THE TABOR SCHOOL ASSESSMENT REPORT

College/School:	**Tabor School of Business**
Department or Program:	**Tabor Core**
Assessment Coordinator:	**Michael J. Osei, Ph.D.**
Email:	**mosei@millikin.edu**
Academic Year:	**2021-2022**

TABOR FOCUS

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. Students learn and develop successful business practices. Students will be better prepared for their career path when they perform what they have learned. Performance Learning projects include student-run ventures, small business consulting teams, client projects, internships, auditing projects, business plans, student-managed investment fund, and numerous other opportunities to demonstrate their learning. Tabor students develop skills and attitudes needed to compete and succeed in the workplace by:

1. Doing in-field work early and often.
2. Customizing their experience by learning marketable skills through certificates.
3. Taking an optional 5th year and complete a Master of Business Administration (MBA).

Tabor students have an integrated experience with companion learning labs that tie key components together. The four-year experience involves:

- Year 1: Early Business Engagement
- Year 2: Sharpened Thinking and Enhanced Communication
- Year 3: Expertise Building, Management, and Leadership
- Year 4: Demonstrating Mastery

Students who major in Tabor:

1. Develop a personal brand, vision, and strategic plans.
2. Create business plans and assess risk.
3. Use spreadsheet, word processing, database, and project management software to get work done.
4. Prepare financial statements and communicate financial information.
5. Use financial and statistical information to make decisions.
6. Create and deliver formal written reports and oral business presentations, lead meetings, and engage in professional conversations.
7. Work with 3rd parties in the community early and often.

STUDENT LEARNING OUTCOMES (SLOs) AND RATIONALES

Student learning outcomes to be assessed and their rationales are as follows:

1. **Goal 1: Performance Learning** - students will become career-ready by applying business concepts to practical situations through such things as internships, projects, consulting, and competitions.
2. **Goal 2: Written Communication** - students will become career-ready by demonstrating written communication appropriate for business professionals.
3. **Goal 3: Oral Communication** - students will become career-ready by demonstrating verbal communication appropriate for business professionals.
4. **Goal 4: International Perspective** - students will become career-ready by gaining a global business perspective.
5. **Goal 5: Teamwork** - students will become career-ready by developing the ability to build and work effectively in diverse teams.
6. **Goal 6: Quantitative Reasoning** - students will become career-ready by effectively applying quantitative reasoning to solve business problems.

REVIEW OF ASSESSMENT CYCLE

This current assessment report uses the new assessment template proposed by the Assessment and Accreditation Committee. Assessment will be done annually and, to identify trends and areas for improvement, this assessment report reviews progress on learning goals over the past 3 years.

TARGET FOR SUCCESS

The benchmark for achieving success is that 70% of the students achieve proficiency or higher for each learning goal (scoring 3 or 4 based on the rubric). For learning goals where the target is not met, a 5-percentage point increase in the students achieving proficiency or higher over prior year would be considered an improvement toward the target for success.

Learning Goals with Benchmarks

Goal 1: Performance Learning	70% at Proficiency or higher
Goal 2: Written Communication	70% at Proficiency or higher
Goal 3: Oral Communication	70% at Proficiency or higher
Goal 4: International Perspective	70% at Proficiency or higher
Goal 5: Teamwork	70% at Proficiency or higher
Goal 6: Quantitative Reasoning	70% at Proficiency or higher

SUMMARY OF DATA SOURCE

See the appendix at the end of this report for rubrics used.

Courses where Learning Goals will be Assessed

Goal 1: Performance Learning	AC 422	IB 410	IS 470	BU 325	MK 442
Goal 2: Written Communication	ET 100	BU 250	BU 450		
Goal 3: Oral Communication	ET 100	BU 230	BU 450		
Goal 4: International Perspective	BU 450				
Goal 5: Teamwork	ET 100	MK 200	BU 450		
Goal 6: Quantitative Reasoning	IS 120	AC 240	FI 340	BU 450	

ASSESSMENT DATA

Learning Goal #1: Performance Learning Assessment Results
2021-2022

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
AC 422	Blue Connection Audit								
Discipline									
Application									
Third Party Stakeholder									
IB 410									
Discipline									
Application									
Third Party Stakeholder									
IS 470	Client-based Project								
Discipline									
Application									
Third Party Stakeholder									
BU 325									
Discipline									
Application									
Third Party Stakeholder									
MK 442	Client-based Project								
Discipline									
Application									
Third Party Stakeholder									

