

BACHELOR OF BUSINESS ADMINISTRATION PROGRAM OUTCOMES AND ASSESSMENT PLAN

SECTION I: BBA - PROGRAM LEARNING OUTCOMES AND PROGRAM GOALS

Assumptions:

- Our plan for the foreseeable future will focus on the Bachelor of Business Administration degree and not delve into specific majors or emphasis areas.
- Our plan will engage in both end-of-program assessment activities and specific course level assessment activities in order to gain a comprehensive view.

Learning Outcome 1: All BBA students demonstrate a level of mastery of foundational and core business knowledge and skills.

In order to accomplish Learning Outcome 1, the COB faculty will:

- 1a.** Monitor and measure student mastery of knowledge and skills in the classroom using appropriate teaching tools and techniques;
- 1b.** Provide resources, when available and appropriate, for the students to self-monitor their mastery;
- 1c.** Follow the matrix of course content in developing course learning objectives;
- 1d.** Follow the New Mexico Business Consortium “core competencies” for articulated courses;
- 1e.** Provide opportunities for students in core courses to demonstrate their knowledge and skills acquired from foundational courses.

Learning Outcome 2: All BBA students demonstrate the ability to integrate the knowledge and skills derived from the different functional areas of business administration.

In order to accomplish Learning Outcome 2, the COB faculty will:

- 2a.** Follow the matrix of course content in developing course learning objectives;
- 2b.** Utilize, when appropriate, case studies in core courses that integrate across functional areas;
- 2c.** Utilize a simulation experience in the BUS 453 capstone course;
- 2d.** Provide opportunities for student to experience symposiums or guest speakers on topics of current business news.

Learning Outcome 3: All BBA students demonstrate the ability to apply analytical skills and business knowledge in the interpretation of business information and data.

In order to accomplish Learning Outcome 3, the COB faculty will:

- 3a.** Develop students' analytical skills through the use of deductive logic, inductive logic, and quantitative manipulation;
- 3b.** Provide, as appropriate, opportunities for students to demonstrate their ability to collect, aggregate, and analyze data.

Learning Outcome 4: All BBA students demonstrate a level of mastery in the written presentation of information as well as in the oral presentation of information.

In order to accomplish Learning Outcome 4, the COB faculty will:

- 4a.** Utilize, when appropriate and practical, "writing across the curriculum" activities (e.g. term papers, homework, reflection papers, etc.);
- 4b.** Provide opportunities, when appropriate and practical, for in-class oral presentations that utilize basic technological presentation tools.

Learning Outcome 5: All BBA students demonstrate knowledge of current business events, of world cultures, and of global economics.

In order to accomplish Learning Outcome 5, the COB faculty will:

- 5a.** Provide opportunities for students to be exposed to current business events, world cultures, or global economics;
- 5b.** Provide opportunities for students to demonstrate their understanding of current business events, world cultures, or global economics;
- 5c.** Provide opportunities for student to experience symposiums or guest speakers on topics in current business events, world cultures, or global economics.

Learning Outcome 6: All BBA students demonstrate a certain level of confidence, pride, and aspiration with their choice of a business career. In addition, they demonstrate a certain level of professionalism and social etiquette appropriate for a successful business career.

In order to accomplish Learning Outcome 6, the COB faculty will:

- 6a.** Encourage student involvement in COB student clubs, the ENMU research conference, the ENMU etiquette dinner, and ENMU career fairs;
- 6b.** Encourage student involvement in professional activities, internships, or field projects;
- 6c.** Provide, when practical, opportunities for students to interact with COB alumni.
- 6d.** Encourage students to show their professionalism during their presentations with proper dress and appearance, and by having significant preparation and practice.

Learning Outcome 7: All BBA students demonstrate a willingness to adhere to ethical norms and values appropriate for a business professional.

In order to accomplish Learning Outcome 7, the COB faculty will:

- 7a.** Integrate the consideration of ethical issues into their course content;
- 7b.** Provide, when appropriate, opportunities for students to identify ethical dilemmas, and then consider the implications of alternative courses of action.

