

ANNUAL ASSESSMENT REPORT FOR 2009-2010

Due October 1, 2010

College of Business / Undergraduate

October 1, 2010

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The undergraduate business program consists of around 75 hours, 60 (about 80 percent) of which we call the “business core” because all students are required to take these courses, regardless of their major. Therefore, we view the six majors as ONE undergraduate program, and assess the seven student learning outcomes for the undergraduate business program. We have developed seven SLOs, six of which are applicable to all business students, regardless of their major, because all students have learned this material through the business core. Only SLO #2 relates to the content of each major. In the table below, the SLOs #1, 3, 4, 5, 6, and 7 relate to all business students. SLO #2 relates to the students in each major. COB majors include accounting (AC), economics (EC), finance (FN), international business (IB), management information systems (MS), and marketing (MK).

Student Learning Outcome (SLO)	For each SLO, list two methodologies and the criteria for successful performance (such as a measurement, rubric or scale that indicates a baseline for competency).				Term Assessed (F09,S10, Sum10)
	<i>Methodology 1</i>	<i>Criteria for Success</i>	<i>Methodology 2</i>	<i>Criteria for Success</i>	
1. Students should describe and explain how generalized business knowledge is used to make decisions and solve business problems.			Major Field Test (MFT) administered by the Educational Testing Service (ETS), all students in MG490 senior capstone.	Butler COB students as a group should score at or above the 75 th percentile, on the overall test, of all institutions administering MFT.	F09, S10, Sum10
	AC) Several common questions on the final exam in AC203 Intro to Accounting.	At least 75% of business students should score at least in the satisfactory category.	MFT	Butler COB students should score at or above the 75 th percentile in the academic area.	F09, S10, Sum10

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	<i>Methodology 1</i>	<i>Criteria for Success</i>	<i>Methodology 2</i>	<i>Criteria for Success</i>	
	EC) Paper in senior CBA402 Internship II, part about economics.	Same as AC SLO #1	Same as AC SLO #1	Same as AC SLO #1	F09, S10, Sum10
	FN) Case in MG490 senior capstone.	Same as AC SLO #1	Same as AC SLO #1	Same as AC SLO #1	F09, S10, Sum10
	MS) Company project in FN340 Corporate Finance.	Same as AC SLO #1	Same as AC SLO #1	Same as AC SLO #1	F09, S10, Sum10
	MK) Paper in senior CBA402 Internship II about marketing.	Same as AC SLO #1	Same as AC SLO #1	Same as AC SLO #1	F09, S10, Sum10
2. Students should recognize and apply specialized, functional business knowledge to make decisions and solve business problems.	AC)		MFT	Butler COB students in each major should score at or above the 85 th percentile in their academic area of all institutions administering MFT.	F09, S10, Sum10
	EC) Paper in senior-level CBA402 Internship II, problem relates to major.	At least 85% of EC majors should score at least in satisfactory category.	Same as AC SLO #2	Same as AC SLO #2	F09, S10, Sum10
	FN) Case in FN451 International Finance.	Same as EC SLO #2	Same as AC SLO #2	Same as AC SLO #2	F09, S10, Sum10
	IB) Paper in senior-level CBA402 Internship II, problem relates to major.	Same as EC SLO #2	Same as AC SLO #2	Same as AC SLO #2	F09, S10, Sum10

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	<i>Methodology 1</i>	<i>Criteria for Success</i>	<i>Methodology 2</i>	<i>Criteria for Success</i>	
	MS) Paper in senior-level CBA402 Internship II, problem relates to major.	Same as EC SLO #2	Same as AC SLO #2	Same as AC SLO #2	F09, S10, Sum10
	MK) IDEA forms – progress on learning objective about application of knowledge	Same as EC SLO #2	Same as AC SLO #2	Same as AC SLO #2	F09, S10, Sum10
3. Students should identify contemporary, global macro-environmental trends and issues, and describe opportunities and threats they present to businesses.	See “use of results” for SLO#3 below.		MFT	Butler COB students should score at or above the 75 th percentile in the academic area.	F09, S10, Sum10
4. Students should display knowledge & skills in the areas of teamwork & leadership.			Same as SLO #3	Same as SLO #3	F09, S10, Sum10
5. Students should display clear, concise, and professional communication skills.	See “use of results” for SLO#5&6 below.				N/A
6. Students should display critical thinking skills, including the ability to integrate and analyze information, make decisions, and solve problems.	See “use of results” for SLO#5&6 below.				N/A

