The Tabor School Core

The Tabor School of Business creates opportunities for students to perform and compete, early and often, to build the confidence to succeed. We expect commitment, hard work, accountability, and honesty.

Tabor Focus

Students learn and develop successful business practices. Students will be better prepared for their career path when they perform what they have learned. Performance-based projects include simulations, small business consulting teams, internships, auditing projects, business plans, the Tabor Investment Portfolio, and numerous other opportunities to demonstrate their learning.

The Tabor Experience

To deliver this experience, the faculty of the Tabor School value:
• A student-focused, challenging and participatory environment.
• Quality teaching and mentoring of students and graduates.
• Responsible and engaged students.
• Professional achievement.
• Collaborative teamwork.
• Creative partnering among faculty, alumni, and the business community.
• An adaptive, entrepreneurial spirit.

Tabor International Experience

Study in another culture expands the depth and breadth of a student's education more effectively than any other experience. Therefore, the Tabor School has set the goal of to have its graduates involved in a significant international experience. We believe the best way to accomplish this goal is for students to study abroad for either a semester or a summer session. For those whose other commitments make it difficult to go abroad for this length of time, we encourage international immersion courses and international service learning opportunities. Taking the language option in the MPSL curriculum is also a recommended choice.

Business Curriculum Elements and Credit Requirements

For the Bachelor of Science degree with a major in Accounting, Entrepreneurship, Finance, International Business, Management, Information Systems, or Marketing a student must complete all University Studies requirements and all degree and major requirements established by the Tabor School. Both sets of requirements may be satisfied by the student completing a 124-credit program of study.

University Studies (43-45)
Tabor School of Business Core (44)
Tabor School of Business Major* (21)
Non-Business Electives* (12-14)
Free Electives** (0-3)
Total (124)
**Free elective credits total 3 for all majors.

University Studies Requirements (43-45)
IN140, University Seminar (3)
IN150, Critical Writing, Reading and Research I* (3)
IN151, Critical Writing, Reading and Research II* (3)
CO (CO 242 required for Tabor students) (3)
International Culture and Structures (6-8)
Quantitative Reasoning (MA120, Elem. Prob. & Stat., specifically required by Tabor) (3)
IN250, U.S. Studies (3)
IN251, U.S. Studies (3)
Global Issues (3)
Fine Arts (3)
Natural Science (4)
Tabor Distribution Requirements: Introduction to Computers, IS120 (3) and Business Writing EN210 (3)

Tabor School of Business Core Requirements (44)
MG100, Introduction to Business (3)
MG111, Team Dynamics (1)
EC100, Principles of Macroeconomics (3)
EC110, Principles of Microeconomics (3)
MG211, Career Lab (1)
MG260, Business Law (3)
AC230, Principles of Financial Accounting (3)
AC240, Principles of Managerial Accounting (3)
IS240, Organizational Information Systems (3)
MA220, Statistical Methods
FI340, Introduction to Financial Management (3)
MK300, Marketing Principles and Practices (3)
MG300, Principles of Management (3)
MG370, Production/Operations Management (3)
MG330, International Business (3)
MG450, Business Policy (3)
Off-Campus Experience: All Tabor students must complete a 3-credit equivalent off campus experience.

Learning Goals for the Tabor Core

Students will become career-ready by:
1. Applying business concepts to practical situations through such things as internships, projects, consulting, and competitions.
2. Demonstrating written and verbal communication appropriate for business professionals.
3. Gaining a global business perspective through experiencing diverse cultures.
4. Developing the ability to build and work effectively in diverse teams
5. Effectively applying quantitative reasoning to solve business problems.

Tabor Core Learning Goals
Courses where Learning Goals will be Assessed

Goal 1: Performance Learning	AC 422	ET 380	FI 452	IS 370	MG 322	MK 320
Goal 2a: Written Communication	MG 100	IS 240	MG 330	MG 450		
Goal 2b: Verbal Communication	MG 100	IS 240	MG 300	MK 300		
Goal 3: Global Perspective	MG 330					
Goal 4: Teamwork	MG 100	IS 240	MG 300	MG 330		
Goal 5: Quantitative reasoning	AC 240	MG 370	MG 450			

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Understanding the Disciplines *Sees (makes) connections across disciplines, perspectives*	Independently synthesizes or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective without drawing conclusions.	When prompted, connects examples, facts, or theories from more than one field of study or perspective without drawing conclusions..	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Application *Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations*	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations.	Applies, independently, without adaptation, skills, abilities, theories, or methodologies gained in one situation to new situations.	When prompted, applies, without adaptation, skills, abilities, theories, or methodologies gained in one situation in a new situation	Applies, in a basic way, skills, abilities, theories, or methodologies gained in one situation in repeated situations.
Engaging Third Party Stakeholder *Connects relevant experience and academic knowledge on behalf of external stakeholder*	Analyzes stakeholder situation and applies knowledge and previous experience to make meaningful recommendations to the stakeholder that are both feasible and situation specific	Analyzes stakeholder situation and applies knowledge and previous experience to make general recommendations to the stakeholder that are feasible but might are not tailored to the specific stakeholder.	Accurately analyzes stakeholder situation but fails to make recommendations.	Struggles to demonstrate understanding of the stakeholder's situation.

Tabor Learning Goal #2a
Written Communication Rubric
Students will become career ready by demonstrating written communication appropriate for business professionals

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Organization and Formatting	Demonstrates detailed attention to and successful execution of discipline specific rules for formatting and organization of written material	Demonstrates consistent use of discipline specific rules for formatting and organization of written material	Demonstrates understanding of discipline specific rules for formatting and organization of written material but execution is inconsistent	Demonstrates flawed execution of discipline specific rules for formatting and organization of written material
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the artifact has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Tabor Learning Goal #2b
Verbal Communication Rubric
Demonstrating verbal communication appropriate for business professionals

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Tabor Learning Goal #3
International Perspective Learning Rubric
Gaining a International Business Perspective through Experiencing Diverse Cultures

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Context *Cross Cultural Understanding and Communication*	Student reflection on experience provides evidence of immersion in international culture, including acquiring rudimentary conversational language skills and applying understanding of cultural differences	Student reflection on experience provides evidence of interaction with international culture, either acquiring rudimentary conversational language skills or applying cultural differences	Student reflection on experience has a heavy focus on observation instead of interaction, but student does report limited understanding of cultural differences.	Student reflection on experience is more consistent with "tourism abroad"—little or no evidence of engaging individual in international culture.
Attitudes *Curiosity & Openness*	Asks complex questions about business in other cultures, while suspending value judgments.	Asks deeper questions about business in other cultures. Begins to suspend value judgments while being aware of personal bias and is willing to change.	Asks simple or surface questions about other cultures, but still has difficulty suspending value judgments.	States minimal interest in learning more about other cultures and their way of doing business, and has difficulty suspending value judgments.
Application *Applying Knowledge to Global Business Decisions*	Makes decision using advanced global approach—tailors decision to particular cultural and institutional contexts.	Makes decision using some global knowledge—tailors decision to either cultural or institutional context.	Makes decision using a universalistic approach—little or no regard for international context or differences	Reports action without demonstrating how decision was reached

Tabor Learning Goal #4
Teamwork Rubric
Students will be career-ready by developing the ability to build and work effectively in diverse teams.

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Contributes to Team Meetings	Demonstrates advanced comprehension of assigned readings and <u>consistently</u> supplements with outside research and/or examples. Demonstrates expertise asking questions that generate new and creative thoughts/ideas. Effectively assimilates input from others to lead team to an enlightened level of understanding not present prior to discussion.	Demonstrates advanced comprehension of assigned readings and <u>occasionally</u> supplements with outside research and/or examples. Clearly and effectively expresses self in the presentation of ideas. Attempts to generate new thoughts/ideas by occasionally asking questions that take the team beyond readings.	Willingly takes part in discussions without being asked and demonstrates adequate preparation and comprehension of assigned work. Responds to questions with adequate knowledge. Clearly articulates thoughts most of the time; may occasionally hesitate when speaking.	Provides input on occasion; occasionally shows insufficient preparation/comprehension of assigned work. Not enough support given on arguments; has some difficulty expressing thoughts. Doesn't always seek clarity when needed.
Fosters positive and professional environment in and out of the team	Consistently makes others feel comfortable in their contributions by seeking understanding before judging. With excellent communication style, acknowledges team members' questions and ideas by actively listening without interrupting and by responding with diplomacy and tact. Ensures that other team members provide input and ideas during team discussions and meetings. Consistently uses appropriate business manners, language, and dresses appropriately when dealing with external constituents.	Consistently seeks understanding and clarity from others before judging. With a very good communication style, allows team members to express their thoughts and ideas with diplomacy and tact. Asks other team members for their input and ideas during team discussions and meetings. Uses appropriate business manners, language, and dresses appropriately when dealing with external constituents.	e time, seeks understanding and clarity from others before judging. With a good communication style, allows team members to express their thoughts and ideas with diplomacy and tact. Actively listens and responds to team members with follow up questions or responses. Uses appropriate business manners, language, and dresses appropriately when dealing with external constituents.	Sometimes is quick to judge before seeking understanding and clarity from others. Is not always courteous, conscientious, and/or discreet with team members, but is with the team. Doesn't always listen and respond to team members with follow up questions or responses. Business manners, language, and possibly dress need practice and polish.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it while strengthening team cohesiveness. Successfully anticipates and resolves conflicts in ways that result in a win-win for all parties.	Identifies and acknowledges conflict and stays engaged with it. Consistently engages in functional conflict around ideas, not people	When faced with conflict, redirects focus toward common ground, toward task at hand. Seeks to resolve conflict directly with the source.	Passively accepts alternate viewpoints/ideas/opinions. Doesn't always seek to resolve conflict directly with the source, but rather, tends to avoid conflict and/or occasionally complains to outsiders.

