

Assurance of Learning Handbook



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COLLEGE OF BUSINESS VISION, MISSION, AND CORE VALUES STATEMENT

COB Vision

Our vision is to be the leading regional public business college in Arkansas, with national recognition in selected fields or areas.

COB Statement of Mission and Core Values

Our mission is to provide high quality business education to our undergraduate and graduate students through the delivery of a current and responsive curriculum that promotes intellectual and professional development. We promote excellence through our scholarly endeavors and service to our stakeholders through strong engagement with the regional and global business community. In carrying out this mission, the College of Business is guided by the following core values:

1. Intellectual Excellence.

- 1.1. **Educate students:** We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
- 1.2. **Scholarship:** We believe that faculty and students should engage in professional development and scholarly endeavors that promote the application and creation of knowledge in business practice and education.
- 1.3. **Cultural competence:** We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
- 1.4. **Physical learning environment:** We strive to provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.

2. Community.

- 2.1. **Collegiality:** We encourage transparency in our decision making practice through a process of shared governance based on interactions among faculty, staff, and students.
- 2.2. **Service:** We pursue collaborative partnerships between our internal and external stakeholders to promote life-long and experiential learning, research, service, and community interaction.

3. Diversity.

- 3.1. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas.

4. Integrity.

- 4.1. **Ethics:** We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.
- 4.2. **Responsibility:** We commit to being responsible and accountable in our operations at all levels, including assessment and continuous improvement of our academic programs and transparency in our fiscal and operational proceedings.

ASSURANCE OF LEARNING IN THE COLLEGE OF BUSINESS

Assurance of learning (AOL) is a critical component of achieving the mission of the College of Business at the University of Central Arkansas. AOL activities are designed to measure the student learning outcomes upon completion of specific aspects of the curriculum by students. The learning goals that are measured are determined by the mission of the college of business which is directly tied to the university mission. The faculty of the college of business determines the learning goals and the curriculum to achieve these learning goals based on their knowledge and research of the skills needed to be successful in their fields, along with feedback from the business community about the desired skills and knowledge that employers are looking for in a new graduate.

Student learning outcomes are measured directly within the classroom setting through assessment activities. Even though direct measures of assessment occur within the classroom, assessment should not be viewed as measuring any one instructor's teaching capability. Often assessment of specific learning goals may occur in a capstone course even though the skills are learned at an earlier point in the student's studies. For example, very few business courses teach basic writing skills. The basic skills are developed in the general education writing courses, or possibly even before the student reaches the university. The faculty member in a writing intensive course at the senior level is not going to teach basic grammar. The focus changes to incorporating these skills in a way that is appropriate to discipline. However, the assessment measurement will incorporate both the basic grammar skills as well as the more advanced skill of usage and language choice appropriate to the discipline. The assessment measurement is holistic in the sense that it is measuring overall writing skills learned in a variety of classes.

Direct assessment of learning outcomes looks at a specific learning goal or skill that is desired in an ideal graduate. For this reason it is generally not appropriate to use an assignment grade or a course grade to measure student learning or skills from an assessment viewpoint. In assigning a grade to a student, faculty members are generally measuring a wide variety of skills. The grade for a paper written in a capstone course will incorporate written communication skills but also content specific to the discipline. Assessment would break this grade down to identify how well the student demonstrates written communication and discipline specific knowledge as two separate items. The overall grade on the assignment is not a good assessment measure because it does not breakout the individual skills. If students are demonstrating a strong grasp of the knowledge but lacking in written communication skills, assessment activities and measures need to identify the deficient area and look at curricular changes to address the deficiency.

Indirect measures of assessment may also occasionally be considered in a strong AOL culture. Faculty insight into the changing business environment is needed to keep the curriculum current and responsive to industry needs. Feedback from the business community on the quality of our graduates, changes in the skill set needed of new

employees, and changes in industry practices needs to be incorporated in the curriculum as well. In particular during the mission review process and subsequent review of learning goals, business community feedback provides a critical element of the review process.

A strong AOL culture enables the college of business to assess overall student learning and identify places where curricular changes may need to be made to better prepare our graduates for the work force or graduate education. Assessment by itself is not enough, the college has to grow and develop by taking the information gained from assessment and closing the loop by adopting curricular change to better achieve the desired learning goals. Continuous improvement with an innovative and dynamic curriculum and learning environment will be the ultimate outcome of the assessment process.

LEARNING GOALS AND OBJECTIVES

OUR LEARNING GOALS AND OBJECTIVES

The current Learning Goals and Objectives of the UCA College of Business were developed during the spring and summer of 2011. While assurance of learning has a long and well-developed history at UCA, it was determined that our goals and objectives were due to be reconsidered. In response to this, a concerted effort by faculty, students, administrators, advisory board members and other stakeholders developed the following learning goals and objectives for our three distinct degree programs. These learning goals and objectives flow directly from the COB's Vision, Mission, and Values statement that was formally adopted on July 15, 2011. The three distinct programs are the BBA, the MBA, and the MAcc, and their associated learning goals and objectives are presented below.

BBA

BBA Learning Goals

Our graduates shall possess:

1. Critical Thinking & Analytical Thinking Skills;
2. Awareness of the Global Business Environment;
3. Ethical Reasoning Abilities;
4. Effective Communication Abilities;
5. Effective Collaborative Skills;
6. Effective Information Management Skills;
7. Understanding of a Broad Range of Business Disciplines.

For each Learning Goal, the COB has defined at least one corresponding Learning Objective.

BBA Learning Objectives

1. Critical & Analytical Thinking Skills: Students will be able to
 - a. Learning Objective 1a: Use appropriate analytical techniques to identify and frame problems, generate and compare alternatives, and use knowledge and reasoning skills to optimize organizational performance
 - b. Learning Objective 1b: Accurately apply the appropriate quantitative skills to solve specific problems in various business disciplines.
2. Global Business Environment: Students will be able to
 - a. Learning Objective 2a: Identify cultural/global perspectives among stakeholders
3. Ethical Reasoning Abilities: Students should be able to
 - a. Learning Objective 3a: Be aware of ethical issues inherent in business decisions and articulate the manner in which they arrived at an ethical decision
 - b. Learning Objective 3b: Be aware of legal issues inherent in business decisions
4. Effective Communication Abilities: Students will be able to
 - a. Learning Objective 4a: Produce professional quality written documents
 - b. Learning Objective 4b: Deliver professional quality oral presentations
5. Effective Collaborative Skills: Students will be able to
 - a. Learning Objective 5a: Work in teams to solve business problems
6. Effective Information Management Skills: Students should be able to
 - a. Learning Objective 6a: Effectively apply business-oriented software applications to manage data in support of business operations
 - b. Learning Objective 6b: Understand the role of information systems in support of organizational activities.
7. Understanding of a Broad Range of Business Disciplines: Students will be able to
 - a. Learning Objective 7a: Demonstrate comprehension of key concepts and theories in various functional areas of business, and demonstrate the ability to draw on knowledge and insights from a variety of disciplines when analyzing and formulating solutions to problems and opportunities

MAcc

MAcc Learning Goals

The College of Business presumes that participants in a master's level degree program possess the base of general knowledge and skills appropriate to an undergraduate degree. Learning in master's level program develops in a more integrative, interdisciplinary fashion than in undergraduate education. Students in master's level specialized programs must demonstrate knowledge of theories, models, and tools relevant to the field and shall be able to apply appropriate specialized theories, models, and tools to solve concrete business and managerial problems.

Our MAcc students will be:

1. Competent in the theory and practice of accounting.
2. Able to communicate effectively.
3. Able to effectively manage information.
4. Able to demonstrate effective leadership.

5. Aware of the global perspective and the effects of the global marketplace.
6. Able to recognize ethical dilemmas and respond ethically.
7. Able to think dynamically.

For each Learning Goal, the COB has defined at least one corresponding Learning Objective.

MAcc Learning Objectives

1. Theory and practice of accounting: Students will be able to
 - a. Learning Objective 1a: Correctly apply financial accounting standards
 - b. Learning Objective 1b: Correctly apply auditing standards
 - c. Learning Objective 1c: Correctly apply the tax law
 - d. Learning Objective 1d: Solve unstructured problems
2. Communicate effectively: Students will be able to
 - a. Learning Objective 2a: Communicate effectively in writing
 - b. Learning Objective 2b: Communicate effectively in an oral presentation
3. Effectively manage information: Students will be able to
 - a. Learning Objective 3a: Locate the appropriate quality and quantity of information needed to solve a problem
 - b. Learning Objective 3b: Understand the development and structure of a database.
 - c. Learning Objective 3c: Work effectively in teams
4. Leadership: Students will be able to
 - a. Learning Objective 4a: Demonstrate the qualities necessary for effective leadership
5. Global perspective: Students will be able to
 - a. Learning Objective 5a: Interpret and apply international financial accounting standards
6. Ethical behavior: Students will be able to
 - a. Learning Objective 6a: Identify ethical dilemmas and choose an appropriate course of action
7. Think dynamically: Students will be able to
 - a. Learning Objective 7a: Speak on unprepared topics

MBA

MBA Learning Goals

The College of Business presumes that participants in a master's level degree program possess the base of general knowledge and skills appropriate to an undergraduate degree. Learning in master's level program develops in a more integrative, interdisciplinary fashion than in undergraduate education.

Our master's-level graduates shall possess:

1. Dynamic Thinking Skills in a Global Environment;
2. Ethical Reasoning Abilities;
3. Effective Communication Abilities;

4. Effective Information Management Abilities;
5. Effective Leadership/Fellowship Abilities.

For each Learning Goal, the COB has defined at least one corresponding Learning Objective.

MBA Learning Objectives

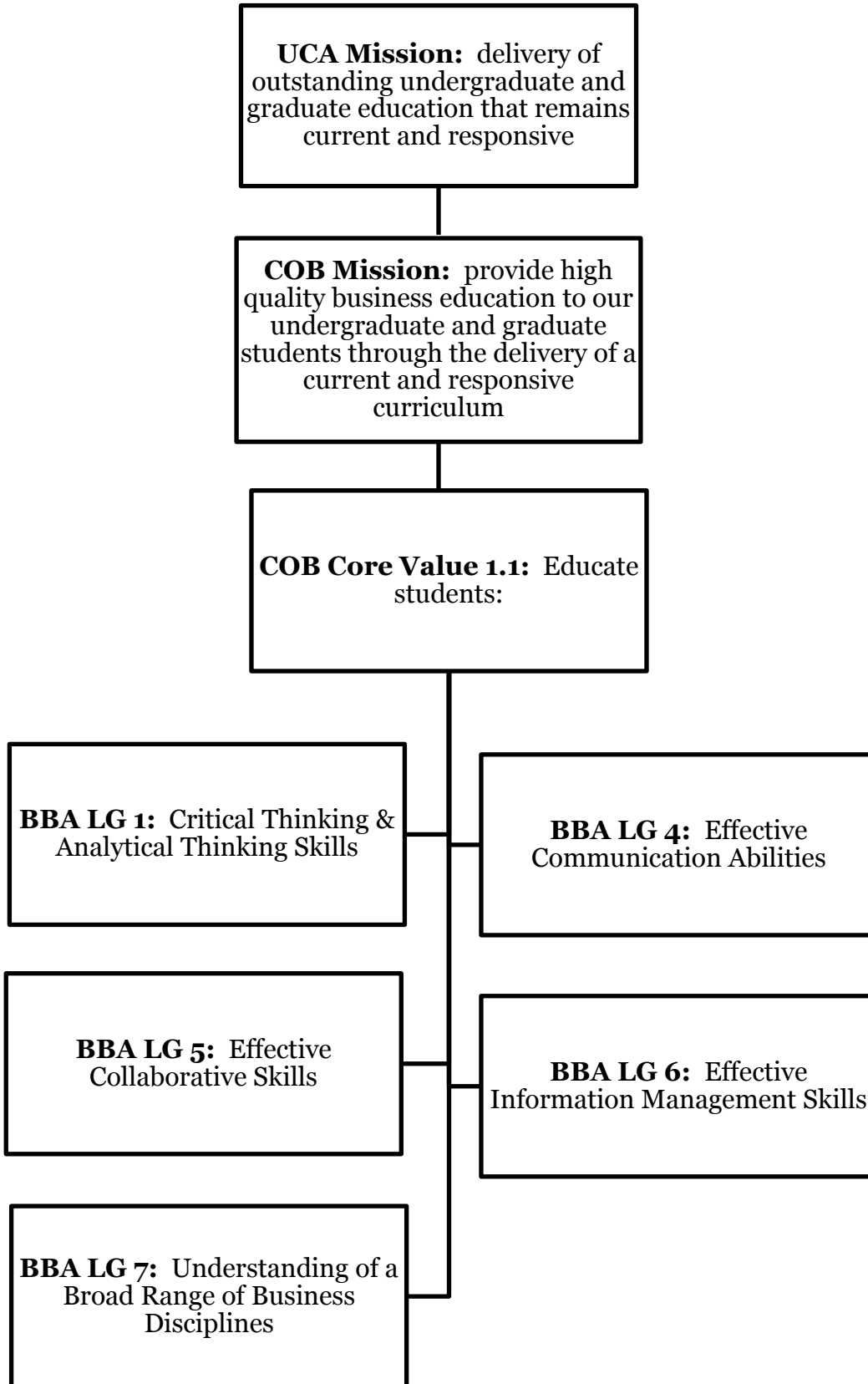
1. Global, Dynamic Thinking Skills: Students will be able to
 - a. Learning Objective 1a: Provide organizations with effective executive management through decision making in uncertain, dynamic, global business situations
2. Ethical Reasoning Abilities: Students will be able to
 - a. Learning Objective 2a: Provide organizations with effective executive management by choosing ethical courses of action and by articulating the manner by which they arrived at their decision.
3. Effective Communication Abilities: Students will be able to
 - a. Learning Objective 3a: Provide organizations with effective executive management through their professional written communication skills.
 - b. Learning Objective 3b: Provide organizations with effective executive management through their professional oral communication skills.
4. Effective Information Management Abilities: Students will be able to
 - a. Learning Objective 4a: Comprehend the strategic role of information systems in support of business activities.
5. Effective Leadership/Fellowship Abilities: Students will be able to
 - a. Learning Objective 5a: Provide organizations with effective executive leadership under conditions of uncertainty requiring adaptation and innovation.
 - b. Learning Objective 5b: Provide organizations with effective executive management by acting as team members and collaborators.

