IACBE

International Accreditation Council for Business Education

Sample Rubrics

IACBE

Direct and Indirect Measures of Student Learning: Samples

Two popular assessment instruments of student learning are rubrics and surveys. Rubrics are a commonly used type of direct assessment measure of student learning. Assessment and grading rubrics are designed for different purposes. For the assessment of student learning, IACBE does not accept grades or grading rubrics (without embedded assessment criteria). Surveys are frequently used as indirect measures of student learning. Survey questions that assess student learning should be specifically designed for this purpose: IACBE does not accept survey questions that evaluate the program or institution as assessment of student learning.

The Outcomes Assessment Plan Checklist provides several important items to consider when creating assessment tools for the IACBE Outcomes Assessment Plan. A few that are applicable when designing rubrics and surveys are:

- Each ISLO is evaluated at least twice (evaluated by two different assessment measures).
- Each ISLO is measured at least once with a direct measure of student learning.
- The assessment instruments are program-level assessments administered at the end of the program, not course-level assessments.
- Each assessment instrument is designed to ensure every student is individually demonstrating the level of achievement of each ISLO that the instrument assesses.
- For each assessment instrument, the OAP identifies the ISLO(s) assessed by that measure.
- All direct measures of student learning directly evaluate the level of individual student achievement of the ISLOs that they are designed to assess.
- For cases other than comprehensive examinations, the direct measures of student learning in each program have accompanying evaluation rubrics with performance criteria that are directly and explicitly tied to evaluation of the ISLO being assessed.
- Comprehensive exams must contain subsets of questions that are directly and explicitly tied or mapped to evaluation if the ISLO being assessed.
- All indirect measures of student learning contain items, questions, or components that are directly and explicitly tied to evaluating individual student achievement of each ISLO assessed by the measure.

Two common approaches used in designing assessment measures are standalone and embedded instruments. A standalone rubric or survey is one that is administered at the end of the program and is not part of a course grading rubric or institutional survey. An embedded assessment instrument is one that may be added to a grading rubric or institutional survey but is clearly marked for assessment purposes.

To assist with building assessment rubrics, a few samples are included below.

Rubrics

Below is an example of a standalone assessment rubric. Rubrics should clearly describe what each level of achievement looks like, entails: this is particularly important to ensure consistency in assessment perspective of different evaluators. This can be completed at the same time as a grading rubric but the

two have different criteria and purposes. As a reminder, any one rubric criterion can only assess one ISLO. However, more than one criterion can assess one ISLO.

Strategic Management Case Study Rubric

Assessment of Learning Outcomes

Criteria	0-Not Observed	1-Limited Proficiency	2-Developing Proficiency	3-Proficiency	4-High Proficiency
Describe the major concepts in the functional areas of business. ISLO #1		Few functional areas are clearly identified and described.	Some functional areas are clearly identified and described.	Most functional areas are clearly identified and described.	All functional areas are clearly identified and described.
Describe the legal, social, ethical, and economic environments of business in a global context ISLO #2		Identifies and discusses few legal, social, ethical, and economic issues in both internal and external environments, and often lacks understanding.	Identifies and discusses some legal, social, ethical, and economic issues in both internal and external environments, however, may lack full development or understanding.	Identifies and discusses most legal, social, ethical, and economic issues in both internal and external environments.	Clearly identifies and discusses all legal, social, ethical, and economic issues in both internal and external environments.
Apply knowledge of business concepts and functions in an integrated manner ISLO #3		Discusses strategic changes however lacks understanding of how areas may integrate with or influence another.	Discusses strategic changes however lacks some understanding of how areas may integrate with or influence another.	Discusses specific ways in which strategic changes in each functional area influence and/or integrate with other functional areas.	Discusses specific well-developed ways in which strategic changes in each functional area influence and/or integrate with other functional areas.