2020-2021

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
AC 422	Blue Connection Audit								
Discipline									
Application									
Third Party Stakeholder									
IB 410									
Discipline		X	56%	X	44%	X	0%	X	0%
Application		X	56%	X	38%	X	6%	X	0%
Third Party Stakeholder		X	38%	X	56%	X	6%	X	0%
IS 470	Client-based Project								
Discipline		0%	X	75%	X	0%	X	25%	X
Application		0%	X	75%	X	25%	X	0%	X
Third Party Stakeholder		0%	X	0%	X	100%	X	0%	X
BU 325									
Discipline		X	#	X	#	X	#	X	#
Application		X	#	X	#	X	#	X	#
Third Party Stakeholder		X	#	X	#	X	#	X	#
MK 442	Client-based Project								
Discipline			43%		43%		14%		0%
Application			57%		43%		0%		0%
Third Party Stakeholder			57%		29%		14%		0%

- Performance Learning was not assessed due to Covid-19.

2019-2020

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
AC 422	Blue Connection Audit								
Discipline									
Application									
Third Party Stakeholder									
IB 410									
Discipline		X	X	X	X	X	X	X	X
Application		X	X	X	X	X	X	X	X
Third Party Stakeholder		X	X	X	X	X	X	X	X
IS 470	Client-based Project								
Discipline		0%	X	44%	X	22%	X	11%	X
Application		0%	X	33%	X	44%	X	0%	X
Third Party Stakeholder		0%	X	44%	X	22%	X	11%	X
BU 325									
Discipline		X	21%	X	70%	X	9%	X	0%
Application		X	15%	X	79%	X	6%	X	0%
Third Party Stakeholder		X	#	X	#	X	#	X	#
MK 442	Client-based Project								
Discipline		X	42%	X	26%	X	5%	X	0%
Application		X	42%	X	26%	X	5%	X	0%
Third Party Stakeholder		X	47%	X	21%	X	5%	X	0%

Learning Goal #2: Written Communication Assessment
2021-2022

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
ET 100	**Business Plan**								
Context									
Content									
Organization									
Sources									
Syntax									
BU 250									
Context									
Content									
Organization									
Sources									
Syntax									
BU 450	**Strategic Plan**								
Context		43.9%	31.0%	56.1%	69.0%	0%	0%	0%	0%
Content		31.7%	21.4%%	65.9%	78.6%	2.4%	0%	0%	0%
Organization		68.3%	28.6%	31.7%	71.4%	0%	0%	0%	0%
Sources		36.6%	23.8%	63.4%	76.2%	0%	0%	0%	0%
Syntax		29.3%	21.4%	68.3%	78.6%	2.4%	0%	0%	0%

2020-2021

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
ET 100	Business Plan								
Context		0%	16%	8%	53%	73%	28%	8%	3%
Content		0%	25%	16%	44%	51%	25%	24%	6%
Organization		0%	38%	6%	41%	81%	16%	4%	6%
Sources		0%	25%	16%	50%	36%	19%	39%	6%
Syntax		0%	19%	6%	16%	53%	13%	31%	6%
BU 250									
Context		26%	33%	48%	42%	26%	15%	0%	10%
Content		37%	20%	58%	45%	5%	28%	0%	7%
Organization		32%	23%	37%	45%	31%	22%	0%	10%
Sources		26%	13%	53%	47%	21%	30%	0%	10%
Syntax		37%	23%	47%	47%	16%	23%	0%	7%
BU 450	Strategic Plan								
Context		26%	36%	48%	36%	0%	12%	0%	0%
Content		26%	28%	48%	44%	0%	12%	0%	0%
Organization		42%	36%	32%	40%	0%	8%	0%	0%
Sources		6%	44%	68%	32%	0%	8%	0%	0%
Syntax		0%	32%	71%	44%	0%	8%	0%	0%

2019-2020

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
ET 100	Business Plan								
Context			17%		46%		29%		7%
Content			27%		46%		20%		7%
Organization			24%		32%		37%		7%
Sources			27%		32%		32%		10%
Syntax			24%		39%		27%		10%
BU 250									
Context		26%		53%		21%		0%	
Content		16%		53%		32%		0%	
Organization		16%		58%		26%		0%	
Sources		26%		32%		42%		0%	
Syntax		11%		53%		37%		0%	
BU 450	Strategic Plan								
Context		17%	33%	83%	63%	0%	4%	0%	0%
Content		17%	33%	83%	63%	0%	4%	0%	0%
Organization		17%	50%	83%	46%	0%	4%	0%	0%
Sources		26%	33%	13%	63%	35%	4%	26%	0%
Syntax		0%	33%	100%	63%	0%	4%	0%	0%

