Program-Level Continuous Improvement Process (CI-Process) Basics

<table>
<tr><td rowspan="2">Program Basics</td><td>Program Name: State formal program name from list of ADHE- or UCA-recognized programs.
Master of Accountancy</td></tr>
<tr><td>Program Purpose: State WHY this program exists. The purpose should support the University, College, and Department mission statements, but it should NOT be a reiteration of those statements.

The Master of Accountancy program further educates students in accounting and prepares them to take the CPA exam. This program goes beyond undergraduate accounting by expanding students' understanding of accounting standards and leadership skills needed in the accounting industry.</td></tr>
<tr><td rowspan="8">Program Goals
(Typically programs have 2-4 goals)</td><td>Goal 1: Program goals state the faculty's broad expectations of the knowledge, skills, or abilities held by program completers.

Our graduates shall be competent in the theory and practice of accounting.</td></tr>
<tr><td>Goal 2:

Our graduates shall communicate effectively.</td></tr>
<tr><td>Goal 3:

Our graduates shall effectively manage information.</td></tr>
<tr><td>Goal 4:

Our graduates shall demonstrate effective leadership.</td></tr>
<tr><td>Goal 5:

Our graduates shall demonstrate global awareness.</td></tr>
<tr><td>Goal 6:

Our graduates shall demonstrate ethical decision-making skills.</td></tr>
<tr><td>Goal 7:

Our graduates shall think dynamically.

<i>*Within the College of Business, not every Program Goal will be assessed in every assessment period.</i></td></tr>
<tr><td>Goal 8:</td></tr>
</table>

Program-Level Continuous Improvement Process (CI-Process) Plan

Closing the Loop Process	**Data Collection**	**Who & How: Indicate who will collect the data and how data will be collected.** The COB Director of Assessment (DA) manages the data collections and data distribution process for all Programs within the COB.
		Timeline: Indicate when the data will be collected. Faculty perform assessment activities in the classroom. Documentation due to DA by 5 PM on the day semester grades are due.
	Data Analysis	**Who: Indicate who, by name or position, is responsible for organizing the data and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested student learning outcomes were achieved.** DA collates assessment results from the previous semester; forwards to the College of Business Curriculum & Assessment Committee (COB CAC). COB CAC meets to discuss data and the effectiveness of related action plans
		Timeline: Indicate when the data will be analyzed. Documentation due to COB CAC 2 weeks after 1st day of class of the following semester. COB CAC meets within 3 weeks after 1st day of class.
	Data Dissemination	**Who & How: Indicate who will share data will relevant faculty and how data will be shared.** COB CAC departmental representatives meet with departmental faculty. COB CAC develops action plan for "closing the loop" based on faculty & stakeholder feedback.
		Timeline: Indicate when the data will be shared. Faculty feedback is due up to 4 weeks after initial COB CAC meeting. COB CAC meets within 2 weeks after receiving faculty/stakeholder feedback.
	Resulting Actions	**How: Indicate how the Program Director will formally share results and present desired program changes with the Responsible Authority** DA rolls out COB CAC plans to Dean and Department Chairs at the next College of Business Executive Committee meeting. Executive Committee rolls out closing the loop plans with their respective faculties.
		Timeline: Indicate when the data and faculty feedback will be shared. Next scheduled Ex Comm meeting; on-going.
	Re-assessment/ Evaluation	**How: Indicate how the desired program changes will be put into place and what data will be collected following the changes. If process for collecting and analyzing data is different than what is stated above, indicate how it will be different here.** Faculty implements and documents changes

		Timeline: Indicate when the data will be collected following these changes.
		Document as changes are implemented; follow-up during next available assessment cycle.
		Due to the larger number of BBA learning goals and assessments, the College of Business assesses the BBA learning goals on a rolling basis. Typically only four assessment measures are actively measured at a time for the overall BBA. An actively assessed SLO will be assessed a minimum of four times before rotating out of active assessment. At that point, the COB CAC will determine whether the goal should roll out of active assessment and a new goal moved into active assessment or whether the goal should be continued to be assessed in the next cycle. Typically, if the program SLO is met or exceeded on a goal for 3 out of 4 assessment periods, then the goal will move out of the active assessment and a new goal will move into active assessment. A more detailed description of the process along with the SLO queue can be found in the College of Business Assurance of Learning Handbook. Goal 8 major specific goals are assessed on a continual basis when the course is taught in either the fall or spring semester.

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

<table>
<tr>
<td rowspan="8" style="writing-mode:vertical-rl">Student Learning Outcome</td>
<td>Student Learning Outcome</td>
<td>A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s).
(1A) Students will be able to correctly apply financial accounting standards.</td>
</tr>
<tr>
<td>Related Program Goal(s)</td>
<td>State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.
Our graduates shall be competent in the theory and practice of accounting.</td>
</tr>
<tr>
<td>Assessment Activity/Artifact/ Output</td>
<td>State the activity that will be directly assessed for the above Student Learning Outcome.
Student will complete test questions (embedded on a single exam) requiring the application of financial accounting concepts.</td>
</tr>
<tr>
<td>Assessment Method</td>
<td>Explain how the quality of the above activity will be assessed.
Test questions will be evaluated using a financial accounting rubric.</td>
</tr>
<tr>
<td>Benchmark</td>
<td>State the performance expectation for the above activity, and some justification for that expectation.
80% of students will score $\geq$ 3 out of 4 on rubric (Traits 1 & 2 only, the applicable rubric traits).</td>
</tr>
<tr>
<td>Academic Course of Assessment</td>
<td>State who will be assessed using the above activity AND in which academic course the assessment will occur.
The faculty member who teaches ACCT 6310 will embed questions on a single exam for all students in the course.</td>
</tr>
<tr>
<td>Frequency</td>
<td>State when AND how frequently the above activity will be assessed.
Every semester ACCT 6310 is offered *when this program goal is in active rotation.*. Please see the CIP process plan and the College of Business Assurance of Learning Handbook for a detailed explanation of the rotation process.</td>
</tr>
<tr>
<td rowspan="4" style="writing-mode:vertical-rl">Observations</td>
<td>Data Summary</td>
<td>Provide a short summary of the results of the above activity AND the date these results were compiled.
10 students completed the test question. 60% scored 3 or more points.</td>
</tr>
<tr>
<td>Result</td>
<td>☐ Exceeded ☐ Met ✗ Did Not Meet …. The benchmark for this activity (stated above).</td>
</tr>
<tr>
<td>Responsible Authority Analysis</td>
<td>Authority Responsible for Analysis: Provide the position of the person responsible for the program.
DA, COB CAC chair, COB CAC
Date of Analysis: Provide the date on which Responsible Authority reviewed data
Reviewed 2 February, 2013
Comments: Provide comments about data from Responsible Authority
Ability of students to calculate results were adequate, but their ability to express their findings in words is poor. Increase is GMAT verbal scores recommended and approved.</td>
</tr>
<tr>
<td rowspan="2" style="writing-mode:vertical-rl">Analysis</td>
<td>Department/ Area/ Program Faculty</td>
<td>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.
Example:

