

# Northwestern

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OKLAHOMA STATE UNIVERSITY  
DIVISION OF BUSINESS

## **ASSESSMENT PLAN**

**EFFECTIVE FALL 2015**

# Program Assessment Plan

## Program Goals

### Goals for the Division of Business (All programs):

1. Graduating students should have basic knowledge of the 12 disciplines of the ACBSP Undergraduate Common Professional Component.
2. Graduating students should have well-developed communication skills.
3. Graduating students are expected to think critically.
4. Graduating students are expected to possess knowledge of leadership principles and demonstrate teamwork skills.
5. Graduating students should have the ability to utilize an ethical decision-making process.
6. Graduating students should be able to demonstrate the necessary skill to identify, conceptualize, diagnose, evaluate, and analyze business problems.

### Accounting Goals:

1. Graduating students should have appropriate accounting software skills.
2. Graduating students should know the accounting standards (i.e. GAAP, IFRS, and GASB).
3. Graduating students should recognize ethical conduct in Accounting.
4. Graduating students should have the skills and knowledge to prepare and interpret financial statements and documents.

### Business Administration Goals:

1. Graduating students will demonstrate elevated knowledge in the disciplines associated with their minor.
2. Graduating students should have appropriate software skills.
3. Graduating students should recognize ethical conduct in Business.

### Organizational Leadership Goals:

1. Graduating students should be able to integrate prior work experience with complementary knowledge of business principles gained in an academic environment.
2. Graduating students should recognize ethical conduct in Business.
3. Graduating students should possess advanced knowledge of leadership and organization principles.

**Technical Management Goals:**

1. Graduating students should have added complementary knowledge of business principles to the skills gained from their career specialty.
2. Graduating students should recognize ethical conduct in Business.

**Assessment of Program Goals**

**Goals for the Division of Business (All Programs):**

**1) Graduating students should have basic knowledge of the 12 disciplines of the ACBSP Undergraduate Common Professional Component.**

During the MGMT 4433 Business Policy course the students will take the Peregrine Academic Services Assessment Test (PAS). [Direct, summative, external, comparative]

Measure 1: 60% of the students will score above the 50<sup>th</sup> percentile on the PAS.

Measure 2: The institution frequency correct score will be above the frequency correct score of ACBSP Region 6 (ACBSP regional) institutions.

Measure 3: The institution frequency correct score will be above the frequency correct score of all ACBSP institutions.

Measure 4: The institution frequency correct score will be above the frequency correct score of all Publicly Owned Universities institutions.

Measure 5: The institution frequency correct score will be above the frequency correct score of all institutions inside the United States.

Measure 6: The institution frequency correct score will be above the frequency correct score of all institutions outside the United States.

Measure 7: In all 12 assessment indicators, collectively the students in the testing cohort should be at or above the 50<sup>th</sup> percentile.

**2) Graduating students should have well-developed communication skills.**

During GBUS 3753 Business Research students will prepare and make a presentation that will be assessed based on a faculty-approved rubric. [Direct, formative, internal]

Measure 1: 80% of the students must score at or higher than the acceptable on a faculty-approved rubric regarding presentation skills. (See Attachment 1)

During MGMT 4343 *Cross-Cultural Management* students will prepare a research report using proper written communication skills based on a rubric. [Direct, formative, internal]

Measure 2: 80% of the students will demonstrate (meet or exceed) acceptable written communication skills. (See Attachment 2)

During MGMT 4433 *Business Policy* students will prepare a detailed case analysis using proper written communication skills based on a rubric. [Direct, summative, internal]

Measure 3: 80% of the students will demonstrate (meet or exceed) acceptable written communication skills. (See Attachment 3 – items 13-17)

During MGMT 4433 *Business Policy* course the students will prepare and make a presentation that will be assessed based on a faculty-approved rubric. [Direct, summative, internal]

Measure 4: 80% of the students must score at or higher than the acceptable on a faculty-approved rubric regarding presentation skills. (See Attachment 1)

### **3) Graduating students are expected to think critically.**

During MGMT 3043 *Principles of Management* students will prepare a case analysis demonstrating the ability to identify issues, analyze issues, develop reasonable alternatives and propose a plausible solution. [Direct, formative, internal]

Measure 1: 80% of the students will demonstrate (meet or exceed) acceptable critical thinking abilities using a faculty-approved rubric. (See Attachment 4)

During MGMT 4433 *Business Policy* students will prepare a detailed case analysis demonstrating the ability to identify issues, analyze issues, develop reasonable alternatives and propose a plausible solution. [Direct, summative, internal]

Measure 2: 80% of the students will demonstrate (meet or exceed) acceptable critical thinking abilities by scoring 20 points or higher on the faculty-approved rubric (See Attachment 3 – items 3-5, 8-9, 11-12).

