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 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:

Doing in-field work early and often.
Customizing their experience by learning marketable skills through certificates.
Take an optional 5th year and complete a Master's 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:

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

Tabor School Learning Goals

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 apply quantitative reasoning to solve business problems

Internship Program
The Tabor Internship Program offers students still another avenue for integrating theory and practice. Within an internship, students practice skills and apply theories learned in the classroom and enhance their professional development in their major fields of study. All students graduating with a degree from the Tabor School of Business will complete at least one internship.

The Tabor School is committed to providing internships that expose students to the various facets of a business professional position. The educational aspect of internships is crucial to the granting of academic credit and differentiates the internship from other work experiences. Hence, each internship is preceded by a learning contract articulating the goals, objectives, and scope of the experience. The contract is agreed to by the company, the student, and the faculty advisor. The overall program is facilitated by a coordinator who assists students in developing internships and builds relationships with cooperating firms. The responsibility for learning in an internship is shared by the student, the Tabor faculty advisor, and the organization receiving the services of the intern. The student is expected to provide a service of value to the business, the organization is expected to provide a breadth of learning experience to the student, and the Tabor faculty advisor is expected to help the student interpret the experience.

Business Curriculum Elements and Credit Requirements
For the Bachelor of Science degree with a major in Accounting, Business Management, Digital Media Marketing, Entrepreneurship, International Business, or Information Systems 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 (25-26)
Tabor School of Business Core (61)
Tabor School of Business Major* (21-29)
Electives* (18-21)
Total (124)

University Studies Requirements (25-26)
IN140. University Seminar (3)
IN150. Critical Writing, Reading and Research I* (3)
IN151. Critical Writing, Reading and Research II* (3)
Communication Studies (3), (BU230 required for Tabor students) (3)
International Culture and Structures (6-8) (BU330 (3) satisfies a Tabor requirement and University Studies requirement)
Quantitative Reasoning (MA130, specifically required by Tabor) (4)
IN250. U.S. Studies (3)
IN251. U.S. Studies (3) (PH215 satisfies a Tabor requirement and University Studies requirement)
IN350. Global Studies (3)
Creative Arts (3)
Natural Science (4)

Tabor School of Business Core Requirements (61)

BU100. Business Creation (3)
BU111. Team Dynamics (1)
EC100. Principles of Macroeconomics (3)
EC110. Principles of Microeconomics (3)
MA130. Business Statistics (4)
IS130. Spreadsheet Applications (2)
BU230. Business Conversations (3)
BU250. Written Business Communication (3)
MG260. Business Law (3)
ET260. Create, Lead, & Own YOU (1)
IS240. Foundations of Information Systems (3)
IS270. Database Fundamentals (1)
AC230. Introduction to Financial Statements (3)
AC240. Principles of Managerial Accounting (3)
MG275. Project Management Practicum (1)
FI340. Introduction to Financial Management (3)
MK200. Principles of Marketing (3)
MG300. People and Performance (3)
FI300. Personal Finance (1)
MG350. Managerial Forensics (1)
MG370. Operations Management (3)
BU330. International Business (3)
PH215. Business Ethics (3)
BU450. Business Strategy (4)

Tabor Core Learning Goals
Courses where Learning Goals will be Assessed

Goal 1: Performance Learning	AC 422	ET 390	IB ???	IS 321	MG 340	MK 442
Goal 2a: Written Communication	BU 100	BU 250	BU 330	BU 450		
Goal 2b: Oral Communication	BU 100	IS 240	BU 230	MG 300	MK 200	
Goal 3: International Perspective	BU 330					
Goal 4: Teamwork	BU 100	MG 300	BU 330			
Goal 5: Quantitative reasoning	IS 130	AC 240	MG 370	BU 450		

Tabor Learning Goal #1
Performance Learning Rubric
Applying business concepts to practical situations through such things as internships, projects, consulting, and competitions

	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 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.	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

2015-2016

Course	Artifact	Mastery (% of students)	Proficient (% of students)	Developing (% of students)	Beginning (% of students)
AC 422	Blue Connection Audit	*%*	*%*	*%*	*%*
ET 390	Blue Connection	-	*%*	*%*	*%*
IB ???		*%*	*%*	-	-
IS 321	Client-based Project	*0%*	*23%*	*46%*	*31%*
MG 340					-
MK 442	Client-based Project	*37%*	*63%*	*0%*	*0%*

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

2015-2016

		Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
Course	**Artifact**	**F15**	**S16**	**F15**	**S16**	**F15**	**S16**	**F15**	**S16**
BU 100	Business Plan	*0%*	*52%*	*0%*	*33%*	*27%*	*15%*	*73%*	*0%*
IS 240	Project Report	*4%*	*22%*	*38%*	*74%*	*33%*	*4%*	*25%*	*0%*
BU 450	Strategic Plan								
Context		25%		75%		0%		0%	
Content		25%		75%		0%		0%	
Organization		0%		100%		0%		0%	
Sources		0%		100%		0%		0%	
Syntax		0%		75%		25%		0%	

2014-2015

		Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
Course	**Artifact**	**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

		Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
Course	**Artifact**	**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
Oral Communication Assessment Results

2015-2016

		Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
Course	**Artifact**	**F 15**	**S16**	**F15**	**S16**	**F15**	**S16**	**F15**	**S16**
BU 100	Business Plan Presentation	0%	42%	*0%*	*39%*	*0%*	*19%*	*100%*	*0%*
IS 240	Project Presentation	-	*22%*	*%*	*74%*	*%*	*4%*	*%*	*0%*
MK 200	Project Presentation	*0%*	35%	*94%*	*59%*	*6%*	*3%*	*0%*	*3%*
MG 300	Project Presentation	4%	41%	89%	59%	7%	0%	0%	0%

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

2015-2016

Course	Artifact	Mastery (% of students)	Proficient (% of students)	Developing (% of students)	Beginning (% of students)
BU 330	Business Plan	-	*%*	*%*	-

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

2015-2016

		Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
Course	**Artifact**	**F15**	**S16**	**F15**	**S16**	**F15**	**S16**	**F15**	**S16**
BU 100	Business Plan	*0%*		*0%*		*45%*		*55%*	
MG 300	Team Project	*0%*	*17%*	*74%*	*83%*	*26%*	*0%*	*0%*	*0%*
BU 330	Business Plan	*17%*	*9%*	*48%*	*77%*	*35%*	*14%*	*0%*	*0%*

2014-2015

		Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
Course	**Artifact**	**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

		Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
Course	**Artifact**	**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

2015-2016

		Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
Course	**Artifact**	**F15**	**S16**	**F15**	**S16**	**F15**	**S16**	**F15**	**S16**
AC 240	Exam problems								
MG 370	Exam problems	*36%*	*41%*	*47%*	*44%*	*17%*	*11%*	*0%*	*4%*
MG 450	Case analysis	*10%*		*85%*		*5%*		*0%*	

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 30 hours of accounting courses including AC 251, AC 252, AC 303, AC 331, AC 332, AC 411, AC 413, AC 422, AC 425, and PH 215.

