Stevens Institute of Technology

School of Business

**AACSB  
ASSURANCE OF LEARNING PLAN**

**Undergraduate B.S. in Business**

June 15, 2019

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# 1. INTRODUCTION AND OVERVIEW OF BS BUSINESS DEGREE

The BS Business program includes the following majors: Business & Technology, Finance, Management, **Marketing Innovation & Analytics**, Information Systems, Economics and following feedback from industry and faculty an Accounting and Analytics major was added. **An Accounting minor was approved during academic year 2017-2018.** After receiving feedback from faculty, students and the BOD**,** the **Marketing major was rebranded as Marketing Innovation & Analytics** to reflect a change in curriculum completed in Spring 2019. Students in all majors share the same core curriculum, which includes the Liberal Arts and Science Core, Business Core, and Practice Core. The BS Business program started in academic year 2013-2014, and it took the place of BS Business & Technology that has been running since Fall 2000.  The reason for the change is that under BS Business & Technology there was only one major – the Business & Technology major. **Starting fall 2016, seven majors exist that reflect well the degree of Bachelor of Science in Business.**

Since 2007, under the BS Business & Technology degree, the program followed strong assurance of learning processes that are being continued with the BS Business degree.  The goals of the program have been assessed **7-9** times depending on the goal. **Following the AOL accreditation committee’s recommendation in 2015**, to simplify the assessment process, we have begun to successfully **automate the team assessment goal (goal 2)**, and now also focus on assessing three AOL goals. More detailed results from goal assessments and corresponding steps taken to address those specific goals are documented in the individual goal booklets.  **Below we have summarized more noteworthy changes** that have resulted from the AOL assessment feedback. These significant changes were also informed by other forms of feedback outside of Assessment of Learning, including student interviews and course reviews, benchmarking our programs relative to other universities, and an in-depth review of the program conducted by faculty.

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|  | 1. Drawing on, for example, AOL goal 3 trait “The student demonstrates creative and innovative thinking” and other feedback from students, faculty and benchmarking other universities, we **continued, during 2017-2018, to effectively roll out** various courses in the **Bachelor of Science in Business** including: 1) **Decision making and 2) Creativity and Innovation**. The courses, e.g., Decision Making, also support other AOL learning objectives, including AOL learning **goal 1 oral communication** (e.g., students present case studies) and AOL learning **goal 2 effective** **teamwork** (e.g., students collaborate and lead teams). |
|  | 2. Based on goal 3 (leveraging technology for business success) and other feedback from students, faculty and benchmarking other institutions, students in the Bachelor of Science in Business in the, e.g., Economics major, **are at present taking supplementary technology oriented courses**, including **Econometrics** which enables to quantify theoretical models. |
|  | 3. The Bachelor of Science in Business Program continues to invest **countless effort** to address the **importance of Business Ethics**, which is implicitly **tackled across countless classes**. All students in the BS in Business are continuing to take an ethics Module. |

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|  | **4. Based on goal 3** (leveraging technology for business success) and other feedback, students in the Business & Technology major can currently **take a wider range of business classes** in the Business and technology concentration. In the business concentration, s**ince 2016-2019** students have **superior selection**, and specialties now include, Finance, Management**, Marketing Innovation & Analytics**, Information Systems, Economics, as well as **Accounting and Analytics**. During academic year 2016-2017, we completed the roll out of all courses related to the new majors in Finance, Marketing, Information Systems, Economics and Management. We also finalized the Accounting and Analytics 5th year curriculum.  **During academic year 2017-2018** additional courses were approved including, **Intermediate Accounting I and II** as well as the **Accounting minor**. Additionally, Syllabi for **two tax courses** were approved by the UCC: **Federal Taxation of Business Entities and Federal Taxation of Individuals. A course on Auditing was approved by the UCC during Spring 2019.**  **The technology concentrations includes**: IS, Computer Science, Environmental Science, Biotechnology, Green Technology, Music & Technology, Arts & Technology, History & Philosophy of Technology and Science.  **Prior to the expanded business concentrations**, students had a more constrained choice of coursework besides elective selections. The **extra concentrations in business,** combined with the technology concentrations, provide students more choice and ensure they are developing specialty capacity in both business and technology. In addition to goal 3, these changes are in line with the SOB Vision and Mission and program goals, which all emphasize the importance of being a business school with technology at our core. |
|  | 5. Based on goal 2 (effective team work) and other feedback, we persisted to **hone** **the “practice core”** courses that focus on team projects that challenge students to solve real-world problems that are cross-functional by nature. In numerous courses, students continue to center on performing strategic due diligence analyses and strategic planning for large public firms. In a different course, students discover how to identify market opportunities. Lastly, in two remaining courses students work on a project throughout their senior year in which they have the option to either be matched up with an actual company as their “client” or work on a start-up business. All projects have an underlying business problem that needs solving. Projects conclude with a group presentation as part of a campus-wide Innovation Day. **Notably, during academic year 2016-2017, a comprehensive review of senior design** for BSB was conducted, a plan was completed and reviewed by the UCC and **its implementation continued during 2017-2018**. |
|  | 6. Based on goal 1 (oral and written communication) **evaluations** and other feedback, all students **carried on taking a freshman writing course during 2017-2019**, which was improved and perfected by the College or Arts and Letters. This continues to provide BSB students with a strong basis they then work and cultivate during the course of the curriculum, and later on are assessed in senior year. |
|  | 7. Our goal 3 assessments (leveraging technology for business success) and other feedback, suggested that while students were getting exposure to business fundamentals, the opportunity for students to develop a specialty in a **particular business** **area was still not comprehensive enough**. This narrowed students’ ability to have ample business acumen in a particular business **field** so that they could have greater ability to leverage technology for business solutions. A **detailed ongoing review** was implemented and it was **decided to gradually adjust the curriculum** **and expand our SOB’s offerings beyond Business & Technology, Finance, Management, Marketing Innovation &** **Analytics** **which has an expanded curriculum, Information Systems and Economics, to include Accounting & Analytics *as well as* an Accounting minor (2017-2018).**  The latter new major and the remaining majors all take the same core, as well as 6-8 courses in their major. We also **persisted** to adjust the Business & Technology curriculum to reflect the additional majors that were added. In the new curriculum, students take the Business Core but **presently (2018-2019) also have a much wider selection** of business concentrations to specialize in, which include taking classes in one of seven business areas (Finance, **Management, Marketing Innovation** & Analytics, Information Systems, **Economics and Accounting & Analytics, along with the opportunity to minor in various domains, e.g., accounting).**  **8. Rebranding of Marketing to Marketing Innovation & Analytics to capture the curriculum changes in the marketing major in Spring 2019, based on AOL and other feedback**. Drawing on AOL feedback, and additional feedback from students, faculty and the SOB BOD, during Fall 2019, Marketing Innovation & Analytics majors will also be required to take new and existing courses in “Creativity and Innovation”. Additionally, all Marketing majors will be asked to take a marketing related senior design project. The new Marketing Innovation & Analytics curriculum just completed in Spring 2019 includes a data analytics course as well. The current courses include: Marketing Analytics & Research; Marketing Strategy in a Digital World; Social Media and Network Analysis; Virtual and Physical Consumer Behavior; Integrated Marketing Communications; and Data Analytics.  9. Drawing on faculty and student feedback during Spring 2019, freshman entering Fall 2019 will have a re-sequenced course schedule. For example, B.S. in Business, Major: Business & Technology students will take Financial Accounting, Corporate Finance and Principles of Management in the second, third, and forth semester respectively.  10. Drawing on AOL, faculty, student and external feedback, including benchmarking, a course on Auditing has been developed. Auditing is one of the specific areas required to sit for the CPA exam. The course addresses auditing and assurance services with a focus on the audit of financial statements, and the role of these services in business and society and their ethical environment. The course provided knowledge in areas such as, the auditor’s and management’s responsibilities in the conduct of an audit, the practical application of audit procedures, and develops expertise financial reporting in the audit of financial statements. |

