p> <p>Some problems with word choice (e.g., overuse of jargon)</p>	<p>Seems disorganized and is hard to follow; needs extensive rewriting</p> <p>Many errors from lack of proofreading</p> <p>Need specific topic knowledge to understand all of the paper</p> <p>Many problems with word choice (e.g., overuse of jargon)</p>
<i>Technical Adequacy</i>	<p>Methods are appropriate to research question(s)</p> <p>Reader can determine what methods were used, what analyses were conducted, and what conclusions were drawn</p> <p>All analyses used were appropriate</p> <p>Conducts analyses correctly</p> <p>Appropriate conclusions drawn from results</p>	<p>Methods are appropriate to research question(s)</p> <p>Reader may have a little difficulty to determine what methods were used, what analyses were conducted, and what conclusions were drawn</p> <p>Most analyses used were appropriate</p> <p>Some errors in analyses</p> <p>Not all conclusions drawn from analyses were appropriate</p>	<p>Methods were not appropriate to research question(s)</p> <p>Reader cannot determine what methods were used, what analyses were conducted, and what conclusions were drawn</p> <p>Some analyses used were not appropriate</p> <p>Many errors in analyses</p> <p>Many conclusions drawn from analyses were not appropriate</p>
<i>Significance of Contribution to the Field</i>	<ul style="list-style-type: none"> • Very high: creates new theory, applies innovative methods, collects unique data 	<ul style="list-style-type: none"> • Good: addresses a topic of concern or an area that is under-researched, applies theory to a new area 	<ul style="list-style-type: none"> • Lacking: addresses a topic that is over-researched or not currently relevant, adds nothing new to existing literature

DBA ORAL COMMUNICATION SKILLS ASSESSMENT FORM
College of Business

Student Name _____

Evaluator Name _____

Date _____

	Performance Level (check one for each performance dimension)			Evaluator Comments
	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Does Not Meet Expectations</i>	
Content of Presentation				
Coherence and Organization of Presentation				
Ability to Answer Audience Questions				
Speaking/ Presenting Skills				
Materials				
Professionalism				

DBA ORAL COMMUNICATION SKILLS ASSESSMENT DEFINITIONS
College of Business

	Performance Level		
	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Does Not Meet Expectations</i>
<i>Content of Presentation</i>	<ul style="list-style-type: none"> • Research question(s) and hypotheses were well chosen and constructed • Proper steps were taken in the research project; extra steps may have been taken • Literature review was high quality • Methods were appropriate to research questions(s); may be innovative • Conclusions are appropriate to research findings and address not only 	<ul style="list-style-type: none"> • Research question(s) and hypotheses are clear • Proper steps were taken in research process • Appropriate literature review was conducted • Methods are appropriate to research question(s) • Conclusions are appropriate to research findings 	<ul style="list-style-type: none"> • Research question and hypotheses are not clear or do not fit • Steps in the research process were skipped • Literature review had noticeable omissions • Methods were not appropriate to research question(s) • Conclusions did not fit research findings
<i>Coherence and Organization of Presentation</i>	<ul style="list-style-type: none"> • Presentation is well organized and presenter is very focused • Transitions well between sections • Easy for audience to follow 	<ul style="list-style-type: none"> • Mostly organized, but may lose focus occasionally • May have awkward transitions between sections • Could have edited presentation better 	<ul style="list-style-type: none"> • Seems disorganized and loses focus often during presentation • Makes awkward or no transitions between sections • Presentation does not seem to have been edited or practiced
<i>Ability to Answer Audience Questions</i>	<ul style="list-style-type: none"> • Addresses all questions fully • May have anticipated certain questions 	<ul style="list-style-type: none"> • Addresses most questions with correct information • At least attempts to answer all questions 	<ul style="list-style-type: none"> • Cannot address basic questions • Defers to assisting professor often during questions
<i>Speaking/ Presenting Skills</i>	<ul style="list-style-type: none"> • Excellent delivery • Easy to understand • Projects confidence and enthusiasm • Seems well-prepared without being overly rehearsed • Does not engage in distracting mannerisms, but uses body language effectively 	<ul style="list-style-type: none"> • Delivery is adequate • Relatively easy to understand • Generally confident; may stumble occasionally • Seems prepared; may seem a bit rehearsed • May exhibit some public speaking mannerisms 	<ul style="list-style-type: none"> • Delivery is hard to hear or follow • Difficult to understand • Lacks confidence; stumbles often • Seems unprepared or to be only reading from notes • Mannerisms and/or body language are distracting

<p><i>Materials</i></p>	<ul style="list-style-type: none"> • Slides/handouts are easy to read and understand (not too much content on each slide) • Number of slides is appropriate to presentation content and length • Presenter is not dependent on slides 	<ul style="list-style-type: none"> • Slides are mostly easy to read and understand, but may be a bit crowded or disorganized • Number of slides may be a little too large or small for presentation content and length • Presenter may rely on slides somewhat 	<ul style="list-style-type: none"> • Slides are confusing or hard to read • Far too many or too few slides for presentation length and content • Presenter is totally dependent on slides to make presentation
<p><i>Professionalism</i></p>	<ul style="list-style-type: none"> • Presents a professional style in dress and grooming • Treats audience professionally 	<ul style="list-style-type: none"> • Meets minimum standards for professional dress and grooming • May be too casual with audience at times 	<ul style="list-style-type: none"> • Does not meet minimum standards for professional dress and grooming • Overly casual with audience

DBA STATISTICAL TOOLS QUALIFIER ASSESSMENT FORM
College of Business

Student Name _____

Evaluator Name _____

Date _____

	Performance Level (check one for each performance dimension)			Evaluator Comments
	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Does Not Meet Expectations</i>	
<i>Technical Adequacy</i>				
<i>Clarity of Explanation</i>				
<i>Tables</i>				

DBA STATISTICAL TOOLS QUALIFIER ASSESSMENT DEFINITIONS
College of Business

	Performance Level		
	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Does Not Meet Expectations</i>
<i>Technical Adequacy</i>	Student used proper techniques/performed analyses correctly, and also performed related analyses that enhanced the results	Student used proper techniques/performed analyses correctly, but did only the minimum necessary	Student did not use proper techniques/perform analyses correctly
<i>Clarity of Explanation</i>	Student properly explained the use of the analysis, the results of the analysis, or the conclusions to be drawn from the analysis, but provided an explanation or drew conclusions beyond the minimum required	Student properly explained the use of the analysis, the results of the analysis, or the conclusions to be drawn from the analysis, but did only the minimum necessary	Student did not properly explain the use of the analysis, the results of the analysis, or the conclusions to be drawn from the analysis
<i>Tables</i>	Student provided necessary tables, entered correct information into tables and properly formatted tables; tables were not overly redundant to text	Student provided necessary tables, entered correct information into tables and properly formatted tables; tables were somewhat redundant to text	Student did not provide necessary tables, entered incorrect information into tables, omitted information from tables, or improperly formatted tables; or tables were entirely redundant to text