### **4) Graduating students are expected to possess knowledge of leadership principles and demonstrate teamwork skills.**

During the MRKT 3043 *Principles of Marketing*, the students will complete a team Simulation and associated presentation. Peer evaluation of the interpersonal

communication/teamwork on the simulation team will be measured using a rubric. [Indirect, formative, external]

Measure 1: 80% of the students must score at or higher than the acceptable on a faculty-approved rubric. (See Attachment 5)

During the GBUS 3953 Business, Society & Government, the students will complete a team Simulation and associated presentation. Peer evaluation of the interpersonal communication/teamwork on the simulation team will be measured using a rubric. [Indirect, formative, external]

Measure 2: 80% of the students must score at or higher than the acceptable on a faculty-approved rubric. (See Attachment 5)

During the MGMT 4433 Business Policy, the students will complete a team Simulation and associated presentation. Peer evaluation of the interpersonal communication/teamwork on the simulation team will be measured using a rubric. [Indirect, summative, external]

Measure 3: 80% of the students must score at or higher than the acceptable on a faculty-approved rubric. (See Attachment 5)

In MGMT 4433 Business Policy students will take the PAS assessment.

Measure 4: In the PAS Leadership score (Business or Accounting) collectively the students in the testing cohort should be at or above the 50<sup>th</sup> percentile.

Measure 5: In the PAS Leadership score (Business or Accounting) the testing cohort frequency correct score will be higher than the ACBSP Region 6 frequency correct score.

Measure 6: The institution frequency correct score will be above the frequency correct score of all ACBSP institutions.

Measure 7: The institution frequency correct score will be above the frequency correct score of all Publicly Owned Universities institutions.

Measure 8: The institution frequency correct score will be above the frequency correct score of all institutions inside the United States.

Measure 9: The institution frequency correct score will be above the frequency correct score of all institutions outside the United States.

#### **5) Graduating students should have the ability to formulate good ethical judgments.**

The GBUS3953 Business, Society & Government course will use a simulation to verify the use of ethical decision-making processes. [Direct, formative, external]

Measure 1: 80% of the students must score at or higher than the acceptable on a faculty-approved rubric. (See Attachment 6)

During MGMT 4433 *Business Policy* students will prepare a detailed case analysis demonstrating stakeholder identification, and ethical consideration, analysis and decision-making based on a rubric. [Direct, summative, internal]

Measure 2: 80% of the students must score at or higher than the acceptable on a faculty-approved rubric. (See Attachment 3 – items 6-7, 10-11)

In MGMT 4433 Business Policy students will take the PAS assessment.

Measure 3: On the Ethics section (Business or Accounting) collectively the students in the testing cohort should be at or above the 50<sup>th</sup> percentile.

Measure 4: On the Ethics section (Business or Accounting) the testing cohort frequency correct score will be higher than the ACBSP Region 6 frequency correct score.

Measure 5: The institution frequency correct score will be above the frequency correct score of all ACBSP institutions.

Measure 6: The institution frequency correct score will be above the frequency correct score of all Publicly Owned Universities institutions.

Measure 7: The institution frequency correct score will be above the frequency correct score of all institutions inside the United States.

Measure 8: The institution frequency correct score will be above the frequency correct score of all institutions outside the United States.

**6) Graduating students should be able to demonstrate the necessary skill to identify, conceptualize, diagnose, evaluate, and analyze business problems.**

During the MGMT 4433 Business Policy course each student will prepare a detailed case analysis to demonstrate these abilities.

Measure 1: 80% of the students must score at or higher than the acceptable on a faculty-approved rubric. (See Attachment 3 – all items)

## **Accounting Goals:**

### **1) Graduating students should have appropriate accounting software skills.**

Appropriate Accounting software skills would include word processing, spreadsheet, business accounting/bookkeeping and tax software.

In ACCT 4133 Accounting Information Systems a computer software project with a written report would be an internal measure of the students' accounting/bookkeeping software skills.

Measure 1: 80% of the students will score at or higher than the acceptable on a faculty-approved rubric. (See Attachment 7)

In ACCT 3153 Cost Accounting I there will be an Excel-based project.

Measure 2: 80% of the students will score at or higher than acceptable on a faculty-approved rubric (See Attachment 8).

In ACCT 3133 Individual Income Tax there will be an income tax software-based project.

