

College of Business

CURRICULUM MANAGEMENT HANDBOOK



University of
Central Arkansas™

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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

AACSB refers to curriculum management as “the school's processes and organization for development, design, and implementation of each degree program's structure, organization, content, assessment of outcomes, pedagogy, etc. Curricula management captures input from key business school stakeholders and is influenced by assurance of learning results, new developments in business practices and issues, revision of mission and strategy that relate to new areas of instruction, etc.”

The Curriculum Management Process (CMP) is fundamentally concerned with teaching and learning. The process consists of managing what students are expected to learn, evaluating whether or not it was learned, and taking corrective action if it is determined learning was insufficient. 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.

The CMP consists of two major areas; curriculum development and assurance of learning (AOL). Curriculum development examines what students should learn. This process includes cultivating content in the curriculum that meet 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. Curriculum development can be innovative: proposing new courses, 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.

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. Schools use assurance of learning to demonstrate accountability and assure external constituents such as potential students, trustees, public officials, supporters, and accrediting organizations that the school meets its goals. 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, comparing the results to agreed-upon benchmarks, and taking corrective action should a gap exist.

The two pillars of the CMP are closely related. Curriculum development guides learning goals and benchmarks in the AOL processes. In return, AOL results are used for both the development of new curriculum and the redesign of existing programs by examining relevant goals and content areas in a systematic way that permits revision when necessary, to keep the curriculum current, responsive and innovative. By measuring learning, the school can evaluate its students' success at achieving learning goals, use the measures to plan improvement efforts, provide feedback and guidance for individual students.

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 eight representatives is appointed as Chair of the committee; another is 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 includes informing faculty of required assessments, collecting the assessments, doing the initial analyses, and collating reports. 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 List of Revisions (last appendix of this document). Sometimes changes may be significant enough to warrant redoing the handbook itself (major changes).

CURRICULUM DEVELOPMENT

Two important principles provide the foundation of curriculum management within the College of Business. First, the curriculum is developed, managed, and retained by the faculty in each department. Second, all decisions are tied directly to the COB mission statement as well as the learning goals and benchmarks established by the faculty for each degree program.

The content of the COB curriculum is designed to prepare students to be successful in their chosen field of endeavor. To effectively prepare graduates, our curriculum 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 the program and at the end be fully prepared for employment or further education.

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, MBA, MAcc), as well as programmatic blocks such as the Foundation Courses or Core Courses.

In assessing 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, 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 department is encouraged to evaluate curriculum regularly. At least once every five years, each major should formally assess its curriculum within the departmental curriculum committee and college-wide. 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.

The curriculum review process is designed to enhance teaching and learning within the COB, by promoting a current, responsive, and innovative curriculum. While curriculum review is an ongoing process and is not done solely when one's turn arises, a more intensive review will help enhance curriculum and is designed to promote student learning.

CURRICULUM CHANGE PROCESS

Changes to the curriculum can occur for a variety of reasons. Learning goals and objectives may change, 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 such impetus. In addition, the process of assurance of learning, covered in the next section, may lead 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 courses 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 Dean. If approved by the Dean, the change request leaves the college and goes to one 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/>.

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. 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 curriculum 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

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 must be instantiated by a specific objective or objectives (labeled learning objective(s)), to provide the required framework and detail. For each learning goals, therefore, one or more learning objectives were developed. These objectives are more appropriately covered in the assessment of learning, and so are detailed in that section of this handbook.

Learning goals were developed for each of the three degrees, the BBA, MBA, and MAcc. These goals are a direct reflection of the COB mission and core values, which in turn reflect the UCA mission and values. In the three areas below, the learning goals for each of these degree programs are detailed, and show the mapping to both the UCA mission as well as the COB mission.

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.

ASSESSING LEARNING GOALS AND OBJECTIVES

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

Benchmark (meet): Mean score of students assessed with the 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 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 the 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

Course(s) 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): Mean score of students assessed with the rubric will be eleven (11) points, or greater, out of the sixteen (16) 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: 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