# 2. OVERVIEW OF BS BUSINESS ASSURANCE OF LEARNING PLAN

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| --- | --- | --- |
|  | **Credits** | **Courses** |
| **BS Business** | 126 | 41 |

**School of Business Vision**  
To be a business school with technology at our core that has impact throughout the world.

**Undergraduate BS Business Vision**  
To provide an outstanding undergraduate business education that is distinguished by its focus on technology, its real-world application, and complex problem solving.

**BS Business Learning Goals**

The Learning Goals for the BS Business program are listed in Table 1. Note that two of the BS Business learning goals (BSB1 and BSB2) are the same as those for the Business School. Learning goal BSB3 is a specialized versions of the school-wide goals HS3 and HS4.

**Table 1: Undergraduate BS Business Learning Goals**

|  |  |
| --- | --- |
| **BS BUSINESS Program Learning Goals** | **Assessments Completed as of Fall 2017** |
| BSB - 1. Students can communicate effectively in written and oral presentations. | 11 |
| BSB - 2. Students can interact effectively in teams. | 10 |
| BSB - 3. Understand how technology is leveraged to improve business performance. | 11 |

# 3. BS BUSINESS ASSURANCE OF LEARNING ASSESSMENT PLAN

**Table 2: Undergraduate BS Business (BSB) Assurance of Learning Assessment Plan - Goals 1 through 3**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEARNING GOAL** | **Where Measured** | **When measured?** | **Sampling** | **Measuring & Validation Plan** | **Criterion** |
| BSB - 1. Students can communicate effectively in writing and in oral presentations.  [Responsibility: Aronson and Stein] | BT401 Capital Structure & Strategy Audit (Required for BS Business Seniors) | Fall Semester, annually | A sample of 30 students. | For writing: All students in BT401 submit writing sample to College of Arts and Letters (CAL) faculty, who evaluate samples using appropriate rubrics.  For Presentations: All students in BT401 have their presentation skills observed during a team presentation in which all students are required to present. A CAL faculty member reviews presentations and complete rubrics for each student. | For both the oral and written evaluations for presentation skills, 80% of students must receive a grade of “A” or “B”.  For writing: A score of 20/40 must be achieved or else completion of Tech Writing Webinar is required.  For Presentations: A score of 20/50 must be achieved or else students are required to submit a reflective essay on the presentation and their plan for improving their skills. |
| BSB - 2. Students can interact effectively in teams.  [Responsibility Aronson] | BT330 Social Psychology & Organization (Required for BS Business Juniors) | Fall Semester, annually | All students in one section (approximately 30) | All students in BT330 take team performance questionnaire at the end of the course. Questions address 2 key team behavior traits: task facilitating behaviors and relationship facilitating behaviors.  The test will be administered using survey monkey and imported into excel. | Faculty receive overall reports. Students study effective teams which emphasize task accomplishment and relationship building behaviors and incorporate as a part of a final paper. 80 % of students get a grade of at least good on the rubric. |
| BSB - 3. Students will understand how technology is leveraged to improve business performance.  [Responsibility Parfett] | MIS460 IT Strategy: Strategic Issues in IT Management (Course is one of the three IS courses students can select from for their two Information Systems Requirements.) | Fall Semester, annually | All students in one section (approximately 30). | All students in MIS460 go through an exercise on alignment and how this leads to competitive advantage that involves an individual paper. | 85% of students get a grade of GOOD or better on the paper as measured by the rubric for this learning goal. |