SECTION II: BBA MATRIX OF COURSE CONTENT

Knowledge Content	Basic Skills					Intro	Foundational								Core								Integrative	
	ENG	COMM	IS	MATH	STAT		ACCT	ACCT	BUS	ECON	ECON	FIN	IS	MGMT	MKT	BUS	BUS	FIN	IS	MGMT	MKT	INTL		BUS
	1XX	1XX	151	119	213		151	201	202	230	221	222	201	281	201	201	330	381	315	301	313	425		4XX
1 administrative principles						N										D				D		D		P
2 budgeting			N					N											D					P
3 business organizational forms/structures						N			D		N								D	D		D		P
4 business-level strategic management						N								D					D	D				P
5 capacity planning/forecasting						N										D								D
6 cash flow								D										D						P
7 compensation						N																		D
8 consumer behavior						N					D			D						D				P
9 contracts										D														
10 corporate-level strategic management																					D		D	D
11 costs - analysis									N	N			N			D		D						P
12 costs - concepts									N	N		N	D			D		D						P
13 currency exchange											N											N		D
14 current events/news						N			D	D	D	D							D				P	
15 decision making						N			D	D	D	D				D			D	D				P
16 dispute resolution										D														
17 ethical reasoning			N			N			D		D							D	D	D	D			P
18 financial ratios						N			D				D											P
19 financial statement analysis										N									D	D				P
20 functional-level strategic management										N														D
21 global economics											D													P
22 governmental regulation/securities regulations																					N			
23 human resource law																								
24 human resource planning						N															D			P
25 information systems/data management			N			N								D							D			P
26 international management										N	D										D			P
27 inventory management						N										D				D	D			P
28 leadership practices/theories						N														N	D			D
29 legal topics/taxation										D										D				
30 marginal/incremental analysis										D										D				
31 market demand forecasting						N										D				D				P
32 market structures						N					D	D												P
33 marketing concept and mix						N								D										D
34 monetary/fiscal policy						N					D										D			
35 mortgages and secured transactions										N														
36 organizational structure and culture						N														N	D			P
37 property: real, personal, intellectual										N														
38 planning and evaluation						N				D						D				D	D			P
39 pricing												N												D
40 product life cycle						N										D				D	D			P
41 productivity						N					D	D				D			D	D	D			P
42 profit measurement/break even analysis									N	D				N					D	D	D			P
43 quality management						N										D				D	D			
44 risk and return											N	N												P
45 risk management and liability											D									N				
46 social responsibility						N					D					D				D	D			P
47 statistics - concepts					N																			
48 strategic management theories																					D			P
49 supply and demand/elasticity						N						D								D				P
50 supply chain management						N										D				D				P
51 team/group dynamics and effectiveness						N															D	D		
52 time value of money									N		N	D								D				P
53 UCC sales & commercial paper																								
54 valuation of assets									N		N									D				
55 teamwork						N															D	D		D
56 math skills				N					D	D		D							D	D	D			P
57 statistics - application					N																			
58 business software - data manipulation				N																				P
59 business software - information presentation				N																				P
60 business communication - writing	N	N	N			D			D	D	D	D									D	D		P
61 business communication - oral presentation	N	N	N							D												D	D	P

Legend: Students are at the Novice level (N), or are Developing (D), or should be Proficient (P) in regards to BBA curriculum knowledge and skills.

SECTION III: BBA ASSESSMENT PLAN

Assumptions:

- We will continue using the Major Field Test. Our purpose is to see stability and consistency with the scores of ENMU students.
- Our future goal to compare our students with the regional universities in New Mexico may take a few years to implement.
- Costs:
 - The external surveys (exiting, alumni, employer) as provided by Educational Benchmarking Inc. cost around \$2000 per survey per year. The alumni and the employer will probably be done on a rotational basis with the exiting survey done every year.
 - The Major Field Test from ETS currently costs \$35 per student with an expectation of about 60 students per year.
- Resources:
 - Professional staff time from the Dean's Office.
 - Work time for the Assessment Coordinator.
 - Work time for the BUS 453 instructor.
 - Work time for all COB faculty.