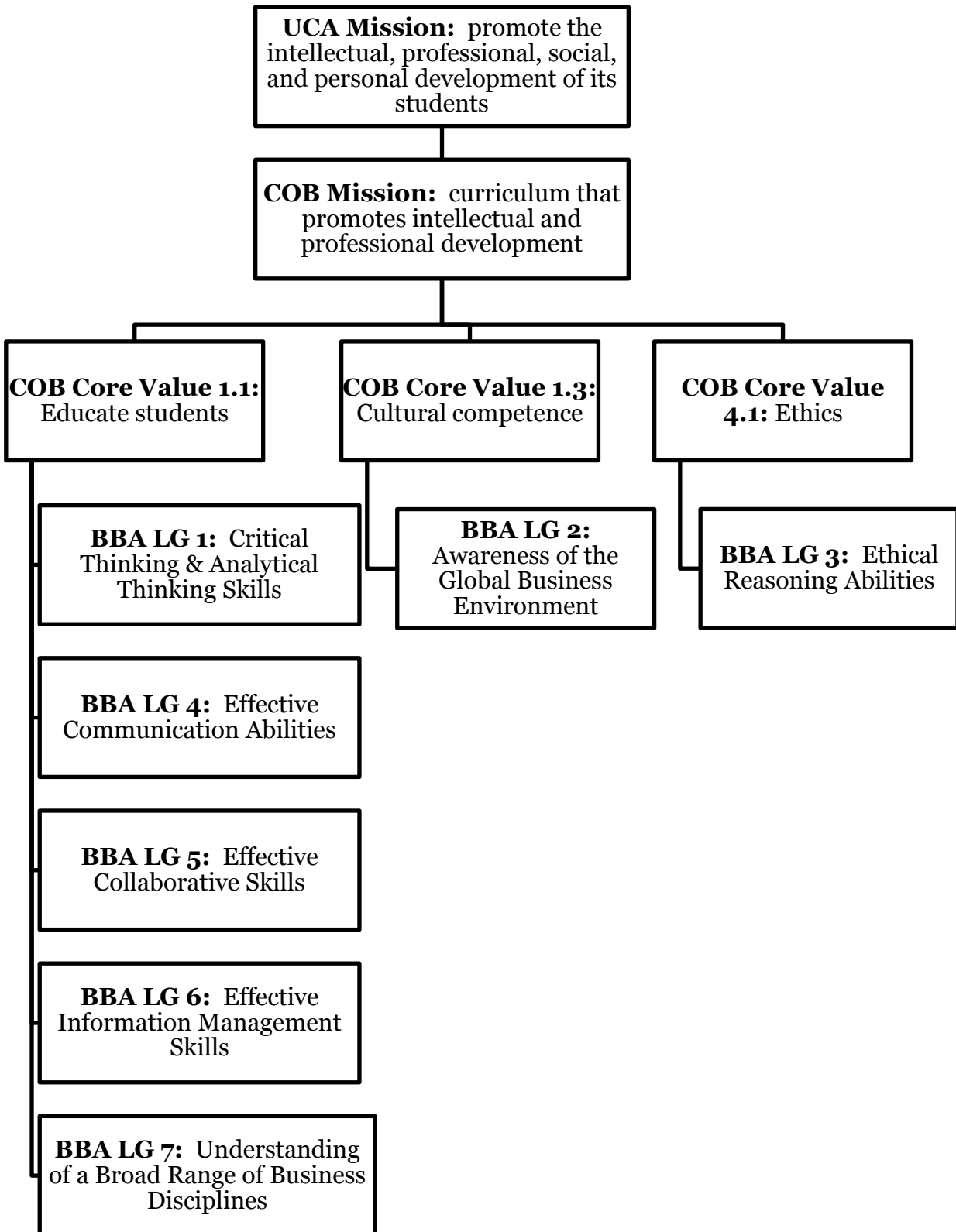
LINKAGES TO THE COLLEGE AND UNIVERSITY MISSION

These learning goals and objectives are the results of a structured process where stakeholders were asked to consider what our appropriate goals and objectives might be, given our stated mission and core values. The learning goals and objectives presented above are, therefore, intimately tied to both the college and university missions. These formal linkages are demonstrated in the following diagrams.

BBA Mapping

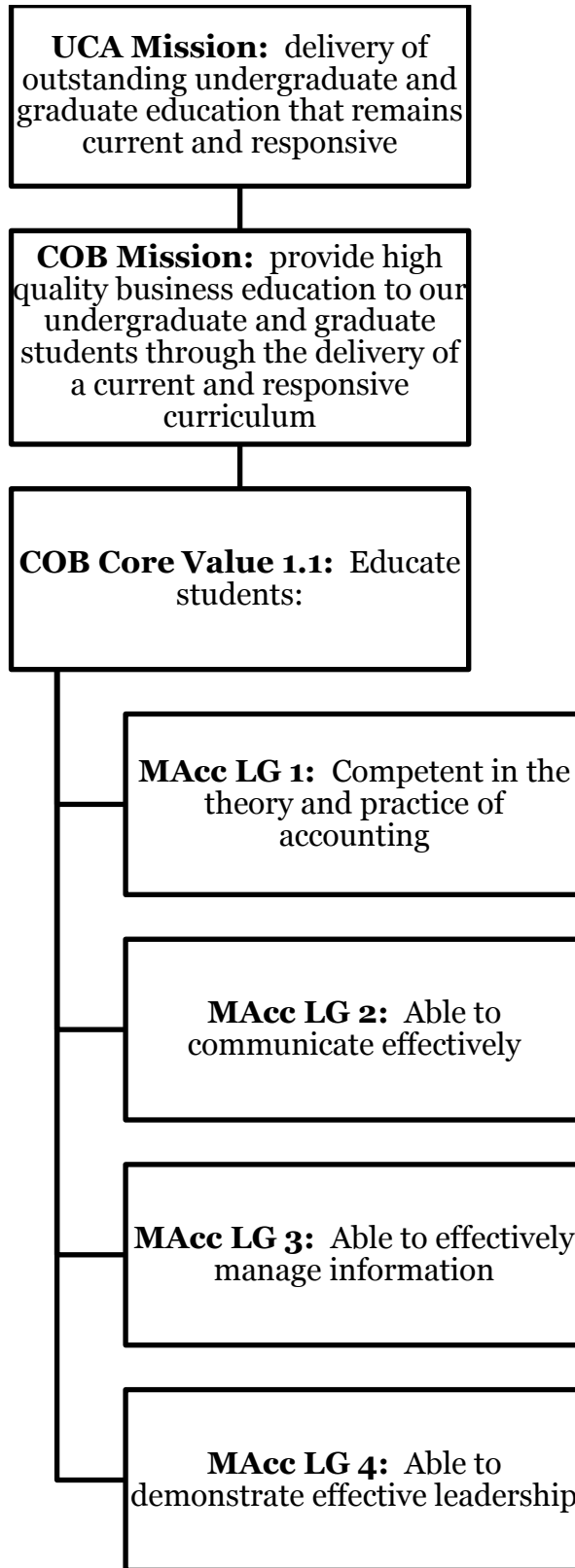
- **UCA Mission:** delivery of outstanding undergraduate and graduate education that remains current and responsive
 - **COB Mission:** provide high quality business education to our undergraduate and graduate students through the delivery of a current and responsive curriculum
 - **COB Core Value 1.1:** Educate students: We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
 - **BBA LG 1:** Critical Thinking & Analytical Thinking Skills
 - **BBA LG 4:** Effective Communication Abilities
 - **BBA LG 5:** Effective Collaborative Skills
 - **BBA LG 6:** Effective Information Management Skills
 - **BBA LG 7:** Understanding of a Broad Range of Business Disciplines
- **UCA Mission:** promote the intellectual, professional, social, and personal development of its students
 - **COB Mission:** curriculum that promotes intellectual and professional development
 - **COB Core Value 1.1:** Educate students: We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
 - **BBA LG 1:** Critical Thinking & Analytical Thinking Skills
 - **BBA LG 4:** Effective Communication Abilities
 - **BBA LG 5:** Effective Collaborative Skills
 - **BBA LG 6:** Effective Information Management Skills
 - **BBA LG 7:** Understanding of a Broad Range of Business Disciplines
 - **COB Core Value 1.3:** Cultural competence: We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
 - **BBA LG 2:** Awareness of the Global Business Environment
 - **COB Core Value 4.1:** Ethics: We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.
 - **BBA LG 3:** Ethical Reasoning Abilities

