

ASSURANCE OF LEARNING HANDBOOK

**College of Business
Louisiana Tech University**



2014

TABLE OF CONTENTS

SECTION 1 INTRODUCTION	1
Louisiana Tech University: Mission.....	2
Key Elements of University Mission.....	3
College of Business: Mission.....	3
Key Elements of College Mission	3
SECTION 2 UNDERGRADUATE PROGRAMS	4
Bachelor of Science	4
Introduction.....	4
College of Business: Mission.....	4
Key Elements of Mission.....	4
Learning Goals.....	5
Learning Goal 1	5
Learning Goal 2	5
Learning Goal 3	5
Learning Goal 4	5
Learning Goal 5	5
Assurance of Learning Procedures	5
Method of Assessment.....	6
Learning Goal 1	6

Learning Objectives – Accounting	6
Method of assessment	6
Benchmark of success	6
Learning Objectives – Business Economics	6
Method of assessment	7
Benchmark of success	7
Learning Objectives – Finance	7
Method of assessment	7
Benchmark of success	7
Learning Objectives – Computer Information Systems.....	7
Method of assessment	7
Benchmark of success	7
Learning Objectives – Management (with three concentrations).....	7
Method of assessment	7
Benchmark of success	7
Learning Objectives – Marketing	8
Method of assessment	8
Benchmark of success	8
Learning Objectives – Sustainable Supply Chain Management.....	8
Method of assessment	8
Benchmark of success	8
Learning Goal 2	8

Learning Objective – Students will demonstrate effective written communication skills	8
Learning Objective – Students will demonstrate understanding of leadership tools needed for effective workplace relationships	8
Method of assessment	8
Benchmark of success	9
Learning Goal 3	9
Learning Objective – Students will understand the role of the global environment as it relates to business strategy.	9
Method of assessment	9
Benchmark of success	9
Learning Objective – Students will demonstrate critical thinking when applied to business situations.....	9
Learning Objective – Students will exhibit creative problem solving skills when applied to business problems	9
Learning Objective – Students will demonstrate research skills necessary for business positions	9
Learning Goal 4	9
Learning Objective – Students will demonstrate requisite technological and research skills for careers in business.	10
Method of assessment	10
Benchmark of success	10
Learning Objective – Students will have the capacity to exercise judgment that includes ethical considerations in the solutions offered	10
Learning Objective – Students will exhibit professional skills needed when exercising judgment in business careers.	10
Learning Goal 5	10

Learning Objective – Students will demonstrate a working knowledge of financial theories, analysis, and markets.	10
Method of assessment.....	10
Benchmark of success.....	10
Learning Objective – Students will demonstrate sufficient knowledge of accounting concepts necessary for careers in business	10
Method of assessment.....	10
Benchmark of success.....	10
Learning Objective – Students will understand managerial aspects of the production and distribution of goods and services.	11
Method of assessment.....	11
Benchmark of success.....	11
Learning Objective – Students will have a working knowledge of the management of information systems.	11
Method of assessment.....	11
Benchmark of success.....	11
Learning Objective – Students will understand the relevance of the economic environment as it relates to business management.....	11
Method of assessment.....	11
Benchmark of success.....	11
Learning Objective – Students will demonstrate marketing functions and strategies from a managerial perspective.....	11
Method of assessment.....	11
Benchmark of success.....	11
Learning Objective – Students will demonstrate the ability to apply managerial concepts.....	11
Method of assessment.....	11

Benchmark of success.....	11
SECTION 3 GRADUATE PROGRAMS.....	12
Master of Business Administration.....	12
Introduction.....	12
College of Business: Mission.....	12
Key Elements of Mission.....	12
Learning Goals	13
Learning Goal 1	13
Learning Goal 2	13
Learning Goal 3	13
Learning Goal 4	13
Assurance of Learning Procedures	13
Method of Assessment.....	13
Learning Goal 1	13
Method of assessment.....	14
Benchmark of success.....	14
Learning Goal 2	14
Method of assessment.....	14
Benchmark of success.....	14
Learning Goal 3	14
Method of assessment.....	14
Benchmark of success.....	14
Learning Goal 4	15

Method of assessment	15
Benchmark of success	15
Executive Master of Business Administration.....	15
Introduction.....	15
College of Business: Mission.....	15
Key Elements of Mission.....	15
Learning Goals	16
Learning Goal 1	16
Learning Goal 2	16
Learning Goal 3	16
Learning Goal 4	16
Assurance of Learning Procedures	16
Method of Assessment.....	17
Learning Goal 1	17
Method of assessment	17
Benchmark of success.....	17
Learning Goal 2	17
Method of assessment	17
Benchmark of success.....	17
Learning Goal 3	17
Method of assessment	17
Benchmark of success.....	18
Learning Goal 4	18

Method of assessment	18
Benchmark of success	18
Master of Professional Accountancy	18
Introduction.....	18
College of Business: Mission.....	18
Key Elements of Mission.....	19
School of Accountancy and Information Systems.....	19
Mission.....	19
Key Elements of Mission.....	19
Learning Goals and Objectives-Master of Professional Accountancy	20
Learning Goal 1	20
Learning Goal 2	20
Learning Goal 3	20
Learning Goal 4	20
Assurance of Learning Procedures	21
Learning Goal 1	21
Learning Objective.....	21
Method of assessment	21
Benchmark of success.....	21
Learning Objective.....	21
Method of assessment	21
Benchmark of success.....	21
Learning Goal 2	22

Learning Objective.....	22
Method of assessment.....	22
Benchmark of success.....	22
Learning Objective.....	22
Method of assessment.....	22
Benchmark of success.....	22
Learning Objective.....	22
Method of assessment.....	22
Benchmark of success.....	22
Learning Goal 3	23
Learning Objective.....	23
Method of assessment.....	23
Benchmark of success.....	23
Learning Goal 4	23
Learning Objective.....	23
Method of assessment.....	23
Benchmark of success.....	23
Doctor of Business Administration.....	24
Introduction.....	24
College of Business - Mission	24
Key Elements of Mission.....	24
Learning Goals	24
Learning Objective 1.....	24

Learning Objective 2.....	25
Learning Objective 3.....	25
Learning Objective 4.....	25
Learning Objective 5.....	25
Learning Objective 6.....	25
Assurance of Learning Procedures	25
Method of Assessment.....	26
Learning Objective 1.....	26
Method of assessment.....	26
Benchmark of success.....	26
Learning Objective 2.....	26
Method of assessment.....	26
Benchmark of success.....	26
Learning Objective 3.....	26
Method of assessment.....	26
Benchmark of success.....	26
Learning Objective 4.....	27
Method of assessment.....	27
Benchmark of success.....	27
Learning Objective 5.....	27
Method of assessment.....	27
Benchmark of success.....	27
Learning Objective 6.....	27

Method of assessment	27
Benchmark of success	27
SECTION 4 – RUBRICS AND ASSESSMENT TOOLS	28
Bachelor of Science	28
Accounting 305 – Assessment Rubric	29
Management 310 Assessment of Leadership Skills.....	30
Finance 414 Project Evaluation	31
Marketing 482 Assurance of Learning Rubric.....	32
CIS 310 Assessment of Technological Proficiency Rubric.....	33
Master of Business Administration (MBA).....	34
MBA Analytical Thinking Assessment Rubric	35
MBA Presentation Skills Assessment Rubric.....	36
MBA Writing Proficiency Assessment Rubric.....	37
MBA Synthesis of Interdisciplinary Concepts Assessment Rubric.....	38
Executive Master of Business Administration (EMBA)	39
EMBA Critical Thinking Rubric	40
EMBA Student Presentation Rubric	41
EMBA Persuasive Speech Evaluation Rubric	42
EMBA Written Communication - Synthesis Assessment Form.....	43
Master of Public Accountancy (MPA)	44
MPA Oral Communication Evaluation Checklist.....	45
MPA Written Communication Assessment	46
Accounting 508 Cases and Grading Rubric.....	47

Accounting 508 Case Grading Rubric	48
Accounting 508 Case Grading Rubric – Notes	50
Accounting 507 and 508 Global Rubric	52
Accounting 513 Global Rubric Question.....	54
Accounting 542 Ethics Rubric	55
Technology Rubric Using Excel.....	56
Doctor of Business Administration (DBA).....	57
DBA Written Communication/Research Paper Assessment Definitions	58
DBA Written Communication/Research Paper Assessment Form.....	59
DBA Oral Communication Skills Assessment Definitions	60
DBA Oral Communication Skills Assessment Form.....	62

SECTION 1

INTRODUCTION

Assurance of Learning (AOL) is highly valued in the College of Business, as it is a crucial tool in advancing the mission of the college. Each undergraduate and graduate program within the college has a distinct set of learning goals and/or objectives. These learning goals and objectives are directly linked to the mission of the college, which is directly linked to the mission of the university. Each program's learning goals and objectives provide specific and measurable outcomes regarding student achievement within the program. The measurement of the degree to which students in various programs successfully achieve these goals is an essential part of determining the extent to which the college is advancing its mission. Feedback processes concerning assurance of learning outcomes, therefore, also afford each program the opportunity to institute changes designed to improve performance, thus enhancing the ability of the College of Business to achieve its vision and mission.

