**Undergraduate Degree Programs**

**Assurance of Learning Plan**

**SECTION 1 – PAST ASSESSMENT RESULTS**

The College of Business Undergraduate assessment plan was conceived several years ago and has remained a continuous focus of the College leadership. While the desired learning objectives have changed with the changes in the business environment, the way in which these outcomes are achieved has undergone a substantial change. With the rise of skill-based education, the undergraduate curriculum migrated from passively acquiring knowledge to one that emphasizes active learning through numerous problem-solving exercises designed to instill the essential skills and attitudes combined with a basic understanding of business.

A defining characteristic of a preeminent educational institution is a commitment to an ongoing program of curriculum evaluation, program enhancements, and teaching innovations. With the input of students, faculty, peer schools, student advisors, AACSB, and our business constituency our undergraduate curriculum reflects the rapid changes in learning methods, business practices, and technology.

**SECTION 2 – REVISED ASSESSMENT PLAN**

1. **Plan Development Process**

   In September 2003 Dean Avijit Ghosh convened the Core Curriculum Committee and gave them three tasks:

   - Review the recommendations of past curriculum committees.
   - Evaluate the current business core in the context of the educational needs of business students in the current business climate.
   - Develop an implementation plan for any changes.

   In March 2004 the Core Curriculum Committee submitted its findings and recommendations. On April 14th, 15th, and 16th of 2004, the committee presented its recommendations to the full faculty for input. On April 28th the full faculty approved the proposal to redesign the curriculum and working groups were formed to refine the recommendations surrounding: Math (calculus) and Statistics; Economics; Business Communications; Computer Skills; an Introduction to Business Course; and new courses in Business Processes and Management of Information Technology.

   Refinements were completed and the final proposal was approved by the College Educational Policy Committee February, 2005. In September 2005 the full faculty approved the final proposal. Business faculty began working with the faculty in other colleges to adjust courses to better meet the needs of business students and proposals for several new courses were submitted to the campus for approval. By fall 2007 the newly
created Business 101 course was piloted with 30 freshman students and preparations were made for a full roll-out (approximately 700 students per year) to coincide with the opening of the Business Instructional Facility in fall 2008.

2. **Student Learning Objectives**

The Undergraduate programs offer students a global and interdisciplinary perspective that prepares them for the business world. Course work integrates elements of accountancy, finance, and business administration with technology management, globalization, and entrepreneurship.

The Bachelors curriculum program goals and learning outcomes are:

- **Disciplinary Competence**
  Students will demonstrate an understanding of the core business and strategic concepts involved in managing a business.

- **Critical Thinking & Problem Solving**
  Students will demonstrate the ability to analyze an unstructured problem, formulate solutions, identify strengths and weaknesses of those solutions, and make an appropriate recommendation.

- **Professional Responsibility**
  Students will demonstrate the ability to identify a professional dilemma and evaluate alternative courses of action.

- **Leadership & Teamwork**
  Students demonstrate the ability to collaborate as an effective team member in varying roles in a diverse group and in diverse environments.

- **Communication Skills**
  Students will express themselves logically, succinctly & using correct grammar and composition when communicating in oral or written form.

- **Multicultural Diversity**
  Students will develop an understanding of the importance of diversity issues in business management.

3. **Measures and Methods Used to Measure Outcomes**

- **Disciplinary Competence**
  - Course embedded assessment: Individual case write-up in BAdm 449 using the scoring criteria outlined in the syllabus.

- **Critical Thinking & Problem Solving**
- Course embedded assessment: Individual case write-up in BAdm 449 using the scoring criteria outlined in the syllabus.

- Student reported improvement on the annual senior survey. Seniors will evaluate the difference in their abilities from entering to exiting the College of Business in the following six areas: (1) Ability to locate, screen, and organize information (2) Problem solving skills (3) Effective use of technology (4) Ability to reason mathematically and (5) Ability to draw conclusions from evidence.

□ **Professional Responsibility**

- Assessment of individual case write-up the professional responsibility case of the Pharmaceutical Industry versus AIDS, in BAdm 449 (capstone business course).

- Student reported change on the annual senior survey question; Ability to understand values and ethical standards.

□ **Multicultural Diversity**

- Measure the percent of the undergraduate student body participating in Study Abroad opportunities.

- Student reported improvement on the annual senior survey. Seniors will evaluate the difference in their abilities from entering to exiting the College of Business in the following two areas: (1) Understand cultural & ethical differences (2) Ability to get along with people whose attitudes are different than mine.

□ **Communication Skills**

- Course imbedded assessment of major oral group case presentation in BAdm 449 using the scoring criteria outlined in the syllabus.

- Course imbedded assessment of major written group case presentation in BAdm 449 using the scoring criteria outlined in the syllabus.

- Student reported improvement on the annual senior survey. Seniors will evaluate the difference in their abilities from entering to exiting the College of Business in the following two areas: (1) Ability to speak effectively (2) Ability to write effectively.

□ **Teamwork & Leadership**

- Students will evaluate themselves and their team members on leadership skills and teamwork using the teamwork rubric.

Student reported improvement on the annual senior survey. Seniors will evaluate the difference in their abilities from entering to exiting the College of Business in the following area: (1) Ability to work cooperatively in group.