Measure 3: 80% of the students will score at or higher than acceptable on a faculty-approved rubric (See Attachment 9).

In MGMT 4433 Business Policy, students will submit a detailed analysis demonstrating MS Word competency.

Measure 4: 80% of the students must score at or higher than the acceptable on a faculty-approved rubric (See Attachment 10).

### **2) Graduating students should know the accounting standards (i.e. GAAP, IFRS, and GASB).**

In ACCT 3103 Intermediate Accounting I students will take a test regarding Accounting standards

Measure 1: 80% of the students will score 80% or higher on the test.

In ACCT 3113 Intermediate Accounting II students will take a test regarding Accounting standards

Measure 2: 80% of the students will score 80% or higher on the test.

In ACCT 4303 International Accounting students will take a test regarding Accounting standards

Measure 3: 80% of the students will score 80% or higher on the test.

### **3) Graduating students should recognize ethical conduct in Accounting.**

Graduating students will take the PAS Accounting test in Business Policy class.

Measure 1: On the Business Ethics in Accounting section of the PAS assessment test, collectively the students in the testing cohort should be at or above the 50<sup>th</sup> percentile.

Measure 2: On the Business Ethics in Accounting section of the PAS assessment test, the testing cohort frequency correct score will be higher than the ACBSP Region 6 frequency correct score.

Measure 3: The institution frequency correct score will be above the frequency correct score of all ACBSP institutions.

Measure 4: The institution frequency correct score will be above the frequency correct score of all Publicly Owned Universities institutions.

Measure 5: The institution frequency correct score will be above the frequency correct score of all institutions inside the United States.

Measure 6: The institution frequency correct score will be above the frequency correct score of all institutions outside the United States.

### **4) Graduating students should have the skills and knowledge to prepare and interpret financial statements and documents.**

Direct,

Measure 1: On the Accounting section of the PAS assessment test, collectively the students in the testing cohort should be at or above the 50<sup>th</sup> percentile.

Measure 2: On the Accounting section of the PAS assessment test, the testing cohort frequency correct score will be higher than the ACBSP Region 6 frequency correct score.



Measure 3: The institution frequency correct score will be above the frequency correct score of all ACBSP institutions.

Measure 4: The institution frequency correct score will be above the frequency correct score of all Publicly Owned Universities institutions.

Measure 5: The institution frequency correct score will be above the frequency correct score of all institutions inside the United States.

Measure 6: The institution frequency correct score will be above the frequency correct score of all institutions outside the United States.

## **Business Administration Goals:**

### **1) Graduating students will demonstrate elevated knowledge in the disciplines associated with their minor.**

In MGMT 4433 Business Policy course students will take the PAS assessment test. [Direct, summative, external, comparative]

Accounting minors Measure 1: On the Accounting portion of the PAS test, 80% of the Accounting minors will score above the average frequency correct score of non-Accounting minor students taking the same exam.

Management minors Measure 1: On the Management portion of the PAS test, 80% of the Management minors will score above the average frequency correct score of non-Management minor students taking the same exam.

Marketing Minors Measure 1: On the Marketing portion of the PAS test, 80% of the Marketing minors will score above the average frequency correct score of non-Marketing minor students taking the same exam.

General Business Minors Measure 1: On the Management and Marketing portion of the PAS test, 80% of the General Business minors will score above the average frequency correct score of Accounting major students taking the exam.

In GBUS 3613 *Principles of Entrepreneurship*, Entrepreneurship minors students will prepare a business plan and 80% of the students will score at or higher than acceptable on a faculty-approved rubric (See Attachment 11). (Measure 1)

### **2) Graduating students should demonstrate sufficient knowledge of appropriate business software to prepare appropriate documents.**

The appropriate business software includes word processing, spreadsheet and presentation software.

In MGMT 4433 Business Policy students will submit a written detailed analysis in MS Word (or compatible software) format.

Measure 1: 80% of the students must score at or higher than the acceptable on a faculty-approved rubric (See Attachment 10).

In MGMT 4433 Business Policy students will make a presentation using a PowerPoint (or compatible software) presentation.

Measure 2: 80% of the student will achieve an acceptable score on a faculty-approved rubric (See Attachment 12).

In GBUS 3753 Business Research students will demonstrate their ability to use Excel (or compatible software) by completing an assignment.

Measure 3: 80% of the student will achieve an acceptable score on a faculty-approved rubric (See Attachment 13).

### **3) Graduating students should recognize ethical conduct in Business.**

Graduating students will take the PAS test in Business Policy class.