Tabor Learning Goal #5
Quantitative Reasoning Rubric
Effectively applying quantitative reasoning to solve business problems

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Evidence Problem is understood	Demonstrates the ability to formulate and clearly document the central question of a problem, as well as to identify, assign and justify all relevant variables and data.	Demonstrates the ability to identify and document the central question of a problem, as well as to identify and assign all relevant variables and data	Begins to develop the ability to identify and formulate the central question of a problem through the identification of most of the relevant variables and data.	Demonstrates a limited ability to identify and formulate the central question of a problem through the identification of relevant variables and data.
Use of appropriate model(s) / technique(s)	Demonstrates the ability to use the appropriate equation, models and/or techniques. Presents the equation, model and/or technique in a detailed logical, clear and understandable format.	Demonstrates the ability to use the appropriate equation, models, and/or techniques. . Presents the equation, model and/or technique in an understandable format.	Begins to develop the ability to identify and use the appropriate equation, models and /or techniques. Presents the equation, model and/or technique in a mostly understandable format.	Demonstrates a limited ability to identify and use the appropriate equations, models, and/or techniques. Presents the equation, model and/or technique in a less than understandable format.
Calculation	All calculations are correct, and the appropriate technique was used to reach a correct solution at the appropriate significance level. Presents the solution in a detailed, clear, and logical format.	All calculations are correct, and the appropriate technique was used to reach the successful solution of a problem though not at the appropriate significance level. Presents the solution in an understandable format.	Most calculations are correct, but the successful solution of a problem was not reached. Presents the solution in a mostly understandable format.	Some calculations are attempted, but the successful solution of a problem was not reached. Presents the solution in a somewhat haphazard manner.
Interpretation	The student's explanation of the answer demonstrates a complete understanding of all the teaching points.	The student's explanation of the answer demonstrates a complete understanding of one or more, but not all, of the teaching points.	The student's explanation of the answer demonstrates a minimal understanding of one or more of the teaching points.	The explanation is attempted, but demonstrates some deficiencies in understanding of the answer.

Tabor Core
Learning Goal #1
Performance Learning Assessment Results

2014-2015

Course	Artifact	Mastery (% of students)	Proficient (% of students)	Developing (% of students)	Beginning (% of students)
AC 422	Blue Connection Audit	16%	39%	29%	58%
ET 390	Blue Connection	-	27%	60%	13%
FI 452	TIPS Project	67%	33%	-	-
IS 321	Client-based Project	17%	33%	50%	-
MG 322	Client-based Project				-
MK 320	Client-based Project	-	93%	7%	-

2013-2014

Course	Artifact	Mastery (% of students)	Proficient (% of students)	Developing (% of students)	Beginning (% of students)
AC 422	Blue Connection Audit	18%	35%	29%	18%
ET 390	Blue Connection	-	33%	66%	-
FI 452	TIPS Project	30%	50%	20%	-
IS 470	Client-based Project	17%	33%	50%	-
MG 322	Client-based Project	18%	55%	27%	-
MK 320	Client-based Project	-	43%	52%	5%

Tabor Core
Tabor Learning Goal #2a
Written communication Assessment

2014-2015

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		F14	S15	F14	S15	F14	S15	F14	S15
MG 100	Business Plan	-	-	58%	3%	42%	52%	-	-
IS 240	Project Report	4%-	-	16%	36%	84%	52%	-	4%

2013-2014

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		F13	S14	F13	S14	F13	S14	F13	S14
MG 100	Business Plan	-	-	20%	3%	68%	59%	12%	21%
IS 240	Project Report	3%	-	32%	-	39%	-	26%	-

Tabor Core
Learning Goal #2b
Verbal Communication Assessment Results

2014-2015

		Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
Course	Artifact	F 14	S15	F14	S15	F14	S15	F14	S15
MG 100	Business Plan presentation	-	-	58%	60%	42%	52%		-
IS 240	Project Presentation	-	35%	16%	13%	76%	48%	8%	5%
MK 300	Case Presentation	-	-	20%	14%	75%	80%	5%	6%
MG 300	Case Presentation								

2013-2014

		Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
Course	Artifact	F 13	S14	F13	S14	F13	S14	F13	S14
MG 100	Business Plan presentation	-	-	20%	28%	68%	59%	12%	10%
IS 240	Project Presentation	-	-	54%	-	43%	-	3%	-
MK 300	Case Presentation	4%	-	35%	22%	47%	74%	14%	4%
MG 300	Case Presentation								

Tabor Core
Learning Goal #3
Global Perspectives Assessment Results

2014-2015

Course	Artifact	Mastery (% of students)	Proficient (% of students)	Developing (% of students)	Beginning (% of students)
MG 430	Business Plan	-	75%	25%	-

2013-2014

Course	Artifact	Mastery (% of students)	Proficient (% of students)	Developing (% of students)	Beginning (% of students)
MG 330	Business Plan				

Tabor Core
Learning Goal #4
Teamwork Assessment Results

2014-2015

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		F14	S15	F14	S15	F14	S15	F14	S15
MG 100	Business Plan	-	-	67%	69%	33%	31%	-	-
MG 300	Team Project								
MG 330	Business Plan	14%	20%	66%	72%	20%	8%	-	-

2013-2014

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		F13	S14	F13	S14	F13	S14	F13	S14
MG 100	Business Plan	-	-	12%	28%	88%	62%	-	10%
MG 300	Team Project								
MG 330	Business Plan	-	20%	77%	72%	23%	8%	-	-

Tabor Core
Tabor Learning Goal #5
Quantitative Reasoning Assessment Results

2014-2015

		Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
Course	**Artifact**	**F14**	**S15**	**F14**	**S15**	**F14**	**S15**	**F14**	**S15**
AC 240	Exam problems	-	-	-	-	30%		70%	
MG 370	Exam problems								
MG 450	Case analysis	-	24%		76%	-	-	-	-

2013-2014

		Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
Course	**Artifact**	**F13**	**S14**	**F13**	**S14**	**F13**	**S14**	**F13**	**S14**
AC 240	Exam problems	-	-	6%	34%	34%	56%	60%	10%
MG 370	Exam problems	39%	47%	45%	53%	16%	-	-	-
MG 450	Case analysis	-	21%	-	58%	-	21%	-	-

The Accounting Major

The major in accounting, leading students to the Bachelor of Science degree, will prepare students for careers in public accounting, private industry, and government. In keeping with the work of the Accounting Education Change Commission, the program places appropriate emphasis on accounting theory and practice as well as the fundamental skills of problem solving, communicating, and critical thinking necessary for long-term success in the field of accounting.

Career objectives for the accounting major include public accounting (auditing, income taxes, consulting), corporate accounting (financial accounting, managerial accounting, internal audit, corporate/state taxes), and governmental (not-for-profit) accounting. Specific upper division accounting courses will be recommended by the advisor based on the student's career interests.

Accounting students are encouraged to pursue the designation of Certified Public Accountant (CPA), Certified Management Accountant (CMA), and/or the Certified Internal Auditor (CIA). Advisors will work with students to develop appropriate programs for students interested in these certifications.

Students wishing to pursue the CPA certification in the state of Illinois must complete 150 semester hours of college credit prior to sitting for the certification exam. To meet this requirement, students will have a range of options available to them. These options may include: completing a bachelor's degree and an MBA in five years; completing a second major; taking two minors during the course of study at Millikin; or, pursuing a graduate degree following graduation from Millikin.

Requirements for the Major
In addition to the core requirements, accounting majors must complete a minimum of 26 hours of accounting courses including AC 301, AC 302, AC 331, AC 332, AC 411, AC 413, AC 422, PH 215, and IS 412, Accounting Information Systems. Students majoring in Accounting will fulfill their Tabor School Off-campus requirement with 3 credits in IN 330, Volunteer Income Tax Assistance.