Learning Goal #3: Oral Communication Assessment Results
2021-2022

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
ET 100	Business Plan Presentation								
Organization									
Language									
Delivery									
Material									
Message									
BU 450	Project Presentation								
Organization		46.3%	33.3%	53.7%	66.7%	0%	0%	0%	0%
Language		65.9%	31.0%	34.1%	69.0%	0%	0%	0%	0%
Delivery		65.9%	33.3%	31.7%	66.7%	2.4%	0%	0%	0%
Material		41.5%	31.0%	56.1%	69.0%	2.4%	0%	0%	0%
Message		34.1%	31.0%	65.9%	69.0%	0%	0%	0%	0%

2020-2021

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
ET 100	Business Plan Presentation								
Organization		0%	34%	12%	44%	72%	22%	5%	0%
Language		0%	34%	11%	47%	63%	13%	16%	6%
Delivery		4%	16%	13%	56%	51%	22%	22%	6%
Material		2%	34%	20%	38%	48%	25%	17%	3%
Message		2%	31%	12%	34%	43%	31%	31%	3%
BU 450	Project Presentation								

Organization	100%	0%	0%	80%	0%	20%	0%	0%
Language	0%	0%	100%	88%	0%	12%	0%	0%
Delivery	3%	24%	87%	60%	10%	16%	0%	0%
Material	100%	32%	0%	52%	0%	16%	0%	0%
Message	100%	40%	0%	48%	0%	12%	0%	0%

2019-2020

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
ET 100	Business Plan Presentation								
Organization		17%	27%	46%	49%	29%	22%	7%	2%
Language		27%	32%	46%	34%	20%	32%	7%	2%
Delivery		24%	27%	32%	39%	37%	32%	7%	2%
Material		27%	34%	32%	34%	32%	29%	10%	2%
Message		24%	29%	39%	39%	27%	29%	10%	2%
BU 450	Project Presentation								
Organization		17%	46%	78%	50%	4%	4%	0%	0%
Language		13%	38%	83%	58%	4%	4%	0%	0%
Delivery		17%	38%	65%	58%	17%	4%	0%	0%
Material		4%	38%	91%	58%	4%	4%	0%	0%
Message		13%	38%	83%	58%	4%	4%	0%	0%

Learning Goal #4: Global Perspectives Assessment Results
2021-2022

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
BU 450	Strategic Plan								
Context		41.5%	42.9%	58.5%	57.1%	0%	0%	0%	0%
Attitudes		68.3%	38.1%	31.7%	61.9%	0%	0%	0%	0%
Application		43.9%	33.3%	56.1%	66.7%	0%	0%	0%	0%

2020-2021

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
BU 450	Strategic Plan								
Context		0%	0%	100%	0%	0%	100%	0%	0%
Attitudes		16%	8%	84%	72%	0%	20%	0%	0%
Application		100%	8%	0%	80%	0%	12%	0%	0%

2019-2020

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
BU 450	Strategic Plan								
Context		26%	N/A	70%	N/A	4%	N/A	0%	N/A
Attitudes		22%	63%	78%	38%	0%	0%	0%	0%
Application		22%	33%	78%	67%	0%	0%	0%	0%

Learning Goal #5: Teamwork Assessment Results
2021-2022

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
ET 100	Business Plan								
Contributes									
Professional									
Conflict									
MK 200	Team Project								
Contributes									
Professional									
Conflict									
BU 450	Business Plan								
Contributes		73.2%	42.9%	24.4%	57.1%	2.4%	0%	0%	0%
Professional		80.5%	38.1%	14.6%	61.9%	4.9%	0%	0%	0%
Conflict		80.5%	33.3%	19.5%	66.7%	0%	0%	0%	0%

2020-2021

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
ET 100	Business Plan								
Contributes		11%	34%	41%	31%	39%	28%	5%	6%
Professional		8%	34%	43%	44%	42%	13%	1%	9%
Conflict		10%	34%	41%	47%	35%	16%	10%	3%
MK 200	Team Project								
Contributes		8%	0%	65%	77%	27%	19%	0%	4%
Professional		8%	0%	63%	73%	19%	23%	10%	4%
Conflict		0%	0%	15%	62%	77%	35%	8%	4%

BU 450	Business Plan								
Contributes		100%	16%	0%	68%	0%	4%	0%	12%
Professional		100%	24%	0%	56%	0%	20%	0%	0%
Conflict		19%	20%	68%	24%	13%	44%	0%	12%

