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** What do the program faculty expect all students to know, or be able to do, as a result of completing this program? ▪ *Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).*	**Assessment Mapping** 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.	**Assessment Methods** What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed? ▪ *Note: the majority should provide direct, rather than indirect, evidence of achievement.* Please note if a rubric is used and, if so, include it as an appendix to this plan.	**Use of Assessment Data** How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work? How and when will the program evaluate the impact of assessment-informed changes *made in previous years*?
1	See column B of first sheet of attached Excel file. Cells in blue = *Common Body of Knowledge* learning outcomes applicable to all majors in the business school. + Cells in orange = learning outcomes specific to said major in the business school.	See first sheet of attached file for curriculum mapping to courses in the CBK & specific to the major. 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. Cells highlighted in orange or grey (major) marked with an X (or specific	Artifacts used for assessment include a range of sources including but not limited to: exam questions (e.g. multiple choice answers for knowledge learning outcome), written papers, oral presentations, problem-based analyses on assignments/exams. 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	Assessment data collected in AY 16-17 (CBK learning outcomes) was reviewed over the course of the AY 17-18 by (a) Undergraduate curriculum board (representative group of faculty from all academic departments in the CSB) (b) CSB Council (chairs & at-large faculty representatives) (c) Academic departments (d) School faculty assembly

		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.	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. Assessment data collected in AY 17-18 (major learning outcomes) will be reviewed over the course of the AY 18-19 by (a) Academic departments with a brief report to the (b) Undergraduate curriculum board and (c) CSB faculty assembly 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.
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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.

		Economics Major Required	Economics Major Elective Courses – 15 credits														
#	Major Student Learning Outcome	ECON 3010	ECON 3790	ECON 4080	ECON 4120	ECON 4160	ECON 4200	ECON 4300	ECON 4310	ECON 4400	ECON 4450	ECON 4500	ECON 4560	ECON 4600	ECON 4650	ECON 4700	ECON 4770	ECON 4930
1	Students will understand essential business concepts and how the various functional areas of business are related.																
2	Students will demonstrate knowledge of ethical concepts and corporate social responsibility and be able to evaluate business problems from multiple ethical perspectives.																
3	Students will be able to identify and structure business problems and propose actionable solutions to business problems and when applicable utilizing appropriate technology.																
4a	Students will demonstrate effective written communication.																
4b	Students will demonstrate effective written communication in the discipline of economomics								Spring 18 w/writing rubric			Fall 17 w/writing rubric	Fall 17 w/oral comm rubric			Fall 17 w/oral comm rubric		
5	Students will understand how cultures, politics, laws, ethics, and economies influence and impacts business and use tools and concepts to analyze and formulate an international business strategy.																
6	Engage in quantitative reasoning: Analyze and interpret empirical evidence to evaluate economic arguments.	Fall 17 & Sp 18 w/quan reasoning rubric (draft)														Fall 17 w/quan reasoning rubric (draft)		
7	Analyse and evaluate policies based on economic principles	Fall 17 & Sp 18 w/TBA rubric					Spring 18 w/TBA rubric	Fall 17 w/TBA rubric										

Values Consistent with Jesuit Ideals

Attribute	Exceed Expectations	Meets Expectations	Needs Improvement
Students are able to demonstrate an awareness of the ethical dimensions of the subject matter.	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).
Students will demonstrate an ability to evaluate business problems from multiple ethical perspectives.	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.
Students will demonstrate an ability to present a cogent argument to support their ethical position.	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.
Students will be able to demonstrate an understanding of the role of Corporate Social Responsibility in the subject area.	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.

Decision-Making/Analysis

Attribute	Exceeds Expectations	Meets Expectations	Needs Improvement
Define Problem	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.
Identify Alternatives/Solutions	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.
Evaluate Solutions	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.
Make Appropriate Recommendations	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.
Support Recommendation with Appropriate Technology/Resources (Optional)	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
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, 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
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.

