

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

Approved: April 1, 2020

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 university recently adopted the learning goals of general education as the university's shared learning goals. 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.

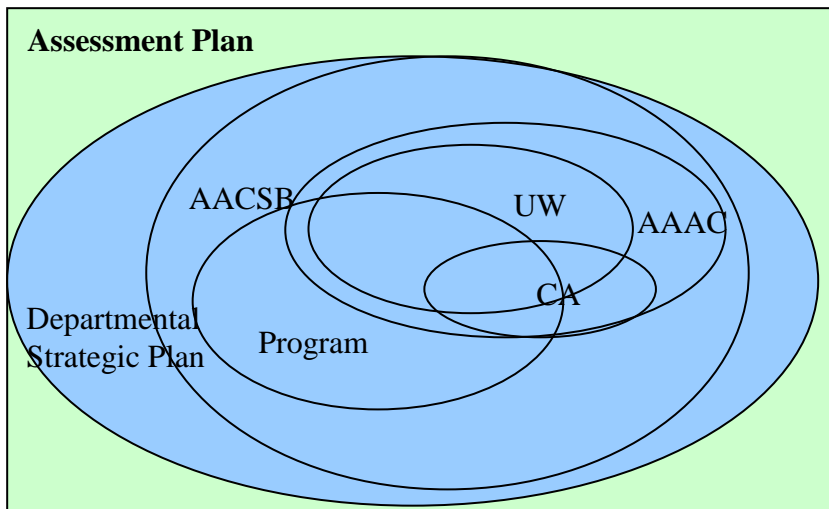


Figure 1. A Venn diagram representation of assessment requirements.

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 College of Business, Economics, and Computing Advisory Board (CBEC AB) 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, CBEC AB, 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 and values of the department. Excerpts from the mission and value statements of the Department of Business are provided below:

“The mission of the Department of Business is to provide high-quality business education and management expertise, and to continuously advance business knowledge through research and community service. The department serves both undergraduate and graduate student populations within Wisconsin’s Southeast Region and the northern part of the Chicago metropolitan area.”

“The Department of Business commits to provide quality academic programs in the key Business disciplines, including each of its six majors/concentrations. The department seeks to provide an educational experience that leads to the success of its graduates through excellent classroom instruction, relevant community engagement, and continuous curriculum improvement.”

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.

PLLG7. Student will be able to evaluate issues and data and arrive at a comprehensive solution for a multidisciplinary business problem.

These PLLGs map directly to the university’s shared learning goals: Reasoned judgment, Social and personal responsibility, and communication. The following table maps the PLLGs to these shared learning goals.

PLLG	University Shared Learning Goal
PLLG 1-Ethics	Reasoned judgment, Social and personal responsibility
PLLG 2-Writing	Communication
PLLG 3-Oral Presentations	Communication
PLLG 4-Project management	Reasoned judgment, Communication
PLLG 5-Diversity	Social and personal responsibility
PLLG 6-Computer	Reasoned judgment
PLLG 7-Critical Thinking	

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)	PLLG7 (Critical Thinking)
ENGL 201, 202 or 204		R					
COM 105			R				
QM 210	R					R	
QM 310						RA	R
ACCT 201	R						R

ACCT 202	RA	R		R		R	R
BUS 272	R			R	R		R
QM 319		R	R	R		R	R
MIS 320		R		RA		R	R
FIN 330	R	R				R	RA
MGT 349	R	RA	R	R	R		R
MKT 350	R	R			RA		R
BUS 495	R	R	R A	R	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:

- 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.

Table 2 below presents a suggested schedule for collecting assessment results beginning 2020-21 academic year.

Table 2: Schedule for Collecting Assessment Results: Beginning 2020-21 Academic Year

	PLLG1 (Ethics)	Communication		PLLG4 (Project Management)	PLLG5 (Diversity)	PLLG6 (Computer Skills)	PLLG7 (Critical Thinking)
		PLLG2 (Writing)	PLLG3 (Oral Presentation)				
ACCT 201							Year 2, 5, 8...
QM 210						Year 1, 4, 7, ... (Increments of three)	
BUS 272	Year 1, 3, 5, ...						
ACCT 202	Year 2, 4, 6, ...						
QM 310						Year 2, 5, 8...	Year 3, 6, 9...
QM 319				Year 1, 3, 5...			
FIN 330							Year 1, 4, 7, ...

