

Assessment Plan for the Undergraduate Business Program University of Wisconsin - Parkside

1. Introduction

This document discusses an assessment plan for the undergraduate business program at UW-Parkside. A student majoring in business can select one of the four following concentrations: Accounting, Finance, Marketing, General Business, and Human Resources Management. In addition, the Department of Business also offers a Management Information Systems (MIS) major. While this document describes assessment of the business majors, there is a separate document that describes the assessment plan for MIS majors.

Determinants of Assessment Requirements. It is useful to be aware of the standards the assessment plan needs to satisfy because of several internal and external requirements that exist. First, there are two external bodies that set minimum assessment standards, namely, the AACSB International for business programs, and the Higher Learning Commission, which accredits at the institutional level. Next, at the UW System level, periodic guidelines are sent to all campuses for assessing and reporting on verbal and quantitative skills, mostly in line with guidelines established by the Higher Learning Commission.

At the campus level, the General Education Committee determines the General Education competencies which apply to all students regardless of major. The Academic Achievement Assessment Committee oversees the assessment efforts of all departments mostly for compliance with the guidelines of the Higher Learning Commission and the UW System. Another university-level expectation is the program review that every academic program is required to conduct once every five years. Additionally, the Committee on Academic Planning (CAP) ensures that a department's academic programs are in line with the departmental and university missions and that the department has a process for conducting ongoing assessment of student learning. Finally, at the departmental level, the department's mission and objectives, written in the context of overall environment, require assessment.

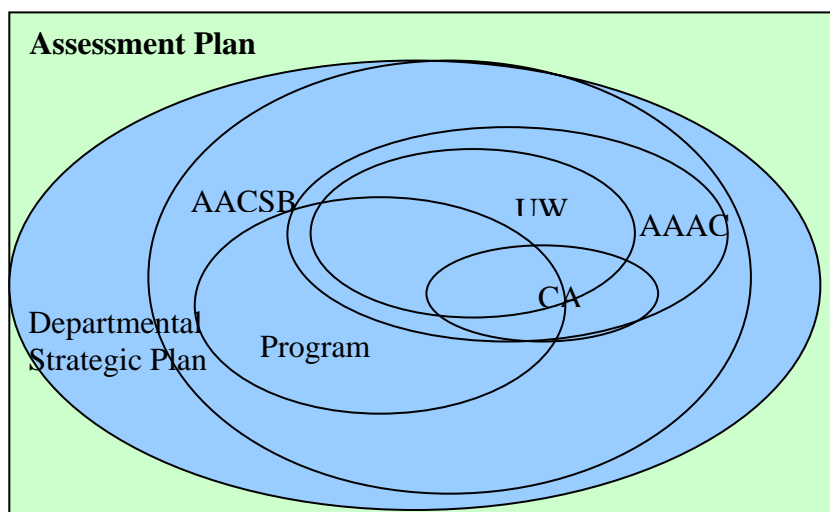


Figure 1. A Venn diagram representation of assessment requirements.

Figure 1 represents all of the above factors in the form of a Venn diagram. The overlap between any two factors represents how much they have in common. The assessment plan, represented by the outer rectangle has to cover all of these areas.

Committees involved in Assessment. Within the department, the Undergraduate Curriculum and Assessment Committee (UG-CAC) is responsible for planning and implementing all the assessment activities. This committee is made up of faculty members representing all the functional areas.

In addition, the School of Business & Technology Business Advisory Board (SBT BAB) advises the school in curricular matters including assessment. The Students Advisory Board (SAB) and the Alumni Advisory Board (AAB) also offer their input to curriculum design and assessment. At least once in two years, representatives from the faculty, SBT BAB, SAB and AAB will meet at a retreat to discuss important matters relating to undergraduate curriculum design and assessment.

Following the discussion by such experts as Barbara Walvoord, Kathryn Martell and Thomas Calderon, our assessment plan is based on the following four fundamental steps (Martell and Calderon, 2005; Walvoord 2004).

1. Articulate goals for student learning.
2. Identify courses in which material related to these goals is taught and the course(s) in which these goals will be assessed.
3. Gather evidence on how well our students meet these learning goals using direct and indirect measures.
4. Use the evidence gathered in Step 3 for continuous improvement.

The rest of this assessment plan is organized as follows. Section 2 presents six distinct program level learning goals for the business major degree program. It also identifies business program courses that provide students opportunities to achieve these goals. Section 3 presents rubrics (direct measures) for each of the six learning goals. Section 4 presents a plan on how this evidence will be used for improvement of the business major. Section 5 describes other factors to consider for the business major assessment. This section also presents a few indirect measures that we will use to assess student learning.

2. Program Level Learning Goals

The faculty of the Department of Business have collectively identified six learning goals for business majors. These learning goals are referred to as PLLG1 (Program Level Learning Goal 1) through PLLG6 (Program Level Learning Goal 6), and are consistent with the mission of the department. An excerpt from the mission statement of the Department of Business is provided below:

“The Department of Business at the University of Wisconsin-Parkside provides high-quality business education and management expertise and continuously advances

business knowledge through research and consulting services. These educational and business services are delivered in multiple ways, including the provision of:

- ◆ A quality undergraduate business program that develops and advances the professional, technical, and business expertise of its students; prepares students to begin their careers; and provides a foundation for life-long learning.”

PLLG1. Students can recognize the ethical implications in a business situation and choose and defend an appropriate resolution.

PLLG2. Students can write effectively about a business problem or issue.

PLLG3. Students can make an effective oral presentation on a business problem or issue.

PLLG4. Students are knowledgeable in project management principles and are able to apply these principles to a practical situation.

PLLG5. Students will be able to articulate important diversity issues – including, but not limited to, race, ethnicity, culture, gender, age, socio-economic status and political/religious/sexual orientation – in business management.

PLLG6. Students will be able to effectively use computer technology to support a business decision.

Table 1. Program Level Learning Goal (PLLG) versus Course Matrix.

	PLLG1 (Ethics)	PLLG2 (Writing)	PLLG3 (Oral Presentation)	PLLG4 (Team/ Project Mgt)	PLLG5 (Diversity)	PLLG6 (Computer)
ENGL 201, 202 or 204		R				
COM 105			R			
QM 210	R					R
QM 211						RA
ACCT 201	R					
ACCT 202	RA	R		R		R
BUS 272	R			R	R	
QM 319		R	R	R		R
MIS 320		R		RA		R
FIN 330	R	R				R
MGT 349	R	RA	R	R	R	
MKT 350	R	R			RA	
BUS 495	R	R	R A	R	R	

A=Assessed

R=Required: Currently required in official course objective

Table 1 presents a matrix with these six learning goals and the courses in which content related to these learning goals is taught and assessed. An “A” at the intersection of a row-column in this matrix indicates that the PLLG is assessed in that course. An “R” indicates that the material is required in that class. Other classes may also teach the material, but it is at the instructor’s discretion. Even though several courses can be used to measure each PLLG as indicated by Table 1, as shown in the next section, we collect data from only one course for each PLLG. Using one course per PLLG has the following advantages:

- Since we are beginning measurement based on rubrics, this leads to implementation simplicity.
- Measuring each PLLG in a single course should lead to better consistency, since the results will be based on a single, consistent set of assignments.

3. Rubrics for Program Level Learning Goals

Communication of the learning goals to students. The learning goals for the business program and the rubrics are published at the following website.

<http://www.uwp.edu/departments/business/>

The learning goals and the rubrics are also made part of the appropriate course syllabus and outline documents beginning Fall 2006 for appropriate courses. The learning goals and rubrics applicable to each course are discussed in the first class by each instructor.

Communication of the learning goals to new instructors. The department chair will meet with every new faculty member, and communicate the requirements of assessment for the course(s) that they are scheduled to teach. The program level learning goals and the corresponding rubrics for assessing student learning are clearly discussed.

Process for development of these learning goals and rubrics. The learning goals are arrived at collectively by the Department of Business faculty. The program level learning goals and the corresponding rubrics are also presented to the School of Business and Technology Advisory Board, and other relevant advisory boards. The feedback received from the advisory boards is incorporated into this document and is presented to the Department of Business faculty for approval.

Organization of this section. Sections 3.1 through 3.6 present rubrics for learning goals PLLG1 through PLLG6. The rubrics for each learning goal are designed based on individual student work. In other words, each student must work on his/her own to complete the assignments/exams/quizzes/projects discussed in the rubrics statements.

3.1 Rubrics Statement for PLLG1

PLLG1. The students can recognize the ethical implications in a business situation and choose and defend an appropriate resolution.

Course in which this learning goal is assessed: ACCT 202: Managerial Cost Accounting.

Course Embedded Activity for Assessment: Each student in ACCT 202 is required to submit a written analysis of a case dealing with ethical issues in business.

Assessment Rubric:

	Exemplary	Satisfactory	Unsatisfactory
Recognition of the Ethical Issue	Student's assignment identifies the ethical issue correctly, and provides a complete discussion of the arguments to support the finding.	Student's assignment identifies the ethical issue correctly. However, the student does not provide sufficient arguments to support the finding.	Student's assignment does not clearly identify the ethical issue(s) related to the assignment or identifies the ethical issue incorrectly.
Analysis of the Ethical Issue	Student's assignment clearly discusses and analyzes the ethical issue. It includes all of the supporting facts/arguments in the analysis.	Student's assignment clearly discusses and analyzes the ethical issue. However, some of the supporting facts/arguments are not included in the analysis.	Student's assignment does not clearly discuss or analyze the ethical issue. Little or no understanding of fact versus opinion distinctions.
Discussion and Solution to the Ethical Issue	Student's assignment indicates how to apply ethical principles in arriving at a solution to the business dilemma. It also provides a complete discussion of the relationship between the principles and the solution.	Student's assignment does indicate how to apply ethical principles in arriving at a solution to the business dilemma. However, the discussion in the assignment does not completely relate the ethical principles to the solution.	Student's assignment does not clearly indicate how to apply ethical principles in arriving at a solution to the business dilemma. No apparent understanding how ethical principles might be given a foundation.

3.2 Rubrics Statement for PLLG2

PLLG2. The students can write effectively about a business problem or issue.

Course in which this learning goal is assessed: MGT 349: Organizational Behavior.

Course Embedded Activity for Assessment: Each student in MGT 349 is required to submit a written paper where they analyze a management problem or issue.

Assessment Rubric:

	Exemplary	Satisfactory	Unsatisfactory
Topic/Purpose	Topic/purpose is clearly identified & selection of topics shows insight & creativity	Topic/purpose is clearly identified in the document.	Topic/purpose is not clearly identified in the document.
Support	Include examples & verifiable sources beyond assignment minimum	Includes examples & verifiable sources as per assignment minimum	Does not include examples or sources adequate for understanding
Conclusions	Develops and explains conclusions that are supported by the evidence. The conclusions demonstrate creative insight and are based on a thoughtful and critical analysis of the evidence.	The conclusions are supported by the evidence but are primarily based on one or two sources.	The conclusions are not adequately explained and supported by the evidence.
Mechanics	No errors in grammar or spelling. Paragraphs are well organized (topic sentence and support) Paper is well organized	No major errors in grammar, spelling, paragraph structure, or paper organization AND fewer than five minor errors (such as there for their).	Multiple (five or more) minor errors OR one or more major errors (such as incomplete sentences).
Writing Style	Writing style is appropriate for paper topic and enhances the desire to read the paper.	Writing style is appropriate for paper topic	Writing style is not appropriate for the paper topic.

3.3 Rubrics Statement for PLLG3

PLLG3. The students can make an effective oral presentation on a business problem or issue.

Course in which this learning goal is assessed: BUS 495: Business Policy Seminar.

Course Embedded Activity for Assessment: Each student in BUS 495 makes an oral presentation that includes a case analysis of an organization.

Assessment Rubric:

	Exemplary	Satisfactory	Unsatisfactory
Content	Purpose/topic is clear; student presents in logical sequence with appropriate supporting data or examples; student answers questions well.	Presenter demonstrates three of four things described in the Exemplary level.	Presenter demonstrates two or fewer things at Exemplary level.
Presentation Basics	Presenter speaks clearly & at appropriate volume; makes eye contact; does not fidget; is dressed professionally.	Presenter demonstrates four of five things in Exemplary level.	Presenter demonstrates three or fewer or things in Exemplary level.
Supporting materials (handouts &/or PowerPoint)	Relevant supporting materials are used; no spelling errors; graphics that enhance presentation are included.	Relevant supporting materials are used & contain no more than two minor spelling errors; no graphics.	Either no supporting materials are used or materials are not relevant.
Interest	Speaker uses memorable language, appropriate tone, and/or examples that captures attention and holds audience's interest.	Speaker uses adequate language, tone, and examples to maintain audience's attention.	Speaker does not maintain audience's interest.

3.4 Rubrics Statement for PLLG4

PLLG4. Each student is knowledgeable in project management principles and is able to apply these principles to a practical situation.

Course in which this learning goal is assessed: MIS 320: Management Information Systems.

Course Embedded Activity for Assessment: Students in MIS 320 are provided with a case that discusses a project for an organization and are asked to submit a written assignment related to the case. The assignment requires them to discuss issues related to teamwork, scope management, and risk management. It will also ask the student to develop a project plan.

Assessment Rubric:

	Exemplary	Satisfactory	Unsatisfactory
Scope and Risk Management	Student recognizes the scope of the project and the risks associated with the project correctly. Student also provides a detailed plan to manage the scope and the risks of the project.	Student recognizes the scope of the project and the risks associated with the project correctly. However, does not provide a thorough plan to manage the scope and the risks of the project.	Student does not recognize either: (1) the scope of the project, or (2) the risks associated with the project.
Teamwork	Student recognizes the teamwork issues presented in the mini-case. Student also provides a thorough plan to improve the teamwork along dimensions such as communication, motivation, productivity and morale.	Student recognizes the teamwork issues presented in the mini-case. However student does not identify concrete steps for improving the team's communication, motivation, productivity and morale.	Student does not recognize the positive and/or negative teamwork issues presented in the mini-case.
Project Plan	Project plan correctly all the details in terms of tasks, deadlines, precedence constraints, persons assigned to the task and the estimated time for each task.	Project plan correctly includes more than 75% of the details in terms of tasks, deadlines, precedence constraints, persons assigned to the task and the estimated time for each task.	Project plan lacks 25% or more of the details in terms of tasks, deadlines, precedence constraints, persons assigned to the task and the estimated time for each task.

3.5 Rubrics Statement for PLLG5

PLLG5. Students will be able to articulate important diversity issues – including, but not limited to, race, ethnicity, culture, gender, age, socio-economic status and political/religious/sexual orientation – in business management.

Course in which this learning goal is assessed: MKT 350: Introduction to Marketing.

Course Embedded Activity for Assessment: Students in MKT 350 will respond to test questions that deal with diversity and/or write an essay on the topic.

Assessment Rubric:

	Exemplary	Satisfactory	Unsatisfactory
Awareness of Diversity Issues	Demonstrates an high level of awareness, understanding, and appreciation of the fundamental issues related to diversity	Demonstrates a growing and developing level of awareness, understanding, and appreciation of the fundamental issues related to diversity	Fails to demonstrate a basic level of awareness, understanding, and appreciation of the fundamental issues related to diversity.
Analysis of Diversity Issues	Student provides a thorough analysis of relevant diversity issues in the context of the business problems.	Student provides an analysis of some of the relevant diversity issues in the context of the business problems.	Student does not provide an analysis of the diversity issues in the context of the business problems.
Embedding Diversity in Business Solutions	Student discusses and integrates relevant diversity issues into the business solution.	Student discusses and integrates some of the relevant diversity issues into the business solution.	Student does not demonstrate an integration of diversity issues into the business solution.

3.6 Rubrics Statement for PLLG6

PLLG6. Students will be able to effectively use computer technology to support a business decision.

Course in which this learning goal is assessed: QM 211: Business Statistics II.

Course Embedded Activity for Assessment: Students in QM 211 will develop a spreadsheet solution to a business decision problem based on statistical analysis.

Assessment Rubric:

	Exemplary	Satisfactory	Unsatisfactory
Selection of software tool	The student selects the correct spreadsheet template and explains why that is the correct choice.	The student selects the correct template.	The student selects a wrong software or template.
Analysis of the problem	The student reads the correct results from the template, interprets them correctly, and uses them in the analysis supplementing the reasoning.	The student reads the correct results from the template and finds the correct answer to the problem.	The student reads the wrong results from the template.
Recommendations	The student uses additional spreadsheet features such as Table and Chart commands to explain the recommendations with graphs and/or tables.	The student gives correct recommendations to the problem.	The student gives wrong recommendations due to faulty reasoning.

4. Use of Rubrics Data to Improve the Business Major

Every semester, instructors and the business department undergraduate curriculum and assessment committee are involved in activities related to the collection of assessment data. The following steps indicate a process for collection of assessment data.

1. Instructor, at the beginning of the semester, includes applicable program level learning goals and rubrics in the course outline.
2. Instructor discusses the applicable learning goals and the rubrics for assessment in the first class with students.

3. Instructor prepares an assignment, homework, or test questions to assess the learning goal for the semester.
4. Instructor submits the course outline document and the relevant assignment/homework/test questions to measure the learning goal to the undergraduate curriculum and assessment committee.
5. Undergraduate curriculum and assessment committee reviews the materials submitted by the instructor and provides feedback.
6. Instructor administers the assignment, homework, or test to the students.
7. Instructor applies the rubric to assess the learning goal.
8. Instructor collects data for each dimension of the rubric on the number of students who Fall in the Exemplary, Satisfactory, and Unsatisfactory categories.
9. Data collected by the instructor is stored in spreadsheets – organized by year, course and semester – in the business department office.
10. Instructor submits sample work of students for the learning goal to the Assistant Dean's office.

The data collected will be summary data. For each PLLG and each dimension of the rubric, the total number of students in each category (exemplary, satisfactory and unsatisfactory) will be compiled and stored in spreadsheets maintained by the department. In addition, student work to support these findings also will be maintained. Section 4 is divided into two subsections. Section 4.1 describes a short-term plan for collecting and using assessment data from Spring 2006 to Spring 2008. The short-term plan is aimed at building baseline data for assessment and is realistic to achieve. Section 4.2 discusses a long-term plan for using assessment beginning in Fall 2008.

4.1 Short Term Plan for Assessment Data from Spring 2006 to Spring 2008

A short-term plan (from Spring 2006 to Spring 2008) to collect rubrics data and use the data for curriculum improvement is presented in Table 2. Due to the fact that we are arriving at rubrics in Spring 2006 by building consensus among the faculty and the external stakeholders, it is difficult to obtain data on every learning goal in the immediate future. Hence, we are using a phased approach where we start collecting data on PLLG2 and PLLG3 in Spring 2006. Collection of data for PLLG4, PLLG5 and PLLG6 takes place in Fall 2006. Beginning Spring 2007, data for PLLG1, PLLG2 and PLLG3 will be collected in the Spring semesters, while the data for PLLG4, PLLG5, PLLG6 will be collected during the Fall semesters. Collection of data items for three learning goals every semester is achievable, since our class sizes are relatively small. For example, most of our classes currently have 50 or less students.

Table 2. A short-term plan to gather and use rubrics data (distributed across semesters)

<u>Semester</u>	<u>Collect Data on PLLGs</u>	<u>Present Data to Department of Business and Stakeholders on PLLGs</u>	<u>Implement necessary changes, if any, to the curriculum based on PLLG data</u>
Spring 2006	PLLG2, PLLG3		
Fall 2006	PLLG4, PLLG6	PLLG2, PLLG3	
Spring 2007	PLLG1, PLLG2, PLLG3, PLLG5	PLLG4, PLLG6	PLLG2, PLLG3
Fall 2007	PLLG4, PLLG5, PLLG6	PLLG1, PLLG2, PLLG3, PLLG5	PLLG4, PLLG5
Spring 2008	PLLG1, PLLG2, PLLG3	PLLG4, PLLG5, PLLG6	PLLG1, PLLG2, PLLG3

4.2 Long Term Plan for Assessment Data Beginning Fall 2008

Beginning Fall 2008, assessment will follow the steps outlined in Figure 2. The figure illustrates the process for assessment and using assessment feedback to revise the curriculum. Every Spring data will be collected for learning goals PLLG1, PLLG2 and PLLG3. This data will be presented to the Department of Business and the BAB (external advisory board for business curriculum) every Fall semester. Based on the recommendations of the faculty and the external board and, if the data indicates that the curriculum related to these learning goals need be changed, changes will be incorporated the following semester (Spring). A similar process takes place for PLLG4, PLLG5, and PLLG6 in the Spring-Fall semester sequence. In addition to direct measures, data from indirect measures will occasionally be collected and presented when applicable (see Section 5.1 for a discussion of indirect measures).

Annual reports on assessment will be written every year in the Spring semester. These reports will contain the following:

- Rubrics data and observations from rubrics data.
- Data and observations, if any, from indirect measures.
- Recommendations agreed upon by the faculty and the external board based on the analysis of data from direct and indirect measures.
- Changes made to the curriculum, if any, based on the above recommendations.

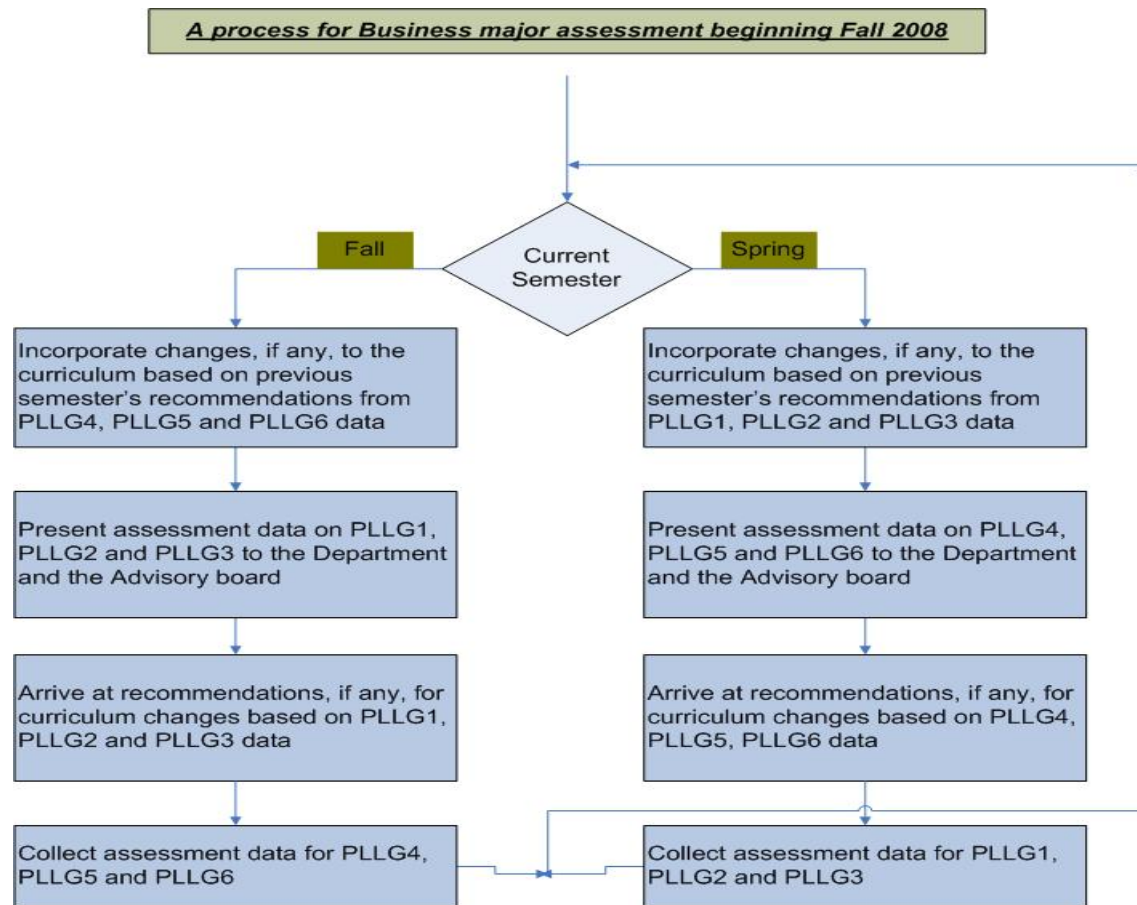


Figure 2: A process for business major assessment beginning

The first such annual report will be prepared in Spring 2007 by the faculty of the Department of Business. This annual report will be widely disseminated to the other faculty members in the Department of Business and the School of Business and Technology Advisory Board members.

5. Other Factors in Assessment of Undergraduate Business Majors

This section is organized as follows. Section 5.1 discusses the indirect measures for business major assessment. Section 5.2 describes the course overview documents that instructors complete every semester for the courses they teach. Section 5.3 describes the concentration-specific goals and how some of these goals may be addressed in the future as part of our assessment plan.

5.1 Indirect Measures for Assessment

In addition to the direct measures based on learning goals and rubrics described in Section 3, indirect measures will be collected. Four indirect measures are discussed below.

1. Alumni will be surveyed at least once every three years regarding the applicability of the business program to their careers.
2. Supervisors of business interns will be contacted and surveyed during the period of the internship in order to assess the strengths and weaknesses of the student. The results of this survey will be analyzed once per year.
3. The SBT business Advisory Board will review the curriculum once every two years and suggest changes.
4. Exit surveys of current students will be conducted using Educational Benchmarking, Inc. (EBI).

Data from these indirect measures will be used in conjunction with the data from direct measures to improve the business curriculum as discussed in Section 4.

5.2 Course Overview Documents

Before the beginning of a semester, for each of the *required* undergraduate courses, including both the upper-level business foundation core courses and the required concentration courses, the instructor will turn in the course syllabus and a course overview document. These documents will list the learning goals and an explanation of how those goals are assessed within the course. A screen-shot of the course overview document is included in Appendix E-1. For example, a learning goal may be assessed through a combination of homework, assignment, and exams.

The syllabi and course overview document will be reviewed by the department chair to determine whether they are in line with the curricular and administrative policies of the department. If corrections are needed, they will be sent back to the instructor for revision. The documents will then be filed in the department office and made available to committees involved in assessment.

The Undergraduate Curriculum and Assessment Committee will examine the course syllabi and overviews periodically, at least once every two years, to ensure that the learning goals are in the curriculum and are assessed.

5.3 Concentration Specific Goals

In addition to the assessment plan indicated in the previous section, the UG-CAC will examine the course syllabi and overviews periodically, at least once every two years, to ensure that the following topics are covered in the curriculum. These topics are arranged in three lists: General Knowledge and Skills Goals, Management-Specific Goals, and Concentration-Specific Goals:

General Knowledge and Skills Goals:

1. Deliver an effective oral presentation on a business problem or issue.
2. Demonstrate effective written communication on a business problem or issue.
3. Demonstrate the ability to work effectively as a leader and/or a team member.

4. Demonstrate effective critical thinking/problem-solving skills.
5. Demonstrate effective use of computer technology in decision-making.
6. Demonstrate an understanding of the ethical considerations in business decisions.
7. Demonstrate an understanding of stakeholder diversity.

Additional Management – Specific Topics:

1. Demonstrate knowledge of various functional areas of business and their integration.
2. Demonstrate an understanding of the global, as well as national and regional implications, of business decisions.
3. Demonstrate effective management skills; e.g., organizing, planning, delegating, performance appraisal, decision-making, conflict resolution, and interacting with diverse populations.

Concentration-Specific Goals:

Accounting:

1. Develop the ability to prepare corporate financial statements.
2. Demonstrate ability to analyze corporate annual reports.
3. Understand, apply, and communicate theory, methodology, and solutions of cost concepts, cost classifications, and cost behavior patterns relative to planning and control decisions.
4. Understand, apply, and communicate theory, methodology, and solutions of alternative product costing methods and systems and their relevance for inventory valuation, profit measurement, product pricing, inventory valuation, planning, control, performance evaluation, and other decisions.
5. Demonstrate an understanding of the audit process and audit reports.
6. Demonstrate an understanding of internal auditing, governmental auditing, and operational auditing.
7. Demonstrate an understanding of federal income taxation concepts and principles.
8. Develop the ability to prepare tax returns for individuals, “C” corporations, “S” corporations, and partnerships.
9. Demonstrate an understanding of the Uniform Commercial Codes, the law of contracts, and other areas of law.
10. Demonstrate an understanding of professional ethical guidelines.

Finance:

1. Download and analyze investment data to calculate risk and return.
2. Use financial calculator and spreadsheet to solve a variety of complex problems including time value of money.
3. Understand and apply alternative valuation models for computing the price of individual projects, bonds, preferred stock, and stock.
4. Analyze corporate loan applications and determine how those decisions affect the loan portfolio and value of individual financial institutions.

5. Understand the current and recent historic direction of the economy, interest rates, and the stock market by using both print and electronic financial media.
6. Compute the cost of capital and understand the role of cost of capital in capital budgeting decisions and for computing the firm's valuation.
7. Analyze a firm horizontally and vertically on the basis of its financial ratios and make financial recommendations based upon those ratios.
8. Analyze a prospective project from a financial point of view, including operating cash flows, net capital spending, NPV, IRR, and understand the basics of real option analysis.
9. Understand the essentials of agency costs and relationships and limiting agency costs.

Human Resource Management:

1. Identify and apply relevant federal and state fair employment laws.
2. Describe and critique common HR practices.
3. Make intelligent decisions as consumers of common HR practices.
4. Conduct basic statistical analyses to evaluate common HR practices.
5. Analyze and solve HR problems.
6. Visualize HR as a system.
7. Develop, execute, and evaluate a training program.
8. Cost out jobs and benefits.
9. Conduct HR research using resources available via the World-Wide-Web.
10. Make presentations typical of those required of HR professionals.
11. Delineate technology applications in HR.

Marketing:

1. Understand, apply, and communicate theory and practical solutions to hypothetical and actual problems involving issues related to marketing strategy: target market delineation, positioning, competitive analysis, product/service, pricing, marketing communications, and distribution.
2. Demonstrate an understanding of the theory and marketing practices regarding buyer behavior in consumer and business marketing.
3. Demonstrate an understanding of the theory and practical applications of primary and secondary research, and analyze and report results from data.
4. Demonstrate an understanding of, and ability to apply basic quantitative analyses of marketing management decisions.
5. Demonstrate a depth of understanding, theory, and expertise in sub-disciplines of marketing.

Once we achieve a stable process for assessment in terms of the collection of data and using the data for curriculum improvement, we will revisit the following issues.

- Use of multiple courses to assess student learning using rubrics. Our current plan includes measuring each PLLG by applying the corresponding rubric to only one course. In some instances, it is desirable to track progress of students across years. For example, it will be interesting to measure how a student's business writing

skills (PLLG1) have progressed from sophomore year to senior year. To understand this better, we may need to implement measurement of PLLG1 using rubrics in two different courses, once in the sophomore year and another time in the senior year.

- Add concentration-specific learning goals. Currently, our learning goals are designed to be applicable to each business concentration. Except for the MIS major, we do not have concentration-specific learning goals. In the future, the addition of one or two learning goals per concentration is worthy of consideration.

The above issues will not be addressed in the next two years. They will, however, be considered for discussion after Spring 2008.

6. References

Barbara E. Walvoord. 2004. *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education*. Jossey-Bass Higher and Adult Education.

Kathryn Martell and Thomas Calderon (Editors). 2005. *Assessment of Student learning in Business Schools: Best Practices Each Step of The Way*. Volume 1, Association for Institutional Research.

May 5, 2006

APPENDIX

Area: ACCT Course No: 202 Instructor: Kreissl
 Semester: Fall Year: 2004

Text and Objectives: Curriculum Content

Textbooks Used (Press Tab to enter another textbook)

Text
▶ Managerial Accounting, 2nd. Ed. By Wegandt, Kieso, and Kimmel
* <input type="text"/>

Record: 1 of 1

Enter course learning objectives, topics, readings, and activities for each week.

Week	Learning Objectives	Topics	Readings	Activities
▶ 1	Explain the Ethical guidelines of Management Accountants. Explain the	Introduction and Concepts	Chapter 1	Homework
2	Explain and demonstrate understanding of Job-order costing.	Job-Order Costing	Chapter 2	Homework, in-class group exercises
3	Explain and demonstrate understanding of the differences between financial and	Introduction and Concepts Job-order costing	Chapter 1 Chapter 2	Exam, Computer Problems, Ethics essay, homework, review exams
4	Explain and demonstrate understanding of Activity-based costing basics. Be able	Activity-Based Costing Process Costing	Chapter 3 Chapter 4	Homework, in-class group exercises
5	Explain and demonstrate understanding of activity-based costing basics and	Activity-Based Costing Process Costing	Chapter 3 Chapter 4	Exam, homework, in-class exercises, review exams and
6	Explain and demonstrate understanding of CVP relationships and uses.	Cost Behavior: Analysis and Use Cost-Volume-Profit Relationships	Chapter 5 Chapter 6	Homework, in-class group exercises

Record: 1 of 15

Record: 1 of 16

Form View NUM

Area: ACCT Course No: 202 Instructor: Kreissl
 Semester: Fall Year: 2004

Text and Objectives: Curriculum Content

Course Tracking

Learning Objective	Other Objective	WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8	WK9	WK10	WK11	WK12	WK13	WK14	WK15
▶ ACCT: Cost Concepts and Classifications		5	5	5	3	3	3	3	0	0	0	0	0	0	0	0
ACCT: Product Costing Methods		5	5	5	5	5	5	5	0.5	0.5	0.5	3	3	1	0	1
ACCT: Professional Ethics in Acct		1	0	1	0	0	0	1	0	0	0	0	0	0	0	0
General: Ethics		0.5	0	1	0	0	0	1	0	0	0	0	0	0	0	0
General: Written Communication		0	0	2	0	0	0	0	0.5	0	0	0.5	0	0	0	0
ACCT: Analyze Annual Reports		2	0	0	0	0	0	0	0	0	0	0	0	0	3	2
General: Computers in Decision Making		0	0	2	0	0	0	0	0	0	0	2	0	0	0	0
ACCT: Federal Income Tax Concepts		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FIN: Financial Ratios		0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
Cont Topic: TQM		0	0	2	1	0	0	0	0	1	2	0	0	0	0	0

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