Measure 1: On the Business Ethics section of the PAS assessment test, collectively the students in the testing cohort should be at or above the 50<sup>th</sup> percentile.

Measure 2: On the Business Ethics section of the PAS assessment test, the testing cohort frequency correct score will be higher than the ACBSP Region 6 frequency correct score.

Measure 3: The institution frequency correct score will be above the frequency correct score of all ACBSP institutions.

Measure 4: The institution frequency correct score will be above the frequency correct score of all Publicly Owned Universities institutions.

Measure 5: The institution frequency correct score will be above the frequency correct score of all institutions inside the United States.

Measure 6: The institution frequency correct score will be above the frequency correct score of all institutions outside the United States.

### **Organizational Leadership Goals:**

#### **1) Graduating students should be able to integrate prior work experience with complimentary knowledge of business principles grounded in an academic environment.**

Students will take a pre-test in ORGL 3113, Foundations of Organizational Leadership. A post-test will be administered in ORGL 4553 Capstone.

Measure 1: 80% of the students will show at least a 50% reduction of errors from the pre-test.

#### **2) Graduating students should recognize ethical conduct in Business.**

Graduating students will take the PAS test in ORGL 4553 Capstone class.

Measure 1: On the Business Ethics section of the PAS assessment test, collectively the students in the testing cohort should be at or above the 50<sup>th</sup> percentile.

Measure 2: On the Business Ethics section of the PAS assessment test, the testing cohort frequency correct score will be higher than the ACBSP Region 6 frequency correct score.

Measure 3: The institution frequency correct score will be above the frequency correct score of all ACBSP institutions.

Measure 4: The institution frequency correct score will be above the frequency correct score of all Publicly Owned Universities institutions.

Measure 5: The institution frequency correct score will be above the frequency correct score of all institutions inside the United States.

Measure 6: The institution frequency correct score will be above the frequency correct score of all institutions outside the United States.

### **Technical Management Goals:**

#### **1) Graduating students should have added complementary knowledge of business principles to the skills gained from their career specialty.**

Students will take a pre-test administered by their advisor before taking their first class after declaring the major. A post-test will be administered in MGMT 4433 Business Policy.

Measure 1: 80% of the students will show at least a 50% reduction of errors from the pre-test.

#### **2) Graduating students should recognize ethical conduct in Business.**

Graduating students will take the PAS test in MGMT 4433 Business Policy class.

Measure 1: On the Business Ethics section of the PAS assessment test, collectively the students in the testing cohort should be at or above the 50<sup>th</sup> percentile.

Measure 2: On the Business Ethics section of the PAS assessment test, the testing cohort frequency correct score will be higher than the ACBSP Region 6 frequency correct score.

Measure 3: The institution frequency correct score will be above the frequency correct score of all ACBSP institutions.

Measure 4: The institution frequency correct score will be above the frequency correct score of all Publicly Owned Universities institutions.

Measure 5: The institution frequency correct score will be above the frequency correct score of all institutions inside the United States.

Measure 6: The institution frequency correct score will be above the frequency correct score of all institutions outside the United States.

**ATTACHMENT 1**

**PRESENTATION ASSESSMENT RUBRIC**

Item		Needs Improvement 0 points	Meets 2 points	Exceeds 3 points
<b>APPEARANCE/PROFESSIONALISM</b>				
	Attire/physical appearance			
	Mannerisms			
	Ums, ahs, etc.			
	Eye contact			
	Posture			
<b>CLARITY</b>				
	Appropriate volume			
	Enunciation			
	Pronunciation			
	Message easily understood			
	Proper vocabulary			
<b>AUDIO-VISUAL AIDS</b>				
	Readability			
	Understandability			
	Contribution to presentation			
	Clarity in message			
	Appearance			
<b>FORMAT</b>				
	Introduction			
	Body			
	Conclusion			
	Appropriateness for Audience			
	Appropriateness for Topic			

Item		Needs Improvement 0 points	Meets 2 points	Exceeds 3 points
<b>ABILITY TO ANSWER QUESTIONS</b>				
	Thoroughness of answer			
	Directness of answer			
<b>CONTENT</b>				
	Proper depth of coverage			
	Relevant information			
	Importance of content			
<b>POINTS SUB TOTAL</b>				
<b>TOTAL POINTS</b>				

50 MINIMUM TOTAL POINTS NECESSARY TO MEET:

ATTACHMENT 2

**WRITTEN COMMUNICATION ASSESSMENT RUBRIC**

Student:
Class:
Date:

