

Rubrics for Program Learning Goals and Objectives

Bachelor of Commerce
Rev. 09/2018

| <p>Program Goal: Students will be skilled in critical thinking and analytical decision-making.</p> <p>Learning Objective: 1. A.) Students will be able to construct logical and robust arguments through interpreting, analyzing and synthesizing information in a variety of business contexts.</p> | | | |
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| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
| <p>Integration/Interpretation: Issue Identification/Problem definition</p> <ul style="list-style-type: none"> - Has the student clearly defined the issue, problem, or question? - Has the student accurately identified the core issues, with both depth & breadth, and presented them from a variety of perspectives? | <p>Problems and Issues are poorly stated. There is confusion with core issues around which the case revolves. Poorly organized and inaccurate.</p> | <p>Problems and Issues are well-organized, clearly and accurately stated, with some depth or breadth. Asks questions and makes inferences from information or claims.</p> | <p>Problems, issues and decisions to be made are elegantly and succinctly stated, with accuracy and clarity, referring to both depth and breadth, and presented from a variety of perspectives. Asks in-depth questions and makes insightful inferences from information provided or claims made.</p> |
| <p>Information: Finding and evaluating facts and stating Assumptions</p> <ul style="list-style-type: none"> - Has the student gathered sufficient, credible, relevant information to support you position? - Has the student articulated consistent and reasonable assumptions? - Has the student cited sources? | <p>Information and facts are poorly presented, inaccurate and confusing. Assumptions are either not stated or wildly unreasonable. Citations are missing. Appendices are standalone and not meaningfully cross-referenced into the text.</p> | <p>Information and facts are clearly presented using appropriate means such as statements, logic, data, facts, questions, graphs, assertions, observations. Assumptions are clearly stated and reasonably defended. Sources are cited. Appendices are sometimes cross-referenced into the text.</p> | <p>Information and facts are clearly, succinctly and appropriately supported by a combination of means. Assumptions are elegantly articulated and defended. Sources are cited with additional useful information. Appendices are frequently cross-referenced into the text in a manner that adds value and credibility.</p> |
| <p>Argumentation</p> <ul style="list-style-type: none"> - Has the student included information that opposes as well as supports the argued position? - Has the student distinguished between observations and inferences drawn from the information? - Does the solution/ recommendation logically flow from the information/points presented? | <p>The student has included information/sources that do not strongly support the argued position. The student draws weak observations and insights from the information presented, and the solutions/recommendations do not directly flow from the information or arguments put forth.</p> | <p>The student has included information/sources that support the argued position. The student offers insights from the information found, and the solutions/recommendations flow logically from the information and arguments put forth.</p> | <p>The student has included relevant information/sources that opposes and supports the argued position. The student has clearly distinguished between observations and inferences, and the solutions flow logically from the information and arguments put forth.</p> |

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| <p>Program Goal: Students will be skilled in critical thinking and analytical decision-making.</p> <p>Learning Objective: 1. B.) Students will be able to solve business problems by applying analytical and quantitative methods and tools.</p> | | | |
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| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
| <p>Using Appropriate Models</p> <p>Question topics include, objective function, new constraints, probability, LP, correctly matching model to question</p> | <p>Selected questions from C290 and C291 Exams: Score of 60% or below</p> | <p>Selected questions from C290 and C291 Exams: Score of 60-90%</p> | <p>Selected questions from C290 and C291 Exams: Score of 90% or above</p> |
| <p>Understanding the Models/Qualitative Applications</p> <p>Question topics include: labelling constraints, sensitivity, feasible regions, labelling probability trees, indifference calculations</p> | <p>Selected questions from C290 Exam: Score of 60% or below</p> | <p>Selected questions from C290 Exam: Score of 60-90%</p> | <p>Selected questions from C290 Exam: Score of 90% or above</p> |
| <p>Arriving at the Correct Quantitative Results</p> <p>Question topics include: probability, sensitivity analysis, opt solution</p> | <p>Selected questions from C290 Exam: Score of 60% or below</p> | <p>Selected questions from C290 Exam: Score of 60-90%</p> | <p>Selected questions from C290 Exam: Score of 90% or above</p> |

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Program Goal: Students will be able to integrate knowledge from relevant business disciplines when making decisions.

