ProgramAssessment Plan

Program BS in: Accounting, Analytics and Enterprise Systems, Entrepreneurship, Economics, Inftee anational Business, Information Technology Management, Leadership and Change Management, Markesijngradig Business

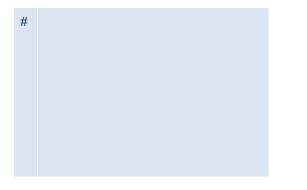
Department: AccountingEconomicsFinance, International Business, ITM/OPM, Management, Marketing

College/School: Chaifetz School of Business

Date: Fall 2017

Primary Assessment ContactHeather BednarekAssociate Dean & AcadenDept Chair

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



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

All business school faculty contributed to the continue value of the <u>CBK learning outcomies</u>Spring 2016 beginning with the work of the undergraduate curriculum board and then schoold work at the May 2016 and Augu 2016 all business faculty retreats. This included editing of the learning outcomes as well as rubric design to assess a learning outcome (e.g. dealsing, written communication) for use across multiple departments.

<u>Major learning outcome</u>swere developed/revisedby the department faculty in a collaborative/iterative anner in department meetings/circulated electronically in AY 1718. Where applicable, departments utilized the rubrics already created for assessment of the CBK learning outgovintes (ge 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 assest the clearning outcome.

	Accounting Major Required Courses – 66 credits									

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).

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.	basic. Analyzes and assesses the source of the goals of	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.	indicates comprehension of the problem	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 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.	technology solution ang/or litilizes	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,	

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.	to laws, policies, norms and/or	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.	3	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.	