

MSU Departmental Assessment Update Spring 2007

Unit: College of Business

Dean: Rich Semenik

Assessment Coordinator: Susan Dana, Interim Assoc. Dean for Academic Affairs

Date: May 4, 2007

Degrees/Majors/Options Offered by Department

- Bachelor of Science in Business with options in:
 - Accounting
 - Finance
 - Management
 - Marketing
- Minors in:
 - Accounting
 - Business Administration
 - Entrepreneurship and Small Business Management
 - International Business
 - Management of Information Technology
- Master of Professional Accountancy

**Montana State University
College of Business**

**Student Learning Assessment Plan Activity and Results Update
Spring 2007**

Assessment of learning in the College of Business in 2006-07 occurred in three areas:

1. Assessment of learning methodology
2. Organization of assessment of learning effort
3. Review of courses and curriculum

1. ASSESSMENT OF LEARNING METHODOLOGY

The mission of the College of Business is “to provide excellence in undergraduate and select graduate business education. To accomplish this, the College . . . [e]ncourages critical thinking, effective communication, life-long learning, ethical decision-making, and social responsibility” Accordingly, the College is in the process of assessing student learning in the listed areas.

The College’s Strategic Initiatives Committee (SIC) spent AY 2006-07 defining the concepts, goals and objectives for each area of student learning and refining the methodology for assessing student learning. The results of assessments have also been analyzed and presented to the faculty for discussion.

Updates on the SIC’s progress on assessment were presented to the full College at faculty meetings as follows:

- Feb. 28: Presentation by the SIC on progress to date on assessment of learning; presentation of MFT and CCTST results; presentation of rubrics for use in course-embedded assessments (in attendance: Linda Adams, Tim Alzheimer, Harry Benham, Laura Black, Bill Brown, Scott Bryant, Anne Christensen, Susan Dana, Nancy Dodd, Greg Durham, Craig Ehlert, Dave Foster, Marc Giullian, Dan Hammond, Frank Kerins, Mike Kroff, Chris Lamb, James Lin, Joe McCarty, Dan Moshavi, Bruce Raymond, Mike Reilly, Dennis Schmidt, Omar Shehryar, Priscilla Wisner)
- Apr. 4: Presentation on assessment of learning process and proposal for creation of new Assurance of Learning Committee (in attendance: Tim Alzheimer, Harry Benham, Laura Black, Bill Brown, Scott Bryant, Anne Christensen, Susan Dana, Nancy Dodd, Greg Durham, Craig Ehlert, Dave Foster, Marc Giullian, Dan Hammond, Martha Joh Kearns, Frank Kerins, Mike Kroff, Chris Lamb, James Lin, Joe McCarty, Micki Munro, Mike Reilly, Dennis Schmidt, Omar Shehryar, Linda Ward, Priscilla Wisner)

A. Business Knowledge

Concept

Students shall acquire a common body of knowledge and vocabulary of business. As articulated in course syllabi, students shall gain knowledge of the theory and practices used in management of organizations, operations, and human resources; accounting; corporate finance; marketing; information systems and technology; and law. As they specialize further in their respective option(s), students shall demonstrate their ability to integrate this knowledge in solving business problems.

Goal

Students will have strong working knowledge of fundamental concepts in accounting, finance, management, marketing, information technology, strategy and law.

Objective

The College's institutional mean on the Major Field Test will regularly fall in the top quartile.

Assessment Progress

The College has administered the Major Field Test in Business to all graduating seniors since Summer 2005. The MFT has been taken by approximately 150,000 students at over 500 colleges of business around the nation. As of Spring 2007, the College's institutional mean on the MFT is 95%. Although the College is extremely pleased with this result, a team of faculty is currently analyzing the distribution of scores among students and disciplines in order to identify whether improvement is possible in some areas.

Responses to the College's Spring 2006 Alumni Survey (n=103) show that CoB alumni are more satisfied than alumni of our "Select 6" peer institutions: (mean scores on scale of 1-7/Select 6 mean):

- Business degree provided knowledge and skills to succeed: 5.77/5.39
- Effectiveness of skills training: 5.40/5.21
- Effectiveness of developing abilities: 5.32/5.17

B. Critical Thinking

Concept

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.