2019-2020

Course	**Artifact**	**Mastery (% of students)**		**Proficient (% of students)**		**Developing (% of students)**		**Beginning (% of students)**	
		Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
ET 100	Business Plan								
Contributes									
Professional									
Conflict									
MK 200	Team Project								
Contributes		30%	0%	56%	77%	15%	26%	0%	0%
Professional		0%	0%	49%	29%	49%	74%	2%	0%
Conflict		0%	0%	16%	23%	49%	81%	34%	0%
BU 450	Business Plan								
Contributes		26%	63%	65%	33%	9%	4%	0%	0%
Professional		17%	50%	74%	46%	9%	4%	0%	0%
Conflict		30%	50%	57%	46%	13%	4%	0%	0%

Tabor Learning Goal #6: Quantitative Reasoning Assessment Results
2021-2022

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
AC 240	Exam problems								
Problem Understood									
Model									
Calculation									
Interpretation									
FI 340	Exam problems								
Problem Understood		52%	50.0%	5%	31.8%	16%	13.6%	27%	4.5%
Model / Technique		60%	36.4%	5%	27.3%	11%	22.7%	24%	13.6%
Calculation		41%	31.8%	24%	40.9%	8%	9.1%	27%	18.2%
Interpretation		43%	40.9%	35%	36.4%	11%	18.2%	11%	4.5%
BU 450	Project/Case Analysis								
Problem Understood		57.5%	38.1%	40.0%	61.9%	2.5%	0%	0%	0%
Model		35.0%	38.1%	62.5%	61.9%	2.5%	0%	0%	0%
Calculation		45.0%	33.3%	50.0%	64.3%	5.0%	2.4%	0%	0%
Interpretation		42.5%	33.3%	52.5%	64.3%	5.0%	2.4%	0%	0%
IS 120	Reflection Paper								
Problem Understood		20.7%		55.2%		20.7%		3.4%	
Model		5.2%		48.3%		41.4%		5.2%	
Calculation		6.9%		44.8%		43.1%		5.2%	
Interpretation		25.9%		48.3%		24.1%		1.7%	

2020-2021

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring

AC 240	Exam problems								
Problem Understood									
Model									
Calculation									
Interpretation									
FI 340	Exam problems								
Problem Understood		47%	44%	33%	0%	0%	19%	19%	37%
Model / Technique		58%	41%	14%	15%	11%	4%	17%	40%
Calculation		28%	30%	11%	22%	25%	15%	36%	33%
Interpretation		61%	37%	0%	0%	19%	33%	19%	30%
BU 450	Project/Case Analysis								
Problem Understood		45%	28%	55%	60%	0%	12%	0%	0%
Model		0%	32%	100%	60%	0%	8%	0%	0%
Calculation		10%	88%	90%	12%	0%	0%	0%	0%
Interpretation		32%	36%	68%	52%	0%	12%	0%	0%
IS 120	Reflection Paper								
Problem Understood		34%	29%	31%	42%	18%	13%	2%	0%
Model		11%	13%	37%	38%	29%	29%	6%	4%
Calculation		16%	17%	26%	42%	34%	17%	8%	8%
Interpretation		29%	25%	31%	38%	21%	17%	3%	4%

2019-2020

Course	**Artifact**	**Mastery (% of students)**		**Proficient (% of students)**		**Developing (% of students)**		**Beginning (% of students)**	
		Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
AC 240	Exam problems								
Problem Understood									
Model									
Calculation									

Interpretation									
FI 340	Exam problems								
Problem Understood		20%	52%	0%	10%	12%	7%	68%	31%
Model		16%	62%	36%	14%	32%	17%	16%	7%
Calculation		16%	55%	12%	17%	40%	14%	32%	14%
Interpretation		24%	57%	0%	0%	48%	36%	28%	7%
BU 450	Project/Case Analysis								
Problem Understood		52%	38%	39%	58%	9%	4%	0%	0%
Model		52%	38%	39%	58%	9%	4%	0%	0%
Calculation		48%	38%	52%	58%	0%	4%	0%	0%
Interpretation		45%	38%	55%	58%	0%	4%	0%	0%
IS 120	Reflection Paper								
Problem Understood		4%	31%	12%	36%	5%	31%	0%	0%
Model		4%	28%	8%	42%	8%	19%	1%	8%
Calculation		1%	25%	8%	36%	12%	28%	0%	8%
Interpretation		3%	42%	11%	28%	8%	28%	0%	0%

ANALYSIS

Provide a discussion of your findings. Are the assessment methods adequate? Are you achieving the desired SLOs? Do modifications in assessment, pedagogy, or SLOs need to occur? This section should be 1-2 pages.

