Faculty Collaborations to Assess Critical Thinking and Writing at the Program Level using Course-Embedded Assignments

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Goals

- Engage faculty in assessment process
- Embed assessment assignments in courses
- Use course assignments to evaluate critical thinking and writing at the program level
- Create collaboration between Assessment Committee and faculty

Rubrics & Assignments

Answer the follow questions in your own words in essay form (numbered paragraphs to answer each question is acceptable). Choose a Rhode Island company or, if you prefer, another of your choosing. Large Rhode Island area companies include:

CVS Health
Hasbro, Inc.
IGT (now a UK company)
ON Semi-conductor
Sensata Technologies Holding PLC

1. What is the purpose of reporting by operating segments in addition to reporting by the overall (consolidated) entity? In your answer, cite authoritative accounting literature two times: once to identify the purpose of segment reporting and once to identify the purpose of consolidated financial statements. (One paragraph)
2. How must an entity determine whether an operating segment is a reportable segment? (One paragraph)
3. What items and amounts are reported by each operating segment? (One paragraph)
4. Access the most recent annual report of the company of your choice. Review the company's segment reporting, geographic disclosures, and its Management Discussion and Analysis of Operations (MD&A). Name the company and provide links to these documents so that I may review them as I review your document.
5. How does the company's segment reporting help you to understand the overall operations of your chosen company on a consolidated basis? Explain your answer, including a discussion of your company's operating results by segment. I expect this discussion will take approximately 2 pages.

Case Study 1-- Carlyle Paper Mill

Please read the short case below and answer the six questions that follow using assigned readings and class lectures to assist in your analysis and decision making. You will be performing an environmental scan of Carlyle Paper Mill using the STEEP analysis method covered in class and in your textbook on page 48. Your response should be in the form of a 1000–1500-word essay that fully addresses each question. You should follow APA format requirements including in-text citations of any sources used. Provide a reference list of all sources used. This assignment is due on Tuesday, October 12th at 2pm.

The Carlyle Paper Mill is a family-owned paper mill in Mexico, Maine, which is a riverside town with a population of 2700. The mill is owned and managed by Ethan Carlyle and his sister, Evelyn. Ethan is President, while Evelyn is Vice President of Operations. Ethan's daughter, Ellen, also works at the mill in the accounting area, and Evan and Eric, work on the production floor in the mill learning the ottom up, as many Carlyles before them have. The Carlyle family aine, about 200 years ago and began buying up prime land around ver to harvest trees for logging. About 150 years ago, the family usiness and decided to concentrate on paper milling. Canals and ted to control the flow of the river to power the mill. The Carlyle r and sewer systems, electric grids, schools, railways, housing for pping centers and commercial buildings. Land was donated for all rea.

ill for decades has been the largest employer in the Mexico area. al coated paper that has a smooth finish and is used in books and re high quality photography. Through its existence, the mill has y activities and other local businesses, many of which received h personal loans provided by the Carlyle family. Even in recent milling business in Maine has been losing market share due to ition, restrictive logging practices, and excessive costs for

WRITING RUBRIC

	EXCEEDS EXPECTATIONS A
	ormation is organized logically, luding a compelling introduction, mprehensive body and artful nclusion. Document demonstrates ity of thought. Effective and varied nsitions aid overall coherence.
CLARITY AND USAGE	Writer demonstrates savvy understanding of audiences. Language is eloquent. Tone is distinct. No words are misused. Word choice is vivid. Writing is concise.
GRAMMAR/ SENTENCE STRUCTURE	Writer demonstrates adequate knowledge of grammatical conventions with a few errors. Syntax is satisfactory. Sentence patterns lack variety.
PROFESSIONALISM	Satisfactory proofreading reflects effort. Paper is neat with minimal typographical or format errors.