Students who have taken Intermediate Accounting I and II (the equivalent of AC 301 and AC 302) at a community college and have earned a B in each course, may petition the Accounting Department to allow these courses to satisfy the Tabor School's requirements.

Evening Accounting Program
The Tabor School of Business offers a PACE (Professional Adult Comprehensive Education) delivery of the undergraduate accounting curriculum is an accelerated program of study for adult learners leading to a Bachelor of Science Degree in Accounting. This Program offers adult learners the opportunity to complete a Bachelor of Science Degree in a ten-week, year-round program taught by Tabor School of Business faculty. The Evening Accounting Program students have the same Tabor Distribution Requirements, Tabor Core requirements and Major requirements given above. However, the Off-campus Learning requirement and MG211 (Career Lab) are waived for students in this program.

Learning Goals for the Accounting Major

1. Knowledge Acquisition: Accounting graduates will develop competency in the functional areas of accounting.
2. Research Skills: Accounting graduates will develop the ability to utilize financial and other authoritative databases.
3. Communication Skills: Accounting graduates will develop the ability to effectively present findings, in both written and oral format at a professional level.
4. Ethics and Professional Responsibility: Accounting graduates will develop the ability to recognize and respond to professional, ethical and regulatory issues in accounting.

Courses where learning goals are assessed

	AC 301	AC 302	AC 331	AC 332	AC 411	AC 413	AC 422	PH 215
1: Knowledge Acquisition	X	X	X	X	X	X	X	
2: Research			X			X		
3: Written communication				X		X	X	
4: Oral communication							X	
5: Ethics								X

Accounting Major Learning Goal #1
Knowledge Acquisition Rubric

Accounting graduates shall develop competency in the functional areas of accounting.

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Objective 1.1: Exhibit an understanding of the content, concepts, structure, and meaning of external financial reporting for organizational operations, including the perceived informational need of financial decision makers	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the intended audience.	Demonstrates adequate consideration of context, audience, and purpose that is responsive to the intended audience.	Demonstrates awareness of context, audience, and purpose that is responsive to the intended audience.	Demonstrates minimal attention to context, audience, and purpose that is responsive to the intended audience.
Objective 1.2: Demonstrate an appropriate mastery of the knowledge, skills, and tools of auditing and information systems.	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the intended audience.	Demonstrates adequate consideration of context, audience, and purpose that is responsive to the intended audience.	Demonstrates awareness of context, audience, and purpose that is responsive to the intended audience.	Demonstrates minimal attention to context, audience, and purpose that is responsive to the intended audience.
Objective 1.3: Demonstrate an appropriate mastery of the knowledge, skills, and tools of federal income taxation.	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the intended audience.	Demonstrates adequate consideration of context, audience, and purpose that is responsive to the intended audience.	Demonstrates awareness of context, audience, and purpose that is responsive to the intended audience.	Demonstrates minimal attention to context, audience, and purpose that is responsive to the intended audience.

Accounting Major Learning Goal #2
Knowledge Acquisition Rubric
Accounting graduates shall develop the ability to utilize financial and other authoritative databases.

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Objective 2.1: Demonstrate competency in utilizing the FASB Accounting Codification System to search for authoritative answers to specific financial accounting issues	Demonstrates an advanced level of research skills through the number of sources cited and the proper citation methods of financial accounting.	Demonstrates an adequate level of research skills through the number of sources cited and the proper citation methods of financial accounting.	Demonstrates an awareness of research skills through the number of sources cited and the proper citation methods of financial accounting..	Demonstrates a minimal level of research skills through the number of sources cited and the proper citation methods of financial accounting.
Objective 2.2: Demonstrate the competency in utilizing tax resource databases to search for tax authority to answer specific federal income taxation questions.	Demonstrates an advanced level of research skills through the number of sources cited and the proper citation methods of income taxation.	Demonstrates an adequate level of research skills through the number of sources cited and the proper citation methods of income taxation.	Demonstrates an awareness of research skills through the number of sources cited and the proper citation methods of income taxation..	Demonstrates a minimal level of research skills through the number of sources cited and the proper citation methods of income taxation.

Accounting Major Learning Goal #3a
Written Communication Rubric
Accounting graduates shall develop the ability to effectively present findings, in both written and oral formats, at a professional level

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Organization and Formatting	Demonstrates detailed attention to and successful execution of discipline specific rules for formatting and organization of written material	Demonstrates consistent use of discipline specific rules for formatting and organization of written material	Demonstrates understanding of discipline specific rules for formatting and organization of written material but execution is inconsistent	Demonstrates flawed execution of discipline specific rules for formatting and organization of written material
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the artifact has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Accounting Major Learning Goal #3b
Verbal Communication Rubric
Accounting graduates shall develop the ability to effectively present findings, in both written and oral formats, at a professional level.

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Accounting Major Learning Goal #4
Ethical Reasoning Rubric
Accounting graduates will develop the ability to recognize and respond to professional, ethical and regulatory issues in accounting

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Demonstrates Knowledge and Comprehension of Major Ethical Theories Applied in a Business Context	The work consistently demonstrates clear, accurate, detailed and comprehensive understanding of major ethical theories, as well as an excellent ability to apply these theories in a business context.	The work demonstrates an adequate understanding of the major ethical theories, as well as a solid ability to apply these theories in a business context.	The work demonstrates a minimal understanding of the major ethical theories, as well as a cursory ability to apply these theories in a business context.	The work demonstrates an inadequate understanding of the major ethical theories, as well as a limited ability to apply these theories in a business context.
Identifies alternative ethical approaches to business in a global climate	Identifies a broad range of alternative ethical approaches to business in a global climate.	Identifies a sufficient range of alternative ethical approaches to business in a global climate.	Identifies a limited range of alternative ethical approaches to business in a global climate.	Does not identify alternative ethical approaches to business in a global climate.
Identifies the ethical rationales for environmental sustainability in a business context	Identifies a broad range of ethical rationales for environmental sustainability in a business context.	Identifies a sufficient range of ethical rationales for environmental sustainability in a business context.	Identifies limited ethical rationales for environmental sustainability in a business context.	Does not identify the ethical rationales for environmental sustainability in a business context.
Identifies ethical issues related with the social responsibility of business	Identifies a broad range of ethical issues related with the social responsibility of business.	Identifies a sufficient range of ethical issues related with the social responsibility of business.	Identifies a limited range of ethical issues related with the social responsibility of business.	Does not identify ethical issues related with the social responsibility of business.
Applies ethical knowledge to novel and historical business related scenarios	Is able, with mastery, to clearly and effectively apply ethical knowledge to novel and historical business related scenarios.	Is able, satisfactorily, to clearly and effectively apply ethical knowledge to novel and historical business related scenarios.	Is able, in a limited way, to clearly and effectively apply ethical knowledge to novel and historical business related scenarios.	Is unable to clearly or effectively apply ethical knowledge to novel and historical business related scenarios
Demonstrates critical ethical reasoning in respect to business related issues	Demonstrates an excellent ability to engage in critical ethical reasoning in respect to business related issues	Demonstrates a sufficient ability to engage in critical ethical reasoning in respect to business related issues	Demonstrates a limited ability to engage in critical ethical reasoning in respect to business related issues	Does not demonstrate the ability to engage in critical ethical reasoning in respect to business related issues

Accounting Major
Assessment Results
2014-2015

Course	Artifact	Mastery (% of students)	Proficient (% of students)	Developing (% of students)	Beginning (% of students)
	Assessment Outcome				
		Learning Goal 1: Competency			
AC 301	Not assessed	–	17%	33%	58%
AC 302	Financial Statement Prep.	–	8%	75%	8%
AC 331	Exam Questions	3%	97%	-	--
AC 332	Exam Questions	12%	62%	23%	3%
AC 411	Final exam questions				
AC 422	Audit Project	16%	39%	29%	16%
		Learning Goal 2 : Research Skills			
AC 331	Research Report	18%	39%	39%	3%
AC 413	Research report	25%	53%	19%	3%
		Learning Goal 3: Written Communication			
AC 332	Tax Case Write up	23%	77%		
AC 413	Research Report	3%	89%	8%	–
AC 422	Checklist Assignment	35%	13%	35%	16%
		Learning Goal 4: Oral Communication			
AC 460	Presentation	50%	44%	13%	0%
		Learning Goal 5: Ethics			
PH 215	Case Analysis			-	–

The Entrepreneurship Major

Entrepreneurship is a complex process because it challenges so many of the pre-existing structures and processes of each organization. It is the objective of this major to provide the student with a stronger perspective on the entrepreneurial mindset that is currently pervasive in many organizations and to underscore the importance of new business creation as an economic engine in our society.