In the College of Business, assurance of learning takes place in several different settings, through various means. All procedures, rubrics, embedded exam questions, etc., are developed by faculty within each program. This gives the AOL in the college great breadth and diversity, providing for a robust AOL environment. Of course, faculty are continually evaluating students and their skills in courses throughout the curriculum. Assurance of learning, while also a direct measure of student performance, is much different from the evaluation of student assignments on course specific content. Rather, it often measures skills and abilities that may have been developed through a course sequence, progression through a program, and even initiated in a student's general studies program. It is designed to measure student achievement on learning goals and objectives that are programmatic, not course specific. This makes the assurance of learning process distinct and separate from course evaluation, and indeed makes it a necessary component of quantifiably examining both programmatic and college-level goals.

The AOL process in the College of Business, while diverse, has several characteristics that are common throughout. First, each program has learning goals/objectives that are specific to that program and tied the mission of the department and/or college. Furthermore, data on each learning goal is gathered at least twice in a five year period, but usually more often. Data that is collected is summarized and provided to the faculty of the department for feedback. If weaknesses or shortcomings are identified, faculty then initiate "loop closing" initiatives aimed at rectifying any inadequacies. Processes concerning the rotation of the assessment of various learning goals and objectives are developed by each department, and usually relate in some way to the consistency to which a goal has been demonstrably met.

Later sections of this document demonstrate how each learning goal is tied to the departmental and/or college mission. It is, of course, also essential that these learning goals be linked to the university mission, through their linkages to the college mission. The nature of the linkages between the university mission and the college mission is outlined below:

Louisiana Tech University: Mission

Louisiana Tech University is a comprehensive public university committed to quality in teaching, research, creative activity, public service, and economic development. A selective admissions university, it offers a broad range of fully accredited undergraduate degrees to qualified students in Louisiana, as well as from the region, the nation, and foreign countries. Integral to the purpose of the University is its expanding commitment to graduate-level and interdisciplinary education in its areas of strength. Louisiana Tech offers master's degrees in a variety of areas and doctoral programs in areas of specified expertise.

Louisiana Tech maintains, as its highest priority, the education of its students. To that end, it recruits a faculty committed to teaching and advising, a student-oriented faculty dedicated to preparing students to achieve their goals in a rapidly changing economic and civic environment. The University provides, in a challenging, yet safe and supportive environment, extra-curricular and athletic programs that foster and enrich the development of its students. In addition, it provides opportunities for interaction between students and the larger business and civic community. The University encourages its students to regard learning as a lifelong process.

Recognizing that research and service are fundamental to its mission, Louisiana Tech recruits and retains a faculty who see research and teaching as intertwined, complementary, and interdisciplinary and who, through both theoretical and applied research and creative activities, contribute to the development of new knowledge, new art, and new technology.

Louisiana Tech University understands its community and civic obligations. Through on-campus learning, through its off-campus presence, through outreach programs and continuing education, the University will continue to enhance the quality of life and the economic development of the region, state, and nation.

As a university with a rich engineering heritage, Louisiana Tech has a special responsibility to integrate advanced technology into teaching and learning. At Tech, advanced technology supports quality teaching, research, administration, and service. The University is committed to providing its students with the advanced technological skills that will help to ensure their success both in the internal environment of the University and in the wider surrounding community.

*Key Elements of University Mission**

1. Commitment to quality in teaching, research, creative activity, public service, and economic development.
2. Commitment to graduate level and interdisciplinary research.
3. Maintaining a student oriented faculty committed to teaching and advising, to help students achieve their goals in a rapidly changing environment.
4. Commitment to extra-curricular and athletic programs.
5. Providing opportunities for interaction between students and the business and civic communities.
6. Encourage students to view learning as a lifelong process.
7. Maintaining a faculty who view teaching and research as intertwined, complementary, and interdisciplinary.
8. Maintaining a faculty who contribute to the development of new knowledge, new art, and new technology.
9. Enhancing the quality of life and economic development of the region, state and nation.
10. Providing students with the advanced technological skills, through integrating advanced technology into teaching and learning.

*As interpreted by the College of Business

College of Business: Mission

Our mission—indeed, our passion—is the continuing advancement of the quality and relevance of our teaching and research, and of our relations with constituents. We seek to fulfill these aspirations through discovering new knowledge, creating meaningful learning experiences, preparing our students for successful professional careers, developing mutually beneficial partnerships, and *Building Distinction* by enhancing the reputation of the College.

The College of Business Mission encompasses a number of key elements which guide the College's Learning Objectives and Strategic Plan:

Key Elements of College Mission

	Links to the University Mission
1. Advancement of the quality and relevance of our teaching and research.	1,2,3,4,6,7,8,9,10
2. Discovery of new knowledge.	1,2,8,9
3. Creation of meaningful learning experiences.	1,2,3,4,5,6,7,10
4. Preparation of students for successful professional careers.	3,4,5,10
5. Development of mutually beneficial partnerships.	1,5,9
6. <i>Building Distinction</i> by enhancing the College's reputation and relations with constituencies.	1,8,9

SECTION 2

UNDERGRADUATE PROGRAMS

Bachelor of Science

Introduction

Assurance of learning in the Bachelor of Science is conducted in order to measure and verify student competencies deemed essential by faculty. This is addressed in three ways. First, we measure learning with *management specific skills and abilities* in nine core business courses. Second, we measure *social and cognitive aptitudes* in several classes taken by all College of Business students. Finally, we measure the *intended outcome* of each major in capstone classes.

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The College of Business Mission encompasses a number of key elements which guide the College's Learning Objectives and Strategic Plan:

Key Elements of Mission

1. Advancement of the quality and relevance of our teaching and research.
2. Discovery of new knowledge.
3. Creation of meaningful learning experiences.
4. Preparation of students for successful professional careers.
5. Development of mutually beneficial partnerships.
6. *Building Distinction* by enhancing the College's reputation and relations with constituencies.

Learning Goals

Links to the
College Mission

Learning Goal 1

Graduates will be prepared for entry-level positions related to their academic majors. 3, 4

Learning Goal 2

Students will demonstrate communication skills necessary to build effective workplace relationships. 3, 4

Learning Goal 3

Students will demonstrate the ability to critically and creatively evaluate problems and think strategically. 3, 4

Learning Goal 4

Students will have the capacity to exercise judgment that includes ethical considerations in the solutions offered. 3, 4

Learning Goal 5

Students will demonstrate management-specific knowledge in major curricular areas. 3, 4

Assurance of Learning Procedures

In order to ensure that the learning goals are achieved, each goal will usually be assessed every year, but at a minimum each will be assessed twice in any given five year period.

Data will be collected throughout the academic year, as directed by the Assistant Dean of Undergraduate Programs. The Assistant Dean will compile the data and present it to faculty in the fall of each academic year, with the goal of determining necessary “loop closing” activities prior to the end of the fall quarter.

Data collection is done on the following schedule:

Fall quarter – Learning Goal 5 is measured.

Winter quarter – Learning Goals 2, 3, and 4 are measured.

Spring quarter – Learning Goal 1 is measured.

Collecting data for Learning Goal 5 with course-embedded questions works best in the fall, because if a new textbook is adopted, it is generally done so for fall quarter. Subtle wording changes are sometimes required with course-embedded questions when a new textbook is adopted. Learning goals 2, 3, and 4 are best addressed in winter quarter, after fall “close the loop” meetings are held. This gives faculty time to develop and improve classroom activities to better address these learning goals. Because capstone classes for each major are held in the spring, that is an ideal quarter in which to collect data for Learning Goal 1. However, data for this goal is often collected in fall quarter as well, when some disciplines offer an additional section of a capstone course. In many years, we have collected data more than once for some learning goals. Often, if a change to a method of assessment is made, we increase the number of data collections.

Learning goals are pursued until the faculty in the discipline (for Learning Goals 1 and 5) or on the Undergraduate Policies and Assessment Committee (for Learning Goals 2, 3, 4) have determined that the students have consistently met or exceeded expectations in more than one quarter. Because we often have different faculty members teaching in different quarters, or because assurance of learning methods of assessment may change slightly depending on faculty input, some learning objectives may continue to be assessed beyond the one quarter in which more than 80% of students meet or exceed expectations in order to verify that the results are meaningful and are not regression to the mean.