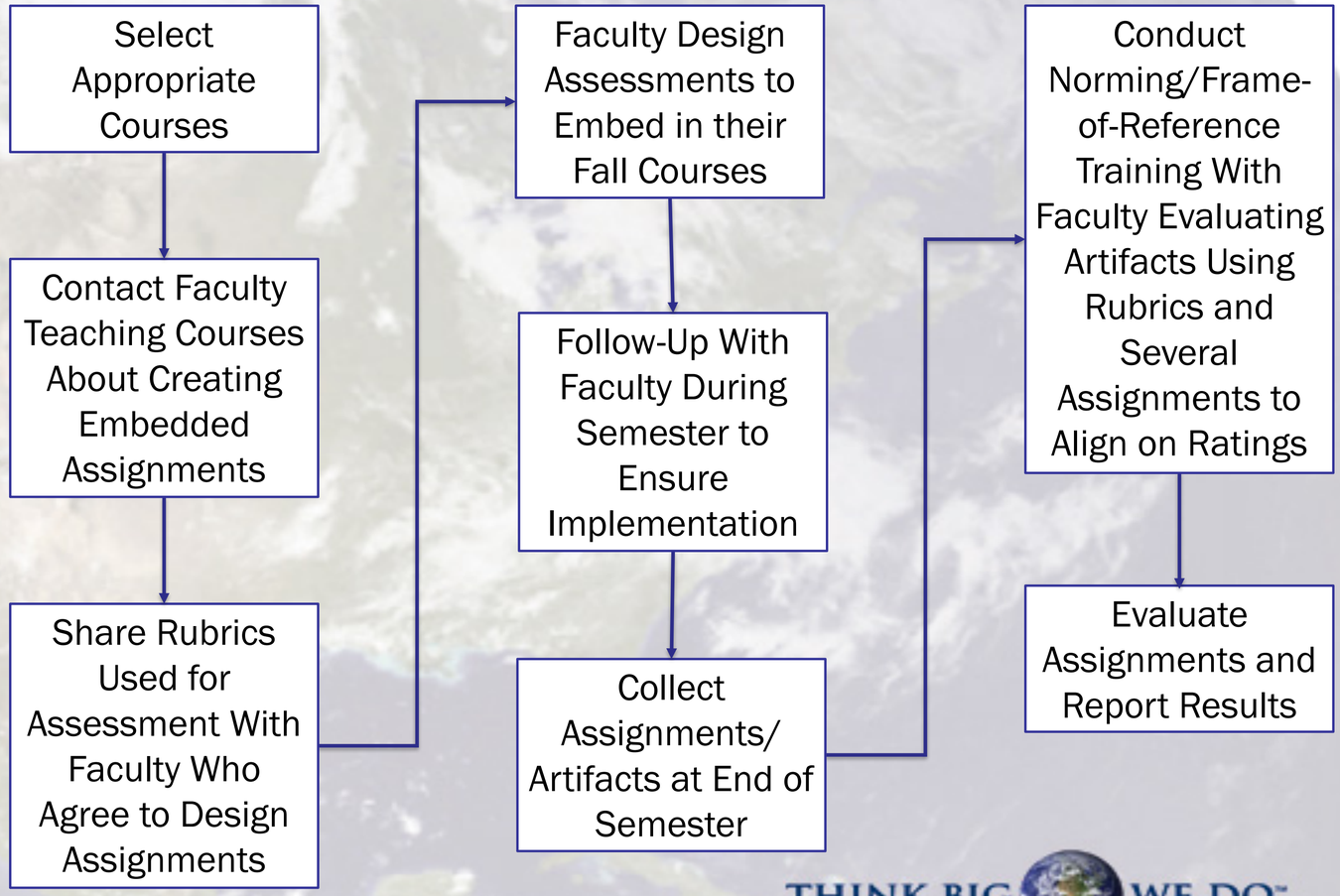
		sentences to connect ideas. Solid analysis.	Strong analysis.
CLARITY AND USAGE	Language and level of formality are often misused. Several words are misused. Word choice is bland. Writing rambles in areas.	Writer demonstrates sound understanding of audiences with appropriate language. Some words are misused. Adequate word choice. Could be more concise.	Writer demonstrates savvy understanding of audiences. Language is eloquent. Tone is distinct. No words are misused. Word choice is vivid. Writing is concise.
GRAMMAR/ SENTENCE STRUCTURE	Grammatical conventions are not in place; basic errors appear frequently. Syntax is convoluted. Sentence patterns lack variety.	Writer demonstrates adequate knowledge of grammatical conventions with a few errors. Syntax is satisfactory. Sentence patterns are varied.	Grammatical conventions are impeccable with few to no errors. Varied sentence patterns are fluid.
PROFESSIONALISM	Poor proofreading reflects shoddy work and questionable work ethic. Typographical and format errors abound.	Satisfactory proofreading reflects effort. Paper is neat with minimal typographical or format errors.	Proofreading is top-notch; reflects a serious work ethic. Paper demonstrates neatness, proper design. No major typographical errors.

A Critical Thinking Rubric

		2 – *Meet Expectations: If applicable, consistently does* ***most*** *or many of the following*	3 – *Exceed Expectations: If applicable, consistently does all or* ***almost all*** *of the following*
all of	int.	- Assembles sufficient, credible, and relevant information. - Compiles some information from opposing views. - Distinguishes between information and inferences drawn from it.	- Gathers sufficient, credible, relevant information observations, statements, logic, data, facts, questions, graphs, themes, assertions, descriptions. - Compiles information that opposes as well as supports the argued position. - Distinguishes between information and inferences drawn from that information.
	nd	- Problem/opportunity is identified but is somewhat clear and summarization is basic.	- Clearly identifies and summarizes the problem/opportunity.
		- Analyzes and assesses the situation with awareness of the goals of the analysis. - Seeks out information. - Characterizes some diverse perspectives drawn from the book, class discussion, and own experiences to draw conclusions.	- Analyzes and assesses the situation with a clear awareness of what needs to be accomplished. - Examines information critically. - Characterizes multiple diverse perspectives drawn from the book, class discussion, and own experiences to draw conclusions.
		- Correctly describe several solutions and verify assumptions. - Use appropriate methodology and terminology.	- Correctly develops all or most solutions and verifies assumptions - Applies appropriate methodology and terminology.
	5. Select/ Explain recommendations	- Presented design lacks any original and innovative approaches. - Few of the business objectives are addressed in the solution design.	- Selects original and innovative approaches to solving the problem or - capitalizing on an opportunity aligning the design with the business objectives.

	4. Develop Alternative Solutions	-Does not offer any solution or offer a solution without verifying assumptions - Fails to use appropriate methodology and terminology.
	5. Select/ Explain recommendations	- Selects solution designs, which demonstrates many original and innovative concepts mixed with traditional solutions. - Solution design addresses most of the business objectives.

Process



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