

Assessment Plan

Students taking their writing intensive class will be assessed. The four areas of assessment are as follows:

Learning Goal	Learning Objectives	Assessment Approach
Written Communication	Appropriate grammar, Organize ideas in coherent manner, development of idea etc.	Grade first 3 pages of “writing intensive class” report with rubric.
Information Literacy	Understand how to use credible sources.	Grade first 3 pages of “writing intensive class” report and also the references section of the report with rubric.
Ethical Awareness	Be aware of ethical principles when making decisions.	Students read case description and write response. Grade with rubric.
Diversity Awareness	Awareness of diversity issues	Students read case description and write response. Grade with rubric.

Written Communication

“Each student should be able to write business topics in both a grammar free and coherent approach.”

Ethical Awareness

“Each student should be aware of ethical principles when making business decisions.”

Information Literacy

“Each student should understand how to retrieve and use credible business sources.”

Diversity

“Each student should be aware of diversity issues in business settings.”

Business Writing Rubrics

Date: _____

Rater: _____

Course: _____

Student: _____

TRAIT	Unacceptable= 0	Acceptable = 1	Superior = 2	Score
Logic & Organization	<ul style="list-style-type: none"> Does not develop ideas cogently. Uneven and inefficient overall organization. Unclear or missing introduction or conclusion Sentence Structure problems. 	<ul style="list-style-type: none"> Develops unified and coherent ideas within paragraphs with <i>adequate transitions</i>; clear overall organization relating most ideas together. Adequate introduction and conclusion. 	<ul style="list-style-type: none"> Developed ideas cogently, <u>organizes them logically</u> with paragraphs and connects them with effective transitions. Clear, <u>effective introduction and conclusion.</u> 	
Language	<ul style="list-style-type: none"> Employs words that are unclear or inappropriate to the discipline. Rambles, not concise. 	<ul style="list-style-type: none"> Word forms are correct. Uses some terms relevant to the discipline. Generally concise, could be a little "tighter". 	<ul style="list-style-type: none"> Employs words with fluency. Concise Use many terms appropriate to the discipline. <u>Could be written by a business professional.</u> 	
Spelling and Grammar	<ul style="list-style-type: none"> Writing contains <i>numerous</i> errors in spelling and grammar which interfere with comprehension. Was not even briefly edited. 	<ul style="list-style-type: none"> While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout, and has been carefully proofread. Small number of errors is not distracting. 	<ul style="list-style-type: none"> The writing is essentially <u>error-free</u> in terms of spelling and grammar. 	
Development of Idea (Important!)	<ul style="list-style-type: none"> Most ideas unsupported, confusion between personal opinion and evidence. Includes information that is not relevant. 	<ul style="list-style-type: none"> Presents ideas correctly but in general terms, some support for ideas is provided. 	<ul style="list-style-type: none"> <u>Support all ideas</u> with effective examples, references, and details. 	
Purpose and Audience	<ul style="list-style-type: none"> The purpose and focus of the writing are not clear to the reader. Lack awareness (e.g., too informal, inappropriate). 	<ul style="list-style-type: none"> The writer's decisions about focus, organization, style, and content are acceptable and fits with the purpose of the paper and the audience. 	<ul style="list-style-type: none"> The writer has made good decisions about focus, organization, style, and content so as to achieve the purpose of the writing. 	

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact valuel@aacu.org



Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	Milestones		Benchmark 1
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	3	2	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	3	2	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	3	2	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.	3	2	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	3	2	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

ETHICS CASE STUDY

Adapted from "Charity Doesn't Have to Mean Bureaucracy"

By Marvin Olasky, *Wall Street Journal*, Nov 21, 2001.

Following the September 11, 2001, attacks on the World Trade Center and Washington, D.C., there were many who had lost their loved ones, their homes or business, or both.

The outpouring of support from the American public was overwhelming. The public donated \$543 million for the September 11 disaster relief fund. However, the Red Cross indicated it would use much of the funds for infrastructure support and not all of it would go to the victims and their families.

When the decision to use the funds in this manner became public, Americans were outraged. Many demanded that the funds go to the victims and their families.

The following questions should all be answered:

1. Describe the dilemma facing the Red Cross.
2. Who should be involved in making decisions to resolve this dilemma?
3. Describe various alternatives that would resolve this dilemma.
4. What would be your plan of action and how would you implement it?

Ethical Considerations Rubric

Date: _____

Rater: _____

Course: _____

Student: _____

TRAIT	Unacceptable = 0	Acceptable = 1	Exemplary = 2	Score
Identifies Dilemma	Has a vague idea of what the dilemma is and is uncertain what must be decided	Identifies the dilemma, including pertinent facts, and ascertains what must be decided	Describes the dilemma in detail having gathered pertinent facts. Ascertains exactly what must be decided	
Considers Stakeholders	Is unsure as to who should be involved in the decision-making process	Determines who should be involved in the decision making process and accurately identifies all the stakeholders	Determines who should be involved in the decision making process and thoroughly reflects on the viewpoints of the stakeholders	
Analyzes Alternatives and Consequences	Begins to appraise the relevant facts and assumptions and identifies some alternatives.	Clarifies at least two alternatives and predicts their associated consequences in detail.	Clarifies a number of alternatives and evaluates each on the basis of whether or not there is interest and concern over the welfare of all stakeholders	
Chooses an Action	Has difficulty identifying and appropriate course of action from among alternatives	Formulates an implementation plan that delineates the execution of the decision	Formulates an implementation plan that delineates the execution of the decision and that evidences a thoughtful reflection on the benefits and risks of action	

Diversity Case

The School of Business at Brooklyn College of the City University of New York is planning to host an International Business Conference. The conference areas are on the disciplines of Accounting, Finance and Business Management, and Economics. Suppose you are a member of the Conference Planning Committee and are in charge of the reception and conference meals. Please write a proposal on how to arrange the reception and meals to satisfy the conference guests from different cultures. Remember, your job is very critical to the success of the Conference. As part of your answer you should include a) your knowledge and comprehension of diversity, by addressing topics such as age, race, gender, ethnicity, and/or nationality, b) demonstrate that you understand the importance of diversity in professional settings, c) analyze the issues related to diversity and address how such an analysis can lead to your changed attitude about diversity, and d) evaluate how your college and/or work experience can help you address diversity issues and provide solution(s) in this professional setting.

Diversity Rubric

Date: _____

Rater: _____

Course: _____

Student: _____

Performance Factor	4	3	2	1
Knowledge and comprehension	Incorporates a broad perception of cultural diversity including age, race, gender, ethnicity, nationality; communicates insight and ownership of a personal meaning of diversity	Discusses two or three perceptions of diversity in a mixture of personal ideas and some clichéd ideas	Singular perception of diversity that seems to be influenced solely by clichéd ideas	No perception of cultural diversity or of its meaning
Application and demonstration of individual understanding	Demonstrates personal growth and a commitment to the positive practice of diversity in personal and/or professional life	Demonstrates personal growth and a positive practice, but not a commitment to diversity in personal and/or professional life	Superficial demonstration of diversity in personal and/or professional life	No acknowledgement, demonstration or application of diversity in personal and/or professional life
Analysis and synthesis	Examines diversity issues, using college experience and/or work experience as a basis and has created significant changes in attitudes toward diversity in personal and/or professional life	Examines diversity issues using college experience and/or work experience as a basis, and has created some changes in attitude toward diversity in personal and/or professional life	Examines diversity issues using college experience and/or work experience as a basis, but has not created changes in attitudes toward diversity in personal and/or professional life	Does not examine diversity issues using college experience and/or work experience as a basis, nor created changes in attitudes toward diversity in personal and/or professional life
Evaluation	Evaluates, assesses and rates the impact of college experience and/or work experience regarding diversity and its influence on personal and/or professional life	Evaluates and assesses the impact of college experience and/or work experience regarding diversity and its influence on personal and/or professional life	Evaluates the impact of college experience and/or work experience regarding diversity and its influence on personal and/or professional life	Does not evaluate the impact of college experience and/or work experience regarding diversity and its influence on personal and/or professional life