

Course: \_\_\_\_\_ Year: \_\_\_\_\_ Quarter: \_\_\_\_\_F \_\_\_\_\_W \_\_\_\_\_Sp \_\_\_\_\_Su

Grader: \_\_\_\_\_

**CSU, East Bay Learning Goal: International/Global Business Perspective.**

Objective: Each student will be able to identify and communicate the variety of risks and opportunities of doing business in a global environment.

Assessment Measures:

Achievement of this objective will be demonstrated with course-embedded writing projects or standardized multiple-choice questions.

The course-embedded projects may include those that contain the following elements:

- Analyzing the cultural and financial impacts of moving into new markets and expanding existing markets.
- Evaluating global consequences of human and financial resource management.
- Analyzing global customer demographics
- Identifying and analyzing the social costs and benefits of relevant decisions in the global marketplace/environment.

THE MULTIPLE-CHOICE QUESTION WILL INCLUDE QUESTION FROM EACH OF THE TOPICS LISTED ABOVE.

WRITTEN PROJECTS OR MULTIPLE CHOICE QUESTIONS ARE STANDARDIZED AND USED FOR ASSESSMENT IN EACH COURSE THAT FULFILLS THE INTERNATIONAL/GLOBAL BUSINESS CORE REQUIREMENT.

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Grader: \_\_\_\_\_

## CSU, Eastbay BSBA International/Global Business Perspective Rubric

### ESSAY EXAMINATION

	<b>2: Proficient</b>	<b>1: Limited Proficiency</b>	<b>0: Not Proficient</b>
<b>Knowledge</b>	Understands multifunctional global issues Argues pro and con Effectively critiques issues Examines inconsistencies Demonstrates value of information	Presents a narrow/limited perspective Briefly cites data/information needs Recognizes basic content	Misconstrues issues Show little or no grasp of international/global issues Theory stated inaccurately Cannot recognize basic content
<b>Exposition</b>	Uses reasonable judgment Succinct explanation Main arguments are stated Substantial depth of exposition	Lack of precision Too little justification for opinions Little coherency Some gaps in exposition Some depth of exposition	Shows no coherent explanation Large gaps in reasoning Answers by rephrasing the question One or two sentence explanations No depth of exposition
<b>Analysis</b>	Discusses issues Formulates conclusions Justifies conclusions Questions validity of information Shows intellectual honesty	Draws conclusions but conclusions not adequately justified Uses value judgments Does not question data or information Overlooks key points Shows intellectual honesty	Draws faulty conclusions or uses value judgments w/o support. Shows intellectual dishonesty Omits the most basic arguments Misrepresents issues

**Passing grade = 5 (83.33%)**

### Multiple Choice Examination

	<b>Proficient</b>	<b>Limited Proficiency</b>	<b>Not proficient</b>
<b>Score (% Correct)</b>	80% or above	Between 60% and 79%	below 60%

**Internal College Assessment:** We would expect a limited number of student results to fall in the not proficient category. Essays will be tabulated both vertically and horizontally. For example, we may determine that 95% of the students achieved a passing grade on the examination essay or multiple choice exam but 50% showed insufficiency in a particular area (exposition, for example). The College will analyze the results and take corrective actions if the results suggest that necessity.