Oral Communication Rubric			
Mark the cell in each (applicable) row that best represents the student's orgal presentation on that criteria.			
Criteria	**Exceed Expectations**	**Meets Expectations**	**Needs Improvement**
Enthusiasm and Engagement	Delivery is natural, confident, enhances message- appropriate eye contact, posture, gestures.	Delivery is generally effective- eye contact, posture, gestures may not be consistent	Delivery detracts from the message- does not look at audience, over attention to some people, excessive gestures
Preparation of Oral Delivery	Familiar and comfortable with material- pace, volume, articulation natural	Generally familiar and comfortable with material, reviews notes- pace, volume, articulation may not be consistent	Not familiar with materials, awkward pauses, pace too fast or slow, volume too loud or soft, mispronunciations
Listening, Respond to Audience	Comfortable taking question(s), paraphrases what others have said, responds appropriately to all points of question(s)	Response(s) address points of question(s).	Does not address substance of question(s) in response, seems uncomfortable taking question(s)
Preparation of Content Delivery			
Goal Clarity	Provides clear outcome for presentation and sets expectations	Goal may be evident but not set expectations	Not sure where this is going
Introduction	Appropriate and engaging introduction	Introduction is not well developed	Introduction is underdeveloped or irrelevant
Organization	Information presented in clear, organized, logical order	Main idea is evident but organizational structure needs strengthening	Disorganized, confusing
Argument	Presents all evidence to support key points	Presents some evidence to support key points	No evidence for arguments presented
Conclusions	Identifies what audience leaves with	Conclusion may need additional development	Unclear what the point is
Visual Aids	Supporting material relevant, clear, attractive, great use of technology	Supporting material has adequate development but lack originality, familiarity w/technology	Inaccurate supporting materials, irrelevant, problems/ delays
Team Participation (if applicable)			
Share of presentation	Team members carry out appropriate shares of presentation	Team members' participation shares not balanced, coordinated transitions	Team participation shares not balanced, not coordinated transitions
Collegiality	Interact collegially with co-presenters during presentation	Professional, respectful interactions with co-presenters	Some team members dominate, not respectful to co-presenters

Quantitative Literacy Value Rubric				
Quantitative Literacy (QL) -- also known as Numeracy or Quantitative Reasoning -- is a 'habit of mind,' competency, and comfort in working with empirical data. Individuals with strong QL skills possess the ability to reason and analyze quantitative problems from a wide array of contextx and everyday life situations. They understand and utilize sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, statistical tools and models, etc., as appropriate).				
Evaluations are encouraged to assign a zero to any work or collection of work that does not meet benchmark level performance.				
	Capstone (4)	**Milestones (3)**	**Milestones (2)**	**Benchmark (1)**
Interpretation Ability to explain information presented in mathematical or statistical forms (e.g., equations, summary stats tables, regression models, graphs, diagrams, tables, words)	Provides accurate explanations of information presented in mathematical or statistical forms. Makes appropriate inferences based on that information. For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.	Provides accurate explanations of information presented in mathematical or statistical forms. For instance, accurately explains the trend data shown in a graph.	Provides somewhat accurate explanations of information presented in mathematical or statistical forms, but occassionally makes minor errors related to computations or units. For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend lines.	Attempts to explain information presented in mathematical or statistical forms, but draws incorrect conclusions about what the information means. For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.
Representation Ability to convert relevant information into various mathematical or statistical forms (e.g., equations, regression models, graphs, diagrams, tables, words) Ability to convert relevant information into various mathematical or statistical forms (e.g., equations, regression models, graphs, diagrams, tables, words)	Skillfully converts relevant information into an insightful mathematical or statistical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical or statistical portrayal.	Completes conversion of information but resulting mathematical or statistical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical or statistical portrayal is inappropriate or inaccurate.
Calculation	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are mostly successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.
Application/Analysis Inference Ability to make judgments and draw appropriate conclusions and inferences based on the quantitative analysis of data, while recognizing the limits of this analysis	Uses the quantitative analysis of data available as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions / inferences from this work.	Uses the quantitative analysis of data available as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions / inferences from this work.	Uses the quantitative analysis of data available as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions / inferences from this work.	Uses the quantitative analysis of data available as the basis for tentative, basic judgments or inferences, although is hesitant or uncertain about drawing conclusions / inferences from this work.
Assumptions Ability to make and evaluate important assumptions in data analysis, modeling, estimation and forecasting	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the appropriateness of the assumptions made.	Explicitly describes assumptions used and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions used.	Attempts to describe assumptions used.
Communication Expressing quantitative evidence in support of the arguments and conclusions of the work (in terms of what empirical evidence is used and how it is formulated, presented, and contextualized)	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide sufficient empirical support.