



Outcomes Assessment Plan

Institution: Baker College Center for Graduate Studies

Academic Business Unit: MBA Program

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Table of Contents

Table of Contents	i
Section I: Mission and Broad-Based Goals	1
Mission Statement	1
Broad-Based Goals	1
Section II: Student Learning Assessment	3
MASTER’S-LEVEL PROGRAMS	3
Student Learning Assessment for the MBA Program	3
Mapping of Intended Student Learning Outcomes to Broad-Based Student Learning Goals	6
Mapping of Learning Assessment Measures to Intended Student Learning Outcomes	9
Mapping of Direct Assessment Measures to Key Learning Outcomes for Business Programs: Master’s- Level Programs	13
Section III: Operational Assessment	15
Mapping of Intended Operational Outcomes to Broad-Based Operational Goals	16
Mapping of Operational Assessment Measures to Intended Operational Outcomes	17
Section IV: Linkage of Outcomes Assessment with Strategic Planning and Budgeting	18
Section V: Appendices	19
Appendix A. Assessment Instruments	20
1. Strategic Recommendations in Business Simulation (BUS 690)	20
2. Strategic Assessment in Business Simulation (BUS 690)	20
3. Application Analysis Assignment (Leadership Interview) (BUS 615)	20
4. Case Analysis Project (BUS 572)	21
5. Decision Analysis Dilemma in Business Simulation (BUS 690)	21
6. Research and Statistics for Managers: Final Exam (BUS 678)	21
7. Financial Management Final Exam (BUS 640)	23
8. Professional Development Essay (BUS 690)	24
9. Graduate Research Paper on Information Systems (MIS 511)	24
10. Topic Report Oral Presentation (MIS 511)	25
11. Team Work Assignment on Effective Leadership (BUS 615)	25
12. Decision Analysis Memo in Business Simulation (BUS 690)	26
13. Financial Performance Scorecard in Business Simulation (BUS 690)	26
14. EBI Survey	26
15. IVY MBA Exam	27
16. SHRM Curriculum Review	27

Appendix B. Evaluation Rubrics	28
1. Strategic Recommendations in Business Simulation (BUS 690)	28
2. Strategic Assessment in Business Simulation (BUS 690).....	30
3. Application Analysis Assignment (Leadership Interview) (BUS 615)	31
4. Case Analysis Project (BUS 572).....	33
5. Decision Analysis Dilemma in Business Simulation (BUS 690).....	36
6. Research and Statistics for Managers: Final Exam (BUS 678).....	38
7. Financial Management Final Exam (BUS 640).....	41
8. Professional Contribution Essay (BUS 690).....	44
9. Graduate Research Paper on Information Systems (MIS 511)	45
10. Topic Report Oral Presentation (MIS 511).....	47
11. Team Work Assignment on Effective Leadership (BUS 615)	48
12. Decision Analysis Memo in Business Simulation (BUS 690).....	50
13. Financial Performance Scorecard in Business Simulation (BUS 690).....	52

OUTCOMES ASSESSMENT PLAN
Baker College Center for Graduate Studies
Masters of Business Administration

Section I: Mission and Broad-Based Goals

Mission Statement

Mission of the MBA Program:

The MBA program at Baker College combines the best of conventional academic training with the best of field-based learning. The typical business disciplines are represented in the curricula to ensure that graduates have the necessary business background to be conversant with various aspects of running organizations and companies. Graduates will have the ability to implement theory into practice, conduct and interpret research, and will be both capable and confident to significantly contribute to long-term corporate success.

Broad-Based Goals

Broad-Based Student Learning Goals:

Graduates of Baker College's Center for Graduate Studies will possess

- 1. The skills necessary to contribute to their profession through active participation in scholarly and/or professional activities.*
- 2. The broad-based discipline specific knowledge necessary to manage and advance their professional career.*
- 3. Data driven decision making skills necessary to produce successful outcomes.*
- 4. An awareness and appreciation for diversity and its impact on their professional environment.*
- 5. The knowledge and ability to follow and support the ethical standards of their profession.*
- 6. The communication skills to clearly and proficiently share ideas, knowledge and data with a wide variety of audiences.*

Broad-Based Operational Goals:
1. <i>Graduation of students</i>
2. <i>Retention of students</i>
3. <i>Average class size</i>
4. <i>Qualified faculty</i>

Section II: Student Learning Assessment

MASTER’S-LEVEL PROGRAMS

Student Learning Assessment for the MBA Program

Intended Student Learning Outcomes for <i>the MBA Program</i>:	
General Program Intended Student Learning Outcomes (General Program ISLOs)	
<p><i>Graduates of the MBA program will</i></p> <ol style="list-style-type: none"> 1. <i>Communicate using the advanced oral and written communication skills necessary for success in the business environment.</i> 2. <i>Act in a manner that reflects their appreciation and understanding of their legal and ethical responsibilities in a professional environment.</i> 3. <i>Collect, interpret and analyze existing and/or original research, using quantitative and statistical tools, and use in the decision making process.</i> 4. <i>Analyze the interrelatedness of market, economic, social and political trends, and their impact on a global environment.</i> 5. <i>Analyze the strategic planning process, and develop and assess strategic plans.</i> 6. <i>Reason analytically and apply theory across interdisciplinary boundaries to solve problems and create innovative solutions.</i> 7. <i>Analyze financial reports, risk management strategies and their impact on the decision making process.</i> 8. <i>Evaluate various leadership strategies and the implications of their use.</i> 9. <i>Demonstrate an understanding of diverse perspectives and analyze the impact of individual and cultural differences on the business environment.</i> 10. <i>Demonstrate the value of personal and professional development, community service and life-long learning.</i> 11. <i>Analyze the impact of information systems and technology on a business and demonstrate the ability to make effective information management decisions.</i> 12. <i>Analyze the strategic impact of human resource development and management on a business.</i> 	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<ol style="list-style-type: none"> 1. <i>Strategic Recommendations in Business Simulation/Ethics Game in the capstone course BUS690</i> <p>General Program ISLOs Assessed by this Measure: 1, 4, 6</p>	<p><i>80% of students achieve satisfactory or higher level on this program outcome.</i></p>
<ol style="list-style-type: none"> 2. <i>Strategic Assessment in Business Simulation/Ethics Game in the capstone course BUS690</i> 	<p><i>80% of students achieve satisfactory or higher level on this program outcome.</i></p>

General Program ISLOs Assessed by this Measure: 1, 5	
3. <i>Application Analysis Assignment (Leadership Interview) in Human Behavior Management of Organization course BUS615</i> General Program ISLOs Assessed by this Measure: 1, 8	80% of students achieve satisfactory or higher level on this program outcome.
4. <i>Case Analysis Project in Human Resource Management course BUS572</i> General Program ISLOs Assessed by this Measure: 1, 9, 12	80% of students achieve satisfactory or higher level on this program outcome.
5. <i>Decision Analysis Dilemma in Business Simulation/Ethics Game in the capstone course BUS690</i> General Program ISLOs Assessed by this Measure: 2	80% of students achieve satisfactory or higher level on this program outcome.
6. <i>Final exam in Research and Statistics course BUS678</i> General Program ISLOs Assessed by this Measure: 3	80% of students achieve satisfactory or higher level on this program outcome.
7. <i>Final exam in Financial Environment course BUS640</i> General Program ISLOs Assessed by this Measure: 7	80% of students achieve satisfactory or higher level on this program outcome.
8. <i>Professional Contribution Essay in the capstone course BUS690</i> General Program ISLOs Assessed by this Measure: 10	80% of students achieve satisfactory or higher level on this program outcome.
9. <i>Graduate Research Paper on Information Systems in Information Systems Management course MIS511</i> General Program ISLOs Assessed by this Measure: 1, 11	80% of students achieve satisfactory or higher level on this program outcome.
10. <i>Topic Report Oral Presentation Assignment in Information Systems Management course MIS511</i> General Program ISLOs Assessed by this Measure: 1	80% of students achieve satisfactory or higher level on this program outcome.
11. <i>Team Work Assignment on Effective Leadership in Human Behavior Management of Organization course BUS615</i> General Program ISLOs Assessed by this Measure: 9	80% of students achieve satisfactory or higher level on this program outcome.

<p>12. <i>Decision Analysis Memo in Business Simulation/Ethics Game in the capstone course BUS690</i></p> <p>General Program ISLOs Assessed by this Measure: 2</p>	<p><i>80% of students achieve satisfactory or higher level on this program outcome.</i></p>
<p>13. <i>Financial Performance Scorecard in Business Simulation/Ethics Game in the capstone course BUS690</i></p> <p>General Program ISLOs Assessed by this Measure: 2</p>	<p><i>80% of students achieve satisfactory or higher level on this program outcome.</i></p>
<p>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</p>	<p>Performance Objectives (Targets/Criteria) for Indirect Measures:</p>
<p>1. <i>EBI Survey</i></p> <p>General Program ISLOs Assessed by this Measure:</p> <p><i>ISLO1 (measured by Effective writing skills questions)</i></p> <p><i>ISLO2 (measured by Ethics and legal issues questions)</i></p> <p><i>ISLO3 (measured by Data-driven decision-making questions)</i></p> <p><i>ISLO4 (measured by Domestic and global economies questions)</i></p> <p><i>ISLO5 (measured by Critical thinking and problem solving questions)</i></p> <p><i>ISLO6 (measured by Critical thinking and problem solving questions)</i></p> <p><i>ISLO8 (measured by Organizational behaviors questions)</i></p> <p><i>ISLO9 (measured Multiculture and diversity questions)</i></p> <p><i>ISLO10 (measured Professional Development questions)</i></p> <p><i>ISLO11 (measured Use and manage technology questions)</i></p>	<p>The average rating of Baker College MBA alumni on a 7-point Likert scale on ISLO 1, 2, 3, 4, 5, 6, 8 and 11 > or = national average of participating institutions.</p> <p>The average rating of Baker College MBA alumni > or = 5.0 on a 7-point Likert scale on ISLO9 (no comparison with participating institutions is provided by EBI).</p> <p>The average rating of Baker College MBA alumni < or = 2.0 on a reversed 7-point Likert scale on ISLO10 (no comparison with participating institutions is provided by EBI).</p>
<p>2. <i>IVY MBA Exam</i></p> <p>General Program ISLOs Assessed by this Measure: 7</p>	<p>The average score of Baker College MBA students > or = national average of participating institutions.</p>
<p>3. <i>SHRM Curriculum Review</i></p> <p>General Program ISLOs Assessed by this Measure: 12</p>	<p>Baker College MBA Program will maintain its SHRM alignment.</p>

