

College of Business

CURRICULUM MANAGEMENT HANDBOOK



University of
Central Arkansas™

Revised December
2015

TABLE OF CONTENTS

VISION, MISSION, AND CORE VALUES STATEMENT.....	1
CURRICULUM MANAGEMENT PROCESS.....	2
CURRICULUM DEVELOPMENT/REVIEW.....	3
CURRICULUM CHANGE PROCESS.....	4
CURRICULUM REVIEW.....	5
ASSURANCE OF LEARNING.....	6
LEARNING GOALS.....	7
BBA Program.....	8
MAcc Program.....	13
MBA Program.....	18
ASSURANCE OF LEARNING PROCESS.....	22
ASSURANCE OF LEARNING SCHEDULE.....	26
HIGHER LEARNING COMMISSION/UNIVERSITY CORE ASSESSMENTS.....	27
LEARNING OBJECTIVES BY MAJOR.....	28
BS/BA IN ECONOMICS.....	31
UCA CORE ASSESSMENT.....	32
APPENDIX A - CAC FORMS.....	i
APPENDIX B - CHANGE LOG.....	v

COLLEGE OF BUSINESS VISION, MISSION, AND CORE VALUES STATEMENT

Our mission is to provide high quality business education to our undergraduate and graduate students through the delivery of a current, responsive, and innovative curriculum that promotes intellectual and professional development. We promote excellence through our teaching, scholarly endeavors and service to our stakeholders through strong engagement with the local, regional, national, and global business community.

In carrying out this mission, the College of Business is guided by the following core values and expects the following outcomes:

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 and impact the application, creation and dissemination of knowledge through contributions to business practice, learning and pedagogical research, and discipline based scholarship.

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 impact and promote life-long and experiential learning, research, service, and community engagement.

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.

CURRICULUM MANAGEMENT PROCESS

The Curriculum Management Process (CMP) is fundamentally concerned with effective teaching and learning. The process consists of managing what students are expected to learn, evaluating whether or not it was learned, and seeking ways to improve student learning. An effective curriculum management process is evidenced by graduates who are well equipped to succeed after college, either in the business world (defined broadly to include any organization) or in advanced education. To effectively prepare graduates, our curricula must be current, responsive and innovative. It must be delivered in an appropriate format and through an effective channel. Above all, students need to gain appropriate knowledge and skills as they progress through and complete the program.

The CMP consists of two major areas, curriculum development/review and Assurance of Learning (AOL). Curriculum development and review examines what students should learn. This process includes cultivating content in the curriculum that meets the needs of internal and external stakeholders, responds to new developments in business practices and issues, and coordinates with the mission and strategy of the college and university. Curriculum development can be innovative: proposing new courses or programs, using new tools, and using novel approaches. But, the process also includes continuous improvement through revision and redesign of existing content, pedagogy, tools, and approaches, at times stemming from AOL data. It is engaging with input from internal and external stakeholders.

The second area of curriculum management is Assurance of Learning. AOL refers to processes which demonstrate that students achieve learning expectations for the programs in which they participate as well as providing a basis for the improvement of student learning. Schools use assurance of learning to demonstrate accountability and assure constituents such as potential students, parents, trustees, public officials, supporters, and accrediting organizations that the school meets its learning goals for its students. AOL evaluates whether students are learning the content and achieving the goals that have been set. This involves instantiating the goals through learning objectives, assessing each learning objective, and comparing the results to agreed-upon benchmarks. But just as important, AOL provides the mechanism for making improvements to student learning by examining areas of weakness, as evidenced by the data collected and formally taking some type of corrective action(s).

To oversee the curriculum management process, the COB has long had a COB Curriculum and Assessment Committee (CAC). Committee membership includes two representatives from each of the four departments, plus an ad hoc (non-voting) member assigned by the Dean from the Executive Committee as a liaison. One of the representatives is typically appointed as Chair of the committee; another is typically appointed as Director of Assessment. The Chair oversees all activities, including curriculum assessment and assurance of learning. The Director of Assessment is responsible for the assurance of learning process. This committee is tasked with overseeing the entire process of curriculum management, as detailed in this handbook. In addition to the COB CAC, each of the four departments has its own departmental CAC. The departmental CACs manage the curriculum process at the departmental level.

As issues, requirements and needs change, so should this handbook. The entire curriculum management process, from defining curriculum to testing learning, should seek continuous improvement. As such, we expect this handbook to also undergo changes periodically. Handbook changes may be major or minor. Recommending changes to the handbook may come from any faculty or staff member, from any department or from the COB CAC committee. The process for handbook changes requires review by the COB CAC. The committee's recommendation will then be reviewed by the Executive Committee and ultimately approved by the Dean. Minor changes will be documented through a Change Log (Appendix B of this document). If change(s) are significant enough, it may warrant a complete revision.

CURRICULUM DEVELOPMENT/REVIEW

Curriculum development and review is the process of defining, monitoring and reviewing the skills and knowledge areas that we expect students to possess as they traverse and finish each of our programs. At its core, this concerns the curricula that is in place in each program. Developing, maintaining, and improving curricula is an iterative effort, and employs a variety of inputs. These include the knowledge and expertise of faculty members, current and former students, assurance of learning results, business trends, stakeholder interest (in particular employers who hire graduates), governmental agencies, curricula at other institutions, curricula standards/guidelines (if any), and accrediting agencies. Each department and major and the faculty therein should continuously examine ways to improve or adjust curricula, with the goal of providing a current, responsive and innovative undergraduate or graduate education.

Learning goals define the educational expectations for each of the degree programs. They specify the intellectual and behavioral competencies our programs are intended to instill and reflect both internal and external stakeholder expectations. While they are a critical element of curricula management, the learning goals and associated objectives are presented in the AOL section of this handbook.

Curricula management includes the processes of developing, maintaining, and improving curricula. This includes each program's content, structure, organization, assessment of learning, and pedagogy. While each of these are detailed throughout this document, the next two sections examine processes for revising and reviewing curricula.

CURRICULUM CHANGE PROCESS

The content of the COB curricula is designed to prepare students to be successful in their chosen field of study. To effectively prepare graduates, our curriculum must be current, responsive and innovative. Curricula belongs to the faculty within each department, with oversight from the COB Curriculum & Assessment Committee, Executive Committee and Dean. Changes to the curriculum can occur for a variety of reasons. Learning goals and objectives may change for a variety of reasons, necessitating curriculum changes. Departments may initiate curriculum changes based on all manner of feedback, from students, external stakeholders, industry changes, other educational institutions, and other sources. The formal review of each major or program may provide impetus for revision. In addition, the process of assurance of learning, covered in the next section, leads to changes in curriculum.

Curriculum development is an on-going process and should be conducted in an orderly fashion, seeking continuous improvement. Faculty in the COB are encouraged to initiate curriculum innovations and improvements through formal processes following UCA guidelines. Such changes could be major, such as new programs, new courses, or changing the course(s) required for a degree. Changes could be more minor, such as changing course descriptions and emphasis, adding a channel (such as offering a course online), prerequisite change, or other information items. In addition, individual departments and faculty are encouraged to consider the external and internal environments to redesign course content or initiate pedagogical changes.

When a department or faculty member proposes a curriculum change, the change first goes to that department's Curriculum and Assessment Committee. Their recommendation goes to the chair of the department. If approved by the chair, the recommendation next goes to the COB Curriculum and Assessment Committee. This COB committee discusses the proposal within the context of the entire college. Their recommendation is then forwarded to the Executive Committee and Dean. If approved by the Dean, the change request leaves the college and goes to one (or more) of three UCA committees, depending on the type of change. If the change involves an undergraduate course, it goes to the Undergraduate Council. If the change involves the UCA Core (general education courses), it goes to the Core Council. If the change involves graduate courses, it goes to the Graduate Council. If approved by these bodies, the change goes to the Council of Deans and then the Provost for final approval. Some change proposals require additional approval, as mandated by the Arkansas Department of Higher Education (ADHE). These include new majors (or programs), new certifications or new concentrations.

The documentation required for curriculum changes are mostly mandated by UCA (or the state of Arkansas). The COB has one required form for any change, which is

Curriculum Form 1. This form provides some essential information, particularly concerning the primary source of the proposed change. UCA requires a Curriculum Form as well, which varies depending on the type of change requested. There is a form for new course proposals (Form 1), more major changes, called “action items” (Form 2A), conversion of a course to electronic delivery (Form 2E), more minor changes, called “information items” (Form 2I), and new program proposals (Form 3). In addition, the state (ADHE) has its own forms for new majors, certifications and concentrations. Information concerning such documentation is available at the following UCA website: <http://uca.edu/panda/>.