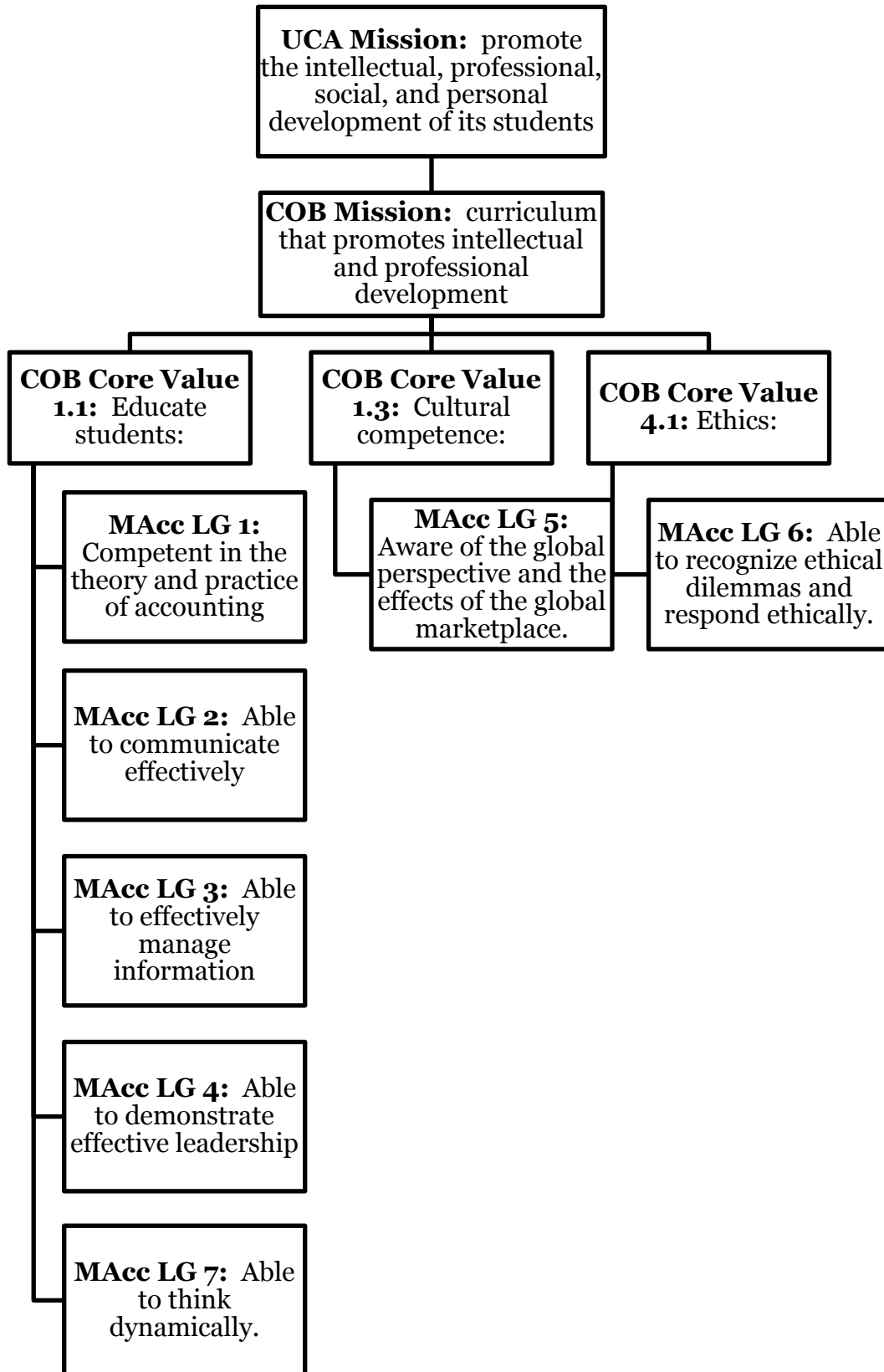




MAcc Mapping

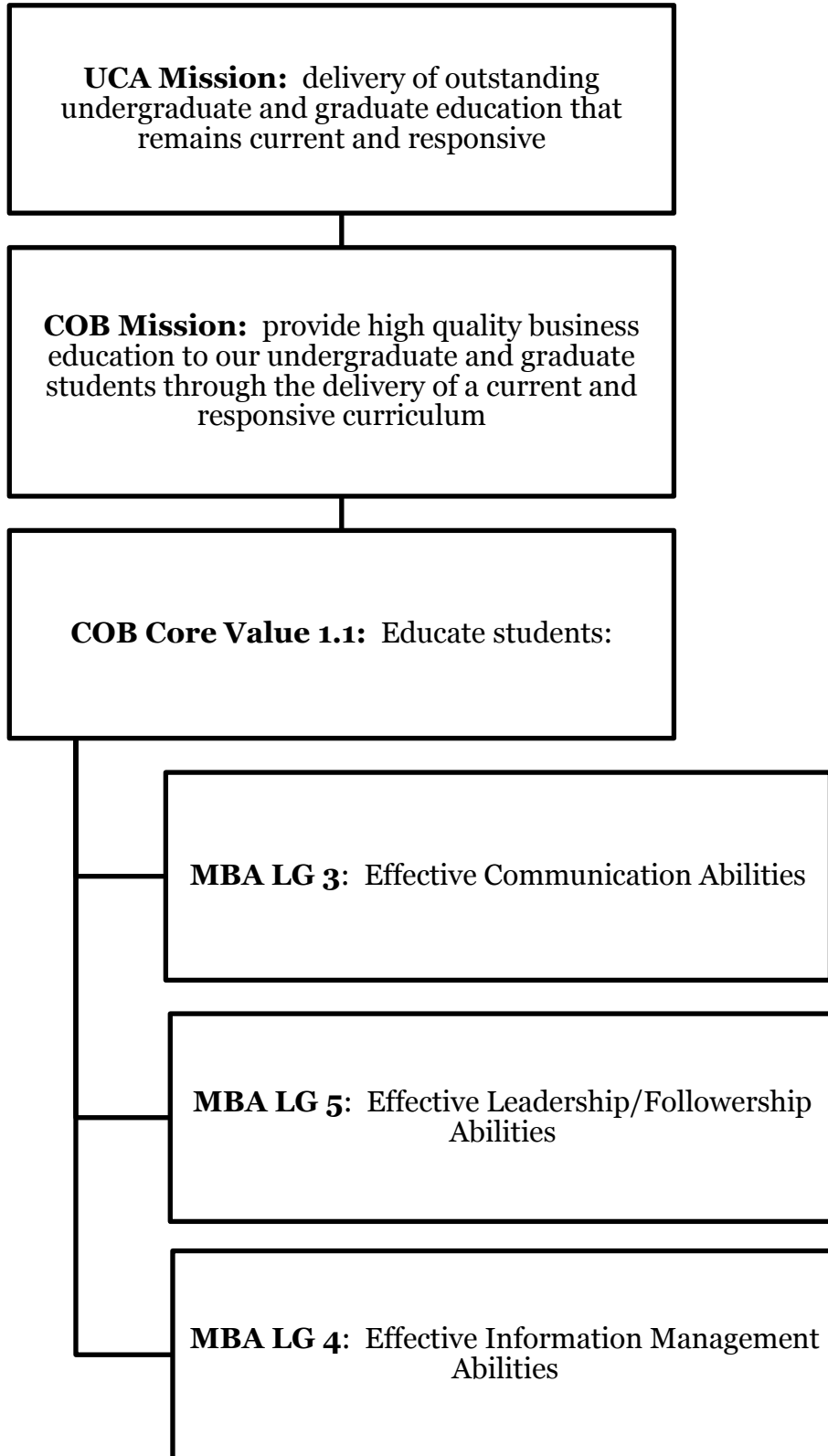
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 - **MAcc LG 1:** Competent in the theory and practice of accounting
 - **MAcc LG 2:** Able to communicate effectively
 - **MAcc LG 3:** Able to effectively manage information
 - **MAcc LG 4:** Able to demonstrate effective leadership
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 - **COB Mission:** curriculum that promotes intellectual and professional development
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 - **MAcc LG 1:** Competent in the theory and practice of accounting
 - **MAcc LG 2:** Able to communicate effectively
 - **MAcc LG 3:** Able to effectively manage information
 - **MAcc LG 4:** Able to demonstrate effective leadership
 - **MAcc LG 7:** Able to think dynamically.
 - **COB Core Value 1.3:** Cultural competence: We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
 - **MAcc LG 5:** Aware of the global perspective and the effects of the global marketplace.
 - **COB Core Value 4.1:** Ethics: We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.
 - **MAcc LG 6:** Able to recognize ethical dilemmas and respond ethically.

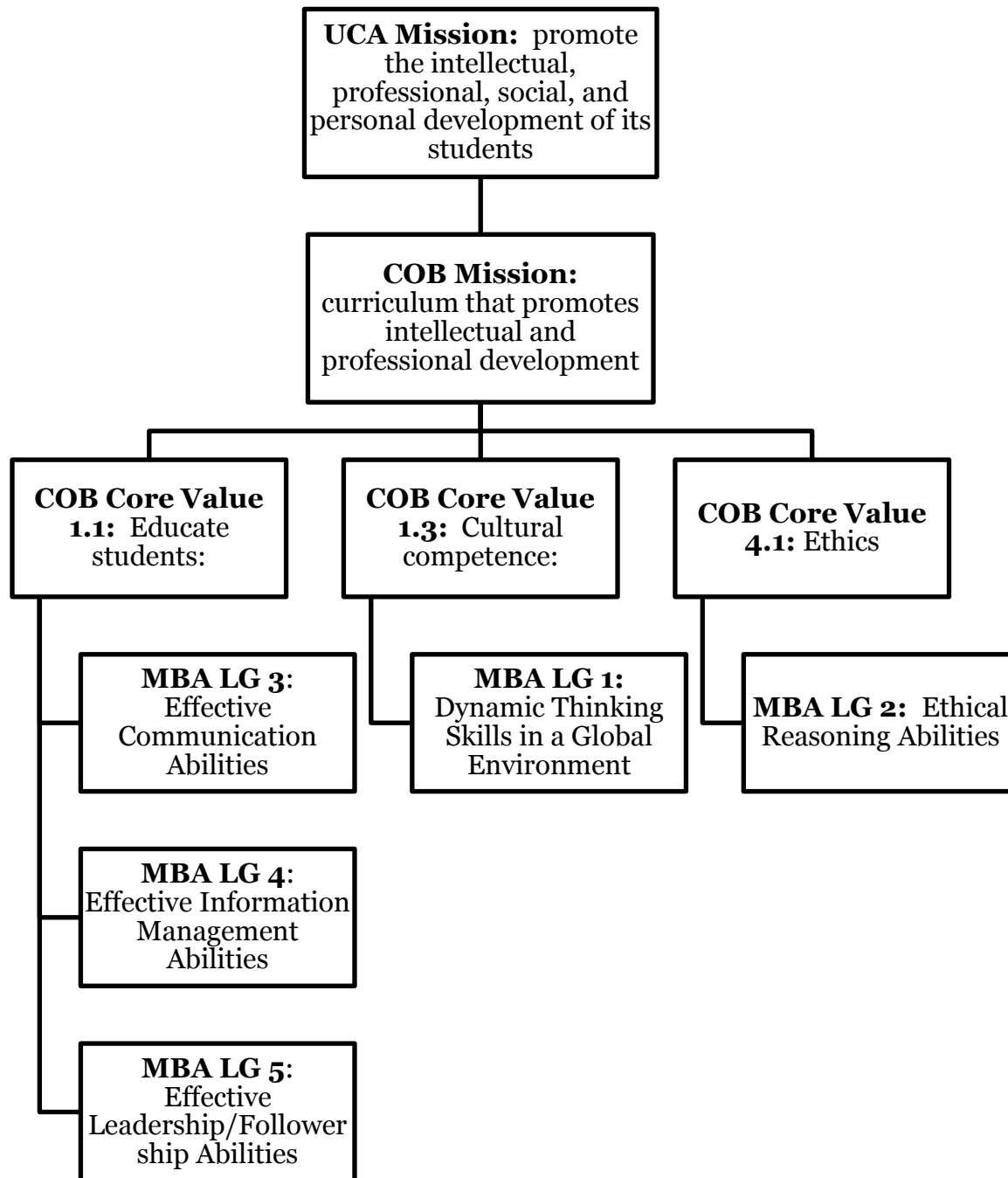




MBA Mapping

- **UCA Mission:** delivery of outstanding undergraduate and graduate education that remains current and responsive
 - **COB Mission:** provide high quality business education to our undergraduate and graduate students through the delivery of a current and responsive curriculum
 - **COB Core Value 1.1:** Educate students: We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
 - **MBA LG 3:** Effective Communication Abilities
 - **MBA LG 4:** Effective Information Management Abilities
 - **MBA LG 5:** Effective Leadership/Fellowship Abilities
- **UCA Mission:** promote the intellectual, professional, social, and personal development of its students
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 - **MBA LG 3:** Effective Communication Abilities
 - **MBA LG 4:** Effective Information Management Abilities
 - **MBA LG 5:** Effective Leadership/Fellowship Abilities
 - **COB Core Value 1.3:** Cultural competence: We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
 - **MBA LG 1:** Dynamic Thinking Skills in a Global Environment
 - **COB Core Value 4.1:** Ethics: We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.
 - **MBA LG 2:** Ethical Reasoning Abilities





DETERMINING IF LEARNING GOALS AND OBJECTIVES HAVE BEEN MET

The following is a description of where each learning objective will be assessed, how it will be assessed, and the benchmark used to determine success for failure in meeting this objective.

BBA Program

Learning Objective 1a: Students will be able to use appropriate analytical techniques to identify and frame problems, generate and compare alternatives, and use knowledge and reasoning skills to optimize organizational performance.

Course(s) Assessed: MGMT 4347

Measure: Students will demonstrate learning and mastery of subject matter through their performance on the Capstone[®] Business Simulation.

Benchmark (meet): The College's mean score will be in the 50th percentile or above.

Learning Objective 1b: Students will be able to accurately apply the appropriate quantitative skills to solve specific problems in various business disciplines.

Course(s) Assessed: FINA 3330; MGMT 3344; QMTH 2330; ACCT 4315

Measure: Students will demonstrate sufficient quantitative skills through their performance on targeted pre- and post-testing in designated courses

Benchmark (meet): Mean score of students assessed will improve; post-test mean score of students assessed will be 70% or above

Learning Objective 2a: Students will be able to identify cultural/global perspectives among stakeholders

Course(s) Assessed: ECON 2310; MGMT 3344; MKTG 3350; ACCT 3315

Measure:

ECON 2310 students will take a series of Blackboard-hosted quizzes related to global business. MGMT 3344, MKTG 3350, and ACCT 3315 students will take a pre-test and a post-test of questions regarding global perspectives.

Benchmark (meet): The mean number of points for all ECON 2310 students will be equal to or greater than 70% of the total points that could possibly be earned on the Blackboard quizzes. In MGMT 3344, MKTG 3350, and ACCT 3315 there will be a statistically significant improvement in the mean score of all students assessed between the pre-test and the post-test.

Learning Objective 3a: Students will be aware of ethical issues inherent in business decisions and articulate the manner in which they arrived at an ethical decision

Course(s) Assessed: MGMT 3340

Measure: Students will complete an assignment (business case or other writing assignment) dealing with ethical decision making or the social responsibility of business.

Benchmark (meet): Mean score of students assessed with the rubric will be four (4) points, or greater, out of the available six (6) points.

Learning Objective 3b: Students will be aware of legal issues inherent in business decisions

Course(s) Assessed: ACCT 2321

Measure: Students will demonstrate knowledge of government regulation, employment law, property law, and contract law. Students will be assessed by their performance on objective questions embedded in an exam.

Benchmark (meet): Mean score of students will be 70% or above.

Learning Objective 4a: Students will be able to produce professional quality business documents

Course(s) Assessed: ACCT 4304, ECON 4380, FINA 4336, INSU 4320, MGMT 4348, MIS 3328, MKTG 4355

Measure: Students will prepare a report, paper, or case analysis on a discipline-specific topic in the writing-intensive course designated in their majors. A grading rubric will be used to assess writing in each of the writing-intensive courses.

Benchmark (meet): Mean score of students assessed with the rubric will be nine (9) points, or greater, out of fourteen (14) available points.

Learning Objective 4b: Students will be able to deliver professional quality oral presentations

Course(s) Assessed: MGMT 2301, MKTG 2376

Measure: Students will give an oral presentation on a business topic. A grading rubric will be used to assess levels of skills.

Benchmark (meet): Mean score of students assessed with the rubric will be 38 points, or greater, out of the 55 available points.

Learning Objective 5a: Students will be able to work in teams to solve business problems

Course(s) Assessed: MGMT 4347

Measure: Students will complete group projects as part of the Capstone© Business Simulation. Using Capstone's internal teamwork assessment process, each student will be assessed by peers several times during a semester.

Benchmark (meet): The cumulative mean score of all students will be 70% or above.

Learning Objective 6a: Students will be able to effectively apply business-oriented software applications to manage data in support of business operations

Course(s) Assessed: MIS 2343

Measure: Students will be assessed using a test question set that requires a demonstration of Microsoft Excel & Access application skills. The questions are embedded in an end of course module provided by Cengage.

Benchmark (meet): The mean score of all students assessed will be equal to or greater than 70% of the points possible on the exam questions.

Learning Objective 6b: Students will be able to understand the role of information systems in support of organizational activities

Course(s) Assessed: MIS 3321, ACCT 3320

Measure: MIS 3321 students will be assessed by their performance on objective questions embedded in an exam. ACCT 3320 students will be assessed by their performance on objective questions embedded in an exam.

Benchmark (meet): In MIS 3321, the mean score of all students assessed will be equal to or greater than 70% of the points possible on the exam questions. In ACCT 3320, the mean score of all students assessed will be equal to or greater than 70% of the points possible on the exam questions.

Learning Objective 7a: Students will be able to demonstrate understanding of key concepts and theories in various functional areas of business and the ability to draw on knowledge and insights from a variety of disciplines when analyzing and formulating solutions to problems and opportunities

Course(s) Assessed: MGMT 4347

Measure: Students will demonstrate learning and mastery of subject matter through their performance on the Capstone® Comp-XM examination.

Benchmark (meet): Mean score of all students completing the exam shall be equal to 50% in each of the subject areas.

MAcc Program

Learning Objective 1a: Students will be able to correctly apply financial accounting standards

Course(s) Assessed: ACCT 6310

Measure: Students will complete test questions requiring the application of financial accounting concepts.

Benchmark (meet): 90% of students will earn at least four (4) points of the six (6) points possible for the questions.

Learning Objective 1b: Students will be able to correctly apply auditing standards

Course(s) Assessed: ACCT 6317

Measure: Students will complete an exam question requiring the application of auditing standards

Benchmark (meet): 90% of students will earn at least four (4) points of the six (6) points possible for the questions.

Learning Objective 1c: Students will be able to correctly apply the tax laws

Course(s) Assessed: ACCT 6309

Measure: Students will prepare a solution to a tax research project

Benchmark (meet): 90% of students will earn at least eleven (11) points of the sixteen (16) points possible for the assignment.

Learning Objective 1d: Students will be able to solve unstructured problems

Course(s) Assessed: ACCT 6340

Measure: Students will write an individual solution to a business case problem

Benchmark (meet): 90% of students will score 13 or more points on the MAcc Problem Solving Rubric.

Learning Objective 2a: Students will be able to communicate effectively in writing

Course(s) Assessed: ACCT 6310

Measure: Students will write a research paper on a financial accounting issue. The paper will be graded according to a rubric.

Benchmark (meet): 95% of students will score at least nine (9) points (out of 14) or higher; 95% of students will receive one or fewer zeroes.

Learning Objective 2b: Students will be able to communicate effectively in an oral presentation

Course(s) Assessed: ACCT 6317

Measure: Students will make a presentation on an auditing standard. They will be assessed using a rubric.

Benchmark (meet): 90% of students will earn at least 38 points out of the possible 55 points on the rubric.

Learning Objective 2c: Students will be able to work effectively in teams

Course(s) Assessed: ACCT 6340

Measure: Student groups will solve a business problem; teamwork will be assessed using a rubric

Benchmark (meet): Indexing “Strongly Disagree” with one (1) point and “Strongly Agree” with four (4) points, 90% of students will earn at least 14 points of the 20 possible points on the rubric.

Learning Objective 3a: Students will be able to locate the appropriate quality and quantity of information needed to solve a problem

Course(s) Assessed: ACCT 6309

Measure: Students will prepare a solution to a tax research project. The presentation will be graded according to the information skills rubric.

Benchmark (meet): 95 % of students will score 11 points (out of 16) or higher; 80% will receive no zeroes.

Learning Objective 3b: Students will understand the development and structure of a database

Course(s) Assessed: ACCT 6320

Measure: Students will generate a database that generates an income statement based on sales and acquisitions.

Benchmark (meet): 90% of students will earn at least 42 points of the possible 60 points on the rubric.

Learning Objective 4a: Students will possess the qualities necessary for effective leadership

Course(s) Assessed: ACCT 6350

Measure: Students will demonstrate whether they possess leadership qualities in classroom interactions; student performance will be assessed using a rubric.

Benchmark (meet): 90% of students will earn at least 98 points of the 140 points possible on the rubric.

Learning Objective 5a: Students will be able to interpret and apply international financial accounting standards

Course(s) Assessed: ACCT 6310; ACCT 6340

Measure: ACCT 6310 students will complete test questions requiring the application of international financial accounting concepts, and will be assessed using a rubric. ACCT 6340 students will write an individual solution to an international business problem case, and will be assessed using a rubric.

Benchmark (meet): 90% of students will earn four (4) points of the six (6) points possible on a Problem Solving Rubric.

Learning Objective 6a: Students will be able to identify ethical dilemmas and choose an appropriate course of action

Course(s) Assessed: ACCT 6317

Measure: Students will complete an exam question related to an ethical issue, and will be assessed using a rubric.

Benchmark (meet): 95% of students will score 4 points (out of 6) or higher; 80% will receive no zeroes.

Learning Objective 7a: Students will be able to speak on unprepared topics

Course(s) Assessed: ACCT 6350

Measure: Students will give presentations on topics for which they have not prepared in advance and will be assessed using a rubric.

Benchmark (meet): 90% of students will earn at least 17 points of the 25 points possible on the rubric.

MBA Program

Learning Objective 1a: Students will be able to provide organizations with effective executive management through decision making in uncertain, dynamic, global business situations.

Course(s) Assessed: MBA 6320

Measure: Students will compete in global organizations, under conditions of uncertainty requiring adaptation and innovation, in the GLO-BUS Strategy Simulation—a strategy simulation designed around a global industry setting in which student teams from many nations compete head-to-head—in MBA 6320. Assessment will be based upon the Learning Assurance Report data on “Best Company,” “All Companies,” and “Worst Company” overall score.

Benchmark (meet): The institutional score for “all companies” shall be equal to or greater than the GLO-BUS “all companies” score for the appropriate time frame.

Learning Goal 2a: Students will be able to provide organizations with effective executive management by choosing ethical courses of action and articulating the manner by which they arrived at their decision.

Course(s) Assessed: MBA 6320

Measure: Students will demonstrate ethical leadership skills in global organizations, under conditions of uncertainty requiring adaptation and innovation, measured by the Corporate Social Responsibility percentile score from GLO-BUS Simulations

Benchmark (meet): The mean score of all students will exceed the 50th percentile.

Learning Objective 3a: Students will be able to provide organizations with effective executive management through their professional written communication skills.

Course(s) Assessed: MBA 6308

Measure: Students will prepare a report, paper, or case analysis on a business topic. A grading rubric will be used to assess levels of skills.

Benchmark (meet): Seventy-five percent of students assessed with the rubric will score nine (9) points, or greater, out of fourteen (14) available points.

Learning Objective 3b: Students will be able to provide organizations with effective executive management through their professional oral communication skills.

Course(s) Assessed: MBA 6308

Measure: Students will prepare a report, paper, or case analysis on a business topic. A grading rubric will be used to assess students' skill levels.

Benchmark (meet): Seventy-five percent of students assessed with the rubric will score 38 points, or greater, out of the 55 available points.

Learning Objective 4a: Students will be able to understand the strategic role of information systems in support of business activities.

Course(s) Assessed: MBA 6301

Measure: Students will demonstrate sound, and well-informed decision making, on a written assignment (business case or other writing assignment) that reflects the ability to effectively collect and appropriately use information to make business decisions. This will be assessed by the grade on a specific class assignment.

Benchmark (meet): Seventy percent of students will earn at least 70% or more of the possible points on the assignment.

Learning Objective 5a: Students will be able to provide organizations with effective executive leadership under conditions of uncertainty requiring adaptation and innovation.

Course(s) Assessed: MBA 6320

Measure: Students will demonstrate leadership skills in global organizations, under conditions of uncertainty requiring adaptation and innovation. The basis for assessment will be the leadership percentile score from GLO-BUS Simulations.

Benchmark (meet): The mean score of all students will exceed the 50th percentile.

Learning Objective 5b: Students will be able to provide organizations with effective executive management by acting as team members and collaborators.

Course(s) Assessed: MBA 6320

Measure: Students will demonstrate collaboration skills in global organizations, under conditions of uncertainty requiring adaptation and innovation. The basis for assessment will be the collaboration and teamwork percentile score from GLO-BUS Simulations.

Benchmark (meet): The mean score of all students will exceed the 50th percentile.

THE ASSURANCE OF LEARNING PROCESS AT THE UCA COLLEGE OF BUSINESS

THE MASTER AOL CALENDAR

In order to aid in the consistent and timely gathering, dissemination, and use of AOL data, the Curriculum and Assessment Committee has developed the following master calendar for AOL activities.

UCA COB CAC Master Calendar Deadlines (Based on Academic Calendar Year)

Timing	AY 2011-2012	Action
Monday prior to the start of Fall classes	Monday August 22	Director of Assessment sends emails to faculty to remind them about assessments due in Fall semester.
2 weeks after start of Fall classes	Thursday September 8	Director of Assessment collates Spring assessments and sends results to members of the CAC.
3 weeks after start of Fall classes	Thursday September 15	CAC meets to discuss the results of the Spring assessments.
7 weeks after start of Fall classes	Thursday October 13	CAC members meet with faculty to discuss the results of the Spring assessments and solicit suggestions for closing the loop.
9 weeks after start of Fall classes	Thursday October 27	CAC meets to develop suggestions for closing the loop.
11 weeks after start of Fall classes	Thursday November 10	Actions for closing the loop will be rolled out by the appropriate department heads and directors at Ex-Com.
Monday prior to Fall	Monday	Director of Assessment sends emails to

exam week	December 5	faculty to remind them about assessments due from Fall and due date.
5 PM on date Fall grades are due	Monday December 19	Fall assessments are due to the Director of Assessment by 5 PM.
Monday prior to the start of Spring classes	Monday January 19	Director of Assessment sends emails to faculty to remind them about assessments due in Spring semester.
2 weeks after start of Spring classes	Thursday January 26	Director of Assessment collates Fall and Summer assessments and sends results to members of the CAC.
3 weeks after start of Spring classes	Thursday February 2	CAC meets to discuss the results of the Fall & Summer assessments.
7 weeks after start of Spring classes	Thursday March 1	CAC members meet with faculty to discuss the results of the Fall & Summer assessments and solicit suggestions for closing the loop.
9 weeks after start of Spring classes	Thursday March 15	CAC meets to develop recommendations for closing the loop.
11 weeks after start of Spring classes	Thursday March 29	Actions for closing the loop will be rolled out by the appropriate department heads and directors at ExComm.
2 weeks prior to study day in Spring of odd years	n/a	Review Learning Goals (Biennial Cycle)
2 weeks prior to study day in Spring of years ending in 5 or 0	n/a	Review Learning Objectives (Quinquennial Cycle)
2 weeks prior to study day in Spring of years ending in 1	n/a	Review Assessment Plan (Decennial Cycle)
Monday prior to Spring exam week	Monday April 23	Director of Assessment sends emails to faculty to remind them about assessments due from Spring and due date.
Monday following Spring Graduation	Monday May 7	Director of Assessment sends emails to faculty to remind them about assessments due in Summer semesters (if any).
5 PM on date Spring grades are due	Tuesday May 8	Spring assessments are due to the Director of Assessment by 5 PM.
Monday of last week of Summer II	Monday August 6	Director of Assessment sends emails to faculty to remind them about assessments due from Summer and due date (if any).
5 PM on date Summer II grades are due	Tuesday August 14	Summer assessments are due to the Director of Assessment by 5 PM (if any).