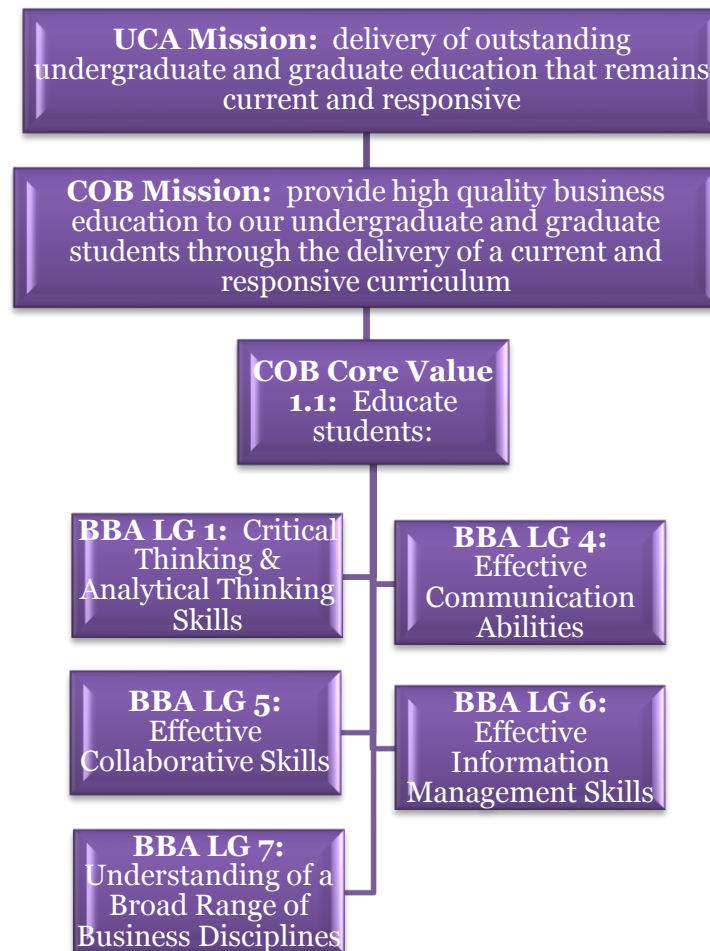
Course(s) Assessed: MGMT 4347

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

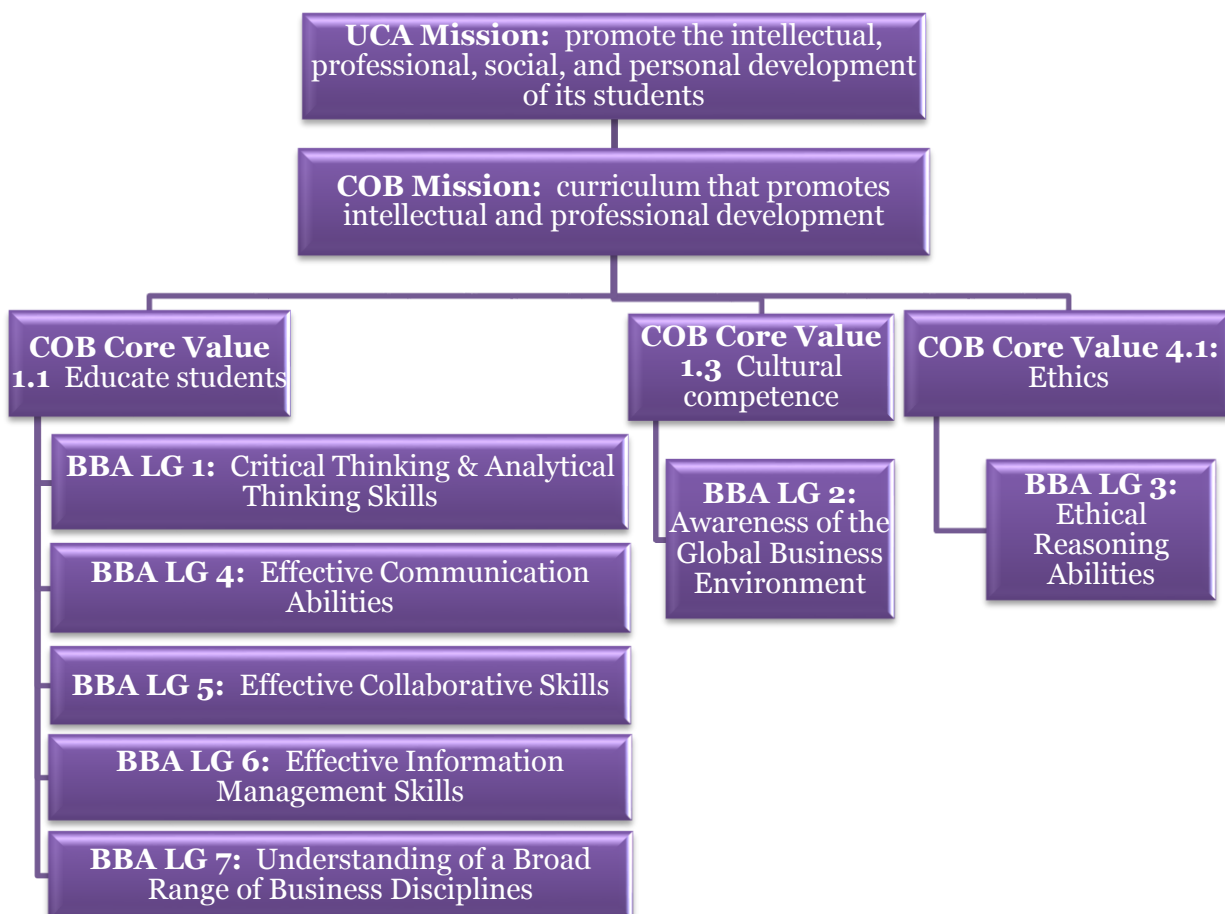
Benchmark (meet): Mean score of all students completing the exam shall be equal to 50%.

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 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.

ASSESSING LEARNING GOALS AND OBJECTIVES

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. 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(s) 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(s) 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(s) 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(s) 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(s) 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(s) Assessed: ACCT 6340

Measure: Student groups will solve a business problem. The Teaming Rubric will be use 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(s) 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(s) 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(s) 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(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 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(s) 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

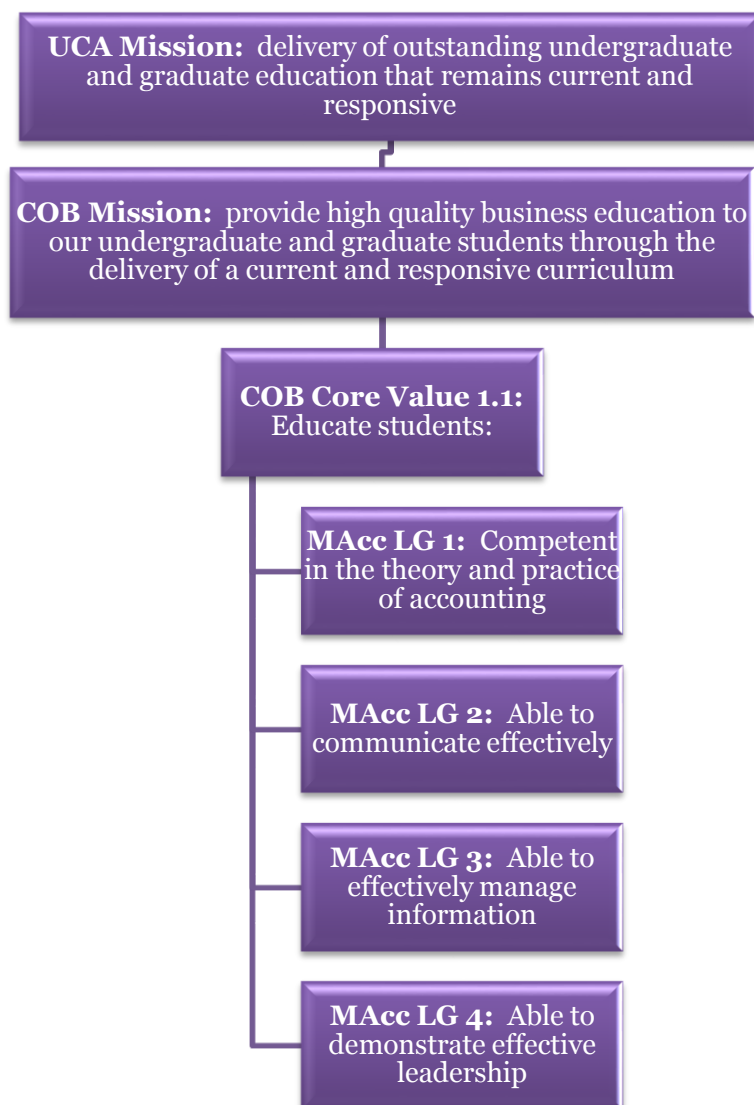
Course(s) Assessed: ACCT 6350

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.