*The American Philosophical Association. (1990) *Critical Thinking: A Statement Of Expert Consensus For Purposes Of Educational Assessment And Instruction*, ("the Delphi Report"). ERIC Doc. No. ED 315-423, pp. 80.

Goal

Students will be able to engage in critical thinking to solve business problems.

Objectives

A. Students will be able to:

1. Analyze disparate and conflicting information from a variety of sources. (Analysis)
2. Evaluate, clarify and classify information to determine its relevance to solving an issue or problem. (Evaluation).
3. Provide solutions to problems and testable predictions regarding specific situations by using general principles. (Deduction) .
4. Infer general principles by examining specific examples (Induction)
5. Make a recommendation on the basis of circumstantial evidence and prior conclusions rather than on the basis of direct observation. (Inference).

B. Students will regularly average a score of 75% correct on the CCTST.

C. Students on average will achieve a score of at least “satisfactory” on the course embedded measure.

Assessment Progress

The California Critical Thinking Skills Test has been administered in BUS 474 since Spring 2006. The mean student score is typically 70-75% correct. Unlike the MFT, the CCTST does not use comparative data based on institutional mean scores, but according to Insight Assessments, the creators of the CCTST, 70-75% correct is a very high score. The CCTST is typically taken by students in many disciplines, not only business, as well as by working professionals.

In addition to the CCTST, in Fall 2007 the College will begin assessing critical thinking by applying a critical thinking rubric to a random sample of student papers in BUS 474, the senior capstone course. A draft rubric, which is attached, has been drafted and will be tested in Summer 2007 in preparation for launch in Fall 2007.

The 2006 Senior Survey (n=12), revealed the following data (scale of 1-5):

- Professors emphasize higher order thinking skills: 4.17
- Major courses helped respect and value different points of view: 4.08
- Major courses helped critically analyze arguments: 4.25
- Major courses helped think logically and deductively: 4.38
- Major courses helped think creatively: 4.04

C. Effective Written Communication

Concept

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.

Goal

Students will be able to communicate effectively and professionally in writing.

Objectives

- A. Students will:
1. Organize and develop ideas effectively
 2. Adopt an appropriate tone
 3. Employ correct grammar, sentence structure and mechanics
 4. Use appropriate vocabulary
 5. Correctly cite sources for facts, quotations and ideas.
- B. Students on average will achieve a score of at least “satisfactory” on the course embedded measure
- C. In order to be formally admitted to the College, students must achieve a score of at least 3 on the WorkKeys Test of Business Writing

Assessment Progress

The WorkKeys Test of Business Writing has been administered in BUS 201 since Fall 2005. A score of at least Level 3 is required for formal admission to the College for all students. 80-83% of business students in Bus 201 are scoring at Level 3 or higher.

In addition to the WorkKeys Test, in Fall 2007 the College will begin assessing students’ writing skills by applying a written communication rubric to a random sample of student papers in BUS 474, the senior capstone course. A draft rubric, which is attached, has been drafted and will be tested in Summer 2007 in preparation for launch in Fall 2007.

The 2006 Senior Survey (n=12), revealed the following data (scale of 1-5):

- Major courses helped write clearly: 3.79
- Major courses helped write persuasive arguments: 4.04

D. Effective Oral Communication

Concept

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

Goal

Students will be able to communicate effectively and professionally in oral presentations.

Objectives

- A. Students will:
1. Organize and develop ideas effectively
 2. Employ technology effectively in support of the message
 3. Speak extemporaneously with minimal hesitations and fillers
 4. Adopt an appropriate tone
 5. Use appropriate vocabulary
 6. Employ correct grammar and sentence structure
 7. Use appropriately the time allotted for the presentation.

- B. Students on average will achieve a score of at least “satisfactory” on the course embedded measure

Assessment Progress

A draft rubric for assessing oral communication has been developed and is attached. The College is in the process of determining the most effective methodology for assessing oral communication.

The 2006 Senior Survey (n=12), revealed the following data (scale of 1-5):
Major courses helped speak confidently in public settings: 4.50

E. Life-Long Learning

Concept

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."

Goal

Students shall acquire the skills and knowledge necessary to take a lifelong initiative, with or without the help of others, to diagnose their own learning needs, formulate their own learning goals, choose and implement appropriate learning strategies, and evaluate their own learning outcomes. (Knowles 1990)

Objectives

Students shall be able to:

1. Demonstrate effective team skills
2. Identify their own learning needs and preferred learning styles
3. Demonstrate the ability effectively to research information in furtherance of their own learning
4. Demonstrate effective critical thinking skills

Assessment Progress

The College has not yet adopted an assessment plan for life-long learning. Critical thinking skills are already assessed as described above. Assessment of life-long learning skills will be on the agenda for Fall 2007.