Date of Presentation: Provide the date on which presentation to faculty was conducted.
Example:

Comments: Provide comments about the data from the relevant faculty
Example:</td>
</tr>
<tr>
<td>Conclusion</td>
<td>✗ Continue to assess next assessment period ☐ Rotate out of assessment (to be assessed again:) ✗ Curricular change

☐ Pedagogic change ☐ Assessment Process change ☐ Benchmark change ☐ Other: _____</td>
</tr>
<tr>
<td rowspan="3" style="writing-mode:vertical-rl">Closing the Loop</td>
<td style="writing-mode:vertical-rl">Assessment Data-Driven Change</td>
<td>Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.
New GMAT scores required as of Summer 2013.</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>Provide signature of Department Chair acknowledging above results.
                Date</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>Provide signature of College committee chairperson or College Dean acknowledging above results.
                Date</td>
</tr>
</table>

CI-Process Student Learning Outcome Information Sheet
Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	**A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s).** (1B) Students will be able to correctly apply auditing standards.
	Related Program Goal(s)	**State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.** Our graduates shall be competent in the theory and practice of accounting.
	Assessment Activity/Artifact/ Output	**State the activity that will be directly assessed for the above Student Learning Outcome.** Student will complete test questions (embedded on a single exam) requiring the application of auditing standards.
	Assessment Method	**Explain how the quality of the above activity will be assessed.** Test questions will be evaluated using a auditing standards rubric.
	Benchmark	**State the performance expectation for the above activity, and some justification for that expectation.** 80% of students will score $\geq$ 4 out of 6 on rubric.
	Academic Course of Assessment	**State who will be assessed using the above activity AND in which academic course the assessment will occur.** The faculty member who teaches ACCT 6317 will embed questions on a single exam for all students in the course.
	Frequency	**State when AND how frequently the above activity will be assessed.** Every semester ACCT 6317 is offered *when this program goal is in active rotation..* Please see the CIP process plan and the College of Business Assurance of Learning Handbook for a detailed explanation of the rotation process.
Observations	Data Summary	**Provide a short summary of the results of the above activity AND the date these results were compiled.** ***NOT CURRENTLY IN ROTATION***
	Result	☐ Exceeded ☐ Met ☐ Did Not Meet …. **The benchmark for this activity (stated above).**
	Responsible Authority Analysis	**Authority Responsible for Analysis: Provide the position of the person responsible for the program.** DA, COB CAC chair, COB CAC **Date of Analysis: Provide the date on which Responsible Authority reviewed data** **Comments: Provide comments about data from Responsible Authority**
Analysis	Department/ Area/ Program Faculty	**Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.** *Example:* **Date of Presentation: Provide the date on which presentation to faculty was conducted.** *Example:* **Comments: Provide comments about the data from the relevant faculty** *Example:*
	Conclusion	☐ Continue to assess next assessment period ☐ Rotate out of assessment (to be assessed again:) ☐ Curricular change ☐ Pedagogic change ☐ Assessment Process change ☐ Benchmark change ☐ Other: _____
Closing the Loop	Assessment Data-Driven Change	**Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.**
	Acknowledgement	**Provide signature of Department Chair acknowledging above results.** Date
	Acknowledgement	**Provide signature of College committee chairperson or College Dean acknowledging above results.** Date

CI-Process Student Learning Outcome Information Sheet
Repeat table as needed for each Student Learning Outcome

<table>
<tr>
<td rowspan="8" style="writing-mode: vertical-lr">Student Learning Outcome</td>
<td>Student Learning Outcome</td>
<td>**A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s).**
(1C) Students will be able to correctly apply tax law.</td>
</tr>
<tr>
<td>Related Program Goal(s)</td>
<td>**State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.**
Our graduates shall be competent in the theory and practice of accounting.</td>
</tr>
<tr>
<td>Assessment Activity/Artifact/ Output</td>
<td>**State the activity that will be directly assessed for the above Student Learning Outcome.**
Student will prepare a solution to a tax research project.</td>
</tr>
<tr>
<td>Assessment Method</td>
<td>**Explain how the quality of the above activity will be assessed.**
Project solutions will be evaluated using a tax research rubric.</td>
</tr>
<tr>
<td>Benchmark</td>
<td>**State the performance expectation for the above activity, and some justification for that expectation.**
80% of students will score $\geq$ 6 out of 8 on rubric (traits 1, 2, 5, & 6 only, the applicable rubric traits).</td>
</tr>
<tr>
<td>Academic Course of Assessment</td>
<td>**State who will be assessed using the above activity AND in which academic course the assessment will occur.**
The faculty member who teaches ACCT 6309 will assign a tax research project for all students in the course.</td>
</tr>
<tr>
<td>Frequency</td>
<td>**State when AND how frequently the above activity will be assessed.**
Every semester ACCT 6309 is offered *when this program goal is in active rotation.*. Please see the CIP process plan and the College of Business Assurance of Learning Handbook for a detailed explanation of the rotation process.</td>
</tr>
<tr>
<td rowspan="3" style="writing-mode: vertical-lr">Observations</td>
<td>Data Summary</td>
<td>**Provide a short summary of the results of the above activity AND the date these results were compiled.**

__NOT CURRENTLY IN ROTATION__</td>
</tr>
<tr>
<td>Result</td>
<td>☐ Exceeded ☐ Met ☐ Did Not Meet …. **The benchmark for this activity (stated above).**</td>
</tr>
<tr>
<td>Responsible Authority Analysis</td>
<td>**Authority Responsible for Analysis: Provide the position of the person responsible for the program.**
DA, COB CAC chair, COB CAC
Date of Analysis: Provide the date on which Responsible Authority reviewed data

Comments: Provide comments about data from Responsible Authority</td>
</tr>
<tr>
<td rowspan="2" style="writing-mode: vertical-lr">Analysis</td>
<td>Department/ Area/ Program Faculty</td>
<td>**Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.**
Example:

