

# Assurance of Learning

## Rubrics in the College of Business

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# Portion of Mission Statement

- The mission of Montana State University College of Business is to provide excellence in undergraduate and select graduate business education. More specifically, the College's goals include.... encouraging critical thinking, quantitative reasoning, effective communication, life-long learning, ethical decision-making, and social responsibility

# Learning Goals

- Business Knowledge
- Critical Thinking
- Written Communication
- Oral Communication
- Life-Long Learning
- Ethical Decision Making
- Social Responsibility
- Quantitative Reasoning

# Critical Thinking

- Critical thinking is the process of purposeful, self-regulatory judgment. Critical thinking is defined as the ability to structure and synthesize ambiguous information, to sort relevant from irrelevant information, to apply technical knowledge to new problem settings, to analyze and summarize information and to interpret the results of analysis. Critical thinking makes use of the higher cognitive objectives: application, analysis, synthesis, and evaluation.

# Written Communication

- Effective written communication demonstrates professionalism and the use of standard business English. Such writing is direct, courteous, grammatically correct, and not overly casual. A student's writing must demonstrate appropriate sentence structure, mechanics, grammar, word usage, tone and word choice, organization and focus, and development of ideas.

# Oral Communication

- Effective oral communication requires facility with standard oral presentational forms including impromptu, extemporaneous, informational, and persuasive speaking.

# Life-Long Learning

- Following the work of Knowles (1990), the College defines lifelong, self-directed learning as the process by which “individuals take a lifelong initiative, with or without the help of others, to diagnose their own learning needs, formulating their own learning goals, identifying human and material resources for their own learning, choosing and implementing appropriate learning strategies, and evaluating their own learning outcomes.”

# Ethical Decision Making and Social Responsibility

- Rational and ethical decision-making deals with issues of human conduct and the rules that should govern human action. It is characterized by respect for others, an awareness of justice, and sensitivity to the universal application of rules of conduct. Rational and ethical decision-making focuses explicitly on two critical questions: What is right or wrong? and What is good or bad? A graduate of the COB will be competent in rational and ethical decision-making when s/he is able to assess critically her/his actions and the actions of others with respect to these two questions.

# Critical Thinking Assessment

	<b>Unsatisfactory (0)</b>	<b>Satisfactory (1)</b>	<b>Superior (2)</b>	<b>Score</b>
Assimilate	<ul style="list-style-type: none"> <li>•Fails to include relevant information</li> <li>•Misinterprets information</li> </ul>	<ul style="list-style-type: none"> <li>•Includes some relevant information</li> <li>•Generally interprets info accurately</li> </ul>	<ul style="list-style-type: none"> <li>•Includes most relevant info</li> <li>•Consistently interprets info accurately</li> </ul>	0 1 2
Evaluate	<ul style="list-style-type: none"> <li>•Demonstrates little independent thought</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrates some independent/creative thought</li> </ul>	<ul style="list-style-type: none"> <li>•Consistently demonstrates independent / creative thought</li> </ul>	0 1 2
Conclude	<ul style="list-style-type: none"> <li>•No decision</li> </ul>	<ul style="list-style-type: none"> <li>•Irresolute decision</li> </ul>	<ul style="list-style-type: none"> <li>•Clear decision</li> </ul>	0 1 2

# Applied Rubric to Representative Sample of Cases in our Senior Seminar

- Assimilate: 67% Satisfactory or Superior
- Evaluate: 72% Satisfactory or Superior
- Conclude: 75% Satisfactory or Superior

# Curriculum Coverage

- **I**ntroduced = Basic concepts related to learning goal are discussed in a general manner.
- **R**einforced = Learning goal is discussed in a more nuanced context; one or more assignments are completed related to the learning goal.
- **E**mphasized = Learning goal is explored in depth, perhaps with a focus on the professional context in which students are likely to encounter an issue related to the goal; one or more assignments are completed that require a careful, critical analysis on an issue related to the learning goal or an outcome reflecting an understanding of the learning goal.