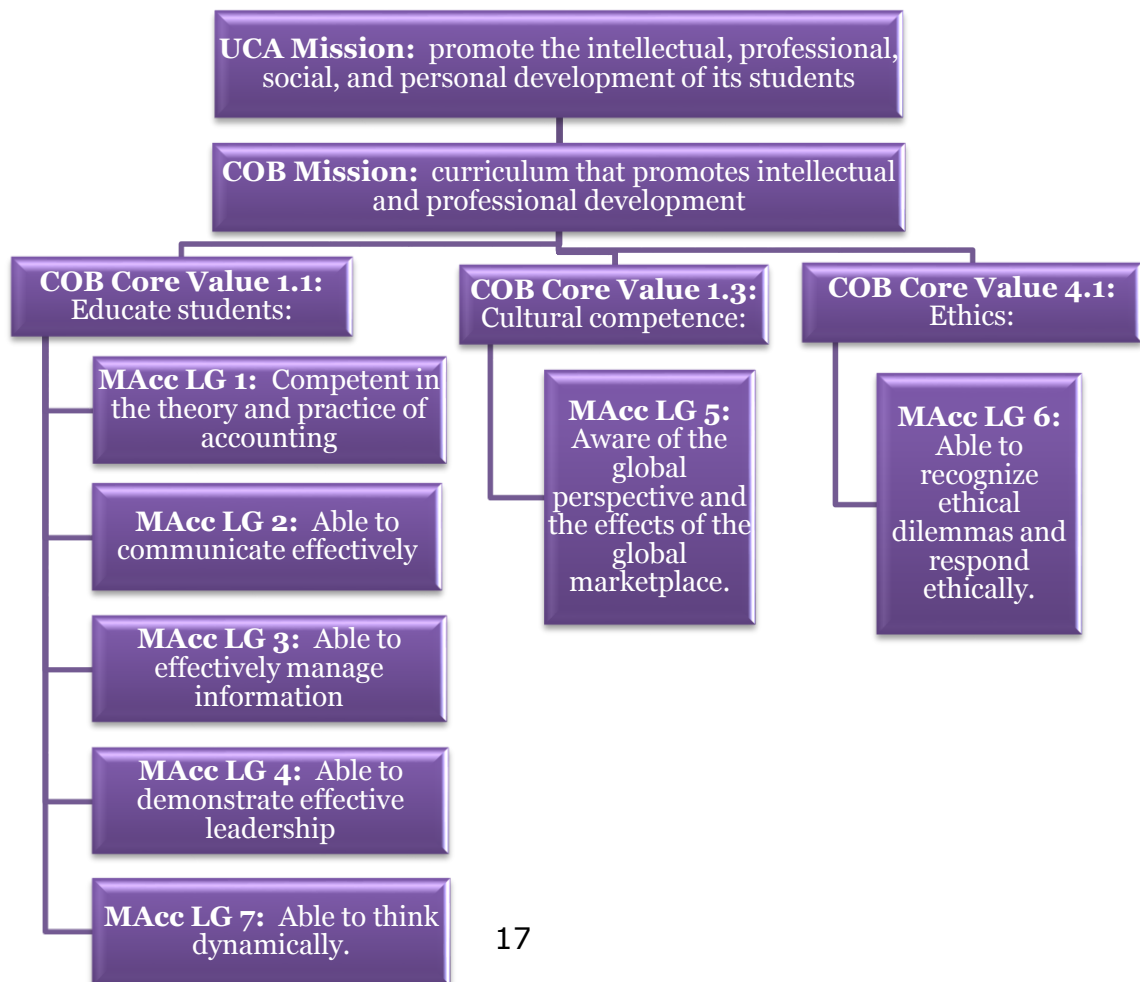
MAcc Mapping

- **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 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/Followership Abilities.

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

ASSESSING LEARNING GOALS AND OBJECTIVES

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. 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(s) 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(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.

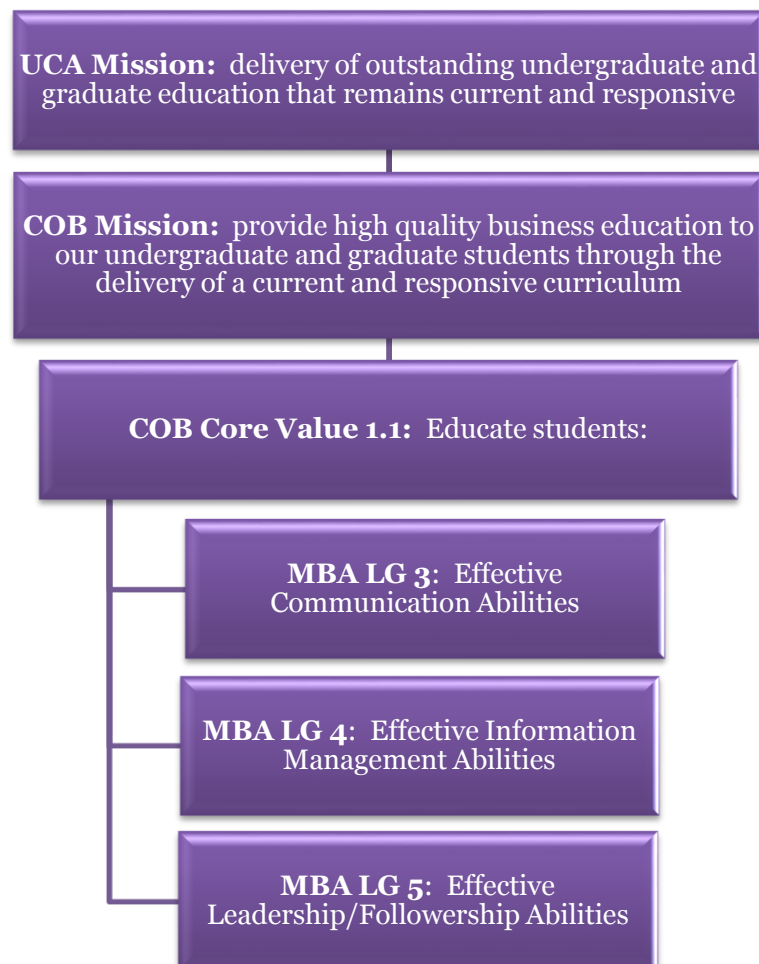
Course(s) Assessed: MBA 6320

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.

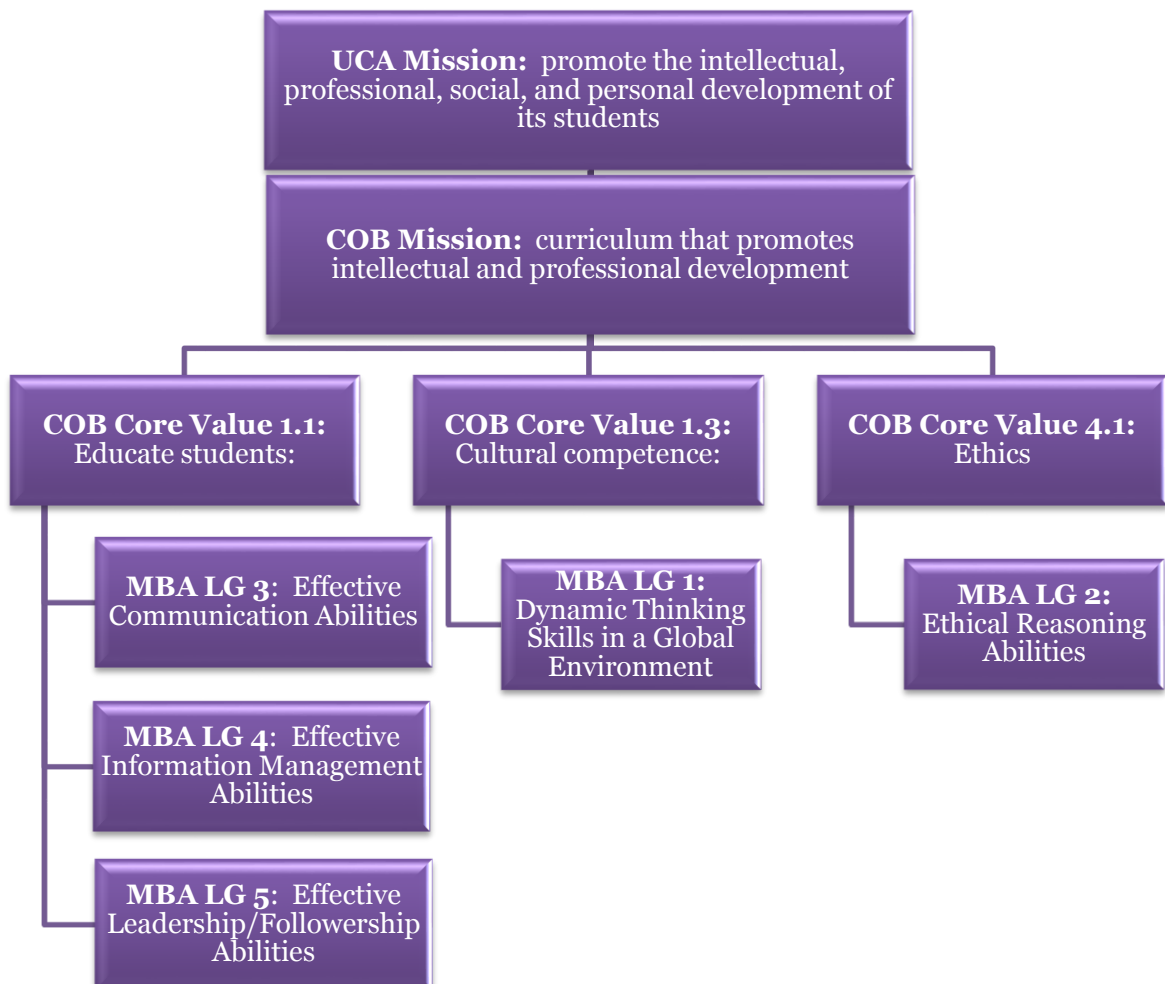
Benchmark (meet): The mean score of all students will exceed the 50th percentile.

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
 - **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

The assessment process in the College of Business is designed to efficiently and effectively gather assessment data, disseminate the data, analyze the data, intervene if necessary, and evaluate any interventions that are made. The process is documented and filed with the Director of Assessment using CAC Form 2 and the Annual Report (see Appendices for forms).

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 measures or rubrics listed in this handbook (and stored online) in order to assess the performance of the students in assigned 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 and Dissemination

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. The results of this initial assessment are documented on CAC Form 2. When a learning objective has been met, this is noted on the form and typically intervention is not necessary (just dissemination). Once these CAC Forms 2 have been filled out for each learning objective, the Director of Assessment will disseminate results to all faculty in the COB. The results of all assessments should be discussed every semester within each department's Curriculum and Assessment Committee members, and filter down to all faculty. In general, if a learning objective passes its benchmark three of four assessment periods, upon the recommendation of the CAC, it will be rolled off and a new learning objective be rolled in (in accordance with the queue, as noted). However there may be rare times that a learning goal needs to remain in the queue for a particular assessment cycle due to strategic initiatives or curricular importance. In this rare case the CAC may recommend a learning goal be not rolled off of assessment for a specific period.

Examinations and Interventions

At times, assessment results require a more detailed examination, which may lead to formal intervention of some kind. This is true for any assessment in which the learning objective was not met (that is, the assessment results did not meet the benchmark). An intervention may also occur if an objective was met, however. In the spirit of continuous improvement, a recommendation may be brought forward to change the course being assessed, or the measure (assessment rubric), or the benchmark being used. For example, should a learning objective be passed for several consecutive semesters, in which the benchmark was surpassed by a large margin, it may be determined that the benchmark should be raised.

When a learning objective was not met in any particular semester, however, a formal examination is necessary. Such an examination will be done by the responsible department (or departments, should the learning goal belong to courses in multiple departments) and should examine potential causes of the failure and, if necessary, appropriate intervention strategies. At times the formal examination may conclude that the problem lies not in the actual learning, but in the way it is assessed. The process of assessing (such as timing or student incentive for doing well), the measure or rubric used, the benchmark, or other issues may be responsible for assessment failure.

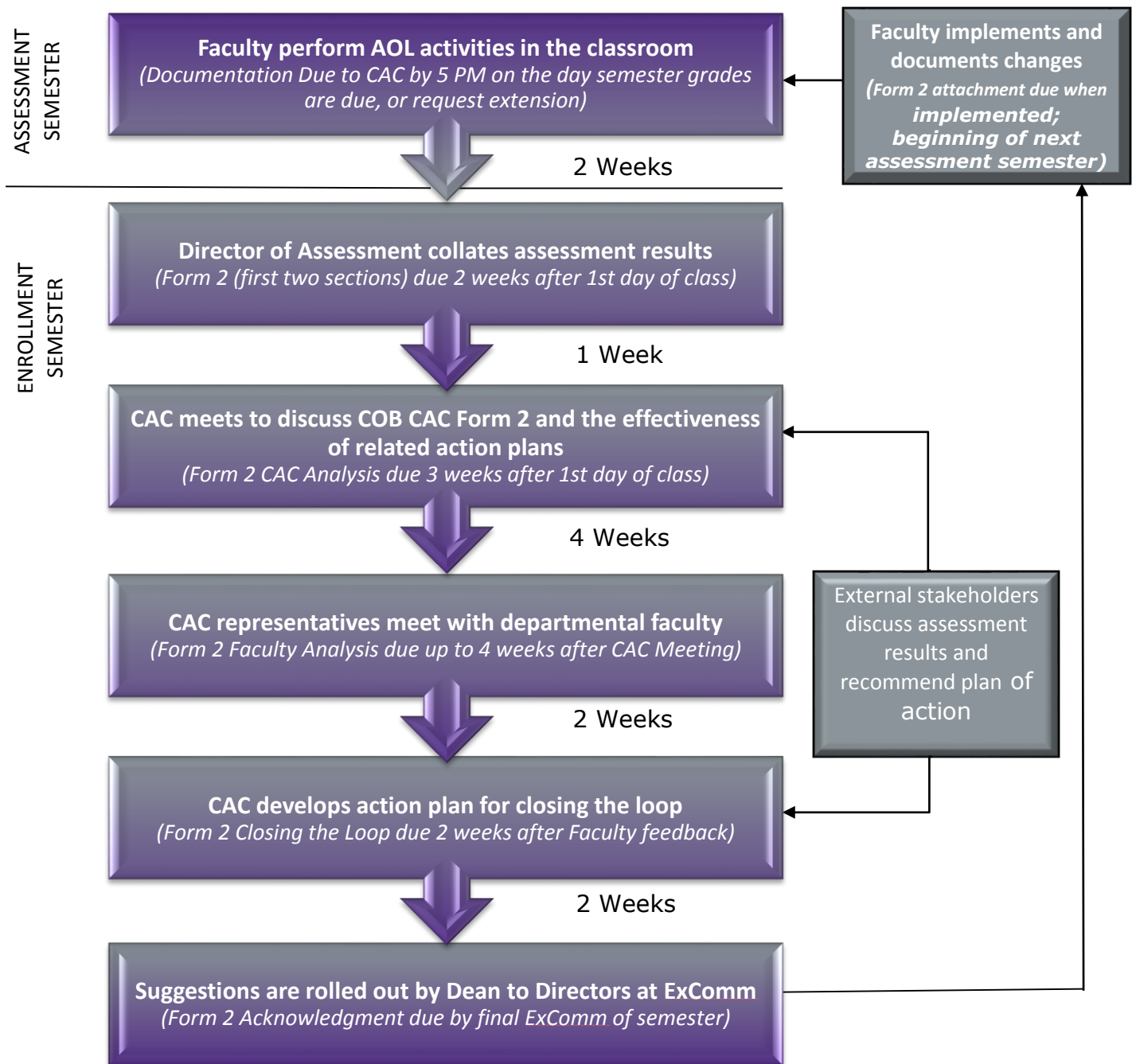
The Formal Examination of Learning Objectives

One of the key determinations in assessing results is determining the cause(s) of a learning goal failure. Is the failure due to measurement error, lack of learning, or some combination? Pinpointing precise causes will be inexact at best, even with a meticulous formal examination. Indeed, it may take multiple assessments (and failures) to hone in on the actual cause. Still, by formally examining each case, we hope to make more appropriate causal attributions. The formal examination may include the following:

- a. When and how the assessment was administered; was the process itself effective?
- b. Examine the assessment tool: does it measure expected learning? Does the tool have sufficient granularity to distinguish when sufficient learning has taken place?
- c. Is the benchmark appropriate? Examine the difference between the benchmark and the actual assessment score; the greater the difference between the two, the more evidence there is of a significant problem (benchmark may be too high or low).
- d. Examine the sample size; clearly an assessment based on a very small number of students will have greater variability which may inappropriately influence results (passing or failing). This should not be a problem for BBA programs, where multiple courses and/or sections are used. But it may be an issue in a program like the MAcc with smaller class sizes.
- e. Examine previous assessment scores for the same learning objective, if available. What is the trend and what does it signify?
- f. If multiple courses and/or sections are being utilized in the assessment, are there significant differences in the results based on course or section? Perhaps one of the issues is inconsistency by faculty in using the tool for assessment. Perhaps students from a segment of the courses are doing well, but students from another segment are not (learning thus might be a function of previous course preparation).
- g. Are there specific sections (questions therein) within the assessment tool that are more problematic than other sections? Is the failure due to lack of knowledge about one (or a certain few) particular area?
- h. If an intervention has already taken place, what was its measureable effect on this assessment result? Did results improve or not?

The formal examination results will be noted in the Annual Report and provide a mechanism for improving student learning.

DIAGRAM of the ANNUAL ASSESSMENT CYCLE



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

Timing (No Later Than) (Based on Academic Calendar)	Academic Year 2014-2015	Action
Wednesday before classes begin (or College meeting day)	Wednesday August 20	Assessment presentation at Fall faculty meeting
Monday prior to the start of Fall classes	Monday August 18	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 4	Director of Assessment collates Spring assessments and sends results to members of the CAC.
3 weeks after start of Fall classes	Thursday September 11	CAC meets to discuss the results of the Spring assessments.
7 weeks after start of Fall classes	Thursday October 9	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 23	CAC meets to develop suggestions for closing the loop.
11 weeks after start of Fall classes	Thursday November 6	Actions for closing the loop will be rolled out by the appropriate department heads and directors at ExComm.
Monday prior to Fall exam week	Monday December 1	Director of Assessment sends emails to faculty to remind them about assessments due from Fall and due date.
5 PM on date Fall grades are due	Monday December 15	Fall assessments are due to the Director of Assessment by 5 PM.
Monday prior to the start of Spring classes	Monday January 5	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 22	Director of Assessment collates Fall and Summer assessments and sends results to members of the CAC.
3 weeks after start of Spring classes	Thursday January 29	CAC meets to discuss the results of the Fall & Summer assessments.
7 weeks after start of Spring classes	Thursday February 26	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 12	CAC meets to develop recommendations for closing the loop.
11 weeks after start of Spring classes	Thursday March 26	Actions for closing the loop will be rolled out by the appropriate department heads and directors at ExComm.

Curriculum Management Handbook

2 weeks prior to study day in Spring of odd years	Friday April 10	Review Learning Goals (Biennial Cycle)
2 weeks prior to study day in Spring of years ending in 5 or 0	Friday April 10	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 20	Director of Assessment sends emails to faculty to remind them about assessments due from Spring and due date.
Monday following Spring Graduation	Monday May 4	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 5	Spring assessments are due to the Director of Assessment by 5 PM.
Monday of last week of Summer II	Monday August 3	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 11	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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LEARNING GOALS AND OBJECTIVES ROTATION 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

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. In addition, 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 5a: Students will be able to work in teams to solve business problems
2. Learning Objective 1b: Students will be able to accurately apply the appropriate quantitative skills to solve specific problems in various business disciplines.
3. Learning Objective 3b: Students will be aware of legal issues inherent in business decision
4. Learning Objective 4b: Students will be able to deliver professional quality oral presentations
5. Learning Objective 6b: Students will be able to understand the role of information systems in support of organizational activities
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 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. *(assessed 2011-2012 and 2012-2013)*
9. Learning Objective 2a: Students will be able to identify cultural/global perspectives among stakeholders *(assessed 2011-2012 and 2012-2013)*
10. 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 *(assessed 2011-2012 and 2012-2013)*
11. Learning Objective 4a: Students will be able to produce professional quality written documents *(assessed 2011-2012 and 2012-2013)*

MBA Learning Objective Queue

1. Learning Objective 3b: Students will be able to provide organizations with effective executive management through their professional oral communication skills.
2. Learning Objective 1a: Students will be able to provide organizations with effective executive management through decision making in uncertain, dynamic, global business situations
3. 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.
4. Learning Objective 5a: Students will be able to provide organizations with effective executive leadership under conditions of uncertainty requiring adaptation and innovation.
5. Learning Objective 5b: Students will be able to provide organizations with effective executive management by acting as team members and collaborators.
6. Learning Objective 4a: Students will be able to understand the strategic role of information systems in support of business activities.

7. Learning Objective 3a: Students will be able to provide organizations with effective executive management through their professional written communication skills. (assessed 2011-2012 and 2012-2013)

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.

HIGHER LEARNING COMMISSION ASSESSMENT 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:

5. 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.

6. 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.

7. Diversity:

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

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

Goals 1 through 7 are the same as the BBA-AACSB Assurance of Learning plan; therefore, objectives, measures, and benchmarks for those goals are the same and are not repeated here. The objectives, measures, and benchmarks for goal 8 are presented below.

HLC LEARNING OBJECTIVES BY MAJOR (BBA)

Learning Goal #8ACCT: 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 #8ECON: 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 #8FINA: 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 #8IE: 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 #8IRM: 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 #8MGMT: 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 #8MIS: 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 #8MKTG: 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.

HLC ASSURANCE OF LEARNING 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.

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

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

ASSESSING LEARNING GOALS AND OBJECTIVES

BS/BA Program

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

Course(s) 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(s) Assessed: ECON 4380

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

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(s) 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(s) 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).

HLC ASSURANCE OF LEARNING UCA CORE

UCA BRIEF MISSION STATEMENT: The University of Central Arkansas dedicates itself to academic vitality, integrity, and diversity.

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.

GOALS AND OUTCOMES

Diversity

Goal #1: Analyze their own cultural assumptions in the context of the world's diverse values, traditions, and belief systems

- a. Articulate one's own cultural values and assumptions
- b. Compare cultural values across a range of cultures
- c. Respond to complex questions with answers that reflect multiple cultural perspectives

Goal #2: Analyze the major ideas, techniques, and processes that inform creative works within different cultural and historical contexts

- a. Identify creative techniques and processes and their relationship to ideas and themes in creative works
- b. Evaluate the relationship between creative works and the cultural and historical context in which they are created

Critical Inquiry

Goal #1: Demonstrate a knowledge base that helps them ask more informed questions and learn more complex concepts

- a. Demonstrate an understanding of the basic concepts and principles in the discipline
- b. Find and evaluate appropriate information based on knowledge of subject and technology
- c. Apply appropriate modes of academic inquiry and analysis to develop and evaluate a position on significant questions in the discipline

Goal #2: Use scientific, quantitative, and computational processes in order to solve real-world problems

- a. Apply scientific processes to solve problems
- b. Apply quantitative and computational processes to solve problems

Effective Communication

Goal #1: Develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups

- a. Use appropriate conventions and strategies in oral communication for various audiences and purposes
- b. Use appropriate conventions and strategies in written communication for various audiences and purposes
- c. Individually apply appropriate verbal and nonverbal strategies to promote collaboration

Responsible Living

Goal #1: Describe ways in which ethical principles affect human choices.