# 4. BS BUSINESS CURRICULUM ALIGNMENT MAP

**Table 3: BSB Curriculum Alignment Map**

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| --- | --- | --- | --- |
| **Goals/**  **BSB Courses** | BSB - 1. Students can communicate effectively in written and oral presentations. | BSB - 2. Students can interact effectively in teams. | BSB - 3. Students will understand how technology is leveraged to improve business performance. |
| **Business Core COURSES** | |
| **BT100**  **Principles of**  **Management**  **(Aronson)** | Students prepare individual written analyses and present a team analysis of management issues. | Students working in teams analyze and present solutions to a business issue. |  | |
| BT181  Seminar in Business  Houlihan |  | There are classroom case studies that involve collaboration | The course includes lectures and readings on decision-making tools, methods and procedures. | |
| **MIS 201**  **Fundament. of Info Systems**  **(zur Muehlen)** | Students present and lead a class discussion on emerging IT. | Teams identify implications of emergent IT. | Students explore how IT is used in organizations. The lab component of the course teaches students advanced excel skills, which they learn to apply in a business setting. | |
| **BT200**  **Financial**  **Accounting**  **(**Fang-Chun**)** |  |  | Students prepare and analyze financial statements using spreadsheets. Computerized homework software develops skills in interpreting accounting information. | |
| BT 214  Market Research  Sabnis | Student groups present their market research project in class and deliver a written report. | Students work in groups on a market research project | Students collect data using questionnaires, enter the data into a spreadsheet and analyze it. | |
| **BT215**  **Managerial**  **Accounting**  **(**Hu, Nan**)** |  |  | Costs and assessing their impact on the income statement are emphasized. Computerized homework software develops skills in interpreting accounting information. | |
| **BT 221**  **Statistics**  **(Anderson)** |  |  | Course guides students in using statistics to assess tech-business related functions and issues, e.g., product quality, customer satisfaction, and survey results. | |
| **BT 223**  **Applied Models & Simulation**  **(Ryan)** |  | Teams run a Business Game Management Simulation | Assignments focus on applying forecasting and stochastic modeling technologies to business problems. | |
| Goals/  BSB Courses | BSB - 1. Students can communicate effectively in written and oral presentations. | BSB - 2. Students can interact effectively in teams. | BSB - 3. Students will understand how technology is leveraged to improve business performance. |
| **BT 243**  **Macroeconomics**  **(Anderson)** |  |  | Students apply macroeconomic concepts to business performance. Emphasis is placed on how macroeconomic factors are influenced by technology developments. | |
| **BT 244**  **Microeconomics**  **(Koeller)** | Course includes written analysis on the functioning of markets, demand elasticity and other real-world phenomena. |  | Students study the economic behavior of individuals and firms, and the role that technology plays in it. | |
| BT310  Programming for Mobile  Applications  (Ryan) |  |  | Students develop mobile applications using the Google Android App Inventor. | |
| **BT321**  **Corporate**  **Finance**  **(Hamed)** | Individual written analyses of case studies during the semester. Grades are based on organization/ methodology and problem solving | Students interact in teams of 5 to interpret a large corporation’s financial health. | Case studies enable students to translate business theory and events into financial terms. Emphasis is placed on the financial implications of financial developments. | |
| BT322  Capital Markets  Gonzalez-Corzo, | Exams include a series of written questions about the roles and functions of financial markets and institutions, the different types of financial intermediaries, and specific capital market products. |  |  | |
| BT325  Financial Reporting & Analysis  Hu, Nan |  | Students work in teams to examine two companies from one industry, throughout the semester.  (from Dr. Bill Schwartz) |  | |
| **BT 330**  **Soc. Psych & Org. Behavior**  **(Aronson)** | Student teams present and submit a written analysis, comparing the team dynamics and leadership in technology-based firms.  . | Students work in groups on weekly assignments and projects throughout the semester | Organizational behavior is examined using web based individual assessments. Special focus is placed on how technology affects behavior. | |
| **Goals/**  **BSB Courses** | BSB - 1. Students can communicate effectively in written and oral presentations. | BSB - 2. Students can interact effectively in teams. | BSB - 3. Students will understand how technology is leveraged to improve business performance. | |
| **BT350**  **Marketing**  **(Sabnis)** | Students must write-up recommendations to the manager for the case presented. | Four classes involve group (team) based case analysis. | Students are exposed to the increasing role that technology tools play in marketing management – e.g., social media, electronic data mining. | |
| **BT360**  **International Business**  **(Guth)** | Individual written analysis on BRL Hardy company | The team presents recommendations on management of BRL Hardy | Analyze different international business cases from Harvard Business and identify key points. Students are challenged to examine the role technology plays, e.g., in global expansion. | |
| **BT 413**  **Bus Law, Ethics & Negotiation** | Students’ write-up case recommendations to the manager. |  |  | |
| **BT416**  **Business Process Management**  **(zur Muhlen)** | Students present their work several times throughout the semester and are graded on the quality of their presentations. | The final team project requires students to develop a set of org. processes and interact with other teams in customer-supplier relationships. | Students map business processes to business functions (e.g. process payment to the Accounts Receivable function). Students build a technology solution to support common business processes. | |
| **BT 421**  **Systems Analysis and Design (**Asakiewicz,**)** | Students complete a written paper and make a presentation | Groups will present their papers on an approved topic | Student analyze business processes to identify system requirements | |
| **MIS 460**  **IT Strategy: Strategic issues in IT Management (Parfett)** | Students complete a written paper and make a presentation | Groups will present their papers on an approved topic | Students write a paper on alignment and how it leads to improving the business performance | |
| **BT 301**  **Strategy**  **(Calhoun)** | Written Due Diligence Plan (partial);  In-class oral presentations | Group assignments and formal team classroom presentations | Students are assigned tech-based businesses and challenged to prepare a partial Due Diligence analysis & plan, covering the business strategy and the role of technology in it. | |
| **BT 302**  **The Business Model**  **(Calhoun)** | Written Due Diligence Plan (partial);  In-class oral presentations | Group assignments and formal presentations by teams. | Students continue their analysis of a tech-based business from BT301, and are challenged to continue their Due Diligence analysis & plan, this time focusing on sales and revenue-related issues. | |