Students who have taken Intermediate Accounting I and II (the equivalent of AC 251 and AC 252) at a community college may transfer 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. Written Communication Skills: Accounting graduates will develop the ability to effectively present findings, in written format at a professional level.
4. Oral Communication Skills: Accounting graduates will develop the ability to effectively present findings, in an oral format at a professional level.
5. 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		
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 #3
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 #4
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 #5

Ethical Reasoning Rubric

	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 graduates will develop the ability to recognize and respond to professional, ethical and regulatory issues in accounting

Accounting Major
Assessment Results

2015-2016

Assessment Outcome		**Mastery** (% of students)	**Proficient** (% of students)	**Developing** (% of students)	**Beginning** (% of students)
Course	**Artifact**	**Learning Goal 1: Knowledge Acquisition**			
AC 301	Final exam questions	*0%*	*6%*	*50%*	*44%*
AC 301	Financial statement project directions	*0%*	*13%*	*63%*	*25%*
AC 302	Financial Statement Final	*7%*	*7%*	*54%*	*31%*
AC 331	Select exam questions	*0%*	*58%*	*38%*	*4%*
AC 413	Select exam questions	*0%*	*84%*	*16%*	*0%*
AC 422	Case Study	*8%*	*54%*	*23%*	*15%*
		Learning Goal 2 : Research Skills			
AC 331	Sources for tax case	*33%*	*42%*	*25%*	*0%*
AC 413	Sources for financial case	*42%*	*32%*	*26%*	*0%*
AC 422	Case Study	*8%*	*54%*	*23%*	*15%*
AC 422	Research Paper	*43%*	*21%*	*29%*	*7%*
		Learning Goal 3: Written Communication			
AC 331	Tax case write-up	*17%*	*75%*	*8%*	*0%*

AC 332	Tax Case Write up	*%*	*%*		
AC 413	Financial case write-up	*21%*	*79%*	*0%*	*0%*
		Learning Goal 4: Oral Communication			
AC 331	Tax case	*4%*	*92%*	*4%*	*0%*
AC 413	Financial case	*11%*	*79%*	*10%*	*0%*
AC 460	Presentation	*%*	*%*	*%*	*%*
		Learning Goal 5: Ethics			
PH 215	Case Analysis			-	-

The Business Management Major

The success of any organization is based on its ability to recognize the ever-changing environment and the needs of its customers then have the ability to quickly respond to those changes. The focus of this major is to provide the skills to identify, develop, use and modify the various organizational processes that describe how products and services are created or delivered. This major provides a student with the tools to manage the conversion of materials and to use talent within an organization and its supply chain to create and deliver a quality product or service. Students will understand the framework of improving their supply chain thru the concepts of six sigma and recognized quality management systems. Students will learn how to define, plan and organize a project that increases the probability of success by reducing the risk. In addition, the student will learn the managerial skills necessary to acquire, organize, develop and lead a workforce to achieve the anticipated outcomes. The entrepreneurial mindset is explored through techniques that show innovation can be achieved in a systematic way.

Requirements for the Management Major

In addition to the business core courses, students will be required to complete 21 semester hours of the courses defined below.

Required courses (18 credits):

MG340. Human Resource Management (3)

MG372. Process Improvement (3)

MG377. Logistics and Supply Chain (3)

MG375. Project Management (3)

MG481. Senior Seminar in Management (3) or ET410: Entrepreneurial Consulting: An International Experience (3)

MG471. In Field Internship (3)

Elective Course (3 credits) Any 3-credit 300/400 level Tabor course beyond the business core

Learning Goals for the Management Major

1. Learn how to develop and document business processes.
2. Learn how to use Six Sigma techniques to improve processes.
3. Learn supply chain and logistics management.
4. Learn managerial skills of how to train and communicate process changes.
5. Learn how to plan using the Project management framework.
6. Learn managerial skills of how to acquire, motivate and retain talent.

Courses where learning goals are assessed

	MG 340	MG 372	MG 377	MG 375	MG 481	MG 471
1: Business Processes					**X**	
2: Six Sigma		**X**				
3: Supply Chain & Logistics			**X**			
4: Training & Communication						**X**
5: Project Management				**X**		
6: Talent Management	**X**					

Management Major Learning Goal #1

Learn how to develop and document business processes.

Attributes	Beginning	Developing	Proficient	Mastered
Evidence Problem is understood	Identifies only a few of the elevant factors in defining the problem.	Identifies most of the relevant factors and has a basic understanding of the impact on their problem.	dentifies all of the primary relevant actors and has a solid understanding of the impact on their problem.	dentifies all of the primary and most of the secondary factors and has a thorough understanding of their impact on the problem.
Developing an approach to solve the problem	A coherent plan to solving the problem is not apparent.	A marginal plan is identified but is not followed	An adequate plan is defined and is followed to solve the problem	A clear and concise plan to solve the problem is identified, with alternative strategies, and follows the plan tosolve problem.
Identifying, collecting and analyzing information	Information collected is minimal and analysis is superficial	nformation collected is thorough for few factors and analysis is marginal	nformation collected is thorough for most factors and analysis is acceptable	Information collected is thorough for all relevant factors and analysis is in-depth
Development of options and impact on process	Options cited are limited with minimal explanation; no discussion on impact on process	Multiple options are cited but discussion on impact on process is marginal	Multiple options are cited with a discussion of impact on several spects of the process; explanation is adequate	Multiple options are cited; discussion on impact on the process is thorough.
Communicate Option recommendation	Criteria and rationale for recommendation is minimal and/or superficial	Criteria for selection are stated but does not fully differentiate the options.	Criteria for selection are clear; method used for selection is adequate	Criteria is well explained; selection method clearly differentiates the selected option
Analysis of Client response	Does not show a clear understanding of Client comments	Demonstrates an understanding of how the client viewed the recommendation; no identified actions	Demonstrates an understanding of how the client viewed the ecommendation and cites a plan to incorporate any comments.	Demonstrates a thorough understanding of ow the client viewed the recommendation; included an alternative recommendation that incorporated the client's comments.

Management Major Learning Goal #2
Project Improvement Rubric

Learn how to use Six Sigma techniques to improve processes.

Attributes	Beginning	Developing	Proficient	Mastered
Evidence Problem is understood	Identifies only a few of the relevant factors in defining the problem.	Identifies most of the relevant factors and has a basic understanding of the impact on their problem.	dentifies all of the primary relevant factors and has a solid understanding of the impact on their problem.	Identifies all of the primary and most of the secondary factors and has a thorough understanding of their impact on the problem.
Developing an approach to solve the problem	A coherent plan to solving he problem is not apparent.	A marginal plan is identified but is not followed	An adequate plan is defined and s followed to solve the problem	A clear and concise plan to solve the problem is identified, with alternative strategies, and follows the plan to solve problem.
dentifying, collecting and analyzing information	nformation collected is minimal and analysis is superficial	nformation collected is thorough for few factors and analysis is marginal	Information collected is thorough for most factors and analysis is acceptable	Information collected is thorough for all relevant factors and analysis is in-depth
Development of options	Options cited are limited with minimal explanation	Multiple options are cited but have a single stakeholder needs; explanation is marginal	Multiple options are cited with a ocus on several stakeholder needs; explanation is adequate	Multiple options are cited that focus on multiple stakeholder needs; explanation is in depth.
Communicate Option recommendation	Criteria and rationale for recommendation is minimal and/or superficial	Criteria for selection are stated ut does not fully differentiate the options.	Criteria for selection are clear; method used for selection is adequate	riteria is well explained; selection method clearly differentiates the selected option
Process Improvement and Six Sigma Techniques	Does not show a clear understanding of Process improvement and Six Sigma.	Demonstrates a knowledge of the basic Process Improvement and six sigma.	emonstrates a working knowledge of process improvement and six sigma.	Demonstrates an in depth understanding of process improvement and six sigma.