Assessment Plan for Program Learning Outcome #1

Learning Outcome 1: All BBA students demonstrate a level of mastery of foundational and core business knowledge and skills.

Gen Ed. Competency? No Yes
Competency Number _____

Measures	Performance Criteria	Timeline / Population
<p>1a. Overall average team percentile ranking on the Team Simulation for business students (nationally normalized scores).</p> <p>1b. “Mean percent correct” for each sub-field indicator on the Major Field Test for business students (nationally normalized scores).</p> <p>1c. COB courses support the knowledge and skill content listed in the COB Matrix of Course Content.</p> <p>1d. Focused questions on the undergraduate <i>Alumni and Employer Surveys</i> to be developed.</p>	<p>1a. The Team Simulation class average percentile is above the 50th percentile.</p> <p>1b. The “mean percent correct” on all MFT’s sub-field indicators for the academic year are to show consistency and stability over time.</p> <p>1c. There is a 100% match between specific course learning objectives and the content listed in the COB Matrix of Course Content.</p> <p>1d. Specific question items will be developed during AY 2012-13.</p>	<p>1a. All business students participate in the Team Simulation as part of the BUS 453 capstone course (fall and spring only).</p> <p>1b. All BBA students take the MFT as part of the BUS 453 capstone course (fall and spring only).</p> <p>1c. Evidence provided by COB instructors at the end of academic year.</p> <p>1d. Specific question items will be developed during AY 2012-13.</p>
Data Generation	Data Collection	Data Aggregation
<p>1a. BUS 453 simulation vendor.</p> <p>1b. ETS as vendor of the Major Field Test.</p> <p>1c. Course syllabi and Matrix of Course Content.</p> <p>1d. <i>Alumni and Employer Surveys</i> vendor.</p>	<p>1a. BUS 453 instructor.</p> <p>1b. BUS 453 instructor.</p> <p>1c. Chair of Faculty Affairs.</p> <p>1d. Assessment Coordinator.</p>	<p>1a. BUS 453 instructor.</p> <p>1b. BUS 453 instructor.</p> <p>1c. Chair of Faculty Affairs.</p> <p>1d. Assessment Coordinator.</p>

Assessment Plan for Program Learning Outcome #2

Learning Outcome 2: All BBA students demonstrate the ability to integrate the knowledge and skills derived from the different functional areas of business administration.

Gen Ed. Competency? No Yes
Competency Number _____

Measures	Performance Criteria	Timeline / Population
<p>2a. Distribution of team scores on the “Capstone Team Presentation Evaluation” rubric for <i>Section A</i> (see Appendix).</p> <p>2b. Overall average team percentile ranking on the Team Simulation for business students (nationally normalized scores).</p> <p>2c. COB courses support the knowledge and skill content listed in the COB Matrix of Course Content.</p> <p>2d. Focused questions on the undergraduate <i>Alumni and Employer Surveys</i> to be developed.</p>	<p>2a. At least 70% of the distribution of team scores in <i>Section A</i> of the “Capstone Team Presentation Evaluation” rubric is between a 3 and a 5 on a 1 to 5 scale with 5 being the highest score.</p> <p>2b. The Team Simulation class average percentile is above the 50th percentile.</p> <p>2c. There is a 100% match between specific course learning objectives and the content listed in the COB Matrix of Course Content.</p> <p>2d. Specific question items will be developed during AY 2012-13.</p>	<p>2a. All business students participate in Capstone Team Presentation as part of the BUS 453 capstone course (fall and spring only).</p> <p>2b. All business students take participate in the Team Simulation as part of the BUS 453 capstone course (fall and spring only).</p> <p>2c. Evidence provided by COB instructors at the end of academic year.</p> <p>2d. Specific question items will be developed during AY 2012-13.</p>
Data Generation	Data Collection	Data Aggregation
<p>2a. Internally developed rubric that COB faculty complete.</p> <p>2b. BUS 453 simulation vendor.</p> <p>2c. Course syllabi and Matrix of Course Content.</p> <p>2d. <i>Alumni and Employer Surveys</i> vendor.</p>	<p>2a. BUS 453 instructor.</p> <p>2b. BUS 453 instructor.</p> <p>2c. Chair of Faculty Affairs.</p> <p>2d. Assessment Coordinator.</p>	<p>2a. BUS 453 instructor.</p> <p>2b. BUS 453 instructor.</p> <p>2c. Chair of Faculty Affairs.</p> <p>2d. Assessment Coordinator.</p>