Method of Assessment

Learning Goal 1

Graduates will be prepared for entry-level positions related to their academic majors.

Learning Objectives – Accounting

Accounting graduates will be able to analyze the annual report of a publicly traded company.

Method of assessment. Students in Accounting 305 (Intermediate Accounting) will complete the workbook, *Understanding Corporate Annual Reports – A Financial Analysis Project*.

Benchmark of success. 80% of students will meet or exceed expectations based on the grading rubric for the project.

Learning Objectives – Business Economics

Business Economics graduates will be able to identify the role of supply and demand in a market economy and apply the principle of marginal analysis to the economic decision-making process.

Method of assessment. In Economics 408 (Intermediate Economic Theory) exams will be administered that require students to discuss and solve problems in prose and arithmetic forms.

Benchmark of success. 80% of students will meet or exceed expectations for performance on selected exam questions.

Learning Objective – Finance

Finance graduates will be able to create and evaluate a diversified portfolio of stocks and bonds.

Method of assessment. In Finance 414 (Investments) students will construct a diversified portfolio of stocks and bonds, acquire necessary data, and calculate various measures of risk and return for the portfolio use of Excel.

Benchmark of success. 80% of students will meet or exceed expectations based on the grading rubric for the project.

Learning Objective – Computer Information Systems

Computer Information Systems graduates will demonstrate competency in the core curriculum areas of programming, database, and systems analysis and design.

Method of assessment. In CIS 450 (Systems Analysis, Design, & Implementation) students will take an exam consisting of certification exam-style questions that measure competency in programming, database, and systems analysis and design.

Benchmark of success. Students will answer 80% of exam questions on these topics correctly.

Learning Objective – Management (with three concentrations)

Management graduates will be able to respond appropriately to business scenarios that require knowledge and ability in planning, organizing, directing, and controlling.

Method of assessment. In the quarter of their graduation, management students will take a situational judgment test that assesses competency in the basic functions of management.

Benchmark of success. Students will answer 80% of exam questions on these topics correctly.

Learning Objective – Marketing

Marketing graduates will be able to develop a survey instrument for a marketing research project.

Method of assessment. In Marketing 482 (Marketing Research) students will design a questionnaire that addresses the objectives of a hypothetical case.

Benchmark of success. 80% of students will meet or exceed expectations based on the grading rubric for the project.

Learning Objective – Sustainable Supply Chain Management

Sustainable Supply Chain Management graduates will master the knowledge and core competencies necessary to thrive in the increasingly complex supply chain systems of the 21st Century.

Method of assessment. In MGMT 477 (Supply Chain Management) students will take an exam based on the *APICS Certified Supply Chain Professional (CCSP) Exam Content Manual*.

Benchmark of success. 80% of students will meet or exceed expectations based on the grading rubric for the project.

Learning Goal 2

Students will demonstrate communication skills necessary to build effective workplace relationships.

Learning Objective: Students will demonstrate effective written communication skills.

This learning objective was assessed in the previous 5-year cycle and scores indicated students were consistently meeting and exceeding expectations as a level.

Learning Objective: Students will demonstrate understanding of leadership tools needed for effective workplace relationships.

Method of assessment. Students in MGMT 310 (Management of Organizations) complete an exercise in which he or she must use the Vroom-Yetton-Jago Decision Tree to determine an appropriate way to lead a group in decision making in a scenario distributed in class. The ability to use this leadership tool and explain one's decision is evaluated by faculty members in the Management discipline.

Benchmark of success. 80% of students will meet or exceed expectations based on the grading rubric for the exercise.

Learning Goal 3

Students will demonstrate the ability to critically and creatively evaluate problems and think strategically.

Learning Objective: Students will understand the role of the global environment as it relates to business strategy.

Method of assessment. Students' "global awareness" will be surmised by testing the students' understanding of foreign exchange rates and the interactions which must occur between disparate countries, banks and elected / appointed officials. This will occur in the class ECON 312 (Monetary Economics) (which is required by all business majors) and will be evaluated by economics faculty.

Benchmark of success. Students will answer 80% of exam questions on these topics correctly.

Learning Objective: Students will demonstrate critical thinking when applied to business situations.

This objective was addressed in the previous 5-year cycle to the satisfaction of the faculty.

Learning Objective: Students will exhibit creative problem solving skills when applied to business problems.

This objective has not yet been measured, but will be addressed in an upcoming 5-year cycle.

Learning Objective: Students will demonstrate research skills necessary for business positions.

This objective has not yet been measured, but will be addressed in an upcoming 5-year cycle.

Learning Goal 4

Students will demonstrate the capacity to exercise judgment that includes ethical considerations in the solutions offered.

Learning Objective: Students will demonstrate requisite technological and research skills for careers in business.

Method of assessment. An exercise is assigned in CIS 310 (Principles of Information Systems) in which students demonstrate their proficiency of use of Microsoft Excel, a commonly used business tool. Members of the CIS faculty evaluate the students' technological proficiency using a rubric designed by the faculty.

Benchmark of success. A benchmark of 80% of students evaluated "meet or exceed expectations" is used as a measure of satisfactory performance.

Learning Objective: Students will have the capacity to exercise judgment that includes ethical considerations in the solutions offered.

This learning objective was assessed in the previous 5-year cycle and scores indicated students were consistently meeting and exceeding expectations as a level.

Learning Objective: Students will exhibit professional skills needed when exercising judgment in business careers.

This objective has not yet been measured, but will be addressed in an upcoming 5-year cycle.

Learning Goal 5

Students will demonstrate management-specific knowledge in major curricular areas.

Learning Objective: Students will demonstrate a working knowledge of financial theories, analysis, and markets.

Method of assessment. Five course-embedded questions are evaluated in FINC 318 (Business Finance).

Benchmark of success. Students will answer 80% of these questions correctly.

Learning Objective: Students will demonstrate sufficient knowledge of accounting concepts necessary for careers in business.

Method of assessment. Five course-embedded questions are evaluated in ACCT 201 (Principles of Financial Accounting) and 202 (Principles of Managerial Accounting).

Benchmark of success. Students will answer 80% of these questions correctly.

Learning Objective: Students will understand managerial aspects of the production and distribution of goods and services.

Method of assessment. Five course-embedded questions are evaluated in MGMT 333 (Operations Management).

Benchmark of success. Students will answer 80% of these questions correctly.

Learning Objective: Students will have a working knowledge of the management of information systems.

Method of assessment. Five course-embedded questions are evaluated in CIS 310 (Principles of Information Systems).

Benchmark of success. Students will answer 80% of these questions correctly.

Learning Objective: Students will understand the relevance of the economic environment as it relates to business management.

Method of assessment. Five course-embedded questions are evaluated in ECON 201 (Macroeconomic Principles and Problems) and ECON 202 (Microeconomic Principles and Problems).

Benchmark of success. Students will answer 80% of these questions correctly.

Learning Objective: Students will demonstrate marketing functions and strategies from a managerial perspective.

Method of assessment. Five course-embedded questions are evaluated in MKTG 300 (Marketing Principles and Policies).

Benchmark of success. Students will answer 80% of these questions correctly.

Learning Objective: Students will demonstrate the ability to apply managerial concepts.

Method of assessment. Five course-embedded questions are evaluated in MGMT 310 (Management of Organizations).

Benchmark of success. Students will answer 80% of these questions correctly.

SECTION 3

GRADUATE PROGRAMS

Master of Business Administration

Introduction

Assurance of learning in the Master of Business Administration is conducted in order to measure and verify student competencies deemed essential by faculty. These competencies in the MBA program focus on written communication skills, oral communication skills, synthesis of information, and analytical skills. These learning goals are directly linked to the mission of the College of Business mission, as outlined below.

College of Business: Mission

Our mission—indeed, our passion—is the continuing advancement of the quality and relevance of our teaching and research, and of our relations with constituents. We seek to fulfill these aspirations through discovering new knowledge, creating meaningful learning experiences, preparing our students for successful professional careers, developing mutually beneficial partnerships, and *Building Distinction* by enhancing the reputation of the College.

The College of Business Mission encompasses a number of key elements which guide the College's Learning Objectives and Strategic Plan:

Key Elements of Mission

1. Advancement of the quality and relevance of our teaching and research.
2. Discovery of new knowledge.
3. Creation of meaningful learning experiences.
4. Preparation of students for successful professional careers.
5. Development of mutually beneficial partnerships.
6. *Building Distinction* by enhancing the College's reputation and relations with constituencies.

