

Millikin University Assessment of Student Learning

The Tabor School Assessment Report

Annual Assessment Update

College/School:	Tabor School of Business
Department or Program:	Tabor School of Business
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Academic Year:	2023-2024
External Accreditor and website:	The Accreditation Council for Business Schools and Programs (ACBSP) https://acbsp.org/

Tabor Focus

The Tabor School of Business creates opportunities for students to perform and compete, early and often, to build the confidence to succeed. We expect commitment, hard work, accountability, and honesty. Students learn and develop successful business practices. Students will be better prepared for their career path when they perform what they have learned. Performance Learning projects include student-run ventures, small business consulting teams, client projects, internships, auditing projects, business plans, student-managed investment fund, and numerous other opportunities to demonstrate their learning. Tabor students develop skills and attitudes needed to compete and succeed in the workplace by:

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

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

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

Students who major in Tabor:

1. Develop a personal brand, vision, and strategic plans.
2. Create business plans and assess risk.
3. Use spreadsheet, word processing, database, and project management software to get work done.
4. Prepare financial statements and communicate financial information.

5. Use financial and statistical information to make decisions.
6. Create and deliver formal written reports and oral business presentations, lead meetings, and engage in professional conversations.
7. Work with 3rd parties in the community early and often.

Student Learning Outcomes (SLO) *(For historical and/or informational purposes, please list the student learning outcomes (SLO) of your program below, along with the rationale behind their development and/or change. This is information that should not need to be updated annually, unless there are changes to the SLO)*

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

Core Learning Outcomes Assessed

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

Learning Outcome Assessed in Each Major Area of Study

7. **Finance Learning Outcome:** Students will evaluate and quantify risk and utilize it in investment decisions.
8. **Business Management Learning Outcome:** Students will demonstrate managerial skills of how to train and communicate process changes.
9. **Digital Media Marketing Learning Outcome:** Students will effectively implement and appropriately analyze the impact of DM campaign & recommend strategic alterations to reach stated objectives.
10. **Management Information Systems Learning Outcome:** Students will organize and compose technical documentation using a variety of software tools appropriate to the context and audience.

A. Rationale for Additional Student Learning Outcome(s) (Limit 750 words).

This section last reviewed/updated on [06/14/2024](#) by [Michael J. Osei](#).

Assessing Student Learning Outcomes (SLO): *(An effective plan should outline the type of data you will assess, an instrument used for data collection, and a measurable target for achieving the SLO. For some learning outcomes, assessment may require analyzing data across multiple academic years. In some years, the assessment report may need to focus upon a particular learning outcome over others (i.e., Learning Outcome 1 in year 1, Learning Outcome 2 in year 2...). This section may require 1-2 pages per Learning Outcome.)*

- 1. Review of assessment cycle** *(List the relevant year(s) for this assessment cycle, i.e. current or previous academic year, and briefly summarize the academic unit's assessment activities during this cycle. Describe any modifications to previous assessments.)*

This current assessment report uses the new assessment template for programs with external accreditation proposed by the Assessment and Accreditation Committee at Millikin University. Assessment will be done annually and, to identify trends and areas for improvement, this assessment report reviews progress on learning goals over the past 3 years. The current assessment cycle covers the 2023-2024 academic year.

- 2. Target for Success: what is the measurable target required?** *(If using target verbs such as "increase", "reduce", "improve", or "decrease" -- what is the baseline comparison value? e.g., 70% of students performing at mastery level on a specific assignment, an increase of 5% in number of students attaining mastery over prior year, etc. A benchmark value must be provided for comparison.)*

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

Learning Goals with Benchmarks

Goal 1: Performance Learning	70% at Proficiency or higher
Goal 2: Written Communication	70% at Proficiency or higher
Goal 3: Oral Communication	70% at Proficiency or higher
Goal 4: International Perspective	70% at Proficiency or higher
Goal 5: Teamwork	70% at Proficiency or higher
Goal 6: Quantitative Reasoning	70% at Proficiency or higher
Finance Learning Outcome	70% at Proficiency or higher
Management Learning Outcome	70% at Proficiency or higher
Digital Media Marketing Learning Outcome	70% at Proficiency or higher
Management Information Systems Learning Outcome	70% at Proficiency or higher

- 3. Summary of Data Source**

(In what course(s) did the assessment occur? What instruments/assignments were used? How many students participated in the assessment? Complete the table below. Copy and complete for

each SLO assessed. If tests were administered or a rubric was used, please provide a copy in an appendix at the end of your report.)