Requirements for the Entrepreneurship Major
In addition to the business core courses, students will be required to complete 21 semester hours of upper level business and entrepreneurship courses:

Required courses (21credits)
ET340, Foundations of Entrepreneurship (3)
ET350, Entrepreneurial Finance (3)
ET380, The Art of Entrepreneurship (3)
ET390, Blue Connection (3)
MK320, Marketing Research (3)
ET440, Entrepreneurial Management and Strategy (3)

One of the following electives (3 credits)
ET400, Small Business Consulting (3) **OR**
ET410, Entrepreneurial Consulting: An international experience (3) **OR**
ET470/ 471, Internship (3) (must be entrepreneurially focused)

Minor in Entrepreneurship

The Minor in Entrepreneurship requires a minimum of 23 credits. The Minor in Entrepreneurship is offered to provide the non-business student with the fundamental principles it takes to launch and own a business. The Minor in Entrepreneurship is available to students majoring in the College of Arts and Sciences, the College of Professional Studies and the College of Fine Arts. It is not available to those majoring in the Tabor School of Business. To complete the Minor in Entrepreneurship, a student must maintain a grade point average of at least 2.50 in the required Tabor School courses. Failure to do so, on the decision of the Tabor School Admission Committee will result in the student being denied admission to any upper division courses necessary to complete the minor. Students wishing to elect the Minor in Entrepreneurship must complete a formal minor declaration in the Tabor School.

Students in the Entrepreneurship Minor will be required to complete at least 23 semester hours of business and entrepreneurship courses:

Required courses (23 credits)
EC120, Principles of Economics (3)
AC210, Principles of Accounting (3)

MG300 Principles of Management (3)
ET340, Foundations of Entrepreneurship (3)
ET380, The Art of Entrepreneurship (3)
ET390 Blue Connection (3)
MK3**, 300 level Marketing Course
FI300, Personal Financial Planning (1)
ET260, Create and Lead (1)

Learning Goals for the Entrepreneurship Major:

1. Students will learn to utilize frameworks of innovation to recognize and identify the needs, problems, and demands of a market.
2. Students will learn to analyze environmental, political, economic, legal, and ethical risks and rewards of ownership.
3. Students will learn to identify the financial, human, and physical resources they need, where to obtain them, and how to best utilize them.
4. Students will learn to create, lead, and own business ventures.

Courses where learning goals are assessed:

	ET340	ET380	ET390	ET440
1: Recognize Opportunity	●			
2: Risk & Rewards				●
3: Resources			●	
4: Ownership		●		

Entrepreneurship Major Learning Goal #1
Opportunity Recognition Rubric
Students will learn to utilize frameworks of entrepreneurship to recognize and identify the needs, problems, and demands of a market.

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Understanding of Market needs, problems, and demands	Dynamic	Competent	Partial	Limited
Creation of Market Strategies	Effective	Adequate	Partial	Poor
Application of Frameworks of Entrepreneurship	Integration of multiple frameworks as demonstrated through market validation	Effective use of frameworks but lacking integration	Knowledge of frameworks but not applied effectively	Incorrect or incomplete

Entrepreneurship Major Learning Goal #2
Risk and Rewards Rubric
Students will analyze environmental, political, economic, legal, and ethical risks and rewards of ownership.

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Analysis and Research of Feasibility	Make a go/no go decision	Form a hypothesis for strategy	Identified primary and secondary sources	Defined problem/need
Risk	Anticipate	Mitigate	Aware/Identify	Unaware and limited understanding of what potential risks exist
Reward	Successful implementation of a business model to capture value and reward	Defined plan to capture value	Defined reward	Unrealistic/lack of reward identified

Entrepreneurship Major Learning Goal #3
Resource Analysis Rubric
Students will learn to identify the financial, human, and physical resources they need, where to obtain them, and how to best utilize them.

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Financial	Able to make business decisions based on financial information	Obtain and utilize	Plan for financial needs	Identify sources of financial resources
Human	Human Resources Management (hiring, training, retaining, succession planning, etc.)	Leverage human resources	Plan for utilizing human resources	Identify personal skills/talents/etc. and gaps
Physical	Business needs sufficiently met for sustainability and growth	Obtain and begin to utilize assets	Plan for acquiring and utilizing assets	Identify existing and needed assets

Entrepreneurship Major Learning Goal #4
Ownership Rubric
Students will be able to create, lead, and own a business venture.

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Create (idea)	Vision and sustainability	Launch	Create a business model around a vetted idea	Able to vet new ideas
Lead (accountability)	Accountable for all aspects of business operations	Self-Actualization; Perseverance through obstacles	Perseverance through obstacles with some success	Necessity of leadership not appreciated; Lack of perseverance.
Own (responsibility)	Accepting all implications	Accepting some implications of ownership	Reluctance to accepting responsibility	Resistant to accepting responsibility

Entrepreneurship Major Assessment Results

2014-2015

Course	Artifact	Mastery (% of students)	Proficient (% of students)	Developing (% of students)	Beginning (% of students)
		Learning Goal #1			
ET 340		-	6%	55%	15%
		Learning Goal #2			
ET 440					
		Learning Goal #3			
ET 390		-	27%	53%	12%
		Learning Goal #4			
ET 380			29%	41%	24%

The Information Systems Major

The Information Systems program provides the opportunity for students to obtain the skills to be a key player in building information systems to improve the business operations and decision-making of twenty-first century organizations. Information Systems students learn that in today's ever changing global business environment, the ability to collect, organize, store, analyze, and transform vast amounts of business data into accurate, timely, and understandable information has a significant impact on an organization's performance.

The Information Systems professional must have a thorough understanding of business principles, technologies, and methodologies to effectively create technological business solutions that address the operational and decision-making needs of organizations.

The Information Systems program is based on a balance of business fundamentals and of skills in the analysis, design, and implementation of information systems. Information Systems student learns how to effectively lead and/or participate in cross-functional teams through courses that focus on interpersonal skills including problem solving, team building, and written/verbal communication.

The Information Systems student course of study includes theoretical and practical discussion of information systems, including the design and usage of databases, networking, information security, computer programming fundamentals, knowledge management, and other current topics. Information Systems student will have opportunities to "learn by doing" through course-based application problems, internships, and real-world client-based activities.

It is anticipated that upon graduation Information Systems students will assume positions with titles such as business analyst, system analyst, information systems specialist, programmer analyst, or information systems consultant. As Information Systems graduates gain industry experience, they are likely to assume roles as managers or senior technical staff.

Requirements for the Major
The major requires a total of 21 credits in addition to the business core requirements.

Students majoring in Information Systems must complete the following courses required for the major:
IS221, Introductory Programming (3)
IS321, Systems Analysis and Design (3)
IS331, Networks and Data Communications (3)
IS370, Database Application Development (3)

and choose 3 from the following list
IS302, COBOL As a Second Language (3)
IS322, Intermediate Programming (3)
IS332, Security Assurance (3)
IS470, Data Mining for Business Intelligence (3)
IS471, Information Systems Internship
IS491, Seminar in Information Systems
IS350, Advanced Programming (3)
MK365, E-Marketing (3)

Requirements for the Minor in Information Systems
Tabor and non-Tabor students may complete the minor in Information Systems. The minor requires the completion of 18 credit hours with the following courses:
IS240, Organization Information System (3 hours)
IS221, Introduction to Program Design and Development (3 hours)
IS321, System Analysis and Design (3 hours)
IS331, Networks & Data Communications (3 hours)
IS370, Database Application Development (3 hours)

One of the following:
IS350, Advance Programming
IS302, COBOL as a Second Language (3)
IS332, Security Assurance (3)
IS322, Web Design and Development using DBMS (3)
IS470, Data Mining for Business Intelligence (3)

Learning Goals for the Information Systems Major

1. Students will be able to apply basic programming skills to solve simple business problems.
2. Students will demonstrate their database competencies in designing and building a relational database of moderate complexity through database management software.
3. Students will use the System Life Cycle to develop a system design through the use of case modeling and system modeling.
4. Students will be able to understand the basic concepts of security with regards to information access control in a network environment.
5. Students will apply networking and telecommunication knowledge to specific applications and situations, such as the Internet, intranet, and e-commerce.
6. Students will organize and write user documentation, system documentation and IS reports in a language and style appropriate to the profession.

Courses where learning goals are present

	IS221	IS321	IS322	IS331	IS332	IS334	IS350	IS370	IS470
1: Programming	•		•	•			•		
2: Database								•	•
3: SDLC		•						•	
4: Security					•	•	•		
5: Networks				•	•	•			
6: Documentation		•	•		•		•	•	•

Information Systems Learning Goal #1
Programming Rubric
Students will be able to apply basic programming skills to solve simple business problems.