							(Increments of three)
MIS 320						Year 3, 6, 9...	
MGT 349		Year 1, 4, 7, ... (Increments of three)	Year 3, 6, 9...				
MKT 350		Year 3, 6, 9...	Year 2, 5, 8...		Year 1, 3, 5, ...		
HRM 343					Year 2, 4, 6, ... ¹		
BUS 495		Year 2, 5, 8...	Year 1, 4, 7, ... (Increments of three)				

3. Process for Collecting the Assessment Results

The purpose of this section is to discuss a process that streamlines the reporting and collection of assessment results. Here are the guidelines for preparing the assessment report. A report template/example is provided:

- (1) Use the AAAC approved assessment report template for each year.
- (2) For a specific semester, assign the same required work assigned in all sections to the student. The required work needs to align with the learning goal.
Note: If different sections are taught by different instructors, it is required that all instructors work together to arrive at a common rubric and assignment. **The full-time (lead) faculty member** should take the initiative to work with adjunct professors to implement the same rubric and assignment and should communicate this to the adjunct professors. Ensure that all sections are consistent in terms of syllabus and what is taught.
- (3) Design a rubric and implement the rubric in Canvas, with three levels for each dimension: Exemplary, Satisfactory, Unsatisfactory. Some of the sample rubrics are already included in the assessment plan.
- (4) Grade all students uniformly using the rubric.
- (5) Prepare tables/graphs showing each rubric dimension and how many students are in Exemplary, Satisfactory, Unsatisfactory categories. Also show percentage of students. Prepare three separate tables: one for F2F students, one for online students, and for overall.
Note: This step is easier to complete in Excel.
- (6) Prepare an assessment report (template/example attached) discussing the results for all students as well as comparing the performance of online vs F2F students.

¹ This will be assessed for all General Business students.

- (a) Especially important is the revisions made to classes in the previous year, if any, and how it may have impacted student learning; and any proposed revisions you plan to make to the course/curriculum based on assessment results.

Some example changes include the following: Revising learning goals, outcomes and rubrics; Revising pre-requisites; Improving hands-on learning and labs; Introducing new courses; Changing emphasis on topics; Providing more tutoring help; Progressive measurement of the same learning goals in multiple courses; Completely redesigning assessment instruments such as assignments, exams, labs, and quizzes.

- (7) Share the assessment report and the supporting documentation (e.g. Excel spreadsheets) in the Business department's one drive folder (to be set up) for each PLLG by May 22, 2020 (for this year, and by the faculty annual contract end date in other years).

4. 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 3.7 present rubrics for learning goals PLLG1 through PLLG7. 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 rubric statements.

4.1 Rubric Statement for PLLG1

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

Courses in which this learning goal is assessed: See Table 2.

Course Embedded Activity for Assessment: Each student 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.

4.2 Rubric Statement for PLLG2

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

Courses in which this learning goal is assessed: See Table 2.

Course Embedded Activity for Assessment: Each student 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.

4.3 Rubric Statement for PLLG3

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

Courses in which this learning goal is assessed: See Table 2.

Course Embedded Activity for Assessment: Each student 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.

4.4

Rubric Statement for PLLG4

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

Courses in which this learning goal is assessed: See Table 2.

Course Embedded Activity for Assessment: Students 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
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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 minicase. 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 minicase. 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 minicase.
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.

4.5

Rubric 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.

Courses in which this learning goal is assessed: See Table 2.

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

Assessment Rubric:

	Exemplary	Satisfactory	Unsatisfactory
Awareness of Diversity Issues	Demonstrates a 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.

4.6

Rubric Statement for PLLG6

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

Courses in which this learning goal is assessed: See Table 2.

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

Assessment Rubric:

	Exemplary	Satisfactory	Unsatisfactory
Identify the Math Technique or Formula	The student has identified the correct mathematical model/formula for the decision-making situation and provided an adequate explanation.	The student identified the correct mathematical model/formula.	The student has the wrong mathematical model.
Formulate the model for a specific situation	The student has developed the math model given the data and constraints related to the business decision problem. In addition, the student was able to explain the model.	The student has made no mistakes or one minor mistake in the application of the correct method given the constraints for the decision problem.	The student incorrectly formulated the method for the decision problem or has made major mistake in the formulation.
Solution and analysis	The student has correctly solved the problem and has added a verbal explanation of the solution.	The student has the right solution, or there is at most one minor error.	The student has the wrong solution, or has more than one error in the solution.

4.7**Rubric Statement for PLLG7**

PLLG7. Student will be able to evaluate issues and data and arrive at a comprehensive solution for a multidisciplinary business problem.

Courses in which this learning goal is assessed: See Table 2.

Course Embedded Activity for Assessment: Students will respond to a business scenario/problem and arrive at solutions by considering multiple perspectives and data.

Assessment Rubric:

(Modified from the rubric at this source:

<https://www.isothermal.edu/about/assessment/assets/rubric-think.pdf>)

	EXEMPLARY	SATISFACTORY	UNSATISFACTORY
Understands Problem	Clearly defines the issue or problem. Accurately identifies the core issues/key concepts Identifies relevant, significant points of view.	Defines the issue Identifies the core issues/key concepts, but may not fully explore the depth and breadth Identifies relevant points of view	Defines the issue, but superficially or narrowly May overlook some core issues/key concepts May not identify all points of view.
Analyzes Information	Identifies sufficient, credible, relevant information Uses correct technique and/or hypothesis Distinguishes between information and inferences drawn from it	Identifies sufficient, credible, relevant information Uses most of the time correct technique and/or hypothesis Distinguishes to some extent between information and inferences drawn from it	Identifies some credible information, but not enough; some information may be irrelevant Does not use the correct technique and/or hypothesis. Confuses information and the inferences drawn from it
Proposes Solution	Accurately explains/uses the relevant key concepts Accurately identifies assumptions Arrives at a solution/conclusions that are consistent, reasonable, and valid	Explains and uses the key concepts, but may lack depth and precision Identifies assumptions. Arrives at a solution/conclusions that are mostly consistent and valid.	Identifies some key concepts, but use of concepts is superficial and inaccurate at times Fails to identify or explain assumptions, or the assumptions are irrelevant, unclear, and/or invalid Solution/conclusions are invalid.

5. 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 or its designated representatives for feedback.
5. Instructor administers the assignment, homework, or test to the students.
6. Instructor applies the rubric to assess the learning goal.

7. Instructor collects data for each dimension of the rubric on the number of students who fall in the Exemplary, Satisfactory, and Unsatisfactory categories.
8. Data collected by the instructor is stored in spreadsheets – organized by year, course and semester.
9. Instructor submits sample work of students for the learning goal to the Associate 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.

Annual reports on assessment will be written every year and reviewed in the fall 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.

This annual report will be widely disseminated to the other faculty members in the Department of Business. The learning goals and assessment results will be reviewed periodically by the CBEC Advisory Board members.

6. 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.

6.1 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 CBEC 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.

6.2 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.

6.3 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.

Additional Major/Concentration-Specific Goals:

Accounting Major:

See a separate document for the Accounting major learning goals.

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:

See a separate document for the Marketing major learning goals.

Management Information Systems (MIS):

See a separate document for the MIS major learning goals.

7. 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

Updated April 16, 2013

Updated April 1, 2020

APPENDIX (Are we still using this system? Edit accordingly.)

Area: Course No: Instructor:
 Semester: Year:

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: 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: of 15

Record: of 16

Form View NUM

Area: Course No: Instructor:
 Semester: Year:

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	<input type="text"/>	5	5	5	3	3	3	3	0	0	0	0	0	0	0	0
ACCT: Product Costing Methods	<input type="text"/>	5	5	5	5	5	5	5	0.5	0.5	0.5	3	3	1	0	1
ACCT: Professional Ethics in Acct	<input type="text"/>	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0
General: Ethics	<input type="text"/>	0.5	0	1	0	0	0	1	0	0	0	0	0	0	0	0
General: Written Communication	<input type="text"/>	0	0	2	0	0	0	0	0.5	0	0	0.5	0	0	0	0
ACCT: Analyze Annual Reports	<input type="text"/>	2	0	0	0	0	0	0	0	0	0	0	0	0	3	2
General: Computers in Decision Making	<input type="text"/>	0	0	2	0	0	0	0	0	0	0	2	0	0	0	0
ACCT: Federal Income Tax Concepts	<input type="text"/>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FIN: Financial Ratios	<input type="text"/>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
Cont Topic: TQM	<input type="text"/>	0	0	2	1	0	0	0	0	1	2	0	0	0	0	0

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Enter another topics here NUM