Learning Goals

Links to the
College Mission

Learning Goal 1

Graduates will be proficient in integrating cross-disciplinary knowledge to solve business problems as demonstrated by analytical thinking skills. 3,4

Learning Goal 2

Graduates will be proficient in integrating cross-disciplinary knowledge to solve business problems as demonstrated by the ability to synthesize interdisciplinary concepts. 3,4

Learning Goal 3

Graduates will demonstrate the necessary communication skills to be successful in a managerial/leadership position as it relates to writing proficiency. 3,4

Learning Goal 4

Graduates will demonstrate the necessary communication skills to be successful in a managerial/leadership position as it relates to presentation skills. 3,4

Assurance of Learning Procedures

In order to ensure that the learning goals are achieved, each goal will usually be assessed every year, but at a minimum each will be assessed twice in any given five year period.

Data will be collected throughout the academic year, as directed by the Associate Dean of Graduate Programs and Research. Two faculty members will be assigned to each learning goal and will arrive at a consensus score for each student. The Associate Dean will compile the data and present it to faculty in the fall or winter of each academic year, with the goal of determining necessary “loop closing” activities prior to the end of the fall quarter.

Method of Assessment

Learning Goal 1

Graduates will be proficient in integrating cross-disciplinary knowledge to solve business problems as demonstrated by **analytical thinking** skills.

Method of assessment

Cases from the capstone MBA course (MGMT 595) are evaluated by two faculty members using a faculty-developed rubric for analytical thinking.

Benchmark of success

A benchmark of 80% of students evaluated “meet or exceed expectations” is used as a measure of satisfactory performance.

Learning Goal 2

Graduates will be proficient in integrating cross-disciplinary knowledge to solve business problems as demonstrated by the ability to **synthesize interdisciplinary concepts**.

Method of assessment

Cases from the capstone MBA course (MGMT 595) are evaluated by two faculty members using a faculty-developed rubric for synthesis of interdisciplinary concepts.

Benchmark of success

A benchmark of 80% of students evaluated “meet or exceed expectations” is used as a measure of satisfactory performance.

Learning Goal 3

Graduates will demonstrate the necessary communication skills to be successful in a managerial/leadership position as it relates **to writing proficiency**.

Method of assessment

Cases from the capstone MBA course (MGMT 595) are evaluated by two faculty members using a faculty-developed rubric for writing proficiency.

Benchmark of success

A benchmark of 80% of students evaluated “meet or exceed expectations” is used as a measure of satisfactory performance.

Learning Goal 4

Graduates will demonstrate the necessary communication skills to be successful in a managerial/leadership position as it relates to **presentation skills**.

Method of assessment

Cases from the capstone MBA course (MGMT 595) are evaluated by two faculty members using a faculty-developed rubric for the presentation skills.

Benchmark of success

A benchmark of 80% of students evaluated “meet or exceed expectations” is used as a measure of satisfactory performance.

Executive Master of Business Administration

Introduction

Assurance of learning in the Executive Master of Business Administration is conducted in order to measure and verify student competencies deemed essential by faculty. In the EMBA program, these competencies focus on critical thinking, synthesis of interdisciplinary concepts, leadership tools, and presentation skills. These learning goals are directly linked to the mission of the College of Business, as outlined below.

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The College of Business Mission encompasses a number of key elements which guide the College’s Learning Objectives and Strategic Plan:

Key Elements of Mission

1. Advancement of the quality and relevance of our teaching and research.
2. Discovery of new knowledge.
3. Creation of meaningful learning experiences.
4. Preparation of students for successful professional careers.

5. Development of mutually beneficial partnerships.
6. *Building Distinction* by enhancing the College's reputation and relations with constituencies.

Learning Goals

	Links to the College Mission
Learning Goal 1	
Graduates will be proficient in using critical thinking skills to assess ambiguous and complex business problems and identify appropriate solution alternatives.	3,4
Learning Goal 2	
Graduates will be proficient in the synthesis of interdisciplinary concepts as it relates to assessing ambiguous and complex business problems and identifying appropriate solution alternatives.	3,4
Learning Goal 3	
Graduates will possess the leadership tools to be able to persuasively communicate their ideas and decisions to other leaders in their organization.	3,4,5
Learning Goal 4	
Graduates will possess the presentation skills to be able to persuasively communicate their ideas and decisions to other leaders in their organization.	3,4,5

Assurance of Learning Procedures

In order to ensure that the learning goals are achieved, each goal will usually be assessed every year, but at a minimum each will be assessed twice in any given five year period.

Data will be collected throughout the academic year, as directed by the Associate Dean of Graduate Programs and Research. Learning goals will be assessed by the relevant course professor. The Associate Dean will compile the data and present it to faculty in the fall of each academic year, with the goal of determining necessary "loop closing" activities prior to the end of the fall quarter.

*Method of Assessment***Learning Goal 1**

Graduates will be proficient in using critical thinking skills to assess ambiguous and complex business problems and identify appropriate solution alternatives.

Method of assessment

Cases from the capstone MBA course (MGMT 595) are evaluated by a faculty member using a faculty-developed rubric for critical thinking.

Benchmark of success

80% of students evaluated will “meet or exceed faculty expectations” as determined by the use of a faculty developed rubric.

Learning Goal 2

Graduates will be proficient in the synthesis of interdisciplinary concepts as it relates to assessing ambiguous and complex business problems and identifying appropriate solution alternatives.

Method of assessment

Cases from the capstone MBA course (MGMT 595) are evaluated by a faculty member using a faculty-developed rubric for synthesis of interdisciplinary concepts.

Benchmark of success

80% of students evaluated will “meet or exceed faculty expectations” as determined by the use of a faculty developed rubric.

Learning Goal 3

Graduates will possess the leadership tools to be able to persuasively communicate their ideas and decisions to other leaders in their organization.

Method of assessment

A presentation from the course in Leadership is evaluated by a faculty using a faculty-developed rubric for leadership skills.

Benchmark of success

80% of students evaluated “will meet or exceed faculty expectations” as determined by the use of a faculty developed rubric.

Learning Goal 4

Graduates will possess the presentation skills to be able to persuasively communicate their ideas and decisions to other leaders in their organization.

Method of assessment

A presentation from the course in Leadership is evaluated by a faculty using a faculty-developed rubric for presentation skills.

Benchmark of success

80% of students evaluated will “meet or exceed faculty expectations” as determined by the use of a faculty developed rubric.

Master of Professional Accountancy*Introduction*

Assurance of learning in the Master of Professional Accountancy program is designed to ensure that graduates possess those skills deemed essential by the program faculty. These skills are categorized into four broad learning goals, each with its own set of objectives. The learning goals center on providing students with the knowledge and tools to obtain meaningful employment, preparing students for management positions, preparing students for accounting certification examinations, and preparing students for a career in accounting. These learning goals are directly linked to the mission of the School of Accountancy and Information Systems, and to the College of Business mission, as outlined below.

College of Business: Mission

Our mission—indeed, our passion—is the continuing advancement of the quality and relevance of our teaching and research, and of our relations with constituents. We seek to fulfill these aspirations through discovering new knowledge, creating meaningful learning experiences, preparing our students for successful professional careers, developing mutually beneficial partnerships, and *Building Distinction* by enhancing the reputation of the College. The College of Business Mission encompasses a number of key elements which guide the College’s Strategic Plan:

Key Elements of Mission

1. Advancement of the quality and relevance of our teaching and research.
2. Discovery of new knowledge.
3. Creation of meaningful learning experiences.
4. Preparation of students for successful professional careers.
5. Development of mutually beneficial partnerships.
6. *Building Distinction* by enhancing the College's reputation and relations with constituencies.

School of Accountancy and Information Systems

Mission

The School of Accounting and Information Systems is dedicated to the intellectual growth of its students and to their preparation for successful careers and productive lives. To this end, the school offers academic degrees in accounting at the undergraduate, masters, and doctoral levels characterized by extensive, personal faculty-student interaction. The curricula are designed to provide students an understanding of business administration with a focus on accounting.

Our undergraduate program equips students with the knowledge and technological skills for positions in public accounting, industry, and government, and prepares students for graduate programs. The master's programs provide continuing professional development for students who desire careers where stronger skills are essential. The doctoral program in accounting prepares students for academic careers primarily in universities that value a balanced emphasis among instruction, research, and service

Key Elements of Mission

Links to the
College Mission

- | | |
|--------------------------------------------------------------------------------------------------|-----|
| 1. Intellectual Growth of Students. | 1,3 |
| 2. Preparation for successful careers appropriate to degree level. | 3,4 |
| 3. Offer programs with extensive faculty-student interaction. | 2,3 |
| 4. Provide students with an understanding of business administration with a focus on accounting. | 3,4 |

Learning Goals and Objectives

Links to the
School's Mission

Learning Goal 1

Provide students with the knowledge and tools needed to obtain meaningful employment and have successful careers. 1,2,4

Learning Objectives

1. Improve students' ability to focus on appropriate issues and develop solutions to problems where needed
2. Improve students' ability to use essential technology in accounting field.