An Excel spreadsheet might be used to organize data collection from the above table. See the following example:

Directions: 1. Review Rubric 2. Enter Name 3. Score

Assessment- Strategic Management Case Study

Student	Describe Major Functional Areas (ISLO 1)	Legal, social, ethical, and economic (ISLO 2)	Integrated manner (ISLO 3)
Sally Student	3	4	3

An example of an internship evaluation:

Supervisor Evaluation of Internship – Program-Level Assessment Rubric				
Evaluation Dimensions	**Performance Rating**			**Score**
	Beginning 1 2	**Competent** 3 4	**Accomplished** 5 6	
Programmatic Evaluation – Program-Level Assessment Criteria (ISLOs)				
Oral Communication Skills **ISLO #2**	Presentations could not be understood because there was no logical sequencing of information. . . add specifics	Work assignments were presented in a sequence that the audience could follow. . .add specifics.	Work assignments were presented in a logical, interesting, and effective sequence, which the audience could easily follow. . .add specifics.	
	Comments:			
Analytical/ Critical Thinking Skills **ISLO #3**	Presented little if any analysis in work assignments. . .add specifics.	Adequately assessed and presented information from some sources and perspectives with only minor inconsistencies, irrelevancies, or omissions. . .add specifics.	Accurately and appropriately evaluated and interpreted relevant information from a variety of sources and perspectives. . .add specifics.	
	Comments:			

An additional rubric format for assessment of student learning:

Criteria	ISLO Mapping	4-High Proficiency	3-Proficiency	2-Developing Proficiency	1-Limited Proficiency
Describe the legal, ethical, social, and economic environments of business in a global context.	ISLO #2	Clearly identifies, defines, discusses, and provides examples of the legal, social, ethical, and economic issues in both internal and external environments.	Identifies, defines, discusses, and provides some examples of legal, social, ethical, and economic issues in both internal and external environments.	Identifies but may not clearly define the legal, social, ethical, and economic issues in both internal and external environments. Provides some examples, however, may lack full development or understanding.	Identifies but does not define the legal, social, ethical, and economic issues in both internal and external environments. May provide some examples but often lacks understanding.
Apply strategic planning skills to effect change in an integrated manner.	ISLO # 6	Discusses specific and well-developed examples in which strategic theories can be used throughout an organization to advance their mission.	Discusses examples in which strategic theories can be used throughout an organization to advance their mission.	Discusses some examples in which strategic theories can be used in an organization but may not include all areas.	Discusses some examples in which strategic theories can be used in an organization but are not integrated or specific.

Surveys

Student exit surveys are frequently used an indirect measure of student learning. When designing a survey, it is important to include specific mapping, or linking, to each ISLO measured by individual survey questions. If using an institutional survey process already in place, it is important to embed questions that directly assess specific ISLOs. Below is a sample student survey that can be delivered directly to students at the end of their programs or embedded in an institutional end of program survey. As a reminder, a survey question can only assess one ISLO. However, more than one question can assess one ISLO.

SAMPLE: EVALUATION OF LEARNING IN THE BACHELOR OF BUSINESS ADMINISTRATION

The School of Management has identified several intended student learning outcomes that it expects students to have achieved upon completion of the Bachelor of Business Administration. For each of the following intended learning outcomes, mark the box in the rating scale that most closely corresponds to your assessment of the degree to which you believe that you have been successful in achieving that outcome. Please also provide comments and suggestions for changes and improvements.

1 = Very Unsuccessful	2 = Unsuccessful	3 = Successful	4 = Very Successful

Intended Student Learning Outcomes	1	2	3	4
1. **I am able to identify the principal concepts, theories, and practices in the functional areas of business.** ISLO #1	☐	☐	☐	☐
Comments:				
2. **I am able to recognize legal and ethical principles in business and apply them to organizational decision making.** ISLO #2	☐	☐	☐	☐
Comments:				
3. **I am able to evaluate the global dimensions of business.** ISLO #3	☐	☐	☐	☐
Comments:				
4. **I am able to apply business-related quantitative methods and information technology in support of management decision making.** ISLO #4	☐	☐	☐	☐
Comments:				
5. **I am able to construct coherent forms of communication.** ISLO #5	☐	☐	☐	☐
Comments:				
6. **I am able to demonstrate analytical and critical-thinking skills in the context of organizational decision making.** ISLO #6	☐	☐	☐	☐
Comments:				
7. **I am able to integrate theory and practice across the business functional areas in the analysis of organizational problems and challenges.** ISLO #7	☐	☐	☐	☐
Comments:				