Date of Presentation: Provide the date on which presentation to faculty was conducted.
Example:

Comments: Provide comments about the data from the relevant faculty
Example:</td>
</tr>
<tr>
<td>Conclusion</td>
<td>☐ Continue to assess next assessment period ☐ Rotate out of assessment (to be assessed again:) ☐ Curricular change

☐ Pedagogic change ☐ Assessment Process change ☐ Benchmark change ☐ Other: _____</td>
</tr>
<tr>
<td rowspan="3" style="writing-mode: vertical-lr">Closing the Loop</td>
<td style="writing-mode: vertical-lr">Assessment Data-Driven Change</td>
<td>**Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.**</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>**Provide signature of Department Chair acknowledging above results.**
<div align="right">Date</div></td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>**Provide signature of College committee chairperson or College Dean acknowledging above results.**
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CI-Process Student Learning Outcome Information Sheet
Repeat table as needed for each Student Learning Outcome

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<tr>
<td rowspan="8">Student Learning Outcome</td>
<td>Student Learning Outcome</td>
<td>A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s).
(1D) Students will be able to solve unstructured problems.</td>
</tr>
<tr>
<td>Related Program Goal(s)</td>
<td>State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.
Our graduates shall be competent in the theory and practice of accounting.</td>
</tr>
<tr>
<td>Assessment Activity/Artifact/ Output</td>
<td>State the activity that will be directly assessed for the above Student Learning Outcome.
Student will prepare a solution to a business case problem.</td>
</tr>
<tr>
<td>Assessment Method</td>
<td>Explain how the quality of the above activity will be assessed.
Solution will be evaluated using problems solving rubric.</td>
</tr>
<tr>
<td>Benchmark</td>
<td>State the performance expectation for the above activity, and some justification for that expectation.
80% of students will score $\geq$ 44 out of 55 on rubric.</td>
</tr>
<tr>
<td>Academic Course of Assessment</td>
<td>State who will be assessed using the above activity AND in which academic course the assessment will occur.
The faculty member who teaches ACCT 6340 will assign a case for all students in the course.</td>
</tr>
<tr>
<td>Frequency</td>
<td>State when AND how frequently the above activity will be assessed.
Every semester ACCT 6340 is offered *when this program goal is in active rotation..* Please see the CIP process plan and the College of Business Assurance of Learning Handbook for a detailed explanation of the rotation process.</td>
</tr>
<tr>
<td rowspan="3">Observations</td>
<td>Data Summary</td>
<td>Provide a short summary of the results of the above activity AND the date these results were compiled.

NOT CURRENTLY IN ROTATION</td>
</tr>
<tr>
<td>Result</td>
<td>☐ Exceeded ☐ Met ☐ Did Not Meet …. The benchmark for this activity (stated above).</td>
</tr>
<tr>
<td>Responsible Authority Analysis</td>
<td>Authority Responsible for Analysis: Provide the position of the person responsible for the program.
DA, COB CAC chair, COB CAC
Date of Analysis: Provide the date on which Responsible Authority reviewed data

Comments: Provide comments about data from Responsible Authority</td>
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<td rowspan="2">Analysis</td>
<td>Department/ Area/ Program Faculty</td>
<td>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.
Example:

Date of Presentation: Provide the date on which presentation to faculty was conducted.
Example:

Comments: Provide comments about the data from the relevant faculty
Example:</td>
</tr>
<tr>
<td>Conclusion</td>
<td>☐ Continue to assess next assessment period ☐ Rotate out of assessment (to be assessed again:) ☐ Curricular change

☐ Pedagogic change ☐ Assessment Process change ☐ Benchmark change ☐ Other: _____</td>
</tr>
<tr>
<td rowspan="3">Closing the Loop</td>
<td>Assessment Data-Driven Change</td>
<td>Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.</td>
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<tr>
<td>Acknowledgement</td>
<td>Provide signature of Department Chair acknowledging above results.
<div align="right">Date</div></td>
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<tr>
<td>Acknowledgement</td>
<td>Provide signature of College committee chairperson or College Dean acknowledging above results.
<div align="right">Date</div></td>
</tr>
</table>

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	**Student Learning Outcome**	**A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s).** (2A) Students will demonstrate effective written communication.
	Related Program Goal(s)	**State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.** Our graduates shall communicate effectively.
	Assessment Activity/Artifact/Output	**State the activity that will be directly assessed for the above Student Learning Outcome.** Student will write a research paper on financial accounting issues.
	Assessment Method	**Explain how the quality of the above activity will be assessed.** Paper will be evaluated using a written communication skills rubric.
	Benchmark	**State the performance expectation for the above activity, and some justification for that expectation.** 80% of students will score $\geq$ 11 out of 14 on rubric.
	Academic Course of Assessment	**State who will be assessed using the above activity AND in which academic course the assessment will occur.** The faculty member who teaches ACCT 6310 will assign a research paper for all students in the course.
	Frequency	**State when AND how frequently the above activity will be assessed.** Every semester ACCT 6310 is offered *when this program goal is in active rotation..* Please see the CIP process plan and the College of Business Assurance of Learning Handbook for a detailed explanation of the rotation process.
Observations	**Data Summary**	**Provide a short summary of the results of the above activity AND the date these results were compiled.** 10 students completed the research paper for this assessment. 60% scored 11 or more points.
	Result	☐ Exceeded ☐ Met ✘ Did Not Meet …. **The benchmark for this activity (stated above).**
	Responsible Authority Analysis	**Authority Responsible for Analysis: Provide the position of the person responsible for the program.** DA, COB CAC chair, COB CAC **Date of Analysis: Provide the date on which Responsible Authority reviewed data** Reviewed 2 February, 2013 **Comments: Provide comments about data from Responsible Authority** Ability of student to communicate accounting findings in writing is poor. Increase is GMAT verbal scores recommended and approved.
Analysis	**Department/ Area/ Program Faculty**	**Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.** *Example:* **Date of Presentation: Provide the date on which presentation to faculty was conducted.** *Example:* **Comments: Provide comments about the data from the relevant faculty** *Example:*
	Conclusion	✘ Continue to assess next assessment period ☐ Rotate out of assessment (to be assessed again:) ✘ Curricular change ☐ Pedagogic change ☐ Assessment Process change ☐ Benchmark change ☐ Other: _____
Closing the Loop	**Assessment Data-Driven Change**	**Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.** New GMAT scores required as of Summer 2013.
	Acknowledgement	**Provide signature of Department Chair acknowledging above results.** Date
	Acknowledgement	**Provide signature of College committee chairperson or College Dean acknowledging above results.** Date