7. ***To what extent did you achieve the target specified above?*** *(e.g., completely, partially, did not achieve)*

8. ***Takeaway: what do the results mean?*** *(Provide a discussion of what the results mean to the program overall. Do they indicate strengths, weaknesses, opportunities, or areas that warrant additional attention? Are there any gaps or inadequacies in assessment methods that may need to be changed for future assessments?)*

9. ***What actions will be taken based on analysis of the assessment results*** *(Closing the feedback loop is essential.* ***What does your academic unit intend to do with the information it has evaluated?*** *Provide a brief explanation of how the results will be used to make any necessary specific changes within the program. Possible changes include revisions to curriculum, courses, pedagogies, assignments, assessment methods, etc. If these changes will require resources beyond what your academic unit can provide, indicate what your academic unit anticipates needing and where it will seek these resources. For example, changes may require faculty development opportunities and initiatives, or the procurement of new resources or personnel.* ***If no changes are planned, briefly describe how the data suggest this as an appropriate course of action.****).*

SUMMARY

to be completed by Academic Dean/Director (for majors/programs)
or Director of Academic Effectiveness (for MPSL)

Due on or before December 1
Submit to Provost and Director of Academic Effectiveness

In approximately 200-300 words, summarize the Assessment Report: state the learning goal(s) measured, state the type(s) of measure(s) used, summarize the data, describe the evaluation of the data, describe what was learned from the evaluation process, and describe what the academic unit has done or plans to do with the information and insights gathered from the assessment activities of the last cycle.

Sharing the results of assessment with appropriate constituencies, including students, is a vital part of closing the assessment feedback loop. This summary will be distributed annually and posted on the Assessment website, as one component of public reporting of assessment activities and outcomes.

TO BE COMPLETED BY DEAN/DIRECTOR and/or DIRECTOR OF ACADEMIC EFFECTIVENESS

Assessment Report Rubric

Please select a score for each criterion below by selecting that box and changing the fill color to light blue.

Criterion	Developing (1)	Mature (2)	Exemplary (3)
Goals/SLOs	*Goals/SLOs are not clearly articulated and/or measurable.*	*1 to 2 goals/SLOs which are clearly articulated and measurable.*	*3 or more goals/SLOs which are all clearly articulated and measurable.*
Targets/Benchmarks	*No specific targets/benchmarks for success are indicated.*	*Specific targets/benchmarks for success are provided for most or all goals.*	*Specific targets/benchmarks for success are provided for all goals; rationales provided for why each target is appropriate.*
Summary of Assessment Methods (what was assessed, when, what instrument used)	*Incomplete and/or vague discussion of assessment methods.*	*Brief summary of assessment methods provided for most or all goals.*	*Detailed discussion of assessment methods provided for all goals. Rubric/documentation provided.*
Assessment results	*Incomplete and/or irrelevant data provided.*	*Brief summary of relevant data provided for most or all goals.*	*Detailed and relevant data provided for all goals; data summarized into tables and/or graphs.*
Analysis of results: achievement of target	*No statement of target achievement provided.*	*Brief statement of target achievement provided for most or all goals.*	*Detailed discussion of target achievement provided for all goals.*
Analysis of results: discussion of meaning	*No discussion of the meaning of the assessment results is provided.*	*Brief reflective discussion of what the assessment results mean is provided.*	*In-depth reflective discussion of what the assessment results mean is provided for all goals. Comparison of results to prior years provided.*
Use of results for improvement	*No changes made/planned as a result of the assessment data and/or changes made/planned are not clearly linked to assessment data.*	*Brief discussion of specific changes made/planned as a direct result of the assessment data is provided for most goals.*	*Detailed discussion of specific changes made/planned as a direct result of the assessment data provided for all goals.*

Appendix: Rubrics

Learning Goal #1: Performance Learning Rubric

	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.

Learning Goal #2: Written Communication Rubric

	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.

Learning Goal #3: Verbal Communication Rubric

	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.

Learning Goal #4: International Perspective Learning Rubric

	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

Learning Goal #5: Teamwork Rubric

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Contributes to Team Meetings	Demonstrates advanced comprehension of assigned readings and consistently 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 occasionally 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.	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 Doesn't always seek to resolve conflict directly with the source, but rather, tends to avoid conflict and/or occasionally complains to outsiders.

Learning Goal #6: Quantitative Reasoning Rubric

	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.