Mapping of Intended Student Learning Outcomes to Broad-Based Student Learning Goals

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general aggregates of these outcomes. In other words, each broad-based learning goal has multiple intended learning outcomes associated with it. These relationships are summarized in the outcomes-to-goals mapping below (**Note: Put an “x” in a given cell of the table if the intended learning outcome in that row is associated with the learning goal in that column.**):

<div style="text-align: center;">Broad-Based Student Learning Goals</div> <div style="text-align: left;">Intended Student Learning Outcomes</div>	<i>Broad-Based Student Learning Goal 1</i>	<i>Broad-Based Student Learning Goal 2</i>	<i>Broad-Based Student Learning Goal 3</i>	<i>Broad-Based Student Learning Goal 4</i>	<i>Broad-Based Student Learning Goal 5</i>	<i>Broad-Based Student Learning Goal 6</i>
MBA PROGRAM						
General Program Intended Student Learning Outcomes						
1. <i>Communicate using the advanced oral and written communication skills necessary for success in the business environment.</i>		X				X
2. <i>Act in a manner that reflects their appreciation and understanding of their legal and ethical responsibilities in a professional environment.</i>		X			X	
3. <i>Collect, interpret and analyze existing and/or original research, using quantitative and statistical tools, and use in the decision making process.</i>		X	X			
4. <i>Analyze the interrelatedness of market, economic, social and political trends, and their impact on a global environment.</i>		X	X			

Intended Student Learning Outcomes / Broad-Based Student Learning Goals	Broad-Based Student Learning Goal 1	Broad-Based Student Learning Goal 2	Broad-Based Student Learning Goal 3	Broad-Based Student Learning Goal 4	Broad-Based Student Learning Goal 5	Broad-Based Student Learning Goal 6
5. <i>Analyze the strategic planning process, and develop and assess strategic plans.</i>		x	X			
6. <i>Reason analytically and apply theory across interdisciplinary boundaries to solve problems and create innovative solutions.</i>		X	X			
7. <i>Analyze financial reports, risk management strategies and their impact on the decision making process.</i>		X	x			
8. <i>Evaluate various leadership strategies and the implications of their use.</i>		X				
9. <i>Demonstrate an understanding of diverse perspectives and analyze the impact of individual and cultural differences on the business environment.</i>		x		x		
10. <i>Demonstrate the value of personal and professional development, community service and life-long learning.</i>	x					
11. <i>Analyze the impact of information systems and technology on a business and demonstrate the ability to make effective information management</i>		x				

Broad-Based Student Learning Goals Intended Student Learning Outcomes	<i>Broad-Based Student Learning Goal 1</i>	<i>Broad-Based Student Learning Goal 2</i>	<i>Broad-Based Student Learning Goal 3</i>	<i>Broad-Based Student Learning Goal 4</i>	<i>Broad-Based Student Learning Goal 5</i>	<i>Broad-Based Student Learning Goal 6</i>
<i>decisions.</i>						
12. <i>Analyze the strategic impact of human resource development and management on a business.</i>		x				

Mapping of Learning Assessment Measures to Intended Student Learning Outcomes

For each program at each level identified above, the direct and indirect measures of student learning provide for the assessment of all of the program’s intended student learning outcomes. Furthermore, each intended learning outcome is assessed by at least one direct measure and at least one indirect measure of student learning. These relationships are summarized in the measures-to-outcomes mappings below (**Note: Put an “x” in a given cell of the tables if the assessment instrument in that column measures the intended learning outcome in that row. Each intended learning outcome must be assessed by at least one direct measure of student learning and at least one indirect measure of student learning.**):

MASTER’S-LEVEL PROGRAMS																
MBA Program																
Intended Student Learning Outcomes	Assessment Measures															
General Program Intended Student Learning Outcomes	Direct Measure 1	Direct Measure 2	Direct Measure 3	Direct Measure 4	Direct Measure 5	Direct Measure 6	Direct Measure 7	Direct Measure 8	Direct Measure 9	Direct Measure 10	Direct Measure 11	Direct Measure 12	Direct Measure 13	Indirect Measure 1	Indirect Measure 2	Indirect Measure 3
1. <i>Communicate using the advanced oral and written communication skills necessary for success in the business environment.</i>	X	x	x	x					x	x				x		
2. <i>Act in a manner that reflects their appreciation and understanding of their legal and ethical responsibilities in a professional environment.</i>					x							x	x	x		

3. <i>Collect, interpret and analyze existing and/or original research, using quantitative and statistical tools, and use in the decision making process.</i>						x									x	
4. <i>Analyze the interrelatedness of market, economic, social and political trends, and their impact on a global environment.</i>	X														X	
5. <i>Analyze the strategic planning process, and develop and assess strategic plans.</i>		x													X	
6. <i>Reason analytically and apply theory across interdisciplinary boundaries to solve problems and create innovative solutions.</i>	x														X	
7. <i>Analyze financial reports, risk management strategies and their impact on the decision making process.</i>							x									x

8. Evaluate various leadership strategies and the implications of their use.			x											X		
9. Demonstrate an understanding of diverse perspectives and analyze the impact of individual and cultural differences on the business environment.				x							x			x		
10. Demonstrate the value of personal and professional development, community service and life-long learning.									x					x		
11. Analyze the impact of information systems and technology on a business and demonstrate the ability to make effective information management decisions.											x			x		
12. Analyze the strategic impact of human resource development and management on a				x												x

<i>business.</i>																
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Mapping of Direct Assessment Measures to Key Learning Outcomes for Business Programs: Master’s-Level Programs

For each master’s-level program identified above, the direct measures of student learning provide for the assessment of the “Key Learning Outcomes for Business Programs” as identified by the IACBE. These relationships are summarized in the measures-to-key outcomes mapping below (**Note: Put an “x” in a given cell of the table if the assessment instrument in that column measures the key learning outcome in that row.**):

MASTER’S-LEVEL PROGRAMS													
MBA Program													
Key Learning Outcomes for Master’s-Level Programs – Graduates of master’s-level programs in business should be able to:	Direct Measures of Student Learning												
	Direct Measure 1	Direct Measure 2	Direct Measure 3	Direct Measure 4	Direct Measure 5	Direct Measure 6	Direct Measure 7	Direct Measure 8	Direct Measure 9	Direct Measure 10	Direct Measure 11	Direct Measure 12	Direct Measure 13
1. Recognize problems	x	x											
2. Integrate theory and practice for the purpose of strategic analysis	x	x											
3. Employ and apply quantitative techniques and methods in the analysis of real-world business situations						x							
4. Communicate to relevant audiences; graduates should be able to: a. Compose clear, consistent, and													
	x	x	x	x					x				

effective written forms of communication													
										x			
b. Compose and present effective oral business presentations													
5. Work effectively with a team of colleagues on diverse projects											x		
6. Identify and analyze the ethical obligations and responsibilities of business					x							x	x

Section III: Operational Assessment

Intended Operational Outcomes for the MBA Program:	
1. <i>Graduation rate</i>	
2. <i>Retention rate</i>	
3. <i>Average class size</i>	
4. <i>Faculty credentials</i>	
Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
1. <i>Graduation report</i> Intended Operational Outcomes Assessed by this Measure: 1	<i>>or = 60% graduation rate</i>
2. <i>Retention report</i> Intended Operational Outcomes Assessed by this Measure: 2	<i>> or = 62.3 retention rate</i>
3. <i>Average Class Size Report</i> Intended Operational Outcomes Assessed by this Measure:	<i>< or = 15 students per class on average</i>
4. <i>Faculty credentials report</i> Intended Operational Outcomes Assessed by this Measure:	<i>> or = 90% doctorally qualified</i>

Note: Be sure that you identify an operational assessment measure/method for each intended operational outcome. However, please be aware that it is possible for a single operational assessment tool to be used to measure more than one outcome.

Mapping of Intended Operational Outcomes to Broad-Based Operational Goals

The broad-based operational goals identified in Section I above encompass the intended operational outcomes as articulated in this section, and are general aggregates of these outcomes. In other words, each broad-based operational goal has multiple intended operational outcomes associated with it. These relationships are summarized in the outcomes-to-goals mapping below (**Note: Put an “x” in a given cell of the table if the intended operational outcome in that row is associated with the operational goal in that column.**):

Intended Operational Outcomes / Broad-Based Operational Goals	<i>Graduation of Students</i>	<i>Retention of Students</i>	<i>Average Class Size</i>	<i>Qualified Faculty</i>
1. <i>Graduation rate</i>	x			
2. <i>Retention rate</i>		x		
3. <i>Average class size</i>			x	
4. <i>Faculty credentials</i>				x

Mapping of Operational Assessment Measures to Intended Operational Outcomes

The operational assessment measures identified above provide for the assessment of all of the intended operational outcomes. These relationships are summarized in the measures-to-outcomes mapping below (**Note: Put an “x” in a given cell of the table if the assessment instrument in that column measures the intended operational outcome in that row.**):

Operational Assessment Measure/Method Intended Operational Outcomes	<i>Graduation Report</i>	<i>Retention Report</i>	<i>Average Class Size Report</i>	<i>Faculty Credentials Report</i>
1. <i>Graduation rate</i>	X			
2. <i>Retention rate</i>		x		
3. <i>Average class size</i>			x	
4. <i>Faculty credentials</i>				x

Section IV: Linkage of Outcomes Assessment with Strategic Planning and Budgeting

- A. *Provide a narrative that describes the ways in which the results from implementing your outcomes assessment plan (i.e., changes and improvements needed) are linked to the strategic planning processes of the academic business unit and the institution.*

Outcomes assessment data are utilized to help identify areas of strength and opportunities for improvement for each academic program offered by the Center for Graduate Studies. The campus strategic planning process aligns with the Higher Learning Commissions' AQIP process, and allows for the development of strategic initiatives designed to positively impact areas that indicate an opportunity for improvement. Once initiatives are implemented, the Plan-Do-Study-Assess cycle of assessment continues and progress toward successful resolution or completion of initiatives is assessed and reported.

- B. *If possible, the academic business unit's outcomes assessment process should also be connected to the institutional budgeting process. If applicable, provide a narrative that describes this connection.*

The campus budgeting process includes review and evaluation at two points during the academic year. During this process, key performance indicators (many included as assessment measures) are reviewed to ensure that the campus is meeting goals, and that the necessary resources are available. This process is utilized for all graduate programs, including the Masters of Business Administration.