Item	Needs Improvement (0)	Meets Expectations (2)	Exceeds Expectation (3)
Technical Errors (Format, spelling, grammar and style)	More than average 1 per page	Average of ½ to 1 error per page	Average less than ½ errors per page
Organization	Difficulty in following	Little to some difficulty in following	Clear/easy to follow
Readability	Difficult to read	Generally easy to read	Clear/easy to read
Professionalism (Appropriate word choice, appearance)	Unprofessional	Mostly professional	Professional in all aspects
Content	Superficial/holes in content	Some detail and analysis	Very thorough/detailed
<b>SUBTOTAL</b>			
<b>FINAL SCORE</b>			

10-12 total points to meet expectation  
 13 points or more to exceed expectations



ATTACHMENT 3

**CASE ANALYSIS ASSESSMENT RUBRIC**

Student: Date:	Needs Improvement (0 pts)	Acceptable (2pts)	Exceeds (3pts)
1. The student appropriately identified the business' mission.	Incomplete and/or poorly worded	Complete but not worded well	Complete + well worded
2. The student appropriately identified the strengths, weaknesses, opportunities and threats.	Less than 3 of each/ poorly worded/ major changes needed	3 of each with one or two tweaks needed	3 complete of each – well worded
3. The student appropriately identified the issue(s) involved in the case.	Inaccurate and/or inadequately explained	Accurate / superficial explained	Accurate/ well explained
4. The student set forth at least three reasonable options for solving the issue(s).	Less than 3 identified / major gaps in alternative	3 identified but minor missing parts	3 clearly identified
5. The student appropriately evaluated each alternative and selected an appropriate solution.	Superficial – lack of pros and cons	Slightly detailed – pros and cons	Thorough, detailed – pros and cons each
6. Stakeholder identification	Inaccurate or poorly explained	Accurate/ superficial explanation	Accurate/ well explained
7. Stakeholder/Ethical Analysis of Alternatives	Inaccurate or poorly explained	Accurate/ superficial explanation	Accurate/ well explained
8. Recommendation clearly stated	Not stated directly and/or superficial	Direct but needs details	Good detail
9. The student supported his/her positions and recommendations with facts and logic.	Superficial or not present	Some sound logic and facts	Sound logic and facts
10. Stakeholder/Ethical Analysis of Recommendation	Inaccurate or poorly explained	Accurate/ superficial explanation	Accurate/ well explained
<b><i>COLUMN SUBTOTALS</i></b>			

		Needs Improvement (0 pts)	Acceptable (2pts)	Exceeds (3pts)
11. The student's solution	was ethical	Ethically questionable	Not most ethical but ethical	Most ethical course
12. The student, using logic and facts, reasonably predicted the impacts of their recommendation.		Inaccurate or poorly explained	Accurate but superficial	Accurate + well explained
13. The student communicated effectively using proper grammar, spelling, format and style.		In excess of an average of 1 error per page	Average of 1 or less errors per page	Average of less than ½ error per page
14. The paper is well organized.		Difficulty in following	Little to some difficulty to follow	Clear/easy to follow
15. The paper reads well.		Difficult to read	Generally easy to read	Clear/easy to read
16. The student uses appropriate word choice and the paper has a professional appearance.		Unprofessional	Professional for the most part	Professional in all aspects
17. The paper content demonstrates critical thinking, detailed analysis and problem solving.		Superficial/ holes in content	Some detail and analysis	Very thorough/ detailed
<b><i>COLUMN SUBTOTALS</i></b>				
<b><i>SUBTOTALS FROM PAGE 1</i></b>				
Total Pts				

Minimum Points Necessary →	Meets	Exceeds
Written Communication Skills	10	13
Critical Thinking	14	18
Ethical Analysis	8	10
Overall Case Analysis skills and abilities	34	43

ATTACHMENT 4

**CRITICAL THINKING ASSESSMENT RUBRIC**

1. The student appropriately identified the issue(s) involved in the case.	Inaccurate and/or inadequately explained	Accurate / superficial explained	Accurate/ well explained
2. The student set forth at least three reasonable options for solving the issue(s).	Less than 3 identified / major gaps in alternative	3 identified but minor missing parts	3 clearly identified
3. The student appropriately evaluated each alternative and selected an appropriate solution.	Superficial – lack of pros and cons	Slightly detailed – pros and cons	Thorough, detailed – pros and cons each
4. Recommendation clearly stated	Not stated directly and/or superficial	Direct but needs details	Good detail
5. The student supported his/her positions and recommendations with facts and logic.	Superficial or not present	Some sound logic and facts	Sound logic and facts
6. The student's solution was ethical.	Ethically questionable	Not most ethical but ethical	Most ethical course
7. The student, using logic and facts, reasonably predicted the impacts of their recommendation.	Inaccurate or poorly explained	Accurate but superficial	Accurate + well explained
COLUMN TOTALS			
TOTAL POINTS			