Legend	Annual Fall	Annual Spring	Annual Summer	Not Annual
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The Process

The assessment process in the College of Business is designed to efficiently and effectively gather data, analyze data, disseminate information, make necessary curricular changes, and evaluate the changes that are made. The process is documented and filed with the Director of Assessment using CAC Form 2 (see Appendix A). This process is represented in the following diagram, and is discussed in later paragraphs.

DIAGRAM of the ANNUAL ASSESSMENT CYCLE

ASSESSMENT
SEMESTER

Faculty perform AOL activities in the classroom (**Documentation Due to CAC by 5 PM on the day semester grades are due, or request extension**)

Faculty implements and documents changes (**Form 2 attachment due when implemented;**)

FOLLOW-UP
SEMESTER

Director of Assessment collates assessment results (**Form 2 (first two sections) due 2 weeks after 1st day of class**)

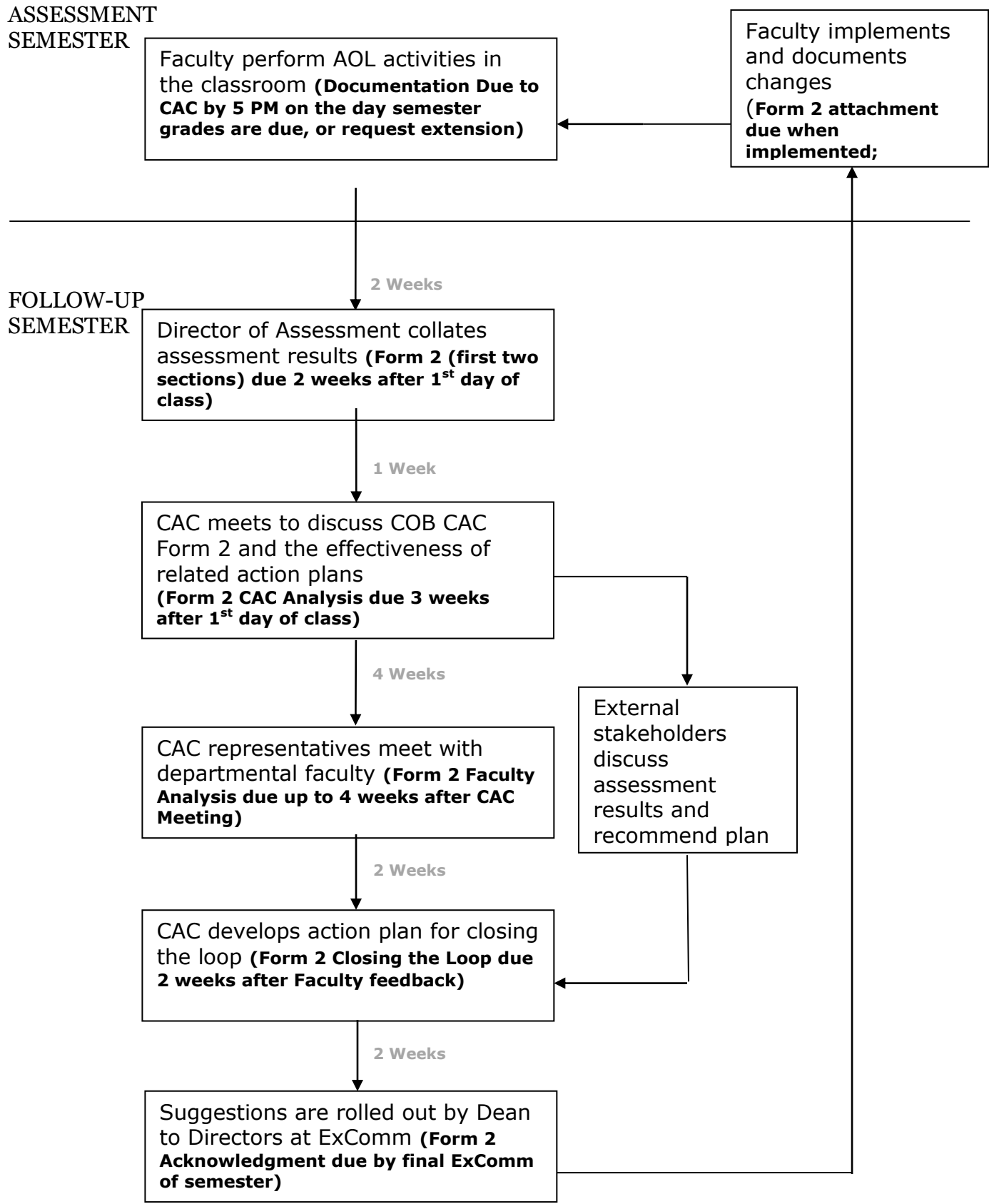
CAC meets to discuss COB CAC Form 2 and the effectiveness of related action plans (**Form 2 CAC Analysis due 3 weeks after 1st day of class**)

CAC representatives meet with departmental faculty (**Form 2 Faculty Analysis due up to 4 weeks after CAC Meeting**)

CAC develops action plan for closing the loop (**Form 2 Closing the Loop due 2 weeks after Faculty feedback**)

Suggestions are rolled out by Dean to Directors at ExComm (**Form 2 Acknowledgment due by final ExComm of semester**)

External stakeholders discuss assessment results and recommend plan



Data Collection

Each semester, the director of assessment emails all faculty members who have assurance of learning activities in their courses to remind them of their responsibilities. These faculty members are responsible for using the pre-approved techniques and documents listed in this handbook in order to assess the performance of the students in these courses. Upon evaluating the performance of their students using these pre-determined techniques, faculty report the results of their assessment activities to the Director of Assessment no later than the day on which grades are due for that semester.

Data Analysis

The Director of Assessment is responsible for organizing the data presented by the faculty and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested learning objectives were achieved.

Data Dissemination

Upon completion of the initial analysis of the data, the Director of Assessment then sends the results to the members of the Curriculum and Assessment Committee. The members of the CAC then meet with the faculty in their department to discuss the results and possible curricular changes. At this point, the Director Assessment also makes arrangements for soliciting input from external stakeholders.

Resulting Actions/Closing the Loop

After faculty and stakeholder meetings concerning the AOL results, CAC members collate the faculty responses and present them at appropriate CAC meeting. At this CAC meeting, members will consider curricular changes suggested by the faculty as presented on CAC Form 1 (see appendix), in addition to considering other possible curricular changes. Changes recommended by the CAC will then be forward to the relevant Department Chairs, and the Executive Committee, for approval and implementation. The entire process is documented through the use of CAC Form 2.

When deemed necessary by the CAC input on suggested curricular change may be solicited from the scheduled meetings of advisory groups and student leaders.

Evaluation of Actions Taken

The structure of the assurance of learning system at the UCA College of Business assures that the impact of curricular changes may be easily assessed. The impact of these changes as they pertain to the relevant learning objectives will be assessed in the first semester following the implementation of these changes. The data related to these changes will then be disseminated and analyzed according the procedure outlined above.

ROTATION OF LEARNING GOALS AND OBJECTIVES TO BE ASSESSED, AND REGULAR EXAMINATION OF LEARNING GOALS/OBJECTIVES AND AOL PROCEDURES

The CAC acknowledges that not all learning goals can practically be assessed each year, and that the college's learning goals/objectives, and the overall assessment process should be reviewed regularly. These assessment processes will operate on biennial,

quinquennial, and decennial cycles. Therefore, the biennial and decennial processes will be synchronized, as will the quinquennial and decennial processes. The biennial and quinquennial processes will not perfectly synchronize. The CAC chose five- and ten-year cycles to be consistent with the AACSB re-accreditation cycle and with the University's strategic planning cycle. The biennial "Learning Objective" process's two-year interval was chosen as the best compromise between maintaining relevance and currency in the Learning Objectives while giving due consideration to the longer term strategic processes.

BIENNIAL CYCLE:

Reviewing the Learning Goals (Initial review to occur Spring, 2013)

The CAC anticipates that the CoB shall have set 8-12 Learning Objectives at all times. However, not all Learning Objectives shall be assessed every semester. In general, no more and no less than four Learning Objectives shall be assessed each semester. Learning Objectives shall, therefore, rotate into and out of direct assessment. Each time a particular Learning Objective is assessed, the CAC will recommend:

1. Continue to assess next assessment period
2. Continue to assess next assessment period with programmatic change (see below)
3. Rotate out of assessment

In general, a Learning Objective shall be assessed for four consecutive semesters (two years, in those cases where the class is offered every semester). Adjustments will be to the timeline to accommodate classes offered only in certain semesters. If a Learning Objective is satisfied (Assessment threshold is met or exceeded) for three out of the four assessment periods, then (a) CAC Form 2 shall be marked "Rotate out of Assessment" after the final active assessment semester; (b) that Learning Objective will then drop out of the active assessment cycle (the Annual Cycle) to the bottom of the Learning Objective "queue."

However, if a Learning Objective is not satisfied for three out of four assessment periods, then (a) the faculty will use CAC Forms 1 & 2 to document changes intended to permit students to satisfy the Learning Objective; (b) the Learning Objective will remain in the active assessment cycle until the Learning Objective is satisfied for three out of the four assessment semesters in the next biennial cycle.

For example during the 2011-2012 and 2012-2013 academic years, the first four learning goals in the BBA queue, the MBA queue and the MAcc queue will be assessed. If all four learning goals in the MBA and MAcc queue are met for three out of the four measurement periods then those four learning goals will drop to the bottom of the learning goal queues for the MBA and the MAcc. The next biennial cycle (academic years 2013-2014 and 2014-2015) current learning goals five through eight in the queue will become learning goals one through four and all new learning goals will be assessed in this biennial cycle. However, if in the BBA assessment current learning goal one in the queue is not met for three out of the four measurement periods while the other goals two through four are met, the faculty will recommend and adopt curricular change to try and address the deficiency using CAC forms 1 & 2. Learning goal one will remain in the

same position in the learning queue for the next biennial cycle. Current learning goals two through four will drop to the bottom of the queue and goals five, six, and seven will move up into learning goal positions two, three, and four in the queue for the next biennial cycle (academic years 2013-2014 and 2014-2015). However, if the CAC decides that a learning goal needs to remain in the queue for a particular assessment cycle due to strategic initiatives or curricular importance, the committee can at its discretion leave a learning goal in its position in the learning queue for the next biennial cycle.

BBA Learning Objective Queue

1. Learning Objective 1a: Students will be able to use appropriate analytical techniques to identify and frame problems, generate and compare alternatives, and use knowledge and reasoning skills to optimize organizational performance
2. Learning Objective 2a: Students will be able to identify cultural/global perspectives among stakeholders
3. Learning Objective 3a: Students will be able to be aware of ethical issues inherent in business decisions and articulate the manner in which they arrived at an ethical decision
4. Learning Objective 4a: Students will be able to produce professional quality written documents
5. Learning Objective 5a: Students will be able to work in teams to solve business problems
6. Learning Objective 6a: Students will be able to effectively apply business-oriented software applications to manage data in support of business operations
7. Learning Objective 7a: Students will be able to demonstrate understanding of key concepts and theories in various functional areas of business and the ability to draw on knowledge and insights from a variety of disciplines when analyzing and formulating solutions to problems and opportunities
8. Learning Objective 1b: Students will be able to accurately apply the appropriate quantitative skills to solve specific problems in various business disciplines.
9. Learning Objective 3b: Students will be aware of legal issues inherent in business decision
10. Learning Objective 4b: Students will be able to deliver professional quality oral presentations
11. Learning Objective 6b: Students will be able to understand the role of information systems in support of organizational activities

MBA Learning Objective Queue

1. Learning Objective 3a: Students will be able to provide organizations with effective executive management through their professional written communication skills.
2. Learning Objective 3b: Students will be able to provide organizations with effective executive management through their professional oral communication skills.
3. Learning Objective 1a: Students will be able to provide organizations with effective executive management through decision making in uncertain, dynamic, global business situations

4. Learning Objective 2a: Students will be able to provide organizations with effective executive management by choosing ethical courses of action and articulating the manner by which they arrived at their decision.
5. Learning Objective 5a: Students will be able to provide organizations with effective executive leadership under conditions of uncertainty requiring adaptation and innovation.
6. Learning Objective 5b: Students will be able to provide organizations with effective executive management by acting as team members and collaborators.
7. Learning Objective 4a: Students will be able to understand the strategic role of information systems in support of business activities.