CI-Process Student Learning Outcome Information Sheet
Repeat table as needed for each Student Learning Outcome

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<tr>
<td rowspan="8">Student Learning Outcome</td>
<td>Student Learning Outcome</td>
<td>A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s).
(2B) Students will demonstrate effective communication.</td>
</tr>
<tr>
<td>Related Program Goal(s)</td>
<td>State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.
Our graduates shall communicate effectively.</td>
</tr>
<tr>
<td>Assessment Activity/Artifact/ Output</td>
<td>State the activity that will be directly assessed for the above Student Learning Outcome.
Student will make a presentation on an auditing standard.</td>
</tr>
<tr>
<td>Assessment Method</td>
<td>Explain how the quality of the above activity will be assessed.
Presentation will be evaluated using an oral presentation rubric.</td>
</tr>
<tr>
<td>Benchmark</td>
<td>State the performance expectation for the above activity, and some justification for that expectation.
80% of students will score $\geq$ 44 out of 55.</td>
</tr>
<tr>
<td>Academic Course of Assessment</td>
<td>State who will be assessed using the above activity AND in which academic course the assessment will occur.
The faculty member who teaches ACCT 6317 will assign a presentation for all students in the course.</td>
</tr>
<tr>
<td>Frequency</td>
<td>State when AND how frequently the above activity will be assessed.
Every semester ACCT 6317 is offered *when this program goal is in active rotation.*. Please see the CIP process plan and the College of Business Assurance of Learning Handbook for a detailed explanation of the rotation process.</td>
</tr>
<tr>
<td rowspan="3">Observations</td>
<td>Data Summary</td>
<td>Provide a short summary of the results of the above activity AND the date these results were compiled.

NOT CURRENTLY IN ROTATION</td>
</tr>
<tr>
<td>Result</td>
<td>☐ Exceeded ☐ Met ☐ Did Not Meet …. The benchmark for this activity (stated above).</td>
</tr>
<tr>
<td>Responsible Authority Analysis</td>
<td>Authority Responsible for Analysis: Provide the position of the person responsible for the program.
DA, COB CAC chair, COB CAC
Date of Analysis: Provide the date on which Responsible Authority reviewed data

Comments: Provide comments about data from Responsible Authority</td>
</tr>
<tr>
<td rowspan="2">Analysis</td>
<td>Department/ Area/ Program Faculty</td>
<td>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.
Example:

Date of Presentation: Provide the date on which presentation to faculty was conducted.
Example:

Comments: Provide comments about the data from the relevant faculty
Example:</td>
</tr>
<tr>
<td>Conclusion</td>
<td>☐ Continue to assess next assessment period ☐ Rotate out of assessment (to be assessed again:) ☐ Curricular change

☐ Pedagogic change ☐ Assessment Process change ☐ Benchmark change ☐ Other: _____</td>
</tr>
<tr>
<td rowspan="3">Closing the Loop</td>
<td>Assessment Data-Driven Change</td>
<td>Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>Provide signature of Department Chair acknowledging above results.
<div align="right">Date</div></td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>Provide signature of College committee chairperson or College Dean acknowledging above results.
<div align="right">Date</div></td>
</tr>
</table>

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

<table>
<tr>
<td rowspan="8">Student Learning Outcome</td>
<td>Student Learning Outcome</td>
<td>**A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s).**
(2c) Students will be able to work effectively in teams.</td>
</tr>
<tr>
<td>Related Program Goal(s)</td>
<td>**State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.**
Our graduates shall communicate effectively.</td>
</tr>
<tr>
<td>Assessment Activity/Artifact/Output</td>
<td>**State the activity that will be directly assessed for the above Student Learning Outcome.**
Student will solve a business problem in groups.</td>
</tr>
<tr>
<td>Assessment Method</td>
<td>**Explain how the quality of the above activity will be assessed.**
Team participation will be evaluated using a teaming rubric.</td>
</tr>
<tr>
<td>Benchmark</td>
<td>**State the performance expectation for the above activity, and some justification for that expectation.**
80% of students will score $\geq$ 16 out of 20 on rubric.</td>
</tr>
<tr>
<td>Academic Course of Assessment</td>
<td>**State who will be assessed using the above activity AND in which academic course the assessment will occur.**
The team members of the groups in ACCT 6340 will require team evaluations for all students in the course.</td>
</tr>
<tr>
<td>Frequency</td>
<td>**State when AND how frequently the above activity will be assessed.**
Every semester ACCT 6340 is offered *when this program goal is in active rotation..* Please see the CIP process plan and the College of Business Assurance of Learning Handbook for a detailed explanation of the rotation process.</td>
</tr>
</table>

<table>
<tr>
<td rowspan="3">Observations</td>
<td>Data Summary</td>
<td>**Provide a short summary of the results of the above activity AND the date these results were compiled.**

NOT CURRENTLY IN ROTATION</td>
</tr>
<tr>
<td>Result</td>
<td>☐ Exceeded ☐ Met ☐ Did Not Meet …. **The benchmark for this activity (stated above).**</td>
</tr>
<tr>
<td>Responsible Authority Analysis</td>
<td>**Authority Responsible for Analysis: Provide the position of the person responsible for the program.**
DA, COB CAC chair, COB CAC
Date of Analysis: Provide the date on which Responsible Authority reviewed data

Comments: Provide comments about data from Responsible Authority</td>
</tr>
</table>

<table>
<tr>
<td rowspan="2">Analysis</td>
<td>Department/ Area/ Program Faculty</td>
<td>**Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.**
Example:

Date of Presentation: Provide the date on which presentation to faculty was conducted.
Example:

Comments: Provide comments about the data from the relevant faculty
Example:</td>
</tr>
<tr>
<td>Conclusion</td>
<td>☐ Continue to assess next assessment period ☐ Rotate out of assessment (to be assessed again:) ☐ Curricular change

☐ Pedagogic change ☐ Assessment Process change ☐ Benchmark change ☐ Other: _____</td>
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CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