Management Major Learning Goal #3
Logistics Rubric

Learn supply chain and logistics management.

Attributes	Beginning	Developing	Proficient	Mastered
Evidence Problem is understood	Identifies only a few of the relevant factors in defining the problem.	Identifies most of the relevant factors and has a basic understanding of the impact on their problem.	dentifies all of the primary relevant factors and has a solid understanding of the impact on their problem.	Identifies all of the primary and most of the secondary factors and has a thorough understanding of their impact on the problem.
Developing an approach to solve the problem	A coherent plan to solving he problem is not apparent.	A marginal plan is identified but is not followed	An adequate plan is defined and s followed to solve the problem	A clear and concise plan to solve the problem is identified, with alternative strategies, and follows the plan to solve problem.
dentifying, collecting and analyzing information	Information collected is minimal and analysis is superficial	nformation collected is thorough for few factors and analysis is marginal	Information collected is thorough for most factors and analysis is acceptable	Information collected is thorough for all relevant factors and analysis is in-depth
Development of options	Options cited are limited with minimal explanation	Multiple options are cited but have a single stakeholder needs; explanation is marginal	Multiple options are cited with a ocus on several stakeholder needs; explanation is adequate	Multiple options are cited that focus on multiple stakeholder needs; explanation is in depth.
Communicate Option recommendation	Criteria and rationale for recommendation is minimal and/or superficial	Criteria for selection are stated ut does not fully differentiate the options.	Criteria for selection are clear; method used for selection is adequate	riteria is well explained; selection method clearly differentiates the selected option
ogistics and Supply Chain	Does not show a clear understanding of logistics and supply chain principles	Demonstrates a knowledge of the basic supply chain and logistics principles.	emonstrates a working knowledge of supply chain and logistics principles	Demonstrates an in depth understanding of supply chain and logistics principles

Management Major Learning Goal #4

Internship Rubric

The focus is on problem solving as it relates to developing a job description, a selection technique and feedback to interviewee.

Attributes		Beginning	Developing	Proficient	Mastered
Evidence Problem is understood	Key Characteristics	Identifies only a few of the key characteristics in defining the job.	Identifies a sufficient number of the key characteristics in defining the job, does not provide sources.	Identifies a sufficient number of the key characteristics in defining the job, provides some sources.	Identifies a thorough number of the key characteristics in defining the job, provides a thorough documentation on sources.
Developing an approach to solve the problem	Prioritizing & Weighing factor	A coherent plan on prioritizing and weighing the characteristics is not apparent.	A coherent plan on prioritizing and weighing the characteristics meets minimum expectations, no real rationale as to why.	A coherent plan on prioritizing and weighing the characteristics meets expectations but the rationale needs work.	A coherent plan on prioritizing and weighing the characteristics is thorough and the rationale is well documented.
Identifying, collecting and analyzing information	Interview sheet	The interview sheet does leaves out many of the major requirements; no clear method of evaluating	The interview sheet covers most of the major requirements; method of evaluating needs some work.	The interview sheet covers most of the major requirements; method of evaluating is clear.	The interview sheet covers all the major requirements; method of evaluating is thorough and clear.
Communicate analysis	Thoroughness of written document	Written document is incomplete	Written document covers the main points.	Written documents cover the majority of the relevant points in a clear manner	Written documents cover all of the relevant points in a well-organized and clear manner
Analysis of Client response	Interview evaluation response	Does not show a clear understanding of providing feedback.	Demonstrates an understanding of how the interviewer meet the job; no comments on how the interviewee could improve.	Demonstrates an understanding of how the interviewer meets the job requirements and cites some comments on how the interviewee could improve.	Demonstrates an understanding of how the interviewer meets the job requirements and provides a thorough set of comments on how the interviewee could improve.

Management Learning Goal #5
Project Management Rubric

Learn how to plan using the Project management framework.

Trait	Beginning (1)	Developing (2)	Proficient (3)	Mastery (3)	Score
Defines Project Requirements	The discussion of the project requirements does not include one or more of the following requirements or the discussion is unclear. Project definition, deliverables, milestones, estimated completion time, estimated costs, project limits, Technical requirements and Review cycle	Provides a basic understanding of the project requirements using less than professional language and poor organization. The requirements include Project definition, deliverables, milestones, estimated completion time, estimated costs, project limits, Technical requirements and Review cycle.	Provides a basic understanding of the roject requirements using professional language and organization. The equirements include Project definition, deliverables, milestones, estimated completion time, estimated costs, project limits, Technical requirements and Review cycle.	Provides a thorough understanding of the project requirements using professional language and organization. The requirements include Project definition, deliverables, milestones, estimated completion time, estimated costs, project mits, Technical requirements and Review cycle.	
Describes Deliverables	The Work Breakdown Structure is not complete or is minimal. The list of descriptions is unclear or missing.	The Work Breakdown Structure is complete. The list of descriptions uses less than professional language	The Work Breakdown Structure is complete. The list of descriptions professional language.	A Work Breakdown Structure is well designed and thorough. The list of descriptions use professional language.	
Develops clear Organization structure	The organizational chart is incomplete or unclear. The descriptions of responsibilities and/or the document skills of the personnel that will fill the positions are incomplete or missing.	The organizational chart is provided with an adequate description of responsibilities and descriptions are not adequate.	The organizational chart is provided with an adequate description of responsibilities and the document the document skills of the personnel that will fill the positions using less than professional language and organization	A well designed organizational chart is provided with a description of descriptions are using less than professional language.	
Describes events, deliverables and resources	Work packages are not developed for each deliverable. The numbering is incorrect, the		Work packages are developed for each deliverable. The numbering is correct, the		

	skills of the personnel that will fill the positions using professional language and organization.	esponsibilities and the document kills of the personnel that will fill the positions using professional language and organization.
	Work packages are developed for each deliverable. The numbering is correct, the descriptions are using professional language.	Work packages are developed for each deliverable. The numbering is correct, the escriptions are well written using rofessional language and there is clear logical flow to the activities and resources.