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| **Goals/**  **BSB Courses** | BSB - 1. Students can communicate effectively in written and oral presentations. | BSB - 2. Students can interact effectively in teams. | BSB - 3. Students will understand how technology is leveraged to improve business performance. |
| **BT 372**  **Disc & Commercialization of Tech. Bus. Opportunity**  **(**Chen, Yan**)** | Each student presents a two-minute pitch for a self-developed business idea  Students write a business plan. | Teams develop a final project for presentation | Value creation is a fundamental topic in the class and students develop individually business ideas based on the exploitation of technologies. | |
| **BT 401**  **Capital Structure & Strategy Audit**  **(Calhoun)** | Written Due Diligence Plan (partial);  In-class oral presentations | Group assignments with formal presentations of results | Students continue their analysis of a tech-based business from BT301 and BT302, and are challenged to complete an in-depth Due Diligence analysis & Strategic Plan covering all aspects of the business. | |
| **BT 411**  **Bus. Consulting In Engineering Design 1**  **(Harquill)** | Written reports and  Oral presentations required of all students | Team leadership and member opportunities | Apply business and technology material learned throughout the first three years to develop a project either related to a start-up business or a business consulting project for an actual organization. | |
| **BT 412**  **Bus. Consulting In Engineering Design 2**  **(Harquill)** | Written reports and  Oral presentations required of all students | Team leadership and member opportunities | Apply business and technology material learned throughout the first three years to develop a project either related to a start-up business or a business consulting project for an actual organization. | |
| **BT 425**  **Portfolio Management**  **(Kaufman)** | Individual presentations of investment results and a paper on developing a portfolio analysis. |  | Use of web based market simulations provide hands-on perspective of trading technologies and demonstration of how events effect valuations |
| **BT 426**  **Securities Valuation**  **(Kaufman,)** | Term project required at the end of the semester | Teams assigned to evaluate specific company market performance | Focus on public company  valuation |
| **QF 430**  **Intro to Derivatives**  **(Gousgounis)** | Students will implement portfolio hedging strategies using derivatives. |  | Mat lab or CTT is used for pricing operations |
| BT465  Integrated Marketing Communications (Garibaldi) Syllabus not on AACSB website. Waiting for faculty input | Students build integrated marketing campaigns throughout the semester, which they deliver via oral and written exercises and a final presentation. | Students work in teams and on a group final project as they develop an understanding of the different marketing disciplines and their limitation. | Students will take a deep dive into social and digital media and how technology has impacted the way we communicate and market today. |
| **BT 440**  **Money, Banking and Financial Institutions (Bonini,)** | Exams contain essay portions where students will convey their knowledge in writing. |  | Students perform Asset Allocation and Investment through various economic theories |
| **Goals/**  **BSB Courses** | BSB - 1. Students can communicate effectively in written and oral presentations. | BSB - 2. Students can interact effectively in teams. | BSB - 3. Students will understand how technology is leveraged to improve business performance. |
| **BT 214**  **Market Research**  **(Sabnis)** | Students submit a written report of 50-60 pages in length to their client. | Entire course involves group level marketing research teams | Students are challenged to apply what they learned in earlier marketing and statistics courses |
| **BT 403**  **Marketing Strategy and Decision-Making (Sabnis)** | Students are required to write-up five case analyses during the term | Entire course involves group level work performing case analysis | Course requires students to pull together and apply all knowledge from previous marketing business courses to address marketing issue that relates to technology. |
| **BT 435**  Social Networking: A Marketing Perspective **(Nickerson)** | Students will present their results to the class weekly | Teams will create and present marketing campaigns for their Final | Students will need to invest into Google Adwords to test marketing assumptions |
| **BT 353**  **Introduction to Project Management (Lombardi, Donald)** | The midterm and final are in-depth written documents to analyze complex business cases.  The final report includes a presentation to the class | The in-class case studies and final project are conducted via teams, as is the case with most real-world projects. | Course includes identification of a business need and developing a project plan to address the need |
| **BT 333**  **Data Base Management (Morabito)** | For the final project, students write queries and commands to fit the businesses database needs. |  | Analyze organization’s data management needs and design a database to meet those needs. |
| **BT419**  **Entrepreneurship Practicum**  **(Long)** | Students will create and present an elevator pitch on a proposed company. | Teams will select a “promising” technology and determine its commercial viability within an entrepreneurial setting | Students will decide if an idea/technology can be the basis for a successful enterprise. |
| **BT445**  **Virtual and physical consumer Behavior**  **(Madzharov)** | Student groups will give a 30-minute PowerPoint presentation about their commercial. | Students will work in teams on the majority of the course tasks such as case analysis and advertising analysis project | Students learn how companies use technology, e.g., social media, to receive feedback from consumers and understand the consumer decision-making process. Students will understand how the Internet and social media have changed consumer behavior in both the virtual and physical shopping environment. |
| **BT422**  **Decision Making**  **(Dominick)** | Student groups present their final project to the class and have weekly group projects | Team members work together to accomplish weekly and final group projects |  |
| **Goals/**  **BSB Courses** | BSB - 1. Students can communicate effectively in written and oral presentations. | BSB - 2. Students can interact effectively in teams. | BSB - 3. Students will understand how technology is leveraged to improve business performance. |
| **BT447**  **Creativity and Innovation (Chen Yan** | Student groups develop a final project to present to the class | Team members collaborate to develop a final group project | Student explore technology’s influences on creativity |
| **BT 343**  **Intermediate macro-economics**  **(Saad-Lessler)** | Each student will be required to present an assigned current events news analysis in class. | There are in-class collaborative group assignments | Consideration of how macroeconomic aspects are influenced by technology developments. |
| **BT 442**  **Fixed income analysis**  **(Bonini)** | Exams have some essay portions where students exhibit their knowledge in writing. |  | Students understand credit Analysis Models: univariate and discriminant model |
| **BT** xxx  **Intermediate Accounting I & II**  (**Biagi & Henry)** | * Students should be able to explain time value of money concepts using present value and future value tables. |  | * Demonstrate an understanding of the conceptual framework of financial reporting; * Apply steps in the financial reporting process and prepare financial statements; * Show an understanding of assets and liabilities such as cash, receivables, inventories, property & equipment, intangibles, current liabilities, contingencies, and long-term liabilities. |
| **BT** xxx  Federal Taxation of Business Entities (2021)  (Biagi) | -Students should be able to discuss the general objectives and provisions related to business taxation pursuant to the Internal Revenue Code (IRC);  -The students ought to be able to communicate effectively, critically, and analytically in all written and oral assignments. |  | - Apply and analyze issues related to the filing of federal income tax returns for business entities.  -Analyze the working of the US Internal Revenue Service (IRS);  -Apply and analyze objectives and strategies for business tax planning;  - Discuss, identify and evaluate the legal and income tax applications |
| **BT** xxx  Auditing  (Henry) | -Students participate in group work to stimulate the “real world” of accounting and auditing where most work is done in groups.  -Students will develop their interpersonal skills in cooperating and coordinating with others. |  | - Demonstrate knowledge of auditing concepts, auditing standards and the audit process.  -Demonstrate knowledge of financial reporting in the audit of financial statements. |

**Ethics Thread**

The BS Business Program also takes great effort to address the importance of Business Ethics. The following table shows the courses where ethics is explicitly addressed.