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Program Execution	Program executes correctly with no syntax or runtime errors.		Program executes with a minor (easily fixed) error.	Program does not execute.
Correct Output	Program displays correct output with no errors.	Output has minor errors.	Output has multiple errors.	Output is incorrect.
Design of Output	Program displays more than required.	Program displays minimally expected output.	Program does not display the required output.	Output is poorly designed.
Design of Logic	Program is logically well designed.	Program has slight logic errors that do not significantly affect the results.	Program has significant logic errors.	Program is incorrect.
Standards	Program is stylistically well designed.	Few inappropriate design choices (e.g. poor variable names, improper indentation).	Several inappropriate design choices (e.g. poor variable names, improper indentation)	Program is written poorly.
Documentation	Program is well documented in all areas.	Missing one required comment and/or missing minor element in program header.	Missing two or more required comments and/or required information in the header of the program.	Most or all documentation is missing.

Information Systems Major Learning Goal #2
Database Development Rubric

Students will demonstrate their database competencies in designing and building a relational database of moderate complexity through database management system software.

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Problem Analysis: demonstrate knowledge and skill in transforming the problem into a conceptual database design	Present rationale for decisions made during the problem analysis. Discussion indicates a thorough grasp of the overall problem.	Narrative development and documentation of the problem with block diagrams used to describe the overall design.	Narrative development and documentation of the basic problem.	Basic understanding of the problem with little narrative development.
Entity Relationship Diagram (ERD): demonstrate knowledge and skill in development of the ERD for a selected segment of the problem	Models selected entities and relationships in an ERD with proper relationship strength, connectivities, and cardinalities, and all keys appropriately documented.	Correctly models the selected design using the ERD.	Demonstrates ability to present design concepts in basic ERD.	Demonstrates ability to present design concepts in simple ERD with errors.
Normalization: demonstrates knowledge of normalizing tables	Design reflects tables in 3NF or rationale to choose other normal form. Data types for fields show a thorough understanding of the problem and the type of data to be stored. Naming convention is selected and adhered to throughout the design.	Design reflects tables in 3NF and demonstrate knowledge of basic data types.	Demonstrates basic skill in table design and normalization.	Demonstrates basis skill in table design and normalization with errors and inconsistent table design principles.
Structured Query Language (SQL), Data Definition Language (DDL): Write DDL statements to define table structure	SQL DDL is ready for database implementation, complete with key and index definition.	SQL DDL is appropriate for selected tables and syntactically correct.	SQL DDL is appropriate but contains some syntax errors.	SQL DDL is appropriate by contains many syntax errors.
Structured Query Language (SQL), Data Manipulation Language (DML): Write queries to support data insert, updated, delete, and select. Two queries each for Insert and Update will be supplied, and at least three Select queries will be supplied, one demonstrating table joins.	SQL DML is ready for database implementation. Joins are correctly completed and queries show proper design for optimum execution. Indexes are selected to optimize queries.	SQL DML is appropriate for desired operations and is syntactically correct.	SQL DML is appropriate for desired operations but contains some syntax errors.	SQL DML is appropriate for desired operations by contains many syntax errors.
Transaction Management: Recognize the need for managed transaction in database updates	Writes SQL to transaction that shows steps to keep database in consistent state.	Describes table(s) and operations involved in transaction processing.	Recognizes need for transaction management in given problem.	Understands concept of transaction management.

Information Systems Learning Goal #3
System Life Cycle Rubric
Students will use the System Life Cycle to develop a system design through the of use case modeling and system modeling that will solve a moderately complex business problem; then develop a program from the modeling specifications in any program language.

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Ability to define user requirements of an information system and to design a system				
Application of analysis and design principles	Results analyzed	Well-defined	Partial	Inappropriate
Appropriate requirements	Integrated sources	Interviews	Secondary	No evidence
Relevant for practical implementation	Evidence and good analysis	Good evidence	Occasional	No evidence
Ability to apply feasibility analysis, requirements analysis and UML modeling in practice:				
Requirement assumptions	Sources well justified	At least 5 sources - no justification	Up to 2 sources	No sources
Evidence of application	Critical appraisal, no errors	Attempted, minor errors	Occasional	No appraisal
UML Understanding	Well defined	Attempted	Somewhat	No attempt
Project findings				
Project evidence	Evidence and analysis	Good evidence	Occasional	No evidence
Resource consideration and analysis	Well defined with no errors	Attempted, minor errors	Occasional	No appraisal
Project time schedule	On time and with no errors	On time	Mostly on time	No
Programming				
Program Execution	Program executes correctly with no syntax or runtime errors.		Program executes with a minor (easily fixed) error.	Program does not execute.
Correct Output	Program displays correct output with no errors.	Output has minor errors.	Output has multiple errors.	Output is incorrect.
Design of Output	Program displays more than required.	Program displays minimally expected output.	Program does not display the required output.	Output is poorly designed.
Design of Logic	Program is logically well designed.	Program has slight logic errors that do not significantly affect the results.	Program has significant logic errors.	Program is incorrect.
Standards	Program is stylistically well designed.	Few inappropriate design choices (e.g. poor variable names, improper indentation).	Several inappropriate design choices (e.g. poor variable names, improper indentation)	Program is written poorly.

Information Systems Learning Goal #4
Security Rubric

Students will be able to understand the basic concepts of security with regards to information access control in a network environment.

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Planning	Researches audit procedures from external sources (in addition to class notes). Redundant tests carefully eliminate 'false positives' and 'false negatives'.	Performs tests as demonstrated in class to meet objectives and scope of audit. Double checking for 'false positives' and 'false negatives' do not always occur when required.	Audit tests somewhat meet scope and/or objective.	Audit tests do not meet audit objectives and/or scope.
Verification Comparison	Fully compares and contrasts the organization's policies with best-in-class policies. Uses references for best-in-class literature. Briefly describes vulnerabilities where best-in-class is not implemented.	Partially compares organization's policies with best-in-class OR does not describe vulnerabilities when best-in-class differs from current policies/procedures.	Describes vulnerabilities, but does not recognize best-in-class policies/procedures.	Does not describe best-in-class policies
Description & Analysis	Full disclosure of tests, results, and countermeasures are provided and fully analyzed.	Tests and results are described but not fully analyzed. Some countermeasures may be lacking.	Tests and results are not fully described or analyzed.	Missing information as to tests performed and results.
Writing	Professionally written according to specification.	Some minimal grammar, spelling, or formatting mistakes are evident, but content is accurate.	Some minimal grammar, spelling, or formatting mistakes are evident. Content is somewhat accurate.	Documentation is inadequate or improperly formatted or contains major grammar/spelling mistakes.

Information Systems Learning Goal #5
Networks Rubric
Students will apply networking and telecommunication knowledge to specific applications and situations, such as the Internet, intranet, and e-commerce.

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Design This portion reflects the design portion of the project including diagrams timelines and outlines, diagrams should be done using a network diagramming tool such as Visio.	Design is complex, includes flow chart, and timeline. Goals and written description of project are present. Schematics exist and are readable. Design has been updated to represent final project, and all versions are included.	Design is mostly complete, at least 3 requirements are present some updates, but not current.	Basic design, at least two requirements are present. Not updated.	Little or no design present one requirement present.
Hardware The hardware part of the project includes building the microprocessor. This portion of the rubric reflects whether only the hardware works correctly.	Network hardware in correctly implemented all components communicate network is consistent with design.	Project is built, all hardware components are implemented network communicates but numerous problems are present does not match design.	All network hardware has been implemented, however not working.	Only one or two hardware components have been implemented, network does not communicate.
Software This is the software component of this project. Students will install server and client software and make appropriate network connections	All software is installed and working correctly, all networking tests are passed.	Most software is installed, and installed components are working correctly and run, most networking test are passed.	All software is installed however not correctly and not working.	Not all software is installed on all machines.
Testing and Documentation Students run appropriate network tests and document all problems encountered and corrections made.	All tests were completed successfully and full documentation exists on any problems encountered, and solutions applied.	All test were completed, successfully limited documentation on problems and corrections.	Some testing was done, problems documented but corrections not implemented or documented.	Testing was not done.
Project Management Project management refers to how well the project organized, as well as how well it followed specific goals and timelines.	Tasks were identified and assigned to members. Each task was completed appropriately according to design and timeline. Original goals were met. Project write up was complete.	Most tasks were identified and assigned. Most tasks were completed as designed. One or two goals or time frames were not met. Project write up was complete.	Project had some tasks identified, more than one person was assigned specific jobs. Some tasks were completed. Some goals were met. Finished some tasks on time. No write up present.	No project management present. Goals not met. No write up present.