Assessment Plan for Program Learning Outcome #3

Learning Outcome 3: All BBA students demonstrate the ability to apply analytical skills and business knowledge in the interpretation of business information and data.

Gen Ed. Competency? No Yes
Competency Number _____

Measures	Performance Criteria	Timeline / Population
<p>3a. Overall average team percentile ranking on the Team Simulation for business students (nationally normalized scores).</p> <p>3b. COB courses support the knowledge and skill content listed in the COB Matrix of Course Content.</p> <p>3c. Focused questions on the undergraduate <i>Alumni and Employer Surveys</i> to be developed.</p>	<p>3a. The Team Simulation class average percentile is above the 50th percentile.</p> <p>3b. There is a 100% match between specific course learning objectives and the content listed in the COB Matrix of Course Content.</p> <p>3c. Specific question items will be developed during AY 2012-13.</p>	<p>3a. All business students take participate in the Team Simulation as part of the BUS 453 capstone course (fall and spring only).</p> <p>3b. Evidence provided by COB instructors at the end of academic year.</p> <p>3c. Specific question items will be developed during AY 2012-13.</p>
Data Generation	Data Collection	Data Aggregation
<p>3a. BUS 453 simulation vendor.</p> <p>3b. Course syllabi and Matrix of Course Content.</p> <p>3c. <i>Alumni and Employer Surveys</i> vendor.</p>	<p>3a. BUS 453 instructor.</p> <p>3b. Chair of Faculty Affairs.</p> <p>3c. Assessment Coordinator.</p>	<p>3a. BUS 453 instructor.</p> <p>3b. Chair of Faculty Affairs.</p> <p>3c. Assessment Coordinator.</p>

Assessment Plan for Program Learning Outcome #4

Learning Outcome 4: All BBA students demonstrate a level of mastery in the written presentation of information as well as in the oral presentation of information.

Gen Ed. Competency? No Yes
Competency Number _____

Measures	Performance Criteria	Timeline / Population
<p>4a. Distribution of team scores on the “Capstone Team Presentation Evaluation” rubric for <i>Section B</i> (see Appendix).</p> <p>4b. Distribution of team scores on the “Capstone Team Written Report Evaluation” rubric (see Appendix).</p> <p>4c. All COB courses support the <u>skill</u> content listed in the COB Matrix of Course Content.</p> <p>4d. COB courses that require an in-class presentation (group or individual) can select to utilize a standardized presentation rubric (see Appendix).</p>	<p>4a. At least 70% of team scores in <i>Section B</i> of the “Capstone Team Presentation Evaluation” rubric are between a 3 and a 5 on a 1 to 5 scale with 5 being the highest score.</p> <p>4b. At least 70% of team scores in the “Capstone Team Written Report Evaluation” rubric are between a 3 and a 5 on a 1 to 5 scale with 5 being the highest score.</p> <p>4c. There is a 100% match between specific course learning objectives and the <u>skill</u> content listed in the COB Matrix of Course Content.</p> <p>4d. At least 70% of class scores in the presentation rubric are between a 3 and a 5 on a 1 to 5 scale with 5 being the highest score.</p>	<p>4a. All business students participate in Capstone Team Presentation as part of the BUS 453 capstone course (fall and spring only).</p> <p>4b. All business students write a simulation report as part of the BUS 453 capstone course (fall and spring only).</p> <p>4c. Evidence provided by COB instructors at the end of academic year.</p> <p>4d. Any COB course during the academic year.</p>
Data Generation	Data Collection	Data Aggregation
<p>4a. Internally developed rubric that COB faculty complete.</p> <p>4b. To be developed rubric that the BUS 453 instructor completes.</p> <p>4c. Course syllabi and Matrix of Course Content.</p> <p>4d. Internally developed rubric that the COB instructor completes.</p>	<p>4a. BUS 453 instructor.</p> <p>4b. BUS 453 instructor.</p> <p>4c. Chair of Faculty Affairs.</p> <p>4d. Course instructors.</p>	<p>4a. BUS 453 instructor.</p> <p>4b. BUS 453 instructor.</p> <p>4c. Chair of Faculty Affairs.</p> <p>8b. Course instructors.</p>