Student Learning Outcome (SLO)	For each SLO, list two methodologies and the criteria for successful performance (such as a measurement, rubric or scale that indicates a baseline for competency).				Term Assessed (F09,S10, Sum10)
	<i>Methodology 1</i>	<i>Criteria for Success</i>	<i>Methodology 2</i>	<i>Criteria for Success</i>	
7. Students should demonstrate knowledge of ethical and American law principles and concepts, and practice ways to develop, evaluate, and practice appropriate legal and ethical decision making in life and business.			Same as SLO #3	Same as SLO #3	F09, S10, Sum10

1. **Findings**—Summarize the findings from the assessment activities for each SLO that was assessed. Identify the SLO # and append supporting documentation such as rubrics, scales, pass rates, test scores, or other measurements used to assess each SLO.

SLO #1) General business knowledge

Methodology 1: varies for each area (AC accounting, EC economics, FN finance, MS management information science, MK marketing), see table for detail about methodology

AC: 128 students: 105 (82%) excellent; 23 (18%) satisfactory; 0 unsatisfactory

EC: 39 students: 2 (5%) excellent; 23 (59%) satisfactory; 14 (36%) unsatisfactory

FN: 50 students: 8 (16%) excellent; 38 (76%) satisfactory; 4 (8%) unsatisfactory

MS: 63 students: 0 excellent; 40 (64%) satisfactory; 23 (36%) unsatisfactory

MK: 30 students: 1 (4%) excellent; 16 (55%) satisfactory; 13 (41%) unsatisfactory

Methodology 2: Educational Testing Service (ETS) Major Field Tests (MFT): 142 seniors in all sections of MG490 senior capstone took the test. We compare the percentile of Butler students with percentile of all 618 institutions that give the MFT, as well as Butler students' performance on each of five specific academic areas.

	<u>142 Butler</u> <u>Students' %tile</u>	<u>618 Institutions</u> <u>%tile</u>
Overall test	90	45
Accounting	90	45
Economics	90	45
Finance	90	40
Management Sys.	85	40
Marketing	85	40

SLO #2) Specialized, functional knowledge in major

Methodology 1: varies for each major by each major (AC accounting, EC economics, FN finance, IB International Business, MS management information science, MK marketing), see table for detail of method

EC: 1 student: 0 excellent; 0 satisfactory; 1 (100%) unsatisfactory

FN: 29 students: 7 (26%) excellent; 20 (68%) satisfactory; 2 (6%) unsatisfactory

IB: 0 IB majors in class, no assessment done

MS: 4 students: 1 (25%) excellent; 0 satisfactory; 3 (75%) unsatisfactory

MK: 82 students – 81 (99%) excellent; 1 (1%) satisfactory; 0 unsatisfactory

Methodology 2: Educational Testing Service (ETS) Major Field Tests (MFT): 142 seniors in all sections of MG490 senior capstone took the test. We present the percentile of students in each major on that particular academic area (insufficient information for economics major).

	<u>Butler</u> <u>Students' %tile</u>
Accounting (33 students)	95
Finance (13 students)	95
International Bus. (12 students)	95
Management Info Sys (5 students)	95
Marketing (57 students)	85

SLO #3) Contemporary, global macro-environmental trends and issues

Methodology 1: not assessed 2009-2010

Methodology 2: Educational Testing Service (ETS) Major Field Tests (MFT): 142 seniors in all sections of capstone COB course took the test. We present the percentile of students in each major on the academic area of international issues.

	<u>142 Butler</u> <u>Students' %tile</u>	<u>618 Institutions</u> <u>%tile</u>
International Issues	90	40

SLO #4) Knowledge and practice of teamwork and leadership skills

Methodology 1: not assessed 2009-2010

Methodology 2: Educational Testing Service (ETS) Major Field Tests (MFT): 142 seniors in all sections of capstone COB course took the test. We present the percentile of students in each major on the academic area of management.