Learning Objective:

2. A.) Students will develop expertise in relevant business disciplines.

| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
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Measure and Assessment in Development

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| <p>Program Goal: Students will be able to integrate knowledge from relevant business disciplines when making decisions.</p> <p>Learning Objective: 2. B.) Students will be able integrate different functional business areas by applying expertise from those functional areas.</p> | | | |
| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
| <p>Impact</p> <p>Understands the impact and interrelationship of the relevant functional activities (e.g., production, finance, marketing, human resources) on firm performance.</p> | <p>Understanding follows from an incomplete analysis of the firm's resources and capabilities in relevant functional areas.</p> | <p>Understanding follows from a basic analysis of the firm's resources and capabilities in relevant functional areas.</p> | <p>Understanding follows from a comprehensive analysis of the firm's resources and capabilities in relevant functional areas.</p> |
| <p>Solution</p> <p>Proposes a relevant solution to the firm's issues/problems from a corporate strategy perspective.</p> | <p>Solution poorly addresses the relevant issues facing the firm.</p> | <p>Solution satisfactorily addresses the relevant issues facing the firm.</p> | <p>Solution effectively addresses the relevant issues facing the firm.</p> |

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| Program Goal: Students will be effective communicators with the ability to prepare and deliver oral and written presentations. | | | |
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| Learning Objective: 3. A.) Students will be able to deliver effective oral presentations in a business context. | | | |
| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
| Structure/ Organization | <ul style="list-style-type: none"> • Presentation shows poor organization. • Presentation finishes too early or surpasses time limits. • Ideas are unclear and incoherent. | <ul style="list-style-type: none"> • Content is organized. • Presentation respects time limits. • Ideas are communicated with reasonable coherence, clarity, and concision. | <ul style="list-style-type: none"> • Content is well organized. • Material is delivered in a well-paced, timely manner. • Ideas flow coherently, clearly, and concisely. Transitions are explicitly stated. |
| Speech quality | <ul style="list-style-type: none"> • Hard to understand what is being said. • Voice is too soft, or too loud; pace is often too quick or too slow. | <ul style="list-style-type: none"> • Speech is intelligible. • Speech is at an appropriate volume and pace. | <ul style="list-style-type: none"> • Can easily understand • Speaks at a consistent pace and projects voice with enthusiasm |
| Engagement | <ul style="list-style-type: none"> • Presenter is focusing too much on 'going through the motions' of the presentation than communicating with the audience. • Nervous habits that distract the audience are present. • Very little eye contact is made with the audience because the speaker is reading the presentation. | <ul style="list-style-type: none"> • Presenter communicates message/ideas, rather than mechanically going through content on the slides. • Mildly distracting nervous habits are present but do not override the content. • Eye contact may focus on only one member of the audience or a select few members. | <ul style="list-style-type: none"> • Communicates message/ideas to the audience with enthusiasm and energy. • Uses body language effectively to maintain audience's interest. • Speaker makes eye contact with everyone. |
| Use of media/Visual aids | <ul style="list-style-type: none"> • Slides contain an inappropriate amount of text and (e.g., too much or not enough to explain) possible uses of other media unnecessary or irrelevant to the presentation. | <ul style="list-style-type: none"> • Appropriate amount of text and visuals on slides or other media to provide examples/demos. | <ul style="list-style-type: none"> • Slides or other media are used effortlessly to enhance speech and provide examples/demos by including visuals and minimal text. |
| Addresses Assignment Tasks | <ul style="list-style-type: none"> • Requirements of the assignment are not fully addressed, or are out of scope and simplistic. | <ul style="list-style-type: none"> • Requirements of the assignment are addressed sufficient depth, scope, and complexity. | <ul style="list-style-type: none"> • Requirements of the assignments are thoroughly and accurately addressed in sufficient depth, scope, and complexity. |