Information Systems Learning Goal #6
Documentation Rubric

Students will organize and write user documentation, system documentation and IS reports in a language and style appropriate to the profession.

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Technical Correctness	Document contains no technical errors and is free from important technical details missing.	Contains few technical errors and few technical details are missing, but not necessarily distracting.	Contains some distracting technical errors and some important technical details are missing.	Contains several distracting technical errors and many technical details are missing.
Context of and Purpose for Writing *considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Organization and Formatting	Demonstrates detailed attention to and successful execution of discipline specific rules for formatting and organization of written material	Demonstrates consistent use of discipline specific rules for formatting and organization of written material	Demonstrates understanding of discipline specific rules for formatting and organization of written material but execution is inconsistent	Demonstrates flawed execution of discipline specific rules for formatting and organization of written material
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the artifact has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Information Systems Major
Assessment Results
2014-2015

Course	Artifact	Mastery (% of students)	Proficient (% of students)	Developing (% of students)	Beginning (% of students)
		Learning Goal 1: Programming			
IS 221	Mini programming project (Final exam)	36%	64%	-	-
IS 492		-	17%	83%	-
		Learning Goal 2: Database Competency			
IS 370	Client Project		67%	33%	-
		Learning Goal 3: System Design Life Cycle			
IS 321	Project to plan and design information system				
IS 370	Client Project				
		Learning Goal 4: Security			
IS 331	Network design case study project		33%	59%	8%
IS 332	Millikin Data Center Audit	-			-
IS 334					-
		Learning Goal 5: Networks			
IS 332	Millikin Data Center Audit				-
IS 334					-
		Learning Goal 6: Documentation			

The Management Major

Management is primarily concerned with the effective utilization of resources (including human resources) within a business organization, centering around the areas of planning, organizing, leading, and controlling. Attention is focused on the organization as a social system and the forces that affect this system, such as behavior of individuals and groups, economic conditions, and technology. The Management degree concentrates on the human side of the organization, highlighting the effects of interpersonal and inter-organizational interactions on organizational functions.

The Management major provides a well-rounded program of study appropriate for the business generalist in both for-profit and not-for-profit organizations, and in all sectors (i.e., manufacturing, service, and government). A Management degree qualifies individuals for entry-level positions in general management, including but not limited to retail management, tourism and hospitality management, production/operations management, and human resources management   Students graduating with this degree will have the minimum skills necessary to successfully begin and operate an entrepreneurial venture or successfully function in an entry-level managerial position in a large organization.

Requirements for the Management Major

In addition to the business core courses, students will be required to complete 21 semester hours of upper level business and management courses.

Required courses:

MG321, Acquiring and Building Talent
MG322, Performance Management
PH215, Business Ethics

Choose one of the following courses:

MG365 Decision Making Under Uncertainty
MG375, Project Management

Choose one of the following courses:

MG306, Organizational Behavior, Leadership and Change
ET340, Foundations of Entrepreneurship

Choose one of the following courses

ET400, Small Business Consulting**
MG471/472, Management Internship **

Choose one of the following courses

MG430, International Entrepreneurship**
ET410, International Business Consulting**
MG481, Seminar in International Topics or approved travel course

**Satisfies the Off-campus requirement.

Minor in Management

A minor in management is available to students majoring in the College of Arts and Sciences, the College of Professional Studies or the College of Fine Arts. It is not available to those majoring in the Tabor School of Business. See Tabor School admission requirements for more information.

A minor must meet the following requirements:

EC100, Principles of Macroeconomics
AC230, Principles of Financial Accounting
AC240, Principles of Managerial Accounting
MG300, Principles of Management
MK300, Marketing Principles and Practices
FI340, Business Finance
MG330, International Business, OR
MG370, Production/Operations Management
Three credits of Tabor School electives above the 300 level.

Minors in Management are encouraged but not required to elect EC110, Principles of Microeconomics; IS120, Introduction to Computers and Information Systems; MA120, Elementary Probability; MA220, Statistics and Statistical Methods; and CO242, Business Communications.

Evening Management Program

The Tabor School of Business offers a PACE (Professional Adult Comprehensive Education) delivery of the undergraduate management curriculum is an accelerated program of study for adult learners leading to a Bachelor of Science Degree in Management. This program offers adult learners the opportunity to complete a Bachelor of Science Degree in a ten-week, year-round program taught by Tabor School of Business faculty. The requirements for the Management degree are listed below. The Evening Management Program students have the same Tabor Distribution Requirements and Tabor Core requirements listed above. However, the Off-campus Learning requirement and Career Lab (MG 211) are waived for students in this program. For those interested in this degree program, contact the PACE office at (217) 420-6776.

Learning Goals for the Management Major

Students who major in Management at Millikin will:
1. Design and performance management system.
2. Manage projects and processes effectively and efficiently.
3. Make ethical business decisions.
4. Practice managing human capital through strategic staffing.
5. Lead change under risk and uncertainty.

Courses where learning goals are assessed

	MG 321	MG 322	MG 375	MG 430	ET 410	MG 365	MG 306	PH 215
1: Performance Management		x						
2: Managing Projects			x	x	x			
3: Ethical Decisions								x
4: Managing Human Capital	x							
5: Change under risk and uncertainty						x	x	

Management Major Learning Goal #1
Performance Management System Rubric
Students will design a performance management system.

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Performance Measurement Tools	Can write perfectly worded key accountabilities (results), objectives, and performance standards. Is able to develop perfectly worded key behaviors and related behavioral anchored rating scale (BARS).	Can write clear key accountabilities (results), objectives, and performance standards. Is able to develop clear key behaviors and related behavioral anchored rating scale (BARS).	Is able to identify key accountabilities (results), objectives, and performance standards, but need to clarify/tighten the writing. Work on being more specific on key behaviors and related behavioral anchored rating scale (BARS).	Is able to identify key accountabilities (results), objectives, and performance standards, but need to clarify/tighten the writing. Identifying key behaviors and/or behavioral anchored rating scale (BARS) underdeveloped and/or absent.
Gathering Performance Information	Demonstrates the ability to develop detailed methods and tools to gather performance information related to specific performance results and/or behaviors. Tool(s) are equivalent in appearance to a professional consultant.	Demonstrates the ability to develop detailed methods and tools to gather performance information related to specific performance results and/or behaviors.	Has developed methods and tools to gather performance information related to performance results and/or behaviors; however, lacks detail and/or completeness. Document couldn't be used by a manager.	Shows some evidence of understanding, but significantly underdeveloped.

Management Major Learning Goal #2
Project Management Rubric
Manage projects and process effectively and efficiently.

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Project Planning	Creates and executes an excellent plan for the accomplishment of the project. The plan should include a thorough clarification of the objective and evaluation criteria. Consistently conveys project goals to all project members	Creates a well-made plan for the accomplishment of the project. The plan may include clarification of the objective and evaluation criteria. Frequently conveys project goals to all project members	Creates a poorly developed plan for the accomplishment of the project. The plan may include some clarification of the objective and evaluation criteria. Occasionally conveys project goals to all project members	Does not develop a planned course of action towards the accomplishment of the project. The plan may include little if any clarification of the objective and evaluation criteria. Does not convey the project goals clearly to all project members
Team Management	Makes others feel comfortable in their contributions by seeking understanding before judging.Acknowledges team members' questions and ideas by actively listening without interrupting and by responding with diplomacy and tact. Ensures other team members provide input and ideas during discussions and meetings. Consistently uses appropriate business manners, language, and dresses appropriately when dealing with team.	Consistently seeks understanding and clarity from others before judging. With a very good communication style, allows team members to express their thoughts and ideas with diplomacy and tact. Asks other team members for their input and ideas during team discussions and meetings. Uses appropriate business manners, language, and dresses appropriately when dealing with team.	Most of the time, seeks understanding and clarity from others before judging. With a good communication style, allows team members to express their thoughts and ideas with diplomacy and tact. Actively listens and responds to team members with follow up questions or responses. Uses appropriate business manners, language, and dresses appropriately when dealing with team.	Sometimes is quick to judge before seeking understanding and clarity from others. Is not always courteous, conscientious, and/or discreet with team members, but is with the team. Does not listen and respond to team members with follow up questions or responses. Business manners, language, and possibly dress need practice and polish.
Knowledge Management	Consistently takes initiative to gather information relevant to the project. Uses information is used to generate a broad range of alternatives. Excellent quality of research information gathered.	Frequently takes initiative to gather information relevant to the project. Uses information is used to generate a multiple diverse alternatives Very good quality of research information gathered	Occasionally takes initiative to gather information relevant to the project. Uses information is used to generate a few similar alternatives Good quality of research information gathered.	Does not take initiative to gather information relevant to the project. Uses information is used to generate only one alternatives Poor quality of research information gathered.
Effective Communication	Excellent written and oral communication in the project Effective communication between team members is consistently demonstrated	Very good written and oral communication in the project Effective communication between team members is frequently demonstrated	Good written and oral communication in the project Effective communication between team members is occasionally demonstrated	Poorly done written and oral communication in the project Poor communication between team members during project development

