LEE BUSINESS SCHOOL

AACSB LEARNING GOALS

&

ASSESSMENT RUBRICS

Table 1: Lee Business School Learning Goals

Goal	Objective	Criteria/Competency	Where Taught
Goal 1 Students at the undergraduate level will be able to demonstrate knowledge of core business concepts	Students will have a functional understanding of core business concepts.	1. Students will have basic accounting skills	ACC 201/202
		2. Students will have basic finance skills	FIN 301
		3. Students will have a fundamental understanding of the role of management information systems in organizations	IS 383
		4. Students will have basic marketing knowledge	MKT 301
		5. Students will understand the fundamentals of management	MGT 301
		6. Students will have a basic knowledge of economics	ECON102/103
Goal 2 Students at the undergraduate level will know how to communicate effectively in a business setting.	A. Students will be able to speak effectively	Students will be able to make oral presentations on a business topic in front of an audience.	COM 101
	B. Students will be able to write effectively	1. Students will use proper professional grammar and style	ENG 101 ENG 102 ENG 407A
		2. Students will be able to express their thoughts in a clear and concise manner.	ENG 101 ENG 102 ENG 407A
Goal 3 Students at the undergraduate level will work effectively in a team environment	A. Students will exhibit proper cooperation with other team members	1. Students will exhibit teamwork and cooperation with other managers 2. Students will attend meetings 3. Students will prepare for meetings	IS 383
	B. Students will demonstrate individual responsibility for component parts of team project	1. Students will demonstrate that they did a fair share of the work team's responsibility 2. Students will demonstrate enthusiasm and commitment to the work	IS 383

Goal	Objective	Criteria/Competency	Where Taught
Goal 4 **Students at the undergraduate level will recognize and analyze ethical and legal dimensions of business decisions and identify the probable outcomes and effects on stakeholders**	Students will be aware of and able to react to ethical and legal issues	1. Students will be able to recognize forces that pertain to ethics in business practices and to be cognizant of ethical dilemmas. 2. Students will be able to recognize significant legal aspect in the business environment, including but not limited to diversity and firm social responsibility.	PHIL 102MGT 303
Goal 5 **Students at the undergraduate level will identify global and cultural issues that affect how a firm operates and describe how these issues affect business decisions**	A. Students will be able to recognize the existence of global and cultural issues and their effects on how a firm operates B. Students will be able to suggest solutions to problems that are recognized as global and cultural issues	A. Students will be able to recognize the existence of global and cultural issues and their effects on how a firm operates B. Students will be able to suggest solutions to problems that are recognized as global and cultural issues	ACC 450 ECON 358 ECON 462 ECON 463 FIN 308 MGT 480 MKT 456

Table 2: Oral Presentation Assessment Rubric for Goal #2A

Performance Criteria	Exceeds Expectations	Meets Expectations	Below Expectations
1. Organization	• Logical flow • Purpose and support information easily understood • Demonstrated thorough understanding of topic, audience and flow	• Some incidences with lack of logical flow and incomplete understanding of topic was evident • Purpose was sometimes difficult to discern • Support information was not easily understood	• Inadequate or illogical flow • Ill-defined or no discernible purpose • Support information was unclear or incorrect • Lacked basic understanding of topic, audience and flow
2. Content	• Accomplished assignment directly and completely in an exceptional manner • All major topics covered and supported by relevant data	• Accomplished assignment in a capable manner • Major topics covered but supporting data lacks specificity, accuracy, or relevance	• Accomplished assignment only partially or indirectly • No supporting data; or data that was presented was not relevant or accurate
3. Delivery	• Pace, volume, and enunciation enhanced the presentation • Exhibited high level of enthusiasm and confidence • Generated audience interest and interaction	• Pace, volume, and enunciation were acceptable but did not enhance the presentation • Uneven levels of enthusiasm and confidence exhibited • Some questions were answered more effectively than others	• Exhibited extremely low level of enthusiasm and confidence • Projection consistently detracted from presentation; speech was too slow/fast, could not be heard, used fillers such as "uhm", incorrect pronunciation
4. Non-Verbal	• Eye contact, gestures, and movement were used effectively	• Eye contact, gestures, and movement occasionally distracted from the presentation	• Non-verbal consistently detracted from presentation (read from notes, monitor or screen; made no eye contact; no/excessive movement, stood behind podium or in front of screen)

5. Effective use of Media	• Used media extremely effectively to clarify, simplify, or emphasize numerical data or main points • Media was clear and professional • Media reinforced the presentation • No spelling or grammatical errors	• Media used distracting slide design (template, font, clip art) • At least one spelling or grammatical error • Used visuals fairly effectively to clarify, simplify, or emphasize numerical data or main points	• Either did not use media or did so ineffectively • Media were unclear, unattractive, or unprofessional • Did not support presentation and contained several spelling and/or grammatical errors • Many visuals did not clarify, simplify, or emphasize numerical data or main points
6. Appearance	• Highly professional attire and demeanor enhanced credibility of speaker	• Acceptable professional attire and demeanor	• Unprofessional attire and demeanor • Seated presenters exhibited distracting behavior during presentation

Adapted from: Anderson, J. S., and Mohrweis, L. C., 2008. "Using Rubrics to Assess Accounting Students' Writing, Oral Presentations, And Ethics Skills.' *American Journal of Business Education* (Fourth Quarter0, 85-93.