- a. Explain ethical dimensions of human choices.

Goal #2: Analyze the effect that decisions have on self, others, and the environment.

- a. Recognize the consequences of decision making.

Goal #3: Evaluate and practice strategies leading to individual and social well-being.

- a. Evaluate practices that lead to personal and social well-being.

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 could 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.)

LOWER DIVISION CORE

Global Environment of Business

Diversity (Social Science)

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

Course(s) Assessed: ECON 2310

Measure: Rubric

Benchmark: TBD after pilot study

Frequency: Every semester ECON 2310 is offered.

Available as a first year seminar

Modern Political Economy

Responsible Living (Social Science)

Learning Objective: Students will be able to:

1. Describe ways in which ethical principles affect human choices (Explain ethical dimensions of human choices.)
2. Analyze the effect that decisions have on self, others, and the environment (Recognize the consequences of decision making.)
3. Evaluate and practice strategies leading to individual and social well-being (Evaluate practices that lead to personal and social well-being.)

Course(s) Assessed: ECON 1310

Measure: Rubric

Benchmark: TBD after pilot study

Frequency: Every semester ECON 1310 is offered.

Personal Finance

Responsible Living (Social Science)

Learning Objective: Students will be able to:

1. Describe ways in which ethical principles affect human choices (Explain ethical dimensions of human choices.)
2. Analyze the effect that decisions have on self, others, and the environment (Recognize the consequences of decision making.)
3. Evaluate and practice strategies leading to individual and social well-being (Evaluate practices that lead to personal and social well-being.)

Course(s) Assessed: FINA 2330
Measure: Rubric
Benchmark: TBD after pilot study
Frequency: Every semester FINA 2330 is offered.
Available as a first year seminar

Business Communication

Oral Communication

Learning Objective: Students completing the UCA Core Program will Develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups.

a. Use appropriate conventions and strategies in oral communication for various audiences and purposes

Course(s) Assessed: MGMT 2301
Measure: Rubric
Benchmark: TBD after pilot study
Frequency: Every semester MGMT 2301 is offered.

Business Innovation and Creativity

Oral Communication

Learning Objective: Students completing the UCA Core Program will Develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups.

a. Use appropriate conventions and strategies in oral communication for various audiences and purposes

Course(s) Assessed: MGMT 2376
Measure: Rubric
Benchmark: TBD after pilot study
Frequency: Every semester MGMT 2376 is offered.

Principles of Macroeconomics

Critical Inquiry (Social Science)

Learning Objective: Students completing the UCA Core Program will Demonstrate a knowledge base that helps them ask more informed questions and learn more complex concepts

a. Demonstrate an understanding of the basic concepts and principles in the discipline

b. Find and evaluate appropriate information based on knowledge of subject and technology

c. Apply appropriate modes of academic inquiry and analysis to develop and evaluate a position on significant questions in the discipline

Course(s) Assessed: ECON 2320
Measure: Rubric
Benchmark: TBD after pilot study
Frequency: Each semester ECON 2320 is offered
Available as a first year seminar

Principles of Microeconomics

Critical Inquiry (Social Science)

Learning Objective: Students completing the UCA Core Program will demonstrate a knowledge base that helps them ask more informed questions and learn more complex concepts

- a. Demonstrate an understanding of the basic concepts and principles in the discipline
- b. Find and evaluate appropriate information based on knowledge of subject and technology
- c. Apply appropriate modes of academic inquiry and analysis to develop and evaluate a position on significant questions in the discipline

Course(s) Assessed: ECON 2320

Measure: Rubric

Benchmark: TBD after pilot study

Frequency: Each semester ECON 2320 is offered

Principles of Management

Critical Inquiry (Social Science)

Learning Objective: Students completing the UCA Core Program will demonstrate a knowledge base that helps them ask more informed questions and learn more complex concepts

- a. Demonstrate an understanding of the basic concepts and principles in the discipline
- b. Find and evaluate appropriate information based on knowledge of subject and technology
- c. Apply appropriate modes of academic inquiry and analysis to develop and evaluate a position on significant questions in the discipline

Course(s) Assessed: MGMT 2341

Measure: Rubric

Benchmark: TBD after pilot study

Frequency: Each semester MGMT 2341 is offered

UPPER DIVISION COURSES

Diversity

Learning Objective: Students will analyze their own cultural assumptions in the context of the world's diverse values, traditions, and belief systems.

Course(s) Assessed: MGMT 3340, ECON 4375

Measure: Rubric

Benchmark: TBD after pilot study

Frequency: Each semester the courses are offered

Critical Inquiry

Learning Objective: Students will apply quantitative and computational processes to solve problems.

Course(s) Assessed: FINA 3330, ECON 3302

Measure: Pretest/Posttest

Benchmark: TBD after pilot study

Frequency: Each semester the courses are offered

Effective Communication

Learning Objective: Students will

-Use appropriate conventions and strategies in written communication for various audiences and purposes

-Individually apply appropriate verbal and nonverbal strategies to promote collaboration.

Course(s) Assessed: ACCT 4317, FINA 4336, INSU 4320, MGMT 4348, MIS 3328, MKTG 4355

Measure: Rubric

Benchmark: TBD after pilot study

Frequency: Each semester the courses are offered

Learning Objective: Students will

-Use appropriate conventions and strategies in oral communication for various audiences and purposes

-Use appropriate conventions and strategies in written communication for various audiences and purposes.

Course(s) Assessed: ECON 3302, MGMT 4376

Measure: Rubric

Benchmark: TBD after pilot study

Frequency: Each semester the courses are offered

Responsible Living

Learning Objective: Students will

-Analyze the effect that decisions have on self, others, and the environment.

-Evaluate and practice strategies leading to individual and social well-being.

Course(s) Assessed: ACCT 3320

Measure: Rubric

Benchmark: TBD after pilot study

Frequency: Each semester ACCT 3320 is offered

Learning Objective: Students will

Describe ways in which ethical principles affect human choices.

Analyze the effect that decisions have on self, others, and the environment.

Course(s) Assessed: MIS 3321, ECON 3310, ECON 3330

Measure: Rubric

Benchmark: TBD after pilot study

Frequency: Each semester the courses are offered

Capstone

Learning Objective: Students will

- Apply quantitative and computational processes to solve problems.
- Use appropriate conventions and strategies in written communication for various audiences and purposes
- Individually apply appropriate verbal and nonverbal strategies to promote collaboration.