CURRICULUM REVIEW

A key ingredient in effectively managing curriculum is a review of the curriculum itself. Curriculum refers to skills, competencies and knowledge areas that are espoused by the program, and are a reflection of our mission and values. Curriculum management includes content (theories, skills, competencies, etc.), pedagogies (delivery modes, teaching methods) and structures (how the content is organized into majors and programs—into an integrated platform of learning and teaching). In the COB, content may be formally divided into majors (accounting, finance, etc.), degrees (BBA, BS, BA, MBA, MAcc), as well as programmatic blocks such as the Business Foundation courses or Business Core courses.

In reviewing curriculum, we examine it from two levels or perspectives. The first is by content area; this is an examination of the curriculum content of majors (including Master’s degrees) and programmatic blocks. The second level is at broader perspective, and examines program level learning goals (BBA learning goals, etc.). An assessment of the former should naturally lead into a discussion of the latter, and vice-versa; this process is reciprocal. Modifying learning goals of degrees (BBA, BS, BA, MBA, and MAcc) may naturally flow from an examination of what is being taught within each major and examining learning goals may lead to curriculum modification. In addition, AOL feeds back into the assessment of curriculum and learning goals.

In the COB, each major (including the two Master’s degrees), plus the two programmatic blocks of the Business Foundation and Core courses, will be formally reviewed on a rotating basis. This assessment will be carried out by the department itself, or in the case of the Business Foundation and Core blocks, by the task force consisting of faculty from each department and appointed by the Dean. It should be noted that curricula reviews are required by Arkansas state directive (from ADHE). Some questions to be considered in this review include:

1. Current state of curriculum—does it support our mission and values? How much and what value does it add for students and other stakeholders?
2. What are the pedagogies used (traditional, online, hybrid)? Are these adequate?
3. What do stakeholders think about the curriculum and its preparation of graduates in the major? This should include (as much as possible) alumni, current students, organizations that employ the graduates, and any other applicable constituent.

4. How does this curriculum compare with peer and aspirant institutions?
5. Are there any applicable curriculum guidelines in the literature that may be used for comparison?
6. Examine any differences or gaps in the curriculum as necessary.

It is recognized that reviewing curricula is a common occurrence for each major and department, and so this formal review will sometimes be nothing more than documenting what occurs naturally over time. However, this does provide the opportunity for a formal, focused examination for each area, in particular to share findings with faculty and staff throughout the COB. It is expected that the findings from each review will be presented to all interested faculty and staff (and any other interested party).

The curricula review process is designed to enhance teaching and learning within the COB, by promoting a current, responsive, and innovative curriculum. We do so by examining content on a rotating basis within each major or degree and sharing this information, along with issues and opportunities, with other COB colleagues. While curricula review is an ongoing process and is not done solely when one's turn arises, this formal process will help enhance curricula and is designed to promote student learning and greater understanding between departments.

ASSURANCE OF LEARNING

Assurance of learning (AOL) is a critical component of achieving the mission of the College of Business at the University of Central Arkansas. While curriculum assessment examines what students *should* learn, AOL activities are designed to assess whether or not students learned, and how to improve the learning. Specifically, the learning goals for each degree (BBA, BS, BA, MBA, and MAcc) are instantiated through one or more learning objectives, which are then assessed in actual courses in a systematic process that ensures each learning objective is examined in a five year period. The process for each objective consists of measuring learning (using a rubric or other measure), analyzing results, using an improvement team to come up with ways to improve, and then reassessing to analyze whether the improvements were successful (a closing the loop process).

Student learning objectives are measured directly within the classroom setting through assessment activities. Indirect measures of assessment may also 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 could be used to adjust curricula as well as assess how well it prepares student graduates. 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 does two things. It provides data to document student learning, by assessing objectives directly and comparing the results to an accepted benchmark. Secondly, it provides a mechanism to use the data to actually improve learning. These twin goals of AOL are dissimilar in that the former examines strengths of student learning while the latter examines weaknesses. An effective AOL program should do both.

The AOL process in the COB is divided below based on the program assessed and the accrediting body to which results are reported. The structure of the assessment process is the same: assess, improve learning, reassess and see how the improvements worked. However there are some distinctions. We assess the BA/BS in Economics, for example, but these programs are not included in the AACSB accreditation. We recently started assessing the University Core (commonly called general education courses), which have a different focus than what is typical of other assessments (and is managed by UCA rather than the COB). For these reasons, it is simpler to describe our AOL process as we have below, which is based the accrediting body. We maintain, however, that our learning goals and objectives, how we assess, and how we use the data, is done for the purpose of improving student learning, and is done irrespective of any accrediting bodies. This first section includes AOL reported to AACSB, but it also includes information applicable to all assessment.

LEARNING GOALS

The skills and knowledge areas that are required in this college flow from our mission and core values (as delineated in the College of Business Vision, Mission and Core Values statement). There is a direct relationship between mission/core values and the learning goals that have been adopted.

The current learning goals and learning objectives (covered in the next section) of the UCA College of Business were formally updated during the spring and summer of 2011. This development came about as a result of a critical internal examination into what we expect students to know, partly as a result of a recent AACSB visit and partly because the UCA mission, core values and learning goals were undergoing an extensive revision. In response to this, a concerted effort by faculty, students, administrators, advisory board members and other stakeholders developed the learning goals and objectives for our three distinct degree programs, the BBA, the MBA, and the MAcc. The learning goals define the overarching skills or knowledge areas, and are general in nature. To effectively assess whether learning has occurred for a particular learning goal, the goal is instantiated by one or more specific objectives (labeled learning objective(s)), to provide the required framework and detail. For each learning goals, therefore, one or more learning objectives were developed. In the three areas below, the learning goals for each of these degree programs are detailed, as well as the objectives, and identifies the courses where the assessment occurs and the benchmark. In addition, it shows the mapping to both the UCA mission as well as the COB mission.

BBA Program

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.

LEARNING OBJECTIVES AND ASSESSMENT

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 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.

Courses Assessed: QMTH 2330; FINA 3330; MGMT 3344; 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.

Courses 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.

Courses 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. The assignment will be assessed with the Ethical Decision Making/Social Responsibility Rubric.

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 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.

Courses Assessed: ACCT 4317; ECON 4380; FINA 4336; INSU 4320; MGMT 4348; MGMT 4376; MIS 3328; MKTG 4355

Measure: Students will prepare a report, paper, or case analysis on a discipline-specific topic in a writing-intensive course designated in their majors. The assignment will be assessed with the Written Communication Skills Rubric.

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.

Courses Assessed: MGMT 2301; MKTG 2376

Measure: Students will give an oral presentation on a business topic. The assignment will be assessed with the Oral Communication Skills Rubric.

Benchmark (meet): Students shall attain a score of at least 75% (52.5 of the 70 available points).

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

Course 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 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.

Courses Assessed: MIS 3321; ACCT 3320

Measure: Students will be assessed by their performance on objective questions embedded in an exam.

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 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.