Demonstrate ability to graphically link resources and deliverables on a timeline	One or more of the following are not completed correctly. The work packages are incorporated into MS Project and properly linked to events and resources. The appropriate timeline is set and all time and resource conflicts are removed.	The work packages are ncorporated into MS Project and properly linked to events and resources. The appropriate timeline is set and most all time and resource conflicts are removed.	The work packages are incorporated into MS Project and roperly linked to events and resources. The appropriate timeline is set and all me and resource conflicts are removed with changes to the budget or time requirements	The work packages are ncorporated into MS Project and properly linked to events and resources. The appropriate timeline is set and all time and resource conflicts are removed without change to the budget or time requirements	
Describe project rogress via reports	A report is developed but does not adequately discusses the metrics of time and costs; (CPI, SPI, PCIB, PCIC, TCPI, EAC, VAC) or cannot define an estimated completion time and costs	A report is developed that discusses the metrics of time and costs; (CPI, SPI, PCIB, PCIC, TCPI, EAC, VAC) and can define an estimated completion time and costs.	A report is developed that adequately discusses the metrics of time and costs; (CPI, SPI, PCIB, PCIC, TCPI, EAC, VAC) and can define not only the estimated completion time and costs but also rovides a recommended recovery plan	A well written and organized eport is developed that discusses the metrics of time and costs; (CPI, SPI, PCIB, PCIC, TCPI, EAC, VAC) and can define not only the estimated completion time and costs but also provides a recommended recovery plan	

Teamwork	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, nd possibly dress need practice and polish.	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.	Consistently seeks understanding and clarity from others before judging. With a very good communication style, allows team members to express their houghts and ideas with diplomacy and tact. Asks other team members for their nput and ideas during team discussions and meetings. Uses appropriate business manners, language, and dresses appropriately when dealing with team.	Consistently makes others feel omfortable 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. nsures 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 team.	

Management Learning Goal #6

Talent Management Rubric

Learn managerial skills of how to acquire, motivate and retain talent.

Attributes		Beginning	Developing	Proficient	Mastered
Evidence Problem is understood	Key Characteristics	Identifies only a few of he key characteristics in defining the job.	Identifies a sufficient number of the key characteristics in defining the job, does not provide sources.	Identifies a sufficient number of he key characteristics in defining the job, provides some sources.	Identifies a thorough number of the key characteristics in defining the job, provides a thorough documentation on sources.
Developing an pproach to solve the problem	Prioritizing & Weighing factor	A coherent plan on prioritizing and weighing the characteristics is not apparent.	A coherent plan on prioritizing and weighing he characteristics meets minimum expectations, no real rationale as to why.	coherent plan on prioritizing and weighing the characteristics meets xpectations but the rationale needs work.	A coherent plan on prioritizing and weighing the characteristics is thorough and the rationale is well documented.
dentifying, collecting and analyzing information	Interview sheet	The interview sheet oes leaves out many of he major requirements; no clear method of evaluating	The interview sheet covers most of the major requirements; method of evaluating needs some work.	The interview sheet covers most of the major requirements; method of evaluating is clear.	The interview sheet covers all the major requirements; method of evaluating is thorough and clear.
Communicate analysis	Thoroughness of written document	Written document is incomplete	Written document covers the main points.	Written documents cover the majority of the relevant points in a clear manner	Written documents cover all of the elevant points in a well-organized and clear manner
Analysis of Client response	Interview valuation response	Does not show a clear understanding of providing feedback.	Demonstrates an understanding of how the interviewer meet the job; no comments on how the nterviewee could improve.	Demonstrates an understanding of how the interviewer meets the job requirements and cites some comments on how the interviewee could improve.	Demonstrates an understanding of ow the interviewer meets the job requirements and provides a horough set of comments on how the interviewee could improve.

Management Major
Assessment Results

2015-2016

Assessment Outcome		Mastery (% of students)	Proficient (% of students)	Developing (% of students)	Beginning (% of students)
Course	**Artifact**				
Learning Goal #1					
MG 481 (Fall 2015)	Final Project	*79%*	*14%*	*7%*	0%
Learning Goal #2					

MG 372	Final Project	*40%*	*52%*	8%	0%
Learning Goal #3					
MG 377	Final Project	*0%*	*67%*	9%	24%
Learning Goal #4					
MG 471	Final Project Paper	Was not conducted due to change in faculty			
Learning Goal #5					
MG 375	Final Project	35%	54%	11%	0%
Learning Goal #6					
MG 340	Was not conducted due to change in faculty				

The Digital Media Marketing Major

Students who complete a degree in Digital Media Marketing will be self-directed team players who show initiative and accept responsibility of their work in digital media marketing. The work could include writing and posting blogs, creating press releases, proofing and editing, tracking metrics and maintaining business digital media platforms like LinkedIn, Facebook, Twitter, YouTube, Pinterest and Instagram.

Requirements for the Marketing Major:
The Marketing Major consists of 21 credits: a Marketing core (15 credits) and a student-selected elective courses (6 credits):

Marketing Core (Required courses):

MK308. Consumer Behavior & Analytics (3)
MK365. Brand Loyalty through Digital Media (3-4)
MK442. Digital Media Marketing Strategy & Analysis (3)
MK471. In Field Internship (3)
ET390. Student-run Venture Experience (3)*

*ET390 is cross listed with AR390 Blue Connection, MC390 First Step Records, and TH390 Pipe Dreams Studio Theatre.

Elective Courses (choose 3-6 credits)
Any 3-credit 300/400 level Tabor course beyond the business core.
Suggested electives include:
MK307 IMC Campaigns (3)
MK310 Personal Selling (3)
MK330 Event Planning (3)

Elective Courses (choose 0-3 credits from the following interdisciplinary electives)
AR201. Computer Art & Design Orientation (3)
CO107. Argument & Social Issues (3)
CO251. Introduction to Public Relations (3)
CO351. Special Topics in Writing (3)
CO360. Seminar in Communication (3) **
CO456. Applications in Public Relations (3)
EN270. Computer Aided Publishing (3)
EN305. Web Publishing (3)
EN400. Sports Marketing (3)

** with permission of Digital Media Marketing coordinator

Learning Goals for Digital Media Marketing Majors

1. Students will be able to design, implement and analyze a digital media marketing campaign.
2. Students will be able to measure the impact of digital media marketing efforts.
3. Students will understand the strategic implication of digital media marketing efforts and recommend alterations to fit designated objectives.
4. Students will build a portfolio of practical experience in the field.
5. Students will understand how marketing and the marketing mix variable interrelate to the other functional areas.*

*Due to an editorial error in copywriting for the learning goals, Learning Goal #5 was taken from a course level goal (MK 200) and placed in the major level goal. This is being corrected for future University Bulletins and assessment reports. As a result there will be no reporting on Learning Goal #5 as currently stated.

Courses Where Learning Goals Are Assessed

Learning Goals	Required Courses				
	MK200	MK365	MK308	MK442	MK471
Learning Goal 1--Campaign design & implementation		✓			
Learning Goal 2--Campaign measurement				✓	
Learning Goal 3--Campaign analysis & alteration				✓	
Learning Goal 4--Portfolio of experience					✓

Digital Media Marketing Major Learning Goal#1
Effectively Design & Implement DMM Campaign Rubric
Students will design and implement a campaign to effectively meet client needs.