MAcc Learning Objective Queue

1. Learning Objective 1a: Students will be able to correctly apply financial accounting standards
2. Learning Objective 1c: Students will be able to correctly apply the tax law
3. Learning Objective 2a: Students will be able to communicate effectively in writing
4. Learning Objective 3a: Students will be able to locate the appropriate quality and quantity of information needed to solve a problem
5. Learning Objective 1b: Students will be able to correctly apply auditing standards 6317S
6. Learning Objective 2b: Students will be able to communicate effectively in an oral presentation 6317S
7. Learning Objective 6a: Students will be able to identify ethical dilemmas and choose an appropriate course of action 6317S
8. Learning Objective 3b: Students will understand the development and structure of a database 6320S
9. Learning Objective 2c: Students will be able to work effectively in teams 6340Su
10. Learning Objective 5a: Students will be able to interpret and apply international financial accounting standards 6310 6340Su
11. Learning Objective 1d: Students will be able to solve unstructured problems 6340Su
12. Learning Objective 4a: Students will possess the qualities necessary for effective leadership 6350S
13. Learning Objective 7a: Students will be able to speak on unprepared topics 6350S

QUINQUENNIAL CYCLE:

Review Learning Objectives (Initial review to occur in Spring, 2015)

CAC will compile and discuss AOL assessment data as well as internal and external feedback and comments. From this basis, the CAC will choose additions, substitutions, or deletions of Learning Goals in support of the Learning Objectives

DECENNIAL CYCLE

Review Assessment Plan (Initial review to occur in Spring, 2021)

CAC will facilitate a comprehensive review of all assessment processes and methods as part of the College's and University's comprehensive review of the respective strategic planning documents.

CONCLUDING REMARKS

Assurance of learning (AOL) is a critical component of achieving the mission of the College of Business at the University of Central Arkansas. A strong AOL culture enables the college of business to assess overall student learning and identify places where curricular changes may need to be made to better prepare our graduates for the work force or graduate education. Assessment by itself is not enough, the college has to grow and develop by taking the information gained from assessment and closing the loop by adopting curricular change to better achieve the desired learning goals. Continuous improvement with an innovative and dynamic curriculum and learning environment will be the ultimate outcome of the assessment process. Thank you for your cooperation in this important process!

APPENDIX A – RELATED DOCUMENTS

College of Business Administration Curriculum & Assessment Committee Action Form

CAC Form 1

Type of Action (which UCA form was used?)

- New Program Transmittal Form _____
- New Course Proposal _____
- General Education Course Proposal _____
- Proposal for Curriculum Change: Action Items _____
- Proposal for Curriculum Change: Information Items _____
- Conversion of Existing Course for Electronic Delivery _____
- Change in Assessment Plans/Process: Action Items _____
- Change in Assessment Plans/Process: Information Items _____

Date (copy from the relevant UCA document) _____

Originating Department/Program Area (copy from relevant UCA document) _____

Brief Description of proposed change:

Change driven by: Internal stakeholders _____ External stakeholders _____ AOL Data _____
Change concerns which Learning goal(s)?

- Communication
- Ethics
- Knowledge/Competency
- Teams
- Quant skills
- Information skills

Rationale narrative for proposed change:

(For CAC use only)

CAC Reviewer _____

Date the change process was resolved _____

Date the outcome was reviewed _____

Change:

Outcome:

Re-assessment (if relevant):

**College of Business
Curriculum and Assessment Committee
Assessment Tracking Form (CAC Form 2)**

Learning Goal	Goal	
	Measurement	
	Performance Expectation	
Observations:	Semester:	
	Data Summary:	
	Result:	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> DNM
Analysis	CAC:	Date: _____ Comments:
	Dept./ Area/ Faculty:	Date: _____ Presented to Department by: _____ Comments:
Closing the Loop	Outcome	<input type="checkbox"/> Goal is satisfied <input type="checkbox"/> Goal is not satisfied
	Follow-up	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Continue to assess next assessment period with programmatic change (see below) <input type="checkbox"/> Rotate out of assessment (to be assessed again _____)
	Suggested Change	Date Change Implemented: _____ CAC Meeting Date: _____
	Acknowledgement	CAC Chair Date
	Acknowledgement	COB Dean Date
Acknowledgement	Director/Ex-Com Date	
Attachments (if needed)	<input type="checkbox"/> Curriculum change forms related to AoL <input type="checkbox"/> Minutes of faculty or Executive Committee meetings <input type="checkbox"/> Notes on implementation of suggested change or other matters <input type="checkbox"/> Other (describe)	

BBA RUBRICS

BBA

Ethical Decision Making / Social Responsibility of Business Rubric

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 Score:	

**BBA
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:				

**BBA
Written Communication Skills Rubric**

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 Score:				

MAcc RUBRICS

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 points:				

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 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 points:					

MAcc Leadership Rubric (for MAcc objective 4a)

Effective Communicator	Awareness	Open-Minded/Respectful	Organized	Reflective	Responsible	Score: 0=Never; 1=Seldom; 2=Sometimes; 3=Regularly; 4=Consistently	
						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	
Total points:							

MAcc Teaming Rubric
(for MAcc Objective 2c)

Your 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.				

Team Member 2:	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.				

Team Member 3:	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.				

Additional Comments:

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 points:				

MAcc 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 points:				

**MAcc
Written Communication Skills Rubric**

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 Score:				

MAcc
Ethical Decision Making / Social Responsibility of Business Rubric

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 Score:	

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 vice versa); for of reference inappropriate	Missing or incomplete	
Total points:				

MBA RUBRICS

MBA 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 points:				

MBA Written Communication Skills Rubric

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 Score:				

APPENDIX B – HIGHER LEARNING COMMISSION ASSESSMENT

BACHELOR OF ARTS IN ECONOMICS INTERNATIONAL TRADE CONCENTRATION ASSESSMENT PLAN

COB Vision

Our vision is to be the leading regional public business college in Arkansas, with national recognition in selected fields or areas.

COB Statement of Mission and Core Values

Our mission is to provide high quality business education to our undergraduate and graduate students through the delivery of a current and responsive curriculum that promotes intellectual and professional development. We promote excellence through our scholarly endeavors and service to our stakeholders through strong engagement with the regional and global business community. In carrying out this mission, the College of Business is guided by the following core values:

1. Intellectual Excellence.

- 1.1. **Educate students:** We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
- 1.2. **Scholarship:** We believe that faculty and students should engage in professional development and scholarly endeavors that promote the application and creation of knowledge in business practice and education.
- 1.3. **Cultural competence:** We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
- 1.4. **Physical learning environment:** We strive to provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.

2. Community.

- 2.1. **Collegiality:** We encourage transparency in our decision making practice through a process of shared governance based on interactions among faculty, staff, and students.
- 2.2. **Service:** We pursue collaborative partnerships between our internal and external stakeholders to promote life-long and experiential learning, research, service, and community interaction.

3. Diversity.

- 3.1. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas.

4. Integrity.

- 4.1. **Ethics:** We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.

- 4.2. **Responsibility:** We commit to being responsible and accountable in our operations at all levels, including assessment and continuous improvement of our academic programs and transparency in our fiscal and operational proceedings.

To achieve this mission we are committed to the pursuit of the following Learning Goals:

BBA

Our graduates shall possess:

1. Critical Thinking & Analytical Thinking Skills;
2. Awareness of the Global Business Environment;
3. Ethical Reasoning Abilities;
4. Effective Communication Abilities;
5. Effective Collaborative Skills;
6. Effective Information Management Skills;
7. Understanding of a Broad Range of Business Disciplines.

For each Learning Goal, the COB has defined at least one corresponding Learning Objective.

Consistent with the College's values, vision, and mission, the economics faculty identified a learning goal specific to the Bachelor of Arts in Economics degree program. For the learning goal, one or more objectives have been specified.

Learning Goal #1: Our students will possess the analytical and communicative skills to formulate an appropriate, discipline-specific question, research possible solutions, and provide accurate analysis.

Assessment information shall be collected and analyzed on a continual basis by the economics faculty or its designee. Annually, the faculty or designee will present a detailed analysis, including observations and recommendations, to the departmental administrators.

Objective #1: Discipline-Specific Analysis: Students will prepare a research paper on a discipline-specific topic in ECON 4380- Senior Seminar in Economics.

Measure: A grading rubric will be used to assess writing in each of the writing-intensive courses (see appendix for rubric)

Benchmark: Mean students assessed will score 7 out of 12 or above.

Frequency: Every semester ECON 4380 is offered.

**EFIRM ECON 4380 Assessment Rubric:
Discipline-Specific Analytical Writing (BA)**

Score		2	1	0
Purpose		The writer's purpose is readily apparent to the reader. The topic is of specific interest to economists.	The writing has a firm purpose, but may occasionally digress. The topic is appropriate.	The purpose is not always clear, or the topic is inappropriate.
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.
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.
Supporting Analysis		Compelling evidence is given to support claims and attribution is clear and fairly represented.	Analyses to support claims are generally present.	Although occasional or weak analyses are provided, the writer over-relies on unsubstantiated statements. The reader is confused about the application of concepts.
References		The references used in the project were timely, of appropriate quality, and of appropriate quantity.	The references used in the project were generally timely, sufficient, and appropriate.	The references used in the project were not timely, were insufficient, or of poor quality.
Mechanics		Tone is consistently professional and appropriate for the audience. Sentences are well phrased and varied in length and structure, flowing smoothly from one to another. Word choice is consistently precise. Writing is free or almost free of errors.	Tone is generally professional and appropriate for the audience. Sentences are well phrased and demonstrate some variety in length and structure. The sentence flow is generally smooth and word choice generally good. The occasional violations in the writing do not create a major distraction or obscure the meaning.	Tone is not consistently professional or appropriate for the audience. Some sentences are awkwardly constructed and occasionally distract the reader. Word choice is merely adequate, or some words are used inappropriately. The writing has numerous errors, and the reader is distracted by them.
Total Points:				

BACHELOR OF SCIENCE IN ECONOMICS ASSESSMENT PLAN

COB Vision

Our vision is to be the leading regional public business college in Arkansas, with national recognition in selected fields or areas.

COB Statement of Mission and Core Values

Our mission is to provide high quality business education to our undergraduate and graduate students through the delivery of a current and responsive curriculum that promotes intellectual and professional development. We promote excellence through our scholarly endeavors and service to our stakeholders through strong engagement with the regional and global business community. In carrying out this mission, the College of Business is guided by the following core values:

1. Intellectual Excellence.

- 1.1. **Educate students:** We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
- 1.2. **Scholarship:** We believe that faculty and students should engage in professional development and scholarly endeavors that promote the application and creation of knowledge in business practice and education.
- 1.3. **Cultural competence:** We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
- 1.4. **Physical learning environment:** We strive to provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.

2. Community.

- 2.1. **Collegiality:** We encourage transparency in our decision making practice through a process of shared governance based on interactions among faculty, staff, and students.
- 2.2. **Service:** We pursue collaborative partnerships between our internal and external stakeholders to promote life-long and experiential learning, research, service, and community interaction.

3. Diversity.

- 3.1. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas.

4. Integrity.

- 4.1. **Ethics:** We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.
- 4.2. **Responsibility:** We commit to being responsible and accountable in our operations at all levels, including assessment and continuous improvement of our academic programs and transparency in our fiscal and operational proceedings.

To achieve this mission we are committed to the pursuit of the following Learning Goals:

BBA

Our graduates shall possess:

1. Critical Thinking & Analytical Thinking Skills;
2. Awareness of the Global Business Environment;
3. Ethical Reasoning Abilities;
4. Effective Communication Abilities;
5. Effective Collaborative Skills;
6. Effective Information Management Skills;
7. Understanding of a Broad Range of Business Disciplines.

For each Learning Goal, the COB has defined at least one corresponding Learning Objective.

Consistent with the College's values, vision, and mission, the economics faculty identified a learning goal specific to the Bachelor of Science in Economics degree program. For the learning goal, one or more objectives have been specified.