Learning Goal 2

Prepare students for management positions. 1,2,4

Learning Objectives

1. Further refine students' oral communication skills
2. Further refine students' written communication skills
3. Broaden students' understanding of global issues.

Learning Goal 3

Provide the educational background for students to meet the educational requirements of various accounting certification examinations. 1,2

Learning Objective:

1. Measure and track CPA examination performance, making comparisons with successful programs within our region.

Learning Goal 4

Prepare students for a career in accounting. 2,4

Learning Objective

1. Expand students' understanding of professional and ethical issues faced by accountants.

Assurance of Learning Procedures and Benchmarks

In order to ensure that the learning goals are achieved, each goal will usually be assessed every year, but at a minimum each will be assessed at least twice in any given five year period. For goals with multiple objectives, only one objective will be evaluated in any given year. In order to ensure that all objectives will be assessed over time, a rotation will be used such that two consecutive years of acceptable results for an objective will trigger a move to the assessment of the next objective listed.

Data will be collected throughout the academic year, as directed by the Director of the School of Accountancy. The Director will compile the data and present it to faculty in the fall of each academic year, with the goal of determining necessary “loop closing” activities prior to the end of the fall quarter.

Learning Goals and Objectives with procedures and benchmarks are listed below.

Learning Goal 1

Provide students with the knowledge and tools needed to obtain meaningful employment and have successful careers.

Learning Objective

1. Improve students’ ability to focus on appropriate issues and develop solutions to problems where needed.

Method of assessment

A case will be assessed in ACCT 508 (Advanced Managerial Accounting) using a faculty developed rubric.

Benchmark for success

80% of students assessed will “meet or exceed expectations.”

Learning Objective

1. Improve students’ ability to use essential technology in accounting field.

Method of assessment

To be assessed using a faculty developed rubric in ACCT 508 (Advanced Managerial Accounting).

Benchmark for success

80% of students assessed will “meet or exceed expectations.”

Learning Goal 2

Prepare students for management positions.

Learning Objective

1. Further refine students' oral communication skills.

Method of assessment

Oral presentation in ACCT 507 (Contemporary Accounting Theory) will be assessed using a faculty developed rubric.

Benchmark for success

80% of students assessed will "meet or exceed expectations."

Learning Objective

2. Further refine students' written communication skills.

Method of assessment

Writing assignment in ACCT 507 (Contemporary Accounting Theory) will be assessed using a faculty developed rubric.

Benchmark for success

80% of students assessed will "meet or exceed expectations."

Learning Objective

3. Broaden students' understanding of global issues.

Method of assessment

Course embedded questions will be used to determine student understanding of global issues in ACCT 507 (Contemporary Accounting Theory), 508 (Advanced Managerial Accounting, 513 (Advanced Auditing), and 521 (Cases and Problems in Income Tax.)

Benchmark for success

Students will average a score of 80% for questions asked in each class.

Learning Goal 3

Provide the educational background for students to meet the educational requirements of various accounting certification examinations.

Learning Objective

1. Measure and track CPA examination performance, making comparisons with successful programs within our region.

Method of assessment

To be assessed by evaluating student pass rates on the CPA exam.

Benchmark for success

At least 50% of students will pass one or more sections of the CPA exam.

Learning Goal 4

Prepare students for a career in accounting.

Learning Objective

1. Expand students' understanding of professional and ethical issues faced by accountants.

Method of assessment

To be assessed using a faculty developed rubric in ACCT 542 (Seminar in Professional Development).

Benchmark for success

80% of students assessed will "meet or exceed expectations."

Doctor of Business Administration

Introduction

Assurance of learning in the Doctor of Business Administration program is designed to ensure that graduates possess those skills deemed essential by the program faculty. These skills are categorized into six broad learning goals. The learning goals center on statistical knowledge, conducting original research, written and oral communication skills, know of leading-edge theory and practice, and integration of knowledge. These learning goals are directly linked to the mission of the College of Business Mission, as outlined below.

College of Business - Mission

Our mission—indeed, our passion—is the continuing advancement of the quality and relevance of our teaching and research, and of our relations with constituents. We seek to fulfill these aspirations through discovering new knowledge, creating meaningful learning experiences, preparing our students for successful professional careers, developing mutually beneficial partnerships, and *Building Distinction* by enhancing the reputation of the College.

The College of Business Mission encompasses a number of key elements which guide the College's Learning Objectives and Strategic Plan:

Key Elements of Mission

1. Advancement of the quality and relevance of our teaching and research.
2. Discovery of new knowledge.
3. Creation of meaningful learning experiences.
4. Preparation of students for successful professional careers.
5. Development of mutually beneficial partnerships.
6. *Building Distinction* by enhancing the College's reputation and relations with constituencies.

Learning Goals

Links to the
University Mission

Learning Objective 1

Graduates will possess the tools to be proficient researchers and effective advocates of their findings as it relates to
Relevant Statistical Knowledge.

2,3,4,6

Learning Objective 2

Graduates will possess the tools to be proficient researchers and effective advocates of their findings as it relates to **Conceptualizing and Conducting Original Research.** 2,3,4,6

Learning Objective 3

Graduates will possess the tools to be proficient researchers and effective advocates of their findings as it relates to **Written Communication Skills.** 2,3,4,6

Learning Objective 4

Graduates will possess the tools to be proficient researchers and effective advocates of their findings as it relates to **Oral Communication Skills.** 2,3,4,6

Learning Objective 5

Graduates will be knowledgeable of **Leading-Edge Theory and Practices** in their disciplines. 3,4

Learning Objective 6

Graduates will be proficient in Integrating **Disciplinary or Cross-Disciplinary Knowledge and Concepts** in solving a research question. 3,4

Assurance of Learning Procedures

In order to ensure that the learning goals are achieved, each goal will usually be assessed every year, but at a minimum each will be assessed twice in any given five year period.

Data will be collected throughout the academic year, as directed by the Associate Dean of Graduate Programs and Research. The Associate Dean will compile the data and present it to faculty in the fall of each academic year, with the goal of determining necessary “loop closing” activities prior to the end of the fall quarter.

Method of Assessment

Learning Objective 1: Graduates will possess the tools to be proficient researchers and effective advocates of their findings as it relates to Relevant Statistical Knowledge.

Method of assessment

Performance data are analyzed from the statistical tools qualifier or QA minor comp to determine if there are consistently identifiable weaknesses.

Benchmark of success

A benchmark of 90% of all students passing the statistical tools qualifier or QA comprehensive examination on their first or second attempts is employed in analyzing student success. Remedial measures are determined through an evaluation using a faculty developed rubric

Learning Objective 2: Graduates will possess the tools to be proficient researchers and effective advocates of their findings as it relates to Conceptualizing and Conducting Original Research.

Method of assessment

Second-year summer research projects are evaluated using a rubric developed by faculty within each discipline.

Benchmark of success

A benchmark of 80% of students meeting or exceeding expectations is utilized.

Learning Objective 3: Graduates will possess the tools to be proficient researchers and effective advocates of their findings as it relates to Written Communication Skills.

Method of assessment

Doctoral dissertations and proposals are evaluated by doctoral faculty using a faculty-developed rubric.

Benchmark of success

A benchmark of 80% of students meeting or exceeding expectations is utilized.

Learning Objective 4: Graduates will possess the tools to be proficient researchers and effective advocates of their findings as it relates to Oral Communication Skills.

Method of assessment

Doctoral dissertation defenses and proposal defenses are evaluated by doctoral faculty using faculty-developed rubrics.

Benchmark of success

A benchmark of 80% of students meeting or exceeding expectations is utilized.

Learning Objective 5: Graduates will be knowledgeable of Leading-Edge Theory and Practices in their disciplines.

Method of assessment

Comprehensive field exams designed to test student understanding of leading-edge theory are developed by faculty experts. Data are analyzed on student completion of comprehensive exams in their fields.

Benchmark of success

A benchmark of 90% of all students passing their comprehensive field exam on the first or second attempt is employed in analyzing student success

Learning Objective 6: Graduates will be proficient in Integrating Disciplinary or Cross-Disciplinary Knowledge and Concepts in solving a research question.

Method of assessment

Proficiency in integrating disciplinary or cross-disciplinary knowledge and concepts at the doctoral level is best demonstrated by the successful completion of the dissertation.