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| Program Goal: Students will be effective communicators with the ability to prepare and deliver oral and written presentations. | | | |
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| Learning Objective: 3. B.) Students will be able to write effective business documents. | | | |
| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
| Addressing the Tasks of the Assignment | Distorts or neglects important aspects of the task. | Addresses the topic well, but may respond to some aspects of the task more effectively than others. | Addresses the topic clearly. |
| Argumentation & Analysis | Lacks focus or logic, and demonstrates confused or simplistic thinking. | Displays some depth and complexity of thought, and demonstrates some logical reasoning; | Shows depth and complexity of thought, and demonstrates logical reasoning; |
| Organization of Argument | Is poorly organized on both the essay and paragraph level | Displays fairly good organization of essay and paragraphs | Shows exceptional, flawless organization of essay and paragraphs |
| Support of the Argument | Does not show adequate development; ideas are merely stated, may not be entirely relevant and lack adequate supporting examples and details | Uses good development and supports ideas with appropriate reasons and examples, but details might be less vivid. | Demonstrates exceptional development and supports ideas with strikingly appropriate examples that contain vivid details |
| Syntax and Command of Language | Has limited control of syntax and vocabulary and displays little facility in language use | Displays some syntactic variety, above average vocabulary, and demonstrates good facility in the usage of language | Displays impressive syntactic variety, sophisticated vocabulary, and great facility in the use of language |
| Grammar, Usage, Mechanics | Has a significant number of errors in grammar, usage, and mechanics, and those errors interfere with reader understanding. | May have some errors in grammar, usage and mechanics, but they do not impede understanding | Has no or minimal errors in grammar, usage, and mechanics. |

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| Program Goal: Students will be able to articulate and apply various ethical and social frameworks to business decisions and activities. | | | |
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| Learning Objective: 4. A.) Students will be aware of common ethical challenges, applicable ethical codes, and the appropriate tools and models to reduce unethical behavior. | | | |
| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
| Identification of the ethical issue(s). | Fails to identify the ethical issue(s). | Identifies the ethical issue(s) and provides some background information. | Clearly identifies the ethical issue(s) and provides relevant background. |
| Identification of the main stakeholders and how they would be affected. | Fails to identify the main stakeholders or identifies stakeholders but does not adequately describe how | Identifies the main stakeholders and adequately describes how they would be affected. | Identifies the main stakeholders and correctly describes how they would be affected. |
| Analysis and recommendation. | Analysis fails to apply or incorrectly applies an ethical framework to generate a recommendation. | Analysis is adequately reasoned and satisfactorily applies a relevant ethical framework to generate a recommendation. | Analysis is well reasoned and correctly applies a relevant ethical framework to generate a recommendation. |

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| <p>Program Goal: Students will be able to articulate and apply various ethical and social frameworks to business decisions and activities.</p> <p>Learning Objective: 4. B.) Students will identify how activities of an organization affect society, and be aware of tools and approaches to reduce the negative, and increase the positive, environmental and social impact of business practices.</p> | | | |
|--|---|---|---|
| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
| <p>Score on dedicated mini-case in C296:</p> <ul style="list-style-type: none"> • Did Facebook act ethically or unethically? • What are the principles of the framework of ethical management? • Evaluate Facebook's behavior based on each of these principles, being specific in rationale. | Student earns 0-3 out of 7 points possible. | Student earns 4-5 points out of 7 possible. | Student Earns 6-7 out of 7 possible. |
| <p><i>Proposed additional criteria:</i></p> <ul style="list-style-type: none"> • Identify models of management for sustainability | Student earns 0 out of 2 points possible. | Student earns 1 out of 2 points possible. | Student earns 2 out of 2 points possible. |
| <p><i>Proposed additional criteria:</i></p> <ul style="list-style-type: none"> • Propose steps to ameliorate negative impacts on society, | Student earns 0-1 out of 3 points possible. | Student earns 2 out of 3 points possible. | Student earns 3 out of 3 points possible. |

NB: This rubric is part of an assessment that was designed to bridge a gap in our assessments. Instructors had agreed to measure Criteria 1. However some sections added questions that line up with proposed criteria 2 and 3. We are waiting for faculty feedback on these

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Program Goal: Students will be prepared to work collaboratively within and across organizations.

Learning Objective:

5. A.) Students will be able to work effectively in diverse teams.

| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|---|---------------------------------------|----------------------------------|----------------------------------|
| iPeer Survey Score, COMM 203 final team peer evaluation Dimensions: <ul style="list-style-type: none"> • Planning and Organizing Tasks • Generating Ideas and Solutions • Showing Respect for Other Team Members • Willingly Taking on Less Popular Jobs • Delivering Promised Contributions on Time • Adding Valuable Expertise • Offering Emotional Support to Team Members • Equality of Contribution to the group (Originally out of 10, adjusted to be 1 point as the others) | Score between 0-4 out of a possible 8 | Score of 5-6 out of a possible 8 | Score of 7-8 out of a possible 8 |