The 2006 Senior Survey (n=12), revealed the following data (scale of 1-5):

- Major courses helped learn independently: 4.25
- Major courses broadened intellectual interests: 4.00
- MSU provided opportunities to collaborate in teams: 4.70

F. Ethical Decision-Making and Social Responsibility

Concept

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.

Goal

Students will appreciate the ethical and social responsibility dimensions of business decision-making.

Objectives

Students will be able to:

1. Recognize the ethical and societal implications of proposed actions
2. Effectively employ decision-making tools to evaluate the ethical and societal effects of a variety of options
3. Make a sound decision in accordance with the analysis and evaluation of options.

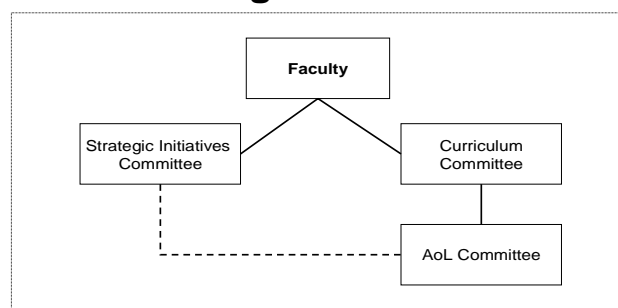
Assessment Progress

In Fall 2007 the College will begin assessing ethical decision-making and social responsibility by applying an ethics rubric to a random sample of student papers in BUS 474, the senior capstone course. A draft rubric, which is attached, has been drafted and will be tested in Summer 2007 in preparation for launch in Fall 2007.

2. ORGANIZATION OF ASSESSMENT OF LEARNING EFFORT

Until April 2007, the assessment of learning process was managed by the College's Strategic Initiatives Committee (SIC). At that point it became apparent that another committee should be created which would report to the College's Curriculum Committee and whose task would be to focus entirely on assessment of learning.

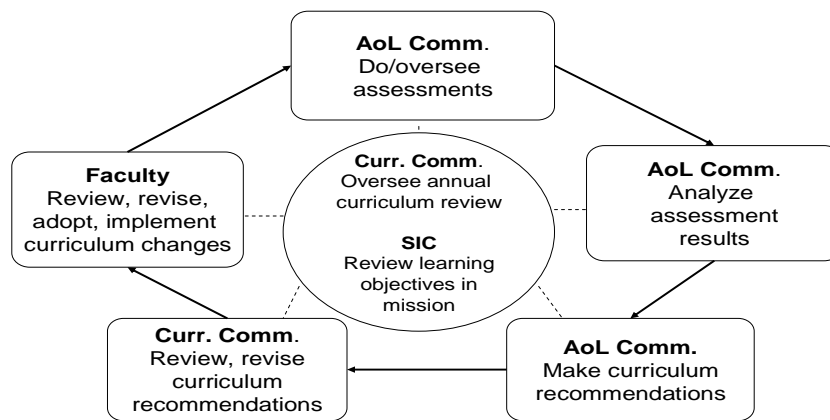
Assurance of Learning Organization



Therefore, after a presentation to the full faculty on a proposal to create a new College Assurance of Learning (AoL) Committee, eight faculty members plus Susan Dana, Interim Assoc. Dean for Academic Affairs, volunteered to serve on the AoL Committee.

The AoL Committee will manage the assessment of learning process by: identifying, developing and revising assessment methodologies; administering the assessment tools; analyzing the results; and making recommendations for changes to the curriculum to the College Curriculum Committee, which in turn will make recommendations to the faculty.

AoL Process: Who Does What



The AoL Committee met for the first time on May 3, 2007. The committee will finalize the course-embedded assessment measures and methodology, test the methodology in Summer 2007, then conduct full assessments in Fall 2007.