Attributes	Mastered 4	Proficient 3	Developing 2	Beginning 1
Effective Campaign Design	**Multiple creative projects designed where all seem grouped by theme, and the theme addresses the client needs**	**Multiple creative projects designed where all seem grouped by a single theme, but the client needs are still unaddressed**	**Multiple creative projects designed where at least two seem grouped by a single theme, but the client needs are still unaddressed**	**Multiple creative projects (blog posts, tweets, infographic, etc). are designed without overarching campaign theme or connection to client needs**
Effective Implementation	**Production of creative projects is completed in a manner with campaign specific placement that addresses the client needs**	**Production of creative projects is completed without error but either campaign specific placement is missing or connection to client needs is missing**	**Production of creative projects is completed without error but placement seems to without overarching campaign theme or connection to client needs**	**Production of creative projects (blog posts, tweets, infographic, etc) is started but production is faulty (error messages, poorly edited)**

Digital Media Marketing Major Learning Goal#2
DMM Campaign Impact Measurement Rubric
DMM campaigns are designed to meet specific, quantifiable, time-bound objectives for a client.
Students should be able to report accurate measures of the impact, or ability to meet objectives, of a campaign.

Attributes	Mastered 4	Proficient 3	Developing 2	Beginning 1
Accurate measure of specific objectives	**Report states specific objectives and reports measures related to objectives.**	**Report states specific objectives but reports measures unrelated to objectives.**	**Report states specific objectives but fails to include measurement.**	**Report states objectives that are vague or abstract.**
Accurate measure of quantifiable objectives	**Report states quantifiable objectives and reports measures related to objectives.**	**Report states quantifiable objectives but reports measures unrelated to objectives.**	**Report states quantifiable objectives but fails to include measurement.**	**Report states objectives that can't be quantified.**
Accurate measure of time-bound objectives	**Report states timebound objectives and complete tasks in that time frame.**	**Report states timebound objectives but fails to complete tasks in that time frame.**	**Report states timebound objectives but fails to indicate if tasks were completed in that time frame.**	**Report states objectives that without reference to timeframe in which they'll be completed.**

Digital Media Marketing Major Learning Goal#3
Appropriately analyze impact & recommend strategic alterations Rubric
Beyond simple measurement, students need to analyze what the data actually means and recommend changes to a campaign to help meet the client's needs.

Attributes	Mastered 4	Proficient 3	Developing 2	Beginning 1
Appropriately analyze campaign impact	**Student can report data measurement and interpretation of data meaningful--leading to corrective action.**	**Student can report data measurement but interpretation of data is superficial.**	**Student can report data measurement but interpretation of data is error-ridden or inappropriate.**	**Student can only report data measurement without any interpretation of data.**
Appropriate recommend strategic alterations	**Student recommends possible changes for improving a campaign that are directly related to client's needs.**	**Student recommends possible changes for improving a campaign that are only partially related to client's needs.**	**Student recommends possible changes for improving a campaign that are disconnected from client's needs.**	**Student fails to identify any possible changes for improving a campaign.**

Digital Media Marketing Major Learning Goal#4
Building a Portfolio of Practical Experience Rubric

Based on the performance learning nature of the Digital Media Marketing major, students should have no fewer than five examples of practical experience as part of their resumes.

Attributes	Mastered 4	Proficient 3	Developing 2	Beginning 1
Building a portfolio of practical experience	**Performance in internship & client projects allows student to discuss 4-5 examples of practical experience**	**Uneven performance in internship & client projects leaves student unable to discuss more than 2-3 examples of practical experience**	**Limited performance in internship & client projects leaves student unable to discuss more than one practical experience**	**Poor performance in internship & client projects leaves student unable to discuss the impact of student work**

Digital Media Marketing Major
Assessment Results

2015-2016

Learning Goal 1: Campaign Design & Implementation						
MK 365 (Design)		*58%*	*42%*	*0%*	*0%*	*0%*
MK 365 (Implementation)		*32%*	*68%*	*0%*	*0%*	*0%*
Learning Goal 2: Campaign Measurement						
MK 442 (Specific Objective)	GOMC final report	*37%*	*53%*	*10%*	*0%*	*0%*
MK 442 (Quantifiable Objective)	GOMC final report	*42%*	*47%*	*11%*	*0%*	*0%*
MK 442 (Time-bound Objective)	GOMC final report	*32%*	*58%*	*10%*	*0%*	*0%*
Learning Goal 3: Campaign Analysis & Alteration						
MK 442 (Analysis)	GOMC final report	*37%*	*63%*	*0%*	*0%*	*0%*
MK 442 (Alteration)	GOMC final report	*58%*	*42%*	*0%*	*0%*	*0%*
Learning Goal 4: Portfolio of Experience						
MK 471	Internship Reflection Paper	*0%*	*3%*	*0%*	*0%*	97%

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 (21 credits)

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
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

2015-2016

Course	Artifact	Mastery (% of students)	Proficient (% of students)	Developing (% of students)	Beginning (% of students)
		Learning Goal #1			
ET 340		*0%*	*25%*	*64%*	*11%*
		Learning Goal #2			
ET 380					
		Learning Goal #3			
ET 390		-	*%*	*%*	*%*
		Learning Goal #4			
ET 380		*10%*	*47%*	*43%*	*0%*

The Information Systems Major

Students who complete a degree in Information Systems (IS) will have the necessary technical, analytical, and communication skills to be key players in building technology solutions for leading organizations. Students choose to emphasize skills in Data Management (collecting, organizing, storing, analyzing, and transforming vast amounts of data into meaningful information), Application Development (designing, building, testing, and implementing business applications for a social and mobile workforce), and/or Security & Compliance (securing networks and data from cyberterrorists and ensuring audit compliance).

Performance Learning
Performance Learning initiatives for 3rd parties in the community could include building a relational database for tracking donor activity, building dynamic web-based organizational chart for a human resources department, or building a comprehensive network security analysis for a small business.

Career Opportunities
Information Systems graduates obtain jobs such as database analyst, systems analyst, application developer, programmer analyst, web developer, security analyst, or technical analyst. These positions can be found in a variety of organizations from Fortune 500 companies to those with fewer than 10 employees.

Learning Goals for the Information Systems Major:

- Apply basic programming skills to solve simple business problems.
- Use the System Life Cycle to develop a system design through the of use case modeling and system modeling.
- Understand the basic concepts of an information technology infrastructure to deliver services through hardware, software, and networks.
- Students will organize and write user documentation, system documentation and IS reports in a language and style appropriate to the profession.

Requirements for the Major
In addition to the business core courses, students will be required to complete 21 credits of upper level information systems courses.