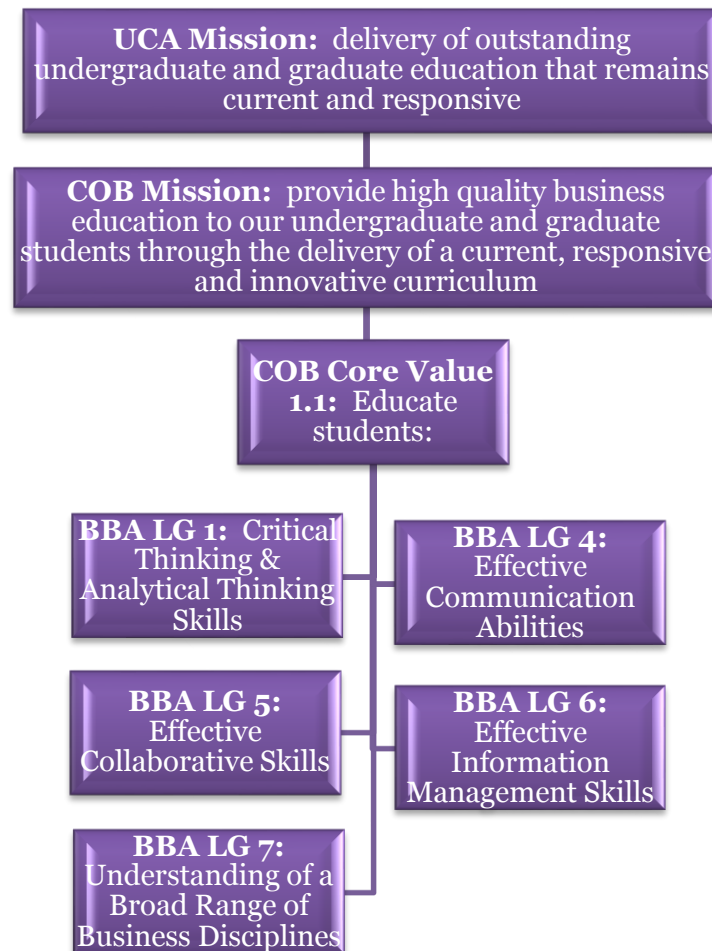
Course Assessed: MGMT 4347

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

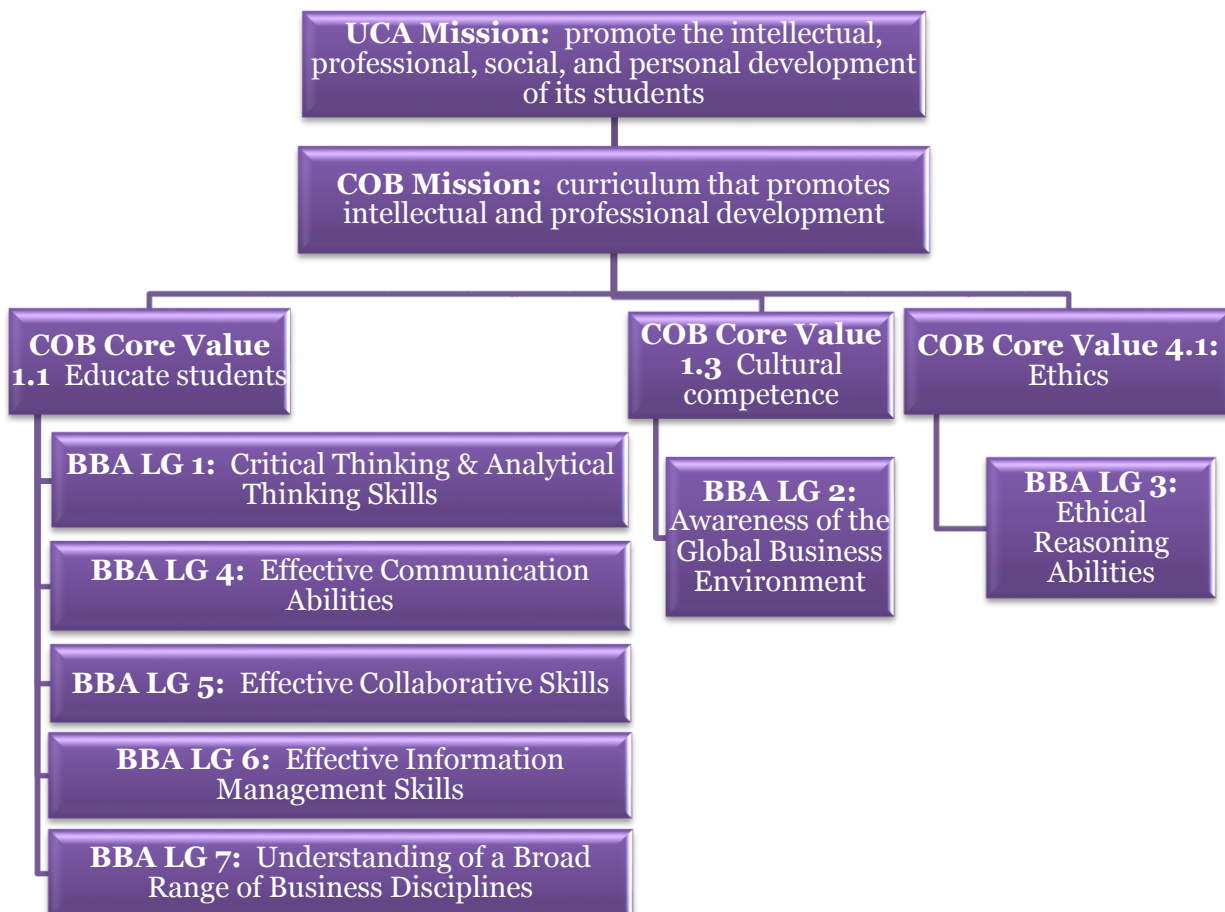
Benchmark (meet): Mean score of all students completing the exam shall be greater than or equal to 50%.

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, responsive and innovative 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 Program

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 a 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.

LEARNING OBJECTIVES AND ASSESSMENT

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

Course Assessed: ACCT 6310

Measure: Students will complete test questions requiring the application of financial accounting concepts. The questions will be assessed with the Financial Accounting Rubric.

Benchmark (meet): 80% of students will earn at least three (3) points of the six (6) points possible for the questions.

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

Course Assessed: ACCT 6317

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

Benchmark (meet): 80% 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 Assessed: ACCT 6309

Measure: Students will prepare a solution to a tax research project. The solution will be assessed with the tax research rubric.

Benchmark (meet): 80% of students will earn at least six (6) points of the eight (8) points possible for the assignment. The assignment will be assessed with the Tax Research Rubric.

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

Course Assessed: ACCT 6340

Measure: Students will write an individual solution to a business case problem. The solution will be assessed with the MAcc Problem Solving Rubric.

Benchmark (meet): 80% of students will score 38 or more out of a possible 55 points on the rubric.

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

Course Assessed: ACCT 6310

Measure: Students will write a research paper on a financial accounting issue. The assignment will be assessed with the Written Communication Skills Rubric.

Benchmark (meet): 80% of students will score at least nine (9) points (out of 14) or higher; 80% of students will receive one or fewer zeroes.

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

Course Assessed: ACCT 6317

Measure: Students will make a presentation on an auditing standard. The presentation will be assessed with the Oral Presentation Rubric.

Benchmark (meet): 80% 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 Assessed: ACCT 6340

Measure: Student groups will solve a business problem. The Teaming Rubric will be used. Teamwork will be assessed using a rubric.

Benchmark (meet): Indexing “Strongly Disagree” with one (1) point and “Strongly Agree” with four (4) points, 80% 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 Assessed: ACCT 6309

Measure: Students will prepare a solution to a tax research project. The presentation will be assessed with the Tax Research Rubric.

Benchmark (meet): 80 % of students will score 6 points (out of 8) or higher; 80% will receive no zeroes.

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

Course Assessed: ACCT 6320

Measure: Students will generate a database that generates an income statement based on sales and acquisitions. The assignment will be assessed with the Database Rubric.

Benchmark (meet): 80% 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 Assessed: ACCT 6350

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

Benchmark (meet): 80% 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 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 the Financial Accounting Rubric. ACCT 6340 students will write an individual solution to an international business problem case. The solution will be assessed with the Problem Solving Rubric.

Benchmark (meet): In ACCT 6310, 80% of students will earn four (4) points of the six (6) points possible on the Financial Accounting rubric; in ACCT 6340, 80% of students will earn 38 of the 55 possible points on the Problem Solving Rubric.

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

Course Assessed: ACCT 6317

Measure: Students will complete an exam question related to an ethical issue. The answers will be assessed with the Ethical Decision Making/Social Responsibility of Business Rubric

Benchmark (meet): 80% 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.

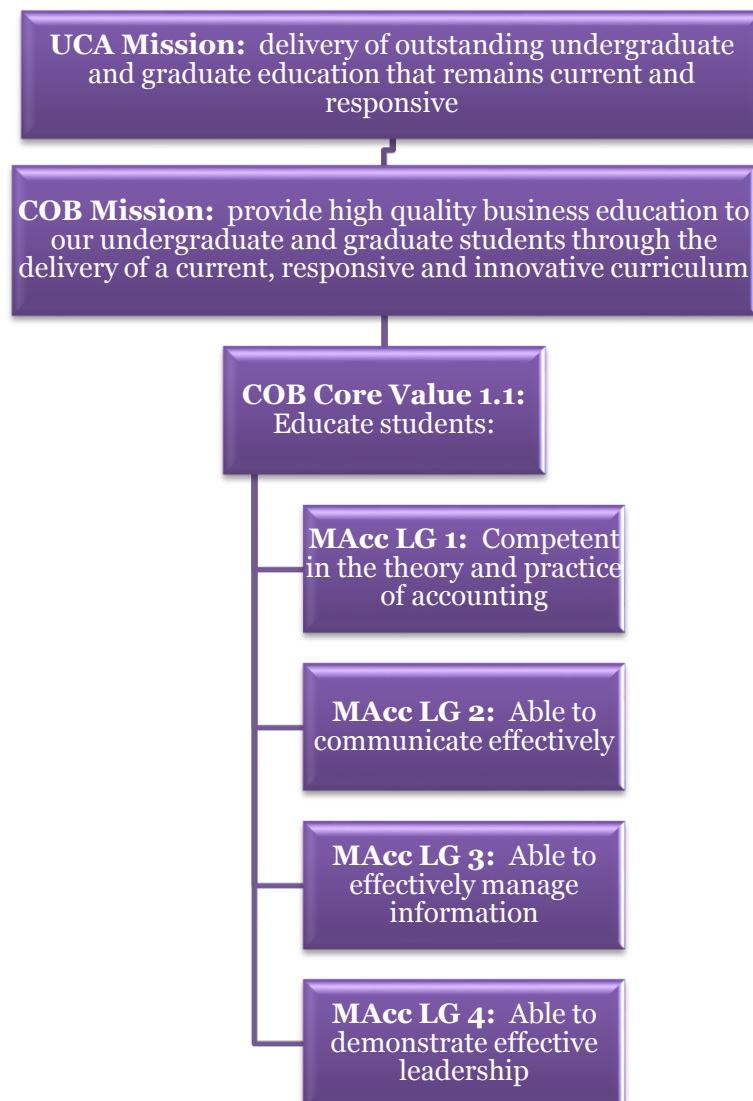
Course Assessed: ACCT 6350

Measure: Students will give presentations on topics for which they have not prepared in advance. The presentations will be assessed with the Dynamic Thinking Rubric.

Benchmark (meet): 80% of students will earn at least 17 points of the 25 points possible on the rubric.

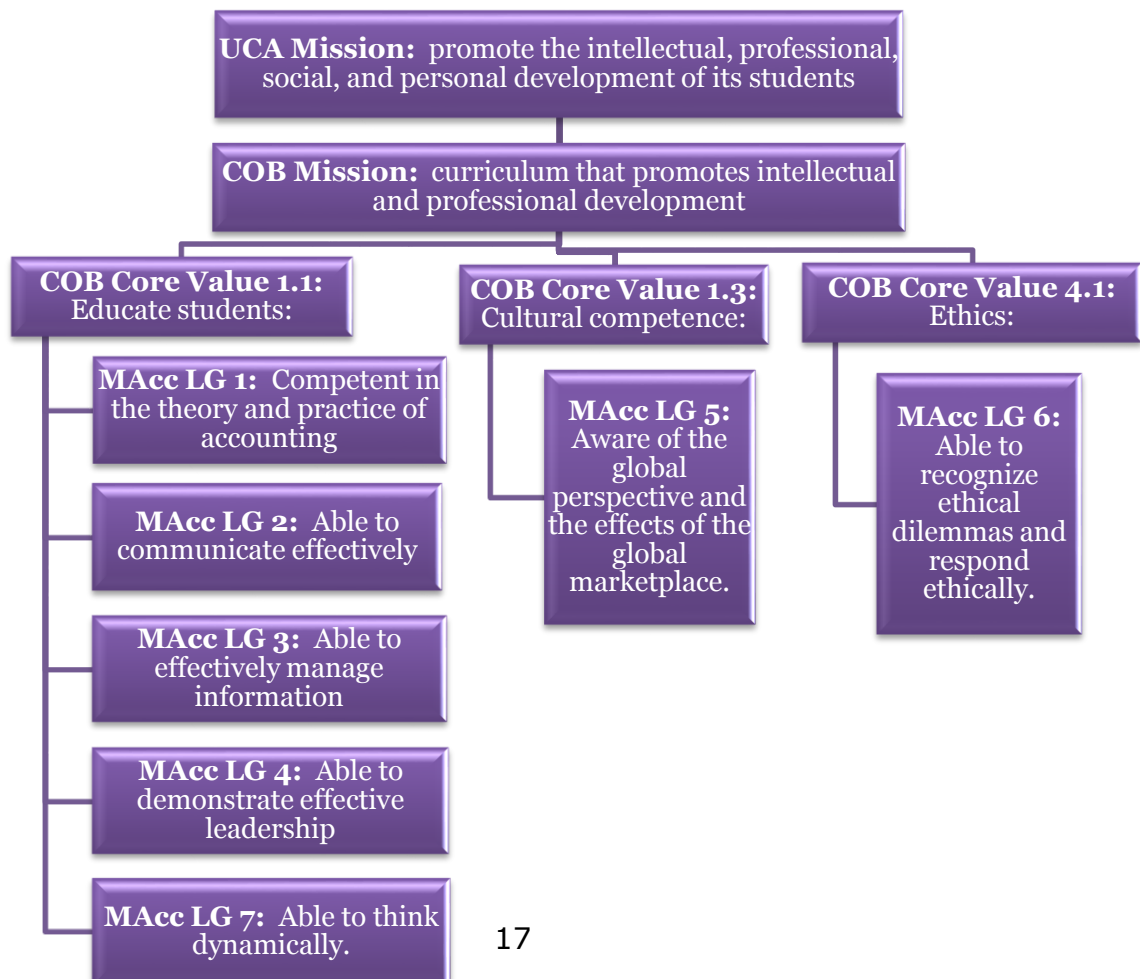
MAcc Mapping

- **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.
 - **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



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.
 - **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 Program

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 MBA students 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.

LEARNING OBJECTIVES AND ASSESSMENT

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

Course 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 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 Assessed: MBA 6308

Measure: Students will prepare a report, paper, or case analysis on a business topic. The assignment will be assessed with the Written Communication Skills Rubric.

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 Assessed: MBA 6308

Measure: Students will give an oral presentation of a report, paper, or case analysis on a business topic. The assignment will be assessed with the Oral Presentation Rubric.

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 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 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.

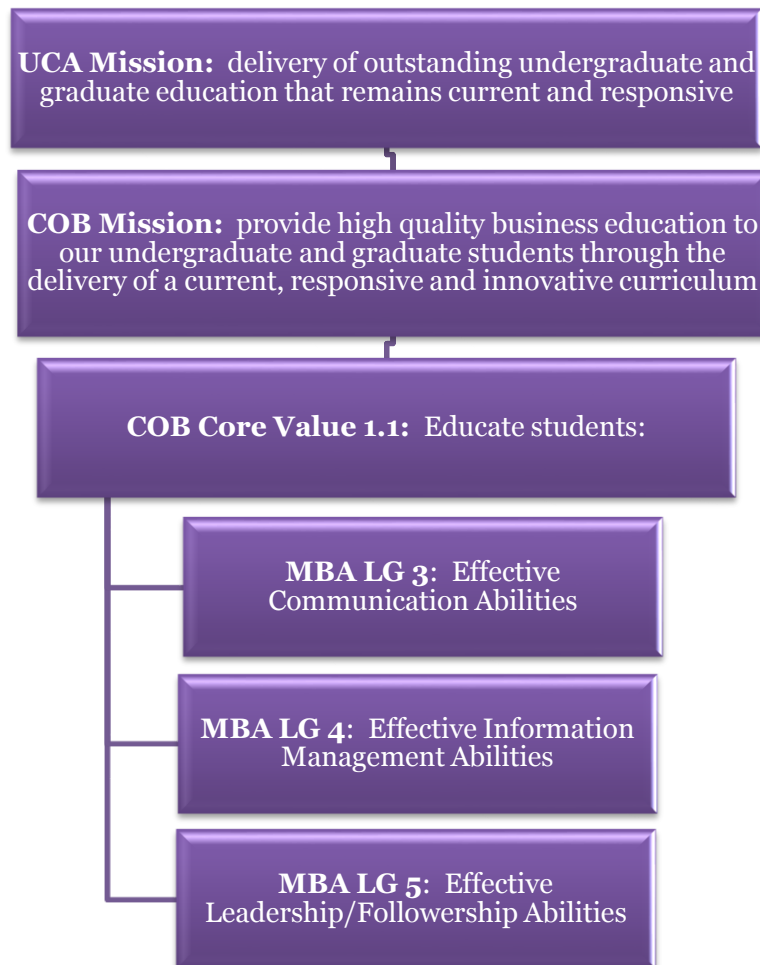
Course Assessed: MBA 6320

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.

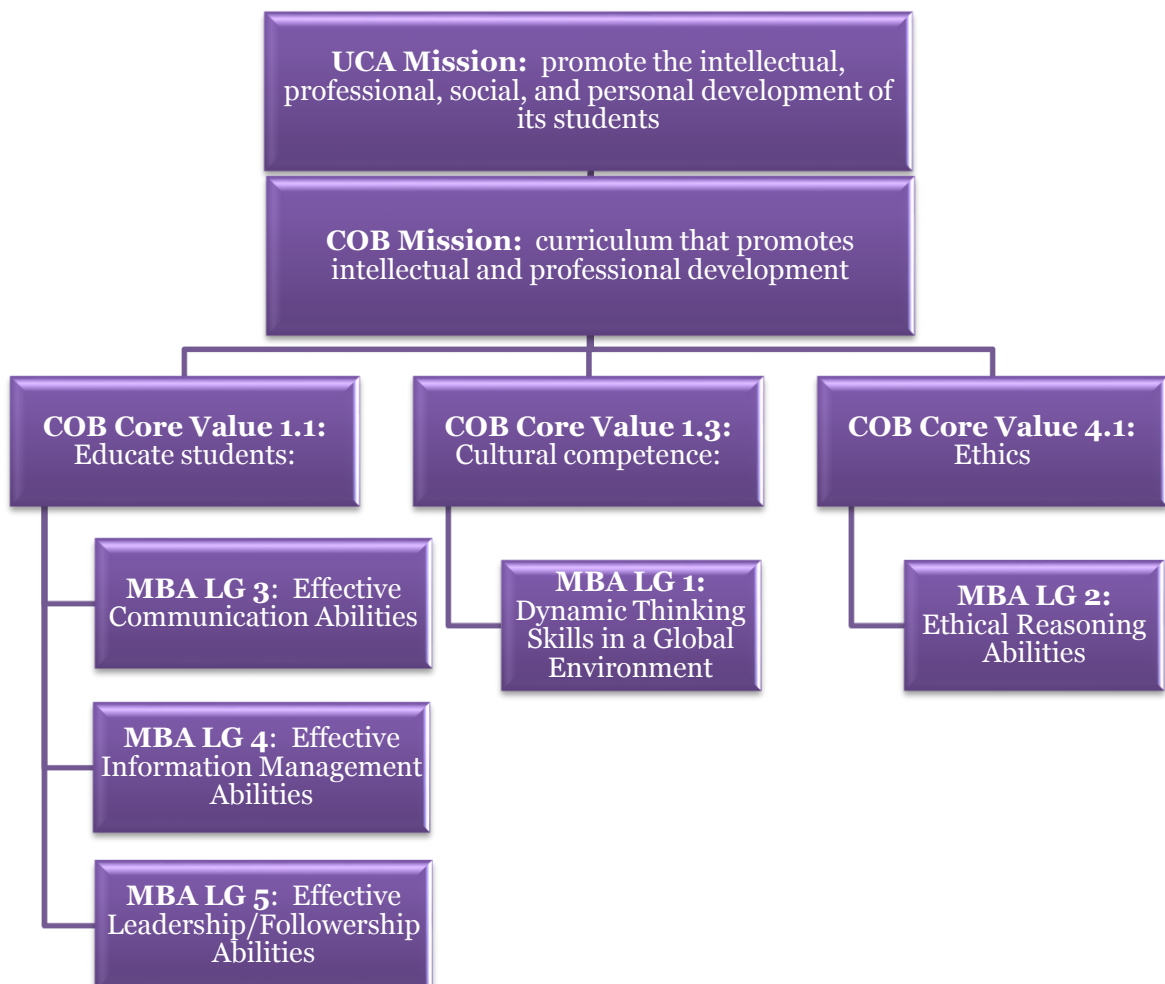
MBA Mapping

- **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/Fellowership Abilities



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.
 - **MBA LG 3:** Effective Communication Abilities
 - **MBA LG 4:** Effective Information Management Abilities
 - **MBA LG 5:** Effective Leadership/Followership 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



THE ASSURANCE OF LEARNING PROCESS

Assessing learning has two primary objectives. The first is to demonstrate student proficiency: do students learn what we state they will learn as they traverse and finish the program? This type of accountability is important to many external stakeholders (prospective and current students, parents, employers who hire our graduates, public officials, accrediting agencies, etc.). The second objective is to continuously improve student learning. If we find a weak area or gap in learning, we should find ways to improve learning in that area. This is important particularly to teaching faculty, but also accrediting agencies. Note that these objectives have different natures: the former examines strengths while the latter addresses weaknesses. Our AOL process is meant to do both: demonstrate proficiency and continuously improve the breadth and depth of student learning.

To carry out these twin objectives, data are collected on learning objectives at regular intervals, the data are examined, and improvements are recommended where warranted. We expect all learning objectives to be assessed, analyzed, improvements recommended/adopted, and re-assessed in every five year period. Analyzing assessment data will be used to document proficiency; it will also be used to improve student learning, for example through improved teaching methodologies or improved curriculum. Such methods focus on enhancing the absorption and retention of appropriate content as well as mastery of useful methodologies (such as presentation techniques or team skills). In addition to such direct improvements of student learning, there are other improvements that result from assessment which we call system improvements; these enhance some part of the process of collecting and analyzing appropriate data. This entire process is meant to provide an environment of **continuous improvement of student learning**. Learning is assessed, improvements recommended and adopted, and reassessed. Sometimes improvements do not work; but in general the process should foster continuing improvement of learning. This section describes the process of collecting, analyzing, improving, and reassessing learning objectives.

Data Collection Process

Each semester, the Director of Assessment emails all faculty members who have assurance of learning activities in their courses to remind them of upcoming assessments. These faculty members are responsible for using the pre-approved assessment measures (rubrics, test questions, etc.) that are stored in two places online:

COB Website: <http://uca.edu/business/about/assessment/rubrics/>
UCA Pool Drive P/COB/Committees/CAC/Rubrics

In addition to the assessment measure, there is also a reporting form, also in both places. This form will be used to input the assessment results. Upon evaluating the performance of their students using these pre-determined techniques, faculty report the results of their assessment activities using the reporting form to the Director of Assessment no later than the day on which grades are due for that semester. The

Director of Assessment notes the assessment findings for each learning objective on a CAC Form 2.

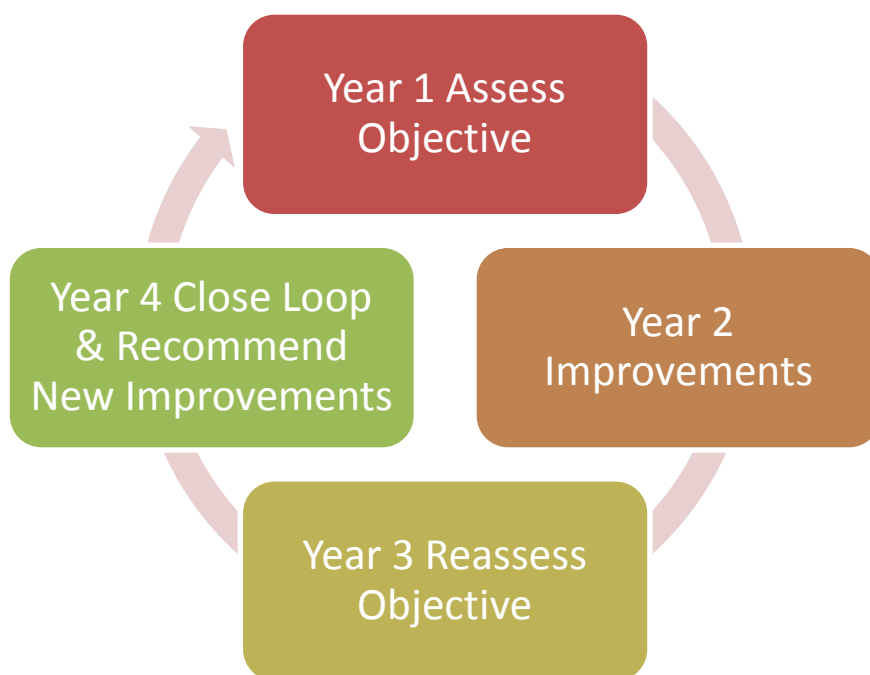
Improving Learning through Improvement Teams

Assessment data are typically collected in two waves. The first wave establishes a baseline; following this an improvement team is assembled to examine the data and make recommendations for improvement. These recommendations flow to each department and then to the COB Curriculum and Assessment Committee (CAC), which endorse the recommendations (positively or negatively). The recommendations and endorsements then flow to the COB Executive Committee and finally to the Dean for disposition. Approved recommendations are enacted. The second wave of data is then collected, typically a year after the improvement team meets. The same improvement team compares the two waves and ascertains if improvements are evident.

Improvements which lead to enhanced learning are institutionalized; this completes the closing of the assessment loop. The second assessment then becomes the new baseline and the process is repeated. In general, an assessment will occur during a single academic year; the following academic year will be used for improvement team deliberations. The second assessment then occurs in the third year. Thus an improvement team will meet approximately every other year for learning objective improvement efforts. For programs in which class size is small (such as MAcc and MBA), two consecutive course offerings will be collected and combined to form each assessment.

Improvement Team Structure. Each learning objective is assessed in accordance with a prescribed schedule. In general, in every five year period, two assessment waves are conducted; in the middle of the assessments, an improvement team is assembled to examine the data and make recommendations for improvement. For BBA and MBA learning objectives, the team should consist of about four members, one from each department. One of the members should be a COB CAC member (called the CAC Liaison) and is responsible for scheduling meetings. The other members, typically from the three other departments, are faculty members interested in the particular learning objective. Frequently these are faculty who are movers in a particular objective; they may be the ones who teach courses in which the assessments are done, for example. The departmental membership in an improvement team is ultimately up to the department chair (except for the CAC Liaison, who is appointed by CAC leadership). Team membership for a particular learning objective should remain stable to the extent possible, though given the group typically only meets every other year, membership changes will inevitably occur. For the MAcc learning objectives, and other objectives that apply to only a single department (true for BS/BA degrees, for example), the improvement team assigned will consist of a minimum of three members, at least one which must be from outside the cognizant department (Accounting for the MAcc). The CAC Liaison will be from the cognizant department, one or more other members will be assigned by the cognizant department, and the outside member appointed also by the CAC. While improvement teams must have at least three or four members, they could be larger, depending on faculty interest in the objective. They should not be more than six members, however, as group numbers larger than that tend to inhibit accomplishment.

Improvement Team Operations. After assessment data are collected, the Director of Assessment will provide all relevant data concerning a particular learning objective to the appropriate improvement team (all members). The CAC Liaison will call the group together and the team will examine the data. Usually, the data are examined from two perspectives. The first is a closing the loop analysis, in that the data are compared with the previous assessment (typically two years previous), with a goal of seeing which implemented improvements worked. Those that enhanced learning are institutionalized. During the first cycle of assessment, this may not be possible, of course, since there was no formal improvement cycle (though there may be improvements that have been done in the previous process that may be useful). The second perspective is to come up with new recommendations for improvement. Since



every assessment provides a “baseline”, an improvement team will always make recommendations for improvement. The data used in assessments are typically rubric items, test or assignment items, or items from formal external sources. A note on these measurement items is covered below. An improvement team’s findings and recommendations are noted on CAC Form 3. In addition, the team recommends a timeline for accomplishment and selects a “Champion” for the recommended improvements; this person, who may be a task force member (or not) manages the improvement process through a variety of efforts. This may include presenting the findings to the CAC and/or the Executive Committee, assisting in faculty awareness efforts, etc. These findings/recommendations are taken back to each department for discussion and any input (typically each department’s Curriculum and Assessment Committee). They are then forwarded to the COB CAC. The CAC endorses the findings, and they then flow to the Executive Committee and finally the Dean for approval. Each of these endorsements is noted on the CAC Form 3 document.

Assessment Measures. The assessment of student learning is accomplished through various measures, such as tests or rubrics. The improvement team will examine average scores on each of the items in any particular measure for a learning objective, as well as aggregate scores. For example, if there are ten items on a rubric that measures BBA Learning Goal 4b (Writing), each of these ten items will be examined individually. That is, the average score of all students who completed the assessment for every item will be available for study. In addition, the average scores of previous assessments will also be available. The improvement team will study each item and first close the loop—compare the current averages for each appropriate item with previous assessments in light of intervening improvements, to see if these improvements worked. The team will note these findings. They will then examine all items to select one or more for new improvement recommendations. This is the key task for the team; they will select one or more of these items and make recommendations for improvement. They may recommend multiple improvements for a single item. They do not have to select every item in a rubric (or all test items) for improvement; rather they should concentrate on just a few on which to focus effort.

Benchmarks. Each learning objective has some benchmark; scores themselves are meaningless without some comparison. In the COB, we typically use both internal and external benchmarks; we also use historical trends benchmarks, in that we compare current scores with peer scores from previous years. The multiple benchmarking allows us to more effectively improve weak areas in student learning. Benchmarks used are typically at the aggregate level, that is, apply to all rubric or test items added (or averaged) together. It is recognized that to improve, teams will examine and make recommendations to improve individual items, which in turn would improve the aggregate benchmark. The improvement team could, for example, choose to try and improve the two or three rubric (or test) items with the lowest average, or ones that decreased from scores obtained in previous years. But this is the choice of the team—they are the recognized experts of a particular learning objective and should choose accordingly. Typically, the team is the primary group that comes up with improvement recommendations. If another faculty member believes in a particular recommendation for improvement, that faculty member should relay that to an improvement team member (or request to join the team).

Direct Improvements. Recommendations for improvement are either systematic or direct. Direct improvements are those that are intended to improve student learning. It could be something as simple as faculty reinforcing particular ideas or concepts in class. It could be a recommendation for additional assignments. It could be curricular in nature, by putting content in a different time within a course or even a different course. Many times learning goals and objectives are covered in multiple courses, and so recommendations may be intended for courses prior to the one in which the assessment actually occurs (perhaps even courses outside the COB). It should be noted that not all improvement adoptions will see improvement in the next assessment cycle. Some curricular improvements, for example, may take multiple years before actual improvement is noted. The primary point is that a continuous improvement process to student learning occurs. It should also be noted that improvement teams will also have,

at times, other data from which to make recommendations, from indirect measures of assessment.

System Improvements. The improvement team may also make recommendations for system improvements. These are those that impact when, who, how, and what is assessed. Recommendations may be made for changes to rubrics (or any measures of assessment—test questions, etc.), because the currently used measure (or items therein) do not do so adequately. It could be a recommendation for changes to a benchmark, when the assessment is done, in which course(s) an assessment occurs, how to improve student motivation for an assessment, and many other improvements of this type. It may be system-wide recommendations (across multiple learning objectives) or ones involving a single rubric item. Such systematic improvements are intended to improve data gathering and analyzing, thus enhancing the continuous improvement process of AOL.

Improvement Approval. While an improvement team typically makes improvement recommendations, the recommendations flow first to departments (typically departmental CACs) and the COB CAC for endorsement. Recommendations then flow to the Executive Committee and finally to the Dean for approval. Sometimes recommendations may require resources not (yet) available or there may be constraints not apparent to the improvement team. It should be noted that some improvements may take longer to be evident than one improvement cycle; the team (and other bodies) may choose to keep the improvement in place even without solid evidence of improvement.

THE ASSURANCE OF LEARNING SCHEDULE

The following tables summarize the schedule for assessing learning objectives, for each program included by AACSB, for the next five years:

BBA Master Schedule					
Objective	15-16	16-17	17-18	18-19	19-20
1a Analytical skills		Improve	Assess	CL/Improve	Assess
1b Quantitative skills	Improve	Assess	CL/Improve	Assess	CL/Improve
2a Global	Improve	Assess	CL/Improve	Assess	CL/Improve
3a Ethics issues	Improve	Assess	CL/Improve	Assess	CL/Improve
3b Legal issues	Assess	Improve	Assess	CL/Improve	Assess
4a Written	Improve	Assess	CL/Improve	Assess	CL/Improve
4b Oral	CL/Assess		Improve	Assess	CL/Improve
5a Teamwork		Improve	Assess	CL/Improve	Assess
6a SW support	Assess	Improve	Assess	CL/Improve	Assess
6b Role of IS	Assess	Improve	Assess	CL/Improve	Assess
7a Business concentrations		Improve	Assess	CL/Improve	Assess

MBA Master Schedule					
Objective	15-16	16-17	17-18	18-19	19-20
1a Global decisions	Improve	Assess (Sp/Su)	CL/Improve	Assess (Sp/Su)	CL/Improve

2a Ethical issues	Improve	Assess (Sp/Su)	CL/Improve	Assess (Sp/Su)	CL/Improve
3a Writing		Improve	Assess (F/Su)	CL/Improve	Assess (F)
3b Oral	Improve	Assess (F/Su)	CL/Improve	Assess (F/Su)	CL/Improve
4a Strat. role of IS	Assess (Sp/Su)	Improve	Assess (Sp/Su)	CL/Improve	Assess (Sp)
5a Executive leadership	Improve	Assess (Sp/Su)	CL/Improve	Assess (Sp/Su)	CL/Improve
5b Collaborators/teams	Assess (Sp/Su)	Improve	Assess (Sp/Su)	CL/Improve	Assess (Sp)

Macc Master Schedule					
Objective	15-16	16-17	17-18	18-19	19-20
1a Fin. Acct. stands	Assess (F)	Imp.	Assess (F)	Assess (F)	Assess (F)--CL/Imp. (Sp)
1b Auditing stands	Assess (Sp)	Assess (Sp)	Imp.	Assess (Sp)	Assess (Sp)
1c Tax laws	Imp.	Assess (F)	Assess (F)	CL/Improve	Assess (F)
1d Unstructured probs	Assess (Su)	Assess (Su)	Imp.—Assess (Su)	Assess (Su)	CL/Imp.—Assess (Su)
2a Writing	Improve	Assess (F)	Assess (F)	CL/Improve	Assess (F)
2b Oral	Improve	Assess (Sp)	Assess (Sp)	CL/Improve	Assess (Sp)
2c Team work	Assess (Su)	Assess (Su)	Improve	Assess (Su)	Assess (Su)--CL/Imp.
3a Info quality/quantity	Improve	Assess (F)	Assess (F)	CL/Improve	Assess (F)
3b DB	Assess (Sp)	Assess (Sp)	Improve	Assess (Sp)	Assess (Sp)
4a Effective leadership	Assess (F)	Assess (F)	Improve	Assess (F)	Assess (F)--CL/Imp. (Sp)
5a International stands	Assess (F)	Assess (F)	Improve	Assess (F)	Assess (F)--CL/Imp. (Sp)
6a Ethics	Assess (Sp)	Improve	Assess (Sp)	Assess (Sp)	CL/Improve
7a Dynamic speaking	Assess (F)	Assess (F)	Improve	Assess (F)	Assess (F)--CL/Imp. (Sp)

Note that these schedules can change. While every effort should be made to keep to this schedule, at times events occur which can disrupt it (e.g., resignation of an instructor in mid-semester). The primary goal is to do two assessments in every five-year period, with an improvement cycle in between.

HIGHER LEARNING COMMISSION/UNIVERSITY CORE ASSESSMENTS

The learning goals and objectives promulgated above for the three degree programs in the COB (BBA, Macc and MBA) are not the only AOL processes within the college. There are other programs in which the COB takes an active role in assessing. These include an additional learning goal for each major in the COB (as mandated by HLC), two other programs (the BS and BA in Economics), and the UCA University Core.

These are all labeled as “HLC” assessments, but only because that is the reporting body to which these assessments are reported. To state that we do these assessments because HLC requires them is simply incorrect, just as wrong as stating we do the BBA/MAcc/MBA assessments because of AACSB. We do assessments of any kind because we want to document learning and simultaneously improve it. One of the reasons for this division between HLC assessments and the above is timing; the BBA/MAcc/MBA learning goals/objectives and assessments were in place well prior to the ones detailed in this section. These are assessments that developed much more recently, to fulfil a recognized need within the UCA community. Indeed, the UCA Core, as detailed below, is being formally assessed for the very first time in Fall 2015.

There are three different sections below which correspond to the areas not covered in the COB assessment for BBA/MAcc/MBA. These include the additional learning objective for each major, the BS/BA in Economics, and University Core.

LEARNING OBJECTIVES BY MAJOR

AACSB uses programmatic assessment, that is, assessing by program. These programs currently include BBA, MAcc and MBA. HLC, on the other hand, assesses by major. To accommodate this, one more learning goal was added to the BBA, one that reflects major-specific knowledge. Note that this doesn't apply to either the MAcc or MBA, which are majors as well as programs. The new learning goal assesses the depth of knowledge within each major, featuring some specific and important focus area within the major. It should be pointed out that while the proximal cause of this addition was an HLC requirement, assessing depth within a major is an extremely useful endeavor to both document proficiency and to improve learning in noted weak areas. All of these objectives are assessed summatively, that is, in a course at the end of one's program.

The goals listed below (1-7) are the same as those provided in the previous section. The last goal, #8, is the one that is appropriate for each major.

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.
- 8. Knowledge appropriate to the practice of their major discipline.**

The objectives, measures, and benchmarks for goal 8 are presented below.

Learning Goal #8-ACCT: Accounting graduates will demonstrate an understanding of accounting topics in the areas of financial, cost, tax, government/nonprofit, accounting information systems, and auditing.

Course Assessed: ACCT 4312

Measure: Each student must pass a comprehensive accounting exam comprised of questions written by the accounting faculty. The exam covers the 6 major topics in accounting.

Benchmark: Seventy percent of all students who have completed or are concurrently enrolled in all other major required Accounting classes will score seventy percent or above.

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

Course Assessed: ECON 4380

Measure: Economics students will prepare a research paper demonstrating the analytical skills to formulate an appropriate, discipline-specific question, research possible solutions, and provide accurate analysis.

Benchmark: The mean of students' points will be 7 (of 12) or greater on the ECON 4380 Discipline Specific Assessment Rubric.

Learning Goal #8-FINA: Finance graduates 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.

Course Assessed: FINA 4336

Measure: Each student must pass a comprehensive finance exam comprised of questions written by the finance faculty. The exam covers the major topics in valuation, financial modeling, and financial decision-making aptitudes.

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

Learning Goal #8-IE: Innovation & Entrepreneurship graduates will possess the interdisciplinary skills needed to start and operate a small business.

Course Assessed: MGMT 4376

Measure: Students will create and present a thorough convincing business plan.

Benchmark: The mean score of students assessed will be 140 out of 200 or above on the MGMT 4376 Rubric.

Learning Goal #8-IRM: Insurance & Risk Management graduates will possess the skills and knowledge base necessary to effectively counsel clients about insurance and risk management strategies and products.

Course Assessed: INSU 3315

Measure: Students will take the UACIC Life and Health Exam as a final in INSU 3315. This exam is the first of two parts of obtaining the nationally recognized UACIC (Undergraduate Associate Certified Insurance Counselor) designation.

Benchmark: UCA's student median grade will equal the national median grade.

Learning Goal #8-MGMT: Management graduates will demonstrate the decision-making, organizing, and interaction knowledge and skills needed in the global business environment.

Course Assessed: MGMT 4348

Measure: Management majors will prepare a research project on a management topic, which will embellish their knowledge and skills in a large number of skill areas.

Benchmark: Mean score of students assessed will be 8.4 out of 12 or above on the MGMT 4348 Rubric.

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

Course Assessed: MIS 3328

Measure: Each student must pass appropriate questions in exams comprised of questions written by the MIS faculty. Students will demonstrate an understanding of 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.

Benchmark: The mean score of students assessed will be 70 percent or higher on the assessment exam questions.

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

Course Assessed: MKTG 4355

Measure: Students will prepare a research project on a marketing topic, which will embellish their knowledge and skills in a large number of skill areas.

Benchmark: Mean score of students assessed will be 8.4 out of 12 or above on the MKTG 4355 Rubric.

Because each of the objectives are assessed in a senior-level class, with limited sample size, each will be assessed based on two terms. That is, like the MAcc and MBA, two course sections will be assessed and combined into a single one for analysis. Some of the courses involved are currently taught both fall and spring semesters (ACCT 4312, MGMT 4348, MIS 3328, and MKTG 4355). Others are only taught once per year (ECON 4380, FINA 4336, MGMT 4376 (for I & E), and INSU 3315). Here is the schedule for assessing this learning goal:

HLC-8 Master Schedule					
Objective	15-16	16-17	17-18	18-19	19-20
8 Accounting	Improve	Assess (2x)	CL/Improve		Assess (2x)
8 Economics	Assess	Improve	Assess	Assess	CL/Improve
8 Finance	Assess	Improve	Assess	Assess	CL/Improve
8 I & E	Assess	Improve	Assess	Assess	CL/Improve
8 Insurance	Assess	Improve	Assess	Assess	CL/Improve
8 Management		Improve	Assess (2x)	CL/Improve	Assess (2x)
8 MIS		Improve	Assess (2x)	CL/Improve	Assess (2x)
8 Marketing	Improve	Assess (2x)		CL/Improve	Assess (2x)

BS/BA IN ECONOMICS

The COB's vision is to be the leading regional public business college in Arkansas, and its mission is to provide high quality business education that promotes intellectual and professional development and encourages strong engagement with the regional and global business community. The BS-Economics supports the COB by educating students to be able to formulate approaches to current economic problems as they arise in their personal and professional lives. The BA-Economics supports the COB by educating interdisciplinary social sciences students in the specific field of economics to prepare them for positive participation in the global economy and society. All the learning goals and objectives are assessed summatively, that is, at the end of one's major.

BS/BA Learning Goals

Our graduates shall possess:

1. A knowledge base that helps students ask more informed questions and analyze complex situations.
2. Effective communication abilities.
3. Ethical reasoning abilities

LEARNING OBJECTIVES AND ASSESSMENT

Learning Objective 1a: Students will be able to formulate an appropriate, discipline-specific question, research possible solutions, and provide accurate analysis.

Course Assessed: ECON 4380

Measure: Students will prepare a research paper or other assignment on a discipline-specific topic

Benchmark (meet): The mean of students' points will be 8 (of 12) or greater on the UCA Critical Inquiry Rubric.

Learning Objective 2a: Students will be able to produce professional quality research documents.

Course Assessed: ECON 4380

Measure: Students will prepare a report, paper, or case analysis on a discipline-specific topic in the writing-intensive course

Benchmark (meet): Mean score of students assessed with the rubric will be eleven (11) points, or greater, out of sixteen (16) available on the UCA Communication-Written Rubric.

Learning Objective 2b: Students will be able to produce professional quality research presentations.

Course Assessed: ECON 4380

Measure: Students will present in class an analysis of a major research publication assigned by the instructor.

Benchmark (meet): Mean score of students assessed with the rubric will be eleven (11) points, or greater, out of sixteen (16) available points on the UCA Communication-Oral Rubric.

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

Course Assessed: ECON 4380

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 eight (4) points, or greater, out of the available twelve (6) points on the UCA Responsible Living Rubric (Goal 1 only).

All assessments are done in ECON 4380, taken at the end of one's program. Because this course is only offered once per year, with small sample size, two consecutive sections will be combined to form one measure for an improvement team.

BA/BS Economics Master Schedule					
Objective	15-16	16-17	17-18	18-19	19-20
1a Analysis	Assess (Sp)	Improve	Assess (Sp)	Assess (Sp)	CL/Improve
2a Writing	Assess (Sp)	Improve	Assess (Sp)	Assess (Sp)	CL/Improve
2b Oral	Assess (Sp)	Improve	Assess (Sp)	Assess (Sp)	CL/Improve
3a Ethics	Assess (Sp)	Improve	Assess (Sp)	Assess (Sp)	CL/Improve

UCA CORE ASSESSMENT

The UCA Core (previously known as General Education requirements) is a cohesive course of study through all four years that builds on core competencies around four general education knowledge and skill areas. The four areas include critical inquiry, effective communication, responsible living and diversity. The goal is to develop these knowledge and skill areas over time during one's progression through the university. Here are the Core Mission and Values:

UCA CORE MISSION: The UCA Core is designed to help students develop the knowledge and skills necessary for critical inquiry, effective communication, and responsible living in a diverse and changing world.