Management Major Learning Goal #3
Ethical Reasoning Rubric
Students will make ethical business decisions

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Demonstrates Knowledge and Comprehension of Major Ethical Theories Applied in a Business Context	The work consistently demonstrates clear, accurate, detailed and comprehensive understanding of major ethical theories, as well as an excellent ability to apply these theories in a business context.	The work demonstrates an adequate understanding of the major ethical theories, as well as a solid ability to apply these theories in a business context.	The work demonstrates a minimal understanding of the major ethical theories, as well as a cursory ability to apply these theories in a business context.	The work demonstrates an inadequate understanding of the major ethical theories, as well as a limited ability to apply these theories in a business context.
Identifies alternative ethical approaches to business in a global climate	Identifies a broad range of alternative ethical approaches to business in a global climate.	Identifies a sufficient range of alternative ethical approaches to business in a global climate.	Identifies a limited range of alternative ethical approaches to business in a global climate.	Does not identify alternative ethical approaches to business in a global climate.
Identifies the ethical rationales for environmental sustainability in a business context	Identifies a broad range of ethical rationales for environmental sustainability in a business context.	Identifies a sufficient range of ethical rationales for environmental sustainability in a business context.	Identifies limited ethical rationales for environmental sustainability in a business context.	Does not identify the ethical rationales for environmental sustainability in a business context.
Identifies ethical issues related with the social responsibility of business	Identifies a broad range of ethical issues related with the social responsibility of business.	Identifies a sufficient range of ethical issues related with the social responsibility of business.	Identifies a limited range of ethical issues related with the social responsibility of business.	Does not identify ethical issues related with the social responsibility of business.
Applies ethical knowledge to novel and historical business related scenarios	Is able, with mastery, to clearly and effectively apply ethical knowledge to novel and historical business related scenarios.	Is able, satisfactorily, to clearly and effectively apply ethical knowledge to novel and historical business related scenarios.	Is able, in a limited way, to clearly and effectively apply ethical knowledge to novel and historical business related scenarios.	Is unable to clearly or effectively apply ethical knowledge to novel and historical business related scenarios
Demonstrates critical ethical reasoning in respect to business related issues	Demonstrates an excellent ability to engage in critical ethical reasoning in respect to business related issues	Demonstrates a sufficient ability to engage in critical ethical reasoning in respect to business related issues	Demonstrates a limited ability to engage in critical ethical reasoning in respect to business related issues	Does not demonstrate the ability to engage in critical ethical reasoning in respect to business related issues

Management Major Learning Goal #4
Strategic Staffing System Rubric
Students will practice managing human capital through strategic staffing

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Performance Measurement Tools	Can write perfectly worded key accountabilities (results), objectives, and performance standards. Is able to develop perfectly worded key behaviors and related behavioral anchored rating scale (BARS).	Can write clear key accountabilities (results), objectives, and performance standards. Is able to develop clear key behaviors and related behavioral anchored rating scale (BARS).	Is able to identify key accountabilities (results), objectives, and performance standards, but need to clarify/tighten the writing. Work on being more specific on key behaviors and related behavioral anchored rating scale (BARS).	Is able to identify key accountabilities (results), objectives, and performance standards, but need to clarify/tighten the writing. Identifying key behaviors and/or behavioral anchored rating scale (BARS) underdeveloped and/or absent.
Gathering Performance Information	Demonstrates the ability to develop detailed methods and tools to gather performance information related to specific performance results and/or behaviors. Tool(s) are equivalent in appearance to a professional consultant.	Demonstrates the ability to develop detailed methods and tools to gather performance information related to specific performance results and/or behaviors.	Has developed methods and tools to gather performance information related to performance results and/or behaviors; however, lacks detail and/or completeness. Document couldn't be used by a manager.	Shows some evidence of understanding, but significantly underdeveloped.

Management Learning Goal #5
Decision Making Rubric
Lead change under risk and uncertainty

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Demonstrates Knowledge and Comprehension	The work consistently demonstrates clear, accurate, detailed and comprehensive understanding of the relevant facts / data / theories/ terms as well as the ability to organize the information for application, presentation, documentation, and/or further examination	The work demonstrates an adequate understanding of the relevant facts / data / theories/ terms as well as an ability to organize the information for application, presentation, documentation, and/or further examination	The work demonstrates a minimal understanding of the relevant facts / data / theories/ terms as well as an ability to organize the information for application, presentation, documentation, and/or further examination	The work demonstrates an inadequate understanding of the relevant facts / data / theories/ terms as well as a limited ability to organize the information for application, presentation, documentation, and/or further examination.
Identifies Alternatives	Identifies a broad range of alternatives that are relevant and that reflect an in-depth understanding of the situation.	Identifies a sufficient range of alternatives that are relevant and that reflect a satisfactory understanding of the situation.	Identifies a limited number of alternatives that are seemingly relevant and that reflect a basic understanding of the situation.	Does not identify alternatives or identifies alternatives that reflect confusion or limited understanding of the situation.
Identifies criteria for assessing alternative	Identifies important and less obvious criteria reflecting a thorough understanding of the situation	Identifies important and at least one less obvious criteria reflecting an adequate understanding of the situation	Identifies the important criteria that should be considered	Identifies only some important criteria
Identifies evidence for assessing alternative	Shows an active search for evidence that both supports a principle alternative and multiple counter alternatives.	Shows an active search for evidence that supports the principle alternative and at least one counter alternative	Identifies evidence that supports the principle alternative and some limited evidence supporting at least one counter alternative	Shows a limited search that identifies evidence that supports only one principle alternative.

Management Major
Assessment Results
2014-2015

Course	Artifact	Mastery (% of students)	Proficient (% of students)	Developing (% of students)	Beginning (% of students)
	Assessment Outcome				
		Learning Goal #1			
MG 322	Project Report				
		Learning Goal #2			
MG 375	Case analysis				
MG 410	Project Report				
MG 430	Consulting Project Report	-	75%	25%	-
		Learning Goal #3			
PH 215	Case analysis				-
		Learning Goal #4			
MG 321	Case analysis				-
		Learning Goal #5			
MG 342	Not assessed	-	-	-	-
MG 365	Project Report				-

2013-2014

Course	Artifact	Mastery (% of students)	Proficient (% of students)	Developing (% of students)	Beginning (% of students)
	Assessment Outcome				
		Learning Goal #1			
MG 322	Project Report	14%	64%	23%	-
		Learning Goal #2			
MG 375	Case analysis	32%	68%		-
MG 410	Project Report	-	82%	18%	-
MG 430	Consulting Project Report		75%	25%	-
		Learning Goal #3			
PH 215	Case analysis	81%	19%		-
		Learning Goal #4			
MG 321	Case analysis	35%	35%	30%	-
		Learning Goal #5			
MG 342	Not assessed	-	-	-	-
MG 365	Project Report	-	73%	27%	-

The Marketing Major

A marketing major prepares a student to enter a dynamic and exciting business field that deals specifically with generation of user satisfaction by providing consumers desired products or services in a timely and convenient manner. Success requires excellent communications skills and a solid analytical background. A marketing graduate is well equipped for a career in management and performance of functions that are among the most vital and interesting in the business arena. Because marketing centers on consumer knowledge and the design and management of strategies necessary to sell products or services to consumers, many of today's top executives began their business careers in marketing. No area offers a more varied set of career opportunities. Marketing careers are possible in all fields from banking to aerospace, retailing, wholesaling, or manufacturing; for both profit and not-for-profit organizations; and in such areas as sales, research, product design and management or promotion and advertising.

Requirements for the Marketing Major:

The Marketing Major consists of 21 credits: a Marketing core (9 credits) and a student-selected Focus of Study (12 credits):

Marketing Core (Required courses):

MK320, Marketing Research
MK308, Consumer Behavior
MK442, Marketing Management

Marketing Electives: 6 to 12 Credits from the Marketing department courses:
MK307, Advertising and Promotion
MK310, Personal Selling
MK324, Sales Force Management
MK340, International Marketing
MK410, Internet Marketing
MK471/472, Marketing Internship
MK481-484, Special Topics

Focus of Study

Interdisciplinary Electives: 0 to 6 credits in courses outside of the Marketing discipline that augment, expand, or facilitate knowledge in the specific Focus of Study.
1. **Integrated Marketing**: CO251, 343, 306, 401, 432, 456; AR125, 210; ET 400; MK307, MK410; recommended
2. **Marketing Information, Analysis and Application**: IS470; MA304; SO204, 221; ET400 or ET410; MK324, 410; recommended.
3. **Marketing Management**: CO306, 341, 344, 432; SO382; IS470; ET400 OR ET410; MK324, 340; recommended.