Assessment Plan for Program Learning Outcome #5

Learning Outcome 5: All BBA students demonstrate knowledge of current business events, of world cultures, and of global economics.

Gen Ed. Competency? No Yes
Competency Number _____

Measures	Performance Criteria	Timeline / Population
<p>5a. “Mean percent correct” only on the <i>International</i> sub-field indicator on the Major Field Test for business students (nationally normalized scores).</p> <p>5b. Participation at symposiums, or guest speaker events, on topics in current business events, world cultures, or global economics.</p> <p>5c. A portion of COB courses require and utilize news periodicals as part of their course reading materials.</p>	<p>5a. The <i>International</i> “mean percent correct” score for each academic year is to show consistency and stability over time.</p> <p>5b. At least 10% of business majors participate at any one event during the academic year.</p> <p>5c. At least 10% of COB courses require and utilize news periodicals during the academic year.</p>	<p>5a. All BBA students take the MFT as part of the BUS 453 capstone course (fall and spring only).</p> <p>5b. All BBA students are invited to attend symposiums or guest speaker events during the academic year.</p> <p>5c. Evidence provided by COB instructors at the end of academic year.</p>
Data Generation	Data Collection	Data Aggregation
<p>5a. ETS as vendor of the Major Field Test.</p> <p>5b. Attendance records from each event.</p> <p>5c. Course syllabi.</p>	<p>5a. BUS 453 instructor.</p> <p>5b. Chair of Student Affairs.</p> <p>5c. Chair of Faculty Affairs.</p>	<p>5a. BUS 453 instructor.</p> <p>5b. Chair of Student Affairs.</p> <p>5c. Chair of Faculty Affairs.</p>

Assessment Plan for Program Learning Outcome #6

Learning Outcome 6: All BBA students demonstrate a certain level of confidence, pride, and aspiration with their choice of a business career.		Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Competency Number ____
Measures	Performance Criteria	Timeline / Population
<p>6a. Participation in a business related event either: (a) on campus such as with the Career Center; (b) in a professional setting such as an internship; or (c) with a COB alumni.</p> <p>6b. Focused questions on the undergraduate <i>Alumni and Employer Surveys</i> to be developed.</p>	<p>6a. At least 10% of business majors participate at any one event during the academic year.</p> <p>6b. Specific question items will be developed during AY 2012-13.</p>	<p>6a. All BBA students are encouraged to participate in events during the academic year.</p> <p>6b. Specific question items will be developed during AY 2012-13.</p>
Data Generation	Data Collection	Data Aggregation
<p>6a. Attendance records from each event by instructors.</p> <p>6b. <i>Alumni and Employer Surveys</i> vendor.</p>	<p>6a. Chair of Student Affairs.</p> <p>6b. Assessment Coordinator.</p>	<p>6a. Chair of Student Affairs.</p> <p>6b. Assessment Coordinator.</p>