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

Courses Assessed

Tabor Core		Tabor Major	
Goal 1: Performance Learning	BU 450	Finance	FI 452
Goal 2: Written Communication	BU 250	Management	MG 300
Goal 3: Oral Communication	BU 230	Digital Media Marketing	MK442
Goal 4: International Perspective	BU 450	Management Information Systems	IS 321
Goal 5: Teamwork	BU 450		
Goal 6: Quantitative Reasoning	FI 340		

Fall 2023

<i>Course Assessed</i>	<i># of sections</i>	<i>Instructor</i>	<i># of students enrolled</i>	<i>What artifact was collected (paper, exam, etc)?</i>	<i>How many artifacts collected?</i>	<i>How many artifacts assessed?</i>
BU 450	1	Dr. Munoz	23	Project	23	23
BU 250	2	Dr. Trimble	40	Project	40	40
BU 230	1	Prof. Crist	24	Project	24	24
BU 450	1	Dr. Munoz	23	Project	23	23
BU 450	1	Dr. Munoz	23	Project	23	23
FI 340	1	Dr. Osei	29	Exam/project	29	29
MG 300	1	Dr. Kirby	34	Midterm & App. Essay	34	34
FI 452	1	Dr. Marquette	14	Project	14	14

Spring 2024

<i>Course Assessed</i>	<i># of sections</i>	<i>Instructor</i>	<i># of students enrolled</i>	<i>What artifact was collected (paper, exam, etc)?</i>	<i>How many artifacts collected?</i>	<i>How many artifacts assessed?</i>
BU 450	1	Dr. Munoz	21	Project	21	21
BU 250	1	Dr. Trimble	20	Project	20	20
BU 230	1	Prof. Crist	20	Project	20	20
BU 450	1	Dr. Munoz	21	Project	21	21
BU 450	1	Dr. Munoz	21	Project	21	21
FI 340	1	Dr. Marquette	29	Exam/project	29	29
FI 452	1	Dr. Marquette	4	Project	4	4
MK 442	1	Dr. Trimble	6	Project	6	6

- 4. Assessment Data** *(Be as specific as possible; include numbers/percentages of students who were determined to meet the specified SLO. Compare results to prior years if applicable. May be included as a table or graph if beneficial.)*

Learning Goal #1: Performance Learning Assessment Results

2023-2024

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
BU 450	Strategic Plan								
Discipline (FA 100%; SP 100%)		8.7%	42.9%	91.3%	57.1%	0.0%	0.0%	0.0%	0.0%
Application (FA 100%; SP 100%)		26.1%	42.9%	73.9%	57.1%	0.0%	0.0%	0.0%	0.0%
Third Party Stakeholder (FA 100%; SP 100%)		17.4%	33.4%	82.6%	66.7%	0.0%	0.0%	0.0%	0.0%

2022-2023

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
BU 450	Strategic Plan								
Discipline (FA 100%; SP 94.9%)		82.6%	56.4%	17.4%	38.5%	0%	5.1%	0%	0%
Application (FA 100%; SP 100%)		39.1%	82.1%	60.9%	17.9%	0%	0.0%	0%	0%
Third Party Stakeholder (FA 100%; SP 100%)		30.4%	38.5%	69.6%	61.5%	0%	0.0%	0%	0%

2021-2022

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
BU 450	Strategic Plan								
Discipline (FA 97.5%; SP 97.6%)		39%	45.2%	58.5%	52.4%	2.5%	2.4%	0%	0%
Application (FA 97.5%; SP 97.6%)		39%	45.2%	58.5%	52.4%	2.5%	2.4%	0%	0%
Third Party Stakeholder (FA 97.5%; SP 97.6%)		39%	45.2%	58.5%	52.4%	2.5%	2.4%	0%	0%

**Learning Goal #2: Written Communication Assessment
2023-2024**

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
BU 250									
Context (FA 67.5%; SP 100%)		27.5%	80.0%	40.0%	20.0%	15.0%	0.0%	17.5%	0.0%
Content (FA 70%; SP 100%)		30.0%	75.0%	40.0%	25.0%	12.5%	0.0%	17.5%	0.0%
Organization (FA 55%; SP 87.5%)		17.5%	70.0%	47.5%	25.0%	17.5%	5.0%	17.5%	0.0%
Sources (FA 62.5%; SP 100%)		15.0%	75.0%	47.5%	25.0%	20.0%	0.0%	17.5%	0.0%
Syntax (FA 62.5%; SP 95%)		25.0%	70.0%	37.5%	25.0%	20.0%	5.0%	17.5%	0.0%

2022-2023

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
BU 250									
Context (FA 86.5%; SP 86.4%)		35.1%	59.1%	51.4%	27.3%	10.8%	9.1%	2.7%	4.5%
Content (FA 83.7%; SP 81.8%)		48.6%	59.1%	35.1%	22.7%	13.5%	13.6%	2.7%	4.5%
Organization (FA 78.3%; SP 63.7%)		48.6%	45.5%	29.7%	18.2%	16.2%	31.8%	5.4%	4.5%
Sources (FA 64.8%; SP 77.3%)		27.0%	36.4%	37.8%	40.9%	32.4%	18.2%	2.7%	4.5%
Syntax (FA 81%; SP 77.3%)		45.9%	50.0%	35.1%	27.3%	13.5%	18.2%	5.4%	4.5%

2021-2022

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
BU 250									
Context (FA 76.3%; SP 42.1%)		43.6%	31.6%	32.7%	10.5%	12.7%	52.6%	10.9%	5.3%
Content (FA 79.1%; SP 26.3%)		32.7%	26.3%	36.4%	0%	18.2%	42.1%	12.7%	31.6%

Organization (FA 67.2%; SP 31.6%)	43.6%	21.1%	23.6%	10.5%	16.4%	31.6%	16.4%	36.8%
Sources (FA 67.3%; SP 26.3%)	25.5%	15.8%	41.8%	10.5%	21.8%	36.8%	10.9%	36.8%
Syntax (FA 63.6%; SP 31.6%)	34.5%	15.8%	29.1%	15.8%	20.0%	47.4%	16.4%	21.1%

**Learning Goal #3: Oral Communication Assessment Results
2023-2024**

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
BU 230	Project Presentation								
Organization (FA 83.3%; SP 90%)		58.3%	55.0%	25.0%	35.0%	16.7%	10.0%	0.0%	0.0%
Language (FA 83.3%; SP 95%)		20.8%	25.0%	62.5%	70.0%	16.7%	5.0%	0.0%	0.0%
Delivery (FA 62.5%; SP 80%)		25.0%	40.0%	37.5%	40.0%	25.0%	20.0%	12.5%	0.0%
Material (FA 83.3%; SP 90%)		50.0%	35.0%	33.3%	55.0%	12.5%	10.0%	4.2%	0.0%
Message (FA 75%; SP 90%)		29.2%	30.0%	45.8%	60.0%	25.0%	10.0%	0.0%	0.0%

2022-2023

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
BU 230	Project Presentation								
Organization (FA 81.3%; SP 90.9%)		37.5%	40.9%	43.8%	50.0%	18.8%	6.8%	0.0%	2.3%
Language (FA 62.6%; SP 88.6%)		6.3%	9.1%	56.3%	79.5%	37.5%	11.4%	0.0%	0.0%
Delivery (FA 52.1%; SP 59%)		18.8%	29.5%	31.3%	29.5%	43.8%	38.6%	6.3%	2.3%
Material (FA 83.8%; SP 75%)		18.8%	9.1%	75%	65.9%	6.3%	25.0%	0.0%	0.0%
Message (FA 81.3%; SP 84.1%)		12.5%	18.2%	68.8%	65.9%	18.8%	15.9%	0.0%	0.0%

2021-2022

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

BU 230	Project Presentation								
Organization (FA100%; SP 72.3%)		46.3%	16.7%	53.7%	55.6%	0%	27.8%	0%	0%
Language (FA 100%; SP 83.3%)		65.9%	33.3%	34.1%	50.0%	0%	16.7%	0%	0%
Delivery (FA 97.6%; SP 94.5%)		65.9%	38.9%	31.7%	55.6%	2.4%	5.6%	0%	0%
Material (FA 97.6%; SP 88.9%)		41.5%	27.8%	56.1%	61.1%	2.4%	11.1%	0%	0%
Message (FA 100%; SP 94.4%)		34.1%	38.9%	65.9%	55.6%	0%	5.6%	0%	0%

Learning Goal #4: Global Perspectives Assessment Results 2023-2024

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
BU 450	Strategic Plan								
Context (FA 100%; SP 100%)		17.4%	42.9%	82.6%	57.1%	0.0%	0.0%	0.0%	0.0%
Attitudes (FA 100%; SP 100%)		91.3%	42.9%	8.7%	57.1%	0.0%	0.0%	0.0%	0.0%
Application (FA 95.2%; SP 100%)		8.7%	33.3%	91.3%	61.9%	0.0%	4.8%	0.0%	0.0%

2022-2023

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
BU 450	Strategic Plan								
Context (FA 100%; SP 100%)		83.3%	87.2%	16.7%	12.8%	0%	0%	0%	0%
Attitudes (FA 100%; SP 100%)		83.3%	56.4%	16.7%	43.6%	0%	0%	0%	0%
Application (FA 100%; SP 100%)		45.8%	46.2%	54.2%	53.8%	0%	0%	0%	0%

2021-2022

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

BU 450	Strategic Plan								
Context (FA 100%; SP 100%)		41.5%	42.9%	58.5%	57.1%	0%	0%	0%	0%
Attitudes (FA 100%; SP 100%)		68.3%	38.1%	31.7%	61.9%	0%	0%	0%	0%
Application (FA 100%; SP 100%)		43.9%	33.3%	56.1%	66.7%	0%	0%	0%	0%

**Learning Goal #5: Teamwork Assessment Results
2023-2024**

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
BU 450	Business Plan								
Contributes (FA 100%; SP 100%)		73.9%	38.1%	26.1%	61.9%	0%	0%	0%	0%
Professional (FA 100%; SP 100%)		52.2%	33.3%	47.8%	66.7%	0%	0%	0%	0%
Conflict (FA 100%; SP 100%)		39.1%	33.3%	60.9%	61.9%	0%	4.8%	0%	0%

2022-2023

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
BU 450	Business Plan								
Contributes (FA 100%; SP 100%)		62.5%	87.2%	37.5%	12.8%	0%	0%	0%	0%
Professional (FA 100%; SP 100%)		58.3%	61.5%	41.7%	38.5%	0%	0%	0%	0%
Conflict (FA 100%; SP 100%)		45.8%	38.5%	54.2%	61.5%	0%	0%	0%	0%

2021-2022

Course	Artifact	Mastery	Proficient	Developing	Beginning
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		(% of students)		(% of students)		(% of students)		(% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
BU 450	Business Plan								
Contributes (FA 97.6%; SP 100%)		73.2%	42.9%	24.4%	57.1%	2.4%	0%	0%	0%
Professional (FA 95.1%; SP 100%)		80.5%	38.1%	14.6%	61.9%	4.9%	0%	0%	0%
Conflict (FA 100%; SP 100%)		80.5%	33.3%	19.5%	66.7%	0%	0%	0%	0%

**Tabor Learning Goal #6: Quantitative Reasoning Assessment Results
2023-2024**

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
FI 340	Exam problems								
Problem Understood (FA 86.2%; SP 58.6%)		51.7%	27.6%	34.5%	31.0%	13.8%	0.0%	0.0%	41.4%
Model / Technique (FA 72.4%; SP 58.5%)		48.3%	37.9%	24.1%	20.7%	27.6%	10.3%	0.0%	31.0%
Calculation (FA 82.7%; SP 41.4%)		51.7%	20.7%	31.0%	20.7%	17.3%	31.0%	0.0%	27.6%
Interpretation (FA 82.7%; SP 31%)		44.8%	6.9%	37.9%	24.1%	17.2%	24.1%	0.0%	44.6%

2022-2023

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
FI 340	Exam problems								

Problem Understood (FA 94.2%; 96.2%)	47.1%	65.4%	47.1%	30.8%	5.9%	3.8%	0.0%	0.0%
Model / Technique (FA 76.5%; SP 77%)	44.1%	46.2%	32.4%	30.8%	23.5%	19.2%	0.0%	3.8%
Calculation (FA 76.5%; SP 84.6%)	41.2%	50.0%	35.3%	34.6%	23.5%	11.5%	0.0%	3.8%
Interpretation (FA 70.6%; SP 73%)	38.2%	53.8%	32.4%	19.2%	29.4%	23.1%	0.0%	3.8%

2021-2022

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
FI 340	Exam problems								
	Problem Understood (FA 57%; SP 81.8%)	52%	50.0%	5%	31.8%	16%	13.6%	27%	4.5%
	Model / Technique (FA 64%; SP 63.7%)	60%	36.4%	5%	27.3%	11%	22.7%	24%	13.6%
	Calculation (FA 65%; SP 72.7%)	41%	31.8%	24%	40.9%	8%	9.1%	27%	18.2%
	Interpretation (FA 78%; SP 77.3%)	43%	40.9%	35%	36.4%	11%	18.2%	11%	4.5%

Finance Major Learning Goal 2023-2024

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
FI 452	Project								
	Information (FA 70.4%; SP 50%)	35.7%	25.0%	35.7%	25.0%	28.6%	50.0%	0.0%	0.0%
	Interpretation (FA 78.6%; SP 75%)	35.7%	0.0%	42.9%	75.0%	21.4%	25.0%	0.0%	0.0%
	Synthesis (FA 62.3%; SP 75%)	35.7%	50.0%	28.6%	25.0%	28.6%	25.0%	7.1%	0.0%

2022-2023

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
FI 452	Project								
Information (FA 66.7%; SP 66.7%)		25.0%	20.0%	41.7%	46.7%	25.0%	33.3%	8.3%	0.0%
Interpretation (FA 83.3%; SP 73.3%)		25.0%	20.0%	58.3%	53.3%	16.7%	26.7%	0.0%	0.0%
Synthesis (FA 75%; SP 73.3%)		41.7%	13.3%	33.3%	60.0%	25.0%	26.7%	0.0%	0.0%

**Management Major Learning Goal
2023-2024**

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
MG 300	Midterm & Application Essay								
Evidence Problem is understood (FA 82.4%; SP 84%)		61.8%	72.0%	20.6%	12.0%	8.8%	12.0%	8.8%	4.0%

2022-2023

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
MG 300	Midterm & Application Essay								
Evidence Problem is understood (FA 84%; SP N/A)		72.0%		12.0%		12.0%		4.0%	

**Digital Marketing Major Learning Goal
2023-2024**

Course	Artifact (Google Nonprofit Marketing Immersion)	Mastery (% of students)	Proficient (% of students)	Developing (% of students)	Beginning (% of students)

		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
MK 442	Project								
Analyze Impact (FA N/A; SP 100%)			83.3%		16.7%		0.0%		0.0%
Recommend Strategy (FA N/A; SP 100%)			50.0%		50.0%		0.0%		0.0%

2022-2023

Course	Artifact (Google Nonprofit Marketing Immersion)	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
MK 442	Project								
Analyze Impact (FA N/A; SP 100%)			66.7%		33.3%		0.0%		0.0%
Recommend Strategy (FA N/A; SP 93.3%)			93.3%		0.0%		6.7%		0.0%

**Management Information Systems Major Learning Goal
2023-2024**

Course	Artifact	Mastery (% of students)		Proficient (% of students)		Developing (% of students)		Beginning (% of students)	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	Project Report								
Context and Purpose (FA 50%; SP N/A)		40.0%		10.0%		50.0%		0.0%	
Team Contribution (FA 60%; SP N/A)		45.0%		15.0%		10.0%		30.0%	
Content (FA 75%; SP N/A)		65.0%		10.0%		20.0%		5.0%	

2022-2023

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

Context and Purpose (FA N/A; SP 85%)		40.0%		45.0%		10.0%		5.0%
Team Contribution (FA N/A; SP 90%)		65.0%		25.0%		10.0%		0.0%
Content (FA N/A; SP 90%)		60.0%		30.0%		5.0%		5.0%

Analysis

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

Overall, the data suggest that we achieved our target for success. For each learning goal, at least 70% of the students achieved proficiency or higher, scoring 3 or 4 based on the rubric. Our assessment methods are consistent and adequate. Thus, no modifications in assessment, pedagogy, or SLOs are needed.