CORE VALUES: The overarching goal of the program is to develop curious, knowledgeable, articulate, and ethical people who are prepared for greater success in future learning and who are willing and able to make effective contributions to their communities.

Any undergraduate UCA degree requires certain lower-division courses; in the past, these were referred to as General Education courses. As the University Core was developed and approved (starting in Fall 2014), this requirement includes 38 hours of lower division course work. But it also includes selected upper division courses that have been approved in one or more of the four core areas. So students must take 38 hours of lower division work plus at least one course in each of the four core areas from upper division courses, plus a capstone-designated course. In addition, new freshmen are required to take a First Year Seminar (FYS), a special course that can also count as one of the required 38 hours of lower division work. While the mechanics of courses for the University Core are better explained in the [Undergraduate Bulletin](#), what is important for this document is the attendant assessment.

The goals and objectives have been approved and are listed below:

GOALS AND OUTCOMES

Diversity

Goal A: Analyze one's own cultural assumptions

Goal B: Analyze or compare diverse values, traditions, belief systems, and/or perspectives

Goal C: Analyze creative works within diverse contexts

Critical Inquiry

Goal A: Demonstrate a knowledge base to ask more informed questions and learn more complex concepts

Goal B: Apply scientific process to solve problems/answer questions

Goal C: Apply quantitative and computational processes to solve problems

Effective Communication

Goal A: Students will use appropriate conventions and strategies in oral communication for various audiences and purposes

Goal B: Students will use appropriate conventions and strategies in written communication for various audiences and purposes

Goal C: Students will apply appropriate verbal and nonverbal strategies to promote collaboration

Responsible Living

Goal A: Apply ethical principles to solve problems

Goal B: Make appropriate recommendations based on discipline specific knowledge to address an issue or scenario and evaluate the effect that decisions have on the well-being of self, others, society and/or environment(s)

FIRST YEAR SEMINAR

A first-year seminar (FYS) course will provide an intimate educational experience, integrating knowledge and skills within an academic discipline and connecting students to UCA. Further, students would be introduced to the intended outcomes of the UCA Core, the way those outcomes will be assessed, and the expectations of their performance as they progress through the university. A variety of courses can be used for the first-year seminar. Any course proposed as a first-year seminar must address the goals and outcomes of the appropriate academic area in the lower-division core (e.g. Sciences, Social Sciences, Humanities, Responsible Living, etc.).

ASSESSMENT SCHEDULE

The assessment required for the University Core is in the process of being developed. The rubrics to assess each of the above goals has been designed and pilot tested (completed in Fall 2014). But the schedule for assessing is in some flux and there are no benchmarks selected. Many of the objectives (labeled “goals” in the Core) are similar to objectives that are already in place within the COB. Some, however, are currently not one of the COB objectives. Some of the rubrics in place for the Core contain similar items as the ones currently in place for the COB. As we move forward with assessing the University Core, the intent is to integrate it as much as possible with the assessments currently in place in the COB.

Below are the approved lower and upper division courses for the University Core. These are subject to some change as the Core and its assessment begin in Fall 2015. The frequency for assessing the objectives and the courses is labeled TBD until such time as decisions are made as to how often these should be tested.

LOWER DIVISION CORE

ECON 2310 Global Environment of Business
Diversity (Social Science)

ECON 1310 Modern Political Economy
Responsible Living (Social Science)

FINA 2330 Personal Finance
Responsible Living (Social Science)

MGMT 2301 Business Communication

Oral Communication

MGMT 2376 Business Innovation and Creativity

Oral Communication

ECON 2320 Principles of Macroeconomics

Critical Inquiry (Social Science)

ECON 2321 Principles of Microeconomics

Critical Inquiry (Social Science)

MGMT 2341 Principles of Management

Critical Inquiry (Social Science)

UPPER DIVISION COURSES

Diversity Courses

MGMT 3340 Managing People and Work

Diversity Goal A: Analyze one's own cultural values and assumptions

ECON 4375 Economics of Developing Nations

Diversity Goal A: Analyze one's own cultural values and assumptions

Critical Inquiry Courses

ECON 3302 Intermediate Macroeconomics

Goal C: Apply quantitative and computational processes to solve problems

FINA 3330 Managing Finance and Capital

Goal C: Apply quantitative and computational processes to solve problems

Effective Communication

ECON 3302 Intermediate Macroeconomics

Goal A: Students will use appropriate conventions and strategies in oral communication for various audiences and purposes

MGMT 4376 New Venture Creation

Goal A: Students will use appropriate conventions and strategies in oral communication for various audiences and purposes

ACCT 4317 Auditing

Goal B: Students will use appropriate conventions and strategies in written communication for various audiences and purposes

FINA 4336 Advanced Financial Management

Goal B: Students will use appropriate conventions and strategies in written communication for various audiences and purposes

INSU 4320 Corporate Risk Management

Goal B: Students will use appropriate conventions and strategies in written communication for various audiences and purposes

MGMT 4348 Advanced Organizational Behavior

Goal B: Students will use appropriate conventions and strategies in written communication for various audiences and purposes

MIS 3328 Systems Analysis and Design

Goal B: Students will use appropriate conventions and strategies in written communication for various audiences and purposes

MKTG 4355 Marketing Management

Goal B: Students will use appropriate conventions and strategies in written communication for various audiences and purposes

Responsible Living

MIS 3321 Managing Systems and Technology

Goal A: Apply ethical principles to solve problems

ECON 3310 Public Finance

Goal A: Apply ethical principles to solve problems

ECON 3330 Environmental Economics

Goal A: Apply ethical principles to solve problems

ACCT 3320 Accounting Information Systems

Goal B: Make appropriate recommendations based on discipline specific knowledge to address an issue or scenario and evaluate the effect that decisions have on the well-being of self, others, society and/or environment(s)

Capstone

MGMT 4347 Managing Policy and Strategy

Critical Inquiry Goal C: Apply quantitative and computational processes to solve problems

Effective Communications Goal C: Students will apply appropriate verbal and nonverbal strategies to promote collaboration

ECON 4380 Senior Seminar in Economics

Critical Inquiry Goal A: Demonstrate a knowledge base to ask more informed questions and learn more complex concepts

Effective Communications Goal B: Students will use appropriate conventions and strategies in written communication for various audiences and purposes

APPENDIX A – CAC Forms

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
- Other

Rationale narrative for proposed change:

(For CAC use only)

CAC Reviewer _____

Date the change process was resolved _____

Date the outcome was reviewed _____

Change:

Outcome:

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

Semester/Objective: (e.g., Fall 2014 BBA 1A)

Learning Goal and Objective	
Goal	
Objective	
Measurement	
Benchmark	
Course(s)	
Comments	For ex.: data not turned in, problems with collection, etc.

Data Analysis	
Data Summary	Aggregate and by item
Results	Comparison to benchmarks
Previous Results	From previous assessment
Comments	Unusual problems with data?

Acknowledgements (Date and Signatures)	
CAC (Dir. Of Assessment)	Date:
Executive Committee (CAC Rep.)	Date:
COB Dean	Date:

**College of Business Curriculum & Assessment Committee
Assessment Improvement Form
CAC Form 3**

Learning Objective Information	
Improvement Team	
Learning Objective	
Team Members	List all faculty in the improvement team:
Term/Year of Improvement (when team meets)	
Term/Year Data Gathered	

Improvement Team Recommendations	
Notes	
Closing the Loop Activities	Compare data with previous assessment(s) in light of improvements made:
Learning Improvement Recommendations	List any recommended improvements for learning:

System Improvement Recommendations	List any recommended system improvements:
Improvement Champion(s)	
Improvement Timeline(s)	

Chain of Submission/Approval	
Departmental Comments	
CAC Endorsement	
Executive Committee Endorsement	
Dean Approval	_____ Date: _____

APPENDIX B: CHANGE LOG

Changes to the Curriculum Management Handbook that are of a minor nature are submitted through departmental CACs, the COB CAC, and the Executive Committee, and approved by the Dean. These include such things as direct improvements to student learning, system changes rubrics and other assessment measures, changes to benchmarks, and other changes to the process of curriculum management. Major changes are accomplished through a revision to the handbook itself, and in addition to the path noted above, also require COB faculty approval.

Date	Title	Description
1/7/2016	Oral communications (BBA 4b) rubric and benchmark change	New rubric for objective; new benchmark (75% or 52.5 of 70 points). Change annotated on pg. 9.

Latest Date (with changes): 7 January 2016