Assessment Plan for Program Learning Outcome #7		
Learning Outcome 7: All BBA students demonstrate a willingness to adhere to ethical norms and values appropriate for a business professional.		Gen Ed. Competency? <input checked="" type="checkbox"/> No ___ Yes Competency Number ____
Measures	Performance Criteria	Timeline / Population
7. COB courses will include content that considers ethics and/or social responsibility.	7. 100% of COB foundational and core courses include at least one content item on the topics of ethics and/or social responsibility.	7. Evidence provided by COB instructors at the end of academic year.
Data Generation	Data Collection	Data Aggregation
7. Course syllabi and Matrix of Course Content.	7. Chair of Faculty Affairs.	7. Chair of Faculty Affairs.

Assessment Plan for Program Learning Outcome #8		
Learning Outcomes 8: All BBA students demonstrate a level of professionalism and social etiquette appropriate for a successful business career.		Gen Ed. Competency? <input checked="" type="checkbox"/> No ___ Yes Competency Number ____
Measures	Performance Criteria	Timeline / Population
8. Participation in either: (a) the COB etiquette dinner; or (b) other COB or ENMU workshops on resume writing skills, job search skills, and interviewing skills.	8. At least 10% of business majors participate at any one event during the academic year.	8. All BBA students are encouraged to participate in events during the academic year.
Data Generation	Data Collection	Data Aggregation
8. Attendance records from each event by instructors.	8. Chair of Student Affairs.	8. Chair of Student Affairs.

SECTION IV: ORGANIZATIONAL LEARNING STRUCTURE AND PROCESS

COB ASSESSMENT COORDINATOR

The Assessment Coordinator of the College of Business will be appointed each academic year by the college Dean.

Duties of Assessment Coordinator: The duties of the COB Assessment Coordinator are to: (a) collect the necessary data during the academic year as per the COB Program Outcomes and Assessment Plan; (b) report to the Dean and to the Curriculum & Assessment Committee on the findings of assessment data; and (c) submit the annual *COB Assessment Report* to the university's Academic Assessment Committee.

COB UNDERGRADUATE CURRICULUM & ASSESSMENT COMMITTEE

Composition and selection process:

The Committee will consist of four members to be appointed by the COB Dean, with no more than one person from any discipline, and the Assessment Coordinator for a total of five members.

Responsibilities: To review COB curriculum for appropriateness and conformity with ACBSP standards and to make recommendations on all curriculum change proposals. Proposals will be forwarded with recommendations to the COB faculty. The COB faculty recommendations are forwarded to the Dean. If approved, proposals are forwarded to the COB representative on the University Curriculum Committee for further processing or returned with comments and recommendations for change, if disapproved. Proposals will be studied for appropriateness to COB mission, compatibility with other COB programs, adequacy of resources to implement change, and any other relevant factors.

Assessment Process: Membership on the Committee will be for a two year appointment. The Committee will have an “*off year*” and an “*on year*” which are defined:

- An “*off year*” is when a catalog is not being reviewed for changes;
- An “*on year*” is when a catalog is being reviewed for changes.

When the Curriculum & Assessment Committee is in its “*off year*” it will be required to examine the data findings provided by the Assessment Coordinator and to then write a report of suggested changes to the program curriculum. These reports will be reviewed by the COB faculty for input prior to the end of the academic year.

When the Curriculum & Assessment Committee is in its “*on year*” it will be required to review COB curriculum for appropriateness and conformity with (a) ACBSP standards and (b) the report of findings from all assessment data analyses. The Committee will then make recommendations on all curriculum change proposals as per university policies and schedule practices.