Course(s) Assessed: MGMT 4347

Measure: Rubric

Benchmark: TBD after pilot study

Frequency: Each semester MGMT 4347 is offered

Learning Objective: Students will

- Demonstrate an understanding of the basic concepts and principles in the discipline
- Use appropriate conventions and strategies in oral communication for various audiences and purposes
- Use appropriate conventions and strategies in written communication for various audiences and purposes

Course(s) Assessed: ECON 4380

Measure: Rubric

Benchmark: TBD after pilot study

Frequency: Each semester ECON 4380 is offered

APPENDICES
APPENDIX A – ASSESSMENT 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 COB Dean Date 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)	

APPENDIX B—ASSESSMENT MEASURES**BBA
Summary of Assessment Measures**

Objective	Objective Number	Assessment
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.	1a	Capstone© Business Simulation
Students will be able to accurately apply the appropriate quantitative skills to solve specific problems in various business disciplines	1b	Pretest-Posttest
Students will be able to identify cultural/global perspectives among stakeholders	2a	Pretest-Posttest
Students will be aware of ethical issues inherent in business decisions and articulate the manner in which they arrived at an ethical decision	3a	Rubric
Students will be aware of legal issues inherent in business decisions	3b	Posttest
Students will be able to produce professional quality business documents	4a	Rubric
Students will be able to deliver professional quality oral presentations	4b	Rubric
Students will be able to work in teams to solve business problems	5a	Capstone© Business Simulation
Students will be able to effectively apply business-oriented software applications to manage data in support of business operations	6a	Posttest
Students will be able to understand the role of information systems in support of organizational activities	6b	Posttest
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	7a	Capstone© Comp-XM examination

**BBA Ethical Decision Making / Social Responsibility of Business Rubric
Learning Objective 3a**

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 Written Communication Skills Rubric Learning Objective 4a

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:				

BBA Oral Communication Skills Rubric
Learning Objective 4b

Specific Criteria for Learning Outcome A	4	3	2	1	0
Organization	Arrange presentation so transitions create coherent progress toward the conclusion and the main points are identified in the introduction and repeated in the conclusion.	Employ a recognizable organizational pattern with well stated main points, some sudden transitions, and/or clear conclusion.	Show some organization with main points that are unclear or not sufficiently stressed.	Demonstrates poor organization with underdeveloped, irrelevant, or unclear introduction, main points, and conclusions.	Lack organization.
Language / Audience Awareness	Compose effective presentation using language that is concise, original, and suited to the audience.	Understand audience but uses language with less sophistication, expressiveness, and/or originality.	Identify target audience but is not effective in using language that conveys the appropriate tone	Use language that is too informal, too imprecise or too distracting for target audience.	Unable to identify target audience and/or use of language is inappropriate.
Supporting Material/ Evidence	Employ timely and relevant material to provide effective support in a way that reflects a thorough understanding of the topic/thesis.	Select sufficient and relevant supporting materials, but lack in analysis, comparisons, or credible authorities.	Use some supporting materials with limited or incomplete explanations, examples, and/or descriptions.	Identify insufficient or inappropriate supporting materials.	Lack sources or documentation.
Topic/Thesis	Formulate a topic/thesis that is clear, developed, and well supported.	Delineate topic/thesis and main points with partially developed explanations.	State topic/thesis but the difference between the main points and supporting details is blurred.	Identify topic/thesis vaguely which cause audience to make assumptions.	Lack focus which causes audience confusion.

Overall, has this student demonstrated appropriate knowledge and skills for this level in this discipline? Yes No

This student did not turn in an acceptable response to the assignment (e.g., failed to turn in a paper, plagiarized, etc.)

MAcc Summary of Assessment Measures

Objective	Objective Number	Assessment
Students will be able to correctly apply financial accounting standards	1a	Rubric
Students will be able to correctly apply auditing standards	1b	Rubric
Students will be able to correctly apply the tax laws	1c	Rubric
Students will be able to solve unstructured problems	1d	Rubric
Students will be able to communicate effectively in writing	2a	Rubric
Students will be able to communicate effectively in an oral presentation	2b	Rubric
Students will be able to work effectively in teams	2c	Rubric
Students will be able to locate the appropriate quality and quantity of information needed to solve a problem	3a	Rubric
Students will understand the development and structure of a database	3b	Rubric
Students will possess the qualities necessary for effective leadership	4a	Rubric
Students will be able to interpret and apply international financial accounting standards	5a	Rubric
Students will be able to identify ethical dilemmas and choose an appropriate course of action	6a	Rubric
Students will be able to speak on unprepared topics	7a	Rubric

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MAcc Financial Accounting Rubric
(for MAcc Objectives 1a and 5a)

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

*Trait 3 used only if international accounting scenario.

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 Problem Solving Rubric
(for MAcc Objectives 1d and 5a)

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:				

MAcc
Written Communication Skills Rubric
 (for MAcc Objective 2a)

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
Oral Presentation Rubric
 (for MAcc Objective 2b)

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 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 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)

Score: 0=Never; 1=Seldom; 2=Sometimes; 3=Regularly; 4=Consistently							
Effective Communicator	Awareness	Open-Minded/Respectful	Organized	Reflective	Responsible	Leadership Traits	Score
X	X			X		Asks questions	
X	X					Listens before responding	
X		X				Pays attention to speaker(s)	
X		X				Skilled in dealing with difficult/delicate situations keeping others' feelings in mind	
X			X			Controls thought flow and speech	
X						Gives everyone a chance to speak	
X						Presents ideas clearly	
X						Presents self with composure	
X						Speaks at an appropriate volume	
	X				X	Helps others	
	X				X	Stays on task	
	X					Focuses and makes eye contact with speaker(s)	
	X					Looks around and examines surroundings	
	X					Pays attention to how others are acting and reacting	
	X					Stays involved with school and community	
		X				Considers all points of view and ideas	
		X				Gives and receives constructive criticism	
		X				Maintains control of anger level, tone and harshly-intended remarks	
		X				Works through disagreements	
			X			Is composed	
			X			Is efficient	
			X			Is neat when required	
			X			Is prepared for class	
			X			Manages time well	
			X			Writes down all assignments	
				X		Stays focused	
				X		Thinks before speaking and expresses thoughts completely	
					X	Does his/her work	
					X	Follows through with what he/she begins	
					X	Gives feedback	
					X	Is on time	
					X	Puts forth effort to go above and beyond minimum	
					X	Sets a good example for others	
					X	Takes initiative	
					X	Uses good judgment	
0	0	0	0	0	0	Score	
36	32	24	28	12	40	Possible	
0%	0%	0%	0%	0%	0%	Percent	
Total points:							

MAcc
Ethical Decision Making / Social Responsibility of Business Rubric
 (for MAcc Objective 6a)

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 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:				

MBA
Summary of Assessment Measures

Objective	Objective Number	Assessment
Students will be able to provide organizations with effective executive management through decision making in uncertain, dynamic, global business situations.	1a	GLO-BUS Simulation
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.	2a	GLO-BUS Simulation
Students will be able to provide organizations with effective executive management through their professional written communication skills.	3a	Rubric
Students will be able to provide organizations with effective executive management through their professional oral communication skills.	3b	Rubric
Students will be able to understand the strategic role of information systems in support of business activities.	4a	Posttest
Students will be able to provide organizations with effective executive leadership under conditions of uncertainty requiring adaptation and	5a	GLO-BUS Simulation
Students will be able to provide organizations with effective executive management by acting as team members and collaborators.	5b	GLO-BUS Simulation

MBA
Written Communication Skills Rubric
 (for MBA Objective 3a)

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:				

MBA
Oral Presentation Rubric
 (for MBA Objective 3b)