Section V: Appendices

- A. *Provide blank copies of all the assessment instruments that will be used as measures of intended student learning outcomes and intended operational outcomes. These should be separated by tabs and identified in a table of contents.*
- B. *Provide blank copies of all the evaluation rubrics associated with the assessment instruments identified in Part A above. These should be separated by tabs and identified in a table of contents.*

Note: For security and copyright reasons, if you are using a purchased exam from an external vendor as a direct measure of student learning, do not include a copy of the exam in your outcomes assessment plan. Most vendors will provide an exam content outline that summarizes the types of questions included on the exam. Please use this content summary for this purpose.

See the Table of Contents at the beginning of this document for a list of instruments and rubrics in Appendix A and Appendix B.

Appendix A. Assessment Instruments

1. Strategic Recommendations in Business Simulation (BUS 690)

The student will assume the role of a senior vice-president. The company has recently been asked to advise and assist Krispy Kreme Donuts as they develop their strategic plans. The student will review the matrices and information provided, and develop recommendations on how the company should proceed. The student will review the background information, analyze each of the matrices provided and present the findings. The students will need to develop a summary statement and a recommendation for further action. The final paper includes:

- a) Analysis of CPM
- b) Analysis of EFE
- c) Analysis of IFE
- d) Analysis of SWOT
- e) Analysis of SPACE Matrix
- f) Analysis of BCG
- g) Analysis of Grand Strategy Matrix
- h) Analysis of QSPM
- i) Analysis of Income Statement and Balance Sheet
- j) Summary of analysis
- k) Recommendations

2. Strategic Assessment in Business Simulation (BUS 690)

The student is to submit an assessment paper for The Walt Disney Company. The IFE, EFE, SPACE and SWOT matrices completed in earlier seminars will be revised based on discussion board feedback and integrated into the strategic assessment report. The information in these matrices will be used to develop an assessment of the company's strategic position in the market place. The report will also include an introduction and summary of how this information may be utilized in the strategic planning process (assessment). The report should be a minimum of 6 pages in length (not including the matrices, and the matrices should be placed in an appendix of the paper). Utilize APA format.

3. Application Analysis Assignment (Leadership Interview) (BUS 615)

Each student will be required to interview a leader in their community. They may select a business and industry leader, coach, principal, elected official or spiritual leader. The student must conduct the interview in person or over the telephone. Questions should NOT be e-mailed to the leader as live dialogue is critical to this assignment.

Before beginning the interview, the student should explain the nature of our leadership class, and the general purpose of the assignment. The student will then ask the following questions:

1. How would you define effective leadership?
2. Do you think leadership develops with experience? Explain.
3. Are there one or two experiences you look back on as having been especially valuable in helping develop your own leadership? Please briefly describe them.

4. What made these experiences so valuable?
5. Have your own views of leadership changed over time? Explain how.
6. Do you think leadership in your arena (e.g., sports, business) is much different from, or involves different pressures, than leadership in other arenas? Explain.
7. Do you ever reflect, after the fact, about how effective your behavior was in a particular situation? Is this ever a source of new or different insights? Please share your insights.
8. What do you feel is the single most important attribute for a leader to possess?
9. Is there any advice you would give people early in their careers about leadership?

Asking additional questions is permitted and encouraged. When the interview is complete, the student should thank the person for their time and insight.

The student will prepare a written report of their findings. The final report should begin with an introduction to the leader selected, including the leader's name, title, company and why this particular leader was selected. The student should then present the questions and the leader's responses. The report will end with a summary of what the student has learned about leadership development as a result of this interview.

4. Case Analysis Project (BUS 572)

The student will write a case study analysis of a court decision on an HR related discrimination lawsuit. The rulings for each of these cases may be accessed in Westlaw Campus through the Baker College Online Library. The case analysis will include:

- a) Introduction: Include a summary of the history of the legal action, including information regarding the company, the lawsuit and the HR policies/or actions which contributed to the legal action.
- b) Literature Review: Review literature regarding current HR theories on diversity in the workplace and the strategies utilized to address this diversity.
- c) Analysis: Review the decision and its place in the development of human resource policy. Do you affirm or disagree with the decision? What do you believe will be the larger impact on employee rights and employer practices?
- d) Synthesis: Identify and suggest strategies to move the company not only to compliance, but to recognizing the value of diversity in the workplace
- e) Conclusion: Present a summary of information and recommended solutions, with consideration given to implementation of strategy and implications for company stakeholders.

5. Decision Analysis Dilemma in Business Simulation (BUS 690)

The student will complete an analysis of an authentic business dilemma using all four ethical lenses. The more balanced and ethical the decisions are, the better the financial performance will be. The decision dilemma is aligned with the corporate position selected by the student (i.e. VP of Human Resources, VP of Finance, VP of Marketing).

6. Research and Statistics for Managers: Final Exam (BUS 678)

Alternative questions are provided for four questions in the exam to prevent plagiarism.

1. Evaluate completely the following statement: "The issue is not whether there is variation, but whether the variation is significant". Be specific with data types from the study set up in the seminars 3-5 homework assignment. Your answer should include an understanding of statistical confidence and the null hypothesis.
2. Can you draw a Spearman's correlation between the variables specific age and job satisfaction? Be specific about why or why not.
3. You desire to do a study of ax murderers in American prisons. A preliminary study reveals that the mean IQ of a random sample of 156 ax murderers is 80, with a standard deviation of 24. Perform a 95% confidence interval on the mean IQ of ax murderers, and provide the interval. What exactly does this confidence interval tell me? (Be scientific, not sociological.)

Alternative problem: You desire to do a study of crack dealers in American prisons. A preliminary study reveals that the mean IQ of a random sample of 324 crack dealers is 100, with a standard deviation of 27. Perform a 95% confidence interval on the mean IQ of crack dealers, and provide the interval. What exactly does this confidence interval tell me? (Be scientific, not sociological.)

4. You desire to do a survey of likely voters in Michigan to determine whether they would support a tax increase to subsidize the building of a new General Motors facility in the state. Formulate 3 pertinent questions that would be useful to ask in this survey, along with possible answer choices for your respondents (don't ask for demographics only...no questions on gender, age, etc.). Why would you ask these questions? To whom would you distribute your survey? Why would this be an appropriate sample group? What kind of literature base would you use to underlie your statistical information? (Cite three examples of relevant scholarly literature.) Be very specific about all of these answers.

Alternative problem: You desire to do a survey of likely voters in Michigan to determine whether they would support a tax increase to subsidize the building of a new Google facility in Bay City. Formulate 3 pertinent questions that would be useful to ask in this survey, along with possible answer choices for your respondents (don't ask for demographics only...no questions on gender, age, etc.). Why would you ask these questions? To whom would you distribute your survey? Why would this be an appropriate sample group? What kind of literature base would you use to underlie your statistical information? (Cite three examples of relevant scholarly literature.) Be very specific about all of these answers.

5. I wish to conduct an experiment to determine the effectiveness of a new reading program for third grade children in my local school district who need help with reading skills. What parameters would I need to establish on the test (# of samples, who would conduct the test, test conditions, etc.)? Be as specific as you can (you don't need to be educational experts to answer this). What would be an appropriate statistical test for this data and research question? Why would this be more appropriate than some other statistical test?

Alternative problem: Because of our concern over teenage obesity, the school system wishes to conduct an experiment to determine the effectiveness of a program emphasis on healthy eating for tenth graders in our local school district. The program emphasis

would be offered during 10th grade physical education, which is mandatory for all students. What parameters would I need to establish on the test (# of samples, who would conduct the test, test conditions, etc.)? Address ethical issues as well. Be as specific as you can (you don't need to be educational experts to answer this). What would be an appropriate statistical test for this data and research question? Why would this be more appropriate than some other statistical test?

6. You are designing a user interface for an information system and you have created two prototypes of the interface. You have two ways to evaluate the interface: a) User Preference, or b) Productivity. You've done a survey of the end users with these two prototypes and discovered that the users don't prefer one over the other. As a result, the decision about which prototype to use will depend on productivity. The time it takes users to perform a task is a good measure of productivity. You invited 30 users, and each user performed the same task using both prototypes. You collected data on the time it took for each participant to finish the task using each prototype. Perform an ANOVA, and report the results in a concise memo to your team leader. Write down your interpretation of the results and the conclusion you've reached in the memo.

Alternative problem: Two data sets are provided as alternatives.

7. Financial Management Final Exam (BUS 640)

1. Examine the functions and operations of investment banks in the U.S. economy by answering each of the following questions: (a) Describe two financial services provided by investment banks. (b) Identify two types of securities that investment bank syndicates sell high, globally. (c) Does it pay to search for the best available investment bank or should a firm stay loyal to a given investment bank? Explain? (d) Could the U.S. government reduce its regulatory constraints on investment banks in a way that that would help firms and the economy? Explain.
2. Explain how it could help a firm to: (a) buy back some of its common stock; (b) increase its use of internal financing relative to external financing; (c) replace some equity financing with debt financing; (d) take a public firm private; and (e) pay down some of the firm's debt?
3. Calculate the break-even point (Q), for a firm whose: (a) total fixed cost (TFC) = \$100,000, product price per unit of output (P) = \$8.00, and average variable cost (AVC) = \$4.00. (b) TFC = \$600,000, P = \$20,000, and AVC = \$10,000.
4. How much will a 15% increase in sales increase a firm's net operating income (NOI) and increase its net income (NI), if: (a) its degree of operating leverage (DOL) = 3.0, and its degree of financial leverage (DFL) = 4.0? (b) its DOL = 2.0 and DFL = 2.5?
5. (a) How do business managers determine that acquiring a given working capital asset would help their company financially? (a) Identify a working capital asset that is particularly time consuming to manage, and explain why. (c) Would a current ratio < 1 for a company help its managers identify a financial management problem? Explain.
6. Explain what financial problems, if any, may be created by each of the following company practices: (a) The company doesn't offer credit to its customers or accept credit card payments for its retail

sales. (b) The company has a high percentage of bad debts on its accounts receivable. (c) The company is late in paying some of its suppliers. (d) Many customers are complaining about substantial product quality defects. (e) The company has a substantial backlog of orders.

7. Describe a business practice that would help a company manage each of the following financial risks: (a) interest rate risk; (b) liquidity risk; and (c) credit risk.
8. (a) Describe three potential causes of errors in preparing projected (i.e., pro forma) financial statements for a company for the next three years. (b) Describe two unethical practices of some financial managers in preparing financial statements that could hurt them and their company.
9. (a) Explain why financial planning is an important part of business planning. (b) Describe one way that financial ratio analysis of projected financial statements could be efficiently used by managers for financial planning.
10. Use the following data from a firm's pro forma (i.e., projected or forecasted) financial statements to calculate the following profitability ratios for the firm, assuming that all stocks are common stocks: (a) net profit margin; (b) return on total assets; (c) return on equity; (d) price-earnings ratio.