APPENDIX A: BBA CAPSTONE TEAM PRESENTATION RUBRIC

Rating System

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Cannot Determine
5	4	3	2	1	X

A. Demonstration of Business Knowledge						
A.1. The team members demonstrate a clear understanding of <i>strategic management</i> , specifically in relation to their team's competitive advantage and their future prospects for growth.	5	4	3	2	1	X
A.2. The team members demonstrate a clear understanding of <i>marketing</i> principles, such as in relation to forecasting sales and promoting their product.	5	4	3	2	1	X
A.3. The team members demonstrate a clear understanding of <i>operations management</i> principles, such as in relation to inventory control and production management.	5	4	3	2	1	X
A.4. The team members demonstrate a clear understanding of <i>accounting</i> principles, such as in relation to cash flow management.	5	4	3	2	1	X
A.5. The team members demonstrate a clear understanding of <i>economic</i> principles, such as in relation to price elasticity.	5	4	3	2	1	X
A.6. The team members demonstrate a clear understanding of <i>finance</i> principles, such as in relation to developing an optimal financial structure.	5	4	3	2	1	X
A.7. The team members demonstrate a clear understanding of the importance of <i>integrating all business functions</i> in order to succeed in a complex market environment.	5	4	3	2	1	X
B. Demonstration of Business Skills						
B.1. The team members demonstrate an exceptional level of professionalism in the textual and visual style of their electronic slides.	5	4	3	2	1	X
B.2. The team members demonstrate an exceptional level of professionalism in the quality of their numerical graphs and figures in their electronic slides.	5	4	3	2	1	X
B.3. The team members demonstrate an exceptional level of professionalism in the delivery of their presentation (i.e. verbal skills and non-verbal skills).	5	4	3	2	1	X
B.4. The team members demonstrate an exceptional level of persuasiveness in the delivery of their presentation (i.e. they made their argument well).	5	4	3	2	1	X
B.5. The team members demonstrate an exceptional level of persuasiveness during their question and answer time.	5	4	3	2	1	X

APPENDIX B: BBA CAPSTONE TEAM WRITTEN REPORT RUBRIC

BUS 453: Team Written Report Rubric

Weights	Areas	Points					Weighted Percent
		(0) Not Acceptable	(1) Satisfactory (75%)	(2) Good (85%)	(4) Very Good (95%)	(5) Excellent (100%)	
Current Strategic Position							
.10	Introduction: products, mission & vision statement, overview	0	.075	.080	.095	.10	
.15	Analysis of current industry and segment conditions (includes PEST, 5 Forces, etc.)	0	.112	.128	.143	.15	
.15	Analysis of current financial performance	0	.112	.128	.143	.15	
.15	Analysis of current competitive position (includes SWOT, etc.)	0	.112	.128	.143	.15	
Future Strategic Policies							
.15	Logic and feasibility of three year financial projections	0	.112	.128	.143	.15	
.15	Connection of SWOT and strategy to projections	0	.112	.128	.143	.15	
Quality of Presentation							
.05	Appendices	0	.038	.043	.048	.05	
.05	Structure	0	.038	.043	.048	.05	
.05	Grammar/Spelling	0	.038	.043	.048	.05	
						Total Percent	

APPENDIX C: BBA STANDARDIZED PRESENTATION RUBRIC

Presentation Evaluation Form

Rating System

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Cannot Determine
5	4	3	2	1	X

Demonstration of Business Skills						
1. The presentation stayed within the time frame, contained the required content, and was prepared and flowing.	5	4	3	2	1	X
2. Presenter(s) demonstrated an exceptional level of professionalism in the textual and visual style of electronic slides.	5	4	3	2	1	X
3. Presenter(s) demonstrated an exceptional level of professionalism in the quality of numerical graphs and figures in electronic slides.	5	4	3	2	1	X
4. Presenter(s) demonstrated an exceptional level of professionalism in the delivery of presentation (i.e. verbal skills and non-verbal skills).	5	4	3	2	1	X
4. Presenter(s) demonstrated an exceptional level of persuasiveness in the delivery of presentation (i.e. they made their argument well).	5	4	3	2	1	X
5. Presenter(s) demonstrated an exceptional level of persuasiveness during question and answer time.	5	4	3	2	1	X

Comments: