

## Program Assessment Plan

**Program:** BS in: Accounting, Analytics and Enterprise Systems, Entrepreneurship, Economics, Finance, International Business, Information Technology Management, Leadership and Change Management, Marketing, Sports Business

**Department:** Accounting, Economics, Finance, International Business, ITM/OPM, Management, Marketing

**College/School:** Chaifetz School of Business

**Date:** Fall 2017

**Primary Assessment Contact:** Heather Bednarek, Associate Dean & Academic Dept Chair

**Note:** Each cell in the table below will expand as needed to accommodate your responses.

#	Program Learning Outcomes	Assessment Mapping	Assessment Methods	Use of Assessment Data
	<p>What do the program faculty expect all students to know, or be able to do, as a result of completing this program?</p> <ul style="list-style-type: none"> <li>Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).</li> </ul>	<p>From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.</p>	<p>What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed?</p> <ul style="list-style-type: none"> <li>Note: the majority should provide direct, rather than indirect, evidence of achievement.</li> </ul> <p>Please note if a rubric is used and, if so, include it as an appendix to this plan.</p>	<p>How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work?</p> <p>How and when will the program evaluate the impact of assessment-informed changes made in previous years?</p>
1	<p>See column B of first sheet of attached Excel file.</p> <p>Cells in blue = <i>Common Body of Knowledge</i> learning outcomes applicable to all majors in the business school.</p> <p>+ Cells in orange = learning outcomes specific to said major in the business school.</p>	<p>See first sheet of attached file for curriculum mapping to courses in the CBK &amp; specific to the major.</p> <p>Cells highlighted in blue (CBK) marked with an X indicate assessment of said outcome (column B) in a given course (row 2). Assessment in the indicated courses occurred in the AY16-17 and will again occur in AY 18-19.</p> <p>Cells highlighted in orange or grey (major) marked with an X (or specific</p>	<p>Artifacts used for assessment include a range of sources including but not limited to:</p> <p>exam questions (e.g. multiple choice answers for knowledge learning outcome), written papers, oral presentations, problem-based analyses on assignments/exams.</p> <p>Perhaps with the exception of CBK LO1 (knowledge of business), the remaining CBK and major outcomes have been assessed using relevant assessment rubrics created by the relevant faculty</p>	<p>Assessment data collected in AY 16-17 (<u>CBK learning outcomes</u>) was reviewed over the course of the AY 17-18 by</p> <ol style="list-style-type: none"> <li>Undergraduate curriculum board (representative group of faculty from all academic departments in the CSB)</li> <li>CSB Council (chairs &amp; at-large faculty representatives)</li> <li>Academic departments</li> <li>School faculty assembly</li> </ol>

		semester i.e., Fall 2017 or Spring 2018) indicate assessment of said major outcome (column B) in that major course (row 2). Assessment in the indicated course occurred in AY 17-18.	in the business school/departments. See later sheets in the Excel file for relevant rubrics.	<p>The feedback from this review were summarized in May 2018 with final decisions regarding changes to assessment plans for AY 18-19 to be finalized at the Aug 2018 faculty retreat.</p> <p>Assessment data collected in AY 17-18 (<u>major learning outcomes</u>) will be reviewed over the course of the AY 18-19 by</p> <ul style="list-style-type: none"> <li>(a) Academic departments with a brief report to the</li> <li>(b) Undergraduate curriculum board and</li> <li>(c) CSB faculty assembly</li> </ul> <p>The feedback from this review will be summarized in May 2019 with final decisions regarding changes to assessment plans for AY 19-20 to be finalized in summer 2019 for any requisite implementation in AY 19-20.</p>
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### Additional Questions

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? (*It is not recommended to try to assess every outcome every year.*)

CBK learning outcomes (highlighted in blue in column 2, sheet 1 of Excel file) assessed every other year (AY 16-17, AY 18-19).

Major learning outcomes (highlighted in orange in column 2, sheet 1 of Excel file) assessed in alternating years with assessment of CBK learning outcomes (AY 17-18, AY 19-20).

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

All business school faculty contributed to the continued revision of the CBK learning outcomes in Spring 2016 beginning with the work of the undergraduate curriculum board and then school-wide work at the May 2016 and August 2016 all business faculty retreats. This included editing of the learning outcomes as well as rubric design to assess a learning outcome (e.g. decision-making, written communication) for use across multiple departments.

Major learning outcomes were developed/ revised by the department faculty in a collaborative/iterative manner in department meetings/circulated electronically in AY 17-18. Where applicable, departments utilized the rubrics already created for assessment of the CBK learning outcomes (e.g. writing rubric, decision-making rubric). In cases where existing rubrics were not appropriate for measuring the major learning outcome, the department faculty worked to create/modify rubrics to assess the specific learning outcome.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

Data collected on CBK learning outcomes (e.g. AY 16-17) is reviewed in the alternate year (AY 17-18) by the relevant faculty groups in the business school and the business school faculty assembly with modification to assessment plan to be made for implementation during the next period of data collection (AY 18-19).