3. Review of Courses and Curriculum

BUS 101 US, Freshman Seminar

The College faculty identified the need to review and revise BUS 101US, the College’s freshman seminar. One half day of the College’s faculty retreat on January 7, 2007, was devoted to a full faculty discussion of the objectives of BUS 101. That discussion revealed little consensus among the faculty except that the College probably does need a freshman (or perhaps sophomore) level “introduction to business” course. Therefore, a BUS 101 Task Force was created to propose a “new BUS 101.” The task force consisted of one tenure-track representative from each disciplinary option (accounting, finance, management, marketing), two adjunct faculty members who have taught BUS 101 in the past, and the Interim Associate Dean for Academic Affairs. The task force forwarded a recommendation to the College’s administration in late April 2007 for review for financial implications. The proposal will be presented to the faculty early in the Fall 2007 semester.

Information Technology

The faculty also identified information technology (IT) as an area of the curriculum needing attention. An IT Task Force was created in January 2007 consisting of four faculty members who teach IT (two tenure track, two adjunct) plus the Associate Dean for Administration and Finance to review and propose revisions to the College's IT curriculum. This task force is surveying faculty about their IT expectations for students and expects to make a recommendation to the faculty in Fall 2007.

GRADING RUBRIC FOR CRITICAL THINKING ASSESSMENT

	0 -- Unacceptable	1 – Barely Acceptable	2 -- Satisfactory	3 -- Outstanding	Score
Analysis	<ul style="list-style-type: none"> ▫ Consistently misinterprets or mischaracterizes information ▫ Fails to seek or analyze information from variety of sources 	<ul style="list-style-type: none"> ▫ Usually accurately interprets information but occasionally misinterprets or mischaracterizes information ▫ Confused by conflicting information from variety of sources 	<ul style="list-style-type: none"> ▫ Generally accurately interprets information ▫ Competently analyses disparate and conflicting information from variety of sources 	<ul style="list-style-type: none"> ▫ Consistently accurately interprets information ▫ Effectively analyses disparate and conflicting information from variety of sources 	
Evaluation	<ul style="list-style-type: none"> ▫ No attempt to determine relevance of information ▫ Uses irrelevant information ▫ Ignores alternative points of view ▫ Demonstrates little or no independent thought, or ▫ Exhibits close-mindedness or hostility to reason 	<ul style="list-style-type: none"> ▫ Superficial attempts to determine relevance of information ▫ Basic evaluation of major alternative points of view ▫ Demonstrates little independent thought 	<ul style="list-style-type: none"> ▫ Generally competent to determine relevance of information ▫ Competent evaluation of major alternative points of view ▫ Demonstrates some independent thought 	<ul style="list-style-type: none"> ▫ Thoughtfully and accurately determines relevance of information ▫ Thoughtfully evaluates a variety of alternative points of view ▫ Consistently demonstrates independent and creative thought process 	
Deduction	<ul style="list-style-type: none"> ▫ Is unable to use general principles to create solutions and/or predictions 	<ul style="list-style-type: none"> ▫ Superficially uses general principles to create reasonable solutions and/or predictions 	<ul style="list-style-type: none"> ▫ Competently uses general principles to create reasonable solutions and/or predictions 	<ul style="list-style-type: none"> ▫ Thoughtfully and effectively uses general principles to create reasonable solutions and/or predictions 	
Induction	<ul style="list-style-type: none"> ▫ Is unable to use specific examples to infer general principles 	<ul style="list-style-type: none"> ▫ Superficially uses specific examples to infer general principles 	<ul style="list-style-type: none"> ▫ Competently uses specific examples to infer general principles 	<ul style="list-style-type: none"> ▫ Thoughtfully and effectively uses specific examples to infer general principles 	
Inference	<ul style="list-style-type: none"> ▫ No decision, or ▫ Decision not based on reasoned analysis, or ▫ Decision based on biased information/reasoning ▫ No attempt to persuade other options are less good 	<ul style="list-style-type: none"> ▫ Decision based only superficially on sound circumstantial evidence and prior conclusions ▫ Not supported with persuasive arguments, evidence ▫ Does not persuade that other option(s) is/are less good 	<ul style="list-style-type: none"> ▫ Decision based on generally sound circumstantial evidence and prior conclusions ▫ Supported with generally persuasive arguments, some evidence ▫ Acknowledges other options, does not effectively persuade they are less good 	<ul style="list-style-type: none"> ▫ Decision based on sound circumstantial evidence and prior conclusions ▫ Decision supported with clear and persuasive arguments, evidence ▫ Effectively persuades that other options are less good 	
					Total:

GRADING RUBRIC FOR WRITTEN COMMUNICATION ASSESSMENT

	0 -- Unacceptable	1 – Barely Acceptable	2 -- Satisfactory	3 -- Outstanding	Score
Development of Ideas	<ul style="list-style-type: none"> ▫ No clear thesis. ▫ No clear argument, or argument is not supported by logical analysis. ▫ Little understanding of assigned topic. ▫ Essentially no evidence that author has seriously considered the issue. 	<ul style="list-style-type: none"> ▫ Thesis implied but not developed. ▫ Argument confusing because of frequent lack of logical connections between ideas. ▫ Basic understanding of assigned topic. ▫ Little evidence of author's own ideas. 	<ul style="list-style-type: none"> ▫ Thesis present but not fully developed. ▫ Generally thoughtful development of argument with some gaps in logic or reasoning. ▫ Competent understanding of assigned topic. ▫ Some of author's own ideas but not well-developed or well-supported. 	<ul style="list-style-type: none"> ▫ Thesis clear and well-developed. ▫ Logical arguments and analysis are easy to follow. ▫ Thorough understanding of assigned topic. ▫ Independent and creative ideas. 	
Organization	<ul style="list-style-type: none"> ▫ No discernible introduction. ▫ No discernible conclusion. ▫ No connections from one idea to the next; paper presents random series of ideas. 	<ul style="list-style-type: none"> ▫ Is attempt at introduction but does not communicate anything useful about paper. ▫ Conclusion perfunctory. ▫ Little connection between ideas. 	<ul style="list-style-type: none"> ▫ Is recognizable introduction but does not clearly state thesis, purpose and organization of paper. ▫ Conclusion briefly summarizes paper but does not tie it into a coherent whole. ▫ Transitions between ideas usually smooth but some are sudden and/or unclear. 	<ul style="list-style-type: none"> ▫ Clear introduction states thesis, purpose and organization of paper. ▫ Conclusion clear and comprehensive. ▫ Smooth transitions between ideas. 	
Tone & Word Choice	<ul style="list-style-type: none"> ▫ Tone overly casual. ▫ Word choice often incorrect/inappropriate. 	<ul style="list-style-type: none"> ▫ Tone frequently too informal. ▫ Word choice simplistic, and/or occasionally incorrect/inappropriate. 	<ul style="list-style-type: none"> ▫ Tone generally professional. ▫ Word choice unexceptional but appropriate. 	<ul style="list-style-type: none"> ▫ Tone consistently professional. ▫ Word choice varied, sophisticated and appropriate. 	
Spelling, Grammar & Punctuation	<ul style="list-style-type: none"> ▫ Excessive errors (average more than 3 per page) 	<ul style="list-style-type: none"> ▫ Frequent errors (average 2-3 per page) 	<ul style="list-style-type: none"> ▫ Occasional errors (average 1 per page) 	<ul style="list-style-type: none"> ▫ Very few errors (av. fewer than 1 per page) 	

GRADING RUBRIC FOR WRITTEN COMMUNICATION ASSESSMENT

	0 -- Unacceptable	1 – Barely Acceptable	2 -- Satisfactory	3 -- Outstanding	Score
Sentence & Paragraph Structure	<ul style="list-style-type: none"> ▫ Many sentences unclear or ambiguous ▫ Paragraphs generally no discernible topic sentence or focus. ▫ Quotations often irrelevant and/or interrupt the paper 	<ul style="list-style-type: none"> ▫ Sentences generally understandable and simplistic. ▫ Paragraphs generally have focus but often no clear topic sentence. ▫ Quotations occasionally irrelevant and/or not well-integrated into writing. 	<ul style="list-style-type: none"> ▫ Sentences short and uninteresting but clearly understandable. ▫ Most paragraphs contain topic sentence, and are focused and coherent. ▫ Quotations appropriate but/or occasionally interfere with flow of writing. 	<ul style="list-style-type: none"> ▫ Sentence structure varies, making paper interesting to read. ▫ Each paragraph contains topic sentence, is focused and coherent, and develops an idea in a systematic way. ▫ Quotations appropriate and integrated seamlessly. 	
Sources & References	<ul style="list-style-type: none"> ▫ Sources for facts, quotations and ideas not adequately indicated. ▫ Sources do not support the author’s points. ▫ Too few sources used. 	<ul style="list-style-type: none"> ▫ Where appropriate, sources for most facts, quotations and ideas are indicated. ▫ Sources somewhat unrelated to author’s points. ▫ More or a greater variety of sources should be used. 	<ul style="list-style-type: none"> ▫ Where appropriate, sources for almost all facts, quotations and ideas are indicated. ▫ Sources generally support author’s points. ▫ More or a greater variety of sources should be used. 	<ul style="list-style-type: none"> ▫ Where appropriate, sources for all facts, quotations and ideas are indicated. ▫ Sources consistently support author’s points. ▫ Appropriate variety of sources. 	
					Total:

GRADING RUBRIC FOR ORAL COMMUNICATION ASSESSMENT

	0 -- Unacceptable	1 – Barely Acceptable	2 -- Satisfactory	3 -- Outstanding	Score
Organization & Development of Ideas	<ul style="list-style-type: none"> ▫ No discernible introduction or conclusion ▫ No clear thesis ▫ No connections from one idea to the next; presentation is random series of ideas. ▫ No clear argument, or argument is not supported by logical analysis. 	<ul style="list-style-type: none"> ▫ Introduction does not communicate anything useful about presentation. ▫ Conclusion perfunctory. ▫ Thesis implied but not developed. ▫ Argument confusing because of frequent lack of logical connections between ideas. 	<ul style="list-style-type: none"> ▫ Introduction implies thesis, purpose and organization of presentation. ▫ Conclusion summarizes presentation but does not tie it into coherent whole. ▫ Thesis present but not fully developed. ▫ Generally thoughtful development of argument with some gaps in logic or reasoning. 	<ul style="list-style-type: none"> ▫ Clear introduction states thesis, purpose and organization of paper. ▫ Conclusion clear and comprehensive. ▫ Thesis clear and well-developed. ▫ Logical arguments and analysis are easy to follow. 	
Content Knowledge	<ul style="list-style-type: none"> ▫ Little understanding of assigned topic. ▫ Essentially no evidence that author has seriously considered the issue. 	<ul style="list-style-type: none"> ▫ Basic understanding of assigned topic. ▫ Little evidence of author's own ideas. 	<ul style="list-style-type: none"> ▫ Competent understanding of assigned topic. ▫ Some of author's own ideas but not well-developed or well-supported. 	<ul style="list-style-type: none"> ▫ Thorough understanding of assigned topic. ▫ Independent and creative ideas. 	
Tone	<ul style="list-style-type: none"> ▫ Consistently inappropriately casual. 	<ul style="list-style-type: none"> ▫ Frequently inappropriately casual 	<ul style="list-style-type: none"> ▫ Generally professional but occasionally inappropriately casual. 	<ul style="list-style-type: none"> ▫ Consistently professional yet accessible 	
Use of Technology	<ul style="list-style-type: none"> ▫ Technology distracts significantly from the presentation ▫ Visuals irrelevant to the subject matter ▫ Visuals very hard for audience to read, comprehend ▫ Visuals contain frequent spelling or grammar errors ▫ Unfamiliar with technology 	<ul style="list-style-type: none"> ▫ Technology adds little to presentation ▫ Visuals require audience to strain to read and/or comprehend ▫ Visuals contain several spelling or grammar errors ▫ Makes errors in use of technology 	<ul style="list-style-type: none"> ▫ Technology adds somewhat to audience's ability to follow presentation ▫ Visuals relate to subject matter ▫ Visuals generally easy for audience to read, comprehend ▫ Visuals contain only occasional spelling or grammar errors ▫ Only 1 or 2 glitches 	<ul style="list-style-type: none"> ▫ Technology enhances and helps explain presentation ▫ Visuals well-designed, easy for audience to comprehend ▫ Visuals contain virtually no spelling or grammar errors ▫ Error-free use of technology 	