Required Courses (12 credit hours):
IS221. Introduction to Program Design and Development (3)
IS311. IT Infrastructure (3)
IS321. Systems Analysis and Design (3)
IS471/472. In Field Internship

Select a Concentration Below (6 credit hours)
Required Courses:

Application Development Concentration
IS322. Web / Mobile Application Development (3)
IS351. Application Integration

Data Management Concentration
IS370. Database Application Development (3)
IS470. Business Intelligence and Big Data (3)

Security and Compliance Concentration
IS332. IT Audit and Controls (3)
IS362. IT Security and Risk Management (3)

Elective Courses (3 credit hours)
IS390. Technology Ventures
Any 3 credit 300/400 level Information Systems course outside of your concentration
Any 3 credit 300/400 level Tabor course offering beyond the business core

Courses Where Learning Goals Are Assessed

Learning Goals	Required				App Dev		Data		Security	
	IS221	IS311	IS321	IS471/472	IS332	IS350	IS370	IS470	IS332	IS362
1: Programming	•				•					
2: Database			•				•			
3: Design			•			•				
4: Security		•								•
5: Infrastructure		•							•	
6: Documentation	•							•		

Information Systems Learning Goal #1 ~ Programming Rubric

Students will demonstrate competency in programming through the development of scripts, functions, or applications.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Mastered **4**	**Proficient** **3**	**Developing** **2**	**Beginning** **1**
Program, Function, or Script Execution	Code executes correctly and efficiently with no syntax or runtime errors.	Code executes correctly but inefficiently with no syntax or runtime errors.	Code executes with a minor (easily fixed) error.	Code does not execute or has major errors.
Correct Output	Code produces correct output with no errors.	Code produces output which is mostly correct by may be incomplete or has minor (aesthetic) errors.	Code produces output with multiple errors or some missing information.	Output is significantly incorrect or mostly missing.
Design of Output	Code produces output correctly and efficiently.	Code produces minimally expected output or inefficient output.	Code experiences significant delay in producing output or produces output that is somewhat difficult to interpret.	Output is poorly designed.
Design of Logic	Code exhibits efficient and appropriate use of logic structures and processing to optimize performance and output.	Code exhibits inefficient logic structures or processing which do not deter from the output but do impede performance or maintainability.	Code has significant logic errors or fails to handle various conditions.	Program is incorrect or produces incorrect results in most cases.
Standards	Code 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, inconsistency)	Code is written poorly and is difficult for another person to understand.
Documentation	Code is well documented (both in content and consistent style) in all areas.	Code has some missing, incomplete, or inconsistent documentation.	Code is missing most documentation or documentation has errors or documentation is fully inconsistent.	Most or all documentation is missing or incorrect

Information Systems Major Learning Goal #2 ~ Database Development Rubric

Students will define, store, organize, retrieve, and analyze data using appropriate data models, structures, and database languages.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Criteria	Mastered (4)	Proficient (3)	Developing (2)	Beginning (1)	Score
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 and includes some detail.	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 an ERD, but is missing key details.	Demonstrates ability to present design concepts in simple ERD with errors.	
Data Modeling: demonstrates knowledge of normalizing tables	Design reflects tables in 3NF or appropriate warehouse model. 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 or appropriate warehouse model and demonstrates knowledge of basic data types.	Demonstrates basic skill in table design and normalization or warehousing. Errors in implementation of ERD are present.	Demonstrates basic skill in table design and normalization or warehousing 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, index, and constraint definition.	SQL DDL is appropriate for selected tables and syntactically correct.	SQL DDL is appropriate but contains some syntax errors and may not fully represent the data model.	SQL DDL is inappropriate and contains many syntax errors.	

Structured Query Language (SQL), Data Manipulation Language (DML): Write queries to support data insert, update, delete, and select	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, but may be inefficient.	SQL DML is appropriate for desired operations but contains some syntax errors.	SQL DML is inappropriate for desired operations and contains many syntax errors.	
Score					

Information Systems Learning Goal #3 ~ Design Rubric
Students will critically analyze business problems to determine appropriate development methodologies and solutions.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Mastered **4**	**Proficient** **3**	**Developing** **2**	**Beginning** **1**
Ability to define user requirements of an information system business opportunity or problem and to design an appropriate solution				
Application of analysis and design principles	Problem or opportunity fully analyzed with comprehensive design ready for development and/or implementation	Well-defined opportunity / problem description with nuanced analysis and design having some minor missing details	Partial problem / opportunity definition with some details either incorrect, incomplete or missing	Incorrect and/or significantly incomplete analysis with incorrect or missing design
Ability to apply feasibility analysis, requirements analysis and appropriate tool usage				
Requirements identification including assumptions	Sources well-documented (complete) and well-validated (accurate)	Majority of sources identified with only some missing or insufficient validation	Less than majority of sources identified while missing additional sources including missing or insufficient validation	No sources or incorrect identification or validation
Evidence of application of feasibility analysis	Critical appraisal with no errors and solid recommendation of feasibility	Attempted with minor errors in analysis or insufficient feasibility recommendation	Recommendation or conclusions without sufficient feasibility analysis or analysis without recommendation	No feasibility analysis or recommendations
Appropriate tool utilizations	Chooses correct software tools for tasks and utilizes same to produce meaningful and appropriate output	Chooses correct software tools but utilizes insufficiently or misses opportunity to utilize software tools appropriately.	Chooses correct software tools but utilizes incorrectly or without sufficient detail or completeness	No attempt or uses incorrect software tools for tasks
Project findings documentation and communications				
Creation of findings documentation appropriate to target audience	Documentation is fully complete, accurate and appropriate to target audience(s)	Documentation is mostly complete, highly accurate with only minimal divergence in audience appropriateness	Documentation is well attempted though missing portions, has more than minor inaccuracies, or is not appropriately framed for the target audience	Documentation is insufficient or missing, has major errors, or is not created to the appropriate level

Information Systems Learning Goal #4 ~ Security Rubric

Students will apply information security best practices through the development of policies, processes, and technical controls.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Mastered (4)	**Proficient (3)**	**Developing (2)**	**Beginning (1)**	**Score**
Planning	Researches audit procedures from external sources. 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 industry best practices. Uses references for best practice literature. Briefly describes vulnerabilities where best practice is not implemented.	Partially compares organization's policies with best practice OR does not describe vulnerabilities when best practice differs from current policies/procedures.	Describes vulnerabilities, but does not recognize best practice policies/procedures.	Does not describe best practice 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.	
Score					

Information Systems Learning Goal #5 ~ Infrastructure Rubric

	Mastered (4)	Proficient (3)	Developing (2)	Beginning (1)	Score
Design	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.	
Network	Network hardware is correctly implemented and all components are consistent with design.	Project is built, all hardware components are implemented, 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	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	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.	
				Score	

Information Systems Learning Goal #6 ~ Documentation Rubric

Students will organize and compose technical documentation using a variety of software tools appropriate to the context and audience.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Mastery **4**	**Proficient** **3**	**Developing** **2**	**Beginning** **1**
Technical Correctness	Document contains no technical errors and is not missing important technical details.	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.
Software Tool	Appropriate software tool is selected, is used in a way that communicates effectively, and is integrated into the body of work.	Appropriate software tool is selected and used, but not to its fullest extent, and is integrated into the body of work.	A software tool is selected, but may be inappropriate. Integration into the body of work is inconsistent or non-existent.	Evidence of additional software tools is not present.