Data collected on major learning outcomes (e.g. AY 17-18) is reviewed in the alternating year (AY 18-19) with modification to assessment plan to be made for implementation during the next period of data collection (AY 19-20).

***IMPORTANT: Please remember to submit any assessment rubrics (as noted above) along with this report.***





	A	B	C	D
1	<b>Values Consistent with Jesuit Ideals</b>			
2	<b>Attribute</b>	<b>Exceed Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>
3	<b>Students are able to demonstrate an awareness of the ethical dimensions of the subject matter.</b>	A very thorough recognition of the ethical issue(s) and dilemma(s), and of the alternative perspectives on the problem.	A reasonably complete recognition of the ethical issue(s) and dilemma(s), and of the alternative perspectives on the problem.	Little to partial recognition of the ethical issue(s) and dilemmas(s).
4	<b>Students will demonstrate an ability to evaluate business problems from multiple ethical perspectives.</b>	A very thorough and accurate analysis of the alternatives considered.	A reasonably complete and accurate analysis of the alternatives considered.	Little to incomplete analysis or a faculty analysis performed on the alternatives considered.
5	<b>Students will demonstrate an ability to present a cogent argument to support their ethical position.</b>	A very thorough review of pertinent facts; an absence of misinformation; use of authority is justified and elaborated; own experiences and observations are appropriately incorporated.	A consistent use of pertinent facts; an absence of misinformation; use of authority is justified and elaborated.	Little to incomplete use of pertinent facts; a reliance on misinformation; defaults to an authority without sufficient elaboration.
6	<b>Students will be able to demonstrate an understanding of the role of Corporate Social Responsibility in the subject area.</b>	A very thorough recognition of Corporate Social Responsibility relevant to the subject matter.	A reasonably complete recognition of Corporate Social Responsibility relevant to the subject matter.	Little to partial recognition of Corporate Social Responsibility relevant to the subject matter.
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## Decision-Making/Analysis

Attribute	Exceeds Expectations	Meets Expectations	Needs Improvement
<b>Define Problem</b>	Clearly identifies and summarizes the problem/opportunity. Analyzes and assesses the situation with a clear awareness of what needs to be accomplished.	Problem/opportunity is identified but is somewhat clear and summarization is basic. Analyzes and assesses the situation with awareness of the goals of the analysis.	Problem/opportunity is identified but is not clear and summarization lacks focus. Analyzes and assesses the situation with limited awareness of the goals of the analysis.
<b>Identify Alternatives/Solutions</b>	Identifies one or more solutions that indicates a thorough comprehension of the problem and is sensitive to contextual factors.	Identifies one or more solutions that indicates comprehension of the problem and is sensitive to contextual factors.	Identifies one solution that indicates surface-level understanding of the problem.
<b>Evaluate Solutions</b>	Evaluation of solutions is thorough and insightful and includes logical consideration of feasibility, and impact of solution.	Evaluation of solutions adequately includes logical consideration of feasibility, and impact of solution.	Evaluation of solution briefly addresses logic/reasoning, feasibility, and impact of solution.
<b>Make Appropriate Recommendations</b>	Makes well-articulated actionable recommendation(s) that address most of the business objectives.	Makes actionable recommendation(s) which address some of the business objectives.	Makes actionable recommendation which addresses a few of the business objectives.
<b>Support Recommendation with Appropriate Technology/Resources (Optional)</b>	Correctly analyzes the majority of the problem; provides a good technology solution, and/or utilizes all appropriate resources.	Correctly analyzes the majority of the problem; provides an adequate technology solution, and/or utilizes appropriate resources.	Fails to provide a correct analysis of some of the problem, omits vital resources, and/or fails to develop an adequate technology solution.

**Communication - Writing**

Attribute	Exceeds Expectations	Meets Expectations	Needs Improvement
<b>Structure/Outline</b>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Attempts to use a consistent system for basic organization and presentation
<b>Content Development/Analysis</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
<b>Sources/Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
<b>Grammar, Punctuation, and Spelling</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that sometimes impedes meaning because of errors in usage.
<b>Professionalism</b>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).



## Global Perspective

Attributes	Exceed Expectations	Meets Expectations	Needs Improvement
<b>Students understand how different cultures impact a business.</b>	Students have a thorough understanding on how to laws, policies, norms and/or other cultural influence impact business.	Students have an adequate thorough understanding on how to laws, policies, norms and/or other cultural influence impact business.	Students cannot completely articulate how laws, policies, norms and/or other cultural influence impact business
<b>Students understand the impact the global economy has on business practices.</b>	Students can thoroughly evaluate how economic changes impact the global economy.	Students can adequately evaluate how economic changes impact the global economy.	Students cannot completely evaluate how economic changes impact the global economy.
<b>Students can apply the necessary concepts to analyze and formulate an international business strategy</b>	Students can provide a thorough, insightful and feasible solution.	Students can provide an adequate, insightful and feasible solution.	Students cannot completely provide an adequate, insightful and feasible solution.