Sales	\$ 500 million
Net income	30 million
Total Assets	1000 million
Stockholders' Equity	750 million
Number of Common Stock Shares	10 million
Price per share of common stock	\$75.00

8. Professional Development Essay (BUS 690)

A critical component in graduate education is developing a commitment to lifelong learning and professional development. Community service, involvement in professional organizations, and ongoing personal and professional development are necessary for both personal and professional growth. Students will develop a 2 - 3 page essay which details specific plans for this type of growth. Included is information regarding the organizations, committees, and efforts for involvement. The essay will also describe the resources necessary to implement plans, and what contributions that can be brought to these organizations. Please use APA format when citing any sources used.

9. Graduate Research Paper on Information Systems (MIS 511)

The Graduate Research Paper (GRP) will describe and analyze an information system within your business or organization. Typically, your paper will include the an introduction; information on hardware; information on software; description of training, support, and maintenance; analysis including ability of this system in supporting the mission and business strategies of your organization; any relevant security and control systems; analysis of IS especially from the end-user viewpoint including effectiveness and efficiency; and conclusion including recommendations for improvement and an assessment of the impact of trends and emerging IS technologies on the future of this system and your organization.

The paper will be written in APA style writing format. You are to use and cite at least four literature sources other than the textbook and course lecture notes. In addition, at least one interview is recommended.

10. Topic Report Oral Presentation (MIS 511)

Using books, the library, peer-reviewed journals and/or the Internet, research the topic of your choice selected from the list below. Create PowerPoint slides and make a 5-minute video presentation, including at least two references (at least one reference should be a peer-reviewed journal article from Baker's online library). The course textbook and/or course notes will not count toward the minimum required references. Topic choices:

- Antivirus Software
- Biometric Security
- Computer Crime
- Computer Virus
- Cyber law
- Disaster Recovery
- Encryption
- Firewall
- Security Management
- Spyware/Adware
- System Security Monitor
- Centralization or Decentralization of IT
- Chief Information Officer
- Chief Technology Officer
- Offshoring
- Outsourcing
- Transborder Data Flows (TDF)
- User Services

The report should address 3 or more of the following areas:

1. Definition of the concept/system/process;
2. What components the concept/system/process has;
3. What functions the concept/system/process has;
4. Applications and use contexts associated with the concept/system/process
5. Advantages of the concept/system/process;
6. Negative aspects of the concept/system/process;
7. How the concept/system/process is different than similar others;
8. How the concept/system/process is related with other systems/concepts;
9. Any other aspect that is relevant to and appropriate for the topic.

11. Team Work Assignment on Effective Leadership (BUS 615)

In Seminar 1, the faculty assigns the students to one of three groups and builds a Wiki for each group. In Seminar 3, students will use the Wiki to share what they believe are the traits and characteristics of an effective leader. Students post their own thoughts, comment on what is posted by other members of

the team, revise original posts by self and by team members, and create a list of traits/characteristics with justifications on the Wiki. In addition, students reflect on what was learned about the particular leader they interviewed (in an individual Application Analysis assignment) and post in the Wiki.

In Seminar 4, each student uses the Wiki to compare and contrast what makes an effective leader (revealed in Seminar 3) with the findings from the leadership interview conducted (also, revealed in Seminar 3). Students will share with each other and comment on the findings of other group members regarding the specific leader each interviewed. In addition, students will research the literature on effective leadership and post evidence of the key characteristics. Each student identifies the characteristics they discovered in the interview as well as those that appear to be missing, based on findings in the literature. The group then collaborates on a final written report of the most important effective leadership characteristics found in the literature, and how well each individual's leader matches the characteristics in the literature. The report should demonstrate an excellent literature review, capturing key characteristics of effective leaders. It should fully address and develop all aspects of the task, including: characteristics of effective leadership, evidence of interviews, a comparison of results of the interviews with the literature as well as a comparison of the results among group members. This report should be finished on the Wiki, reflecting team efforts. One member of each group will copy/paste the final report to a Word document, format it according to APA guidelines, and submit it to the Assignment Link.

Additionally, the faculty will evaluate each student's contributions to the project according to their performance on wikis in Seminar 3 and Seminar 4.

12. Decision Analysis Memo in Business Simulation (BUS 690)

The student will write a memo to the rest of their business team explaining the scope of the dilemma, who the stakeholders are, what the existing policies and restrictions are, and what the final decision was. Students should include the rationale for the dilemma decision.

13. Financial Performance Scorecard in Business Simulation (BUS 690)

The Financial Performance Scorecard is a way to measure students' decisions in the EthicsGame Simulation throughout Seminars 2-6. The more balanced and ethical the decisions are, the better the financial performance will be. Students are able to monitor their performance each week by reviewing their financial performance scorecard.

14. EBI Survey

The EBI Part-Time MBA Exit Assessment process is a process to collect information to better understand the perceptions of an institution's effectiveness from the viewpoint of the campus constituents. Assessment information answers important questions such as "How effective is our program?" or "Where should we focus resources to improve?"

Focusing only on an institution's performance can be limiting; questions such as "Is improvement possible?" are difficult to answer without benchmarking information. Benchmarking, a key feature in this project, provides comparisons between an institution and others (external benchmarking), between successive years (longitudinal benchmarking), and between groups (internal benchmarking). Benchmarking allows an institution to identify comparative strengths and weaknesses.

The EBI survey also allows an institution to add its own questions.

15. IVY MBA Exam

The IVY MBA Capstone Exam is online and consists of 125 randomly generated, statistically validated questions. The questions are multiple choice, true false, and fill in the blank. The purpose of this nationally accredited exam is to assess your overall knowledge obtained as a MBA student. Once started, you will have 2.5 hours to complete the exam. A calculator that aids in solving time value of money problems is required. Questions are drawn from the areas of financial accounting, managerial accounting, finance, marketing, management, and strategy, and each student will receive an unique exam. The exam is very number intensive, meaning that there are many finance and accounting type questions that require calculations.

16. SHRM Curriculum Review

Throughout the world, 352 programs in 264 educational institutions have been acknowledged by SHRM as being in alignment with its suggested guides and templates. The HR Curriculum Guidebook and Templates were developed by SHRM to define the minimum HR content areas that should be studied by HR students at the undergraduate and graduate levels. The guidelines -- created in 2006 and revalidated in 2010 and 2013 -- are part of SHRM's Academic Initiative to define HR education standards taught in university business schools and help universities develop degree programs that follow these standards.

Appendix B. Evaluation Rubrics

1. Strategic Recommendations in Business Simulation (BUS 690)

ANALYSIS		
Exemplary	The author displays a robust understanding of the strategic process by accurately analyzing IFE, EFE, CPM, BCG, QSPM, Grand Strategy, and SWOT matrices and financial statements, the analysis is insightful and balanced and includes multiple viewpoints, analysis is multi-faceted while focusing on the company's strategic position, all critical elements are included.	20
Accomplished	The author displays a thorough understanding of the strategic process by accurately analyzing IFE, EFE, CPM, BCG, QUSPM, Grand strategy, and SWOT matrices and financial statements, the analysis is balanced and includes both a long-term and a short-term focus,. All critical elements are included.	16 -19
Satisfactory	The author displays a basic understanding of the strategic process by including complete and accurate analysis for the IFE, EFE, CPM, BCG, QSPM, Grand Strategy and SWOT matrices and financial statements.	12-15
Approaches Expectations	The author displays a developing understanding of the strategic process, misinterprets part or all of one or more of the matrices, provides an accurate but limited/short-sighted analysis of each matrix and financial statement.	8-11
Below Expectations	The author displays only a minimal but inconsistent understanding of the strategic process by misinterpreting one or more of matrices, provides only a cursory analysis of each matrix	1-7
	Does not complete assignment	0
RECOMMENDATION		
Exemplary	The author presents an exemplary recommendation that is accurate, insightful and balanced. The recommendation provided takes into consideration all of the matrices and integrates all of the conditions present. The plan of action is innovative and novel.	30
Accomplished	The author presents a well-developed recommendation that is strongly supported by key factors identified in the analysis. Situational factors are considered, and a balanced and appropriate plan of action is provided.	24-29
Satisfactory	The author presents a recommendation that addresses the matrix information; the recommendation is plausible and is based on key factors provided.	18-23
Approached Expectations	The author presents a recommendation that begins to address the majority of matrix information. The recommendation is loosely tied to key factors identified. The recommendation is feasible but short-sighted.	12-17
Below Expectations	The author presents a recommendation that is undeveloped or shortsighted; the recommendation ignores key factors presented in the matrices.	1-11
	Does not complete assignment.	0
FORMAT		
Exemplary	The author presents an analysis using a professional format that is presentation-ready; analyses are free of any grammatical errors, as is the summary and recommendation. The writing is exceptional and extremely well organized. Professional business vocabulary is accurately used to concisely convey information. Sources are cited correctly using APA format.	10

Accomplished	The author presents work that is free of all grammatical errors and is visually appealing. The writing is clear, concise and well organized. Professional business vocabulary is used. Sources are cited correctly using APA format.	8-9
Satisfactory	The author presents the required components in an organized format, with a minimum of grammatical errors. Adequate professional vocabulary is used. Sources are cited using APA style format.	6-7
Approaches Expectations	The author presents the required components but utilizes rudimentary vocabulary. Attempts are made to organize the material presented. The analysis contains grammatical errors and does not use APA format for citations.	4-5
Below Expectations	The author presents analyses and recommendations that include grammatical or punctuation errors. The report is presented in an unprofessional manner. The analyses, summary and/or recommendation is unorganized and lacks focus.	1-3
	Does not complete assignment	0
	TOTAL	