4. **Selling and Sales Management**: TH103; CO401, 432; SO204; IS470; ET400 or ET410; MK310, 324; recommended.

The Focus of Study is designed to help students develop an educational and career focus within marketing disciplines. Each represents and supports both traditional areas of educational concentration and differing directions that career paths often take in the marketing profession.

Learning Goals for marketing majors
1. Students will be able to evaluate how the elements of a marketing mix advance an organization's mission.
2. Students will be able to identify and measure core target markets of an organization.
3. Students will be able to identify and measure buyer motivation and consumption patterns.
4. Students will demonstrate the ability to create and harvest customer value through a focus on satisfying customer needs.
5. Students will understand the importance of developing socially accountable marketing practices.
6. Students will demonstrate written and verbal communication appropriate for marketing professionals.

Courses where the learning goals are present and/or assessed

	MK 308	MK 320	MK 442	MK 307	MK 310	MK 340	MK 365
1:Marketing Mix	*	X	X			X	X
2: Target Markets		*	X	X	X	X	X
3: Motivation & Consumption	*	X		X	X		
4: Customer Value			*				
5: Social responsibility	*	X	*	X	X	X	X
6: Communication		*	X	X	X		X

*- the learning goal is assessed in this course

x-the learning goal is present in this course

Marketing Major Learning Goal#1
Marketing Mix Rubric
Students will be able to evaluate how the elements of a marketing mix advance an organization's mission.
Marketing mix includes "a set of marketing tools (product, price, placement, promotion) that work together to satisfy customer needs and build customer relationships."

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Product Strategy	Advanced analysis of difference use of product classification including recommendations	Application of difference use of product classification including identification	Defines differences in product classification	Recognition of product classification without further understanding
Pricing Strategy	Advanced analysis of difference use of pricing strategy including recommendations	Application of difference use of pricing strategy including identification	Defines differences in pricing strategy	Recognition of pricing strategies without further understanding
Placement Strategy	Advanced analysis of difference use of channel design & distribution strategy including recommendations	Application of difference use of channel design & distribution strategy including identification	Defines differences in channel design & distribution strategy	Recognition of channel design & distribution strategy without further understanding
Promotion Strategy	Advanced analysis of difference use of marketing communication mix strategy & tools including recommendations	Application of difference use of marketing communication mix strategy & tools including identification	Defines differences in marketing communication mix strategy & tools	Recognition of marketing communication mix strategy & tools without further understanding

Marketing Major Learning Goal #2
Target Market Rubric

Students will be able to identify and measure core target markets of an organization.

Target market includes "a set of buyers sharing common needs or characteristics that the company decides to serve."

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Identify Target Market	Analyze definition of customer base to determine best market coverage strategy to match marketing mix to customers	Apply definition of customer base to match marketing mix to customers	Define customer base using more complex segmentation than demographics (psychographics, behavioral factors)	Define customer base using basic demographics
Measure Target Market	Determine size of customer base needed to sustain business and can analyze availability and access to determine is anticipated base is sufficient.	Determine size of customer base needed to sustain business with knowledge of purchase ability & competitors' market position	Determine size of customer base needed to sustain business with knowledge of customer purchase ability but without knowledge of competitor's market position	Determine size of customer base needed to sustain business without consideration of customer purchase ability but without knowledge of competitor's market position

Marketing Major Learning Goal #3
Motivation & Consumption Patterns Rubric
Students will be able to identify and measure buyer motivation and consumption patterns.
Motivation is a sense of felt deprivation that directs one toward a goal, and, when combined with buyer decision process, helps predict purchase patterns

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Acknowledge major motivations	Analyze identified consumer & buyer motivations , compare to existing marketing mix for measure of good fit & make recommendations	Apply knowledge of consumer & buyer motivations to specific purchase situations	Define major consumer & buyer motivations with an indication of understanding of the concepts themselves	Recognize major consumer & buyer motivation concepts
Acknowledge consumption patterns	Analyze identified consumption patterns, compare to existing marketing mix for measure of good fit & make recommendations	Apply knowledge of consumption patterns to specific target markets	Define consumption patterns with an indication of understanding of the behaviors themselves	Recognize consumption patterns

Marketing Major Learning Goal #4
Customer Value Rubric

Students will demonstrate the ability to create and harvest customer value through a focus on satisfying customer needs. Customer Value includes determining the value associated with a long-term relationship with a given customer.

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Customer Value	Analyze both transactional value & long term value to determine the maximize appropriate value for given business situation	Apply lifetime customer value and transactional value (including calculations)	Define elements necessary to calculate lifetime customer value and transactional value	Recognize difference between transactional value and long term value

Marketing Major Learning Goal #5
Social Responsibility Rubric

Students will understand the importance of developing socially accountable marketing practices.

Social responsibility includes "intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities."

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Acknowledge Perspectives	Advanced recognition & articulation of diverse cultural perspectives including one's own cultural rules & biases	Adequate understanding of & insights into diverse cultural perspectives including one's own cultural rules & biases	Partial understanding of & insights into diverse cultural perspectives including one's own cultural rules & biases	Surface understanding of & insights into diverse cultural perspectives including one's own cultural rules & biases
Apply Perspectives	Demonstrates exceptional ability assume perspective other than one's own & express empathy of diverse perspectives	Demonstrates adequate ability to assume perspective other than one's own & express empathy of diverse perspectives	Demonstrates minimal ability to assume perspective other than one's own & express empathy of diverse perspectives	Demonstrates an inability to assume perspective other than one's own & express empathy of diverse perspectives
Acknowledge Civic Responsibility	Advanced & well-developed combination of knowledge & value of civic life and minimal ability to relate to regional, national, and/or global community affairs	Adequate & acceptable understanding of knowledge & value of civic life and minimal ability to relate to regional, national, and/or global community affairs	Partial understanding of knowledge & value of civic life and minimal ability to relate to regional, national, and/or global community affairs	Surface understanding of knowledge & value of civic life and difficulty relating to regional, national, and/or global community affairs
Apply Civic Responsibility	Demonstrates civic engagement through community-based action & shows advanced ability of reflective analysis to identify the benefits of the engagement	Demonstrates civic engagement through community-based action and shows adequate ability to identify the benefits of the engagement	Demonstrates civic engagement through community-based action but shows limited ability to identify the benefits of the engagement	Demonstrates civic engagement through community-based action but is unable to identify the benefits of the engagement

Marketing Major Learning Goal #6
Written Communication Rubric

Students will demonstrate written and verbal communication appropriate for marketing professionals.
Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Attributes	Mastered	Proficient	Developing	Beginning
Context of and Purpose for Writing	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Organization and Formatting	Demonstrates detailed attention to and successful execution of discipline specific rules for formatting and organization of written material	Demonstrates consistent use of discipline specific rules for formatting and organization of written material	Demonstrates understanding of discipline specific rules for formatting and organization of written material but execution is inconsistent	Demonstrates flawed execution of discipline specific rules for formatting and organization of written material
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the artifact has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Marketing Major Assessment Results

2014-2015

Course	Artifact	Mastery (% of students)	Proficient (% of students)	Developing (% of students)	Beginning (% of students)
		Learning Goal 1: Marketing Mix			
MK 308		-	41%	53%	6%
		Learning Goal 2: Target Markets			
MK 320	Client based project	-	55%	41%	4%
		Learning Goal 3: Motivation and Consumption			
MK 308	Project	5%	50%	41%	4%
		Learning Goal 4: Customer Value			
MK 442		40%		60%	
		Learning Goal 5: Social Responsibility			
MK 308		9%	45%	41%	5%
MK 442					
		Learning Goal 6: Communication (oral)			
MK 320	Client based project		93%	7%	
		Learning goal 6: Communication (written)			
MK 320		-	87%	13%	--
MK 442		-	100%	-	-

2013-2014

Course	Artifact	Mastery (% of students)	Proficient (% of students)	Developing (% of students)	Beginning (% of students)
		Learning Goal 1: Marketing Mix			
MK 308		-	41%	53%	6%
		Learning Goal 2: Target Markets			
MK 320	Client based project				
		Learning Goal 3: Motivation and Consumption			
MK 308	Project	35%	47%	12%	6%
		Learning Goal 4: Customer Value			
MK 442					
		Learning Goal 5: Social Responsibility			
MK 308		24%	35%	35%	6%
		Learning Goal 6: Communication (oral)			
MK 320	Client based project				
		Learning goal 6: Communication (written)			
MK 320					
MK 307		17%	57%	26%	-