CT=Critical Thinking

W=Writing

EDM=Ethical Decision Making

QR=Quantitative Reasoning

OC=Oral Communication

I = Introduce

R=Reinforce

E=Emphasize

Course	CT	QR	W	OC	EDM
101 Freshman Seminar	I	I	I	I	I
201 Managerial Communication	R		E	E	R
211 Business Software Applications	E	E	R	R	R
221 Principles of Accounting	R	R			R
222 Managerial Accounting	R	R			R
301 Management & Organizations	E		E	E	R
6 more Business Core Classes					
474 Senior Seminar	E	R	E	R	R

# Next Steps

- Develop definition for quantitative reasoning
- Develop rubrics for quantitative reasoning and life-long learning
- Integrate instruction on learning goals throughout the curriculum
- Apply rubrics in classes at all levels
- Revise curriculum as needed

## Curriculum Coverage of Montana State University CoB Learning Goals

**CT** = Critical Thinking    **QR** = Quantitative Reasoning    **W** = Writing    **OC** = Oral Communication    **ED** = Ethical Decision Making

**I = Introduced** = Basic concepts related to learning goal are discussed in a general manner.

**R = Reinforced** = Learning goal is discussed in a more nuanced context; one or more assignments are completed related to the learning goal.

**E = Emphasized** = Learning goal is explored in depth, perhaps with a focus on the professional context in which students are likely to encounter an issue related to the goal; one or more assignments are completed that require a careful, critical analysis of an issue related to the learning goal (e.g. for critical thinking, ethical decision making or quantitative reasoning) or an outcome reflecting an understanding of the learning goal (e.g. for written or oral communication).

Course	Title	Learning Goals					Comments
		CT	QR	W	OC	ED	
<b>Business Core</b>							
BUS 101	Freshman Seminar	I	I	I	I	I	
BUS 201	Managerial Communication	R		E	E	R	
BUS 211	Business Software Applications	E	E	R	R	R	
BUS 221	Principles of Accounting I	R	R			R	
BUS 222	Managerial Accounting (Mgmt & Mktg)	R	R			R	
ACCT 223	Principles of Accounting II (Acct & Fin)	R	R			R	
BUS 301	Management & Organization	E		E	E	R	
BUS 302	Career Perspectives	R		E	E	R	
BUS 311	Information Systems	E	E	R	R	R	
BUS 331	Operations Management	E	E	R	R	R	
BUS 341	Introductory Marketing	E	I	E	E	E	
BUS 351	Finance						
BUS 361	Introduction to Law	E		E	E	E	
BUS 474	Senior Seminar	E	R	E	R	R	
<b>Accounting Required Courses (Undergrad only)</b>							

## GRADING RUBRIC FOR CRITICAL THINKING ASSESSMENT

	<b>Unsatisfactory (0)</b>	<b>Satisfactory (1)</b>	<b>Superior (2)</b>	<b>Score</b>
<b>Assimilate</b>	<ul style="list-style-type: none"> <li>● Fails to include relevant information</li> <li>● Includes excessive irrelevant information</li> <li>● Misinterprets or mischaracterizes information</li> <li>● Fails to include or is confused by information from a variety of viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>● Includes some relevant information</li> <li>● Minimal amount of irrelevant information</li> <li>● Generally interprets information accurately</li> <li>● Includes some disparate and potentially conflicting information from a variety of viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>● Includes most relevant information</li> <li>● Does not include irrelevant information</li> <li>● Consistently interprets information accurately</li> <li>● Effectively includes disparate and potentially conflicting information from a variety of viewpoints</li> </ul>	<p>0</p> <p>1</p> <p>2</p>
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>● Demonstrates no or little independent/creative thought</li> <li>● Is unable to or superficially uses general principles to create reasonable solutions and/or predictions</li> <li>● Is unable to or superficially uses specific examples to support analysis</li> <li>● Does not evaluate alternative perspectives (e.g., functional, short/long term, strategic/tactical, internal/external)</li> <li>● Exhibits close-mindedness or hostility</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates some independent and creative thought</li> <li>● Limited use of general principles to create reasonable solutions and/or predictions</li> <li>● Limited use of specific examples to support analysis</li> <li>● Some evaluation of alternative perspectives (e.g., functional, short/long term, strategic/tactical, internal/external)</li> </ul>	<ul style="list-style-type: none"> <li>● Consistently demonstrates independent and creative thought</li> <li>● Effectively uses general principles to create reasonable solutions and/or predictions</li> <li>● Effectively uses specific examples to support analysis</li> <li>● Effectively evaluates alternative perspectives (e.g., functional, short/long term, strategic/tactical, internal/external)</li> </ul>	<p>0</p> <p>1</p> <p>2</p>
<b>Conclude</b>	<ul style="list-style-type: none"> <li>● No decision</li> <li>● Decision not based on or only superficially based on sound evidence and prior evaluation</li> <li>● Decision not supported with persuasive arguments</li> <li>● Does not acknowledge other potential outcomes</li> <li>● Decision based on biased information/reasoning</li> </ul>	<ul style="list-style-type: none"> <li>● Irresolute decision</li> <li>● Decision somewhat based on sound evidence and prior evaluation</li> <li>● Decision somewhat supported with persuasive arguments</li> <li>● Acknowledges other potential outcomes, does not effectively persuade they are less desirable</li> </ul>	<ul style="list-style-type: none"> <li>● Clear decision</li> <li>● Decision clearly based on sound evidence and prior evaluation</li> <li>● Decision clearly supported with persuasive arguments</li> <li>● Effectively persuades that other potential outcomes are less desirable</li> </ul>	<p>0</p> <p>1</p> <p>2</p>
				Total:

### Grading Rubric for Ethical Decision Making and Social Responsibility Assessment

	<b>0 -- Unsatisfactory</b>	<b>1 -- Satisfactory</b>	<b>2 -- Superior</b>	<b>Score</b>
<b>Recognition of Ethical/Social Responsibility Issues</b>	<ul style="list-style-type: none"> <li>▫ Little or no recognition of relevant ethical issues</li> <li>▫ Fails to recognize one or more of the most salient ethical issues</li> </ul>	<ul style="list-style-type: none"> <li>▫ Identifies some of the relevant ethical issues</li> <li>▫ Identifies the most salient ethical issue</li> </ul>	<ul style="list-style-type: none"> <li>▫ Identifies all relevant ethical issues</li> <li>▫ Demonstrates creativity and insight into identification of ethical issues</li> </ul>	0  1  2
<b>Knowledge of Ethical/Social Responsibility Decision-Making Tools *</b>	<ul style="list-style-type: none"> <li>▫ Little or no understanding of ethical tools</li> <li>▫ Undeveloped understanding of implications of ethical tools</li> </ul>	<ul style="list-style-type: none"> <li>▫ Working knowledge of ethical tools</li> <li>▫ Competent understanding of implications of ethical tools</li> </ul>	<ul style="list-style-type: none"> <li>▫ Comprehensively articulates relevant approaches to ethical issues</li> <li>▫ Demonstrates deep understanding of implications of ethical tools</li> </ul>	0  1  2
<b>Evaluation of Options for Action</b>	<ul style="list-style-type: none"> <li>▫ No recognition of options or recognizes only one reasonable option</li> <li>▫ Superficial analysis of social and/or personal implications of options with little specific support</li> </ul>	<ul style="list-style-type: none"> <li>▫ Identifies reasonable alternative options</li> <li>▫ Competent analysis of social and personal implications of each option supported by some specific information</li> </ul>	<ul style="list-style-type: none"> <li>▫ Identifies multiple reasonable options</li> <li>▫ Comprehensive analysis of social and personal implications of each option using specific information</li> </ul>	0  1  2
<b>Decision</b>	<ul style="list-style-type: none"> <li>▫ No decision or decision reflects little or no serious engagement with ethics and social responsibility</li> <li>▫ Not supported with persuasive arguments and evidence</li> <li>▫ No other options recognized</li> </ul>	<ul style="list-style-type: none"> <li>▫ Decision reflects competent but not fully-developed ideas on ethics and social responsibility</li> <li>▫ Supported with generally persuasive arguments and some evidence</li> <li>▫ Acknowledges other options with some recognition of their legitimacy</li> </ul>	<ul style="list-style-type: none"> <li>▫ Decision reflects well-developed ideas on ethics and social responsibility</li> <li>▫ Supported with clear and persuasive arguments and evidence</li> <li>▫ Effectively persuades that other options are not optimal</li> </ul>	0  1  2
				Total:

- Decision tools include Universalism, Relativism, Social Contract, Pareto Optimality, Cost-Benefit, Golden Rule, appeal to Moral/Ethical principle or authority: eg. Corporate Codes of Conduct, Mission Statements, Utilitarianism, Fairness, Justice, or Rights etc.

MSU College of Business

**Grading Rubric for Written Communication Assessment**

	<b>0 – Unsatisfactory</b>	<b>1 -- Satisfactory</b>	<b>2 -- Superior</b>	<b>Score</b>
<b>Organization &amp; Development of Ideas</b>	<ul style="list-style-type: none"> <li>▫ No, or poorly communicated, introduction</li> <li>▫ No clear thesis</li> <li>▫ Little or no logical connection from one idea to the next</li> <li>▫ Conclusion (when needed) absent or perfunctory</li> </ul>	<ul style="list-style-type: none"> <li>▫ Introduction implies but does not clearly state thesis, purpose and/or organization of paper</li> <li>▫ Thesis present but not fully developed</li> <li>▫ Generally thoughtful development of argument with some gaps in logic or reasoning.</li> <li>▫ Conclusion (when needed) briefly summarizes paper but does not tie it into a coherent whole.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Clear introduction states thesis, purpose and organization of paper</li> <li>▫ Thesis clear and well-developed</li> <li>▫ Logical arguments and analysis are easy to follow</li> <li>▫ Conclusion (when needed) is clear and comprehensive.</li> </ul>	<p>0</p> <p>1</p> <p>2</p>
<b>Spelling &amp; Punctuation</b>	<ul style="list-style-type: none"> <li>▫ Frequent errors (average <math>\geq 3</math> per page)</li> <li>▫ Errors interfere with communication</li> </ul>	<ul style="list-style-type: none"> <li>▫ Occasional errors (average 1-2 per page)</li> <li>▫ Errors do not substantially interfere with communication</li> </ul>	<ul style="list-style-type: none"> <li>▫ Very few errors (av. <math>\leq 1</math> per page)</li> <li>▫ Errors do not interfere with communication</li> </ul>	<p>0</p> <p>1</p> <p>2</p>
<b>Grammar, Sentence &amp; Paragraph Structure</b>	<ul style="list-style-type: none"> <li>▫ Sentences regularly contain grammatical errors or other problems (e.g. tone, word choice) that interfere with communication</li> <li>▫ Paragraphs generally lack focus</li> <li>▫ Writing overly informal.</li> <li>▫ Quotations often interrupt the flow of writing</li> </ul>	<ul style="list-style-type: none"> <li>▫ Sentences are generally grammatically correct but occasionally awkward (e.g. with respect to tone, word choice)</li> <li>▫ Paragraphs generally focused and coherent.</li> <li>▫ Writing generally professional.</li> <li>▫ Quotations occasionally interfere with flow of writing.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Sentence structure makes paper easy to read</li> <li>▫ Paragraphs are focused and coherent</li> <li>▫ Writing consistently professional.</li> <li>▫ Quotations are integrated seamlessly.</li> </ul>	<p>0</p> <p>1</p> <p>2</p>
<b>Sources &amp; References</b>	<ul style="list-style-type: none"> <li>▫ Sources for facts, quotations and ideas not properly indicated.</li> <li>▫ Sources do not support the author's points.</li> <li>▫ Too few sources used</li> </ul>	<ul style="list-style-type: none"> <li>▫ Where appropriate, sources for most facts, quotations and ideas are properly indicated.</li> <li>▫ Sources generally support the author's points.</li> <li>▫ More or a greater variety of sources should be used.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Where appropriate, sources for all facts, quotations and ideas are properly indicated.</li> <li>▫ Sources consistently support author's points.</li> <li>▫ Appropriate variety of sources.</li> </ul>	<p>0</p> <p>1</p> <p>2</p>
				<b>Total:</b>