2. Strategic Assessment in Business Simulation (BUS 690)

ANALYSIS		
Exemplary	The author displays a robust understanding of the strategic process by completing accurate IFE, EFE, CPM and SWOT matrices to develop a comprehensive analysis of a company's strategic position, all critical elements are included; both a long-term and short term view point is provided, author presents an astute and perceptive summary of how the matrix information can be utilized in the strategic process to create competitive advantage.	50
Accomplished	The author displays a strong understanding of the strategic process by completing accurate IFE, EFE, CPM and SWOT matrices to develop a thorough analysis of a company's strategic position, all critical elements are included, presents an insightful summary of how the matrix information supports the strategic process.	40-49
Satisfactory	The author displays an understanding of the strategic process by including complete and accurate details for the IFE, EFE, CPM and SWOT analysis; includes a summary of how this information is utilized in the strategic process.	30-39
Approaches Expectations	The author displays a developing understanding of the strategic process but provides limited or inaccurate information regarding one or more of the key strategic matrices; a brief summary of how this information could be used in the strategic process is included.	20-29
Below Expectations	The author displays only a minimal understanding of the strategic process and misses one or more of the key strategic matrices, does not present a thoughtful summary of how this information can be utilized in the strategic process.	1-19
	Does not complete assignment	0
FORMAT		
Exemplary	The author presents an analysis in a publication ready format, design and organization, material presented is visually appealing and is free any grammatical errors. The writing is clear, concise and well organized. Sources are cited correctly using APA format.	10
Accomplished	The author presents an analysis using a professional format that includes presentation-ready matrices and a summary that is free of any grammatical errors. The writing is clear and organized. Sources are cited correctly using APA format.	8-9
Satisfactory	The author presents the required matrices information. Summary includes the all required information, is free of grammatical errors, sources are cited using APA format.	6-7
Approaches Expectations	The author presents all required matrices however material is presented with grammatical and formatting errors; some attempt is made to create a visually appealing report but material is somewhat unorganized or unprofessional, attempts are made to utilize APA format.	4-5
Below Expectations	The author presents an analysis that includes grammatical or formatting errors. Not all matrices are included and may display information in an unprofessional manner. The summary is unorganized and lacks focus; APA format/citations are missing.	1-3
	Does not complete assignment	0

3. Application Analysis Assignment (Leadership Interview) (BUS 615)

INTRODUCTION	Score
Exemplary: The author identifies an exceptional leader for the interview and includes an engaging, detailed and compelling rationale for the selection, the author captivates the reader by providing intriguing and unique information regarding the speaker. 15 points	15
Accomplished: The author identifies an appropriate leader for the interview and includes detailed and logical support for the selection; relevant and distinctive information regarding the interviewee is presented. 12 points (range 12 - 14 points)	12-14
Satisfactory: The author identifies an appropriate leader for interview and provides solid justification for the selection, All key information regarding the interviewee is included. 9 points (range 9 - 11 points)	9-11
Approaches Expectations: The author identifies the interviewee and provides minimal reasoning for selection; limited basic information regarding the interviewee is included. 6 points (range 6 - 8 points)	6-8
Below Expectations: The author identifies interviewee but does not create clear support for the selection; minimal and incomplete information regarding the interviewee is included. 3 points (range 1 - 5 points)	1-5
Did not complete	0
INTERVIEW	
Exemplary: The author completes all required interview questions, additional unique and compelling questions are added to the interview; complete, detailed and accurate responses are summarized to provide an engaging review of the interview dialogue. 10 points	10
Accomplished: The author completes all of the required interview questions, Additional distinctive and insightful questions are added to the interview, Complete and detailed responses to each question are provided. 8 points (range 8 - 9 points)	8-9
Satisfactory: The author completes all of the required interview questions, Complete, detailed and accurate responses to each question are provided. 6 points (range 6 - 7 points)	6-7
Approaches Expectations: The author completes most of the required interview questions and provides cursory and brief responses to each. 4 points (range 4 - 5 points)	4-5
Below Expectations: Below Expectations: The author completes some of the required interview questions, Brief and incomplete responses to most questions are provided. 2 points (range 1 - 3 points)	1-3
Did not complete	0
SUMMARY	
Exemplary: The author accurately identifies the interviewee's leadership style and supports this with specific and insightful reasoning; key elements of the interviewee's leadership development are identified and expanded upon to create an accurate picture of growth and maturation of leadership skills; an analysis of key leadership concepts gained during the interview is included; author displays a reflective and in-depth understanding of leadership theory. 25 points	25

Accomplished: the author accurately identifies the interviewee's leadership style and supports this with leadership theory, information is presented regarding the interviewee's leadership development, an analysis of leadership concepts is provided and author displays a strong understanding of leadership theory. 20 points (range 20- 24 points)	20-24
Satisfactory: The author accurately identifies the interviewee's leadership style and the key elements of their leadership development; summarizes important leadership concepts gained during the interview and displays adequate understanding of leadership theory. 15 points (range 15 - 19 points)	15-19
Approaches Expectations: The author provides a summary of the interview and attempts to identify the interviewee's leadership style, little or no information is provided regarding leadership development, and leadership concepts and theory are loosely tied to interview material. 10 points (range 10 - 14 points)	10-14
Below Expectations: The author provides a brief summary of interview; attempts to identify leadership style and stages of interviewee 5 points (1 – 9 points)	1-9
Did not complete	0
TOTAL	

4. Case Analysis Project (BUS 572)

Introduction		Score
Exemplary	In addition to the satisfactory and accomplished criteria, the student effectively transitions into the body of the paper and models introductions consistently found in scholarly and professional literature.	40
Accomplished	In addition to addressing the three primary components of an introduction, the student captures the reader by including a forecast that is compelling, clear, and convinces the reader to read on.	32-39
Satisfactory	The student addresses all three of the three primary components of an introduction: a) context, b) thesis statement, and c) importance of main idea. Includes most of the critical elements of the lawsuit and of the current HR policies found within the chosen case	24-31
Approaches Expectation	The student addresses one or two of the primary components of an introduction: a) context, b) thesis statement, and c) importance of main idea.	16-23
Below Expectation	The student does not address any of the three primary components of an introduction: a) context, b) thesis statement, and c) importance of main idea	1-15
	Does not complete	0
Literature Review		
Exemplary	The student presents the current state of knowledge for the topic being addressed utilizing a diversity of scientific opinions. These various, and possibly conflicting, opinions are presented in a balanced manner and seamlessly woven together to illustrate a complete grasp of the literature across multiple research approaches utilizing appropriate peer-reviewed journals.	80
Accomplished	In addition to the satisfactory criteria, the reader has the foundation necessary to understand the various ideas and association to the given situation.	64-79
Satisfactory	Various salient research is summarized, compared and contrasted and sufficient in depth.	48-63
Approaches Satisfactory	The summary of the literature is relevant but is insufficient in depth.	32-47
Below Expectation	Summary of the literature on the topic is inadequate. Literature is not clearly connected with the context or thesis statement. The reader is left with little information about or little understanding of the topic.	1-31
	Does not complete	0
Analysis		
Exemplary	Analysis contains a clear sense of scope and context, including an assessment of the audience, relates alternative views, and qualifies analysis with personal experience, literature and theory.	80
Accomplished	Analysis contains a critique of the context with multiple positions, identifies assumptions, addresses ethical dimensions, and is grounded in literature.	64-79
Satisfactory	The student presents key topics and uncertainties in the situation, analysis that is grounded in the literature.	48-63
Approaches Expectation	Although analysis exists, it is limited to categorizing and summarizing the topic. Incorrect analysis or poorly developed analysis may exist. Analysis focuses on a single perspective and fails to discuss other possible perspectives, especially those held by others.	32-47
Below	Analysis is nonexistent or incorrect. Analysis is difficult to comprehend and	1-31

Expectation	lacks utility in demonstrating the student's grasp of the content.	
	Does Not Complete	0
Synthesis/Integration		
Exemplary	The student engages in effective interpretation and integration of challenging and contrary views with supporting evidence through reflective judgment and justification. In addition, the student integrates own ideas with justification from personal experiences, literature, and theory.	80
Accomplished	The student deals only with a single perspective and fails to discuss other possible perspectives. Comparison of ideas and perspectives are superficial and loosely or unevenly integrated.	64-79
Satisfactory	The student engages ideas that are accurate but limited, obvious or agreeable. Alternative views are critically critiqued to justify analysis and integration.	48-63
Approaches Expectation	The student discusses only a single perspective and fails to discuss other possible perspectives. Comparison of ideas and perspectives are superficial and loosely or unevenly integrated.	32-47
Below Expectation	Synthesis, integration and options are no existent.	1-31
	Does Not Complete	0
Conclusion		
Exemplary	The student's solution is novel and qualified as the best available, providing new direction and consideration in light of the given context and the breadth and depth of the evidence. Overall the conclusion presents a sound scholarly position.	80
Accomplished	The student extends beyond the satisfactory conclusion to address implications and consider ambiguities. Implications and consequences consider context, assumptions, and evidence.	64-79
Satisfactory	Conclusion is technically sound, appropriate, and supported by the literature. Conclusion may be presented as absolute and only attributed to external authority.	48-63
Approaches Expectation	Conclusion only loosely follows the analysis and/or the student's fails to support the position with literature, research or theory.	32-47
Below Expectation	Conclusion is nonexistent, incorrect, or unsound. Conclusion is a simplistic summary.	1-31
	Does Not Complete	0
Style, Format & Mechanics		
Exemplary	The paper consistently models the language and conventions used in scholarly literature. The manuscript would meet the guidelines for submission for publication in a peer reviewed journal.	40
Accomplished	Paper follows normal conventions of spelling, grammar, and APA format throughout. Transitions and organizational structures such as subheading are effectively used which help the reader move from one point to another. The reader has little difficulty referring back to cited sources.	32-39
Satisfactory	Paper is in correct APA format, grammatical conventions are primarily correct, and appropriate scholarly references are utilized. The paper flows logically and is comprehensible.	24-31
Approaches Expectation	APA format is attempted but incorrectly used. Writing does not flow smoothly from point to point. There are insufficient or inappropriate citations. Spelling,	16-23

	grammar and punctuation errors are present.	
Below Expectation	Paper contains numerous errors in spelling, grammar, and/or sentence structure, which make following the logic of the paper extremely difficult. Fails to demonstrate thoroughness and competence in documentation. Overall style and format make reading and comprehension problematic.	1-15
	Does not complete	0
	TOTAL	