Benchmark of success

A benchmark of 90% of all doctoral candidates successfully completing and defending the dissertation is utilized.

RUBRICS AND ASSESSMENT TOOLS

Bachelor of Science

ACCOUNTING 305 – 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 issued needed	Able to identify information and issued 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

MGMT 310 ASSESSMENT OF LEADERSHIP SKILLS

Student Name: _____ Date: _____

Learning Goal: Students will be able to effectively use the Vroom-Yetton-Jago Decision Tree to arrive at a decision and to explain at least one leadership style.

Evaluative Criteria	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Score
Demonstrates understanding of the steps of the Decision Tree Model	Does not answer all questions in tree	Answers all questions in tree and interprets most questions correctly	Answers all questions in tree and interprets all questions correctly	
Applies Decision Tree Model effectively to a scenario	Does not come to a conclusion about what decision style to use, chooses to use a very wrong decision style, or chooses a leadership style without consulting the Decision Tree Model	Provides an acceptable conclusion about what decision style of use through the use of the Decision Tree Model	Provides a good conclusion about what decision style of use through the use of the Decision Tree Model, elaborating well on how the choice was made	
Describes a leadership style accurately	Does not know name of leadership style or most of the elements of the style	Is able to name a leadership style accurately and give at least two accurate details about it	Is able to accurately name a leadership style and give more than two details about it	
Total Score				

FINANCE 414 PROJECT EVALUATION Student's Name: () Date: ()

Assessment Criteria	Fails To Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	SCORE
Written Communication				
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.	
Analytical Skills				
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.	

Scoring: 0-8 Fails to Meet Expectations
 9-16 Meets Expectations
 17-24 Exceeds Expectations

TOTAL SCORE ()

80% of finance students should meet or exceed expectations

MKTG 482 ASSURANCE OF LEARNING RUBRIC - ASSIGNMENT 2 EVALUATION

Student's Name: _____

Assessment Criteria	Explanation of Assessment	Evaluation 1=does not meet minimum expectations; 2=meets expectations / satisfactory; 3=exceeds expectations / excellent
Level of Measurement Used		
Type of measure chosen	The highest order of measure should be used where appropriate (i.e., a scale is always better than categorical/nominal if appropriate)	1 2 3
Precodes	All questions should include appropriate codes for data entry	1 2 3
Question Wording		
Focus on single issue/topic; not double-barreled		1 2 3
Brief/ grammatically simple wording	Few words as possible to convey meaning; grammar	1 2 3
Clear meaning / unambiguous to reader	No jargon, words with multiple meanings	1 2 3
No leading or loaded questions	Don't influence answer by wording	1 2 3
Not overstated condition/ no extreme absolutes	Avoid: all, always, any, anybody, ever, every, never, etc.	1 2 3
Basic Questionnaire Format		
Appropriate Instructions / Introduction	Introduction should: identify the sponsor; indicate the purpose of the survey; explain how the respondent was selected; describe incentive (if provided); ask for participation; screen respondents Each section should contain appropriate instructions and labels for responses	1 2 3
Order of Questions	Screening: Easy (categorical behavioral questions); Moderate to Hard (scaled questions); Demographics (classification questions)	1 2 3
Covers All Objectives	Questionnaire includes all necessary questions to measure all stated objectives	1 2 3

Notes: A rating of 3 indicates no errors were found; A rating of 2 means that 2 or fewer errors were identified; A rating of 1 indicates that 3 or more errors were made.

CIS 310 ASSESSMENT OF TECHNOLOGICAL PROFICIENCY RUBRIC

Chapter 7 Application Exercise (p. 270 of current text; p. 471 of edition used in fall 2011)

Exercise requirement	Element of Technological Proficiency	Exceeds Expectations (3)	Meets Expectations (2)	Does Not Meet Expectations (1)
1a. Create a separate worksheet for each sales region. Use the data in the Word file Ch07Ex01.	Ability to transfer raw data to a spreadsheet program	Creates three sales regions worksheets without errors.	Creates three separate spreadsheet files (not on tabs), and/or has minor errors in data.	Fails to create three separate worksheets within one file; does not have needed data in worksheets.
1e. Create a fourth worksheet that totals sales projections for all of the regions. Show both the unadjusted forecast and the adjusted forecast for each region and for the company overall. Show month and quarter totals.	Ability to convert data to information.	Creates accurate fourth worksheet using formulas and functions.	Creates fourth worksheet with some formulas/ functions; has missing information or minor errors.	Does not provide fourth worksheet, provides one with inaccurate or missing information, or keys in data rather than using formulas/ functions.
1f. Create a bar graph showing total monthly production. Display the unadjusted and adjusted forecasts using different colored bars.	Ability to create accurate graphs from information.	Bar graph contains correct information, colored bars, and has legends and titles.	Bar graph has minor errors; or, graph is correct, but has no titles, legends, or colored bars.	Graph is not present, is a bar graph, or is built using incorrect information.

RUBRICS AND ASSESSMENT TOOLS

Master of Business Administration (MBA)

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 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.	
Literature Review	Review had noticeable omissions; many sources were not properly cited.	Appropriate literature review conducted; most sources were properly cited.	Review was high in quality; all sources were properly cited.	NA
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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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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RUBRICS AND ASSESSMENT TOOLS

Executive Master of Business Administration (EMBA)

EMBA Critical Thinking Rubric

TRAIT	Exceeds Expectations	Meets Expectations	Does not Meet Expectations	Score
Identifies, defines, and summarizes key problem(s) and issue(s)	Identifies not only the basics of the problem(s) and issue(s), but recognizes important nuances of the problem(s) and issue(s)	Identifies and defines the main problem(s) or issue (s) and subsidiary, embedded, or implicit aspects of the problem(s) or issue(s)	Does not identify, define, or summarize the problem accurately or completely; is confused or identifies a different or inappropriate problem(s)	
Collects relevant and meaningful supplemental information/data	Collects relevant and meaningful internal and external supplemental information/data from a wide variety of sources to assess scope of problem(s) and issue(s)	Collects the minimal amount of relevant and meaningful supplemental internal and external information/data necessary to assess scope of problem(s) and issue(s)	Does not collect relevant and meaningful supplemental internal and external information/data to assess scope of problem(s) and issue(s)	
Considers various perspectives and positions stakeholders	Demonstrates a clear understanding, appreciation, and consideration of key stakeholders' positions, influences, and strengths	Demonstrates an adequate understanding, appreciation, and consideration of key stakeholders' positions, influences, and strengths	Does not demonstrate understanding, consideration, or appreciation of key stakeholders' positions, influences, or strengths	
Considers key assumptions	Identifies and considers the validity and ramifications of the underlying key assumptions of the problem(s)	Identifies some underlying key assumptions of the problem(s) but does not consider the validity or ramifications of these assumptions	Does not identify the underlying key assumptions of the problem(s)	
Shows sensitivity to ethical issues	Identifies and considers the ramifications of the ethical issues of the problem(s)	Identifies some ethical issues of the problem(s) but does not consider the ramifications of these issues	Ignores/does not give adequate consideration to ethical issues of the problem(s)	
Assesses the quality of evidence	Observes cause and effect and addresses existing or potential consequences. Clearly distinguishes between fact, opinion, and acknowledges value judgments	Examines the evidence and source of evidence, questions its accuracy, precision, relevance, and completeness	Repeats information provided without question and/or denies evidence without adequate justification	
Identifies conclusions, their implications, and their consequences	Objectively reflects upon own assertions	Identifies and discusses conclusions, implications, and consequences	Fails to identify conclusions, implications, and consequences of the issue	

EMBA Student Presentation Rubric

	1	2	3	Total
Trait	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	
Organization	Audience has difficulty following presentation because student jumps around. Student is uncomfortable with information and is able to answer only rudimentary questions.	Student presents information in logical sequence which audience can follow. Student is at ease with expected answers to all questions, but fails to elaborate.	Student presents information in logical, interesting sequence which audience can follow. Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Subject Knowledge	Student occasionally uses graphics that rarely support text and presentation. Student has frequent grammatical errors.	Student's graphics relate to text and presentation. Student has few grammatical errors.	Student's graphics explain and reinforce screen text and presentation. Student has no grammatical errors.	
Eye Contact	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes	Student maintains eye contact with audience, seldom returning to notes	
Elocution	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
			Total Points:	

EMBA Persuasive Speech Evaluation Rubric

DIMENSION	Does Not Meet Expectations (1 point)	Meets Expectations (2 points)	Exceeds Expectations (3 points)	Points Possible
Persuasiveness	Does not present details, arguments, etc, that are relevant, meaningful, or convincing	Has some arguments or details that can convince audience, but may lack some influence	Provides excellent arguments and details and persuades audience effectively to his/her point of view	3
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	3
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	3
Attention to Audience	Argument does not seem to target any particular audience	Argument demonstrates some understanding of the potential audience	Argument demonstrates a clear understanding of the potential audience and anticipates counter arguments	3
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	3
Total Points Possible				15

**EMBA/Written Communication – Synthesis Assessment Form
March 2013**

Student Name: _____ Evaluator Name: _____

Date: _____

Trait	Does not meet Expectations	Meets Expectations	Exceeds Expectations	Evaluator Comments
Succinctly describes the key current actions in various areas of the firm	Does not identify issues from more than one discipline	Describes key aspects of case from one or two discipline areas	Describes key aspects of case from all applicable discipline areas	
Critically analyzes the current actions or initiatives being undertaken by the various disciplines within the firm	Does not identify problems related to current actions or initiatives	Focuses on problems related to a limited set of actions or initiatives	Identifies problems with the current actions or initiatives of all applicable discipline areas	
Offers suggestions/solutions related to more than one discipline	Does not offer solutions for more than one business area	Suggests solutions to discrete areas of the business (involves more than one area)	Offers a comprehensive plan that integrates several business areas	
Overall integration of knowledge and skills from various disciplines	Does not appropriately integrate knowledge and skills from various business disciplines beyond a desultory or superficial level	Appropriately integrates knowledge and skills from various business disciplines, but often at a desultory or superficial level	Thoroughly and consistently integrates knowledge and skills from various business disciplines	

RUBRICS AND ASSESSMENT TOOLS

Master of Public Accountancy (MPA)

MPA ORAL COMMUNICATION EVALUATION CHECKLIST

<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 ASSESSMENT

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

ACCOUNTING 508 CASES AND GRADING RUBRIC

The Accounting 508 Case Grading Rubric provides a mapping of the numerical and analytical components of the grading of the four cases into the assessment of the following two learning goals of the MPA program.

- MPA Learning Goal – Graduates will apply accounting theory/principles to solve accounting problems.
- MPA Learning Goal – Graduates will be proficient in technology (software) used in the discipline.

Included Below:

The Accounting 508 Case Grading Rubric

The Accounting 508 Case Grading Rubric – Notes

Case requirements from syllabus – Accounting 508 – Fall 2005

Copies of cases from Accounting 508 – Fall 2005

ACCOUNTING 508 CASE GRADING RUBRIC

Assessment Area	Case Number				Expectations	
	1	2	3	4	Pts. Excds.	Meets Fails
Title	Ruston Trailer Company Louisiana Wood Products Ruston Electronics Company					
Case Description	<p>Bill's Custom Planters</p> <p>Case 1 involves preparing a quarterly production budget and cash budget for a company with credit and cash flow problems. Although no perfect solutions exist, there are several viable alternatives. Case 1 also requires the use of impounded "what-if" statements in Excel.</p>	<p>Ruston Trailer Company</p> <p>Case 2 involves calculating and analyzing standard costing variances. These variances must be used to support manager evaluations. This case also includes missing inventory and a correct solution will alert the owners to this fact.</p>	<p>Louisiana Wood Products</p> <p>Case 3 requires the use of "solver" in Excel to solve a system of linear constraints and determine the optimal product mix flowing from a "joint product" process. This case also includes discussion on quantitative and qualitative issues and the determination of "committed" vs.</p>	<p>Ruston Electronics Company</p> <p>Case 4 is a capital budgeting problem that includes tax effects on interest expense and MACRS cost recovery. This case also deals with a range based sales forecast and decreasing expected prices over the production life of the product.</p>		
Writing	<p>memo format - same on all cases, includes to:, from:, date:, re: numbers formatted - same on all cases, includes \$5,000, \$2.53, 4,951, etc. labels and headings - must be descriptive and applies to all tables on all cases complete sentences - applies to all cases spelling, punctuation, & neatness - same on all cases</p>				24	22-24 19-21 ≤20
Numbers	<p>Production and Hardware</p> <p>Order schedules (2)</p> <p>Cash Budget including cash collections, hardware payments, direct labor, var. overhead, & interest expense (5)</p> <p>Schedule of CGM including dm, dl, overhead (2)</p> <p>Income Statement including rev. & cost of goods sold (2)</p> <p>Balance Sheet including cash, ar (net), & equity (3)</p>	<p>Income Statement:</p> <p>revenue; cost of goods sold at std. cost including missing finished goods; dm, dl, & overhead variances; other expenses; & income tax expense (benefit) (10)</p> <p>Balance Sheet: cash; accounts receivable; finished goods & dm inv; ppe (net); liabilities; & equity (4)</p>	<p>Solver Solution: including optimal quantities and total contribution margin (10)</p> <p>Income Statement: including total revenue and total costs. Total cost includes the capitalized costs of the trees, variable costs, and fixed costs (4)</p>	<p>Weighted Average Cost of Capital: (2)</p> <p>Net Present Value: including tax effects, expected revenue, variable costs, fixed cost, working capital invest. & recovery, and salvage value (10)</p> <p>Internal Rate of Return: (2)</p>	56	50-56 43-49
						≤42

ACCOUNTING 508 CASE GRADING RUBRIC (Continued)

<p>Interpretations & Recommendations</p>	<p>Production Schedule: meet desired end inv. or meet credit limit. (3) Hardware Schedule: must meet production schedule without excess end inv. (2) Direct Labor: defend overtime or temps. pro and con (2) Credit-Line: must not exceed credit limit without a workable plan and must meet compensating balance (3)</p>	<p>Manager Evaluation: provide evaluations of each of three managers based on at least two variances per manager (3) Variance Interactions: discuss variance interactions (2) Adjustments: adjusts. made by managers (1) Recommendations: improve profitability (2) Control Issues: identify both control issues (2)</p>	<p>Recommendations: must be consistent with numbers and in original units (2) Binding Constraints: ID (2) Profitable: (1) Committed vs. Discretionary: consistent discussion (2) Sensitivity: (1) Recommendations: improve profitability (1) Qualitative Issues: (1)</p>	<p>Recommendations and Sensitivity (4) Early Abandonment: (2) Qualitative Issues: (1) Recommendations: improve profitability (1) Advantages vs. Disadvantages of Debt vs. Equity Capital: (2)</p>	<p>40 36-40 31-37 ≤30</p>
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ACCOUNTING 508 CASE GRADING RUBRIC – NOTES

General

The Accounting 508 cases involve calculation, analysis, and communication in an accounting setting. The calculation range from simple calculations of revenue and cost to more complicated calculations of minimum cash balances with credit-line compensating balance restrictions that are non-linear (using imbedded what-if statement in Excel, Case 1) and calculating the optimal product with a complex set of linear constraints using the solver function in Excel (Case 3). The cases also involve making and defending business decision using quantitative and qualitative information when no perfect solution exists.

Case 1

Production schedule and credit limit: The student must produce a production schedule in the absence of a perfect solution. If the student recommends a level of production that meets all sales and desired ending inventory needs, the company will exceed its credit-line limit and must provide the owner with information that will help justify raise the limit to the owner's bank (accounts receivable are increasing because of seasonally high credit sales. Alternatively, if the student tries to stay within the credit-limit they must explain to the owner that ending inventories will have to be scaled back in the short run although all sales demands can be met.

Hardware order schedule: This direct material must be ordered 30 days in advance (long lead time) in large batches (batches that are not even multiples of monthly production). The key is for the order to be made soon enough for production without exacerbating the cash flow problems by ordering too early and/or too often.

Credit limit/compensating balance: This case also requires the use of impounded what if statement to calculate the minimum borrowing each month that will meet the cash needs and maintain the minimum compensating balance that follows a non-linear formula, i.e., either a fixed amount or a percentage of the credit-line balance, whichever is greater.

Case 2

Standard cost variances and managerial evaluations: The calculation of the standard cost variance is fairly straightforward, but the key is for the student to understand that the responsibility for a variance, or related variances, may be interrelated, e.g., a favorable price variance and unfavorable direct material efficiency variance may not represent a good job by the purchasing agent and a bad job by the production manager if the price variance was the result of inferior quality.

Control Issues: Two control issues in this case are (1) the physical inventory is short and (2) one of the two unfavorable direct material efficiency variance represents a discrete component that should be one-to-one with output. Unlike a continuous direct material, this unfavorable efficiency variance appears to represent more than simple inefficiency.

The students do not expect auditing issues in a managerial accounting class and these factors facilitate the assessment of whether the students are using all of their accounting knowledge and paying attention to all the facts.

Case 3

Solver: This case requires the use of “Solver” in Excel to determine an optimal product mix in a “joint product” environment. The case involves several linear constraints that are presented in normal units for the various inputs and outputs, e.g., number of trees, board feet of lumber, and cubic yards of bark. The case also requires the student to think about the proper numbers to use in calculating the contribution margins per unit for this purpose, e.g., should the capitalized cost of the trees be used if (1) the trees are diseased and will be worthless if not harvested or (2) the market value is expected to far exceed the capitalized cost in the near future.

Binding constraints: The student must identify what factors are restricting profit; limited resources or limited markets.

Committed vs. Discretionary Fixed Cost: The case leads the student in the direction that the cost of operating the sawmill is fixed and committed. However, if a large portion of these cost could be eliminated over a short period of time, the optimal solution may be to shut down the sawmill and only sell pulpwood.

Qualitative issues: This case also facilitates the assessment of the students’ ability to incorporate qualitative issues, e.g., the effect on the community of closing the sawmill or the effect of the environment of harvesting more or fewer trees.

Case 4

Weighted average cost of capital: The student must calculate a weighted average cost of capital using CAPM information and the tax effects on debt financing.

Range forecast and sensitivity: This case gives both point and range estimates of sales with potential negative NPV in the lower part of the range requiring the students to apply judgment to the final invest vs. not invest decision.

IRR calculation: This case also requires the use of the IRR function in Excel or the IRR function in a financial calculator to calculate the IRR of the project over a set of numbers that vary by year.

Expectations

Excds. – exceeds expectations.

Meets – meets expectations.

Fails – fails to meet expectations.

ACCT 507 AND ACCT 508 GLOBALRUBRIC

Global Coverage in ACCT 507:

The International Accounting Standards Board (IASB) and the International Financial Reporting Standards (IFRS) issues are covered through a series of activities in ACCT 507:

1. There are specific chapters assigned to the international standards and researching the international standards in each of the two text books used in the class:
Financial Accounting Theory and Analysis: Text and Cases 11th, ISBN: 97811118582794, chapter 3, and *Accounting & Auditing Research* 8th, ISBN: 9781118027073, chapter 5.
2. Each chapter of *Accounting Theory and Analysis: Text and Cases* contains coverage of the similarities and remaining difference between US accounting and international accounting for the topic covered in that chapter, e.g., inventory, investments, etc.
3. Each student is supplied with a set of summaries of the entire set of IAS's and IFRS's that currently constitute the authoritative literature in international accounting.
4. Each student completes a research project and presentation on the comparison of the US vs. international accounting over an approved topic. This assignment requires the student make a supported argument on to whether they believe to US or international solution is better. To successfully complete this project the student must first fully understand the differences in the two standards.

Assessment of Global Coverage in ACCT 507:

Assurance of learning over the global topic of international accounting standards is accessed through an examination of the research paper associated with item #4 discussed above.

1. Does the student demonstrate a clear understanding of the international standard, and the difference between the global standard and its US counterpart?
2. Does the student demonstrate a clear understanding of the impact of the international standard on the balance sheet, and the difference(s) in impact on the balance sheet between the global standard and its US counterpart?
3. Does the student demonstrate a clear understanding of the impact of the international standard on the income statement, and the difference(s) in impact on the income statement between the global standard and its US counterpart?
4. Does the student demonstrate a clear understanding of the differences in measurement and disclosure issues between the global standard and its US counterpart?

Each paper will be scored over the four categories, where:

Exceeds expectations	3
Meets expectations	2
Fails to meet expectations	1
Grossly fails to meet expectations	0

***Benchmark for Success:** 80% of students will meet or exceed expectations, i.e., achieve average scores over the four categories ≥ 2 .*

Global Coverage in ACCT 508:

The one global issue covered in ACCT 508 is the impact of differences in tax rates on optimal transfer pricing strategies. While transfer pricing within a single taxing authority represents a zero sum game, differences in transfer prices can have an impact on company profits when goods are transferred between countries with different tax rates.

Assessment of Global Coverage in ACCT 508:

Assurance of learning over the transfer pricing issue covered in ACCT 508 is assessed with an imbedded essay question in the fourth exam.

- C. (4) What is transfer pricing? Under what conditions can transfer pricing directly affect net income?

***Benchmark for Success:** 80% of students will recognize that net income can be affected by transfer prices when the transfer occurs between two units located in different countries with different tax rates.*

ACCT 513 GLOBAL RUBRIC QUESTION

How do requirements for performing an assurance engagement using International Standard on Assurance Engagements (ISAE 3000) compare to the requirements for performing an assurance engagement using the AICPA Attestation Standards?

Main information required:

1. They understand the similarity between ISAE 3000 and AICPA attestation standard.
2. They understand the difference between them---ISAE 3000 provides more flexibility as well as it allows the use of a negative assurance in more circumstances.

Scoring for 1 & 2 above:

Student does not meet expectations = 1
Student meets expectations = 2
Student exceeds expectations = 3

ACCT 542 ETHICS RUBRIC

As part of ACCT 542, each student completes 10 separate journal entries during the course that must relate personal ethical experiences to the material covered in the course. Each entry is required to be between two and three paragraphs. The student should be able to clearly identify the ethical issue(s) they raise in each entry. The students should provide clear evidence that they are able to successfully apply ethical reasoning in each entry. And, the student should be able to clearly identify the ethical rules/enumerated concepts that relate to each of their journal entries, e.g., SEC, AICPA, IMA, independence, Rest's four components of morality, and Kohlberg's stages of moral development, that are violated or pertain to each case.

The assignment is scored by two faculty members. The cases are scored for each student using the following criteria over each of the three categories:

Exceeds expectations	3
Meets expectations	2
Fails to meet expectations	1
Grossly fails to meet expectations	0

Identifies ethical issues
 Employs ethical reasoning
 Identifies applicable rules

TECHNOLOGY RUBRIC USING EXCEL

Method of Assessment: Learning Goal 1: Objective ii: Improve students' ability to use essential technology in accounting field. Rubric for assessing students' ability to use Excel

Category		Excellent: 4 pts.	Good: 3 pts.	Fair: 2 pts.	Poor: 1 pt.
Writing Mechanics	Grammar, spelling, punctuation, capitalization are correct. No errors in the text.	Includes 1-2 grammatical errors, misspellings, punctuation errors, etc.	Includes 3-4 grammatical errors, misspellings, punctuation errors, etc.	Includes 5 or more grammatical errors, misspellings, punctuation errors or capitalization errors.	
Formatting and Appearance	Student demonstrates understanding of using appropriate fonts and sizes for cells, correctly resizes cells where needed, and add shades and colors for interest and readability.	Student demonstrates understanding of using appropriate fonts and sizes for cells, correctly resizes labels where needed. Shades and colors are not always readable.	Student demonstrates understanding of using appropriate fonts and sizes for cells. If shading and colors are used, the overall result is difficult to read. Cells are inconsistently resized.	Student does not adjust text and font size for readability. If shading and colors are used, the overall result is difficult to read. Cells are not resized.	
Column Heading and Titles	Student understands the importance of labels, uses appropriate font size and alignment and placement where needed for greater user comprehension of data. The size of the labels is readable.	Student understands the importance of labels, uses appropriate font size and placement where needed for greater user comprehension of data. The size of the labels is not always readable.	Student understands the importance of labels, but does not consistently use appropriate font size and alignment or placement which lead to user confusion.	Student does not understand the importance of labels, does not change the font size or alignment which lead to user confusion.	
Data Entry and Analysis	Student enters data accurately. Formulas and functions are applied correctly. Number formatting is applied appropriately.	Student enters some data inaccurately. Formulas and functions are not always applied correctly. Number formatting is applied appropriately.	Student enters some data inaccurately. Formulas and functions are not usually applied correctly. Number formatting is inconsistently used.	Student enters some data inaccurately. Formulas and functions are not applied correctly. Number formatting is not used appropriately.	
Content	The deliverable is complete and meets the requirements specified in the assignment.	The deliverable is almost complete and almost meets the requirements of the assignment. 1 or 2 errors noted in the categories	The deliverable is not complete and only partially meets the requirements of the assignment. Major defects in 1 or 2 of the categories.	The deliverable is not complete and fails to meet the requirements of the assignment. Overall, this work is substantially below the expected level.	

For each of the five categories, students will receive a score of between 1 and 4 points per the guidelines above. Total points will be used to determine whether students need improvement, meet or exceed expectations as follows:

- 16 - 20 Points: Exceeds Expectations
- 11 - 15 Points: Meets Expectations
- 0 - 10 Points: Needs Improvement

RUBRICS AND ASSESSMENT TOOLS

Doctor of Business Administration (DBA)

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 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 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 question(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

<i>Materials</i>	<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
<i>Professionalism</i>	<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 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				