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<td rowspan="8">Student Learning Outcome</td>
<td>Student Learning Outcome</td>
<td>A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s).
(3A) Students will be able to locate the appropriate quality and quantity of information needed to solve a problem.</td>
</tr>
<tr>
<td>Related Program Goal(s)</td>
<td>State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.
Our graduates shall effectively manage information.</td>
</tr>
<tr>
<td>Assessment Activity/Artifact/ Output</td>
<td>State the activity that will be directly assessed for the above Student Learning Outcome.
Student will prepare a solution to a tax research project.</td>
</tr>
<tr>
<td>Assessment Method</td>
<td>Explain how the quality of the above activity will be assessed.
Test questions will be evaluated using a tax research rubric.</td>
</tr>
<tr>
<td>Benchmark</td>
<td>State the performance expectation for the above activity, and some justification for that expectation.
80% of students will score $\geq$ 6 out of 8 on rubric (Traits 3 and 4 only, the applicable rubric traits).</td>
</tr>
<tr>
<td>Academic Course of Assessment</td>
<td>State who will be assessed using the above activity AND in which academic course the assessment will occur.
The faculty member who teaches ACCT 6309 will assign a tax research project for all students in the course.</td>
</tr>
<tr>
<td>Frequency</td>
<td>State when AND how frequently the above activity will be assessed.
Every semester ACCT 6309 is offered when this program goal is in active rotation.. Please see the CIP process plan and the College of Business Assurance of Learning Handbook for a detailed explanation of the rotation process.</td>
</tr>
<tr>
<td colspan="2"></td>
</tr>
<tr>
<td rowspan="3">Observations</td>
<td>Data Summary</td>
<td>Provide a short summary of the results of the above activity AND the date these results were compiled.
10 students completed the activity for this assessment. 90% achieved a score of 6 or better on the rubric.</td>
</tr>
<tr>
<td>Result</td>
<td>✗ Exceeded ☐ Met ☐ Did Not Meet …. The benchmark for this activity (stated above).</td>
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<tr>
<td>Responsible Authority Analysis</td>
<td>Authority Responsible for Analysis: Provide the position of the person responsible for the program.
DA, COB CAC chair, COB CAC
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Reviewed 2 February, 2013
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<tr><td rowspan="7">Student Learning Outcome</td><td>Student Learning Outcome</td><td>A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s).
(3B) Students will be able to understand the development and structure of a database</td></tr>
<tr><td>Related Program Goal(s)</td><td>State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.
Our graduates shall effectively manage information.</td></tr>
<tr><td>Assessment Activity/Artifact/ Output</td><td>State the activity that will be directly assessed for the above Student Learning Outcome.
Student will develop a database that generates an income statement based on sales and acquisitions.</td></tr>
<tr><td>Assessment Method</td><td>Explain how the quality of the above activity will be assessed.
Database solutions will be evaluated using a database rubric.</td></tr>
<tr><td>Benchmark</td><td>State the performance expectation for the above activity, and some justification for that expectation.
80% of students will score $\geq$ 48 out of 60 on rubric.</td></tr>
<tr><td>Academic Course of Assessment</td><td>State who will be assessed using the above activity AND in which academic course the assessment will occur.
The faculty member who teaches ACCT will assign a database project for all students in the course.</td></tr>
<tr><td>Frequency</td><td>State when AND how frequently the above activity will be assessed.
Every semester ACCT 6320 is offered *when this program goal is in active rotation.*. Please see the CIP process plan and the College of Business Assurance of Learning Handbook for a detailed explanation of the rotation process.</td></tr>
<tr><td rowspan="3">Observations</td><td>Data Summary</td><td>Provide a short summary of the results of the above activity AND the date these results were compiled.
10 students completed the database project for this assessment. 90% achieved a score of 6 or better on the rubric.</td></tr>
<tr><td>Result</td><td>✗ Exceeded ☐ Met ☐ Did Not Meet …. The benchmark for this activity (stated above).</td></tr>
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<td rowspan="7">Student Learning Outcome</td>
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<td>A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s).
(4A) Students will be able demonstrate the qualities necessary for effective leadership.</td>
</tr>
<tr>
<td>Related Program Goal(s)</td>
<td>State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.
Our graduates shall demonstrate effective leadership.</td>
</tr>
<tr>
<td>Assessment Activity/Artifact/ Output</td>
<td>State the activity that will be directly assessed for the above Student Learning Outcome.
Student will demonstrate whether they possess leadership qualities in classroom interactions.</td>
</tr>
<tr>
<td>Assessment Method</td>
<td>Explain how the quality of the above activity will be assessed.
Interactions evaluated using a leadership rubric.</td>
</tr>
<tr>
<td>Benchmark</td>
<td>State the performance expectation for the above activity, and some justification for that expectation.
80% of students will score $\geq$ 100 out of 140 on rubric.</td>
</tr>
<tr>
<td>Academic Course of Assessment</td>
<td>State who will be assessed using the above activity AND in which academic course the assessment will occur.
The faculty member who teaches ACCT 6350 observe an evaluate leadership traits for all students in the course.</td>
</tr>
<tr>
<td>Frequency</td>
<td>State when AND how frequently the above activity will be assessed.
Every semester ACCT 6350 is offered *when this program goal is in active rotation..* Please see the CIP process plan and the College of Business Assurance of Learning Handbook for a detailed explanation of the rotation process.</td>
</tr>
<tr>
<td rowspan="3">Observations</td>
<td>Data Summary</td>
<td>Provide a short summary of the results of the above activity AND the date these results were compiled.