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:				

APPENDIX C – HIGHER LEARNING COMMISSION ASSESSMENT MEASURES

Summary of Assessment Measures

Learning Goal	Department	Measure
<p>Our graduate shall possess an understanding of accounting topics.</p> <p>Objective 8A: Students will learn about financial accounting.</p> <p>Objective 8B: Students will learn about cost accounting.</p> <p>Objective 8C: Students will learn about tax accounting.</p> <p>Objective 8D: Students will learn about governmental and nonprofit accounting.</p> <p>Objective 8E: Students will learn about accounting information systems.</p> <p>Objective 8F: Students will learn about auditing.</p>	Accounting	Pretest/Posttest
<p>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.</p> <p>Objective #1: Discipline-Specific Analysis: Students will prepare a research paper on a discipline-specific topic in ECON 4380- Senior Seminar in Economics.</p>	Economics	Rubric
<p>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.</p> <p>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.</p>	Finance	Posttest
<p>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.</p> <p>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</p>	Insurance & Risk Management	Licensure Exam

Personal Lines and will have an average pass rate that exceeds the state average pass rate.		
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.	Accounting	Licensure Exam
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.	General Business	Capstone© Business Simulation
Our graduates shall possess knowledge appropriate to the practice of their major discipline. Objective #1: Students will be able to demonstrate the ability to create a business plan.	Innovation & Entrepreneurship	Rubric
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.	Management	Capstone© Business Simulation
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.	Marketing	Rubric
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.	Management Information Systems	Posttest
Knowledge of the Core	First Year Seminar	Rubric

**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:				

**Innovation & Entrepreneurship
MGMT4376 Assessment Rubric
BUSINESS PLAN JUDGING CRITERIA & SCORE SHEET**

Part 1: Business Plan

Executive Summary (10 Points) Number of points: _____

Clear, exciting, and effective as a stand-alone overview of the plan; includes brief description of each succeeding section of the plan; can be read in 5 minutes.

Market and Competitive Analysis (10 Points) Number of points: _____

Presents the growth trends and key driving forces of the industry; identifies the key characteristics and needs of the target market(s); assesses the competitive environment; demonstrates market acceptance for the product or service.

Products or Services (10 Points) Number of points: _____

Describes the key features and benefits, current stage of development, proprietary position, and competitive advantages of the product or service.

Management Team (5 Points) Number of points: _____

Backgrounds and roles of key individuals; history and ability to work as an effective team; personnel needs; organizational structure.

Company Overview (5 Points) Number of points: _____

Presents a vision, history, current status, goals, mission and objectives for the business.

Operating Strategies (10 Points) Number of points: _____

Addresses the marketing, production, research and development, personnel, administrative, and financial strategies for the proposed firm.

Critical Risks (10 Points) Number of points: _____

Realistically identifies the major internal and external critical risks that could threaten the business and presents viable contingency plans to address these issues.

Cash Flow Statement (10 Points) Number of points: _____

Presents a realistic assessment of cash requirements -inflows and outflows- over a projected 5-year period; cash flows are consistent with operating and marketing strategies outlined in the body of the plan; cash flow information is detailed for first 2 years, quarterly/annually for years 3-5.

Income Statement (10 Points) Number of points: _____

Demonstrates realistic and attractive income potential of the business; the income statement is consistent with the operating and marketing strategies outlined in the body of the plan; income statement information is detailed for first 2 years, quarterly/annually for years 3-5.

Balance Sheet (10 Points) Number of points: _____

Presents a realistic assessment of the working capital and fixed asset requirements of the business; appropriately reflects the projected capital structure of the business (long term debt and equity positions); balance sheet information is projected annually for 5 years.

Funds Required/Used (5 Points) Number of points: _____

Clear and concise presentation of amount, timing, type and use of funds required for venture.

Offering (5 Points) Number of points: _____

Clearly articulates the proposal/terms to investors; identifies what entrepreneur is seeking from investors; states how much equity will be given up in `return` for investment capital; presents a realistic assessment of ROI potential; presents an appropriate deal structure and possible exit scenarios.

Sum of points awarded: _____ Percentage (points/100): _____ Part

2: Presentation

Overall Organization (10 Points) Number of points: _____

Materials presented in clear, logical order, and/or sequence.

Interdisciplinary Team (5 Points) Number of points: _____

Team member(s) enrolled in majors in more than one college in the university.

Ability to Engage Judges (10 Points) Number of points: _____

The pace and content of the presentation is appropriate for an investment audience, the judges questions are answered clearly and concisely.

Quality of Written Plan (15 Points) Number of points: _____

Written and oral presentations are consistent. Written plan supports assertions in the oral presentation. Written plan communicates business concept as a stand-alone document, and stimulates potential investor attention.

Quality of Visual Aids (10 Points) Number of points: _____

Clear, interesting visual aids that help explain the business ideas and concepts. May bring sample products, but no food, drink, or promotional give-aways may be given to the judges.

Market Opportunity (10 Points) Number of points: _____

Clear market need presented, as well as a way to take advantage of that need. Meaningful examples and practical applications.

Distinctive Competence (10 Points) Number of points: _____

The company provides something novel and/or unique that gives it a competitive advantage.

Management Capability (10 Points) Number of points: _____

The team can effectively develop this company and handle the risks associated with the venture.

Financial Understanding (10 Points) Number of points: _____

The team has a solid understanding of the financial requirements of the business.

Investment Potential (10 Points) Number of points: _____

The business represents an investment opportunity in which one would consider investing.

Sum of points awarded: _____ **Percentage**
(points/100): _____

Total points from Parts 1 & 2: _____ **Percentage**
(points/200): _____

Management
Management 4348 Assessment Rubric
Discipline-Specific Analytical Writing

Score		2	1	0
Purpose		The purpose is readily apparent to the reader. The topic is of specific interest to management 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: _____

Percent : _____

Marketing
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:				

EFIRM
ECON 4380 Assessment Rubric:
Discipline-Specific Analytical Writing (BA/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 Points:				

Assessment Rubric for First Year Seminar: Knowledge of the Core

Learning outcomes	4 - Exceptional	3 - Proficient	2 - Acceptable	1 - Failed
Understands the mission, goals, and core values of the UCA Core and how the four competencies relate to its mission, goals, and values	Reflects on the UCA Core’s mission, goals and core values, and the role of the core competencies	Explains the mission and values of the UCA Core and shows how competencies contribute to the mission and values	Identifies the mission and values of the UCA core and the four core competencies, but demonstrates little understanding	No demonstrated understanding
Demonstrates an understanding of the structure (in particular, the four competencies), components, and requirements of the UCA Core	(a) Understands all of the components and requirements of the UCA core, <i>and</i> (b) Explains thoroughly how the structure of the UCA Core contributes to the mission and values of the UCA Core	(a) Understands most of the components and requirements of the UCA Core, <i>and</i> (b) Explains, by and large successfully, how its structure contributes to the mission and values of the UCA Core	(a) Identifies, but has little understanding, of the components and requirements of the UCA Core, <i>and/or</i> (b) Explains, but incompletely, how its structure contributes to the mission and values of the UCA Core	Neither identifies components and requirements of the UCA Core nor shows any basic understanding of its structure’s contribution to the mission and values of the UCA Core

APPENDIX D: SCHEDULE OF CHANGES

August 29, 2014