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

We completely achieved our target for success.

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

There is a small amount of missing data for major-level assessment for Accounting and International Business. Additionally, the non-ACBSP majors are not currently being assessed.

The benchmarks for the assessment goals were set fairly recently, so at this point, the data is telling us whether we need to increase the benchmarks or if they were set appropriately in the first attempt. There are also some stark differences in results in a single year from one semester to another that need to be investigated.

7. What actions will be taken based on analysis of the assessment results? (Closing the feedback loop is essential. What does your academic unit intend to do with the information it has evaluated? Provide a brief explanation of how the results will be used to make any necessary specific changes within the program. If no changes are planned, briefly describe

how the data suggest this as an appropriate course of action.. If no changes are planned, briefly describe how the data suggest this as an appropriate course of action.

The data suggests that course objectives were met and students have successfully demonstrated their learning and proficiency. As a result, no changes within the program are necessary at the moment.

SUMMARY

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

*Due within 45 days of Assessment Submission
Submit to Provost and Director of Academic Effectiveness*

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

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

The Tabor School of Business has been working to develop a sustainable system of assessment that satisfies both the requirements for HLC and our business school accreditor, ACBSP. To date, our focus has been on the six majors that are accredited by ACBSP—Accounting, Digital Marketing, Finance, International Business, Management, and Management Information Systems. While there are details of that assessment practice (how to aggregate data for multi-part rubrics and for courses with multiple—and possible varied—iterations across semesters, as examples), the results of the assessment are positive.

For the business program overall, Tabor has set a benchmark of 70% of students meeting the standard for proficiency or higher on six goals:

- Goal 1: Performance Learning
- Goal 2: Written Communication
- Goal 3: Oral Communication
- Goal 4: International Perspective
- Goal 5: Teamwork
- Goal 6: Quantitative Reasoning

On average, those program-wide benchmarks are consistently met. Additionally, there is a major-specific assessment for each of those majors in a senior-level or capstone course. For this report, the International Business assessment is missing, and the Accounting assessment measures are unavailable as they were just chosen in summer 2024. Again, on average those

major-specific benchmarks have been met apart from MIS which had lower numbers for the 2023-2024 academic year.

The next steps in improving the Tabor assessment processes include:

- collecting the missing major level data for Accounting and International Business
- determining if the benchmarks should be increased for any of the goals
- establishing a process for aggregating data for multi-part rubrics
- establishing a process for aggregating data for courses with multiple sections
- establishing a process for evaluating the Tabor majors not included in the ACBSP accreditation at the major-level (Agribusiness, Business Communication, Communication, Cybersecurity, Organizational Leadership)
- applying the program-wide learning goals to the Tabor majors not included in the ACBSP accreditation

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

Assessment Report Rubric

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

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

Appendix: Rubrics

Learning Goal #1: Performance Learning Rubric

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Understanding the Disciplines <i>Sees (makes) connections across disciplines, perspectives</i>	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 <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	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 <i>Connects relevant experience and academic knowledge on behalf of external stakeholder</i>	Analyzes stakeholder situation and applies knowledge and previous experience to make meaningful recommendations to the stakeholder that are both feasible and situation specific	Analyzes stakeholder situation and applies knowledge and previous experience to make general recommendations to the stakeholder that are feasible but might are not tailored to the specific stakeholder.	Accurately analyzes stakeholder situation but fails to make recommendations.	Struggles to demonstrate understanding of the stakeholder's situation.