Table 3: Writing Assessment Rubric for Goal #2B

Performance Criteria	Exceeds Expectations	Meets Expectations	Below Expectations
1. **Content**	• Accomplished purpose of assignment directly and completely in an exceptional manner • All major topics thoroughly supported by specific, accurate, relevant data	• Accomplished purpose of assignment in a capable manner • Major topics covered but supporting details somewhat lacking in specificity, accuracy, or relevance	• Accomplished purpose of assignment only partially or indirectly • Little or no supporting data or data presented was not relevant, specific, or accurate
2. **Organization**	• Exceptionally clear sense of unity and order, logical transitions, highly effective opening and closing	• Adequate sense of unity and order, most transitions effective, clear opening and closing	• Lacked sense of unity and order, ineffective/lack of transitions, ineffective opening and closing
3. **Style** (clarity & conciseness)	• Used smooth, clear, readable prose in a superior way throughout, no clichés or wordiness, consistently effective word choice	• Used smooth, clear readable prose throughout most of paper, few clichés, occasional wordiness, generally appropriate word choice	• Lacked smooth, clear, readable prose, contains clichés and wordiness, generally ineffective word choice
4. **Grammar & Mechanics**	• Few, if any, errors throughout in use of Standard English rules of grammar, spelling punctuation, capitalization, and usage	• Not more than a few errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and usage, but did not affect overall clarity	• More than a few errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and usage that made the paper unclear or difficult to read
5. **Citation & Documentation**	• Correctly and clearly incorporated source material into the paper, documented sources accurately and correctly	• No more than a few clarity problems incorporating source material or in documenting sources accurately and correctly	• Frequently incorporated source material unclearly or documented sources inaccurately or incorrectly

6. Professionalism	• Writing was exceptionally reader-center and valid, used positive language, and lacked sexist language and non-relevant references to age, gender, or race	• Writing was consistently reader-center and valid, used positive language, and lacked sexist language and non-relevant references to age, gender, or race	• Writing was not reader-centered and valid, used negative or sexist language, or made non-relevant references to age, gender, or race
7. Format	• Paper had an extremely professional, balanced appearance, pages were numbered, and any headings were descriptive, in parallel form, and extremely helpful to the reader	• Paper had a professional, reasonably well-balanced appearance, pages were numbered, and any headings were generally descriptive, in parallel form, and helpful to the reader	• Paper did not have a professional, balanced appearance, pages were not numbered, and/or any headings were not generally descriptive, in parallel form, or helpful to the reader.
8. Revision	• Ample evidence of comprehensive revision and close proofreading.	• Some evidence of revision and proofreading.	• No evidence of revision and/or proofreading.

Rubric adapted from the following sources:

Anderson, J. S., and Mohrweis, L. C., 2008. "Using Rubrics to Assess Accounting Students' Writing, Oral Presentations, and Ethics Skills," *American Journal of Business Education* (Fourth Quarter0, 85-93;

Rubric found on St. John's University web site at the following URL:
http://www.stjohns.edu/media/3/b70496a33395485e99c83c24f67364f1.pdf, last referenced on August 17, 2012.

Table 4: Teamwork Assessment Rubric (w/Corresponding Item Labels) for Goal #3

Plan Criteria/Competency	Rubric Criteria	Exceeds Expectations/ Outstanding	Meets Expectations/ Acceptable	Below Expectations/ Needs Improvement
Students will exhibit teamwork and cooperation with other managers	Students in the program exhibit ability to combine actions in an efficient and effective manner.	Students • Set clear, high, and challenging performance expectations of each other. **(A1)** • Creatively structure (i.e., roles and responsibilities) team's work **(A2)** • Practice participative leadership **(A3)** • Regularly communicate a wide variety of topics related to team's work. **(A4)**	Students • Set performance expectations of each other. • Structure team work in logically way. • Choose team leaders. • Regularly communicate with each other about team's work.	Students • Do not form expectations of each other. **(A5)** • Arbitrarily structure team work or do not structure it. **(A6)** • Hesitant to assume leadership or participate in it. **(A7)** • Avoid or infrequently communicate with each other about team's work. **(A8)**
	Students in the program exhibit ability to work harmoniously with other students toward a common end.	Students • Act in highly professional (reliable, honest, respectful, work-focused, etc.) manner towards each other. **(B1)** • Anticipate potential team conflicts; agree beforehand to methods of mutual resolution of conflicts. **(B2)** • Make impressive contributions to team efforts. **(B3)**	Students • Act professionally towards each other. • Seek methods for mutual resolution when team conflicts arise. • Predictably contribute to team	Students • Act unprofessionally towards each other. **(B6)** • Don't anticipate team conflicts; lack methods of conflict resolution **(B7)** • Recognize contributions from others **(B8)**

