College of Business Core Curriculum
Assessment Plan

Learning Goals

1. **Students will be knowledgeable about current <u>business practices and concepts</u>.**
   A. Students will understand the functional areas of and interdisciplinary nature of business, and will be able to solve business problems utilizing current theory and practices.

2. **Students will be able to make prudent business decisions by employing <u>analytical and critical thinking</u>.**
   A. Students will demonstrate the ability to solve business problems by applying appropriate decision-making techniques, including defining the problem, collecting appropriate data, identifying alternatives, analyzing information, and interpreting results.

3. **Students will be effective communicators. (<u>Communication</u>)**
   A. Students will demonstrate the ability to effectively convey information using appropriate means of communication.

4. **Students will be competent in applying relevant <u>technology</u> to business problems.**

   A. Students will understand the nature, function and limitations of commonly used business information systems.
   B. Students will demonstrate proficiency in using technology to solve business problems.

5. **Students will be competent in <u>ethical decision making</u>.**
   A. Students will be able to explain and defend the ethical framework in which they make business decisions.
   B. Students will be able to identify parties affected by a business decision, identify how a decision may affect each stakeholder, and arrive at a decision that is (ideally) mutually beneficial or one that minimizes harm to any one party.

6. **Students will be able to function effectively in professional settings. (<u>Professional Skills</u>)**
   A. Students will demonstrate commitment to standards of professional behavior.
   B. Students will demonstrate an understanding of individual and group dynamics in organizations, including team building and collaborative behavior in the accomplishment of tasks.

7. **Students will be cognizant of the complexities of operating in a global business environment. (<u>Global Awareness</u>)**
   A. Students will understand the basic economic, political, cultural and operational motivations for international business.

Last updated: September 3, 2008

<u>Methods of Assessment</u>

Direct Assessments

1. Business practices and concepts:
    a. Either (discussions taking place now):
        i. Course embedded assessments in BUS 201, 202, 311, 321, 351, 361, 371, and/or 401, or
        ii. A comprehensive business knowledge test, either in-house or standardized (e.g. ETS major field test in business)
    b. A business simulation/in-box exercise given in BUS 401
2. Analytical and critical thinking:
    a. Course embedded assessments in BUS 205 and/or 305.
    b. A business simulation/in-box exercise given in BUS 401
3. Communication:
    a. Written -- Course embedded assessments in BEIT 336.
    b. Oral – business simulation/in-box exercise in BUS 401.
4. Technology skills: course embedded assessments in BUS 180, 205 and/or 305.
5. Ethical reasoning: course embedded assessment in BUS 371.
6. Professional skills: business simulation/in-box exercise in BUS 401.
7. Global awareness: This is currently an issue as we have identified a gap in our curriculum. Discussions will be taking place as to whether this is a realistic learning goal and whether we should add content to cover global awareness and where that should be.

Indirect Assessments

1. All learning goals: Employer feedback from recent graduates
2. All learning goals: Supervisor feedback from interns
3. All learning goals: Alumni surveys for recent graduates

Last updated: September 3, 2008

Timeline

- Business simulation/in-box exercise in BUS 401: Piloted Fall 2008, repeated Spring 2009, and possibly Fall 2009. Thereafter every Spring semester of even-numbered years.
- Course embedded assessments (if applicable):
    - Fall semesters in odd years: BUS 205, 371, BEIT 336
    - Spring semesters in even years: BUS 202, 305, 351
    - Fall semesters in even years: BUS 311, 321
    - Spring semesters in odd years: BUS 361
- Employer feedback & internship supervisor feedback: put system into place during AY 2008-2009; begin collecting data in 2009-2010; reporting cycle is summer/fall of even numbered years.
- Alumni surveys: put system into place during AY 2008-2009; begin collecting data in Spring 2009; reporting cycle is summer/fall of odd numbered years.
- Dissemination of information to and feedback from stakeholders (including students and advisory board, etc.): plan developed during Fall 2008 semester; begin implementation in Spring 2009; thereafter every Spring semester of odd numbered years.

Documentation Methods

All faculty and staff in the College have access to a Blackboard site for Reaffirmation of Accreditation, and an Assurance of Learning Folder has been set up there. All documentation will be posted on this site, including:

- Assessment plans
- Timelines, dates of assessment activities, etc.
- Measures used
- Results
- Documentation of discussions of results among all stakeholders
- Documentation of actions taken based on results