NOT CURRENTLY IN ROTATION</td>
</tr>
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<td>Result</td>
<td>☐ Exceeded ☐ Met ☐ Did Not Meet …. The benchmark for this activity (stated above).</td>
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<td rowspan="8">Student Learning Outcome</td>
<td>Student Learning Outcome</td>
<td>A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s).
(5A) Students will be able to interpret and apply international financial accounting standards.</td>
</tr>
<tr>
<td>Related Program Goal(s)</td>
<td>State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.
Our graduates shall demonstrate global awareness.</td>
</tr>
<tr>
<td>Assessment Activity/Artifact/ Output</td>
<td>State the activity that will be directly assessed for the above Student Learning Outcome.
Student will complete test questions (ACCT 6310) or a case (ACCT 6340) requiring the application of international financial standards.</td>
</tr>
<tr>
<td>Assessment Method</td>
<td>Explain how the quality of the above activity will be assessed.
Test questions (embedded on a single exam) or case solution will be evaluated using a rubric.</td>
</tr>
<tr>
<td>Benchmark</td>
<td>State the performance expectation for the above activity, and some justification for that expectation.
Test Questions Rubric: 80% of students will score $\geq$ 4 of 6 on financial accounting rubric.
Case Solution Rubric: 80% of students will score $\geq$ 44 of 55 on problem solving rubric.</td>
</tr>
<tr>
<td>Academic Course of Assessment</td>
<td>State who will be assessed using the above activity AND in which academic course the assessment will occur.
The faculty member who teaches ACCT 6310 will embed test questions on a single exam for all students in the course. The faculty member who teaches ACCT 6340 will assign a case for all students in the course.</td>
</tr>
<tr>
<td>Frequency</td>
<td>State when AND how frequently the above activity will be assessed.
Every semester ACCT 6310 and 6340 is offered *when this program goal is in active rotation..* Please see the CIP process plan and the College of Business Assurance of Learning Handbook for a detailed explanation of the rotation process.</td>
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<td>A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s).
(6A) Students will be able to identify ethical dilemmas and choose an appropriate course of action.</td>
</tr>
<tr>
<td>Related Program Goal(s)</td>
<td>State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.
Our graduates shall demonstrate ethical decision-making skills .</td>
</tr>
<tr>
<td>Assessment Activity/Artifact/ Output</td>
<td>State the activity that will be directly assessed for the above Student Learning Outcome.
Student will complete an exam question related to an ethical issue.</td>
</tr>
<tr>
<td>Assessment Method</td>
<td>Explain how the quality of the above activity will be assessed.
Written answer to the ethics question will be evaluated using an ethical decision making rubric.</td>
</tr>
<tr>
<td>Benchmark</td>
<td>State the performance expectation for the above activity, and some justification for that expectation.
80% of students will score $\geq$ 4 out of 6 on rubric.</td>
</tr>
<tr>
<td>Academic Course of Assessment</td>
<td>State who will be assessed using the above activity AND in which academic course the assessment will occur.
The faculty member who teaches ACCT 6317 will embed an ethics question in an exam for all students in the course.</td>
</tr>
<tr>
<td>Frequency</td>
<td>State when AND how frequently the above activity will be assessed.
Every semester ACCT 6317 is offered *when this program goal is in active rotation..* Please see the CIP process plan and the College of Business Assurance of Learning Handbook for a detailed explanation of the rotation process.</td>
</tr>
<tr>
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<td>A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s).
(7A) Students will be able to speak on topics for which they are unprepared.</td>
</tr>
<tr>
<td>Related Program Goal(s)</td>
<td>State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.
Our graduates shall think dynamically.</td>
</tr>
<tr>
<td>Assessment Activity/Artifact/ Output</td>
<td>State the activity that will be directly assessed for the above Student Learning Outcome.
Student will give a presentation on topics for which they have not prepared.</td>
</tr>
<tr>
<td>Assessment Method</td>
<td>Explain how the quality of the above activity will be assessed.
Test questions will be evaluated using a dynamic thinking rubric.</td>
</tr>
<tr>
<td>Benchmark</td>
<td>State the performance expectation for the above activity, and some justification for that expectation.
80% of students will score $\geq$ 20 out of 25 on rubric.</td>
</tr>
<tr>
<td>Academic Course of Assessment</td>
<td>State who will be assessed using the above activity AND in which academic course the assessment will occur.
The faculty member who teaches ACCT 6350 will require presentations on unprepared topics for all students in the course.</td>
</tr>
<tr>
<td>Frequency</td>
<td>State when AND how frequently the above activity will be assessed.
Every semester ACCT 6350 is offered *when this program goal is in active rotation.*. Please see the CIP process plan and the College of Business Assurance of Learning Handbook for a detailed explanation of the rotation process.</td>
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MAcc Financial Accounting Rubric
(for MAcc Objectives 1a and 5a)

Trait	2 – Outstanding	1 – Acceptable	0 – Unacceptable	Score
Students will analyze and identify the accounting issue in a given situation.	Analysis represents a clear specification of the accounting issue	Analysis present but does not specify clearly the accounting issue	Analysis missing or incorrect	
Students will choose the appropriate GAAP accounting treatment for the situation.	GAAP treatment chosen is correct with details included	GAAP treatment chosen is essentially correct with little or no detail	GAAP treatment chosen is missing or incorrect	
Students will describe how IFRS accounting treatment is different for the situation.	IFRS treatment chosen is correct with description of how it differs from GAPP	IFRS treatment chosen is essentially correct with little or no description of how it differs from GAAP	IFRS treatment chosen is missing or incorrect	
			Total	

MAcc Auditing Standards Rubric
(for MAcc Objective 1b)

Trait	2 – Outstanding	1 – Acceptable	0 – Unacceptable	Score
Students will **identify the relevant auditing standard** an auditing situation invokes.	Correct standard and section(s) identified and referenced	Correct standard identified but vague on reference or specific section(s)	No standard or wrong standard identified	
Students will **analyze and identify the requirements of the auditing standard** in the given situation.	Analysis represents clear linkage between problem/question and the standard	Analysis present but does not tie standard & problem/question together clearly	Analysis missing or incorrect	
Students will **choose an appropriate audit procedure** for the circumstances in the given situation.	Procedure chosen is correct with details included	Procedure chosen is essentially correct with details missing	Procedure chosen is missing or incorrect	
			Total	

MAcc Tax Research Rubric
(for MAcc Objectives 1c and 3a)

Trait	2 – Outstanding	1 – Acceptable	0 – Unacceptable	Score	
1. Establish the relevant facts	All relevant facts of the problem are considered	Some, but not all, relevant facts are identified	Facts identified are irrelevant		
2. Identify the issues	All the relevant issues are successfully identified	Some, but not all, issues are identified	Issues identified are not applicable		
3&4. Locate and Evaluate Authority		(COB Location and Use of Information Rubric)			
a. The references were timely.	The references are current and included recent cases/rulings	The references are current	The references are out of date		
b. The references were appropriate.	The references addressed the correct issue(s)	The references address an issue similar to the correct one	The references are inappropriate		
c. The references were the appropriate quantity.	The references are more than sufficient to draw conclusion	The references are enough to draw conclusion	There are few, if any, references		
d. The references were the appropriate quality.	The references include sufficient primary authority	The references include secondary authority only	None of the references are authoritative		
5. Develop conclusions and recommendations	A clear solution to the research problem is determined and recommendations are based on the conclusions	The solution to the problem is not clear and/or the recommendations are not supported by the conclusions	No conclusions or recommendations		
6. Communicate Results	Communication contains the relevant information, is in the proper format and is understandable to the intended reader.	Communication contains most of the relevant information and/or is in an improper format and/or could be misunderstood.	Communication is lacking relevant information, is not in the proper format, and/or could not be understood by the reader		
			Rubric Total		
			Project Total		

MAcc Problem Solving Rubric

(for MAcc Objectives 1d and 5b)