**14-18 POINTS MEETS EXPECTATIONS**

**19-21 POINTS EXCEEDS EXPECTATIONS**

## ATTACHMENT 5

### TEAMWORK/INTERPERSONAL SKILLS ASSESSMENT

NAME:	
CLASS:	DATE:

Rate each member of the group, excluding yourself, on the below aspects. Use the following scale:  
 1 – strongly disagree 2 – disagree 3 – Neutral 4 – Agree 5 – Strongly Agree

The person:	Demonstrated qualities	Member 1	Member 2	Member 3	Member 4
1. Works creatively with others	<p>Develops, implements, and communicates new ideas to others effectively</p> <p>Open and responsive to new and diverse perspectives; incorporates group input and feedback into the work</p> <p>Demonstrates originality and inventiveness in work and understand the real-world limits to adopting new ideas</p> <p>Views failure as an opportunity to learn; understands that creativity and innovation is a long-term cyclical process of small successes and frequent mistakes</p>				
2. Communicates clearly	<p>Articulates thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts</p> <p>Listens effectively to decipher meaning, including knowledge, values, attitudes and intentions</p> <p>Uses communication for a range of purposes (e.g., to inform, instruct, motivate and persuade)</p> <p>Utilizes multiple media and technologies, and knows how to judge their effectiveness a priori as well as to assess their impact</p> <p>Communicates effectively in diverse environments (including multilingual)</p>				
3. Collaborates with others	<p>Demonstrates ability to work effectively and respectfully with diverse teams</p> <p>Exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal</p> <p>Assumes shared responsibility for collaborative work, and values the individual contributions made by each team member</p>				
4. Adapts to change	<p>Adapts to varied roles, jobs responsibilities, schedules, and contexts</p>				

	Works effectively in a climate of ambiguity and changing priorities				
5. Shows Flexibility	Incorporates feedback effectively  Deals positively with praise, setbacks, and criticism  Understands, negotiates, and balances diverse views and beliefs to reach workable solutions particularly in multicultural environments				
6. Interacts Effectively with others	Knows when it is appropriate to listen and when to speak  Conducts themselves in a respectable, professional manner				
7. Guides and leads others	Uses interpersonal and problem-solving skills to influence and guide others toward a goal  Leverages strengths of others to accomplish a common goal  Inspires others to reach their very best via example and selflessness  Demonstrates integrity and ethical behavior in using influence and power				
8. Works effectively in a diverse team setting	Respects cultural differences and works effectively with people from a range of social and cultural backgrounds  Responds open-mindedly to different ideas and values  Leverages social and cultural differences to create new ideas and increases both innovation and quality of work				
9. Demonstrates responsibility to others	Acts responsibly with the interests of the larger community in mind				
BONUS	See below				
TOTAL POINTS					

You have been given \$ (1) by the board of directors to award as bonus money to the members of the senior executive team, including yourself. You need to divide ALL of \$ (1). The amount of bonus should reflect the team member's contribution to the 8 years of simulation, the preparation of the annual report and presentation, contribution to the presentation and teamwork abilities. Remember: 1) You include yourself in the bonus distribution. 2) All \$ (1) must be distributed (failure to do so will make your bonus zero) 3) Bonuses should reflect the person's overall contribution and effort regarding the entire simulation and related activities. You will have to explain in detail why you gave each person the bonus you did.

*(1) The amount to be distributed should be equal to \$10,000 per member of the group, including the person evaluating the group.*

ATTACHMENT 6

**ETHICAL DECISION MAKING RUBRIC**

NAME:	
DATE:	CLASS:

	<b>Needs Improvement (0 points)</b>	<b>Meets Expectation (2 points)</b>	<b>Exceeds Expectations (3 points)</b>
1. Identifies stakeholders and their interest	Fails to properly identify most stakeholders and/or their interests	Properly identifies many stakeholders and/or their interests	Properly identifies most stakeholders and/or their interests
2. Identifies the standards or norms they are using to make decisions about	Fails to identify/explain the standards and norms used in making the decisions	Superficially identifies/ explains the standards and norms used in making the decisions	Appropriately identifies/ explains the standards and norms used in making the decisions
3. Identifies and utilizes an ethical analysis model	Fails to identify/explain the model used in making the decisions	Superficially identifies/ explains the model used in making the decisions	Appropriately identifies/ explains model used in making the decisions
4. Understands economic impacts	Fails to demonstrate an understanding of the economic impacts.	Superficially demonstrates an understanding of the economic impacts.	Adequately demonstrates an understanding of the economic impacts.
5. Understands environmental impacts	Fails to demonstrate an understanding of the environmental impacts.	Superficially demonstrates an understanding of the environmental impacts.	Adequately demonstrates an understanding of the environmental impacts.
6. Recognition of dilemmas	student fails to see problem	identifies some issues superficially	student clearly identifies key ethical issues
7. Information	student ignores important facts	student identifies obvious relevant facts	student identifies unknown facts and uses own expertise to add appropriate information
8. Analysis	student provides no analysis	student identifies and superficially explains the solution	student cites analogous cases, offers more than one alternative solution, and identifies risks for each solution.
9. Perspective	student has wondering perspective	student has one perspective	student has global perspective
10. Resolution	No resolution, resolution lacks integrity	superficial or partial resolution	resolves case thoroughly through clear argumentation and understands consequences of various actions
SUBTOTAL			
TOTAL POINTS			

0-19 points – Needs Improvement  
 20-25 points – Meets Expectations

26-30 points – Exceeds Expectations



ATTACHMENT 7

**ACCOUNTING/BOOKKEEPING SOFTWARE ASSESSMENT RUBRIC**

*Waiting for this rubric to be developed by the  
Accounting faculty*

ATTACHMENT 8

**ACCOUNTING STUDENT EXCEL ASSESSMENT RUBRIC**

Excel Function		Exceptional	Acceptable	Need Improvement
MB	Fill cells			
	Graphing Data			
MB	Link cells			
MB	Lock cells			
MB	multiple Excel functions			
Ch 8	Regression Analysis			
Ch 9, 12	What if analysis: Goal Seek;			
Ch 7	Solver			
Ch 11	Solver of Parameters			
Ch 12	NPV; IRR; MIRR;			
Quiz	See Below			

Quiz	Write Excel Formulas for the following:	
	IF	If C3 is negative make C4 read NEG and if C3 is positive then C4 should read POS.
	MAX	What is the maximun number in column B Sheet 2
	MIN	What is the minimun number in column B Sheet 2
	CEILING	
	ROUNDUP	Give me the next whole number greater than cell B8 Sheet 2.
	ROUNDDOWN	Give me the next whole number less than cell B8 Sheet 2.

ATTACHMENT 8

	COUNTIF	Count the number of cells in Column B Sheet 2 that are greater than 10.
	DATE	Give me todays date that will update each day.
	FV	Give me the future value of a lump sum data in "Time Value" chart
	LOOKUP	What is the value of the 8th number in Chart # A
	LARGE	What is the second highest number in Chart #A
	SMALL	What is the third lowest number in Chart #A
	^ (RAISED TO A POWER)	
	Pvanuity	
	SUM	Add up Column B on Sheet 2
	ABS	
	PV lump sum	Using the Time Value Chart what would the present value of the amount given if it is the future amount
	FV lump sum	Using the Time Value Chart what would the future value of the amount given if it is the present amount

ATTACHMENT 9

**INCOME TAX SOFTWARE ASSESSMENT RUBRIC**

*Waiting for this rubric to be developed by the  
Accounting faculty*

ATTACHMENT 10

**ATTACHMENT 10**  
**MS WORD ASSESSMENT RUBRIC**

Item	Needs Improvement 0 points	Meets 2 points
Proper margins		
Proper page numbering		
Proper margins		
Proper font		
Proper paragraph format		
Insert/create graphs		
Use of columns		
Placement of footnotes/endnotes		
Proper headings/sub-headings		
Proper format of block quotation		
No widows/orphans		
<b>POINTS SUB TOTAL</b>		
<b>TOTAL POINTS</b>		

16 MINIMUM TOTAL POINTS NECESSARY TO MEET:  
 19 MINIMUM TOTAL POINTS TO EXCEED

ATTACHMENT 11

**BUSINESS PLAN ASSESSMENT RUBRIC**

Student:	
Class:	Date:

	Needs Improvement (0 points)	Meets Expectations (2 points)	Exceeds Expectations (3 points)
<b>1) Executive Summary</b>	Not appropriate in length, detail, content, etc.	Appropriate, but superficial, regarding length, detail, content, etc.	Appropriate and detailed regarding length, details, content, etc.
<b>2) Market Analysis</b>	Content does not meet minimum expectations of a business plan market analysis	Appropriate content of market analysis but most information is superficial	Appropriate content of market analysis with most information being detailed
<b>3) Company Description</b>	Missing elements and details expected in the company description.	Mostly, a superficial look at how all of the different elements of the business fit together. A mostly superficial company description including information about the nature of the business as well as the crucial factors that will make the business a success.	Mostly, a detailed look at how all of the different elements of the business fit together. A mostly detailed company description including information about the nature of the business as well as the crucial factors that will make the business a success.
<b>4) Organization and Management</b>	Missing elements and details expected in the organization and management description.	Mostly superficial discussion of the company's organizational structure, details about the ownership of the company, descriptions of the management team and qualifications of the panel of experts or board of directors.	Mostly detailed discussion of the company's organizational structure, details about the ownership of the company, descriptions of the management team and qualifications of the panel of experts or board of directors.
<b>5) Marketing and Sales Strategies</b>	Missing elements and details expected in the marketing and sales strategies.	Mostly superficial description of marketing/sales plan, including: strategies, tactics and channels used to create the greatest successes.	Mostly detailed description of marketing/sales plan, including: strategies, tactics and channels used to create the greatest successes.
<b>6) Service and/or Product Line</b>	Missing elements and details expected in the product/service section.	Mostly superficial description of the service and/or product supplied.	Mostly detailed description of the service and/or product supplied.
<b>7) Funding Requirements</b>	Unrealistic or missing elements of the funding requirements	Realistic, but superficial, discussion of funding requirements	Realistic, and detailed, discussion of funding requirements

ATTACHMENT 11

<b>8) Financials</b>	Missing or incomplete	Superficial financial analysis, includes 3-5 years of financial data	Detailed financial analysis, includes 3-5 years of financial data
<b>9) Technical Errors (Format, spelling, grammar and style)</b>	More than average 1 per page	Average of ½ to 1 error per page	Average less than ½ errors per page
<b>10) Organization</b>	Difficulty in following	Little to some difficulty in following	Clear/easy to follow
<b>11) Readability</b>	Difficult to read	Generally easy to read	Clear/easy to read
<b>12) Professionalism (Appropriate word choice, appearance)</b>	Unprofessional	Mostly professional	Professional in all aspects
<b>SUBTOTAL</b>			
<b>TOTAL</b>			

Needs Improvement: 0-23 points

Meets Expectations: 24-30 points

Exceeds Expectations: 31-36 points

ATTACHMENT 12

**POWERPOINT ASSESSMENT RUBRIC**

	Needs Improvement (0 points)	Meets Expectations (2 points)	Exceeds Expectations (3 points)
1. Slides clean and uncluttered	More than 10% of the slides are cluttered	5%-10% of the slides are cluttered	Less than 5% of the slides are cluttered
2. Slides not wordy	More than 10% of the slides are wordy	5%-10% of the slides are wordy	Less than 5% of the slides are wordy
3. Spelling/Grammatical Errors	More than 10% of the slides contain errors	5%-10% of the slides contain errors	Less than 5% of the slides contain errors
4. Use of graphs/tables/charts	Inappropriate, unreadable or not useful – or failed to use when appropriate	Superficially appropriate, readable and useful	Appropriate, readable and useful
5. Bullet lists	Inappropriate, unreadable or not useful – or failed to use when appropriate	Superficially appropriate, readable and useful	Appropriate, readable and useful
6. Readability	More than 10% of the slides are not readable	5%-10% of the slides are not readable	Less than 5% of the slides are not readable
7. Contribution to presentation	Does not contribute to the presentation	Superficially contributes to the presentation	Meaningfully contributes to the presentation
8. Use of animation/transitions	Detract from the presentation	Slightly overused	Appropriate and contributes to the presentation
<b>SUBTOTAL</b>			
<b>TOTAL</b>			

0-15 Needs Improvement

16-20 Meets Expectations

20-24 Exceeds Expectations



ATTACHMENT 13

**EXCEL ASSESSMENT RUBRIC**

	Needs Improvement (0 points)	Meets Expectations (2 points)	Exceeds Expectations (3 points)
1. Create multiple worksheet Excel file with formulas between worksheets			
2. Create worksheets with formulas			
3. Create chart			
4. Add comments to Excel file			
<b>SUBTOTAL</b>			
<b>TOTAL</b>			

0-15 Needs Improvement

16-20 Meets Expectations

20-24 Exceeds Expectations