Learning Goal #1: Our students will possess the analytical and communicative skills to formulate an appropriate, discipline-specific question, research possible solutions, and provide accurate analysis.

Assessment information shall be collected and analyzed on a continual basis by the economics faculty or its designee. Annually, the faculty or designee will present a detailed analysis, including observations and recommendations, to the departmental administrators.

Objective #1: Discipline-Specific Analysis: Students will prepare a research paper on a discipline-specific topic in ECON 4380- Senior Seminar in Economics.

Measure: A grading rubric will be used to assess writing in each of the writing-intensive courses (see appendix for rubric)

Benchmark: Mean students assessed will score 7 out of 12 or above.

Frequency: Every semester ECON 4380 is offered.

**EFIRM ECON 4380 Assessment Rubric:
Discipline-Specific Analytical Writing (BS)**

	Score	2	1	0
Purpose		The writer's purpose is readily apparent to the reader. The topic is of specific interest to economists.	The writing has a firm purpose, but may occasionally digress. The topic is appropriate.	The purpose is not always clear, or the topic is inappropriate.
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.
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.
Supporting Analysis		Compelling evidence is given to support claims and attribution is clear and fairly represented.	Analyses to support claims are generally present.	Although occasional or weak analyses are provided, the writer over-relies on unsubstantiated statements. The reader is confused about the application of concepts.
References		The references used in the project were timely, of appropriate quality, and of appropriate quantity.	The references used in the project were generally timely, sufficient, and appropriate.	The references used in the project were not timely, were insufficient, or of poor quality.
Mechanics		Tone is consistently professional and appropriate for the audience. Sentences are well phrased and varied in length and structure, flowing smoothly from one to another. Word choice is consistently precise. Writing is free or almost free of errors.	Tone is generally professional and appropriate for the audience. Sentences are well phrased and demonstrate some variety in length and structure. The sentence flow is generally smooth and word choice generally good. The occasional violations in the writing do not create a major distraction or obscure the meaning.	Tone is not consistently professional or appropriate for the audience. Some sentences are awkwardly constructed and occasionally distract the reader. Word choice is merely adequate, or some words are used inappropriately. The writing has numerous errors, and the reader is distracted by them.
Total Score:				

BACHELOR BUSINESS ADMINISTRATION ECONOMICS/INTERNATIONAL TRADE ASSESSMENT PLAN

COB Vision

Our vision is to be the leading regional public business college in Arkansas, with national recognition in selected fields or areas.

COB Statement of Mission and Core Values

Our mission is to provide high quality business education to our undergraduate and graduate students through the delivery of a current and responsive curriculum that promotes intellectual and professional development. We promote excellence through our scholarly endeavors and service to our stakeholders through strong engagement with the regional and global business community. In carrying out this mission, the College of Business is guided by the following core values:

1. Intellectual Excellence.

- 1.1. **Educate students:** We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
- 1.2. **Scholarship:** We believe that faculty and students should engage in professional development and scholarly endeavors that promote the application and creation of knowledge in business practice and education.
- 1.3. **Cultural competence:** We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
- 1.4. **Physical learning environment:** We strive to provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.

2. Community.

- 2.1. **Collegiality:** We encourage transparency in our decision making practice through a process of shared governance based on interactions among faculty, staff, and students.
- 2.2. **Service:** We pursue collaborative partnerships between our internal and external stakeholders to promote life-long and experiential learning, research, service, and community interaction.

3. Diversity.

- 3.1. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas.

4. Integrity.

- 4.1. **Ethics:** We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.
- 4.2. **Responsibility:** We commit to being responsible and accountable in our operations at all levels, including assessment and continuous improvement of our academic programs and transparency in our fiscal and operational proceedings.

To achieve this mission we are committed to the pursuit of the following Learning Goals:

BBA

Our graduates shall possess:

1. Critical Thinking & Analytical Thinking Skills;
2. Awareness of the Global Business Environment;
3. Ethical Reasoning Abilities;
4. Effective Communication Abilities;
5. Effective Collaborative Skills;
6. Effective Information Management Skills;
7. Understanding of a Broad Range of Business Disciplines.

For each Learning Goal, the COB has defined at least one corresponding Learning Objective.

Consistent with the College's values, vision, and mission, the economics faculty identified a learning goal specific to the BBA in Economics degree program. For the learning goal, one or more objectives have been specified.

Learning Goal #8: Our students will possess the analytical and communicative skills to formulate an appropriate, discipline-specific question, research possible solutions, and provide accurate analysis.

Assessment information shall be collected and analyzed on a continual basis by the economics faculty or its designee. Annually, the faculty or designee will present a detailed analysis, including observations and recommendations, to the departmental administrators.

Objective #1: Discipline-Specific Analysis: Students will prepare a research paper on a discipline-specific topic in ECON 4380- Senior Seminar in Economics.

Measure: A grading rubric will be used to assess writing in each of the writing-intensive courses (see appendix for rubric)

Benchmark: Mean students assessed will score 7 out of 12 or above.

Frequency: Every semester ECON 4380 is offered.

**EFIRM ECON 4380 ASSESSMENT RUBRIC
DISCIPLINE-SPECIFIC ANALYTICAL WRITING (BBA)**

	Score	2	1	0
Purpose		The writer's purpose is readily apparent to the reader. The topic is of specific interest to economists.	The writing has a firm purpose, but may occasionally digress. The topic is appropriate.	The purpose is not always clear, or the topic is inappropriate.
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.
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.
Supporting Analysis		Compelling evidence is given to support claims and attribution is clear and fairly represented.	Analyses to support claims are generally present.	Although occasional or weak analyses are provided, the writer over-relies on unsubstantiated statements. The reader is confused about the application of concepts.
References		The references used in the project were timely, of appropriate quality, and of appropriate quantity.	The references used in the project were generally timely, sufficient, and appropriate.	The references used in the project were not timely, were insufficient, or of poor quality.
Mechanics		Tone is consistently professional and appropriate for the audience. Sentences are well phrased and varied in length and structure, flowing smoothly from one to another. Word choice is consistently precise. Writing is free or almost free of errors.	Tone is generally professional and appropriate for the audience. Sentences are well phrased and demonstrate some variety in length and structure. The sentence flow is generally smooth and word choice generally good. The occasional violations in the writing do not create a major distraction or obscure the meaning.	Tone is not consistently professional or appropriate for the audience. Some sentences are awkwardly constructed and occasionally distract the reader. Word choice is merely adequate, or some words are used inappropriately. The writing has numerous errors, and the reader is distracted by them.
Total Score:				

BACHELOR BUSINESS ADMINISTRATION- MANAGEMENT ASSESSMENT PLAN

COB Vision

Our vision is to be the leading regional public business college in Arkansas, with national recognition in selected fields or areas.

COB Statement of Mission and Core Values

Our mission is to provide high quality business education to our undergraduate and graduate students through the delivery of a current and responsive curriculum that promotes intellectual and professional development. We promote excellence through our scholarly endeavors and service to our stakeholders through strong engagement with the regional and global business community. In carrying out this mission, the College of Business is guided by the following core values:

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- 1.1. **Educate students:** We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
- 1.2. **Scholarship:** We believe that faculty and students should engage in professional development and scholarly endeavors that promote the application and creation of knowledge in business practice and education.
- 1.3. **Cultural competence:** We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
- 1.4. **Physical learning environment:** We strive to provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.

2. Community.

- 2.1. **Collegiality:** We encourage transparency in our decision making practice through a process of shared governance based on interactions among faculty, staff, and students.
- 2.2. **Service:** We pursue collaborative partnerships between our internal and external stakeholders to promote life-long and experiential learning, research, service, and community interaction.

3. Diversity.

- 3.1. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas.

4. Integrity.

- 4.1. **Ethics:** We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.
- 4.2. **Responsibility:** We commit to being responsible and accountable in our operations at all levels, including assessment and continuous improvement of our academic programs and transparency in our fiscal and operational proceedings.

To achieve this mission we are committed to the pursuit of the following Learning Goals:

BBA

Our graduates shall possess:

1. Critical Thinking & Analytical Thinking Skills;
2. Awareness of the Global Business Environment;
3. Ethical Reasoning Abilities;
4. Effective Communication Abilities;
5. Effective Collaborative Skills;
6. Effective Information Management Skills;
7. Understanding of a Broad Range of Business Disciplines.

For each Learning Goal, the COB has defined at least one corresponding Learning Objective.

Consistent with the College's values, vision, and mission, the management faculty identified a learning goal specific to the BBA in Management degree program. For the learning goal, one or more objectives have been specified.

Learning Goal #8: Our students will demonstrate the decision-making, organizing, and interaction knowledge and skills needed necessary to meet the requirements of the global business environment.

Objective #1: Discipline-Specific Analysis: Students will demonstrate learning and mastery of subject matter through their performance on the Capstone[©] Business Simulation in MGMT 4347.

Measure: College percentile placement, relative to other schools which use the Capstone[©] Business Simulation.

Benchmark: The mean score of management majors will be in the 50th percentile or above.

Frequency: Every semester MGMT 4347 is offered

BACHELOR BUSINESS ADMINISTRATION- MARKETING ASSESSMENT PLAN

COB Vision

Our vision is to be the leading regional public business college in Arkansas, with national recognition in selected fields or areas.

COB Statement of Mission and Core Values

Our mission is to provide high quality business education to our undergraduate and graduate students through the delivery of a current and responsive curriculum that promotes intellectual and professional development. We promote excellence through our scholarly endeavors and service to our stakeholders through strong engagement with the regional and global business community. In carrying out this mission, the College of Business is guided by the following core values:

1. Intellectual Excellence.

- 1.1. **Educate students:** We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
- 1.2. **Scholarship:** We believe that faculty and students should engage in professional development and scholarly endeavors that promote the application and creation of knowledge in business practice and education.
- 1.3. **Cultural competence:** We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
- 1.4. **Physical learning environment:** We strive to provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.

2. Community.

- 2.1. **Collegiality:** We encourage transparency in our decision making practice through a process of shared governance based on interactions among faculty, staff, and students.
- 2.2. **Service:** We pursue collaborative partnerships between our internal and external stakeholders to promote life-long and experiential learning, research, service, and community interaction.

3. Diversity.

- 3.1. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas.

4. Integrity.

- 4.1. **Ethics:** We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.
- 4.2. **Responsibility:** We commit to being responsible and accountable in our operations at all levels, including assessment and continuous improvement of our academic programs and transparency in our fiscal and operational proceedings.

To achieve this mission we are committed to the pursuit of the following Learning Goals:

BBA

Our graduates shall possess:

1. Critical Thinking & Analytical Thinking Skills;
2. Awareness of the Global Business Environment;
3. Ethical Reasoning Abilities;
4. Effective Communication Abilities;
5. Effective Collaborative Skills;
6. Effective Information Management Skills;
7. Understanding of a Broad Range of Business Disciplines.

For each Learning Goal, the COB has defined at least one corresponding Learning Objective.

Consistent with the College's values, vision, and mission, the marketing faculty identified a learning goal specific to the BBA in Marketing degree program. For the learning goal, one or more objectives have been specified.

Learning Goal #8: Our students will demonstrate the promotion, retailing, sales, and marketing management knowledge and skill sets necessary to meet the requirements of the global business environment.

Objective #1: Students will prepare a research project on a discipline-specific topic in MKTG 4355, Marketing Management.

Measure: A grading rubric will be used to assess the research project.

Benchmark: Mean of students assessed will score 7 out of 12 or above.

Frequency: Every semester MKTG 4355 is offered.

**MKTG 4353 Assessment Rubric
Discipline-Specific Analytical Writing**

Score		2	1	0
Purpose		The writer's purpose is readily apparent to the reader. The topic is of specific interest to marketing professionals.	The writing has a firm purpose, but may occasionally digress. The topic is appropriate.	The purpose is not always clear, or the topic is inappropriate.
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.
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.
Supporting Analysis		Compelling evidence is given to support claims and attribution is clear and fairly represented.	Analyses to support claims are generally present.	Although occasional or weak analyses are provided, the writer over-relies on unsubstantiated statements. The reader is confused about the application of concepts.
References		The references used in the project were timely, of appropriate quality, and of appropriate quantity.	The references used in the project were generally timely, sufficient, and appropriate.	The references used in the project were not timely, were insufficient, or of poor quality.
Mechanics		Tone is consistently professional and appropriate for the audience. Sentences are well phrased and varied in length and structure, flowing smoothly from one to another. Word choice is consistently precise. Writing is free or almost free of errors.	Tone is generally professional and appropriate for the audience. Sentences are well phrased and demonstrate some variety in length and structure. The sentence flow is generally smooth and word choice generally good. The occasional violations in the writing do not create a major distraction or obscure the meaning.	Tone is not consistently professional or appropriate for the audience. Some sentences are awkwardly constructed and occasionally distract the reader. Word choice is merely adequate, or some words are used inappropriately. The writing has numerous errors, and the reader is distracted by them.
Total Score:				

BACHELOR BUSINESS ADMINISTRATION – FINANCE ASSESSMENT PLAN

COB Vision

Our vision is to be the leading regional public business college in Arkansas, with national recognition in selected fields or areas.