**MSU College of Business**  
**Oral Communication Rubric for Formal Presentations**

	<b>Unsatisfactory (0)</b>	<b>Satisfactory (1)</b>	<b>Superior (2)</b>	<b>Score</b>
<b>Organization &amp; Development of Ideas</b>	<ul style="list-style-type: none"> <li>▫ No discernible introduction or introduction does not clearly state thesis, purpose and organization of presentation</li> <li>▫ Thesis is absent or undeveloped</li> <li>▫ Little or no connection from one idea to the next</li> <li>▫ Contentions are poorly supported</li> <li>▫ Organization and arguments demonstrate little or no attempt at audience analysis.</li> <li>▫ No discernible conclusion or conclusion is not clear and comprehensive.</li> <li>▫ Ineffectively responds to audience questions.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Clear introduction states thesis, purpose and organization</li> <li>▫ Thesis clear and well-developed.</li> <li>▫ Logical arguments and analysis are easy to follow.</li> <li>▫ Contentions are supported by persuasive evidence.</li> <li>▫ Organization and arguments demonstrate effective audience analysis.</li> <li>▫ Conclusion clear and comprehensive.</li> <li>▫ Effectively responds to audience questions with clear, complete answers.</li> </ul>	<p><i>All of "Meets Expectations," plus:</i></p> <ul style="list-style-type: none"> <li>▫ Organization of presentation is unusually impactful, memorable, creative, or otherwise unique</li> <li>▫ Exceptionally effective use of analogies, metaphors, examples, stories, etc. to help explain the thesis, argument or contention</li> </ul>	<p>0</p> <p>1</p> <p>2</p>
<b>Delivery</b>	<ul style="list-style-type: none"> <li>▫ Grammatical errors interfere with presentation</li> <li>▫ Pitch of voice and/or speaking rate interfere(s) with presentation</li> <li>▫ Frequent verbal fillers distract the audience</li> <li>▫ Tone is inappropriately casual</li> <li>▫ Infrequent, inappropriate or concentrated eye contact</li> <li>▫ Over-reliance on notes or visuals for cues</li> <li>▫ Body language is distracting or conveys wrong message</li> <li>▫ Displays low energy</li> <li>▫ Appears not to assess or respond to audience signals</li> </ul>	<ul style="list-style-type: none"> <li>▫ Very few grammatical errors; errors do not interfere with presentation</li> <li>▫ Clear, easily heard voice with measured and consistent speaking rate</li> <li>▫ Fluent delivery with very few verbal fillers</li> <li>▫ Tone consistently and appropriately professional</li> <li>▫ Frequent, appropriate and audience-wide eye contact</li> <li>▫ Minimal reliance on notes or visuals for cues</li> <li>▫ Body language is appropriate and conveys reasonable confidence</li> <li>▫ Displays strong energy</li> <li>▫ Assesses audience signals and responds appropriately to keep audience interest</li> </ul>	<p><i>All of "Meets Expectations," plus:</i></p> <ul style="list-style-type: none"> <li>▫ Exceptionally effective use of appropriate humor, irony and/or other rhetorical techniques</li> <li>▫ Exceptionally attuned to audience mood and reactions; works hard to grab and keep audience interest</li> </ul>	<p>0</p> <p>1</p> <p>2</p>
<b>Use of Technology</b>	<ul style="list-style-type: none"> <li>▫ Technology distracts from presentation</li> <li>▫ Visuals contain spelling or grammatical errors</li> <li>▫ Avoidable errors are made that distract the audience</li> </ul>	<ul style="list-style-type: none"> <li>▫ Technology enhances presentation</li> <li>▫ Visuals contain no spelling or grammatical errors</li> <li>▫ Presentation is free of avoidable errors that are distracting to the audience</li> </ul>	<p><i>All of "Meets Expectations," plus:</i></p> <ul style="list-style-type: none"> <li>▫ Exceptionally effective use of technology to support presentation and engage audience</li> </ul>	<p>0</p> <p>1</p> <p>2</p>
<b>Time</b>	<ul style="list-style-type: none"> <li>▫ Excessively long or short (&lt; or &gt;5% of allotted time)</li> </ul>	<ul style="list-style-type: none"> <li>▫ Good use of time (within 5% of allotted time)</li> </ul>		<p>0</p> <p>1</p> <p>2</p>
				<b>Total:</b>