Plan Criteria/Competency	Rubric Criteria	Exceeds Expectations/ Outstanding	Meets Expectations/ Acceptable	Below Expectations/ Needs Improvement
		• Seek diverse and dissenting viewpoints. **(B4)** • Seek opportunities to make everyone's job easier. **(B5)**	efforts. • Welcome diverse and dissenting viewpoints. • Regularly assist each other when problems arise.	• Feel threatened by diverse and dissenting viewpoints. (**B9**) • Try to assist when others ask for help. **(B10)**
Students will demonstrate that they did a fair share of the work team's responsibility.	Students in the program perform the duties expected of them by the team.	Student • Produces beyond what team expected. **(C1)** • Maximizes their personal effort **(C2)** • Works inter-dependently with and assist others in their duties when possible **(C3)**	Student • Produces what team expected. • Gives enough effort for team needs. • Operates inter-dependently with team members	Student • Produces less than what team expected. **(C4)** • Could do more to help meet team needs. **(C5)** • Operates independently of other team members. **(C6) (C7)**

Table 5: Ethics and Legal Issues Assessment Rubrics for Goal #4

Rubric for Assessment of Learning Regarding Legal Dimensions of Business Decisions			
	Point Value		
Criteria/Competency	1	2	3
Identifies Legal Issues In a Business Context	Did not identify legal issues, or identification is unintelligible or incorrect.	Correctly Identified federal or state legal issues but not both or showed no in-depth understanding.	Identifies applicable federal legislation as well as the need to consider variability in state legislation
Identifies Resolutions to Legal Issues in a Business Context	Fails to recognize the ways employees may legitimately make their case under either disparate impact or treatment.	Enumerates some ways employees may legitimately make their case under either disparate impact or treatment but not both or is incomplete.	Fully enumerates the major ways employees may legitimately make their case under both disparate treatment and disparate impact.
Evaluates Impacts of Legal Issues in a Business Context	Recommendations show minimal comprehension of disparate impact.	Show basic comprehension of disparate impact but fails to adequately explain its application in the case and/or to provide a an effective alternative example.	Shows thorough grasp of disparate impact and its relevance to the case and provides an effective alternative example.

Rubric for Assessment of Learning Regarding Ethical Dimensions of Business Decisions			
	Point Value		
Criteria/Competency	1	2	3
Identifies ethical issues in the case	Did not identify issues, or identification is unintelligible.	Identified issues but shows no in-depth understanding. Presents a one-sided perspective	Identifies issues, shows understanding and a balanced perspective.
Evaluates ethical implications of alternative courses of action	Fails to list trade-offs and/or implications, or those identified are incorrect.	Enumerates some trade-offs and implications.	Enumerates all major trade-offs and implications.

Table 6: Global and Cultural Business Issues Assessment Rubric for Goal #5

Plan Criteria/Competency	Rubric Criteria	Exceeds Expectations/ Outstanding	Meets Expectations/ Acceptable	Below Expectations/ Needs Improvement
Students will identify global and cultural issues that affect how a firm operates and describe how these issues affect business decisions.	Students will recognize the existence of global and cultural issues and their effects on how a firm operates	Student • Easily identifies specific cultural beliefs or values that impact a business situation decision. • Distinguishes cultures along higher-level dimensions (e.g., high vs. low context; individualist vs. collectivist) • Evaluates impact of issues due to interdependence of national systems (economic, political, regulatory, etc.) on business decisions.	Student • Displays some knowledge of specific beliefs and values that impact business decisions. • Recognizes higher-level dimensions for describing cultures. • Identifies issues due to interdependence of national systems.	Student • Fails to recognize how different value systems impact on business decisions. • Unaware of higher-level dimensions for analyzing cultures. • Has difficulty identifying interdependence of national systems; cannot relate them to business decisions.
	Students will suggest solutions to problems that are recognized as global and cultural issues	Student • Recommends sophisticated, creative, and sound courses of action that address issues arising from cultural and national differences that bear on a business decision.	Students • Recommends relevant courses of action that address issues arising from cultural and national differences that bear on a business decision.	Students • Recommends courses of action that fail to address issues arising from cultural and national differences that bear on a business decision.