|  |  |  |
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| **Goals/** | | Students are aware of social responsibilities in a business environment and can reason about ethical issues. |
| **BT100**  **Principles of Management**  **(Aronson)** | | Students analyze business ethical issues and provide recommendations.  Personal and business ethical issues are tested. |
| **BT200**  **Financial**  **Accounting**  **(** Fang-Chun**)** | | Short cases are used to help students identify ethical issues, stakeholders, alternatives and identify an appropriate course of action |
| **BT215**  **Managerial Accounting**  **(**Hu, Nan**)** | | Short cases are used to help students identify ethical issues, stakeholders, alternatives and identify an appropriate course of action. Students complete ethics web module. |
| **BT 244**  **Microeconomics**  **(Anderson)** | | Students describe market structure and antitrust policy. |
| **BT321**  **Corporate**  **Finance**  **(Hamed)** | | Current issues of corporate responsibility are highlighted |
| **BT 330**  **Soc. Psych & Org. Behavior**  **(Aronson)** | | Discuss how social responsibility should be integrated into the business model. |
| **BT350**  **Marketing**  **(Sabnis)** | | Vignettes in textbook deal with ethical dilemmas faced by businesses. |
| **BT 413**  **Bus Law, Ethics & Negotiation** | | Ethical issues relating to legal matters are woven throughout the course. |
| **BT416**  **Business Process Management**  **(zur Muhlen)** | | Students learn about change management opportunities and challenges and discuss the social impact of process changes. |
| **MIS 460**  **IT Strategy: Strategic issues in IT Management (Parfett)** | | Contemporary ethical issues in technology management are addressed |
| **BT 301**  **Strategy**  **(Calhoun)** | | Highlighting problems in business ethics through case material |
| **BT 302**  **The Business Model**  **(Calhoun)** | | Highlighting problems in business ethics through case material |
| **BT 401**  **Capital Structure & Strategy Audit**  **(Calhoun)** | | Highlighting problems in business ethics through presentation of case material. |
| **BT 403**  **Marketing Strategy and Decision-Making**  **(Sabnis)** | Vignettes in text deal with ethical dilemmas faced by businesses |
| **BT 422**  **Decision making**  **(Dominick)** | readings consider ethical challenges companies are confronted with |
| **BT 465**  **Integrated marketing communications**  **(Garibaldi)** | Regulations & ethical concerns; legal environment surrounding marketing and marketing communications. Views of ethics, morals, and social responsibility as they relate to marketing, advertising, and public relations. |
| **BT xxx**  **Intermediate Accounting I & II**  **(Biagi & Henry)** | Students work on ethics cases. |
| **BT xxx**  **Auditing**  **(Henry)** | Students develop an understanding of the accountants’ role in society and their ethical environment. |

**Global Thread**

**Another thread that runs through the BSB Program are global considerations. Following is a chart that maps our courses to global coverage using the legend below.**

**Legend**

 – Entirely Global Content

 – Significant parts are global

 – Some global content

|  |  |  |
| --- | --- | --- |
| **Course** | **Legend** | **Notes** |
| **BT100**  **Principles of**  **Management**  **(Murphy)** |  |  |
| BT181  Seminar in Business  Houlihan |  |  |
| **MIS 201**  **Fundament. of Info Systems**  **(zur Muehlen)** |  |  |
| **BT200**  **Financial**  **Accounting**  **(**Fang-Chun**)** |  |  |
| **BT215**  **Managerial**  **Accounting**  **(**Hu, Nan**)** |  |  |
| BT 214  Market Research  Sabnis |  |  |
| **BT 221**  **Statistics**  **(Anderson)** |  |  |
| **BT 223**  **Applied Models & Simulation**  **(Ryan)** |  |  |
| **BT 243**  **Macroeconomics**  **(Anderson)** |  |  |
| **BT 244**  **Microeconomics**  **(Koeller)** |  |  |
| BT310  Programming for Mobile  Applications  (Ryan) |  |  |
| **BT321**  **Corporate**  **Finance**  **(Hamed)** |  |  |
| BT322  Capital Markets  (Gonzalez-Corzo) |  |  |
| BT325  Financial Reporting & Analysis  (Hu, Nan) |  |  |
| **BT 330**  **Soc. Psych & Org. Behavior**  **(Aronson)** |  |  |
| **BT350**  **Marketing**  **(Sabnis)** |  |  |
| **BT360**  **International Business**  **(Guth)** |  |  |
| **BT 413**  **Bus Law, Ethics & Negotiation** |  |  |
| **BT416**  **Business Process Management**  **(zur Muhlen)** |  |  |
| **BT 421**  **Systems Analysis and Design (Asakiewicz)** |  |  |
| **MIS 460**  **IT Strategy: Strategic issues in IT Management (Parfett)** |  |  |
| **BT 301**  **Strategy**  **(Calhoun)** |  |  |
| **BT 302**  **The Business Model**  **(Calhoun)** |  |  |
| **BT 372**  **Disc & Commercialization of Tech. Bus. Opportunity**  **(Tonoyan)** |  |  |
| **BT 401**  **Capital Structure & Strategy Audit**  **(Calhoun)** |  |  |
| **BT 411**  **Bus. Consulting In Engineering Design 1**  **(Harquill)** |  |  |
| **BT 412**  **Bus. Consulting In Engineering Design 2**  **(Harquill)** |  |  |
| **BT 320**  **Money and Banking**  **(Klein)** |  |  |
| **BT 425**  **Investment Management**  **(Klein)** |  |  |
| **BT 426**  **Securities Analysis**  **(Klein)** |  |  |
| **QF 430**  **Intro to Derivatives**  **(Gousgounis)** |  |  |
| BT465  Integrated Marketing Communications  Garibaldi, |  |  |
| **BT 440 Money, Banking and Financial Institutions (Bonini)** |  |  |
| **BT 214**  **Market Research**  **(Sabnis)** |  |  |
| **BT 403**  **Marketing Strategy and Decision-Making**  **(Sabnis)** |  |  |
| **BT 435**  Social Networking: A Marketing Perspective **(Nickerson)** |  |  |
| **BT 353**  **Introduction to Project Management (Lombardi)** |  |  |
| **BT 333**  **Data Base Management (Morabito)** |  |  |
| BT445  Virtual and physicalConsumer Behavior  (Madzharov) |  |  |
| **BT419**  **Entrepreneurship Practicum**  **(Long)** |  |  |
| **BT472**  **Assess/Finance of Tech Busin Ops**  **Bonini,** |  |  |
| **BT447**  **Creativity and Innovation (Chen Yan)** |  |  |
| **BT 422**  **Decision making**  **(Dominick)** |  |  |
| **BT 442**  **Fixed income analysis**  **(Bonini)** |  |  |
| **BT 343**  **Intermediate macro-economics**  **(Saad-Lessler)** |  |  |

# 5. BS BUSINESS (BSB) LEARNING GOALS, OBJECTIVES AND RUBRICS

**Goal 1: Objectives and Traits**

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| --- | --- |
| Learning Goal 1: Communicate effectively in writing and oral presentations. | |
| **Learning Goal 1 has 2 Objectives, as follows:** | |
| **Objective 1:** | ***Students will be able to write effectively.*** |
| **Traits** |  |
| Trait 1: | Logical flow |
| Trait 2: | Grammar and sentence structure |
| Trait 3: | Spelling and word choice |
| Trait 4: | Development of ideas |
|  |  |
| **Objective 2:** | ***Students will be able to deliver presentations effectively.*** |
| **Traits** |  |
| Trait 1: | Organization and logic |
| Trait 2: | Voice quality |
| Trait 3: | Physical presence |
| Trait 4: | Use of slides to enhance communications |
| Trait 5: | Transitions/ Time Management/ Q/A |
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| **Learning Goal 1Rubric** | | | | | | | | |  |
| **B&T – 1** | | **Students can communicate effectively in writing and oral presentations** | | | | | | |  |
| **Objective 1:** *Students will be able to write effectively* | | | | | | | | |  |
|  | | **Trait** | **Poor** | | | **Good** | | **Excellent** |  |
|  | | **Value** | **0** | | | **5** | | **10** |  |
| Trait 1: | | Logical flow | Unclear introduction or conclusion. Does not use a sequence of material to lead reader through the paper. Draws illogical conclusions | | | Develops ideas through effective use of paragraphs, transitions, opening and concluding statements. Generally well structured to suggest connection between sub-topics. | | Maintains clear focus, uses structure to build the paper's conclusions. Presents analysis using sequence of ideas, clarity of flow and continuous voice or point of view. |  |
| Trait 2: | | Grammar and sentence structure | Frequently uses inappropriate grammar and incomplete or poorly structured sentences which interfere with comprehension. | | | Generally complies with standard English and grammar and sentence usage. | | Sophisticated use of English language, using varied sentence structured, phrasing and cadence. Grammar is error-free |  |
| Trait 3: | | Spelling and word choice | Frequent misspellings. Poor or limited choice of words for expression ideas. | | | Has proofread or checked spelling, and uses vocabulary correctly. Minor errors. | | Demonstrates good use of words to support written expression of topic. Spelling is error-free. |  |
| Trait 4: | | Development of ideas | Many unsupported statements offered. Uses flawed or unclear reasoning. | | | Most statements supported, ideas explained with examples and written with sufficient explanation. | | Shows thoughtful reasoning and explores alternatives. Uses existing, supported ideas to develop well-formed, readable output. |  |
| **Criterion:** | **Does not meet expectations: 0 – 15; Meets: 16-30 ; Exceeds: 31-40** | | | | | | |  |
| **Objective 2** | *Students will be able to deliver presentations effectively* | | | | | | |  |
|  | **Trait** | | **Poor** | **Good** | | **Excellent** | |  |
|  | **Value** | | **0** | **5** | | **10** | |  |
| Trait 1: | Organization and logic | | Fails to introduce topic; no evidence of or poor logical flow of topic. | Prepares listeners for sequence and flow of topic. Loses place occasionally but flow and structure are still clear. | | Engages listeners with overview, guides listeners through connections between sections, and alerts audience to key details and concepts. | |  |
| Trait 2: | Voice Quality | | Cannot be heard or understood well due to volume, mumbling, speed, monotone delivery, and/or heavily accented English. | Clear delivery with well-modulated voice. Displays some confidence and enthusiasm, but may also contain flatter periods or sound overly rehearsed. | | Exemplary delivery, with a voice that sounds fully engaged, conveys enthusiasm and confidence, and relates to the audience well. | |  |
| Trait 3: | Physical Presence | | Turns away from audience or uses distracting gestures, such as pacing or tugging clothing. Speaker seems stiff, awkward or uncomfortable. Little eye contact. | Speaker is relaxed in front of the room and keeps distracting movements and gestures to a minimum. Generally faces audience and makes eye contact. | | Speaker’s body language is superb and fully engages the room. Strong, consistent eye contact to the entire audience. Uses confident gestures to underscore key verbal points. | |  |
| Trait 4: | Use of slides to enhance communications | | Misspelled, too busy, too much text, too many slides for allotted time, and/or poor use of graphics like charts. | Slides are readable, containing a reasonable amount of material per slide. Good use of graphics or illustrations. | | Slides are well written/designed, engaging to the audience, and used as support to verbal content presentation. | |  |
| Trait 5: | Transitions Time Management Q&A | | Transitions are awkward or non-existent. Speakers go over time limits. Answers are disorganized or non-responsive. | Transitions are smooth. Speakers generally stay within time limits. Speakers respond to questions well and provide sufficient response. | | Transitions are professional and very smooth. Speakers respond convincingly and address all aspects of question. | |  |
| **Criterion:** | **Does not meet expectations: 0 – 19; Meets: 20-35 ; Exceeds: 36-50** | | | | | | |  |
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**LEARNING GOAL #2 – Goal and Objectives using the Automated Team Survey**

**See traits lower down**

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| --- | --- |
| Learning Goal 2: Students can interact effectively in teams. | |
| Objectives |  |
| Objective 1: | *Students will be able to facilitate task accomplishment within the context of project teams* |
| Objective 2: | *Students will be able to facilitate relationship building within the context of project teams.* |
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# RUBRIC SINCE 2016

**Objective 1:** *Students will be able to facilitate task accomplishment within the context of project teams*

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| --- | --- | --- | --- | --- |
|  | **Trait** | **Poor** | **Good** | **Excellent** |
|  | **Value** | **0** | **5** | **10** |
| Trait 1: | Anticipates problems and develops contingency plans | Fails to suggest a direction and does not clarify responsibilities | Suggests some form of direction for the team | Identifies ways to proceed or alternatives to pursue and clarifies roles and objectives |
| Trait 2: | Recognizes interrelationships among problems and issues | Fails to request information from the team | Makes an effort to request information from the team | Asks questions, analyzes knowledge gaps, requests opinions, beliefs and perspectives |
| Trait 3: | Suggests new approaches to solving problems | Fails to provide information needed | Provides some necessary information | Provides data, offers factors, and judgments and highlights conclusions |
| Trait4 | Organizes information into meaningful categories | Does not expand on others ideas | Makes an effort to build on others' suggestions | Builds on ideas expressed by others; provides examples and illustrations |
| Trait5 | Helps others to draw conclusions from the facts | Fails to suggest to the team to stay focused on the team's task | Makes an effort to keep members focused on the task | Urges team members to stay on task and to achieve team goals |
| Trait6 | Defines task priorities for work sessions and or overall projects | Fails to monitor progress | Tries to check progress | Checks on progress, helps maintain accountability of results |
| Trait7 | Ensures that goals are understood by all | Provides no analysis of team processes | Makes an effort to analyze team processes | Analyzes process and procedures used by the team in order to improve efficiency and timeliness. |
| Trait8 | Clarifies roles and responsibilities of others | Does not ground comments in reality | Makes an attempt to check whether ideas are grounded in reality | Explores whether ideas presented are practical or workable. |
| Trait9 | Reviews progress throughout work sessions/life of a project | Does not reinforce team rules | Tries to reinforce team agreed upon principles | Helps to reinforce team rules, and maintains agreed upon principles |
| Trait10 | Summarizes the team's position on issues | Fails to summarize points and conclusions reached, and does not clarify conclusions reached | Makes an effort to summarize points and clarify conclusions | Combines ideas; sums up points made; Helps members understand the conclusions reached. |

**Objective 2:** *Students will be able to facilitate relationship building within the context of project teams.*

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| --- | --- | --- | --- | --- |
|  | **Trait** | **Poor** | **Good** | **Excellent** |
|  | **Value** | **0** | **5** | **10** |
| Trait 1: | Conveys interest in what others are saying | Fails to praise the contributions of others | Makes an effort to commend the ideas of others | Praises the ideas of others, shows friendliness, and points out others' contributions |
| Trait 2: | Encourages ideas and opinions even when they differ from his/her own | Does not attempt to find common ground in conflicting points of view. | Makes an effort to find common ground in disputes | Mediates differences between others and finds a common ground in disputes |
| Trait 3: | Works towards solutions and compromises that are acceptable to all involved | Fails to motivate team members | Makes an attempt to energize team members | Motivates others towards greater effort |
| Trait4 | Shares credit for success with others | Fails to challenge disruptive behaviors | Makes an effort to challenge uproductive behaviors | Challenges unproductive behaviors |
| Trait5 | Cooperates with others | Fails to encourage solidarity | Makes an effort to ensure proper team behavior | Encourages agreement and helps smooth interactions |
| Trait6 | Encourages participation among all participants | Fails to express empathy for team members | Attempts to reflect group feelings | Expresses empathy and support for team members |
| Trait7 | Shares information with others | Reluctant to share information with team members | Occasionally disseminates information | Regularly Shares information willingly with team members |
| Trait8 | Reinforces the contributions of others | Fails to reinforce other team members’ help | Makes an effort to provide positive feedback following others’ assistance | Reinforces the contributions of others |
| Trait9 | Involves others in decisions that affect them | Fails to include team members in decisions that will affect them | Makes an effort to involve other team members in decisions that will affect them | Gets team members involvement in decisions that will affect them |
| Trait10 | Encourages others to express their views even when they are contrary to his/her own | Discourages others’ constructive dissent. | Attempts to encourage others’ constructive disagreement. | Urges others’ to express contrary views. |

**Rubric prior to 2016**

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| **BT - 2: RUBRIC #1** | | | | | |
| **BT - 2** | **Students can interact effectively in teams** | | | | |
| **Objective 1** | *Students will demonstrate competency in interacting in teams.* | | | | |
|  | **Trait** | **Poor** | **Good** | **Excellent** | **Pre-Test/Post-Test Scores** |
|  | **Value** | **0** | **5** | **10** |  |
| Trait 1 | Managing  Conflict | * Neglects the interests of the parties involved by postponing or sidestepping / avoiding the problem. * Attempts to satisfy his/her needs at the expense of the others’ - forcing. * Unwilling to see the merits of others’ ideas and concerns | * Invites others to express their views and asks questions/ boosting two way interactions. * Shows genuine interest and concern, even when disagrees with others. * Encourages sharing of concerns and issues. | * Encourages the team to use objective criteria when evaluating alternatives/ seeking an optimal solution. * Attempts to find if and where there are commonalities among alternative solutions * Uses conflict as a spring-board for idea generation. |  |
| Trait 2 | Solving Problems Collaboratively | * Reluctant to share information. * Individual goals take priority over team goals * Acts as individual on the team/ accountable for individual tasks. | * Disseminates information willingly, and encourages others’ constructive dissent. * Open to change and prepared to influence others. * Maintains visibility of the team’s vision and superordinate goals | * Feels responsible for team performance outcomes * Team goals take priority over individual goals   . |  |

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| Trait 3 | Communication | * Focuses on team members and their characteristics rather than problems and issues . * Impatiently explains own views prior to seeking an   understanding of other team members’ views .   * Gets angry or agitated with team members when is in disagreement with them. | * Paraphrases and asks what questions instead of why questions. * Tries to understand the team members’ points of view so that the members’ messages are better understood. * Tries to identify areas of agreement in discussions with team members who hold different perspectives. | * Objectively describes events/ problems, their consequences and feelings about the events. * Patiently seeks to understand other members’ views before explaining own views. * Strives to identify areas of agreement and emphasizes joint problem solving in discussions with team members who hold different views, helping to create a positive collaborative environment |  |
| Trait 4 | Team Planning and Task Coordination | * Fails to help clarify responsibilities. * Does not help establish a *team charter* /working agreement * Fails to help identify the team’s mission, goals and timelines | * Assists the team in clarifying roles, responsibilities, goals, and milestones. * Makes an effort to seek out information from the team about *how the team* will achieve its objective. * Occasionally monitors team process and milestones. | * Aids the team in attaining an *agreement* on the team objective and *how* the team will achieve its objective. * Asks questions, analyzes knowledge gaps, requests opinions, beliefs and perspectives. * Helps identify ways to proceed and alternatives to pursue. |  |

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| **Learning Goal 2 (Teams) Rubric prior to 2013**  ***Goal: Students can interact effectively in teams.*** |

**Objective 1:** *Students will be able to facilitate task accomplishment within the context of project teams.*

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| --- | --- | --- | --- | --- |
|  | **Trait** | **Poor** | **Good** | **Excellent** |
|  | **Value** | **0** | **5** | **10** |
| Trait 1: | Direction Giving | Fails to suggest a direction and does not clarify responsibilities | Suggests some form of direction for the team | Identifies ways to proceed or alternatives to pursue and clarifies roles and objectives |
| Trait 2: | Information Seeking | Fails to request information from the team | Makes an effort to request information from the team | Asks questions, analyzes knowledge gaps, requests opinions, beliefs and perspectives |
| Trait 3: | Information Giving | Fails to provide information needed | Provides some necessary information | Provides data, offers factors, and judgments and highlights conclusions |
| Trait4 | Elaborating | Does not expand on others ideas | Makes an effort to build on others' suggestions | Builds on ideas expressed by others; provides examples and illustrations |
| Trait5 | Urging | Fails to suggest to the team to stay focused on the team's task | Makes an effort to keep members focused on the task | Urges team members to stay on task and to achieve team goals |
| Trait6 | Monitoring | Fails to monitor progress | Tries to check progress | Checks on progress, helps maintain accountability of results |
| Trait7 | Process Analyzing | Provides no analysis of team processes | Makes an effort to analyze team processes | Analyzes process and procedures used by the team in order to improve efficiency and timeliness. |
| Trait8 | Reality Testing | Does not ground comments in reality | Makes an attempt to check whether ideas are grounded in reality | Explores whether ideas presented are practical or workable. |
| Trait9 | Enforcing | Does not reinforce team rules | Tries to reinforce team agreed upon principles | Helps to reinforce team rules, and maintains agreed upon principles |
| Trait10 | Summarizing | Fails to summarize points and conclusions reached, and does not clarify conclusions reached | Makes an effort to summarize points and clarify conclusions | Combines ideas; sums up points made; Helps members understand the conclusions reached. |

**Objective 2:** *Students will be able to facilitate relationship building within the context of project teams.*

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| --- | --- | --- | --- | --- |
|  | **Trait** | **Poor** | **Good** | **Excellent** |
|  | **Value** | **0** | **5** | **10** |
| Trait 1: | Supporting | Fails to praise the contributions of others | Makes an effort to commend the ideas of others | Praises the ideas of others, shows friendliness, and points out others' contributions |
| Trait 2: | Harmonizing | Does not attempt to find common ground in conflicting points of view. | Makes an effort to find common ground in disputes | Mediates differences between others and finds a common ground in disputes |
| Trait 3: | Energizing | Fails to motivate team members | Makes an attempt to energize team members | Motivates others towards greater effort |
| Trait4 | Confronting | Fails to challenge disruptive behaviors | Makes an effort to challenge unproductive behaviors | Challenges unproductive behaviors |
| Trait5 | Consensus building | Fails to encourage solidarity | Makes an effort to ensure proper team behavior | Encourages agreement and helps smooth interactions |
| Trait6 | Empathizing | Fails to express empathy for team members | Attempts to reflect group feelings | Expresses empathy and support for team members |

**LEARNING GOAL # 3: Objectives and Traits**

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| --- | --- |
| Learning Goal 3: Students understand how technology is leveraged to improve business performance. | |
| **Objective 1:** | Students will recognize the importance of technology in today’s business environment |
| Trait 1: | The student learns to think strategically beyond the IT function alone |
| Trait 2: | The student understands how to develop an IT strategy that aligns with the business strategy |
| Trait 3: | The student demonstrates creative and innovative thinking |
| Trait 4: | The student articulates the way in which technology enables business strategy and helps to improve business performance |

Rubric

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| --- | --- | --- | --- | --- |
|  | Traits and Value | Poor (0-3 points) | Good (4-7 points) | Excellent (8-10 points) |
| Trait 1: | The student learns to think strategically beyond the IT function alone | Has little understanding of principles of technology.  Focus remains on IT alone | Average understanding of the principles of technology and how it impacts the organization and overall company profitability. | Demonstrates solid understanding of technology and its ramifications throughout the organization. |
| Trait 2: | The student understands how to develop an IT strategy that aligns with the business strategy | Has little understanding of the relationships business and IT.  Struggles to connect these elements in a comprehensive statement. | Demonstrates an understanding of the relationships between IT and the business.  Able to explain who these elements combine to create a comprehensive plan. | Demonstrates an understanding of the relationships between IT and the business.  Strategy goes beyond commonplace thinking and demonstrates insight into the future of the firm |
| Trait 3: | The student demonstrates creative and innovative thinking | Thinking is incremental | Some elements of the analysis process show radical change | The recommend strategies present a clear opportunity for competitive advantage |
| Trait 4: | The student articulates the way in which technology enables business strategy | Relationship between IT and business strategy is not clear. | Clear link between IT and business strategy is shown | The alignment of IT and business through the strategy will provide competitive advantage. |

**Goal 3: Rubrics (2007 – 2012)**

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| **Learning Goal 3 Rubric prior to 2013 (2007-2012)**  ***Goal:* Students have a solid knowledge of core business fundamentals and their application to business organizations, including the integration of technology with core business fundamentals.** | | | | |
|  | Traits and Value | Poor (0-3 points) | Good (4-7 points) | Excellent (8-10 points) |
| Trait 1: | Marketing: Product-Market Fit, Customer Development | Has little understanding of 4-P’s; principles of marketing | Average understanding of the principles of marketing and how it impacts the organization and overall company profitability | Demonstrated solid understanding of marketing and its ramifications throughout the organization. Able to effectively develop a marketing plan and |
| Trait 2: | Finance Knowledge | Has little understanding of basic financial statements; consistency of numbers between financial statements. | Average understanding of the company’s financial statements. Can prepare the basic statements. | Solid understanding of the company’s financial statements and the underlying accounts contained therein. |
| Trait 3: | Operations Knowledge | Has little understanding of operations and/or production operations; cannot principles of marketing | Average understanding of operations principles, such as scheduling, facility planning, project management, etc. | Solid understanding of operations to include quality, scheduling, facility planning, purchasing, etc. |
| Trait 4: | Human Resource Knowledge | Has little understanding of human resources, staffing considerations, manpower planning, etc. | Has average understanding of human resources, staffing considerations, manpower planning, etc. | Solid understanding of human resources, staffing considerations, manpower planning, etc. |
| Trait 5: | General Business Knowledge | Cannot develop a cohesive business plan for a company. | Basic ability to develop a cohesive business plan or due diligence plan for a company, but all inter-functional business skills may not necessarily be coordinated. | Understands all major business operations within a company and their interrelationship among different functional business skills. |