	<u>142 Butler</u> <u>Students' %tile</u>	<u>618 Institutions</u> <u>%tile</u>
Management	95	45

SLO #5 & #6) Communication and critical thinking/problem solving skills not assessed 2009-2010

SLO #7) Knowledge and practice of law and ethics

Methodology 1: not assessed 2009-2010

Methodology 2: Educational Testing Service (ETS) Major Field Tests (MFT): 142 seniors in all sections of capstone COB course took the test. We present the percentile of students in each major on the academic area of legal and social environment.

	<u>142 Butler</u>	<u>618 Institutions</u>
	<u>Students' %tile</u>	<u>%tile</u>
Legal & social environment	90	40

2. Use of Results—What programmatic changes, if any, were made in response to the findings? Reference the SLO #.

SLO #1 & #2) Methodology 2: While Butler students do much better than the national norms, both overall and according to majors, we believe we need more information about two primary issues. One is the extent to which we agree with and therefore cover some of the material on the MFT. The other issue we want to address relates to more detailed analysis of groups of students and their performance on certain portions of the MFT. For example, we want to evaluate whether certain majors do better on specific academic areas of the test so we can devise ways to ensure all students perform better in all academic areas. In the academic year 2010-2011, each team of faculty will evaluate how it can use MFT results. Each team will look at the questions typically covered on the MFT, and decide whether any information is useful enough to drive changes to the curriculum. In the mean time, we do not plan to participate in MFT for at least the current academic year.

SLO #1) Methodology 1:

AC) The results more than met expectations, and we believe the steps we took last year have contributed to positive results. We adopted a new textbook, which all AC faculty members use and believe is helping us do a better job helping students meet learning objectives. In the 2010-2011 academic year, we plan to assess another major concept in the required accounting course. We also plan to look at MFT results to see what we can determine, and the IDEA report of students' progress on learning objectives.

EC) Although students' performance met expectations, we have made changes to the method, and plan to assess again in Fall 2010.

FN) Although student performance was good and met expectations, we plan two steps. One is for FN faculty to emphasize certain FN concepts in the FN course, and two is to have an FN faculty member introduce the case in the capstone course.

MS) Students' performance did not meet our expectations. We need to determine if it is a problem with the assessment measure, or course coverage. MS and FN faculty will meet to figure this out in a systematic way. We believe we need additional data before we can make recommendations with respect to course content and delivery for statistics.

MK) Students did not meet our expectations. We have taken steps to emphasize, in MK380, the use of frameworks to analyze marketing strategies, rather than the “shoot from the hip” approach. We will assess this fall to determine if it makes any difference to student learning.

SLO #2) Methodology 1:

EC) We need to devise a better method of assessing the economics major. Since there are so few of them each semester, we have had a difficult time deciding the best place to measure their learning about primary economic concepts and their ability to use such concepts to make business decisions.

FN) Students did achieve the expectations; nonetheless we identified two areas in which FN faculty could improve their delivery of FN concepts. Faculty members are conducting ongoing conversations to determine how to do this.

IB) Because we have few IB majors, finding a way to evaluate student performance has been a challenge.

MS) Because we have had few MS majors, finding a way to evaluate student performance has been a challenge. We have decided to try this method again, revising the instructions and providing more assistance to students to write the paper.

MK) Because students performed so well on this method, no further action was deemed necessary.

SLO #3) Global Trends and Issues: The results on student learning objectives in 2008-2009 showed that COB students did not perform at the level faculty expected. The poor results of our own methodologies occurred at the undergraduate core level as well as the undergraduate international business major. This poor result is somewhat mitigated by results on the MFT, which show Butler students perform at the 90th percentile on this academic area when compared with 618 other institutions. To begin to deal with this problem, we thought we needed a comprehensive study and review of relevant elements of both the undergraduate and graduate programs. In 2009, the Dean appointed a summer work group (SWG) to study the issues on a comprehensive basis. The SWG reported to COB faculty at the 2009 Annual Fall Faculty Advance, and the COB faculty approved the SWG’s recommendations in fall 2009. The Dean appointed “faculty champions” for international issues at both the undergraduate and graduate levels. Finally, the group applied for and the COB was awarded a grant by the Department of Education Business and International Program in spring 2010. Activities to strengthen students’ learning about global issues are ongoing, and will be assessed in the 2010-2011 academic year. This fall, we will develop a more comprehensive assessment system for global issues for the undergraduate core (SLO #3), undergraduate majors (SLO #2), and the two graduate programs.

SLO #4) Knowledge and practice of teamwork and leadership skills: We will evaluate students' knowledge as we did last year, i.e. through an in-class case, in order to assess the results of implementing more consistent ways for all instructors to deliver the course. However, this method of assessment does not address students' ability to apply their knowledge of teamwork and leadership skills to situations. During the 2010-2011 academic year, we will also assess students' knowledge and application skills.

SLO #5 & #6) Communication and critical thinking/problem solving skills: In 2009, a Summer Work Group (SWG) studied various issues relating to thinking and communication skills. The objective was to develop a common set of terms, phrases, definitions, standards, expectations, and rubrics that most faculty members can use and apply in courses from the freshmen through senior years. The SWG's expectation is that this material will help faculty improve their ability to help students develop better skills. The SWG also expects to develop better assessment measures and standards through which to assess student development of their thinking and communication skills. We plan to work on ways to implement the rubrics and assessment across faculty in the 2010-2011 year.

SLO #7) Knowledge and practice of law and ethics: A new law assistant professor joined the faculty in Fall 2009, so we believe some of the problems identified last year have been rectified. We plan to assess again 2010-2011 to find out how student performance responds to the changes. In addition, we implemented methods to ensure more consistency across sections, with all faculty emphasizing the SLO, and principles and models, which should enhance students' learning. Finally, we believe that the methods used to assess student learning might be appropriate to test students' knowledge, but they do not really address the higher-order thinking skills necessary to assess whether students can actually apply and practice sound ethical decision-making. Therefore, in the year 2010-2011, we will assess both students' knowledge as well as ability to practice sound decision-making with respect to both law and ethics.

3. What **support services or resources** for faculty would help your department assess its SLOs better? *We need assistance with gathering, storing data, and generating reports. We are working with people in Informational Resources (Kenetha Stanton) to see if Chalk and Wire is a good solution.*
4. What **revisions**, if any, to current SLOs did you make or are under consideration? *We determined no revisions are necessary.*

5. Map each of your program’s SLOs to the University Learning Outcomes. Make annual updates only if your SLOs changed. For example:
Butler University students will:

1. Explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytic reasoning, and creative arts. (*Know*)
2. Articulate and apply required content knowledge within their area(s) of study. (*Know*)
3. Find, understand, analyze, synthesize, evaluate and use information, employing technology as appropriate. (*Know*)
4. Explore a variety of cultures. (*Know*)
5. Recognize the relationship between the natural world and broader societal issues. (*Know*)
6. Communicate clearly and effectively. (*Do*)
7. Demonstrate collaborative behavior with others. (*Do*)
8. Practice ways and means of physical well-being. (*Do*)
9. Acquire the skills to make informed, rational and ethical choices. (*Do*)
10. Experience diverse cultures, ethnicities, religions and sexual orientations. (*Value*)
11. Share their talents with Butler and the greater community at large. (*Value*)
12. Be exposed to the value of lifelong learning. (*Value*)

COB Undergraduate Program Student Learning Outcomes:	Butler University Learning Outcomes											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Students should describe and explain how generalized business knowledge is used to make decisions and solve business problems.	X	X	X			X			X			
2. Students should recognize and apply specialized, functional business knowledge to make decisions and solve business problems.	X	X	X			X			X			
3. Students should identify contemporary, global macro-environmental trends and issues, and describe opportunities and threats they present to businesses.		X	X	X		X			X	X		
4. Students should display knowledge & skills in the areas of teamwork & leadership.		X	X			X	X		X			
5. Students should display clear, concise, and professional communication skills.		X	X			X			X			
6. Students should display critical thinking skills, including the ability to integrate and analyze information, make decisions, and solve problems.	X	X	X			X	X		X			
7. Students should demonstrate knowledge of ethical and American law principles and concepts, and practice ways to develop, evaluate, and practice appropriate legal and ethical decision making in life and business.	X						X		X		X	X

6a. List all courses in the program and map each of your SLOs to the **curriculum** in which the learning occurs, indicating the extent to which the outcome is introduced (I) or refined (R). [Make annual updates only if your SLOs or curriculum changed.]

		SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
AC	100	I						
AC	203	I						
AC	204	I						
AC	301	I	R				R	
AC	302	I	R					
AC	310	I	R					
AC	320	I	R			R		R
AC	325	I	R			R		
AC	342	I	R					
AC	406	I	R					
CBA	101	I				I		
CBA	201	I				I		
CBA	300	I				I		
CBA	301	I				I		
CBA	401	I	R			R	I	
CBA	402	I	R			R	I	
EC	101	I						
EC	231	I						
EC	232	I		I				
EC	332	I	R	I				
EC	336	I	R	I				
EC	339	I	R				R	
EC	342	I	R				R	I
EC	350	I	R		I	I		
EC	351	I	R				R	I
EC	352	I	R			R	R	I
EC	354	I	R					
EC	391	I	R					
EC/IB	433	I	R	R				

EC	434	I	R					
EC	438	I	R	R				
EC	464	I	R				R	
FN	340	I						
FN	342	I	R					
FN	347	I	R			R		
FN	350	I	R					
FN	352	I	R					
FN	371	I	R					
FN	390	I	R					
FN/IB	451	I	R	R				
FN	470	I	R		R	R		
FN	471	I	R					
IB	320	I	R	I		R		
IB	321	I	R	R				
IB	323	I	R	R				
IB	336	I	R	R				
IB	367	I	R	R				
IB	460	I	R	R				
MG	101	I			I			
MG	201	I			I	I		
MG	202	I			I	I		
MG	262	I				I	I	I
MG	263	I						
MG	303	I		I				
MG	311	I	R			R	R	
MG	350	I						
MG	360	I			I			
MG	365	I						R
MG	490	I	R	R	R	R	R	R
MK	280	I						
MK	380	I	I					
MK	381	I	R					

MK	385	I	R			R		
MK	471	I	R					
MK	473	I	R					
MK	480	I	R		R	R		
MK	481	I	R					
MK	483	I	R					
MK/IB	491	I	R	R				
MS	100	I					I	
MS	264	I						
MS	265	I						
MS	370	I	R					
MS	372	I	R					
MS	374	I	R					
MS	375	I	R			R		
MS	378	I	R					
MS	465	I	R					
MS	476	I	R					

6b. **Learning/developmental opportunities for students outside the classroom**—*If any SLO was addressed outside the classroom, explain where and how the learning/developmental opportunities were provided to students in your program? (i.e., internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you may have employed.) --*

We require all business majors to complete two internships, of at least 300 hours. Only 30 percent of their grade is based on the work experience, so there is a significant academic component. We require students to write papers on the application of business concepts to their organizations, which are usually business related but sometimes students work in government agencies through the Washington DC program. We also require oral presentations, so we believe we are addressing SLO #1 and #2, general and major business knowledge, SLO #3 international issues as one paper is direct to this topic, SLO #5 communications, and SLO #6 thinking skills. Students write the papers throughout the semester, and instructors provide feedback throughout the semester.

Rubrics for use in the Undergraduate Program

AC CORE RUBRIC**Rubric: AC203 Financial Accounting (Revised Nov 2009)****Prepared by: Karel Updyke / revised by Pam Rouse fall 2009****Program: UG SLO # 1:** Describe and explain how generalized business knowledge is used to make decisions and solve business problems.**Sub-SLO from AC203** – Explain and apply the purpose and process of Financial Reporting, which conveys useful information to decision-makers by reflecting an organization’s financial position, the results of operations, and cash flows.**Method:** AC203 final exam questions**Evaluators:** George Wilson, and Pam rouse**Semester:** Fall 2009**Criteria for success:** 75 percent of students should obtain at least satisfactory.

Standards Used to Evaluate Student Performance					
Characteristic		Unsatisfactory (0 to 2 points)	Satisfactory (3 to 5 points)	Excellent (6 to 8 points)	Score
1	Identify correct financial statement for each type of account	Identified none, or one, or two accounts correctly	Identified three or four accounts correctly	Correctly identified all five accounts to correct statements	
2	Identify accounts as being assets, liabilities, owners’ equity, revenue, or expense	Identified less than 12 of 20 accounts correctly, demonstrating scant knowledge of the concepts; showed no evidence of understanding what to include as assets, liabilities, etc.	Correctly identified most accounts correctly (12 – 17 correct responses)	Correctly identified accounts correctly (perhaps missed one or two)	<u>X 2</u>
3	Distinguish the cash basis from the accrual basis of accounting	Classified less than five transactions correctly	Classified 5 – 6 transactions correctly	Classified 7 – 8 transactions correctly	
Total Score					
Performance Level (0 to 11 is unsatisfactory, 12 to 23 is satisfactory, 24 to 32 is excellent)					
3 ** (Revised)	Identified “cash collected from customers”	Included it on income statement or balance sheet (0 points)	N/A	Did not include it on income statement or balance sheet (8 points)	