GRADING RUBRIC FOR ORAL COMMUNICATION ASSESSMENT

	0 -- Unacceptable	1 – Barely Acceptable	2 -- Satisfactory	3 -- Outstanding	Score
Delivery	<ul style="list-style-type: none"> ▫ Frequent grammatical errors interfere with presentation ▫ Inaudible ▫ Speaks very fast or very slow ▫ No eye contact ▫ Reads presentation ▫ Consistently slouches or leans on object ▫ Appears uninterested ▫ Uses monotone ▫ Appears not to notice audience 	<ul style="list-style-type: none"> ▫ Occasional grammatical errors distract audience ▫ Voice often too low to understand and/or mumbles ▫ Often speaks too fast or too slow ▫ Occasional eye contact ▫ Reads most of presentation ▫ Frequently slouches or leans on object ▫ Little expression of interest or confidence ▫ Frequent monotone ▫ Does not try to engage audience 	<ul style="list-style-type: none"> ▫ Some grammatical errors, but is not distracting to audience ▫ Voice occasionally too low or mumbles ▫ Occasionally speaks too fast or slow ▫ Moderate eye contact ▫ Generally extemporaneous with some reading ▫ Occasionally slouches or leans ▫ Generally enthusiastic and confident ▫ Aware of audience, occasionally adapts presentation to reactions of audience 	<ul style="list-style-type: none"> ▫ Very few grammatical errors ▫ Clear voice ▫ Measured and consistent speaking rate ▫ Frequent eye contact ▫ Almost entirely extemporaneous ▫ Erect posture ▫ Consistently enthusiastic & confident ▫ Sensitive to audience, works hard to keep audience interest 	
Time	▫ Excessively long or short (>20% of allotted time)	▫ Too long or short (15-20% of allotted time)	▫ Slightly too long or short (5-15% of allotted time)	▫ Used time allotted	
					Total:

GRADING RUBRIC FOR ETHICAL DECISION-MAKING & SOCIAL RESPONSIBILITY ASSESSMENT

	0 -- Unacceptable	1 – Barely Acceptable	2 -- Satisfactory	3 -- Outstanding	Score
Recognition of Ethical/Social Responsibility Issues	<ul style="list-style-type: none"> ▫ Little or no recognition of relevant ethical issues 	<ul style="list-style-type: none"> ▫ Identifies some of the relevant ethical issues ▫ Fails to recognize one or more of the most salient ethical issues 	<ul style="list-style-type: none"> ▫ Identifies the most salient ethical issues 	<ul style="list-style-type: none"> ▫ Identifies all relevant ethical issues ▫ Demonstrates creativity and insight into identification of ethical issues 	
Knowledge of Ethical/Social Responsibility Decision-Making Tools	<ul style="list-style-type: none"> ▫ Little or no understanding of ethical tools 	<ul style="list-style-type: none"> ▫ Superficial knowledge of ethical tools ▫ Undeveloped understanding of implications of ethical tools 	<ul style="list-style-type: none"> ▫ Working knowledge of ethical tools ▫ Competent understanding of implications of ethical tools 	<ul style="list-style-type: none"> ▫ Comprehensively articulates relevant approaches to ethical issues ▫ Demonstrates deep understanding of implications of ethical tools 	
Evaluation of Options for Action	<ul style="list-style-type: none"> ▫ Little or no recognition of options ▫ Does not recognize more than one reasonable option ▫ Essentially no independent thought 	<ul style="list-style-type: none"> ▫ Identifies only two reasonable options ▫ Superficial analysis of social and/or personal implications of options with little specific support ▫ Analysis shows little independent thought 	<ul style="list-style-type: none"> ▫ Identifies several reasonable options ▫ Competent analysis of social and personal implications of each option supported by some specific information ▫ Analysis shows some independent thought 	<ul style="list-style-type: none"> ▫ Clear and thoughtful identification of multiple options ▫ Comprehensive analysis of social and personal implications of each option using specific information ▫ Independent analysis 	
Decision	<ul style="list-style-type: none"> ▫ No decision or ▫ Decision reflects little or no serious engagement with ethics and social responsibility 	<ul style="list-style-type: none"> ▫ Makes a decision based on superficial ideas about ethics and social responsibility ▫ Not supported with persuasive arguments and evidence ▫ Does not persuade that other option(s) is/are not optimal 	<ul style="list-style-type: none"> ▫ Reflects competent but not fully-developed ideas on ethics and social responsibility ▫ Supported with generally persuasive arguments and some evidence ▫ Acknowledges other options but does not effectively persuade they are not optimal 	<ul style="list-style-type: none"> ▫ Reflects well-developed ideas on ethics and social responsibility ▫ Supported with clear and persuasive arguments and evidence ▫ Effectively persuades that other options are not optimal 	
					Total: