Management

WASC Assessment Plan for PhD Program

Learning Goals

1. Comprehensive Disciplinary Knowledge
2. Research Skills
3. Communications Skills
4. Technology Skills

Learning Goal #1: Comprehensive Disciplinary Knowledge
Students who earn a doctorate degree in business will be able to demonstrate a comprehensive and intensive knowledge of the theories, concepts, frameworks, empirical findings, and controversies in a chosen business discipline.

Objectives: All students should meet expectations in all annual reviews.

Learning Goal #2: Research Skills
Students who earn a doctorate degree in business will be able to demonstrate a comprehensive and intensive knowledge of the research methods and analytical techniques applicable to a chosen business discipline.

Objectives: All students should meet expectations in all annual reviews.

Learning Goal #3: Communication Skills
Students who earn a doctorate degree in business will be able to design, conduct, and communicate – in both written and oral formats – original research that makes a substantial contribution to a selected business discipline.

Objectives: All students should meet expectations in all annual review.

Learning Goal #4: Teaching Skills
Students who earn a doctorate degree in business will be able to teach effectively in a selected discipline at the university level.

Objectives: All students should meet expectations in the first year of teaching and show improvement in subsequent years.
WASC Assessment Plan for MBA Program

Learning Goals

1. Professional Integrity / Ethical Reasoning Skills
2. Global Reasoning Skills
3. Written Communications Skills
4. Technology Skills

Learning Goal #1: Professional Integrity / Ethical Reasoning Skills
Students will be able to recognize ethical issues, demonstrate familiarity with alternative frameworks for ethical reasoning, and discern trade-offs and implications of employing different ethical frames of reference when making business decisions.

Objectives: 90% of all students meet the minimum acceptable standards.

Learning Goal #2: Global Context Skills
Students will be conversant with major economic, social, political, and technological trends and conditions influencing foreign investment and development of the global economy and demonstrate an understanding of the cultural, interpersonal and analytical competencies required for engaging in global business activities.

Objectives: 90% of all students meet the minimum acceptable standards.

Learning Goal #3: Written Communication
Students will demonstrate proficiency in written communications by creating written document that are clearly written, with appropriate content and conclusions.

Objectives: 90% of all students meet the minimum acceptable standards.

Learning Goal #4: Technology Skills
Students will be able to integrate and apply the tools and techniques of management, drawing on a broad-based knowledge of the major functions (accounting, economics, finance, information systems, marketing, operations management, and strategy) to solve complex business problems and make sound business decisions.

Objectives: 90% of all students meet the minimum acceptable standards.
WASC Assessment Plan for
Master of Professional Accountancy (MPAc) Program

Learning Goals

1. Accounting/Auditing, Tax or Information Systems Skills
2. Professional Integrity / Ethical Reasoning Skills
3. Global Context Skills
4. Technology Skills

Learning Goal #1: Accounting/Auditing, Tax or Information Systems Skills
Technical competence in one of the three areas of emphasis: accounting/auditing, tax or information systems.

Objectives: 90% of all students meet the minimum acceptable standards.

Learning Goal #2: Professional Integrity / Ethical Reasoning Skills
Students will be able to recognize ethical issues, demonstrate familiarity with alternative frameworks for ethical reasoning, and discern trade-offs and implications of employing different ethical frames of reference when making business decisions.

Objectives: 90% of all students meet the minimum acceptable standards.

Learning Goal #3: Global Context Skills
Students will be conversant with major economic, social, political, and technological trends and conditions influencing foreign investment and development of the global economy and demonstrate an understanding of the cultural, interpersonal and analytical competencies required for engaging in global business activities.

Objectives: 90% of all students meet the minimum acceptable standards.

Learning Goal #4: Technology Skills
Students will be able to integrate and apply the tools and techniques of business, drawing on a broad-based knowledge of the major functions (accounting, economics, finance, information systems, marketing, operations management, and strategy) to solve complex business problems and make sound business decisions.

Objectives: 90% of all students meet the minimum acceptable standards.
WASC Assessment Plan for Master of Finance (MFin) Program

Learning Goals

• Basic Knowledge in Finance
  o Students understand unique responsibilities of financial managers for modern corporations.
  o Students can correctly implement cash flow analysis for corporate investments
  o Students understand the principles of diversification for the trade-off between expected return and risk
  o Students know how to determine cost of capital given basic inputs

• Ethical Awareness
  o Students are aware of how ethical considerations can influence financial decisions and are reflected in such principles as the present value rule, value maximizations, and can be influenced by agency problems.

• Advanced Analytical Competency
  o Students can access and assemble data obtained from standard finance databases
  o Students can explain empirical methods used in finance and economics research papers
  o Students can conduct empirical analysis using standard empirical methods in finance

• Critical Reasoning in Finance
  o Students can understand and articulate the main argument and evidence presented in a scholarly article
  o Students can position scholarly articles in relation to each other and form a coherent view of mainstream finance topics
  o Students can evaluate and critique a scholarly article on the significance of its incremental contribution, integration of theory and empirical hypotheses, appropriateness of empirical methods, and validity of results interpretation

• Professional Written Communication
  o Students can communicate effectively and professionally through writing
### APPENDIX 1 - MBA Assessment Rubrics

**Professional Integrity / Ethical Reasoning Skills**

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Self Awareness</td>
<td>Student discusses in detail/ analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.</td>
<td>Student discusses in detail/ analyzes both core beliefs and the origins of the core beliefs.</td>
<td>Student states both core beliefs and the origins of the core beliefs.</td>
<td>Student states either their core beliefs or articulates the origins of the core beliefs but not both.</td>
</tr>
<tr>
<td>Understanding Different Ethical Perspectives/ Concepts</td>
<td>Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.</td>
<td>Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.</td>
<td>Student can name the major theory she/he uses, and is only able to present the gist of the named theory.</td>
<td>Student only names the major theory she/he uses.</td>
</tr>
<tr>
<td>Ethical Issue Recognition</td>
<td>Student can recognize ethical issues when presented in a complex, multi-layered (grey) context AND can recognize cross-relationships among the issues.</td>
<td>Student can recognize ethical issues when issues are presented in a complex, multi-layered (grey) context OR can grasp cross-relationships among the issues.</td>
<td>Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or inter-relationships among the issues.</td>
<td>Student can recognize basic and obvious ethical issues but fails to grasp complexity or inter-relationships.</td>
</tr>
<tr>
<td>Application of Ethical Perspectives/ Concepts</td>
<td>Student can independently apply ethical perspectives/ concepts to an ethical question, accurately, and is able to consider full implications of the application.</td>
<td>Student can independently (to a new example) apply ethical perspectives/ concepts to an ethical question, accurately, but does not consider the specific implications of the application.</td>
<td>Student can apply ethical perspective/ concepts to an ethical question, independently (to a new example) and the application is inaccurate.</td>
<td>Student can apply ethical perspectives/ concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/ concepts independently (to a new example).</td>
</tr>
<tr>
<td>Evaluation of Different Ethical Perspectives/ Concepts</td>
<td>Student states a position and can state the objections to implications of and can reasonably defend against the objections and implications of different ethical concepts and the student's defense is adequate and effective.</td>
<td>Student states a position and can state the objections to assumptions and implications and respond to the objections to, assumptions and implications of different ethical perspectives/ concepts but the student's response is in adequate.</td>
<td>Student states a position and can state assumptions and implications of different ethical concepts but does not respond to them (and ultimately objections are compartmentalized by student and do not affect student's position).</td>
<td>Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/ concepts.</td>
</tr>
</tbody>
</table>

Very Good Performance: 20-19  Good Performance: 18-17 Satisfactory: 16-15  Unsatisfactory: 14 and below

**Global Reasoning Skills**

12
<table>
<thead>
<tr>
<th></th>
<th>3: Excellent</th>
<th>2: Proficient</th>
<th>1: Limited Proficiency</th>
<th>0: Not Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>• Understands multifunctional global issues</td>
<td>• Present wide global issues</td>
<td>• Presents a narrow/limited perspective</td>
<td>• Misconstrues issues</td>
</tr>
<tr>
<td></td>
<td>• Argues pro and con</td>
<td>• Argues pro and con</td>
<td>• Briefly cites data/information needs</td>
<td>• Show little or no grasp of international/global issues</td>
</tr>
<tr>
<td></td>
<td>• Effectively critiques issues</td>
<td>• Discuss and critiques issues</td>
<td>• Recognizes basic content</td>
<td>• Theory stated inaccurately</td>
</tr>
<tr>
<td></td>
<td>• Examines inconsistencies</td>
<td>• Effectively use information</td>
<td></td>
<td>• Cannot recognize basic content</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates value of information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exposition</td>
<td>• Uses sound judgment</td>
<td>• Uses reasonable judgment</td>
<td>• Lack of precision</td>
<td>• Shows no coherent explanation</td>
</tr>
<tr>
<td></td>
<td>• Complete explanation</td>
<td>• Succinct explanation</td>
<td>• Too little justification for opinions</td>
<td>• Large gaps in reasoning</td>
</tr>
<tr>
<td></td>
<td>• All arguments are well stated and supported</td>
<td>• Main arguments are stated</td>
<td>• Little coherency</td>
<td>• Answers by rephrasing the question</td>
</tr>
<tr>
<td></td>
<td>• Substantial depth of exposition</td>
<td>• Average depth of exposition</td>
<td>• Some gaps in exposition</td>
<td>• One or two sentence explanations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Some depth of exposition</td>
<td>• No depth of exposition</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>• Discusses and reasons issues</td>
<td>• Discusses issues</td>
<td>• Draws conclusions but conclusions not adequately justified</td>
<td>• Draws faulty conclusions or uses value judgments w/o support.</td>
</tr>
<tr>
<td></td>
<td>• Formulates conclusions and explain how they were reached</td>
<td>• Formulates conclusions</td>
<td>• Uses value judgments</td>
<td>• Shows intellectual dishonesty</td>
</tr>
<tr>
<td></td>
<td>• Justifies conclusions and explain why other conclusions were not merited</td>
<td>• Justifies conclusions</td>
<td>• Does not question data or information</td>
<td>• Omits the most basic arguments</td>
</tr>
<tr>
<td></td>
<td>• Questions validity of information</td>
<td>• Questions validity of information</td>
<td>• Overlooks key points</td>
<td>• Misrepresents issues</td>
</tr>
<tr>
<td></td>
<td>• Shows intellectual honesty</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Very Good Performance:  8-9  
Good Performance:  6-7  
Satisfactory:  5-4  
Unsatisfactory:  3 and below
### Written Communications Skills

<table>
<thead>
<tr>
<th></th>
<th>Excellent 4</th>
<th>Good 3</th>
<th>Fair 2</th>
<th>Poor 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose/main point</strong></td>
<td>This reader thinks that the writer’s purpose is clear. The document has a clear focus.</td>
<td>This reader thinks the writer’s purpose is clear for the most part.</td>
<td>The writer often loses focus on the main point of the document.</td>
<td>This reader has a difficult time determining why the writer has created this document.</td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td>The writer has written for a clearly defined audience, and in this reader’s opinion has addressed that audience expertly.</td>
<td>The audience for the document is clear. This reader thinks that the writer has done a good job addressing audience.</td>
<td>The document’s treatment of audience is somewhat confusing.</td>
<td>This reader thinks that the writer’s treatment of audience appears unprofessional and/or it is not clear who is being addressed.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>This reader thinks the report has a clear organizational logic. Transitions between ideas are handled well.</td>
<td>The report is organized effectively. This reader thinks the document’s organization could be refined/tightened (headings, better transitions, etc.).</td>
<td>This reader thinks the document must be organized more effectively, as readers will be confused or misled.</td>
<td>This reader finds little coherent structure in this document. No clear rationale is apparent for why the document is set up the way it is. The document is confusing.</td>
</tr>
<tr>
<td><strong>Correctness: grammar and writing mechanics</strong></td>
<td>This reader noticed few errors, if any. The document is clear, and the writer shows considerable mastery of the language.</td>
<td>This reader noticed some grammatical/mechanical errors, but those errors did not interfere with the reader’s understanding of the document’s purpose.</td>
<td>This reader noticed numerous grammatical/mechanical errors, and those errors interfered at times with the reader’s understanding of the document’s purpose and/or caused the reader to question the skill and expertise of the writer.</td>
<td>This reader noticed many grammatical/mechanical errors. The reader felt the number of errors made the document difficult to understand, and the reader questioned the writer’s professionalism because of these recurrent mistakes.</td>
</tr>
<tr>
<td><strong>Document design/appearance</strong></td>
<td>This reader thinks the document uses design elements (white space, titles &amp; sub-titles etc.) expertly to create a professional-looking document.</td>
<td>This reader thinks the document is clean, but the appearance could be improved to aid in the document’s clarity and/or organization.</td>
<td>This reader thinks the document has an amateurish look to it and/or is in need of a more professional appearance</td>
<td>This reader thinks the document appears sloppy and unprofessional, and that sloppiness may cause confusion.</td>
</tr>
</tbody>
</table>

Very Good Performance: 18-20   Good Performance: 14-17   Satisfactory: 11-13   Unsatisfactory: 11 and below
## Technology Skills

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Superior (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can conduct an analysis of a business problem requiring an IT solution.</td>
<td>Lack of understanding of business principles and IT applications in the analysis.</td>
<td>Proper understanding of business principles and IT applications in the analysis.</td>
<td>Thorough understanding of business principles and IT applications for value creation.</td>
</tr>
<tr>
<td>Students can construct an economically feasible IT solution to create value.</td>
<td>Lack of understanding of value based decision making and project management.</td>
<td>Proper understanding of value based decision making and project management.</td>
<td>Advanced understanding of value based decision making and efficient project management.</td>
</tr>
<tr>
<td>Students can demonstrate proficiency in the use of current information technology.</td>
<td>Inability to demonstrate the proficient use of hardware, network, and business applications.</td>
<td>Ability to demonstrate the effective use of hardware, network, and business applications.</td>
<td>Ability to demonstrate advanced use of hardware, network, and business applications.</td>
</tr>
<tr>
<td>Students can critically evaluate, analyze and interpret information to solve problems.</td>
<td>Inability to demonstrate appropriate depth of critical thinking in evaluating information.</td>
<td>Demonstration of critical thinking skill to provide accurate information.</td>
<td>Demonstration of superb critical thinking skill to produce valuable information.</td>
</tr>
<tr>
<td>Students can apply theories related to IT-enabled strategies and organization design.</td>
<td>Inability to apply business and IT strategies to improve organizational effectiveness.</td>
<td>Ability to use business and IT strategies to improve organizational effectiveness.</td>
<td>Superb ability in using business and IT strategies to improve organizational effectiveness.</td>
</tr>
</tbody>
</table>

**Very Good Performance:** 14-15  
**Good Performance:** 12-13  
**Satisfactory:** 9-11  
** Unsatisfactory:** 8 and below
Appendix 2 - The Master of Professional Accountancy Program Learning Goals and Rubrics

The MPAc Program has established four learning goals. They are

- Accounting/Auditing, Tax or Information Systems Skills
  Technical competence in one of the three areas of emphasis: accounting/auditing, tax or information systems.

- Professional Integrity / Ethical Reasoning Skills
  Students will be able to recognize ethical issues, demonstrate familiarity with alternative frameworks for ethical reasoning, and recognize trade-offs and implications of employing different ethical frames of reference when making business decisions.

- Global Context Skills
  Students will be familiar with major economic, social, political, and technological trends influencing foreign investment and development of the global economy and demonstrate an understanding of the cultural, interpersonal and analytical skills required for engaging in global business activities.

- Technology Skills
  Students will be able to integrate and apply the tools and techniques of business, drawing on a broad-based knowledge of the major functions (accounting, economics, finance, information systems, marketing, operations management, and strategy) to solve complex business problems and make sound business decisions.

A rubric that indicates what performance criteria would be used to determine Unacceptable, Acceptable and Superior performance in the Accounting/Auditing, Tax or Information Systems Skills is below. The other learning goals were assessed using the same rubric as in the MBA program.

**Accounting/Auditing, Tax or Information Systems Skills**

**Superior**

- Accounting/Auditing
  - Students understand the formulation of accounting and auditing standards in both the public and private sector both domestically and internationally
  - Students can discuss various alternative standards and defend any one of them against the others
  - Students can conduct research using authoritative sources to defend their position on accounting/auditing issues not yet promulgated as standards

- Tax
  - Students can research complex tax issues
  - Students can explain the theories behind existing tax laws
  - Students understand the differences between corporate, estate and trust, and individual tax laws and can apply them

- Information Systems
  - Students can discuss the differences and similarities between COSO, ERM, COBIT, ISO 27001 and CTAG
  - Students understand how to develop an accounting information system utilizing DFDs, ER diagrams and document flowcharts
Students can differentiate between preventive, detective and corrective internal controls
Students can utilize auditing software, presentation software, and project management software

Acceptable

- Accounting/Auditing
  - Students understand the formulation of accounting and auditing standards in the public sector domestically
  - Students can discuss various existing standards and defend one of them against the others
  - Students can conduct research using authoritative sources to defend their position on accounting/auditing issues

- Tax
  - Students can research relatively complex tax issues
  - Students can explain some of the theories behind existing tax laws
  - Students understand the differences between corporate and individual tax laws and can apply them

- Information Systems
  - Students can discuss COSO, ERM, COBIT, ISO 27001 and CTAG
  - Students can draw DFDs, ER diagrams and document flowcharts
  - Students know the definitions of preventive, detective and corrective internal controls
  - Students are aware of auditing software, presentation software, and project management software

Unacceptable

- Accounting/Auditing
  - Students understand the existence of accounting and auditing standards in the public sector domestically
  - Students can discuss various existing standards
  - Students can defend their position on accounting/auditing issues

- Tax
  - Students can research relatively simple tax issues
  - Students can explain existing tax laws
  - Students understand the differences between corporate and individual tax laws

- Information Systems
  - Students know there are various internal control frameworks: COSO, ERM, COBIT, ISO 27001 and CTAG
  - Students can draw relatively simple DFDs, ER diagrams, and document flowcharts
  - Students know there are different categories of internal controls
  - Students are not aware of auditing software, presentation software, and project management software
### Appendix 3 – Appendix 2 - The Master of Professional Accountancy Program Learning Goals and Rubrics

<table>
<thead>
<tr>
<th>Objective</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does not meet standards=1-2</strong></td>
<td><strong>Meets standards=3-4</strong></td>
</tr>
</tbody>
</table>

#### Basic Knowledge (evidence from Financial Management (MGT202))

<table>
<thead>
<tr>
<th>Objective</th>
<th>Does not meet standards=1-2</th>
<th>Meets standards=3-4</th>
<th>Exceeds standards=5-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students understand unique responsibilities of financial managers for modern corporations.</td>
<td>The student cannot explain the responsibilities of financial managers.</td>
<td>The student can describe somewhat, but with conceptual mistakes.</td>
<td>The student can describe confidently.</td>
</tr>
<tr>
<td>Students can correctly implement cash flow analysis for corporate investments</td>
<td>The student cannot identify the relevant cash flows of a firm or project.</td>
<td>The student can identify mostly the relevant cash flows, but conduct only some basic analyses.</td>
<td>The student can identify relevant cash flows accurately and derive persuasive conclusions based on net present values of investments.</td>
</tr>
<tr>
<td>Students understand the principles of diversification for the trade-off between expected return and risk</td>
<td>The student can’t explain the trade-off between expected return and risk.</td>
<td>The student can explain somewhat, but fail to differentiate between systematic and unsystematic risks.</td>
<td>The student can explain the trade-off accurately.</td>
</tr>
<tr>
<td>Students know how to determine cost of capital given basic inputs</td>
<td>The student doesn’t know the steps to compute cost of capital.</td>
<td>The student can explain the steps but fails to accurately use the asset pricing models to determine cost of capital.</td>
<td>The student can explain the steps confidently and accurately use asset pricing models to determine cost of capital.</td>
</tr>
</tbody>
</table>

#### Ethical Awareness (evidence from Financial Management (MGT202))

<table>
<thead>
<tr>
<th>Objective</th>
<th>Does not meet standards=1-2</th>
<th>Meets standards=3-4</th>
<th>Exceeds standards=5-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are aware of how ethical considerations can influence financial decisions and are reflected in such principles as the present value rule, value maximizations, and can be influenced by agency problems.</td>
<td>The student fails to the relation between core finance principles and ethical considerations.</td>
<td>The student may understands that finance principles like maximizing shareholder wealth and accepting all positive net present value projects are guided by ethical, but may be unable to articulate the reasoning, correctly take account of ethical considerations or provide specific examples.</td>
<td>The student demonstrates clear understanding of how ethical considerations relate to finance principles.</td>
</tr>
</tbody>
</table>

#### Advanced Analytical Competency (Evidence from Empirical Methods (MGT 295F))
<table>
<thead>
<tr>
<th>Students can access and assemble data obtained from standard finance databases</th>
<th>The student does not know the steps to obtain the required data from standard finance databases.</th>
<th>The student is able to outline the steps to obtain and assemble the data.</th>
<th>The student can explain all the steps to obtain and assemble the data accurately.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can explain empirical methods used in finance and economics research papers</td>
<td>The student fails to identify the empirical method used in a research paper.</td>
<td>The students can describe the empirical method used in a research paper.</td>
<td>The students can discuss the merits/demerits of the empirical method or suggest an improved method.</td>
</tr>
<tr>
<td>Students can conduct empirical analysis using standard empirical methods in finance</td>
<td>The student cannot conduct an empirical analysis at all.</td>
<td>The student can do some empirical analyses. The analyses may contain some errors or missing steps.</td>
<td>The student can do empirical analyses without errors or missing steps.</td>
</tr>
</tbody>
</table>

**Critical Reasoning in Finance** (Evidence from Corporate Seminar in Finance (MGT 295G))

<table>
<thead>
<tr>
<th>Students can understand and articulate the main argument and evidence presented in a scholarly article</th>
<th>The student cannot summarize the main argument and evidence presented in a scholarly article.</th>
<th>The student is able to summarize the main argument and evidence presented in a scholarly article, but with some conceptual mistakes.</th>
<th>The student can understand and articulate the main argument and evidence presented in a scholarly article correctly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can position scholarly articles in relation to each other and form a coherent view of mainstream finance topics</td>
<td>The student fails to identify related scholarly articles.</td>
<td>The student can identify and summarize related articles, but fail to form a coherent view of the topic.</td>
<td>Students can position scholarly articles in relation to each other and form a coherent view of mainstream finance topics.</td>
</tr>
<tr>
<td>Students can evaluate and critique a scholarly article on the significance of its incremental contribution, integration of theory and empirical hypotheses, appropriateness of empirical methods, and validity of results interpretation</td>
<td>The student cannot grasp the main idea and contribution of a scholarly article.</td>
<td>The student can evaluate and discuss a scholarly article on the significance of its incremental contribution, integration of theory and empirical hypotheses, appropriateness of empirical methods, and validity of results interpretation.</td>
<td>The student can provide constructive comments and suggestions to strengthen the article.</td>
</tr>
</tbody>
</table>

**Professional Written Communication** (Evidence from Corporate Seminar in Finance (MGT 295G))

| Students can communicate effectively and professionally through writing | The student’s writing lacks logical structure, is not in business style, and is with many grammatical errors. | The student’s writing has a clear structure, is in a generally appropriate style, and has occasional typos and grammatical errors. | The student’s writing has a clear structure, is professional and sufficiently formal, and with minimal misspelling or grammatical errors. |