COB Statement of Mission and Core Values

Our mission is to provide high quality business education to our undergraduate and graduate students through the delivery of a current and responsive curriculum that promotes intellectual and professional development. We promote excellence through our scholarly endeavors and service to our stakeholders through strong engagement with the regional and global business community. In carrying out this mission, the College of Business is guided by the following core values:

1. Intellectual Excellence.

- 1.1. **Educate students:** We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
- 1.2. **Scholarship:** We believe that faculty and students should engage in professional development and scholarly endeavors that promote the application and creation of knowledge in business practice and education.
- 1.3. **Cultural competence:** We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
- 1.4. **Physical learning environment:** We strive to provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.

2. Community.

- 2.1. **Collegiality:** We encourage transparency in our decision making practice through a process of shared governance based on interactions among faculty, staff, and students.
- 2.2. **Service:** We pursue collaborative partnerships between our internal and external stakeholders to promote life-long and experiential learning, research, service, and community interaction.

3. Diversity.

- 3.1. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas.

4. Integrity.

- 4.1. **Ethics:** We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.
- 4.2. **Responsibility:** We commit to being responsible and accountable in our operations at all levels, including assessment and continuous improvement of our academic programs and transparency in our fiscal and operational proceedings.

To achieve this mission we are committed to the pursuit of the following Learning Goals:

BBA

Our graduates shall possess:

1. Critical Thinking & Analytical Thinking Skills;
2. Awareness of the Global Business Environment;
3. Ethical Reasoning Abilities;
4. Effective Communication Abilities;
5. Effective Collaborative Skills;
6. Effective Information Management Skills;
7. Understanding of a Broad Range of Business Disciplines.

For each Learning Goal, the COB has defined at least one corresponding Learning Objective.

Consistent with the College's values, vision, and mission, the finance faculty identified a learning goal specific to the BBA Finance degree program. For the learning goal, one or more objectives have been specified.

Learning Goal #8: Our students will be able to value financial assets, analyze and manage financial risks in a business environment, and apply financial analysis techniques to diverse business situations, demonstrating a thorough knowledge of financial decision-making skills and financial markets.

Objective #1: Comprehensive Finance Exam: Each student must pass a comprehensive finance exam comprised of questions written by the finance faculty. Students take the exam as part FINA 4336, Advanced Financial Management. The exam covers the major topics in valuation, financial modeling, and financial decision-making aptitudes.

Measure: A comprehensive exam written by the faculty

Benchmark: Seventy percent of all students who have completed all other Finance classes will score seventy percent or above.

Frequency: Every semester FINA4336 is offered.

**BACHELOR BUSINESS ADMINISTRATION
INSURANCE & RISK MANAGEMENT
ASSESSMENT PLAN**

COB Vision

Our vision is to be the leading regional public business college in Arkansas, with national recognition in selected fields or areas.

COB Statement of Mission and Core Values

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our academic programs and transparency in our fiscal and operational proceedings.

To achieve this mission we are committed to the pursuit of the following Learning Goals:

BBA

Our graduates shall possess:

1. Critical Thinking & Analytical Thinking Skills;
2. Awareness of the Global Business Environment;
3. Ethical Reasoning Abilities;
4. Effective Communication Abilities;
5. Effective Collaborative Skills;
6. Effective Information Management Skills;
7. Understanding of a Broad Range of Business Disciplines.

For each Learning Goal, the COB has defined at least one corresponding Learning Objective.

Consistent with the College's values, vision, and mission, the insurance & risk management faculty identified learning goals specific to the BBA in Insurance & Risk Management degree program. For the learning goal, one or more objectives have been specified.

INSURANCE TRACK

Learning Goal #8: Our students will be able to identify and analyze common risk faced by businesses and individuals, select the most appropriate risk management treatment methods, and demonstrate a thorough knowledge of risk management decision-making skills.

Objective #1: State of Arkansas Resident Licensing Exam: Our students that choose to take the State of Arkansas Resident Licensing Exam(s) for Life, Accident/Health/Sickness, Property, Casualty, and/or Personal Lines and will have an average pass rate that exceeds the state average pass rate.

Measure: State of Arkansas Resident Licensing Exam(s) for Life, Accident/Health/Sickness, Property, Casualty, and/or Personal Lines.

Benchmark: The average pass rate for our students will exceed the State average pass rate for the exams taken in the same testing cycle.

Frequency: Annually.

PERSONAL FINANCIAL PLANNING

Learning Goal #8: Our students will be familiar with the six steps in the financial planning process and be able to apply financial planning techniques in diverse individual situations, demonstrating a thorough knowledge of financial planning decision-making skills.

Objective #1: CFP® Certification Exam: Our students that choose to take the CFP® Certification exam will have an average pass rate that exceeds the national average pass rate.

Measure: Certified Financial Planner® Certification Exam

Benchmark: The average pass rate for our students will exceed the national average pass rate

Frequency: Annually

**BACHELOR BUSINESS ADMINISTRATION
GENERAL BUSINESS ADMINISTRATION
ASSESSMENT PLAN**

COB Vision

Our vision is to be the leading regional public business college in Arkansas, with national recognition in selected fields or areas.

COB Statement of Mission and Core Values

Our mission is to provide high quality business education to our undergraduate and graduate students through the delivery of a current and responsive curriculum that promotes intellectual and professional development. We promote excellence through our scholarly endeavors and service to our stakeholders through strong engagement with the regional and global business community. In carrying out this mission, the College of Business is guided by the following core values:

1. Intellectual Excellence.

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- 1.2. **Scholarship:** We believe that faculty and students should engage in professional development and scholarly endeavors that promote the application and creation of knowledge in business practice and education.
- 1.3. **Cultural competence:** We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
- 1.4. **Physical learning environment:** We strive to provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.

2. Community.

- 2.1. **Collegiality:** We encourage transparency in our decision making practice through a process of shared governance based on interactions among faculty, staff, and students.
- 2.2. **Service:** We pursue collaborative partnerships between our internal and external stakeholders to promote life-long and experiential learning, research, service, and community interaction.

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4. Integrity.

- 4.1. **Ethics:** We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.

- 4.2. **Responsibility:** We commit to being responsible and accountable in our operations at all levels, including assessment and continuous improvement of our academic programs and transparency in our fiscal and operational proceedings.

To achieve this mission we are committed to the pursuit of the following Learning Goals:

BBA

Our graduates shall possess:

1. Critical Thinking & Analytical Thinking Skills;
2. Awareness of the Global Business Environment;
3. Ethical Reasoning Abilities;
4. Effective Communication Abilities;
5. Effective Collaborative Skills;
6. Effective Information Management Skills;
7. Understanding of a Broad Range of Business Disciplines.

For each Learning Goal, the COB has defined at least one corresponding Learning Objective.

Consistent with the College's values, vision, and mission, the business faculty identified a learning goal specific to the BBA in General Business degree program. For the learning goal, one or more objectives have been specified.

Learning Goal #8: Our students will demonstrate the decision-making, organizing, and interaction knowledge and skills needed necessary to meet the requirements of the global business environment.

Objective #1: Discipline-Specific Analysis: Students will demonstrate learning and mastery of subject matter through their performance on the Capstone[©] Business Simulation in MGMT 4347.

Measure: College percentile placement, relative to other schools which use the Capstone[©] Business Simulation.

Benchmark: The mean score of management majors will be in the 50th percentile or above.

Frequency: Every semester MGMT 4347 is offered

**BACHELOR BUSINESS ADMINISTRATION
MANAGEMENT INFORMATION SYSTEMS
ASSESSMENT PLAN**

COB Vision

Our vision is to be the leading regional public business college in Arkansas, with national recognition in selected fields or areas.

COB Statement of Mission and Core Values

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1. Intellectual Excellence.

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- 1.2. **Scholarship:** We believe that faculty and students should engage in professional development and scholarly endeavors that promote the application and creation of knowledge in business practice and education.
- 1.3. **Cultural competence:** We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
- 1.4. **Physical learning environment:** We strive to provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.

2. Community.

- 2.1. **Collegiality:** We encourage transparency in our decision making practice through a process of shared governance based on interactions among faculty, staff, and students.
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4. Integrity.

- 4.1. **Ethics:** We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.

- 4.2. **Responsibility:** We commit to being responsible and accountable in our operations at all levels, including assessment and continuous improvement of our academic programs and transparency in our fiscal and operational proceedings.

To achieve this mission we are committed to the pursuit of the following Learning Goals:

BBA

Our graduates shall possess:

1. Critical Thinking & Analytical Thinking Skills;
2. Awareness of the Global Business Environment;
3. Ethical Reasoning Abilities;
4. Effective Communication Abilities;
5. Effective Collaborative Skills;
6. Effective Information Management Skills;
7. Understanding of a Broad Range of Business Disciplines.

For each Learning Goal, the CoB has defined at least one corresponding Learning Objective.

Consistent with the College's values, vision, and mission, the MIS faculty identified a learning goal specific to the BBA in MIS degree program. For the learning goal, one or more objectives have been specified.

Learning Goal #8: Students will understand the key competencies that comprise the planning, analysis, design, and implementation of high-quality organization information systems.

Objective #1: Students will understand the systems development life cycle and be able to apply the most appropriate methodologies and tools to resolve organization information systems issues and be able to effectively communicate appropriate solutions.

Measure: This goal will be assessed with a comprehensive final in the MIS 3328, Systems Analysis and Design, class which is a required "capstone"-type class.

Benchmark: The mean score of all MIS students will be 70% or above.

Frequency: Testing will be accomplished every semester that MIS 3328 is offered.

BACHELOR BUSINESS ADMINISTRATION IN ACCOUNTING ASSESSMENT PLAN

COB Vision

Our vision is to be the leading regional public business college in Arkansas, with national recognition in selected fields or areas.

COB Statement of Mission and Core Values

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1. Intellectual Excellence.

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- 1.2. **Scholarship:** We believe that faculty and students should engage in professional development and scholarly endeavors that promote the application and creation of knowledge in business practice and education.
- 1.3. **Cultural competence:** We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
- 1.4. **Physical learning environment:** We strive to provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.

2. Community.

- 2.1. **Collegiality:** We encourage transparency in our decision making practice through a process of shared governance based on interactions among faculty, staff, and students.
- 2.2. **Service:** We pursue collaborative partnerships between our internal and external stakeholders to promote life-long and experiential learning, research, service, and community interaction.

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4. Integrity.

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- 4.2. **Responsibility:** We commit to being responsible and accountable in our operations at all levels, including assessment and continuous improvement of our academic programs and transparency in our fiscal and operational proceedings.

To achieve this mission we are committed to the pursuit of the following Learning Goals:

BBA

Our graduates shall possess:

1. Critical Thinking & Analytical Thinking Skills;
2. Awareness of the Global Business Environment;
3. Ethical Reasoning Abilities;
4. Effective Communication Abilities;
5. Effective Collaborative Skills;
6. Effective Information Management Skills;
7. Understanding of a Broad Range of Business Disciplines.

For each Learning Goal, the COB has defined at least one corresponding Learning Objective.

Consistent with the College’s values, vision, and mission, the accounting faculty identified learning goals specific to the BBA in Accounting degree program. For each learning goal, one or more objectives have been specified.

Learning Goal #8: Our graduate shall possess an understanding of accounting topics.

Objective 8A: Students will learn about financial accounting.

Objective 8B: Students will learn about cost accounting.

Objective 8C: Students will learn about tax accounting.

Objective 8D: Students will learn about governmental and nonprofit accounting.

Objective 8E: Students will learn about accounting information systems.

Objective 8F: Students will learn about auditing.

Measure (for all objectives): Students will take a pre- test and a post-test.

Benchmark (for all objectives): Mean scores will improve from pre-to post-test.

Frequency:

Objective	Course	Frequency
8A	ACCT 3311	Fall Semester of Even Years
8A	ACCT 3312	Spring Semester of Odd Years
8A	ACCT 4312	Spring Semester of Even Years
8B	ACCT 3315	Fall Semester of Odd Years
8B	ACCT 4315	Spring Semester of Even Years
8C	ACCT 3316	Fall Semester of Odd Years
8C	ACCT 4316	Fall Semester of Odd Years
8D	ACCT 4304	Fall Semester of Even Years
8E	ACCT 3320	Spring Semester of Even Years
8F	ACCT 4317	Fall Semester of Even Years