

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.

| # | |
|---|--|
| | |

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

All business school faculty contributed to the continuous revision of the CBK learning outcomes 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 1718. Where applicable, departments utilized the rubrics already created for assessment of the CBK learning outcomes (e.g. decision making 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.

| # | Major Student Learning Outcome | MGT 3400 | MGT 4400 | MKT 3500 |
|---|---|-------------|-------------|-----------|
| 1 | Students will understand essential business concepts and how the various functional areas of business are related. | Spring 2018 | spring 2018 | Fall 2017 |
| 2 | Students will demonstrate knowledge of ethical concepts and corporate social responsibility and be able to evaluate business practices. | | | |

| ECON 4500 | ITM 3800 | MGT 3301 | MGT 4401 | MGT 4402 | SPBZ 4910 |
|-----------|----------|----------|----------|----------|-----------|
| | | | | | |

business pri.4 (cor).7 (r).4 (r).7 (s)60s wils.n wils.FM/CID 5l underill52t47ToBC Td(M)t wils3 Tc 0.0r1 Tw 03011 Tc 0.0r2.4 (y 80r34) 107 Td5.7 (s) 6 (71.7 (2.2 (S).6 (1.7 (0)600.5 (0.6 (11/C /FM/CID 60 BC 0.003 Tc 0.001 Tw 6.418 0 5 (2.7 (2.4 (0.1 (2BC 0.005 Tc 0.011 T0] 9 2.687 3d\$. B Tm 15 186.80. 148 busintss cs4 (1.2 (1.6 (1.6 (1 (d e)4M/Cucl6] 1 (uu1.6 (d be) 0] wils.nilal4] 4BC04 .16 24Tw .4 67 9357 0. W148 01 Tc 0.003 Tw4630920 1 d]s(a) slancn1.6 (3.7 (2.4 (3.s2.4 (4 (cs c)unde] 2.4 (ns 2.1 (usi] 20]s wails.n wila] 5 (se] h4] .62 (1. pp (1.6 (1.52t47e n toional area

Values Consistent with Jesuit Ideals

Attribute

Exceed Expectations

Decision-Making/Analysis
Attribute

Exceeds Expectations

Meets Expectations

Needs Improvement

Communication - Writing

| Attribute | Exceeds Expectations | Meets Expectations | Needs Improvement |
|---|---|---|--|
| Structure/Outline | 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 |
| Content Development/Analysis | 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. |
| Sources/Evidence | 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. |
| Grammar, Punctuation, and Spelling | 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. |
| Professionalism | 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, | |

Global Perspective

| Attributes | Exceed Expectations | Meets Expectations | Needs Improvement |
|--|---|---|---|
| Students understand how different cultures impact a business. | 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 |
| Students understand the impact the global economy has on business practices. | 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. |
| Students can apply the necessary concepts to analyze and formulate an international business strategy | 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. |