Trait	Outstanding 4-5	Acceptable 2-3	Unacceptable 0-1	Score
Students will identify the correct problem.	Well stated and complete	Vague or incomplete	Incorrect or missing	
Students will identify the correct stakeholders and their issues.	Complete list of stakeholders and issues	Identified some / issues vague	Incorrect or missing	
Students will choose the appropriate accounting rule, law, or standard	Correct standard and section(s) identified	Correct standard identified but vague specific section(s)	No standard or wrong standard identified	
Student will apply the chosen rule to the problem	Demonstrates understanding of rule as it relates to problem	Vague connection between rule and problem	No connection between rule and problem; application missing	
Students will generate alternatives	Complete list of alternatives given prior steps	Incomplete alternatives or not clearly stated	Incorrect or missing	
Students will evaluate the alternatives in the appropriate order	Appropriate order	Order jumbled or student returns after preliminary evaluation	No consideration given to order	
Students will correctly apply research to alternatives	Thorough connection of research and alternatives	Jumps to conclusion; doesn't thoroughly consider alternatives	Conclusion made before alternatives; consideration missing	
Students will select an appropriate alternative given evaluation of alternatives	Correct alternative chosen	Incorrect selection due to misinterpretation of facts	Failure to draw a conclusion; conclusion missing	
Summary of research process is communicated effectively	Concise but complete	Rambling or summary incomplete	No summary, not a summary, or too long	
Research and analysis is documented thoroughly	Complete, easy to follow (bullets or tables) , few full paragraphs	Complete but full of long paragraphs	Missing, incomplete, or difficult to follow	
Research is cited and reference appropriately	Cited and Referenced	Referenced but not cited (or visa versa); for of reference inappropriate	Missing or incomplete	
			Total	

UCA College of Business Administration
Assessment Rubric: Written Communication Skills
2=Outstanding; 1=Acceptable; 0=Unacceptable

	SCORE	2	1	0
1. Content	_____	Information provides firm support for thesis and displays evidence of a basic analysis of a sufficiently limited topic. Reader gains insights.	Information supports thesis at times. Analysis is basic or general. Reader gains few insights.	Paper does not successfully identify thesis. Analysis is vague or not evident. Reader is confused or may be misinformed.
2. Organization	_____	Ideas are arranged logically to support thesis. They flow smoothly from one to another and are clearly linked to each other.	Ideas are arranged logically to support thesis. They are usually clearly linked to each other.	Writing is not arranged logically. Frequently, ideas fail to make sense together.
3. Purpose	_____	The writer's purpose is readily apparent to the reader.	The writing has a firm purpose, but may occasionally digress from the purpose.	The purpose is not always clear.
4. Tone	_____	Tone is consistently professional and appropriate for the audience and for the purpose.	Tone is generally professional. In general, it is appropriate for the audience and purpose.	Tone is not consistently professional or appropriate for the audience and purpose.
5. Sentence structure and word choice	_____	Sentences are well phrased and varied in length and structure. They flow smoothly from one to another. Word choice is consistently precise.	Sentences are well phrased and demonstrate some variety in length and structure. The flow from sentence to sentence is generally smooth. Word choice is generally good.	Some sentences are awkwardly constructed, and they represent an occasional distraction for the reader. Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately.
6. Grammar, Spelling, Mechanics	_____	Writing is free or almost free of errors.	There are occasional violations in the writing, but they do not represent a major distraction or obscure the meaning.	The writing has numerous errors, and the reader is distracted by them.
7. Use of references or Supporting analyses	_____	Compelling evidence is given to support claims and attribution is clear and fairly represented.	References or analyses to support claims are generally present.	Although occasional references or weak analyses are provided, the writer over-relies on unsubstantiated statements. The reader is confused about the source of the ideas. Or references are not cited.

Total Points: _____ / 14
Percentage of total points:

Oral Presentation Rubric

Presentation Skills	Did not meet expectations 0-1	Met Expectations 2-3	Exceeded Expectations 4-5	Student Score
Speaking and Volume	Volume so low some or most audience members could not hear the presentation; word and sentences not always clear or understandable	Audible to everyone in the room; generally words and sentences were clear and understandable	Projected voice so audience could clearly hear at all times; spoke clearly and understandably	
Speaking v. Reading	Read most of presentation or relied too heavily on notes	Referred to notes and read very little	Spoke extemporaneously and read only direct quotes	
Mannerisms	Fidgeted, hands in pockets, constantly moving, or other distracting mannerisms; excessive nervousness	Few distracting mannerisms	No distracting mannerisms	
Connect with audience	No eye contact with audience; excessively looked back at projection screen or notes; had no enthusiasm or interest for topic	Generally maintained eye contact with audience; showed interest or enthusiasm for the topic	Attempted to engage audience members from all sections of the room through eye contact and enthusiasm	
Visual Aids	**0-1**	**2-3**	**4-5**	
Readability	Distracting colors or animation; font too small; too many words or script of presentation	Appropriate number of words per slide; easily read by audience; animation limited	Slides used as an outline or for graphics; few words; animation limited; easily read by audience	
Effectiveness	Slides did not coordinate with speech; difficult to read slides while listening to speaker; too much information revealed on slides	Slides coordinated with speech; there was little to read that wasn't being covered by speech	Slides improved presentation and did not distract audience from the speech	
Quantity and Organization	Too many or too few slides; organization of slides did not aid in following points of speech	Quantity of slides coordinated with points/subtopics of speech	Quantity of slides coordinated with points/subtopics of speech and helped audience members understand organization and/or transitions	
Content	**0-1**	**2-3**	**4-5**	
Introduction	Speaker failed to introduce topic or self appropriately; purpose of presentation unclear to audience	Speaker introduced topic, purpose, and self	Speaker introduced topic, purpose, and self along with an effective attention-getter	
Coverage of Subject Matter	The topic was not fully covered or material presented was inaccurate; inability to distinguish between fact and opinion; speaker did not have a good understanding of the topic	The topic was covered in an appropriate depth with few or no factual errors or misinterpretations; fact and opinion were distinguished; speaker had a good understanding of the topic	The topic was fully covered; no factual errors or misinterpretations were included; fact and opinion were distinguished and used appropriately; speaker demonstrated expertise or a clear understanding of the topic	
Conclusion	Abrupt ending; no summary or wrap up; failure to provide references (if needed)	General summary or wrap up; speech was brought to a comfortable conclusion; appropriate referencing	Main points were reinforced or take-away messages restated; speech was brought to a purposeful conclusion; appropriate referencing	
Questions and Comments	Speaker did not invite questions or comments or did not handle them appropriately	Speaker invited questions and comments and answered or responded	Speaker invited questions and comments and was able to answer or engage in a discussion	
			Total Score:	

MAcc Teaming Rubric
(for MAcc Objective 1b)

Team Member Name:	Strongly Agree	Agree	Disagree	Strongly Disagree
I believe this team member read and developed an individual solution to this case before class.				
I believe this team member was a leader (formal or informal) our group's discussion. (Not everyone can be a leader.)				
I believe this team member was willing and able to hear the ideas of others (right or wrong) and engage in a discussion.				
I believe this team member was willing to admit to the validity of the ideas of others and, if necessary, that their own ideas were not correct or the best solution.				
I believe this team member was helpful in providing organization and insight into this case.				

