

**EMPIRE STATE COLLEGE
BUSINESS, MANAGEMENT, AND ECONOMICS
ASSESSMENT IN THE MAJOR RUBRIC
2010-2011**

COMMUNICATION SKILLS

BME Objective: Students are expected to demonstrate communication skills that enhance their ability to function in a professional or organizational environment.

EXPECTATIONS	DOES NOT MEET	APPROACHES	MEETS	EXCEEDS	NA
Purpose	Purpose not clear. Not aware of audience	Purpose somewhat clear. Some awareness of audience.	Establishes and maintains purposes. Aware of audience.	Establishes and sustains insightful purpose and awareness of audience	
	○	○	○	○	○
Organization	No evident organization	Structure is evident but not well developed	Clear structure, coherence within and between paragraphs	Structure is easily navigated due to writer's overall plan for project, coherence within project and good transitions	
	○	○	○	○	○
Development	Does not develop ideas or provide evidence	Develops ideas and/or supporting evidence inconsistently or ideas and/or evidence may be only implicitly relevant to purpose	Ideas and evidence are well elaborated, relevant to purpose and appropriate for audience	Ideas and evidence are compelling, rhetorically effective and valuable to audience	
	○	○	○	○	○
Style	Style obscures purpose	Style weakens purpose somewhat, sentence structure too simple or overly complex or unclear	Style supports purpose; use of language is appropriate for audience and purpose	Style produces high readability, precision and memorable work	
	○	○	○	○	○
Grammar/ Mechanics	Kind and number of errors undermines communication	Kind and Number of errors distract reader or undermine credibility	Kind and number of errors neither distract reader nor undermine credibility	Writing is effective and persuasive	

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INFORMATION MANAGEMENT

BME Objective: Students are expected to demonstrate a basic understanding information technology and systems appropriate to their fields.

	Does not meet	Approaches	Meets	Exceeds	NA
Role of information systems	Unable to describe more than one use of an information system or provides substantially inaccurate descriptions.	Can describe different uses of information systems reasonably accurately. Might not be able to show evidence of the analytic ability to examine the nuances of different uses.	Can recognize the range of appropriate and realistic uses of information systems and distinguish among them.	Meets expectations and able to go beyond to demonstrate a more sophisticated analysis and/or evaluation and synthesis. For example, in addition to a broader examination might include an evaluation of the significance differences among similar information systems.	
	○	○	○	○	○
Interaction of humans and technology in systems	Does not demonstrate an understanding of humans and technology in systems. For example, might not identify more than one type of component, or might identify multiple types of components, but not convey recognition of their interaction as a system.	Can provide a general explanation of the components of a system that includes humans and technology and can identify ways that the system's components interact.	Can recognize various types of system components, including human and technological and organization and can evaluate the roles and contributions of these components of the system.	Meets expectations and able to go beyond to demonstrate a more sophisticated analysis and evaluation and/or synthesis. For example, might put the analysis into the context of a broader understanding of sociotechnical systems.	
	○	○	○	○	○
Technology lifecycle in the organization	Does not demonstrate an accurate understanding of even a general technology lifecycle.	Can demonstrate an understanding of the technology lifecycle but this does not include an analysis of the impact on the organization.	Demonstrates an understanding of the technology lifecycle, the impact of this on an organization, and the planning an organization needs to do.	Meets expectations able to go beyond to demonstrate a more sophisticated analysis and evaluation and/or synthesis. For example, might identify and evaluate the pressures that drive the technology lifecycle within an organization.	
	○	○	○	○	○

	Does not meet	Approaches	Meets	Exceeds	NA
Needs and requirements	Does not identify reasonable and realistic system modification or development recommendations appropriate for the organization and/or does not identify relevant stakeholders.	Can identify an organization's needs for modification of a system or development of a system, but does not provide evidence of an analysis that makes a strong business case. Student acknowledges a range of stakeholders, but this list is incomplete or includes irrelevant stakeholders.	Can develop an argument to justify proceeding with a proposal (make a business case) for a modification of a system or development of a system. Student can also analyze the organization to identify the relevant stakeholders for the process.	Meets expectations and able to go beyond this foundation. Might, for example, be able to create a solid requirements analysis that includes the input of all relevant stakeholders.	
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ECONOMICS LITERACY

BME Objective: Students are expected to demonstrate the ability to solve problems using economic principles and concepts.

	DOES NOT MEET	APPROACHES	MEETS	EXCEEDS	NA
Nature of economic problem	No understanding of economic problem	Understands the basic economic themes of scarcity and unlimited wants	Demonstrates understanding of economic problem and implications for individuals and society	Demonstrates solid understanding of implications of economic problem and alternative approaches	
	○	○	○	○	○
Understand the basic concepts and approaches that underpin the science of economics	Demonstrates no understanding of basic economic concepts such as rational expectations and efficiency	Demonstrates some understanding of essential economic concepts	Demonstrates good understanding of basic concepts and their implications	Demonstrates solid grasp of economic concepts and their limitations	
	○	○	○	○	○
Tools of economic analysis	No apparent awareness of tools such as marginal analysis	Aware of essential economic tools	Demonstrates good understanding of essential economic tools	Demonstrates sophisticated understanding of economic tools	
	○	○	○	○	○
Models of economic organization	No awareness of alternative models	Can identify alternative models	Can identify and describe alternative models	Ability to identify, describe and analyze strengths and weaknesses of alternative models	
	○	○	○	○	○
Awareness of economic issues	Demonstrates little or no awareness of contemporary economic issues such as free trade vs. protected trade, equity vs. efficiency,	Demonstrates awareness of economic issues	Demonstrates awareness of economic issues and positions relating to these issues	Sophisticated awareness of issues, understanding of alternative positions, ability to analyze positions	
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ETHICAL AND SOCIAL RESPONSIBILITY

BME Objectives: Students are expected to demonstrate an understanding of and appreciation for ethical and social issues facing organizations and their environments.

	DOES NOT MEET	APPROACHES	MEETS	EXCEEDS	NA
Problem Recognition	No recognition of moral issue	Some evidence of recognition of moral issues	Recognizes moral issues	Recognizes moral issues and displays will to address moral issues	
	○	○	○	○	○
Higher level of Moral Development	No evidence of moral development	Understands importance of obeying the law but not necessarily the dictates of higher morality	Evidence of understanding the "right thing"	Shows evidence of advanced stages of moral development	
	○	○	○	○	○
Application of ethics theory	Little or no understanding of theory appropriate to problem	Some understanding of appropriate theory and ability to apply	Understands appropriate theory and analysis sound	Theory and analysis sound and shows recognition of alternative theories	
	○	○	○	○	○
Managing for socially responsible behavior	No recognition of connection between morality social responsibility and managing	Recognizes importance of management in social responsiveness	Understands models for producing socially responsive behavior	Understands models and demonstrates ability to evaluate alternative approaches	
	○	○	○	○	○
The environment of business	No or little awareness of importance of connections between business and society	Work reflects importance of connections between business and society	Understands concept of environmental scanning to identify opportunities and threats relating thereto	Understands different theoretical perspectives regarding relationship of business and society	
	○	○	○	○	○

QUANTITATIVE SKILLS

BME Objective: Students are expected to demonstrate an understanding of analytic tools appropriate to their field.

	DOES NOT MEET	APPROACHES	MEETS	EXCEEDS	NA
Problem Identification	Does not identify problem	Shows some comprehension of the problem	Shows good comprehension of problem	Shows evidence of deep understanding of problem and its critical elements	
	○	○	○	○	○
Identification and Interpretation of relevant information	Unable to identify relevant information	Shows some ability to identify relevant information and distinguish relevant from irrelevant	Shows good ability to identify relevant information and distinguish relevant from irrelevant	Shows excellent ability to identify relevant information and distinguish relevant from irrelevant	
	○	○	○	○	○
Data Analysis Using Appropriate Methods	Shows no evidence of ability to analyze data	Shows some ability to analyze data	Demonstrates ability to use appropriate data analysis techniques	Shows evidence of strongly developed analytical skills and ability to apply appropriate concepts	
	○	○	○	○	○
Soundness of Conclusions	Conclusions not sound	Conclusion fully or partially accurate but not supported by evidence or not correctly interpreted	Conclusions sound and well supported	Conclusions sound and demonstrates understanding of underlying theory	
	○	○	○	○	○
Organization and Presentation of Data	Data not organized and difficult to understand	Shows some ability to organize and present data	Demonstrates an ability to organize and present data	Data is organized and presented clearly	
	○	○	○	○	○

UNDERSTANDING PEOPLE IN AN ORGANIZATIONAL CONTEXT

BME Objective: Students are expected to demonstrate an understanding of how individuals and groups function or behave in organizations.

	Does Not Meet	Approaches	Meets	Exceeds	NA
Basis of Individual behavior in organizations (culture, values, attitudes, perceptions, motivation)	Confused, Incomplete	Includes all stages in correct order, understands meaning of each concept	Can relate concepts to each other. Compares and contrasts ideas. Supports arguments	Can relate argument to other theories of motivation. Makes value judgment and supports it.	
	○	○	○	○	○
Interaction of people in organizations. (Communication, group dynamics, competition vs. cooperation, power and politics, problem solving, leadership)	Does not show knowledge of the stages, or incomplete.	Identifies all stages, show comprehension of the purpose of each stage.	Shows how stages are significant to successful functioning of the group. Provides details on group behavior at each stage.	Describes the problems groups face which are barriers to success, provides solutions for communication, problem solving, and/or leadership problems, and supports arguments.	
	○	○	○	○	○
Understand the organization's design and communication tracks.	Does not provide an organizational design or the design is incomplete.	Identifies a complete design and shows relationship of levels in the organization	Explains how the organization works and why the design is functional. Understands the placement of power and how communication and leadership are evident in the design.	Critically assesses the success of the design in respect to organization's missions and objectives. Can identify barriers to success and suggest solutions. Provides support for argument	
	○	○	○	○	○
Examines the effect of change on the organization and the ways in which the organization develops as a response to change.	Confused about the change facing the organization. Does not identify it or demonstrate understanding of how the organization must change.	Describes/identifies the change facing the organization and the people or groups affected.	Identifies, explains barriers and challenges to successful change. Provides a plan for overcoming the barriers (to include communication, leadership, motivation, and other factors affecting the individual and groups.	Demonstrates understanding of the role of the change agent in affecting changes and can describe appropriate strategies for the change agent. Provides support for the argument.	
	○	○	○	○	○

	Does not Meet	Approaches	Meets	Exceeds	NA
Understanding of the cross culture aspects of organizational behavior. Includes global awareness.	Fails to identify cross cultural aspects that affect the organization.	Identifies and describes the cross cultural aspects.	Develops and explains solutions to the problem(s) presented.	Explains the function of a cross cultural team and how the team can provide a significant contribution to achieving organizational goals. Connections should be made to team functions and organizational change when appropriate. Provides support for the argument.	
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UNDERSTANDING ORGANIZATIONS WITHIN BROADER CONTEXTS

BME Objective: Programs should provide a solid foundation for graduates to function effectively in their professions, or organizations, in a complex and changing world. To accomplish this, students might include learning that addresses diversity, political, international, technological or environmental issues.

EXPECTATION	DOES NOT MEET	APPROACHES	MEETS	EXCEEDS	NA
Students grasp the complex nature of the organizational environment	Students do not demonstrate an understanding of the organizational environment	Students are aware of some elements of the organizational environment	Students grasp the complex nature of the environments in which organizations operate	Students demonstrate a clear understanding of the richness and complexity of the organizational environment	
	○	○	○	○	○
Students are aware of specific issues (diversity, political, global, international, technological, environmental) that shape the organizational environment	Students are not aware of specific issues that shape the organizational environment	Students demonstrate some understanding of at least one specific issue that shapes the organizational environment	Students convey a good understanding of at least one specific issue that shapes the organizational environment	Students demonstrate a broad and deep awareness of several specific issues that shape the organizational environment	
	○	○	○	○	○
Students understand how these issues affect the operation and development of organizations	Students are not aware of how environmental factors affect the operations and development of organizations	Students display some understanding of how environmental factors influence some aspects of the operation and development of organizations	Students demonstrate a solid understanding of how environmental factor affect the operation and development of organizations	Students demonstrate a nuanced understanding of how environmental factors influence the operation and development of organizations	
	○	○	○	○	○