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 formatting and organization of written material appropriate to document purpose.	Demonstrates consistent formatting and organization of written material but may not be sufficiently appropriate for document purpose.	Attempts consistency in formatting and organization of written material but may be inconsistent or inappropriate for document purpose.	Demonstrates flawed formatting and/or organization of written material

Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop material that is appropriate for the purpose of the documentation.	Demonstrates consistent use of credible, relevant sources to support material that is utilized in the documentation.	Demonstrates an attempt to use credible and/or relevant sources to support material that is appropriate for the purpose of the documentation.	Insufficiently attempted to use sources to support material for the documentation.
Clarity of Writing	Uses unambiguous language that is appropriate to the target audience and the purpose of the documentation.	Uses mostly unambiguous language that is appropriate to the target audience and the purpose of the documentation. The language in the artifact has few errors.	Uses some ambiguous language that is mostly appropriate to the target audience and the purpose of the documentation but may have more than a few errors.	Uses mostly ambiguous language that impedes meaning because of errors in usage.

Information Systems Major
Assessment Results

2015-2016

Course	Artifact	Mastery (% of students)	Proficient (% of students)	Developing (% of students)	Beginning (% of students)	Benchmark Not Met (% of students)	No Data (% of students)
Learning Goal 1: Programming							
IS 221 (Program, Function, or Script Execution)		0%	53%	41%	0%	6%	0%
IS 221 (Correct Output)		0%	65%	29%	0%	6%	0%
IS 221 (Design of Output)		0%	29%	65%	0%	6%	0%
IS 221 (Design of Logic)		0%	35%	59%	0%	6%	0%
IS 221 (Standards)		0%	47%	47%	0%	6%	0%
IS 221 (Documentation)		12%	53%	29%	0%	6%	0%
IS 221 (Program, Function, or Script Execution)		0%	53%	41%	0%	6%	0%
IS 322 (Program, Function, or Script Execution)		0%	20%	40%	40%	0%	0%
IS 322 (Correct Output)		0%	40%	20%	40%	0%	0%
IS 322 (Design of Output)		0%	40%	40%	20%	0%	0%
IS 322 (Design of Logic)		0%	60%	40%	0%	0%	0%
IS 322 (Standards)		0%	0%	60%	40%	0%	0%

IS 322 (Documentation)		0%	40%	60%	0%	0%	0%
Learning Goal 2: Database							
IS 321 (Problem Analysis)		0%	8%	30%	54%	8%	0%
IS 321 (Entity Relationship Diagram)		0%	0%	0%	77%	23%	0%
IS 321 (Data Modeling)		0%	0%	23%	62%	15%	0%
IS 321 (SQL:DDL)		0%	0%	0%	100%	0%	0%
IS 321 (SQL:DML)		0%	0%	0%	100%	0%	0%
IS 370 (Problem Analysis)		17%	58%	25%	0%	0%	0%
IS 370 (Entity Relationship Diagram)		8%	50%	42%	0%	0%	0%
IS 370 (Normalization)		0%	42%	58%	0%	0%	0%
IS 370 (SQL:DDL)		0%	50%	50%	0%	0%	0%
IS 370 (SQL:DML)		8%	67%	25%	0%	0%	0%
Learning Goal 3: Design							
IS 321 (Analysis & Design Principles)		0%	31%	46%	23%	0%	0%
IS 321 (Requirements Identification)		0%	15%	70%	15%	0%	0%
IS 321 (Feasibility Understanding)		0%	0%	61%	31%	8%	0%
IS 321 (Appropriate Tool Utilization)		0%	23%	54%	23%	0%	0%
IS 321 (Create Appropriate Documents)		0%	31%	54%	15%	0%	0%
IS 350 (Analysis & Design Principles)		0%	78%	22%	0%	0%	0%
IS 350 (Requirements Identification)		0%	67%	33%	0%	0%	0%
IS 350 (Feasibility Understanding)		0%	45%	44%	11%	0%	0%
IS 350 (Appropriate Tool Utilization)		0%	89%	11%	0%	0%	0%
IS 350 (Create Appropriate Documents)		0%	44%	56%	0%	0%	0%
Learning Goal 4: Security							
IS 311							
IS 362							
Learning Goal 5: Infrastructure							

IS 311 (Design)		0%	50%	36%	14%	0%	0%
IS 311 (Network Device)		0%	50%	36%	14%	0%	0%
IS 311 (Software)		0%	0%	0%	0%	0%	100%
IS 311 (Testing & Documentation)		14%	50%	36%	0%	0%	0%
IS 332							
Learning Goal 6: Documentation							
IS 221 **(**Technical Correctness)		0%	29%	65%	0%	6%	0%
IS 221 (Software Tool)		0%	76%	18%	0%	6%	0%
IS 221 (Context)		0%	47%	47%	0%	6%	0%
IS 221 (Content)		0%	47%	47%	0%	6%	0%
IS 221 (Org & Formatting)		0%	6%	82%	6%	6%	0%
IS 221 (Sources)		0%	0%	0%	0%	0%	100%
IS 221 (Syntax)		0%	35%	53%	6%	6%	0%
IS 332 (Technical Correctness)		0%	67%	33%	0%	0%	0%
IS 470 (Software Tool)		0%	100%	0%	0%	0%	0%
IS 470 (Context)		0%	67%	33%	0%	0%	0%
IS 470 (Content)		17%	67%	16%	0%	0%	0%
IS 470 (Org & Formatting)		17%	67%	16%	0%	0%	0%
IS 470 (Sources)		33%	50%	17%	0%	0%	0%
IS 470 (Syntax)		0%	67%	33%	0%	0%	0%
IS 470 **(**Technical Correctness)		0%	83%	17%	0%	0%	0%
IS 470 (Software Tool)		0%	50%	50%	0%	0%	0%
IS 470 (Context)		0%	33%	67%	0%	0%	0%
IS 470 (Content)		0%	50%	50%	0%	0%	0%
IS 470 (Org & Formatting)		0%	33%	67%	0%	0%	0%
IS 470 (Sources)		0%	0%	100%	0%	0%	0%
IS 470 (Syntax)		0%	50%	50%	0%	0%	0%

International Business Major

Students who complete a degree in International Business will be culturally aware, business savvy, and willing to adapt to cross-cultural environments. They will understand how globalization affects businesses at all levels--locally, regionally, and internationally. Performance Learning initiatives for 3rd parties in the global community could include establishing an Internet café in the Dominican Republic, advising multinational corporations on entering the U.S. market, or advising a foreign government on micro-enterprises.

Job opportunities for students who demonstrate this expertise include import/export agent, translator, foreign sales representative, international marketing manager, and international management consultant. Broadly speaking, positions can be found in multinational corporations, banks, consulting firms, business development, entrepreneurship, information technology, international aid agencies, non-government organizations, and the public sector.

Requirements for the Major
In addition to the business core courses, students will be required to complete 23 credits of international business courses.

Required Courses (8 credit hours)
IB225. Study Abroad Experience (1, taken twice)
IB471. International Business Internship (3)
IB450. Study Abroad Practicum (3)

Modern Language Requirement (0-8 credit hours)
Proficiency equivalent to two college semesters of a single modern language—successful completion of a modern language course numbered 114 or above, or passing a proficiency exam administered by the Department of Modern Languages.