5. Decision Analysis Dilemma in Business Simulation (BUS 690)

ETHICAL COMMITMENT		SCORE
Exemplary	Author displays a deep understanding and exemplary commitment to being an ethical actor. Language used, elements and data considered in decision making, and balanced concern for all stakeholders in each of the four ethical lens analyses is evident.	5
Accomplished	Author displays a strong commitment to being an ethical actor, with exceptional commitment to at least one core area. Author strives to balance stakeholder needs.	4-4.9
Satisfactory	Author displays core commitments of an ethical actor: equality, rationality, autonomy, and sensibility by thoughtful completion of all four ethical lens analyses	3-3.9
Approaches Expectations	Author fails to display core commitments of an ethical actor: equality, rationality, autonomy, and sensibility in one or more of the four ethical lens analyses	2-2.9
Below Expectations	Author fails to display core commitments of an ethical actor: equality, rationality, autonomy, and sensibility in one or more of the four ethical lens analyses	1-1.9
	Does not complete	0
ANALYSIS		
Exemplary	The language used with each lens was appropriate and carefully chosen, analysis clearly conveys that the participant understood the approach of each lens, author correctly identifies all stakeholders and value in the conflict, appropriate data are used in the analysis and stated in detail	5
Accomplished	Language indicates a careful analysis, each lens was appropriately analyzed, all stakeholders are identified and the values were discussed, appropriate data	4-4.9
Satisfactory	Most stakeholders were identified, values in conflict were accurate and some reliance or reference to data was indicated.	3-3.9
Approaches Expectations	Author displays a developing understanding of the stakeholders and the values in conflict. Absent or limited reference to data displayed .	2-2.9
Below Expectations	Steps of one or more of the analysis were not complete, author does not clearly convey that they understood the element of each lens .	1-1.9
	Does not complete	0
REFERENCE		
Exemplary	The author does a thorough review and summation of existing policy, procedure, regulation, and law, indicates how the policy does or does not apply to create a platform for decision analysis	5
Accomplished	The author accurately summarizes existing policy, procedure and regulations and utilizes it during the decision analysis.	4-4.9
Satisfactory	Author utilizes selected items from existing policy, procedure, regulation, and law in the decision making analysis	3-3.9
Approaches Expectations	Author indicates a knowledge of reference material but does not tie decision to specific data or source	2-2.9
Below	Author neglects to refer to or include existing policy, procedure, regulation,	1-1.9

Expectations	and laws in the decision making analysis	
	Does not complete	0
	TOTAL	

6. Research and Statistics for Managers: Final Exam (BUS 678)

QUESTION 1	Points	Score
The student conveys an in-depth understanding that there will always be variation in data. The student clearly and accurately explains what a null hypothesis is, how statistical confidence relates to the null hypothesis and justification of levels of confidence. The student uses specific examples from their homework show practical application of this knowledge, and to expand upon and clarify their answer. The student presents an articulate response that is professional and uses statistical vocabulary correctly.	32-35	
The student presents an answer that displays a general understanding of the statistical concepts of variation and confidence levels. Student does not tie these concepts to practical applications or homework problems. Statistical vocabulary is used appropriately in the majority of instances, and there are only minor presentation errors	26-32	
The student does not convey an accurate understanding of why there is variation to data, and/or does not accurately explain the basis of a null hypothesis. The student ignores or provides incorrect information regarding levels of confidence. No attempt is made to use practical applications or homework examples to clarify the topic. Multiple errors in presentation and vocabulary are present.	0-25	
QUESTION 2		
The student provides the correct response to the question (yes) and clearly identifies job satisfaction as an ordinal variable that can be ranked and measured. The student also identifies age as an interval or ratio variable. The student declares that a test of Spearman’s rank correlation is appropriate. The student presents an articulate response that is professional and uses statistical vocabulary correctly.	27-30	
The student provides the correct response to the question (yes) and clearly identifies job satisfaction as an ordinal variable that can be ranked and measured. The student also identifies age as an interval or ratio variable. The student declares that a test of Spearman’s rank correlation is appropriate because the test is appropriate for the least specific variable.	22-30	
The student does not display the ability to relate appropriate statistical tests to different type of data. Incorrectly answers question (No), and does not correctly specify the data levels of the two variables. Multiple errors in presentation and vocabulary are present.	0-21	
QUESTION 3		
The student correctly calculates the standard error as $24/\sqrt{156} = 23/12.49=1.92$. The student correctly calculates a 95% confidence interval as $80\pm 1.96(1.92)$, or a range of 76.24 - 83.76 (or 97.06 – 102.94 for the alternative problem, following the same process). The student accurately interprets and presents that it is 95% likely that this interval contains the true population mean of midget ax murderer IQs, and that 95% of the means of any sample group of 156. The student presents an articulate response that is professional and uses statistical vocabulary correctly.	32-35	
The student provides the correct calculations (see above) but does not interpret or present the information accurately. Minor presentation errors exist.	26-32	

The student incorrectly calculates the standard error and confidence interval and does not accurately interpret or present the information.	0-25	
QUESTION 4		
PART A		
The student presents three pertinent questions that would provide measurable, valuable and relevant information regarding the research question, and which are not leading or biased. The student provides a well developed rationale for each of these questions and what data they would provide.	9-10	
The student provides three adequate questions that would provide data regarding the research questions. A rationale for each question is included but may be weak, unclear.	7-8	
The student provides questions that are leading, biased or would provide information that was not appropriate for the research questions. The rationale for each question is weak or non-existent.	0-6	
PART B		
The student describes a target audience that includes relevant criteria (such as being a registered voter) is appropriate for the provided research problem. The student recommends an appropriate same size and presents a thoughtful and well supported rationale for the recommendation.	9-10	
The student describes a target audience and sample size that is appropriate for the research problem identified, but lacks a convincing rationale for the one or both of these elements.	7-8	
The student describes a target audience that is not appropriate for the provided research problem. Student omits or provides a weak rationale for the recommendations.	0-6	
PART C		
The student identifies three journal articles or data bases that provide valuable and important data regarding the research question (taxpayer supported tax breaks). The sources selected are reliable and high quality. Student displays an in-depth understanding of the criteria for developing a quality literature base.	9-10	
The student identifies two journal articles or data bases that provide valuable and important data regarding the research question (taxpayer supported tax breaks). The sources of these articles/data bases are reliable and high quality. Student displays a basic understanding of the criteria for developing a quality literature base.	7-8	
The student identifies literature that is neither reliable nor valuable. The student does not convey an understanding of the criteria for developing a quality literature base.	0-6	
QUESTION 5		
The student identifies that a test group and a control group of comparable students will be needed for the study. The student recommends an appropriate test group. The student presents a comprehensive discussion regarding proper protocol, ethical concerns and parent notification. The student recommends an ANOVA and provides support for this recommendation based on the need to evaluate a change created by an external variable, rather than meeting a specific standard.	32-35	

The student identifies that a test group and a control group of comparable students will be needed for the study. The student recommends an appropriate test group discusses some protocol concerns. The student recommends an ANOVA and provides some justification for this recommendation and/or recommends a T-Test and recognizes the limits of this test	26-32	
The student incorrectly identifies the research methodology for this research problem. The student recommends test group parameters that are inappropriate for the study. The student does not address protocol or ethical issues associated with the research problem. The student recommends an inappropriate statistical test for the research problem.	0-25	
QUESTIONS 6		
The student correctly interprets the research results. The student composes a concise memo that presents the results and accurately discusses the implications of the results. The student uses appropriate vocabulary and presents a memo that meets professional standards	32-35	
The student correctly interprets the research results. The student composes an appropriate memo that presents the results of the research and briefly addresses the implications of the results. Only minor errors in vocabulary or format.	26-32	
The student incorrectly interprets the research results. The student composes a memo that presents the results but omits or inaccurately discusses the implications of the results. Multiple errors in vocabulary and/or format	0-25	
TOTAL		

7. Financial Management Final Exam (BUS 640)

ELEMENT	SCORE
QUESTION 1	
Exemplary (2 pts): The student provides an in-depth analysis of the role of investment banks in the financial well-being of other firms and the economy as a whole. Specific tools and strategies adopted by investment banks are explained and student thoroughly answers (a), (b), (c) and (d).	2.0
Accomplished (1.6 pts): Student correctly answers (a), (b), (c) and (d) and explains the role of investment banks.	1.6-1.9
Satisfactory (1.2 pts): Student answers three of the four questions correctly and provides evidence of an understanding of the role of investment banks.	1.2-1.5
Approaches satisfactory (.8 pts): Student correctly answers two of the four questions and provides evidence of an understanding of the role of investment banks.	.8-1.1
Below Expectations (.4pts): The student correctly answers two or less of the questions and does not provide evidence of an understanding of the role of investment banks.	.4-.7
QUESTION 2	
Exemplary (2 pts): Student correctly answers all five questions.	2.0
Accomplished (1.6 pts): Student correctly answers four of the five questions.	1.6-1.9
Satisfactory (1.2 pts): Student correctly answers three of the five questions.	1.2-1.5
Approaches satisfactory: (.8 pts): Student correctly answers two of the five questions.	.8-1.1
Below expectations: (.4 pts): Student correctly answers one or less of the five questions.	.4-.7
QUESTION 3	
Exemplary (2 pts): Exemplary (2 pts): Student correctly calculates the break-even point for both (a) and (b) and provides evidence of understanding the underlying financial concepts.	2.0
Accomplished (1.6 pts) Student correctly calculates the break-even point for both (a) and (b).	1.6-1.9
Satisfactory (1.2 pts) Student correctly calculates the break-even point for either (a) or (b) and provides evidence that they understand the underlying financial concepts.	1.2-1.5
Approaches satisfactory (.8 pts) incorrectly calculates the break-even point for (a) and (b) but provides evidence of understanding the underlying financial concepts.	.8-1.1
Below Expectations (.4pts) Student incorrectly calculates the break-even point for (a) and (b) and provides no evidence that indicates understanding of the underlying financial concepts.	.4-.7
QUESTION 4	
Exemplary (2 pts): Student correctly calculates (a), (b) and (c) and provides evidence of an understanding of the effect of sales on NOI and NI.	2.0
Accomplished (1.6 pts) Student correctly calculates (a), (b) and (c).	1.6-1.9
Satisfactory (1.2 pts) Student correctly calculates two of the three increases and provides evidence of an understanding of the effect of sales on NOI and NI.	1.2-1.5
Approaches satisfactory (.8 pts): Student correctly calculates one of the three increases and provides evidence of understanding the effect of sales on NOI and NI.	.8-1.1
Below Expectations (.4pts): Student correctly calculates one or fewer of the increases and does not provide evidence of an understanding of the effect of sales on NOI and NI.	.4-.7
QUESTION 5	
Exemplary (2 pts): Student provides a thorough and insightful answer for parts (a), (b) and (c) that indicates an in-depth understanding of financial principles.	2.0
Accomplished (1.6 pts): Student provides a correct answer for parts (a), (b) and (c) which	1.6-1.9

indicates a grasp of the required financial principles.	
Satisfactory (1.2 pts): Student provides a thorough and insightful answer to two of the three questions and provides evidence of adequate understanding of the required financial principles.	1.2-1.5
Approaches satisfactory (.8 pts): Student correctly answers two of the three questions.	.8-1.1
Below Expectations (.4pts): Student correctly answers one or less of the questions and does not provide evidence of adequate understanding of the financial principles.	.4-.7
QUESTION 6	
Exemplary (2 pts): Student correctly answers all five of the questions and provides evidence of an in-depth understanding of effects of a company's financial practice.	2.0
Accomplished (1.6 pts): Student correctly answers four of the questions and provides evidence of an in-depth understanding of effects of a company's financial practice.	1.6-1.9
Satisfactory (1.2 pts): Student correctly answers all three of the questions and provides evidence of an adequate understanding of effects of a company's financial practice.	1.2-1.5
Approaches satisfactory (.8 pts): Student correctly answers two of the questions and provides evidence of a developing understanding of effects of a company's financial practice.	.8-1.1
Below Expectations (.4pts): Student correctly answers one or less the questions and provides no evidence of an understanding of effects of a company's financial practice.	.4-.7
QUESTION 7	
Exemplary (2 pts): The student provides correct and innovative strategies for questions (a), (b) and (c), displaying a thorough understanding of financial management practices	2.0
Accomplished (1.6 pts): The student provides appropriate strategies for parts (a), (b) and (c) displaying a good understanding of financial management practices.	1.6-1.9
Satisfactory (1.2 pts): The student provides correct answers for two of the three questions displaying adequate understanding of financial management practices.	1.2-1.5
Approaches satisfactory (.8 pts): The student provides correct answers for one of the questions displaying a developing understanding of financial management practices.	.8-1.1
Below Expectations (.4pts): The student provides a correct answer for one or less of the questions and displays no understanding of financial management practices	.4-.7
QUESTION 8	
Exemplary (2 pts): Students provides in-depth answers to parts(a) and (b), displaying an thorough understanding of financial statements and the responsibility associated with their development.	2.0
Accomplished (1.6 pts): The student provides correct answers to parts (a) and (b), displaying a good understanding of financial statements and the responsibility associated with their development.	1.6-1.9
Satisfactory (1.2 pts): Student provides correct answers to either part (a) or (b), and displays an adequate understanding of financial statements and the responsibility associated with their development.	1.2-1.5
Approaches satisfactory (.8 pts): The student correctly answers part (a) or (b) and displays a minimal understanding of financial statements and the responsibility associated with their development.	.8-1.1
Below Expectations (.4pts): Student does not correctly answer either part (a) or (b) and displays no understanding of financial statements or the responsibility associated with their development.	.4-.7
QUESTION 9	

Exemplary (2 pts): Student provides a thorough answer to part (a) and (b) and displays an in-depth understanding of the role of projected cash flow budgets.	2.0
Accomplished (1.6 pts): Student correctly answers part (a) and (b) and displays a good understanding of the role of projected cash flow budgets.	1.6-1.9
Satisfactory (1.2 pts): The student provides a correct answer either part (a) or (b) and displays an adequate understanding of the role of projected cash flow budgets.	1.2-1.5
Approaches satisfactory (.8 pts): Student provides a correct answer to part (a) or (b) and displays a minimal understanding of the role of projected cash flow budgets.	.8-1.1
Below Expectations (.4pts): Students does not provide a correct answer for part (a) or (b) and does not display an understanding of projected cash flow budgets.	.4-.7
QUESTION 10	
Exemplary (2 pts): Student provides correct calculations for (a), (b), (c) and (d) and displays an in-depth understanding of profitability ratios.	2.0
Accomplished (1.6 pts): Student provides correct calculations for three of the four questions and displays a strong understanding of profitability ratios.	1.6-1.9
Satisfactory (1.2 pts): Student provides correct calculations for two of the four questions and displays an adequate understanding of profitability ratios	1.2-1.5
Approaches satisfactory (.8 pts): Student provides correct calculations for one of the four questions and displays a developing understanding of profitability ratios.	.8-1.1
Below Expectations (.4pts): Student does not provide correct calculations for any of the questions and does not display an understanding of profitability ratios.	.4-.7
TOTAL	

8. Professional Contribution Essay (BUS 690)

Analysis		Score
Exemplary	Author conveys a genuine and deep commitment to furthering his/her education, becoming involved in professional organizations and/or serving the community. The author creates specific and detailed plans outlining ambitious goals. In addition, the author identifies organizations and committees that align well with identified career goals and experiences. The author reviews the resources necessary to achieve stated goals, and includes an insightful and accurate reflection of skills and talents that the author can contribute.	30
Accomplished	The author conveys a genuine commitment to furthering his/her education, becoming involved in professional organizations and/or serving the community. The author creates feasible plans, identifies organizations and committees appropriate to career, and reviews the resources necessary, includes a reflection of skills and talent that the author can contribute.	24-29
Satisfactory	Author conveys an understanding of, and ability to, contribute to his/her profession through scholarly/professional activities.	18-23
Approaches Expectations	The author indicates a developing commitment to contributing to professional organizations and/or serving the community. An awareness of basic opportunities and appropriate professional organizations exists. A limited attempt was made to investigate the resources necessary to successfully contribute in these areas.	12-17
Below Expectations	The author indicates a cursory understanding of opportunities available, does not convey a realistic commitment to either lifelong learning, community service or professional organizations	1-11
	Did not complete.	0
Presentation		Score
Exemplary	Author presents an essay using exceptional vocabulary, organization, and transitions between paragraphs, uses APA format to cite necessary information, and conveys material in an error-free and professional manner.	15
Accomplished	Author presents an essay using professional business vocabulary, grammar and punctuation are error free, provides source information when necessary, strong organization and transitions.	12-14
Satisfactory	Author presents an essay using appropriate grammar and punctuation, provides source information when necessary, acceptable organization and transitions.	9-11
Approaches Expectations	Author presents an essay with limited errors and developing vocabulary, attempts to utilize transitions between paragraphs, attempts to indicate source for necessary information.	6-8
Below Expectations	Author presents an essay with multiple grammatical and punctuation errors. Organization makes it difficult to understand concepts, no attempt to transition between paragraphs, does not include citation for necessary information.	1-5
	Did not complete.	0

9. Graduate Research Paper on Information Systems (MIS 511)

Introduction		Points
Exemplary	In addition to the satisfactory and accomplished criteria, the student effectively transitions into the body of the paper and models introductions consistently found in scholarly and professional literature.	36-40
Accomplished	In addition to addressing the three primary components of an introduction, the student captures the reader by including a forecast that is compelling, clear, and convinces the reader to read on.	32-35
Satisfactory	The student addresses all three of the three primary components of an introduction: a) context, b) thesis statement, and c) importance of main idea.	28-31
Approaches Expectations	The student addresses one or two of the primary components of an introduction: a) context, b) thesis statement, and c) importance of main idea.	24-27
Below Expectations	The student does not address any of the three primary components of an introduction: a) context, b) thesis statement, and c) importance of main idea.	0-23
IS System		
Exemplary	The student presents the current state of knowledge regarding the IS hardware and software being addressed utilizing a diversity of scientific opinions. These various, and possibly conflicting, opinions are presented in a balanced manner and seamlessly woven together to illustrate a complete grasp of the literature across multiple research approaches including appropriate peer-reviewed journals.	36-40
Accomplished	In addition to the satisfactory criteria, the reader has the foundation necessary to understand the IS hardware and software characteristics as they relate to specific organizational use.	32-35
Satisfactory	Information from authoritative and reliable sources is summarized, compared and contrasted, and sufficient in depth.	28-31
Approaches Satisfactory	The summary of information regarding IS hardware and software is relevant but is insufficient in depth.	24-27
Below Expectations	Summary of the information on the topic is inadequate. Sources are not clearly connected with the context or thesis statement. The reader is left with little information about or little understanding of the topic.	0-23
Analysis		
Exemplary	Analysis contains a clear sense of scope and context, including an assessment of the audience, relates alternative views, and qualifies analysis with personal experience, literature, and theory. Provides an in-depth and comprehensive analysis of the strategic impact of all aspects of the IS system researched.	36-40
Accomplished	Analysis contains a critique of the context with multiple viewpoints, identifies assumptions, addresses ethical dimensions, and is grounded in recognized principles and best practices. Provides an in-depth analysis of the strategic impact of the IS system researched.	32-35

Satisfactory	The student presents key topics and uncertainties in the situation; analysis is grounded in the literature. Analysis clearly addresses the strategic impact of the IS system researched.	28-31
Approaches Expectations	Although analysis exists, it is limited to categorizing and summarizing the topic. Incorrect analysis or poorly developed analysis may exist. Analysis focuses on a single perspective and fails to discuss other possible perspectives, especially those held by others.	24-27
Below Expectations	Analysis is nonexistent or incorrect. Analysis is difficult to comprehend and lacks utility in demonstrating the student's grasp of the content.	0-23
Conclusion		
Exemplary	The student's recommendation is novel and qualified as the best available, providing new direction and consideration in light of the given context, and the breadth and depth of the evidence. Overall the conclusion presents a sound scholarly position that is built on detailed research.	36-40
Accomplished	The student extends beyond the satisfactory conclusion to address implications and consider ambiguities. Implications and consequences consider context, assumptions, and evidence.	32-35
Satisfactory	Conclusion is technically sound, appropriate, and supported by the research. Conclusion may be presented as absolute and only attributed to external authority.	28-31
Approaches Expectations	Conclusion only loosely follows the analysis and/or the student fails to support the position with literature, research, or theory.	24-27
Below Expectations	Conclusion is nonexistent, incorrect, or unsound. Conclusion is a simplistic summary.	0-23
Style, Format & Mechanics		
Exemplary	The paper consistently models the language and conventions used in scholarly literature. The manuscript would meet the guidelines for submission for publication in a peer reviewed journal.	36-40
Accomplished	Paper follows normal conventions of spelling, grammar, and APA format throughout. Transitions and organizational structures such as subheading are effectively used which helps the reader move from one point to another. The reader has little difficulty referring back to cited sources.	32-35
Satisfactory	Paper is in correct APA format, grammatical conventions are primarily correct, and appropriate scholarly references are utilized. The paper flows logically and is comprehensible.	28-31
Approaches Expectations	APA format is attempted but incorrectly used. Writing does not flow smoothly from point to point. There are insufficient or inappropriate citations. Spelling, grammar, and punctuation errors are present.	24-27
Below Expectations	Paper contains numerous errors in spelling, grammar, and/or sentence structure, which make following the logic of the paper extremely difficult. Fails to demonstrate thoroughness and competence in documentation. Overall style and format make reading and comprehension problematic.	0-23
TOTAL		

10. Topic Report Oral Presentation (MIS 511)

Power Point	Points	Score
<i>Exemplary:</i> PowerPoint presentation exceeds all professional expectations. The presentation is engaging and informative. More than the required elements are present with no spelling or grammar errors. The slides present information in an outstanding manner and format enhances the critical information.	23-25	
<i>Accomplished:</i> PowerPoint presentation meets all professional expectations. The presentation is informative. All of the required elements are present with no spelling or grammar errors. The slides present information in an organized manner and utilize bullet format to highlight critical information.	20-22	
<i>Satisfactory:</i> PowerPoint presentation includes the required elements and is free of any spelling or grammar errors. The slides present information in an organized manner that is concise and not text heavy. Color scheme makes text easy to read.	17-19	
<i>Approaches Satisfactory:</i> PowerPoint presentation is missing one or more of the required elements. The slides are text heavy and do not highlight critical points. Multiple spelling or grammar errors exist.	14-16	
<i>Below Expectations:</i> PowerPoint is completely missing or is very poorly constructed.	0-13	
Presentation – Content		
<i>Exemplary:</i> The presentation’s purpose, content, organization, and logic are comprehensive, excellently thought out, and outstandingly well organized.	23-25	
<i>Accomplished:</i> The presentation’s purpose, content, organization, and logic are complete, well thought out, and easy to follow.	20-22	
<i>Satisfactory:</i> The presentation’s purpose, content, organization, and logic show prior planning and is understandable.	17-19	
<i>Approaches Satisfactory:</i> The presentation’s purpose, content, organization, and logic are not clear. Elements of the presentation are unprofessional.	14-16	
<i>Below Expectations:</i> Presentation theme, points, and conclusion are unclear. Content is disorganized or incomplete.	0-13	
Presentation – Delivery		
<i>Exemplary:</i> The student takes command of the presentation, creates an impressive confident personal image, and delivers the information in an outstanding manner. Presentation does not fall short or exceed the required time limit by more than 1 minute.	23-25	
<i>Accomplished:</i> The student displays confidence and expertise regarding the material being presented. Appropriate body language, voice, volume, pace and eye contact were used in the presentation. Presentation meets all professional expectations and is well organized. Presentation does not fall short or exceed the required time limit by more than 1.5 minutes.	20-22	
<i>Satisfactory:</i> The student presents all of the required material in a professional manner. The presentation does not fall short or exceeds the required time limit by more than 2 minutes.	17-19	
<i>Approaches Expectations:</i> The student presents the required material, but elements of the presentation are unprofessional. The presentation falls short or exceeds the required time limit by more than 3 minutes.	14-16	
<i>Below Expectation:</i> Delivery is halting, or difficult to understand.	0-13	
TOTAL	75	

11. Team Work Assignment on Effective Leadership (BUS 615)

The instructor will use the following rubric to assess each student's contributions to the project on the Wikis in Seminars 3 and 4.

BUS615 Teamwork – Instructor Evaluation of Student Contributions Rubric			
		Score	
Exemplary	Student demonstrates an exemplary level of effort and collaboration consistent with scholarly contribution. Fully addresses and develops all aspects of the task. Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts. Initiates original posts that are reflective and substantive. Contributes to discussion with clear, concise comments free of grammatical or spelling errors.	10	
Accomplished	Student demonstrates an excellent level of effort and collaboration in all aspects of the task, but may lack full development of the concepts. Elaborates on existing posts with further comment or observation. Posts may lack full development of concept or thought. May contain minor clarity or mechanics errors.	9	
Satisfactory	Student demonstrates a very good level of effort and collaboration in many aspects of the task, but lacks full development of the concepts. Elaborates on existing posts with limited comment or observation. Posts often lack full development of concept or thought. May contain some minor clarity or mechanics errors.	8	
Approaches Expectations	Student demonstrates a good level of effort and collaboration. Contributes to discussion. Responds to pre-existing posts of others. Communicates with few errors in clarity or mechanics.	7	
Below Expectation	Student demonstrates a poor level of effort and collaboration. Contributes minimally to discussion. Adds little to enrich the advancement of the discussion. May post minimal responses to others' posts. Posts may lack clarity. Posts may contain major mechanical errors.	0-6	

The instructor will use the following rubric in Seminar 4 to assess each group's final report. Although a group grade will be determined, the instructor reserves the right to adjust individual grades based on contributions throughout Seminars 3 - 4.

BUS615 Teamwork Assignment Final Report Rubric			
		Score	
Exemplary	The final report demonstrates an exemplary level of effort and collaboration. It demonstrates an excellent literature review, capturing key characteristics of effective leaders. Fully addresses and develops all aspects of the task, including: characteristics of effective leadership, evidence of interviews, a comparison of results of the interviews with the literature as well as a comparison of the results among group members. The report demonstrates clear,	57-60	

	concise comments free of grammatical or spelling errors.		
Accomplished	The final report demonstrates an excellent level of effort and collaboration. It demonstrates an appropriate literature review, capturing key characteristics of effective leaders. Addresses and develops most aspects of the task, including: characteristics of effective leadership, evidence of interviews, a comparison of results of the interviews with the literature as well as a comparison of the results among group members. The report may contain minor clarity or mechanics errors.	49-56	
Satisfactory	The final report demonstrates a good level of effort and collaboration. It demonstrates a literature review, capturing some of the key characteristics of effective leaders. Addresses and develops some aspects of the task, including: characteristics of effective leadership, evidence of interviews, a comparison of results of the interviews with the literature as well as a comparison of the results among group members. The report may contain some errors in clarity and mechanics.	46-48	
Approaches Expectations	The final report demonstrates some level of effort and collaboration. It demonstrates a minimal literature review, capturing few characteristics of effective leaders. May address or develop some aspects of the task, including: characteristics of effective leadership, evidence of interviews, a comparison of results of the interviews with the literature as well as a comparison of the results among group members. Communicates with some errors in clarity or mechanics.	43-45	
Below Expectation	The final report demonstrates a poor level of effort and collaboration. It may contain a weakly developed literature review, capturing key characteristics of effective leaders. Does not address or develop most aspects of the task, including: characteristics of effective leadership, evidence of interviews, a comparison of results of the interviews with the literature as well as a comparison of the results among group members. The written report may lack clarity or contain major mechanical errors.	0-42	

12. Decision Analysis Memo in Business Simulation (BUS 690)

CRITICAL DATA		SCORE
Exemplary	The author identifies, organizes, and presents data to create an accurate and honest picture of the situation, informs the reader of all key elements and builds connection to policies and regulations that affect the decision, no extraneous information is included, reflects the highest professional standards	5
Accomplished	The author presents critical data to create a complete picture of the situation, refers to key elements including policies and regulations that affect the decision, reflects the standards expected in the professional workplace	4-4.9
Satisfactory	The author appropriately shares all critical information and all stakeholders were identified and addressed.	3-3.9
Approaches Expectations	The majority of critical information was shared, most stakeholders were identified.	2-2.9
Below Expectations	Several key pieces of information were omitted from memo, incomplete or unbalanced scenario presented.	1-1.9
	Does not complete	0
PRESENTATION/FORMAT		
Exemplary	The author presents a) the background of the problem, b) statement of the issue, c) reason for the action, d) a forward looking conclusion in a manner the reflects standards of a professional workplace, the memo includes transitions and engages the reader, memo is free of grammatical errors and utilizes professional vocabulary appropriate to the audience	5
Accomplished	The author presents a) the background of the problem, b) statement of the issue, c) reason for the action, d) a forward looking conclusion, memo is free of grammatical errors and utilizes professional vocabulary appropriate to the audience	4-4.9
Satisfactory	The author provides a) the background of the problem, b) statement of the issue, c) reason for the action, d) a forward looking conclusion and is free of grammatical errors	3-3.9
Approaches Expectations	The author misses one of the four required elements but presents the information with limited grammatical errors, displays a developing understanding of professional standards	2-2.9
Below Expectations	The author misses one or more of the four required elements, memo contains multiple grammatical errors, or utilizes vocabulary not appropriate for the intended audience	1-1.9
	Does not complete	0
REASONING AND SUPPORT		
Exemplary	The author carefully crafts a clear, concise and persuasive argument for the decision made, rationale and support for the decision is provided in a balanced and fair manner that generates support, the author predicts and addresses all stakeholder concerns.	5
Accomplished	The author presents a convincing and logical argument for the decision; the author predicts and addresses various stakeholder	4-4.9

	concerns.	
Satisfactory	The author presents a clear and concise rationale for the final decision.	3-3.9
Approaches Expectations	The author begins to develop a rationale for the decision but provides limited or incomplete information, stakeholders are recognized however position/needs may be inaccurately identified.	2-2.9
Below Expectations	The author informs the reader of the final decision but does not include support or argument for the decision or argument is limited, ambiguous or unbalanced.	1-1.9
	Does not complete	0
	TOTAL	

13. Financial Performance Scorecard in Business Simulation (BUS 690)

Points	5 Member Team	4 Member Team	3 Member Team	2 Member Team
5 Points	3,300,000 – 2,950,001	4,125,000 – 3,687,501	5,500,000 – 4,917,001	8,250,000 – 7,375,001
3 Points	2,950,000 – 2,700,001	3,687,500 – 3,375,001	4,917,000 – 4,500,001	7,375,000 – 6,750,001
2 Points	2,700,000 – 2,500,001	3,375,000 – 3,125,001	4,500,000 – 4,167,001	6,750,000 – 6, 250,001
1 Point	2,500,000 or below	3,125,000 or below	4,167,000 or below	6,250,000 or below

Student	Qtr.1	Qtr.2	Qtr.3	Qtr.4	Qtr.5	Total
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
Total						

Performance Level	Observation for Evaluator	
Exemplary	Your team earned between 23-25 points within the simulation. The financial performance of your team indicates a thorough grasp of a wide range of business topics, knowledge and expertise. Your results reflect exemplary decision making.	23-25
Accomplished	Your team earned between 19 - 22 points within the simulation. The financial performance of your team indicates a good grasp of a wide range of business topics, knowledge and expertise. Your results reflect quality decision making.	19-22
Satisfactory	Your team earned between 15 - 18 points within the simulation. The financial performance of your team indicates an adequate grasp of some business topics and knowledge. Your results reflect an inconsistent ability for decision making.	15-18
Approaches Expectations	Your team earned between 11 - 14 points within the simulation. The financial performance of your team indicates a basic grasp of some business topics and knowledge. Your results reflect some basic level of decision making.	11-14

Below Expectations	Your team earned between 1 - 10 points within the simulation. The financial performance of your team indicates a weak grasp of business topics and knowledge. Your results reflect a low-level ability for decision making.	1-10
Did Not Complete	The team did not complete the business simulation.	0