3 This question is being replaced by # 3 above. It will remain on the grading rubric for 2009 for comparative purposes (2008 score vs. 2009 score)**

Standards Used to Evaluate Student Performance CoB Core Economic Concepts COB 401 “Organizational Analysis” Paper Industry/Competitive Analysis Section					
Characteristic		Unsatisfactory	Satisfactory	Excellent	Score
1	Identify market structure for this firm’s industry	0-3 pts. Doesn’t connect assertions about industry with the proper market structure.	4-7 pts. Picks a market structure that can be defended.	8-10 pts. Gives a sophisticated analysis of why the industry fits into a particular market structure	
2	Major competitors	0-1 pt. Doesn’t mention or misunderstands who the firm’s competitors are.	2-4 pts. Mentions a few competitors of this firm.	5-6 pts. Mentions competitors and explains why they are competitors in particular market segments.	
3	Implications of market structure for pricing and product differentiation	0-2 pts. None mentioned, or implications mentioned are inconsistent with market structure chosen.	3-5 pts. Implications mentioned are roughly aligned with the market structure chosen.	6-8 pts. Implications well-aligned with market structure. Shows an appreciation of the nuances in connecting market structure to behavior of firms.	
4	Sources	0-1 pt. None or inappropriate.	2-3 pts. One good source.	4-5 pts. More than one appropriate source.	
<i>Total Score</i>					
<i>Performance Level (0 to 10 is unsatisfactory, 11 to 22 is satisfactory, 23 to 29 is excellent)</i>					

MK CORE RUBRIC

Marketing Principles – SLO 1: Identify and explain a marketing strategy that includes appropriate segmentation, targeting, and positioning elements.

Characteristic		Unsatisfactory	Satisfactory	Excellent	Score
1	Description of company's segmentation and targeting strategy	No mention or significant misunderstanding of segmentation and targeting strategy	Mentions segmentation and targeting and applies the concepts in an elementary or slightly flawed manner	Competently explains the company's segmentation and targeting strategy	
2	Description of company's positioning strategy	No mention or significant misunderstanding of positioning strategy	Mentions positioning and applies the concept in an elementary or slightly flawed manner	Competently explains the company's positioning strategy	
<i>Overall</i>					

Marketing Principles – SLO 2: Describe how the elements of the marketing mix – product, price, promotion, and place – are utilized to create, communicate, and deliver customer value.

Characteristic		Unsatisfactory	Satisfactory	Excellent	Score
1	Description of company's product (or service)	No mention or significant misunderstanding of product	Mentions product and applies the concepts in an elementary or slightly flawed manner	Competently explains the company's product	
2	Description of company's pricing tactics	No mention or significant misunderstanding of pricing tactics	Mentions pricing tactics and applies the concept in an elementary or slightly flawed manner	Competently explains the company's pricing tactics	
3	Description of company's promotion tactics	No mention or significant misunderstanding of promotion tactics	Mentions promotion tactics and applies the concept in an elementary, incomplete, or slightly flawed manner	Competently explains the company's promotion tactics	
4	Description of company's place tactics	No mention or significant misunderstanding of place tactics	Mentions place tactics and applies the concept in an elementary, incomplete, or slightly flawed manner	Competently explains the company's place tactics	
<i>Overall</i>					

Finance Core Evaluation Rubric - SLO1 (Time Value of Money)

SLO	Category	Unacceptable=0	Fair = 2	Good = 3	Excellent =4	Score
1	Identify incremental cash flows	Fails to distinguish incremental cash flows.	Makes the basic distinctions between cash flow of different investors.	Makes few errors in identifying relevant cash flows	Makes no errors in identifying relevant cash flows, even making more difficult distinctions appropriately.	
1	Understand the impact of the discount rate	Fails to accurately identify the appropriate discount rate impacts.	Identifies only minimal issues relate to the source and cost of funds.	Generally identifies the sources and costs, with only minor errors.	Accurately identifies all sources of financing used and correctly analyzes each source.	
1	Integrate cash flows and risk into a single net present value analysis	Fails to see the relation between cash flows and costs.	Accurately identifies a single aspect of the cash flow versus risk tradeoff	Accurately identifies the tradeoffs of cash flows and rates	Extensively analyzes the tradeoff between higher cash flows and higher rates, in the context of the current environment	

Finance Core Evaluation Rubric - SLO2 (Financial Analysis)

SLO	Category	Unacceptable=0	Fair = 2	Good = 3	Excellent =4	Score
2	Trend and industry comparisons	Is unable to identify trends or make comparisons to industry data	Is able to spot growth and slowing trends but unable to determine significance of differences	Can generally identify trends and is often able to note significant differences with industry comparisons	Identifies and notes relative significance of trends and industry comparisons	
2	Ability to draw insight and raise issues from data	Offers only most basic reasons. Does not indicate the causes for fluctuations.	Can occasionally offer reasons for trends, and some indication of causes.	Can offer several possible reasons for findings in ratio analysis, and sometimes relate them to business approaches or unique firm characteristics	Can offer many hypothetical reasons for trends or differences from industry , trace them throughout financial statements, and spot strategic successes and failures relative to a firm's business plan	

MS CORE RUBRIC**Rubric:** MS264 SLO Assessment (Using FN340 company stock price regression project.)**Prepared by:** Deane Orris and Pat Rondeau (Revision Date: 03-09-10)

Paper Number _____

Instrument/Method: FN340 Company Project (run regression on company's monthly stock return data against market stock return (index) data)**Evaluators:** Pat Rondeau and Barry King**Semester:** Spring 2010**Criteria for Success:** 75 percent of students should score at least satisfactory**Program UG SLO #1, Sub-SLO #1 MS264:** Apply the tools of statistics to solve business problems.

Standards Used to Evaluate Student Performance					
Characteristic		Unsatisfactory to Poor (0 to 2 points)	Satisfactory (3 to 5 points)	Highly Satisfactory to Excellent (6 to 8 points)	Score
1	Run and interpret descriptive statistics (mean and standard deviation)	Did not run proper output or did no interpretation	Ran adequate descriptive statistics. Minimal interpretation.	Ran additional descriptive statistics and/or showed better interpretation.	
2	Graph variables and interpret.	Did not run proper output or did no interpretation.	Ran standard graph. Minimal interpretation.	Showed formatting and editing of graph and/or better interpretation.	
3	Run and interpret regression analysis (equation, R^2 , and significance of statistics).	Did not run proper output or did no interpretation.	Ran regression correctly with minimal interpretation. No major errors.	Showed better interpretation.	
Total Score					
<i>Performance Level (0 to 8 is unsatisfactory to poor, 9 to 17 is satisfactory, 18 to 24 is highly satisfactory to excellent)</i>					
<i>Note: Students must score at least a "3" for all MS264 characteristics (or they will be considered to have "failed" the regression analysis).</i>					

Important Rubric Assessment Assumptions:

- This rubric assumes that the Finance 340 instructor(s) will modify their project to include the following additional instructions.
 1. Students must use a statistical software package such as Megastat, SPSS, or SAS to assess their company's monthly stock return data against market stock return (index) data. They may also use the regression features included with Microsoft Excel as an alternative to the statistical software mentioned previously.
 2. As part of their regression analysis, students must run and provide the appropriate descriptive statistics and regression analysis. More specifically, the means and standard deviations for their data are to be provided and a regression should provide the R^2 , appropriate critical values, significance information, and regression equation.
 3. Students must run and provide the appropriate graphs of their company's monthly stock return data against market stock return (index) data.
 4. Students must properly interpret the statistical information and graphs they have run and provided as taught in MS264.
- This rubric assumes that students who do not score at least a "3" for all MS264 characteristics will have been considered to have "failed" to demonstrate proficiency for this project rubric.
- We expect student results for the test set of student papers to be evaluated against this rubric to do poorly. This expectation is due to the fact that students received general instructions that did not provide detailed performance expectations regarding their statistical analysis for this project. After the above information is provided, we expect student performance will improve.

EC, IB, and MS MAJORS INSTRUMENT

Evaluation Rubric: Paste the rubric (on the last page) into your document as the first page. Review it carefully, as instructors will use it to evaluate your paper. Note that one characteristic involves your review and application of the Writing Guidelines and List of Common Errors, which you can find on blackboard.

EC, IB, MS MAJORS RUBRIC

Rubric: COB402 SLO Assessment

Prepared by: Karel Updyke

Instrument/Method: COB402 Internship II paper

Evaluators: Bill Rieber, Noriko Yagi, Pat Rondeau

Semester: Fall 2009

Criteria for Success: 85 percent of students should score at least satisfactory

Standards Used to Evaluate Student Performance: Problem Solving Assignment			
Content and Substance	Unsatisfactory	Satisfactory	Excellent
Identification and background and context of problem	Does not adequately identify, define, and summarize problem, is confused or identifies a different or inappropriate problem, provides little or no background or context	Identifies and defines main problem and maybe subsidiary, embedded, or implicit aspects of problem, provides some background and context	Identifies and defines not only the basics of problem, but recognizes nuances of the issue, provides effective background and context
Methods, procedures, and alternative solutions	Does not adequately describe or investigate methods, procedures, and alternative solutions, or develops infeasible and/or simplistic alternatives	Adequately describes and investigates methods, procedures, and alternative solutions, and develops somewhat feasible and substantive alternatives	Effectively describes and investigates methods, procedures, and alternative solutions, and develops feasible and substantive alternatives
Analysis and findings or results	Little or no analysis, relies mainly on description, merely repeats information provided, taking it as truth or provides evidence without adequate justification	Adequate analysis developed from data , examines evidence and source of evidence, questions its accuracy, precision, relevance, and completeness	Effective analysis, observes cause and effect and addresses existing or potential consequences, clearly distinguishes between fact, opinion, and acknowledges value judgments
Summary, conclusions, and recommendations	Very little to no summary; conclusions and/or recommendations not well-supported by evidence and/or analysis	Adequate summary; conclusions and/or recommendations somewhat supported by evidence and/or analysis	Effective summary; conclusions and/or recommendations well-supported by evidence and/or analysis
Mechanics	Unsatisfactory	Satisfactory	Excellent
Formal problem solving process or model	Little or no mention or application of problem solving model	Adequate or effective description and application of problem solving model	Excellent and effective description and application of problem solving model
Research and integration	Little or no research and/or integration of sources into text, simply inserts quotations with no explanation	Adequate or effective research and/or integration of sources into text, provides explanation of quotation	Excellent and effective research and integration of sources into text, quotations drive subsequent explanation and analysis
Sources: citations and references according to Citation Guidelines for CBA Students	Does not adhere to Citation Guidelines for CBA Students, with many substantial errors	Adheres to Citation Guidelines for CBA Students, with only a few minor errors	Adheres to Citation Guidelines for CBA, with no errors
			Total Score

FN MAJOR RUBIC

Finance Major Evaluation Rubric – International Financing Case Analysis

SLO	Category	Unsatisfactory	Satisfactory	Excellent	Score
		0-4 points	5-7 points	8-10 points	
2	Familiarity with basic features of financing instruments	Fails to understand the basic features of financing instruments such as bonds, shares, or bank loans	Displays a good understanding, however, makes some errors in description or interpretation	Displays mastery of institutional knowledge of financing instruments and markets	
2	Ability to calculate the cost of international financing alternatives taking into account interest rates and exchange rates	Did not take into account the effect of both interest rates and exchange rates	Takes into account interest rates and exchange rates but makes mathematical errors	Displays clear understanding and mastery of execution of an international financing analysis	
2	Ability to compare and contrast international financing alternatives	Fails to compare alternatives in the same currency basis	Takes into account currency basis but showcases several inconsistencies	Displays superior execution of the overall analysis in a single currency base	
2	Ability to make appropriate conclusions and recommendations on financing alternatives	Fails to provide any interpretation of the findings or recommendations	Provides conclusions & recommendations; however, misses key points	Displays superior interpretation of findings and conclusions	
6	Ability to use Excel spreadsheets to formulate and undertake the analysis of international financing alternatives	Fails to provide any evidence of the use of technology to undertake the analysis	Displays the use of Excel spreadsheets on the analysis; however, showcases inconsistency of use	Displays mastery in the use of Excel spreadsheet to analyze the international financing alternatives	

STUDENT NAME/GROUP _____

TOTAL SCORE _____

EVALUATED BY: _____