Electives (3 credit hours)
MG481. Consulting in the Dominican Republic (3)
ET410. Entrepreneurial Consulting: An International Experience (3)

Partner Institution (12-15 credits)
Students may select, with approval by their academic advisor, from the following partner institutions where they will study towards the IB Major. The specific 300-level International Business courses taken at the partner institution will be determined during a discussion with the student's academic advisor.

PSB, Paris School of Business, (Paris, France) - Instruction in English and French; InHolland University (Haarlem, The Netherlands) – Instruction in English; Universita degli Studi di Milano-Bicocca (Milan, Italy) – Instruction in English; or Universitat Pompeu Fabra (Barcelona, Spain) – Instruction in English

Learning Goals for the International Business Major

1. Students will be able to explain how international factors affect domestic concerns of the host country.
2. Students will be able to explain the role of institutions the global marketplace.
3. Students will be able to explain the key business issues related to multinational operations.
4. Students will be able to conduct both formal and informal interactions with members of the host country in a professional manner.
5. Students will demonstrate awareness of and respect for host culture and an understanding of its history.
6. Students will apply their knowledge of the relationships between business functions of multinational organizations through an international consulting project.

Courses Where Learning Goals Are Assessed

Learning Goals	Required Courses			
	IB225	IB450	IB471	MG 481/ET 410
1. Effect of international factors	✓			
2. Role of institutions				✓
3. Multinational operations issues				✓
4. Interactions in host country		✓		
5. Awareness & respect		✓		
6. Consulting project				✓
7. Written & verbal communication			✓	

International Business Major Learning Goal #1

IB International factors effect domestic concerns of host country

Students should be able to identify and analyze comparative cultural, political, economic factors that impact home and host country

Attributes	Beginning	Developing	Proficient	Mastered
Cultural concerns of host country	Nominal mention of cultural factor(s) but fails to demonstrate complex understanding and impact on business with no integration of political and economic factors.	Deeper understanding of cultural factor(s), still no tie-in to business or integration with political and economic factors.	Deeper understanding of cultural factor (s)with tie-in to business but no integration with political and economic factors.	Full understanding of cultural factor(s) with tie-in to business and with integration with political and economic factors.
Political concerns of host country	Nominal mention of political factor(s) but fails to demonstrate complex understanding and impact on business with no integration of cultural and economic factors.	Deeper understanding of political factor(s), still no tie-in to business or integration with cultural and economic factors.	Deeper understanding of political factor(s) with tie-in to business but no integration with cultural and economic factors.	Full understanding of political factor(s) with tie-in to business and with integration with cultural and economic factors.
Economic concerns of host country	Nominal mention of economic factor(s) but fails to demonstrate complex understanding and impact on business with no integration of political and cultural factors.	Deeper understanding of economic factor(s), still no tie-in to business or integration with political and cultural factors.	Deeper understanding of economic factor(s) with tie-in to business but no integration with political and cultural factors.	Full understanding of economic factor(s) with tie-in to business and with integration with political and cultural factors.

International Business Major Learning Goal #2

IB Role of Institution in the Global Marketplace

Students should understand the role of industry and government in the global marketplace.

Attributes	Beginning	Developing	Proficient	Mastered
Role of industry in the global marketplace	Nominal mention of the role of industry in international locations with no integration with role of government.	Deeper understanding the role of industry in international locations but still no integration of role of government.	Deeper understanding the role of industry in international locations with nominal integration of role of government.	Full understanding of the role of industry in international locations with full integration of role of government.
Role of the government in the global marketplace	Nominal mention of the role of government in international locations with no integration with role of industry.	Deeper understanding the role of government in international locations but still no integration of role of industry.	Deeper understanding the role of government in international locations with nominal integration of role of industry.	Full understanding of the role of government in international locations with full integration of role of industry.

International Business Major Learning Goal #3

IB Issues of Multinational Operations

Students will be able to explain the key business issues related to multinational operations.

Attributes	Beginning	Developing	Proficient	Mastered
Internal--Accounting, Finance, HR, etc.	Nominal mention of internal business functions.	Deeper understanding of one internal function like accounting, finance, or human resources with nominal mention of another.	Deeper understanding of two internal functions with demonstrated understanding of the relationship between the two.	Deeper understanding of multiple specific business functions and integration of all discussed.
External--competition, legal, regulatory, tariffs	Nominal mention of external influences of multinational businesses like competition, legal and regulatory concerns like tariffs.	Deeper understanding of one external influence of multinational businesses with nominal mention of another.	Deeper understanding of two external influences with demonstrated understanding of the relationship between the two.	Deeper understanding of multiple specific external influences and integration of all discussed.

International Business Major Learning Goal #4

IB Interactions in Host Country

Students will be able to conduct both formal and informal interactions with members of the host country in a professional manner

Attributes	Beginning	Developing	Proficient	Mastered
Informal, Day-to-day Interactions--taking public transportation, asking for directions, small talk	Nominal mention of informal interactions.	Specific example of one informal interaction without assessment of adequacy.	Specific example of one informal interaction with assessment of some accomplishment.	Specific example of one informal interaction with assessment of complete accomplishment.
Formal, Business Setting Interactions--professional level business conversations	Nominal mention of business-setting interactions.	Specific example of one business-setting interaction without assessment of adequacy.	Specific example of one business-setting interaction with assessment of some accomplishment.	Specific example of one business-setting interaction with assessment of complete accomplishment.

International Business Major Learning Goal #5

IB Awareness & Respect in Host Country

Students will demonstrate awareness of and respect for host culture and an understanding of its history.

Attributes	Beginning	Developing	Proficient	Mastered
Respect for host culture	Nominal mention of difference between home culture and host culture.	Specific example of one social norm or ritual of host culture with nominal explanation for the norm or ritual.	Specific example of one social norm or ritual of host culture with deeper understanding for motivation for the norm or ritual.	Specific examples of multiple social norms or rituals of host culture with deeper understanding of relationship between norms or rituals.
Understanding of host country history	Nominal mention of difference between home history and host history.	Specific example of one historical event with nominal contextual mention.	Specific example of one historical event with deeper understanding of the historical context.	Specific examples of historical events with deeper understanding of relationship between events.

International Business Major Learning Goal #6

IB Multinational Organization International Consulting Project

Students will apply their knowledge of the relationships between business functions of multinational organizations through an international consulting project.

Attributes	Beginning	Developing	Proficient	Mastered
Consulting project	Explains problem of consulting project but offers no solutions.	Explains problem of consulting project but provides suggestions that are not fully appropriate.	Explains problem of consulting project but provides strategic suggestions strategy that lack tactics.	Integrates business functions in international consulting project & makes appropriate recommendation--strategic & tactical solutions

International Business Major Learning Goal #7a
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.

International Business Major Learning Goal #7b
Verbal Communication Rubric

Demonstrating verbal communication appropriate for business professionals

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Organization	Organizational pattern (specific i2ntroduction 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.