MAcc Database Rubric
(for MAcc Objectives 3b)

Phase:	Trait	Outstanding (4-5)	Acceptable (2-3)	Unacceptable (0-1)	Score
1: Entities	Identify Events	Identifies all events correctly	Identifies most events correctly; few missing; few incorrectly identified	Most events missing or incorrectly identified	
	Identify Agents	Identifies all agents correctly	Identifies most agents correctly; few missing; few incorrectly identified	Most agents missing or incorrectly identified	
	Identify Resources	Identifies all resources correctly	Identifies most resources correctly; few missing; few incorrectly identified	Most resources missing or incorrectly identified	
2: Relationships	Cardinalities	All cardinalities correctly specified	Most cardinalities correctly specified	Majority of cardinalities missing or incorrectly specified	
3: Table Design	Attributes	All table attributes correctly specified	Most table attributes correctly specified	Majority of table attributes in correctly specified	
	Primary Keys	Appropriate primary key defined	Less than ideal primary key defined	Inappropriate or no primary key defined	
	Foreign Keys	All appropriate Foreign key(s) correctly specified	Most foreign keys correctly specified	Majority of foreign keys omitted or incorrectly specified	
4: MS Access	Tables	All tables specified and populated with appropriate data types	Most tables specified and populated with appropriate data types	Majority of tables unpopulated or with incorrect data types	
	Primary Keys	Primary key properly defined	Primary key not properly defined	No primary key defined	
	Foreign Keys	All relationships defined	A few missing relationships	Few or no relationships defined	
5: Queries	Conditional Queries (If- then)	All conditional queries written with little or no assistance	Conditional queries written with significant assistance	Conditional queries not written or incorrectly specified	
	Queries that require writing a function (Functional queries)	All functional queries written with little or no assistance	Functional queries written with significant assistance	Functional queries not written or incorrectly specified	
				Total	

UCA College of Business Administration
Assessment Rubric: Ethical Decision Making /Social Responsibility of Business

Learning Outcome/Objective	Score "0" = Unacceptable	Score "1" = Acceptable	Score "2" = Outstanding
Identifies ethical dilemma(s)	Student is unable to identify the major ethical, factual, and conceptual issues present.	Student is able to identify most of the major ethical, factual, and conceptual issues, but elaboration is unclear.	Student is able to identify all major ethical, factual, and conceptual issues, with clear elaboration considering all pertinent facts.
Analyzes alternatives and consequences	Student begins to appraise the relevant facts and assumptions and identifies few to no alternatives.	Clarifies at least two alternatives and predicts their associated consequences in detail.	Clarifies a number of alternatives and evaluates the ethical impact of each.
Chooses an ethical course of action	Student has difficulty identifying an appropriate course of action from among alternatives.	Student clearly indicates a choice for an appropriate course of action from among generated alternatives.	Student clearly indicates a choice for an appropriate course of action from among generated alternatives and evidences a thoughtful reflection on the benefits and risks of action taken.

Total points: _____ / 6
Percentage of total points:

UCA MAcc Leadership Rubric
(for MAcc objective 4a)

Score: 0=Never; 1=Seldom; 2=Sometimes; 3=Regularly; 4=Consistently

Effective Communicator	Awareness	Open-Minded/Respectful	Organized	Reflective	Responsible	Leadership Traits	Score
X	X			X		Asks questions	
X	X					Listens before responding	
X		X				Pays attention to speaker(s)	
X		X				Skilled in dealing with difficult/delicate situations keeping others' feelings in mind	
X			X			Controls thought flow and speech	
X						Gives everyone a chance to speak	
X						Presents ideas clearly	
X						Presents self with composure	
X						Speaks at an appropriate volume	
	X				X	Helps others	
	X				X	Stays on task	
	X					Focuses and makes eye contact with speaker(s)	
	X					Looks around and examines surroundings	
	X					Pays attention to how others are acting and reacting	
	X					Stays involved with school and community	
		X				Considers all points of view and ideas	
		X				Gives and receives constructive criticism	
		X				Maintains control of anger level, tone and harshly-intended remarks	
		X				Works through disagreements	
			X			Is composed	
			X			Is efficient	
			X			Is neat when required	
			X			Is prepared for class	
			X			Manages time well	
			X			Writes down all assignments	
				X		Stays focused	
				X		Thinks before speaking and expresses thoughts completely	
					X	Does his/her work	
					X	Follows through with what he/she begins	
					X	Gives feedback	
					X	Is on time	
					X	Puts forth effort to go above and beyond minimum	
					X	Sets a good example for others	
					X	Takes initiative	
					X	Uses good judgment	
0	0	0	0	0	0	**Score**	
36	32	24	28	12	40	**Possible**	
0%	0%	0%	0%	0%	0%	**Percent**	

MAcc Dynamic Thinking Rubric
(for MAcc Objective 7a)

Dynamic Thinking Skills	Did not meet expectations 0-1	Met expectations 2-3	Exceeded Expectations 4-5	Student Score
Maintain Composure	Appeared to panic Visibly shaking	Generally stayed calm Only slight nervousness	Very calm Great eye contact	
Clear and understandable speaking	Mumbled Voice very shaky	Few distracting mannerisms Few stumbles in speaking	Voice clear and strong No distracting mannerisms	
Creativity of thoughts	Nothing original	Several original and exciting thoughts	Many original convincing thoughts	
Preciseness of thoughts	Much rambling No focus on topic	Thoughts well-organized Logical thought flow	Thoughts supported exceptionally well	
Connects with audience	No one listened	Majority of audience listened and visibly agree or disagreed	Provoked thought in others on the topic Audience wanted to share their thoughts	
			Total Score	