Learning Goal #2: Written Communication Rubric

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

Learning Goal #3: Verbal Communication Rubric

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

Learning Goal #4: International Perspective Learning Rubric

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Context <i>Cross Cultural Understanding and Communication</i>	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 <i>Curiosity & Openness</i>	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 <i>Applying Knowledge to Global Business Decisions</i>	Makes decision using advanced global approach—tailors decision to particular cultural and institutional contexts.	Makes decision using some global knowledge—tailors decision to either cultural or institutional context.	Makes decision using a universalistic approach—little or no regard for international context or differences	Reports action without demonstrating how decision was reached

Learning Goal #5: Teamwork Rubric

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

Learning Goal #6: Quantitative Reasoning Rubric

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

Finance Major

Course Being Assessed

Learning Outcome Being Assessed	Course	Artifact(s)
<i>Students will evaluate and quantify risk and utilize it in investment decisions.</i>	FI 452	Project

Finance Learning Outcome Being Assessed

Evaluate and quantify risk and utilize it in investment decisions.

Rubric

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Information / data	Information collected is thorough for all relevant factors and analysis is in-depth	Information collected is thorough for most factors and analysis is acceptable	Information collected is thorough for few factors and analysis is marginal	Information collected is minimal and analysis is superficial
Interpretation	Explanation of the answer demonstrates a complete understanding of all the teaching points.	Explanation of the answer demonstrates a complete understanding of one or more, but not all, of the teaching points.	Explanation of the answer demonstrates a minimal understanding of one or more of the teaching points.	Explanation is attempted but demonstrates some deficiencies in understanding of the answer.
Synthesis	Conclusions, summaries and/or investment decisions are consistent with information gathered and data analysis.	Conclusions, summaries and/or investment decisions are mostly consistent with information gathered and data analysis.	Conclusions, summaries and/or investment decisions are somewhat consistent with information gathered and data analysis.	Conclusions, summaries and/or investment decisions are inconsistent with information gathered and data analysis.

Management Major

Course Being Assessed

Learning Outcome Being Assessed	Course	Artifact(s)
<i>Students will demonstrate managerial skills of how to train and communicate process changes.</i>	MG 300	Mid-term Application Essay

Management Learning Outcome Being Assessed

Demonstrate managerial skills of how to train and communicate process changes.

Rubric

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Evidence Problem is understood.	Demonstrates advanced comprehension of assigned readings and <u>consistently</u> supplements with outside research and/or examples. Demonstrates expertise asking questions that generate new and creative thoughts/ideas.	Demonstrates advanced comprehension of assigned readings and <u>occasionally</u> supplements with outside research and/or examples. Clearly and effectively expresses self in the presentation of ideas.	Willingly takes part in discussions without being asked and demonstrates adequate preparation and comprehension of assigned work. Responds to questions with adequate knowledge.	Provides input on occasion; occasionally shows insufficient preparation/comprehension of assigned work. Not enough support given on arguments; has some difficulty expressing thoughts.

Digital Media Marketing Major

Course Being Assessed

Learning Outcome Being Assessed	Course	Artifact(s)
<i>Students will effectively implement and appropriately analyze the impact of DM campaign & recommend strategic alterations to reach stated objectives.</i>	MK 442	Project

Digital Media Marketing Learning Outcome Being Assessed

Effectively implement and appropriately analyze the impact of DM campaign & recommend strategic alterations to reach stated objectives.

Rubric

	Mastery 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.

Management Information Systems

Course Being Assessed

Learning Outcome Being Assessed	Course	Artifact(s)
<i>Students will organize and compose technical documentation using a variety of software tools appropriate to the context and audience.</i>	IS 321	Project Portfolio with Software Design Document

MIS Learning Outcome Being Assessed

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

Rubric

	Mastery 4	Proficient 3	Developing 2	Beginning 1
Context of and Purpose for Writing	Demonstrates a thorough understanding of the context, audience, and purpose that is responsive to the assigned tasks and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned tasks (e.g., the task aligns with audience, purposes, and context)	Demonstrates awareness of context, audience, purpose, and to the assigned tasks. Begins to show awareness of audience's perceptions and assumptions.	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks (e.g., expectations of instructor or self as audience).
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 team beyond the 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 preparations/comprehension of assigned work. Not enough support given on arguments; has some difficulty expressing thoughts. Doesn't always seek clarity when needed.
Content	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping of 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.