TOPICS OF DISCUSSION

- OUTCOME BASED CURRICULUM
- LEARNING OUTCOMES AND CURRICULUM MAP
- OUTCOME BASED ASSURANCE OF LEARNING
- LEARNING METHODS AND EXPERIENCE

PENGELOLAAN KURIKULUM BERBASIS MISI DAN CAPAIAN PEMBELAJARAN/KOMPETENSI

BM. PURWANTO

STRUKTUR MATERI

1. PERAN MISI, VSISI, DAN NILAI-NILAI DALAM PENGELOLAAN KURIKULUM
2. OUTCOME-BASED EDUCATION
3. THE ROLE OF BUSINESS SCHOOLS
4. DIAGNOSTIC QUESTIONS TO LEARNING OUTCOMES
5. GENERAL SKILL AREAS AND LEARNING OUTCOMES

STRUKTUR MATERI

6. ASSURANCE OF LEARNING: FORMULATING AND MEASURING LEARNING OUTCOMES

7. CURRICULUM MAP

8. STUDY PROGRAM LEVELS

9. ASSURANCE OF LEARNING SYSTEM

I. PERAN MISI, VISI, DAN NILAI-NILAI DALAM PENGELOLAAN KURIKULUM


MISi
VISI
NILAI-NILAI
PROFIL LULUSAN
CAPAIAN PEMBELAJARAN
IMPAK

MISI DAN VISI SEBAGAI LANDASAN DALAM BERKARYA

- **Misi** organisasi mendeskripsikan alasan keberadaan atau eksistensi organisasi dan anggotanya
  - Di mana organisasi berkarya?
  - Apa yang organisasi lakukan?
  - Siapa yang dilayani?
  - Bagaimana cara organisasi berkarya?
  - Mengapa organisasi ada?



- Misi organisasi mendeskripsikan tujuan, pemangku kepentingan, nilai-nilai, dan keyakinan

VISI

- **Visi** menggambarkan aspirasi organisasi di masa depan
  - Ke mana organisasi akan menuju?
  - Menjadi seperti apa organisasi di masa yang akan datang?



KESELARASAN MISI

MISI SEBAGAI LANDASAN

- APAKAH BERBAGAI KEGIATAN FAKULTAS SUDAH MEMBERI **DAMPAK** YANG SESUAI DENGAN MISI FAKULTAS/PRODI?

- APAKAH BERBAGAI KEGIATAN SUDAH **SELARAS** DENGAN MISI FAKULTAS/PRODI?

- APAKAH UPAYA **PERBAIKAN**, PERENCANAAN, DAN STRATEGI PENGEMBANGAN DIDASARKAN PADA HASIL PENGUKURAN TERSEBUT?

KESELARASAN MISI

MISI SEBAGAI LANDASAN

- APAKAH **MISI** FAKULTAS/PRODI?
- APAKAH MISI FAKULTAS/PRODI SUDAH MENJADI **LANDASAN** DAN PENDORONG BERBAGAI **KEGIATAN** FAKULTAS?
- APAKAH MISI FAKULTAS/PRODI SUDAH DITURUNKAN KE DALAM BERBAGAI **CAPAIAN/TUJUAN/SASARAN** YANG TERUKUR?
- APAKAH FAKULTAS/PRODI SUDAH MELAKUKAN **PENGUKURAN** TERSEBUT?

MISI → EVALUASI

- X DAPAT DIEVALUASI JIKA X DAPAT DIUKUR
- X DIUKUR KARENA X DIYAKINI PENTING
- X DIYAKINI PENTING KARENA PENCAPAIAN X MENENTUKAN EKSISTENSI SUATU ENTITAS
- EKSISTENSI SUATU ENTITAS DINYATAKAN DALAM MISI DAN VISI.

PENJAMINAN MUTU PEMBELAJARAN

(ASSURANCE OF LEARNING)

MISSION → LEARNING OUTCOMES

- APA YANG AKAN DIPELAJARI MAHASISWA DI PROGRAM STUDI → **LEARNING OUTCOMES**
- APAKAH EKSPEKTASI PROGRAM STUDI → **STANDARDS**
- BAGAIMANA MAHASISWA MEMPELAJARINYA? → **METHODS**
- BAGAIMANA PROGRAM STUDI DAPAT MEYAKINI BAHWA MAHASISWA TELAH BELAJAR? → **MEASUREMENTS**
- APAKAH YANG PERLU DILAKUKAN PROGRAM STUDI JIKA MAHASISWA TIDAK BELAJAR DAN STANDAR TIDAK TERPENUHI? → **INTERVENTION/CLOSING THE LOOP**

PROFIL LULUSAN

- **Profil lulusan** adalah deskripsi mengenai **atribut** mencakup **pengetahuan**, **keahlian**, dan **sikap** – yang diperoleh lulusan dari proses pembelajaran di program studi sebagai bekal lulusan untuk menempuh studi lanjut atau bekerja di masa datang.

ATRIBUT LULUSAN

- Profil lulusan dapat dirinci dengan mendeskripsikan atribut lulusan yang terdiri atas beberapa aspek

  - **Kapabilitas Personal:** Lulusan memiliki loyalitas dan berkomitmen tinggi terhadap …
  - **Kompetensi dalam Disiplin Ilmu Tertentu:** Lulusan mampu menyiapkan laporan keuangan non-standar dan mengenalisisnya untuk keperluan manajer dalam …
  - **Atribut Profesional:** Lulusan mampu bekerja dalam tim yang terdiri atas individu-individu dengan latar belakang yang beragam …
  - **Atribut Etika dan Sosial:** Lulusan mampu memahami regulasi dan isu-isu etika …
  -

CAPAIAN PEMBELAJARAN
(LEARNING OUTCOMES

- Outcomes:
  - Capaian yang dapat diukur
  - Hasil dari proses belajar
  - Berfokus pada mahasiswa
  - Dinyatakan sebagai capaian mahasiswa

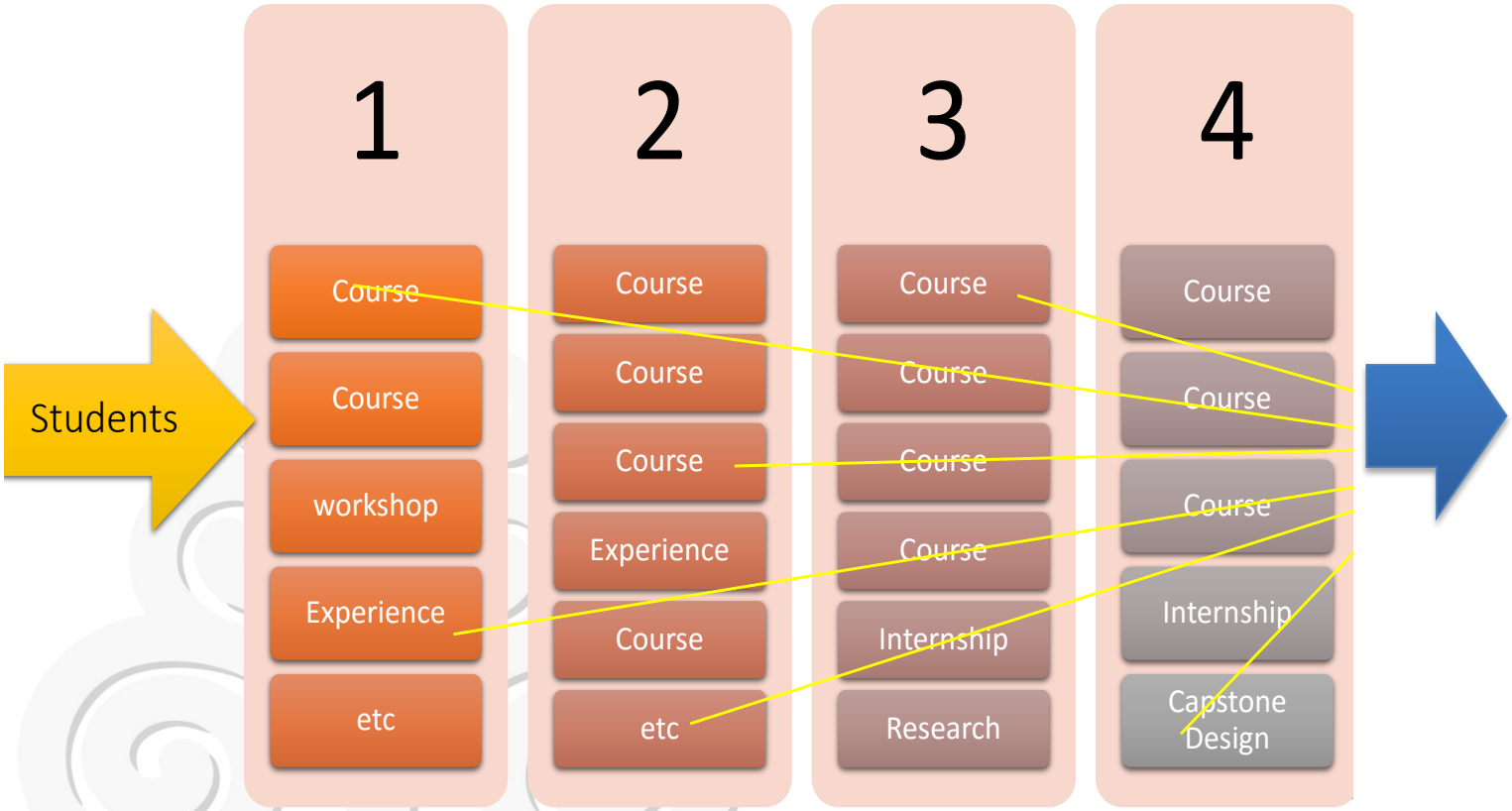
II. OUTCOME-BASED EDUCATION (OBE)

Objective = Aim



Outcome = Result



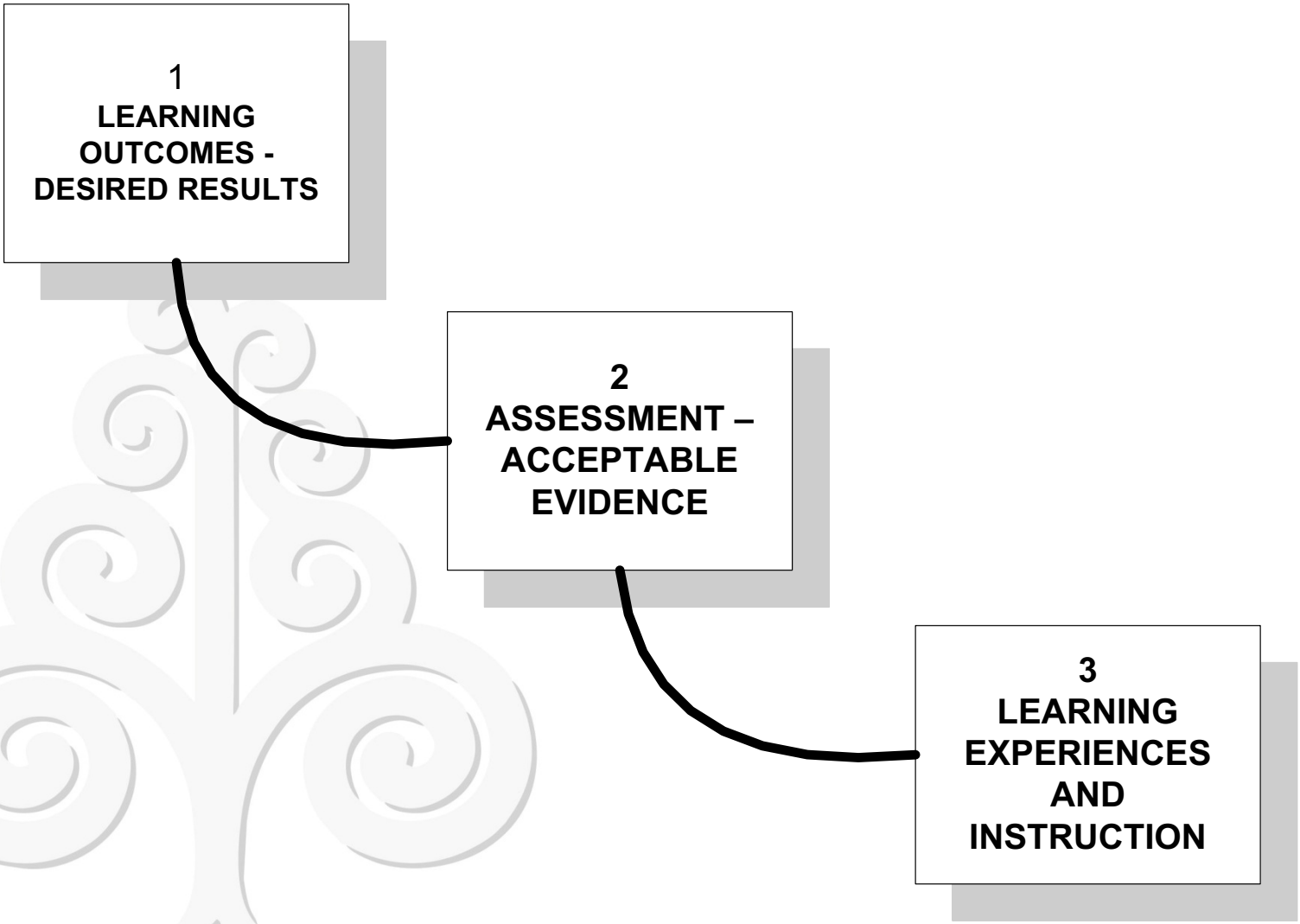


outcomes = competencies

Σ knowledge, skills and attitudes

Outcomes Based Education

stages in the backward design process



OUTCOME-BASED EDUCATION

- OBE merupakan proses pendidikan yang berfokus pada kemampuan mahasiswa dalam melakukan sesuatu atau kualitas yang mereka miliki setelah menjalani proses pendidikan.

- OBE meliputi perancangan kurikulum, asesmen, dan pelaporan dalam proses pendidikan untuk merefleksikan capaian pembelajaran dan penguasaan materi pembelajaran dari pada sekedar akumulasi kredit mata kuliah.

OUTCOME-BASED EDUCATION

- Struktur mata kuliah dan Bkurikulum dirancang untuk mencapai kapabilitas atau kualitas

- Menghindari pendekatan pendidikan tradisional yang berbasis instruksi

- OBE menuntut mahasiswa untuk mampu menunjukkan kapabilitas yang mereka peroleh dari proses belajar

KELEMAHAN PENDEKATAN PENDIDIKAN TRADISIONAL

- Lingkungan belajar yang kurang memberi perhatian terhadap capaian pembelajaran mahasiswa
- Mahasiswa cenderung berorientasi pada nilai mata kuliah dan IPK
- Lulusan kurang siap untuk masuk ke lapangan kerja
- Kurang perhatian pada *soft skills* yang diperlukan dalam pekerjaan; antara lain keahlian berkomunikasi, keahlian antar personal, kemampuan analisis, sikap dalam bekerja.

FOKUS OBE

- Kemampuan mahasiswa
- Cara membantu mahasiswa mendapatkan kemampuan yang diperlukan
- Cara mengetahui bahwa mahasiswa sudah memiliki kemampuan yang diperlukan
- Intervensi untuk melakukan perbaikan

MANFAAT OBE

- Kurikulum yang lebih terarah dan selaras
- Lulusan lebih relevan bagi industri dan pemangku kepentingan
- Menjadi dasar perbaikan bekelanjutan

III. THE ROLE OF BUSINESS SCHOOLS

Business Schools Should

(Carolyn Woo, AACSB ICAM 2015)

- Focus on people and humanity
- Facilitate students to **'see the big picture'** and **'think about the future'**
- Develop professionalism
  - Cause driven
  - Skills to serve
  - Self-discipline

Business Schools Should

- Innovate
- Engage
- Deliver Impact

- Innovation x Engagement x Impact should be POSITIVE

IV. DIAGNOSTIC QUESTIONS TO LEARNING OUTCOMES

DIAGNOSTIC QUESTIONS TO LEARNING OUTCOMES

1. Why are we educating?

2. What is the educational philosophy behind the program?

3. What are the expected learning outcomes?

DIAGNOSTIC QUESTIONS TO LEARNING OUTCOMES

4. How are the program learning outcomes formulated?

5. Do the learning outcomes reflect the department's goals?

6. Does the labor market set any specific requirements for graduates to meet?

DIAGNOSTIC QUESTIONS TO LEARNING OUTCOMES

7. To what extent and how do we try to tune the programme to the labor market?

8. Is there a well-defined job profile?

9. How are the learning outcomes made known to staff and students?

DIAGNOSTIC QUESTIONS TO LEARNING OUTCOMES

10. To what extent do we think that the learning outcomes have been achieved?

11. Do we review the learning outcomes?

12. How are the learning outcomes translated into the concrete requirements of the graduate (i.e. knowledge, skills and attitudes; and professional ethics)?

V. GENERAL SKILL AREAS AND LEARNING OUTCOMES

Learning Outcomes: General Skill Areas

(AACSB Standards 2013)

1. Able to communicate effectively orally and in writing
2. Able to identify ethical issues and address the issues in a socially responsible manner
3. Able to analyze and frame problems
4. Able to use current technologies in business and management context

Learning Outcomes: General Skill Areas

(AACSB Standards 2013)

5. Able to work effectively with others and in team environments
6. Able to work effectively in diverse environments
7. Able to understand oneself in the context of society
8. Able to translate knowledge of business and management into practice
9. Integration of real-world business experiences

Learning Outcomes: General Business Knowledge Areas (AACSB Standards)

- Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society

- Social responsibility, including sustainability, diversity and ethical behavior and approaches to management

- Financial theories, analysis, reporting, and markets

Learning Outcomes: General Business Knowledge Areas (AACSB Standards)

- Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution
- Group and individual behaviors in organizations and society
- Other specified areas of study related to concentrations, majors, or emphasis areas

Learning Outcomes: Technology Agility (AACSB Standards)

- Evidence-based decision making that integrates current and emerging technologies, including the application of statistical tools and techniques, data management, data analytics and information technology throughout the curriculum as appropriate

- Ethical use and dissemination of data, including privacy and security of data

Learning Outcomes: Technology Agility (AACSB Standards)

- Understanding of the role of technology in society, including behavioral implications of technology in the workplace

- Demonstration of technology agility and a “learn to learn” mindset, including the ability to rapidly adapt to new technologies

- Demonstration of higher-order cognitive skills to analyze an unstructured problem, formulate and develop a solution using appropriate technology, and effectively communicate the results to stakeholders

Learning Outcomes:
General Business Master's Degree Program
(AACSB Standards)

- Leading in organizational situations
- Managing in a diverse global context
- Thinking creatively
- Making sound decisions and exercising good judgment under uncertainty
- Integrating knowledge across fields

Learning Outcomes:
SpeciAslized Business Master's Degree Program
(AACSB Standards)

- Understanding the specified discipline from multiple perspectives
- Framing problems and developing creative solutions in the specialized discipline
- Applying specialized knowledge in a diverse global context (for practice-oriented degrees) or
- Conducting high-quality research (for research-oriented degrees)

Learning Outcomes:
Doctorate Degree Program
(AACSB Standards)

- Advanced research skills for the areas of specialization leading to an original substantive research project
- Understanding of managerial and organizational contexts for areas of specialization
- Preparation for faculty responsibilities in higher education, including but not limited to teaching

Learning Outcomes:
Doctorate Degree Program
(AACSB Standards)

- Deep knowledge of scholarly literature in areas of specialization
- Understanding the scholarly literature across a range of business and management disciplines
- Preparation for careers applying research to practice

Accounting Learning Outcomes: Undergraduate

- The ability to identify issues and develop questions, apply appropriate analyses, interpret results, and communicate conclusions.
- The roles accountants play in society to provide and ensure the integrity of financial, managerial, and other information.
- The ethical and regulatory environment for accountants. The critical thinking and analytical skills that support professional skepticism, risk assessment, and assurance of accounting information.
- Internal controls and security.

Accounting Learning Outcomes: Undergraduate

- Recording, analysis, and interpretation of historical and prospective financial and non-financial information.
- Project and engagement management.
- Tax policy, strategy, and compliance for individuals and enterprises.
- International accounting issues and practices, including roles and responsibilities played by accountants in a global context.

Accounting Learning Outcomes: Master's Degree in Accounting

- More integrative, intensive learning than undergraduate education offers, including more advanced and in-depth learning in topics related to the accounting discipline and its context for business.

- Expanded understanding of professional responsibilities of accountants, including the ethical and professional standards of the accounting profession.

- Understanding of the strategic role accounting plays in business organizations and society.

Accounting Learning Outcomes: Master's Degree in Accounting

- Advanced development of critical and analytical thinking skills in support of professional skepticism, as well as sound decision making and good judgment in uncertain circumstances.
- Integration of knowledge across fields and understanding of the accounting discipline from multiple perspectives.
- Approaches to framing problems and developing creative solutions to accounting issues using appropriate technology.
- Application of specialized knowledge of accounting and business in a global context.

Accounting Learning Outcomes: Research Master's Degree in Accounting

- Understanding and interpreting high-quality accounting research and its impact.
- Participating in the conduct of high-quality accounting research activities.

Accounting Learning Outcomes: Doctoral Degree in Accounting

- Advanced research skills for the areas of specialization that lead to an original and substantive accounting-related research project.
- Development of a deep understanding of managerial and organizational contexts for areas of specialization in accounting.
- Demonstration of basic understanding of accounting principles sufficient for teaching undergraduate- and master's-level learners.
- Preparation for faculty responsibilities in higher education, including but not limited to teaching.

Accounting Learning Outcomes: Doctoral Degree in Accounting

- Learning experiences appropriate to the type of research emphasized.
  - Programs emphasizing advanced, foundational discipline-based research in accounting must instill in learners a deep knowledge and understanding of the scholarly literature in the accounting field.
  - Programs emphasizing rigorous research for application to practice in accounting must instill in learners an understanding of the scholarly literature across the range of business and management disciplines, particularly in accounting, and prepare them for careers in which they will perform applied accounting research.

VI. ASSURANCE OF LEARNING: FORMULATING AND MEASURING LEARNING OUTCOMES

ACCOUNTING CURRICULA

(AACSB Accounting Standards 2018)

- Curriculum is appropriate to professional expectations and requirements for each accounting degree program. ➔ *Relevance*

ACCOUNTING CURRICULA

(AACSB Accounting Standards 2018)

- The accounting academic unit uses:
  - well- documented, systematic processes for determining and revising degree program learning goals;
  - designing, delivering, and improving degree program curricula to achieve learning goals;
  - and demonstrating that degree program learning goals have been met. ➔ *Assurance of Learning System*

Accounting Program Curricula

- The curricula stems from the roles that accountants assume in society as they develop, collect, analyze, interpret, report, communicate, and ensure the integrity of financial, managerial, and other information.

Assurance of Learning

- AoL refers to processes for demonstrating that students achieve learning expectations for the programs in which they participate.

- Accounting academic units use assurance of learning to demonstrate accountability and assure external constituents, such as potential students, trustees, public officials, supporters, and accrediting organizations, that the unit meets its goals.

- Assurance of learning also assists the academic unit and faculty members to improve programs and courses.

Assurance of Learning

- By measuring learning, the school can evaluate
  - its students' success at achieving learning goals,
  - use the measures to plan improvement efforts,
  - and (depending on the type of measures) provide feedback and guidance for individual students.

- For assurance of learning purposes, AACSB accounting accreditation is concerned with broad learning goals for each degree program, rather than detailed learning goals by course or topic, which must be the responsibility of individual faculty members.

Curricula Management

- Curricula management refers to the academic unit's processes and organization for development, design, and implementation of each degree program's structure, organization, content, assessment of outcomes, pedagogy, etc.

Curricula Management

- Curricula management
  - captures input from key business school and accounting academic unit stakeholders and
  - is influenced by
    - assurance of learning results,
    - new developments in business practices and issues,
    - revision of mission and strategy that relate to new areas of instruction, etc.

Accounting Curriculum Content

1. The ability to identify issues and develop questions, apply appropriate analyses, interpret results, and communicate conclusions.

2. The roles accountants play in society to provide and ensure the integrity of financial, managerial, and other information.

3. The ethical and regulatory environment for accountants.

4. The critical thinking and analytical skills that support professional skepticism, risk assessment, and assurance of accounting information.

Accounting Curriculum Content

5. Internal controls and security.

6. Recording, analysis, and interpretation of historical and prospective financial and non-financial information.

7. Project and engagement management.

8. Tax policy, strategy, and compliance for individuals and enterprises.

9. International accounting issues and practices, including roles and responsibilities played by accountants in a global context.

Learning Outcomes for Accounting Certificate Program

(Oregon State University)

1. Each student shall understand economic and industry issues, and the role of accounting within that environment.

2. Each student shall be able to apply accounting concepts, principles, standards, and processes.

3. Each student shall demonstrate information technology skills as they apply to today's business environment to solve business problems and to communicate those solutions.

4. Each student must demonstrate intellectual capabilities by recognizing patterns in information and reaching rational conclusions.

5. Each student must demonstrate analytical skills through finding, organizing, assessing and, analyzing data appropriate to a given situation.

Learning Outcomes for Accounting Certificate Program

(Oregon State University)

6. Each student shall be able to impart the knowledge and skills listed above to provide insightful advisory judgments and recommendations regarding the accounting for and the business implications of events, conditions, circumstances, and transactions that give rise to business opportunities or problems.

7. Students shall demonstrate awareness of difficult ethical issues they will likely face and may be compelled to take controvertible actions.

8. Students shall be able to use personal and ethical frameworks to help them respond to ethical dilemmas.

9. Each student must demonstrate strong organizational skills and a capacity for responsive and timely work.

CHECKLIST FOR WRITING LEARNING OUTCOMES

- DOES/IS THE OUTCOME
  - assess what is important;
  - clearly describe what the student is asked to do, using action verbs;
  - ask the students to apply what they have learned by producing something;
  - include a timeframe;
  - specific and measurable?

COVERT →OVERT OUTCOMES

- To know → to summarize
- To reflect → to share reflection
- To think critically → to interpret, to analyze, to evaluate, to construct argument
- To understand → to apply
- To appreciate → to discuss

Structure of the Observed Learning Outcomes (SOLO)

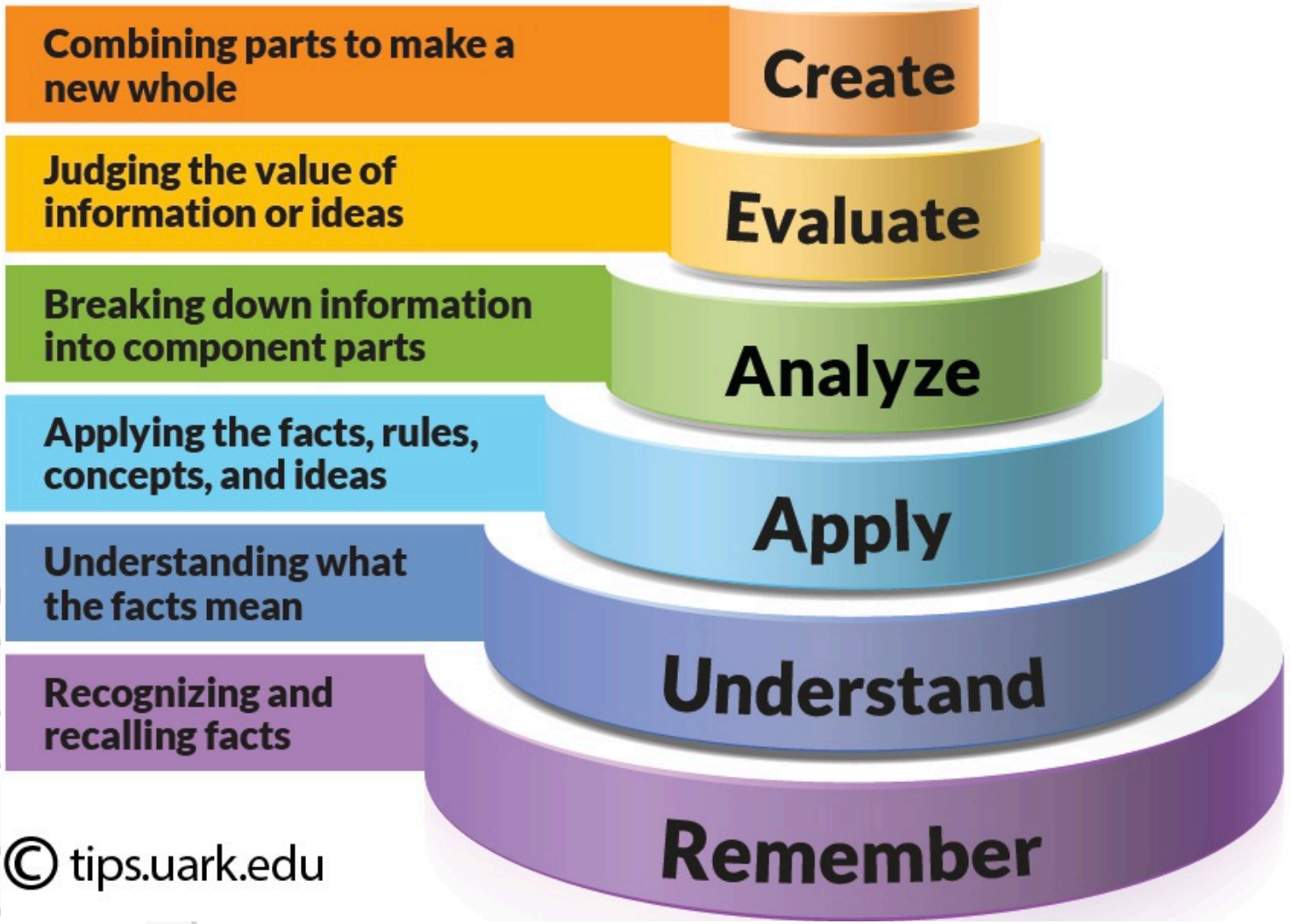
Some typical declarative and functioning knowledge verbs by SOLO level

	declarative knowledge	*functioning knowledge*
unistructural	memorize, identify, recite.	count, match, order.
multistructural	describe, classify.	compute, illustrate.
relational	compare and contrast explain, argue, analyze.	apply, construct, translate, solve near problem, predict within same domain.
extended abstract	theorize, hypothesize, generalize.	reflect and improve, invent, create, solve unseen problems, predict to unknown domain.

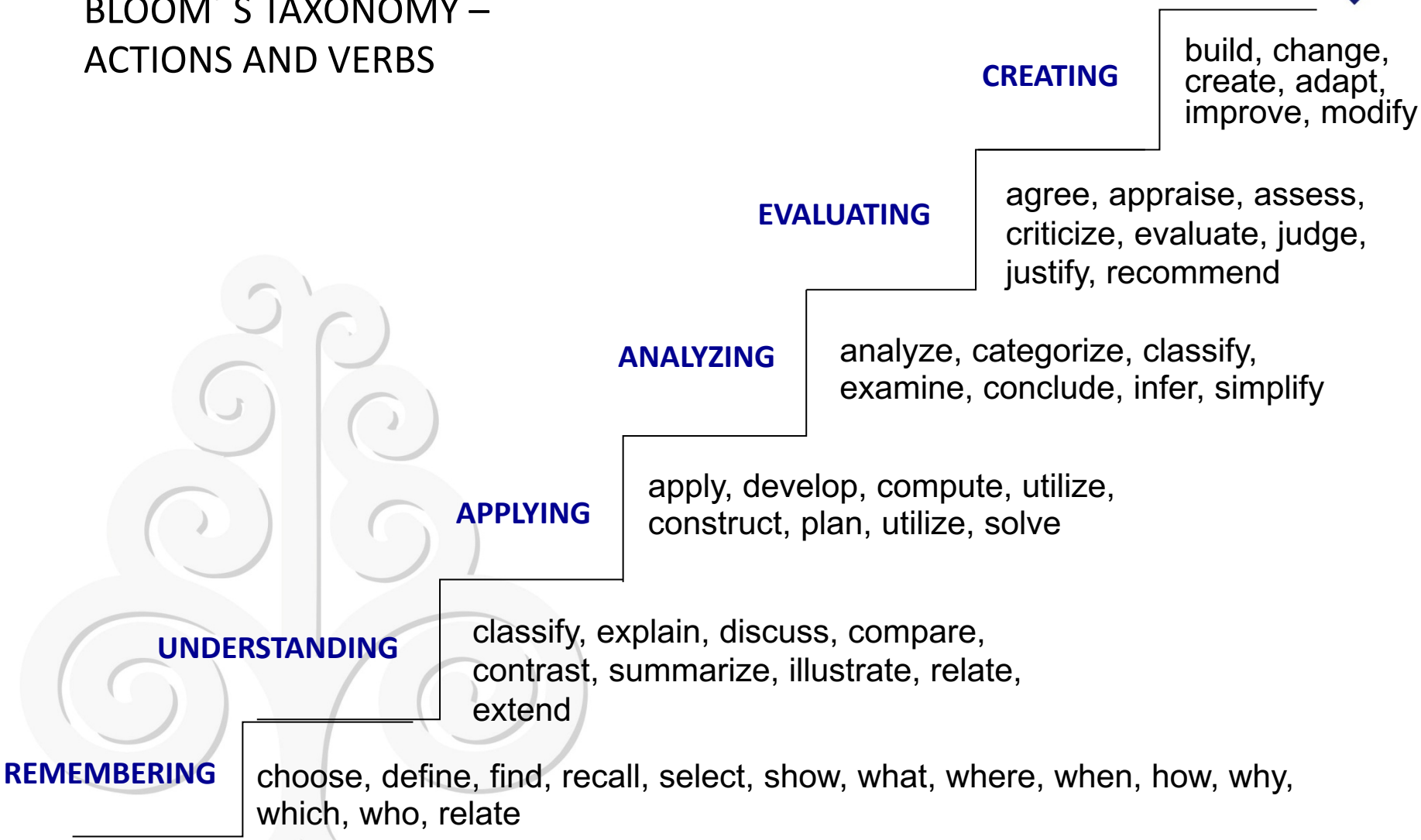
CATEGORY OF OUTCOMES

- **Subject specific outcomes** – relate to subject discipline and knowledge/skills particular to it

- **Generic/transferable skills/competencies** – relate to any/all disciplines
  - teamwork
  - problem-solving
  - communication skills
  - ethical reasoning


Combining parts to make a new whole
Create
Judging the value of information or ideas
Evaluate
Breaking down information into component parts
Analyze
Applying the facts, rules, concepts, and ideas
Apply
Understanding what the facts mean
Understand
Recognizing and recalling facts
Remember
© tips.uark.edu

LEVELS OF LEARNING: REVISED BLOOM'S TAXONOMY – ACTIONS AND VERBS



PROFIL LULUSAN

- **Profil lulusan** adalah deskripsi mengenai **atribut** mencakup **pengetahuan**, **keahlian**, dan **sikap** – yang diperoleh lulusan dari proses pembelajaran di program studi sebagai bekal lulusan untuk menempuh studi lanjut atau bekerja di masa datang.

- **Profil lulusan** perlu ditulis secara eksplisit sebagai pedoman untuk merancang kurikulum, merumuskan **capaian pembelajaran**, merencanakan **kegiatan kuliah**, dan melaksanakan **asesmen**.

PROFIL LULUSAN

(LEVEL KUALIFIKASI

- Beberapa pilihan frasa untuk menuliskan profil lulusan.
  - Setelah berhasil menyelesaikan program studi X, lulusan akan mampu melakukan …
  - Lulusan program studi X memiliki keunggulan dalam …
  - Lulusan program studi X dengan konsentrasi/spesialisasi di bidang Y diharapkan mampu …

PROGRAM OUTCOMES

- Program outcomes are statements of what faculty expect graduates should be able to do after completing their programs of study.

- These statements should be written in specific, demonstrable (measurable), and student-centered terms.

EXAMPLES OF PROGRAM OUTCOMES

- Graduates of the program should be able to:
  - Identify, explain, and use economic concepts, theories, models, and data-analytic techniques.
  - Use knowledge and skills of economics, mathematics, statistics, and computing flexibly in a variety of contexts.
  - Apply economic tools to formulate positions on a wide range of social and economic problems and engage effectively in policy debates.

EXAMPLES OF PROGRAM OUTCOMES

- Graduates of the program should be able to:
  - Use investigate skills necessary for conducting original economic research and participating effectively in project team.
  - Deliver effective presentations in which they combine visual communication design with oral arguments and/or written word.

LEARNING OUTCOME STATEMENTS

- Learning outcomes statements are typically characterised by the use of active verbs expressing knowledge, comprehension, application, analysis, synthesis, evaluation, creation etc.

- Statements of what a student is expected to know, understand and/or be able to demonstrate after completion of a process of learning

- They have implications for qualifications, curriculum design, teaching, learning and assessment, as well as quality assurance.

THE ABCD MODEL FOR WRITING OBJECTIVES

- Objectives will include 4 distinct components:
  - **Audience**: Who the learners are
  - **Behavior**: What they do
  - **Condition**: What condition/constraints/context
  - **Degree**: How well they do it
- Objectives must be both observable and measurable to be effective.

THE ABCD MODEL FOR WRITING OBJECTIVES

- Learning Outcome Statements can be written using the ABCD (audience, behavior, condition, and degree) method.

- While the method is often directed at learning objectives, it can also be used to write learning outcomes.

Formulating LO Statement using ABCD Model

- **Audience**. Who is the target audience? (e.g., Postgraduate accounting students)

- **Behavior.** What is the work to be accomplished by the learner? (e.g., will be able to demonstrate awareness of difficult ethical issues and to recommend actions)
  - Should be both observable and measurable behaviors
  - Should refer to action verbs that describe behaviors

Formulating LO Statement using ABCD Model

- **Condition.** What are the conditions/constraints/context in which the learners will be expected to perform these tasks? (e.g., based on a real ethics case, at the end of the program)

- **Degree**. How well the behavior need to be performed (e.g., acceptable)

- ➔ **Learning Outcome:** "At the end of the program, postgraduate accounting students will be able to demonstrate awareness of difficult ethical issues and to recommend acceptable actions, based on a real ethics case"

Ethics LO Measurement

- **Ethics Case**
  - A case, reflective essay, or essay exam that addresses ethics will be chosen by each instructor in the Ethics Category Courses.
  - All courses will use the same rubric for assessing.
  - Students will hand in two copies of the case write-up.
  - Instructors will set aside one copy and grade the other as normal for the class.
  - A clean set will be given to the Director of Assessment.
  - A random sample of 60 students will be drawn from all Sections.

- Student responses to the case will be evaluated by two assessors. The two assessors will agree on standards before assessing and will meet afterwards to reconcile differences.

RUBRICS

- A rubric is a printed set of guidelines that distinguishes performances or products of different quality.

- A rubric has descriptors that define what to look for at each level of performance. Rubrics also often have indicators providing specific examples of things to look for in work

ETHICAL REASONING RUBRIC

	Level of Quality		
Categories	**Low**	**Average**	**High**
Gather the facts (who, what, where, when, how and why)	Some relevant facts not identified. Facts are incorrect.	Facts identified, but some may not be relevant to case or may be slightly misinterpreted.	All relevant facts identified appropriately. Who, what, where, when, how and why were all addressed, as appropriate. Unavailable facts that were relative to the ethical outcome were also identified. Facts were assembled before
Define the ethical issues	Central ethical issues not defined appropriately or completely. Misunderstanding of the issues related to the case.	Central issues are identified, but not clearly explained. Peripheral issues not identified.	Central issues are all identified and used as basis for ethical evaluation; other issues are identified
Identify the affected parties (stakeholders)	Affected parties are not identified completely. Major players critical to analysis are not identified. Perspectives of players are missing.	Major players are identified, but some minor players may be missing. Perspectives are not complete.	Critical affected parties (both direct and indirect) are identified. Perspectives of all critical stakeholders are identified.
Identify the consequences of each possible action	Critical consequences of actions are missing. Actions are not connected with consequences, but are instead random and illogical. Relative weights of actions and consequences are not identified.	All critical consequences are identified, but some minor consequences are missed. Consequences are related to actions, but relative weights are not clearly articulated or inappropriate.	All critical consequences are identified and connected with actions. More minor consequences are also considered. Relative weights of the various consequences explicitly articulated with rational thought.
Identify the obligations or duties	Not all relative codes and laws have been identified, or the relationship of those laws are	All major codes and laws have been identified that influence the ethical analysis, but some	All relative codes and laws that influence the ethical analysis have been identified. Other

	not clear to the issues. The obligations and rights of all players have not been addressed fully.	other relative duties have been missed. The importance of the duties has not been fully articulated.	duties relative to the analysis that are not necessarily dictated by laws are recognized. The relative importance of this aspect has explicitly articulated with rational thought.
Consider your character and integrity	Major aspects of character of the players have been missed. The importance of the integrity of the players has been grossly underestimated or overlooked.	Some aspects of character and integrity of the players with respect to the ethical issues have not been fully addressed or explored. An analysis of importance of this aspect has been done, but is incomplete.	The role of character of the players in the ethical analysis have been addressed and explored in detail. The relative importance of this aspect has explicitly articulated with rational thought.
Think creatively about potential actions	An incomplete analysis is presented and acceptable potential actions have not been explored fully.	The analysis of the three approaches has been made, but is incomplete. Acceptable actions have been stated, but may not be clear or complete.	The influence of the three approaches to analysis have been explored fully and articulated clearly. Possible actions that stay within acceptable ethical boundaries have been presented in detail.
Check your gut	A fundamental flaw in the ethical analysis exists that leads to a conclusion that violates basic moral societal values, yet student does not recognize this problem.	Student has done comparison of the outcome of the ethical assessment with conventional morality, but does not articulate comparisons fully. The outcome is in line with conventional morality.	Student has done comparison of the outcome of ethical assessment with conventional morality and has clearly articulated the comparisons. The outcome is in line with conventional morality.
Decide on the proper ethical action and be prepared to deal with opposing arguments	Analysis was not carried out sufficiently and is fundamentally flawed. Solution may be trivial or illogical.	Solution and ethical analysis is logical and clear, but does not show great reflection or insight. The analysis may be superficial at some level.	Solution and ethical analysis is logical and clearly presented at a level that reflects extensive reflection and insight.

TEAMWORK RUBRIC

CATEGORY	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Attitude	Is never publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Is rarely publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Is occasionally publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Is often publicly critical of the project or the work of other members of the group. Is often negative about the task(s).
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

CREATIVE PROBLEM SOLVING RUBRIC

Category	Indicators in Evidence
Generating Ideas	___ **Fluency**: generated many ideas ___ **Flexibility:** looked at problem in a variety of ways ___ **Originality**: ideas are different than what is already out there ___ **Elaboration**: adding nuance, making ideas richer ___ **Symbolic Thinking**: making connections, comparisons, analogies
Digging Deeper into Ideas	___ **Analyzing**: thinking about what makes the idea(s) work ___ **Synthesizing:** putting one or more ideas together ___ **Reorganizing/Redefining**: modifying the original ideas ___ **Resolving ambiguity**: clarifying, focusing, refining ideas ___ **Working with Complexity**: building relationships, levels

Courage to Explore Ideas	___ **Problem sensitivity**: matching solutions to initial problems ___ **Curiosity and Risk Taking:** out-of-the-box ideas ___ **Humor, playfulness, fantasy, feelings**: inner emotional content ___ **Integration of dichotomies**: inclusion of opposing concepts ___ **Growth**: working with ideas/places that are personally new
Listening to One's Inner Voice	___ **Sense of purpose**: reasons for choices ___ **Persistence/Hard work:** followed vision to completion ___ **Rejects stereotypes**: concepts move beyond stereotypes

Student: _____(date) Peer: _____ (date) Instructor: _____ (date)

Assessment: Excellent Good Fair Poor

CRITICAL THINKING – PROBLEM SOLVING RUBRIC

Dimension Assessed	Accomplished 4	Proficient 3	Developing 2	Beginning 1
(Inquire) **Identify and define key issue/s and/or problem/s**	Clearly, accurately, and appropriately identifies key issue/s and/or problem/s.	Identifies most or all key issue/s and/or problem/s. Some minor inaccuracies or omissions may be present, but do not interfere with meaning.	Identifies some key issue/s and/or problem/s. May have some inaccuracies, omissions or errors present that interfere with meaning	Most or all of key issues/ and/or problem/s are not identified or defined, or are identified or defined inaccurately. Meaning is unclear.
(Analyze) **Present and Analyze Data/ Information**	Presents appropriate, sufficient and credible data/information. Clearly analyzes information for accuracy, relevance, and validity. Information clearly relates to meaning.	Presents sufficient and appropriate data/information. Generally analyzes data/information for accuracy, relevance and validity. Minor inaccuracies or omissions do not interfere with analysis or meaning.	Presents some appropriate data/information. May miss or ignore relevant data /information. Analysis is limited or somewhat inappropriate. May contain inaccuracies or omissions that interfere with analysis and/or meaning.	Does not present relevant and appropriate data/information. Fails to analyze, or uses inaccurate or inappropriate analysis of data/information. Copies information without analysis.

(Evaluate) **Apply a Multi-Dimensional approach/ Consider context**	Clearly applies a multi- dimensional approach. Synthesizes various perspectives. Acknowledges limits of position or context.	Acknowledges multiple approaches. Some synthesis of perspectives. May not fully acknowledge limits of position or context, but is aware of limits or context.	Somewhat simplified position with some sense of multiple approaches. Minor or vague synthesis of perspectives. Some acknowledgement position may have limits. May not acknowledge context.	Student's position is grounded in a singular, often personal perspective. Position may be simplistic and obvious. Little or no awareness that position may have limits or context.
(Solve) **Demonstrate Sound Reasoning and Conclusions**	Reasoning is logical and creative, consistent, complete and often unique. Conclusion is complex and/or detailed, well supported, complete, relevant	Reasoning is mostly logical, complete, and consistent. Demonstrates some unique or creative insight. Conclusion is generally complete, supported, and mostly consistent and relevant	Reasoning contains elements of logic and/or creative insight, but not fully resolved. May have minor inconsistencies or omissions. Conclusion is relevant but abbreviated or simplified, not fully supported, and/or contains minor	Reasoning is illogical, simplistic, inconsistent or absent. Conclusion is simplistic and stated as an absolute, or inconsistent with evidence or reasoning. Lack of coherent or clear conclusion.

LEADERSHIP RUBRIC

Criteria	Exceeds Expectation	Meets Expectation	Below Expectation	Unacceptable
Fostering actions towards achievement of vision, mission, and goals	Analyzes a hypothetical situation in which the elements and interaction of vision, mission, and goals can be maximized and lead to an inclusive action plan or agenda which is clear easily translated into work tasks, and evaluated when completed	Understands and, with minor difficulty, analyzes a hypothetical situation of the exhibiting the interrelatedness among vision, mission, and goals and plan development.	Has some knowledge about the process of analysis and the interrelatedness of vision, mission and goals. Is unable to translate this relationship into planning, work and evaluative agenda.	Is not able to analyze a hypothetical situation or exhibit an understanding of the interactive nature between vision, mission, and goals, or translate them into a coherent action plan or agenda.
Facilitating group process	Leads and empowers group members towards consensual solutions which maximize members' commitment to and satisfaction with agreed upon responses.	Is hesitant but able to lead and empower group members in consensual solutions resulting in group satisfaction with agreed responses.	Requires significant assistance in leading and empowering group members in consensual solutions resulting in group satisfaction	Is not able to lead or empower a group to develop a consensus which results in the members' commitment/satisfaction regarding their responses.
Utilizing situation, contextual and cultural aspects of organizations effectively	Is able to identify the situational, contextual, and cultural aspects of an organization which are necessary to attain balance and that will lead to improvement in productivity.	Has some understanding of the situational, contextual and cultural aspects of an organization relative to balance and improved productivity of individuals and organizations.	Has difficulty understanding and identifying the situational, contextual and cultural aspects of an organization relative to balance and improved productivity of individuals and organizations.	Is not able to explain the impact of chance, nor articulate the impact of changes within and outside an organizational system.
Understanding the impact of change	Is able to analyze and articulate the impact of change within and outside an organizational system.	With limitation, is able to analyze and articulate the impact of change within and outside of an organizational system	Has limited understanding and difficulty analyzing and explaining the impact of change within and outside of an organizational system	Is not able explain the impact of chance, nor articulate the impact of change within and outside an organizational system.
Understanding the dynamics of change and its impact on the human condition	Is able to make informed choices and synthesize the potential gains and limitation of the dynamics of change and its impact on human conditions and performance	Is generally able to make informed choices and synthesize the potential gains and limitations of the dynamics of change and its impact on human conditions and performance	Has difficulty in making informed choices and synthesizing the potential gains and limits of the dynamic of change and its impact on human conditions and performance	Is not able to make informed choices, nor compare and contrast the potential gains and limitation of the dynamics of change and its impact on human conditions and performances.

ORAL COMMUNICATION SKILLS RUBRIC

Criteria	Level 1	Level 2	Level 3	Level 4
Thoughtful Responses	Most answers were superficial, confusing, evasive, long- winded, or rehearsed; or student was unable to answer.	A noticeable number of answers were superficial, confusing, rehearsed, long-winded or evasive.	Answered most questions directly and thoughtfully; occasionally stumbled or gave superficial, confusing, rehearsed, or long-winded answers.	Answered questions directly and thoughtfully; was able to express ideas and be understood.
Reasoning and Evidence	Offered little or no examples or evidence to back answers	Some answers were well-reasoned and backed by evidence and examples.	Most answers were well-reasoned and backed by examples and evidence.	Answers were well-reasoned and backed by examples and evidence that created credibility.
Grammar and Vocabulary	Grammar and vocabulary contained many errors and poor choices.	Noticeable amount of poor choices with grammar and vocabulary; was distracting	Acceptable grammar and vocabulary; may have used a few distracting words or sounds.	Excellent and commanding grammar and vocabulary; no distracting words or sounds.

Listening	Did not appear to be attentive and listening	Sometimes appeared uninterested or remote	Was mostly attentive and listened well.	Was attentive and listened well.
Degree of Interaction	Only spoke when questioned OR tried to completely dominate conversation.	Noticeably dominated conversation OR was noticeably reticent.	Interacted acceptably with interviewer; could have spoken a little more or a little less.	Interacted well and appropriately with interviewer. Interview became a conversation.
Expressiveness	Much too unexpressive OR much too expressive in responses and body language.	Not enough expression OR too much expression in responses and body language.	Could have occasionally been more or less expressive in responses and body language.	Responses and body language were appropriately expressive.
Humor	Lack of humor and anecdotes made the interview uninteresting.	Some humor or anecdotes, but needed more	Included humor and anecdotes; lacking in a few places	Used humor and anecdotes to illustrate and liven up the interview

WRITING SKILLS RUBRIC

Criteria	Level 1	Level 2	Level 3	Level 4
Content	Paper does not identify thesis or purpose. Analysis vague or missing. Reader is confused or misinformed.	Some analysis of a thesis or purpose. Reader gains few insights.	Basic analysis of a thesis or purpose. Reader gains sufficient insight.	Thoughtful and insightful analysis of a clearly presented thesis or purpose. Reader gains good insight.
Organization	Little semblance of logical organization. Reader cannot identify reasoning.	Writing is not logical and ideas sometime fail to make sense. Reader needs to work to figure out meaning.	Ideas are, for the most part, arranged logically and linked. Reader can follow most of the reasoning.	Ideas arranged logically. Flow smoothly and are clearly linked. Reader can follow reasoning.
Tone	Tone is not professional. It is inappropriate for audience and purpose.	Tone is occasionally professional or occasionally appropriate for audience.	Tone is generally professional and mostly appropriate for audience.	Tone is consistently professional and appropriate for audience.

Mechanics	Errors are so numerous that they obscure meaning.	Writing has numerous errors and distracts the reader.	Occasional errors in writing, but they don't represent a major distraction.	Writing is free or almost free of errors.
References	References are not or mostly not presented.	Occasional and/or incomplete references are provided.	Complete references are generally present	Sources of presented evidence are clearly and fairly represented.
Format	No standardized format followed.	Format of document reflects incomplete knowledge of standard.	A recognized format is generally followed; a few mistakes.	A recognized format is correctly followed.

VII. CURRICULUM MAP

Curriculum Map

- Curriculum mapping is the rocess of matching learning outcomes with elements of the curriculum to create an alignment between goals and learning opportunities

- May be done at the institutional, program, or course level

- For the purposes of assessing program learning outcomes, curriculum mapping visually represents key elements of a program and how they contribute to student learning

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- May be done at the institutional, program, or course level
- For the purposes of assessing program learning outcomes, curriculum mapping visually represents key elements of a program and how they contribute to student learning
- Helps identify gaps as well as opportunities for assessment

Curriculum Map

- A template with a column for each learning outcome and a row for each course or event/experience (additional experiences could include advising sessions, internships, a departmental symposium, and so on)

- In the boxes, indicate courses or experiences where students are introduced to each outcome (I), where they have the opportunity to practice or develop competency (P), and where they would demonstrate mastery (M)

Curriculum Map

- Be sure to include special or distinctive program elements, even if they are not traditional for-credit course experiences. (Examples: student research symposium, advising sessions, portfolios, performances, mock interviews, internships, practica)

- Often in looking at a curriculum map, a program is able to decide that there are enough assessment opportunities already embedded in the program that there is no need for an “outside” assessment such as a standardized test (that may not be well aligned with program objectives).

	Program Learning Outcomes				
Course	Outcome #1	Outcome #2	Outcome #3	Outcome #4	Outcome #5
XYZ 101	I	I	I		I, P, M *
XYZ 110		I		I	
XYZ 200	P				
Stats 101	P	P	P		
XYZ 240			P	P	
XYZ 340		P		P	
XYZ 390	M *				
Internship		P	M *	M *	
Capstone	M *	M *	M *	M *	

I= introduced, P= practice/development, M= Mastery *=assessment opportunity

PETA KURIKULUM:
MATA KULIAH/KEGIATAN PEMBELAJARAN DAN CAPAIAN PEMBELAJARAN

	CPL1	CPL2	CPL3	CPL4	CPL5
MK1	V			V	
MK2		VV	V		
MK3	VVV			V	V
MK4	V	VV	VV	V	V
MK5					
MK6					
MK7					
MK8					
MK9					

V= BERHUBUNGAN LEMAH **VV**= BERHUBUNGAN SEDANG **VVV**=BERHUBUNGAN KUAT

PETA KURIKULUM:
MATA KULIAH/KEGIATAN PEMBELAJARAN DAN LEVEL PEMBELAJARAN

	REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
MK1	VVV	VVV	VVV	V	V	V
MK2	V	V	V	VVV	VV	VV
MK3						
MK4						
MK5						
MK6						
MK7						
MK8	VV	VV	VVV	VVV	VVV	VVV
MK9						

V= BERHUBUNGAN LEMAH **VV**= BERHUBUNGAN SEDANG **VVV**=BERHUBUNGAN KUAT

VIII. STUDY PROGRAM LEVELS

Tujuan Umum dan Esensi Pendidikan

S1	MM	MSi	S3
Acquiring basic knowledge and managerial skills Developing interpersonal skills and basic abilities Developing attitude	Understanding and applying knowledge Developing managerial wisdom (judgments) and skills Acquiring more specialized skills Developing decision making and problem solving skills	Mastering knowledge Developing research skills and teaching capabilities Problem solvers utk masalah yang tidak biasa ditemukan	Developing knowledge Enhancing research competencies

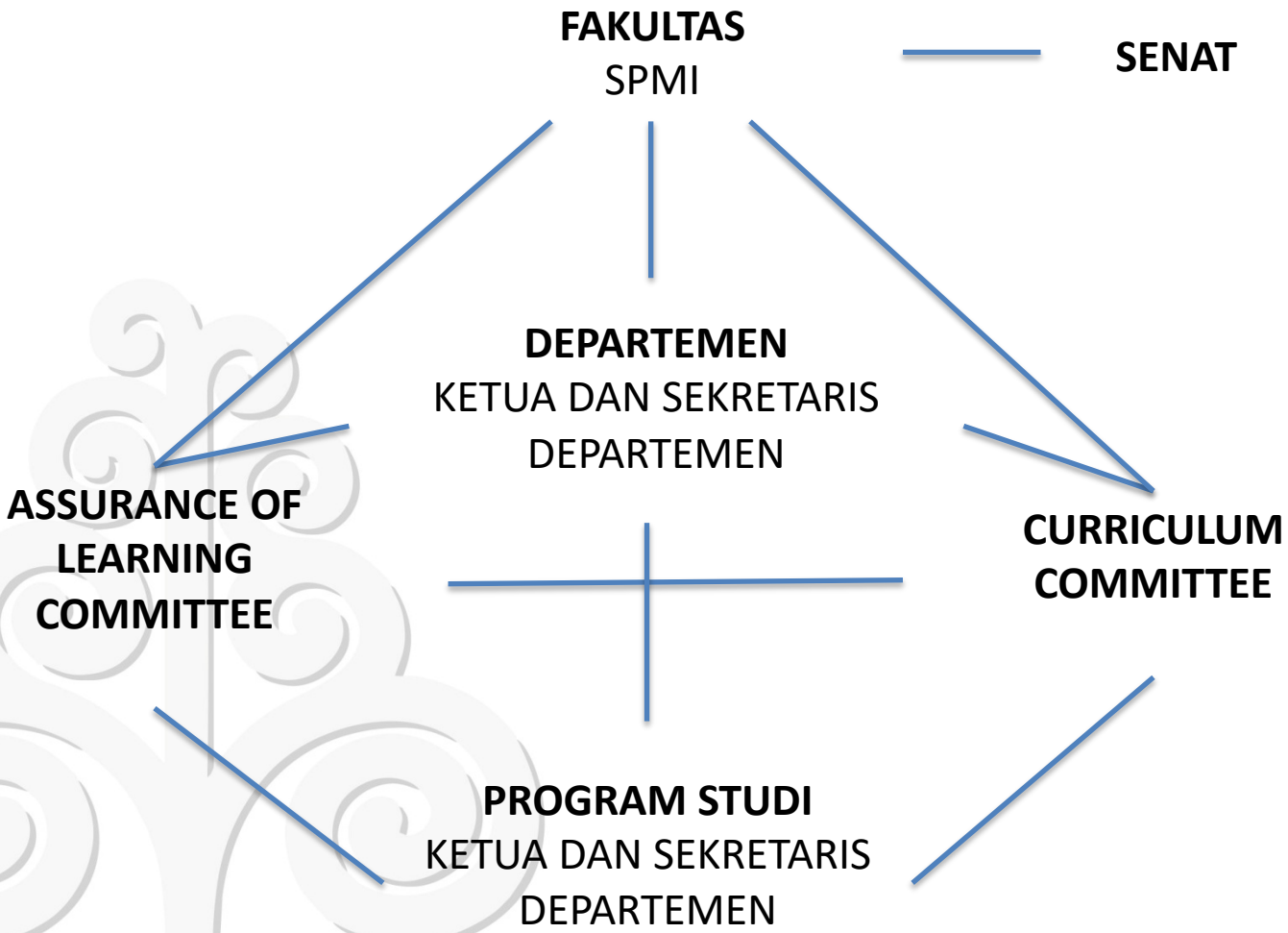
Penjenjangan Riset

	S1	MM	MSi	S3
Tujuan Pembelajaran Riset	Mahasiswa mendapat pengalaman riset sederhana dengan benar	Mahasiswa memberi kontribusi intelektual pada dunia praktik melalui pengambilan keputusan dan pemecahan masalah berdasar hasil penelitiannya	Mahasiswa memberi kontribusi intelektual pada sains melalui telaah kritis literatur dan penelitian terdahulu melalui kegiatan penelitiannya	Mahasiswa memberi kontribusi intelektual pada sains melalui temuan orisinal dari penelitiannya
Pendekatan Riset	Terutama deduktif Single-Method	Deduktif Induktif Terutama Single-Method	Deduktif Induktif Terutama Single-Method	Deduktif Induktif Disarankan Mixed-Method
Prosedur Riset	Kontrol rendah Validitas internal atau eksternal riset rendah	Kontrol sedang Validitas internal atau eksternal riset sedang	Kontrol tinggi Validitas internal atau eksternal riset tinggi	Kontrol sangat tinggi Validitas internal atau eksternal riset sangat tinggi
Tuntutan Publikasi	Tidak ada	Dikembangkan menjadi kasus bisnis Publikasi di jurnal profesional	Publikasi di jurnal ilmiah	Publikasi di jurnal ilmiah terindeks

No.	Kriteria	Deskripsi	Skor		
			3	2	1
DISERTASI					
1	Tingkat orisinalitas topik penelitian *Demonstrate the ability to address original research issues*	Nilai tingkat orisinalitas: 3 untuk orisinalitas tinggi; 2 untuk orisinalitas menengah; 1 untuk orisinalitas rendah			
2	Tingkat orisinalitas metode penelitian *Demonstrate the ability to develop original method*				
3	Tingkat orisinalitas kontribusi penelitian pada lingkup internasional atau lokal *Demonstrate the ability to develop contribution of research to international or local settings*				
4	Etika penelitian *Demonstrate the ability to comply ethical code of conduct in research*	Nilai kemampuan beretika penelitian: 3 untuk kemampuan kuat; 2 untuk kemampuan rendah; 1 untuk tidak berkemampuan			
5	Persetujuan penelitian *Demonstrate the ability to obtain consent*	Nilai kemampuan menggunakan persetujuan penelitian: 3 untuk persetujuan tertulis; 2 untuk persetujuan tidak tertulis; 1 untuk tidak menggunakan persetujuan			
JUMLAH					

IX. ILLUSTRATION OF ASSURANCE OF LEARNING SYSTEM

Assurance of Learning System: Org. Structure



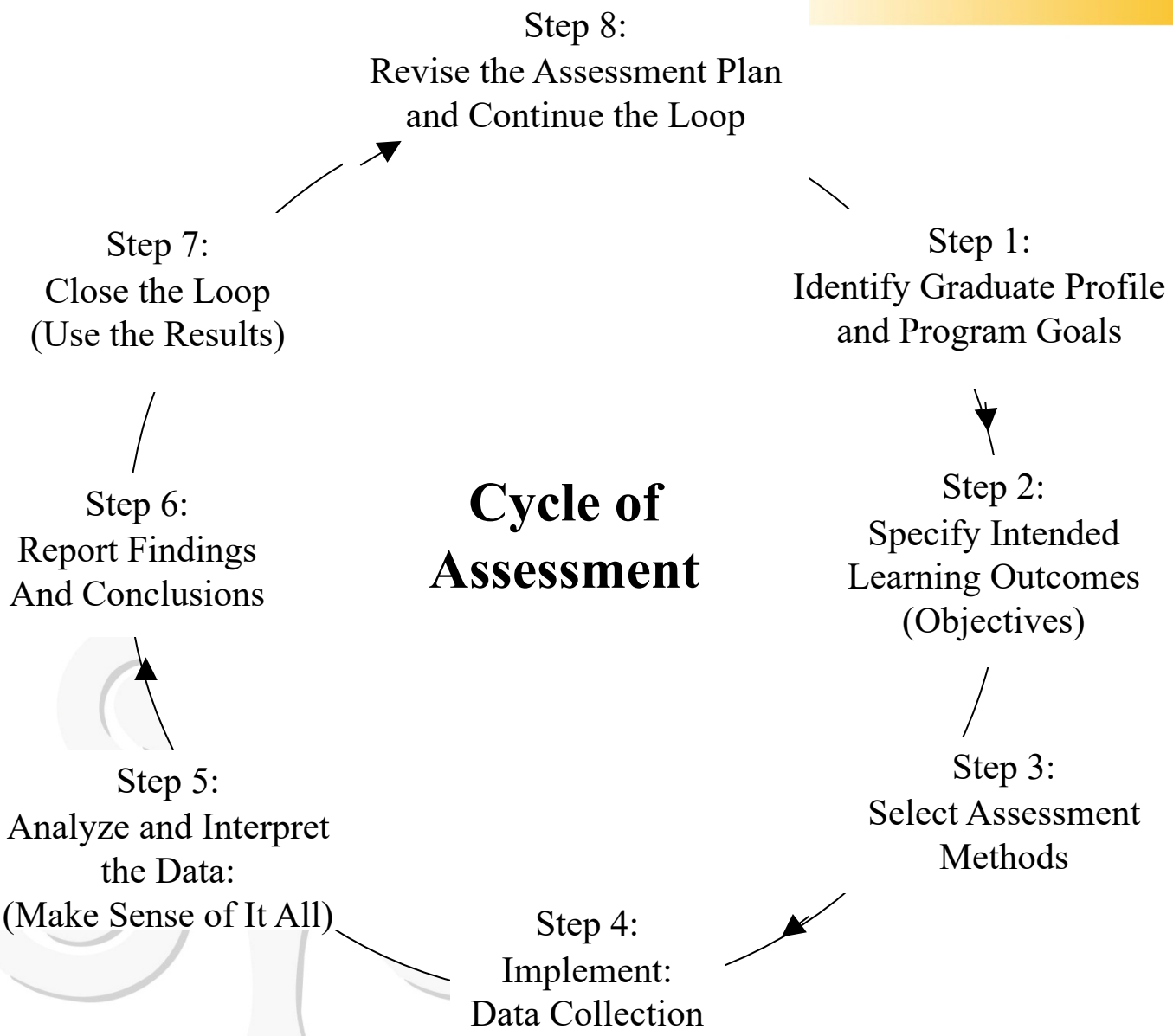
Job Descrptions

- **DEPARTEMEN:** Mengembangkan bidang keilmuan dan sumber daya manusia
- **PROGRAM STUDI:** Mengelola kegiatan pembelajaran dan menerapkan kurikulum
- **KOMITE KURIKULUM:** Merancang, mengevaluasi, dan memerbaiki kurikulum
- **KOMITE AoL:** Mengembangkan dan memerbaiki instrumen pengukuran LO, mengukur LO, melaporkan hasil pengukuran
- Departemen bersama Ptogram Studi, Komite Kurikulum, dan Komite AoL mengevaluasi dan memerbaiki kurikulum dan proses pembelajaran dalam serangkaian lokakarya yang biasanya dilakukan di masa jeda antar semester

Job Descriptions

- Perubahan signifikan kurikulum diputuskan di tingkat Departemen dengan melibatkan Program Studi, Komite Kurikulum, dan Komite AoL
- Perubahan kurikulum diajukan oleh Departemen kepada Fakultas di Rapat Fakultas untuk dibahas dan diputuskan.
- Fakultas mengajukan perubahan kurikulum kepada Senat di Rapat Senat untuk mendapat pertimbangan dan pengesahan
- Kurikulum yang disahkan oleh Senat, disampaikan oleh Senat kepada Fakultas. Fakultas menugaskan Departemen untuk melaksanakan kurikulum. Departemen menugaskan Program Studi untuk melaksanakan kurikulum.

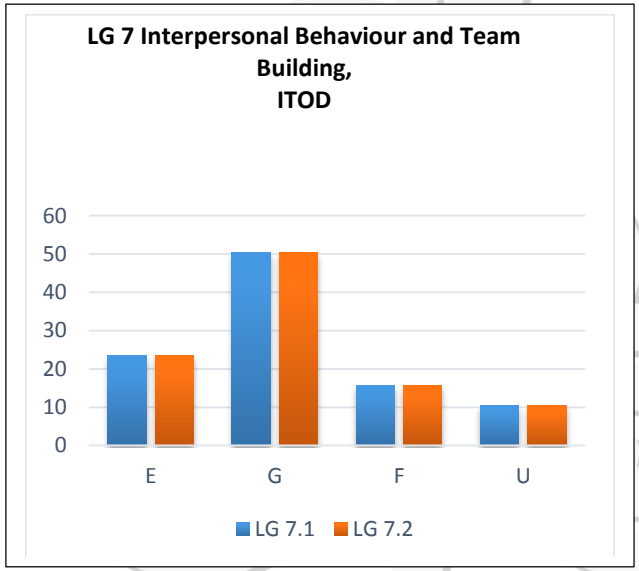
WHAT: CAPAIAN PEMBELAJARAN	***HOW***: CARA MENGUKUR, INSTRUMEN	***WHERE***: DI MATA KULIAH ATAU DI LUAR MATA KULIAH	***WHEN:*** DI SEMESTER BERAPA	***HOW MANY***: SETIAP TAHUN, SETIAP DUA TAHUN
CPL1: KEMAMPUAN KOMUNIKASI				
CPL2: KEMAMPUAN BEKERJA DALAM TIM				
CPL2: KREATIVITAS				
CPL3: KEMAMPUAN PENALARAN ETIS				
CPL4: FINANCIAL MONITORING AND ANALYSIS				


Step 8:
Revise the Assessment Plan
and Continue the Loop
Step 1:
Identify Graduate Profile
and Program Goals
Step 2:
Specify Intended
Learning Outcomes
(Objectives)
Step 3:
Select Assessment
Methods
Step 4:
Implement:
Data Collection
Step 5:
Analyze and Interpret
the Data:
(Make Sense of It All)
Step 6:
Report Findings
And Conclusions
Step 7:
Close the Loop
(Use the Results)
Cycle of
Assessment

Learning Goal 7: Interpersonal Behaviour and Team Building

This LG is measured through end term assessment in **Organizational Behaviour & ITOD**

Objectives	Excellent	Good	Fair	Unsatisfactory
Able to demonstrate their ability to work collaboratively as a team to accomplish desired goals	Demonstrates excellent understanding of team goals, smoothly interfaces with the team creating synergy , and proactively enables achievement of team goals	Partially demonstrates an understanding of the team goals , interfaces with the team creating synergy , and provides support in achievement of team goals	Has limited understanding of the team goals, interfaces with the team but provides limited support to the team in achievement of team goals	Lacks clarity of the team goals ,does not provide support in the achievement of team goals, and works as a passive member
Able to manage conflict and differences in the team to complete task within desired timelines	Demonstrates ability to fully identify and address conflict and team differences, and constructively engages to resolve these, re-directing focus towards achieving the task within desired timelines.	Demonstrates ability to identify and partially address conflict and team differences, and engages to resolve these, re-directing focus towards achieving the task within desired timelines	Demonstrates limited ability to identify and address conflict and team differences, and engages in a limited manner to resolve these	Demonstrates limited ability to identify conflict and team differences but does not engage to address these



Learning Goal	Objectives	Levels	Process	Methods of collecting evidence	Data[5] 2016-17	Course	E	G	F	U
LG 7	LG 7.1	Excellent, Good, Fair, Unsatisfactory	Each Student evaluated through compulsory question in end term exam of OB	4 level rubrics	Term-II (N=169)	Organizational Behaviour	1%	58%	40%	1%
	LG 7.2				Term-II (N=169)		1%	58%	40%	1%
LG 7	LG 7.1	Excellent, Good, Fair, Unsatisfactory	Each Student evaluated through individual Project in ITOD	4 level rubrics	Term III (N=115)	International Trade Operations & Documentation	23%	50%	16%	11%
	LG 7.2	Excellent, Good, Fair, Unsatisfactory		4 level rubrics	Term III (N=115)		23%	50%	16%	11%

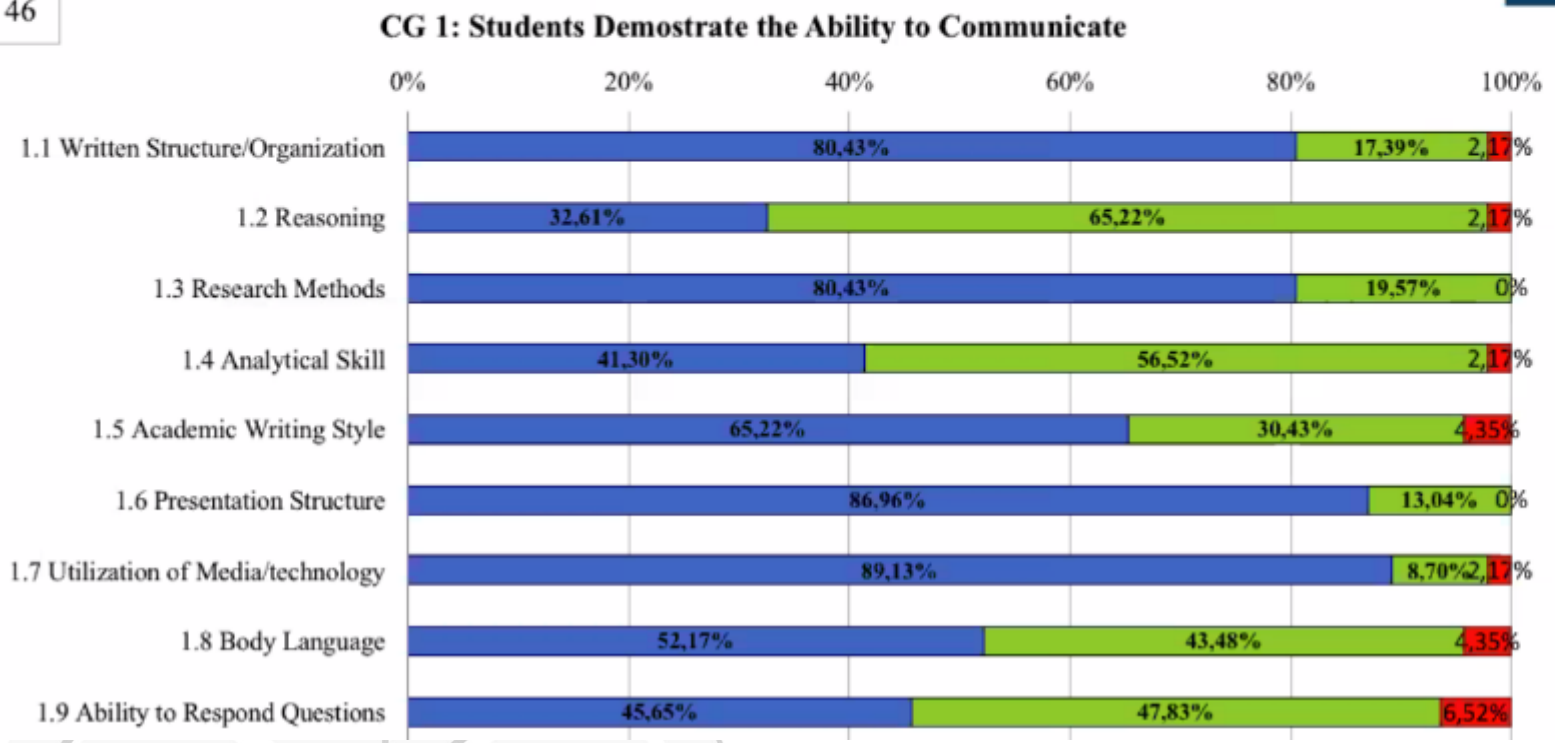
Competency Goals and Learning Obje

Competency goals [CG]	Learning Objectives [LO]	
Students demonstrate the ability to communicate.	1.1	Demonstrate the ability to deliver written reports through organization.
	1.2	Demonstrate the ability to deliver written reports through reasoning.
	1.3	Demonstrate the ability to deliver written reports through research method.
	1.4	Demonstrate the ability to deliver written reports through analytical thinking.
	1.5	Demonstrate the ability to deliver written reports through style.
	1.6	Demonstrate the ability to deliver oral presentations through structure.
	1.7	Demonstrate the ability to deliver oral presentations through use of media.
	1.8	Demonstrate the ability to deliver oral presentations through body language.
	1.9	Demonstrate the ability to deliver oral presentations through respond to question.

CG 1: Student Demonstrate the Ability to Communicat

UNIVERSITAS GADJAH MADA

N = 46



TERIMA KASIH
STAY HEALTHY
STAY HAPPY
STAY AT HOME

Master of Business Administration
Mission, Vision, and Learning Goals & Objectives

Vision

The College of Business serves as a catalyst to advance education and economic development in the state of Arkansas.

Mission

The College of Business provides quality business education, delivered by research engaged faculty in partnership with the business community, to prepare students for professional careers and enhance regional economic development.

Core Values

- Respect for our diverse students, colleagues and communities
- Integrity in our professional conduct
- Commitment to continuous improvement
- Accountability for our actions and results.

Code of Ethics

To accomplish our mission, all members of the UALR College of Business – students, faculty and staff – shall:

- Perform our work with integrity and honesty,
- Treat each other with courtesy,
- Strive continuously to improve our knowledge and skills, and
- Take responsibility for our professional actions and results.

Student Learning Goals & Objectives

Goal 1 - To understand the strategically interrelated functional areas of business.

- Students will demonstrate knowledge of the functional areas of business.
- Students will use effective reasoning and synthesis skills to demonstrate the interrelated functional areas of business.

Goal 2 - To understand the impact of diversity and global issues in business.

- Students will analyze the impact of cultural diversity issues on management situations.
- Students will analyze the impact of global issues on business decisions.

Goal 3 - To evaluate ethical complexities in business decision making.

- Students will identify an ethical dilemma and the impact on identified stakeholders.
- Students will analyze alternative actions and consequences based on an identified Ethical Rule or Model.

Goal 4 - To display effective teamwork, critical thinking, and presentation skills.

- Students will demonstrate ability to collaborate in collective tasks.
- Students will demonstrate rational thinking when confronting complex business problems.
- Students will demonstrate ability to design and deliver persuasive oral presentations.

Understanding Mission, Goals and Learning Outcomes

Mission: A mission statement should explain an organization exists and what it hopes to achieve in the future. It articulates the organization's essential nature, its values and its work.

Goals: Program goals are general statements about knowledge, skills, attitudes and values expected in graduates of the program. Goals are written to align with the holistic vision of the mission. Typically, multiple goals are drawn from the mission statement.

Student Learning Outcomes: Program level student learning outcomes are clear, concise statements that describe how students can demonstrate their mastery of program goals. Learning outcomes should be thoughtfully developed in consideration of the mission and the goals of the program. Outcomes are more specific than goals, and there are usually multiple learning outcomes for each goal.

Examples of Mission, Goal and Outcome Statements

From Psychology

From the Psychology department **mission** :	*Through a comprehensive education in the science of psychology, the Psychology Department seeks to educate the whole person, pursue academic excellence, advance scholarship, promote service and justice and encourage life-long learning.*
One of the **goals** drawn from this mission:	*Students should use, respect, and value skeptical inquiry, critical thinking, and the scientific approach to understanding behavior.*
Some of the **outcomes** drawn from this goal:	*Demonstrate an ability to apply critical thinking in order to evaluate scientific research, including research presented in the media.* *Demonstrate an increased appreciation and understanding of the importance of a scientific approach to understanding human behavior.* *Demonstrate an ability to apply psychological principles, including the consideration of ethics and social justice, to contemporary problems/issues.*

From Art History

From the College of Communication and Fine Arts **mission** :	*The College of Communication and Fine Arts creates an environment conducive to understanding the complex phenomena of art and art making as well as human communication in all its diverse forms.*
One of the department **goals**	*Students will have a full understanding of the historical, spiritual, and*

drawn from this mission:	*cultural context of works.*
Some of the **outcomes** drawn from this goal:	*Students will analyze works of art and architecture within the appropriate historical, social, religious and cultural contexts.* *Students will think critically and articulate clear ideas about art and its historical and contemporary significance.*

From Recording Arts

From the School of Film and Television **mission** :	*Students will develop critical discernment and be equipped with the technical, theoretical, and aesthetic means to communicate their insights effectively to an audience.*
One of the department **goals** drawn from this mission:	*Students will understand the theoretical and practical elements of sound recording, reproduction and design.*
Some of the **outcomes** drawn from this goal:	*Students will be able to effectively edit and process sound for film and television media.* *Students will be able to create technically competent and aesthetically pleasing mixes for those media.*

Program assessment plans begin with a clear articulation of the mission, goals and desired student learning outcomes of the program. These statements indicate what you would like graduates of your program to know, be able to do, and value by the time they graduate. Assessment of student learning outcomes will help you to determine if you are accomplishing what you set out to, and keep you focused on continual improvement.

Adapted from Loyola Marymount University, www.lmu.edu

MSFA AY 2019-2020 Assessment

Contoh lengkap OBE untuk Accounting Education, bisa dipakai untuk buat OBE PSMA

Phase 1: Assessment Plan

Learning Outcome Assessed

MSFA Learning Outcome 1-3

PO 1: PO = Programma Objective >>> CPL = Programma Level

***Apply* quantitative methods and analytic tools from economics, statistics, finance and accounting to *value* and *manage* portfolios of financial assets.**

LO 1:

Analytical Tools - Accounting: Describe and interpret financial accounting concepts and measurements to (i) use financial statements and footnotes to analyze and investment valuation; (ii) analyze a company's liquidity, profitability, financial stability, solvency and asset utilization; and (iii) analyze the effects of alternative accounting methods and assumptions on firm valuation.

Assessment and Evaluation Method

The assessment was based on five assignments and the final exam. Students had to identify the relevant accounting concepts and methods, undertake the calculations, and explain the importance of each calculation in analyzing a company.

Trait 1: Identify the relevant method and formula for the given problem. Students demonstrate the ability to identify the relevant methodology and formula for addressing the task at hand. Use and interpret the accounting method to evaluate one firm over time, and one firm compared to similar firms.

Trait 2: Undertake a comprehensive evaluation of a company from the financial statements. This involves recognizing which accounting aspects are most important for *financial analysis*, and explaining why.

Trait 3: For a company assigned to each student, undertake comprehensive free cash flow accounting for valuation purposes.

Targeted Performance [Based on Rubrics]

Our assessment target is that 80% of the students meet or exceed expectations.

Rubric:

LO1.2: Analytical Tools-Accounting	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)
Trait 1: Identify the relevant method and formula for the given problem. Students demonstrate the ability to identify the relevant methodology and formula for addressing the problem. Use and interpret the accounting method to evaluate one firm over time, and one firm compared to similar firms.	All the work is completed and the grades on the assignments averaged > 90%.	All the work is completed and the grades on the assignments averaged > 75%.	All of the required work is not completed.
Trait 2: Undertake a comprehensive evaluation of a company from the financial statements. This involves recognizing which accounting aspects are most important for *financial analysis*, and explaining why.	All key accounting aspects were identified, with an insightful explanation of the importance of the evaluation.	The evaluation of the firm was mostly complete, with a satisfactory discussion and analysis of the methods employed.	The evaluation of the firm was incomplete.
Trait 3: For a company assigned to each student, undertake comprehensive free cash flow accounting for valuation purposes.	Did this correctly on the first attempt and required no revision.	Eventually did this correctly after review and feedback from the instructor.	Did not do this correctly after review and feedback from the instructor.

Course where learning outcome was assessed:

MSFA 726: Advanced Financial Statement Analysis, Spring 2020

Evaluator(s):

Professor John Gonzales

Phase 2: Results Assessment and Planned Action

Process

Students are assessed on a 3-point rubric for each of the three traits as described above.

Results

LO1.2: Analytical Tools-Accounting	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)
Trait 1: Identify the relevant method and formula for the given problem. Students demonstrate the ability to identify the relevant methodology and formula for addressing the problem. Use and interpret the accounting method to evaluate one firm over time, and one firm compared to similar firms.	20	17	2
Trait 2: Undertake a comprehensive evaluation of a company from the financial statements. This involves recognizing which accounting aspects are most important for *financial analysis*, and explaining why.	12	23	4
Trait 3: For a company assigned to each student, undertake comprehensive free cash flow accounting for valuation purposes.	12	27	0

Phase 3: Closing the Loop

Trait 1: We saw that 95% of the students met or exceeded expectations, which is well above our target of 80%. This result is likely somewhat due to the fact this course was offered remotely, with an open-note, open-book exam. In any event, overall there was a very good understanding of the relevant accounting related to the financial statements,

Trait 2: We saw that 90% of the students met or exceeded expectations, which is well above our target of 80%. However, we would like to have seen more students exceed expectations. This appears to indicate that most students appeared to treat the course from a "mechanical" perspective, rather than from a "thinking and analytical" perspective. This is somewhat typical of accounting courses, and the lack of in-person teaching may have contributed to an under emphasis on analysis.

Trait 3: We saw that 100% of the students met or exceeded expectations, which is well above our target of 80%. This is not a surprise, as this is an exercise where students are given a precise guide and template for undertaking this work, and are allowed to revise this based on feedback from the instructor.

Closing the loop, jika sudah memulai harus menyelesaikan. Ditetapkan standarnya.

Assurance of Learning (AOL)
Closing the loop results summary
Direct Measures
School of Business Administration UPR-RP
2015-2018

BBA Level:

Learning Goals	Learning Objectives	Results (% of students scoring >=70%)	Tool used to measure	Summary of transformative actions or improvements made
1. Our students will be knowledgeable of business functional areas and contexts	1.1 Demonstrate knowledge of business functional areas and their integration 1.2 Discriminate between local and global environment in which the business operates	First measurement (2016-2017) 88.3% Second measurement (2017-2018) 93.1%	Case and Rubric	Faculty designed original cases for the assessment exercise Completely Revised Syllabus Workshop (research platforms) for all students
1. Our students will be knowledgeable of business functional areas and contexts	1.3 Recognize and analyze business opportunities that fits in the entrepreneurial context	First measurement (2016-2017) 72.6% Second measurement (2017-2018) 73.2%	Marketing Plan and rubric	Change in the exercise, students evaluated a marketing case of a real company Minor Syllabus changes to emphasize entrepreneurship topics
2. Our graduates will be ethically conscious and socially responsible	2.1 Demonstrate knowledge of fundamental concepts, principles and theories in ethics 2.2 Apply ethical models and approaches to address issues in social responsibility to justify moral judgments in decision making process	First measurement (2016-2017) 62.3% Second measurement (2017-2018) 74.5%	Case and rubric	An evaluation guide was discussed, as a rubric to guide students around the fundamental criteria in applying ethical models for decision making in companies Review of the style of the case so that its reading is more agile and it is recommended to the students that they investigate on the subject of the case
3. Our graduates will be able to	3.1 Demonstrate interpersonal skills and	First measurement	Marketing Plan and rubric	Students prepared a journal about the meetings held and

Learning Goals	Learning Objectives	Results (% of students scoring >=70%)	Tool used to measure	Summary of transformative actions or improvements made
work in diverse business settings	ability to work in diverse teamwork projects	(2016-2017) 77.1% Second measurement (2017-2018) 98.4%		prepare a final report on the group work
4. Our graduates will be effective communicators	4.1 Use appropriate strategies to communicate with different audiences (oral- Spanish)	First measurement (2016-2017) 97.0% Second measurement (2017-2018) 93.2%	Presentation and rubric	Information on the criteria of excellence specified Students answered exercises of an online module on oral presentations
4. Our graduates will be effective communicators	4.1 Use appropriate strategies to communicate with different audiences (written- Spanish)	First measurement (2016-2017) 99.4% Second measurement (2017-2018) 75%	Marketing Plan and rubric	Students took compulsory modules or workshops to improve the writing in Spanish
4. Our graduates will be effective communicators	4.1 Use appropriate strategies to communicate with different audiences (oral- English)	First measurement (2016-2017) 97.9% Second measurement (2017-2018) 98.5%	Presentation and rubric	Students examined a video with a presentation model (persuasive speech), then discussed in group to evaluate the performance of the exponent of the video
4. Our graduates will be effective communicators	4.1 Use appropriate strategies to communicate with different audiences (written- English)	First measurement (2016-2017) 91.2% Second measurement (2017-2018) 84.5%	Essay based on oral presentation	Students examined documents on written communication in English and wrote persuasive type report
5. Our graduates will be critical thinkers	5.1 Apply relevant theories and models to support business decision making (Managerial Finance)	First measurement (2016-2017) 61.1% Second measurement	Problem in exam and rubric	Used problem based learning methodology and practice exercises on the Connect platform

Learning Goals	Learning Objectives	Results (% of students scoring >=70%)	Tool used to measure	Summary of transformative actions or improvements made
	5.2 Use appropriate strategies to analyze and solve business problems (Managerial Finance)	(2017-2018) 63.2%		
5. Our graduates will be critical thinkers	5.2 Use appropriate strategies to analyze and solve business problems (Statistics)	First measurement (2016-2017) 59.4% Second measurement (2017-2018) 66.7%	Problem in exam and rubric	Request the curriculum committee to advance the ESTA 3042 course within the baccalaureate
5. Our graduates will be critical thinkers	5.3 Integrate technological skills to the analysis and solution of business problems (Statistics, R)	First measurement (2016-2017) 67.5% Second measurement (2017-2018) 90.0%	Problem in exam and rubric	Offered an R workshop during the semester on two different occasions
5. Our graduates will be critical thinkers	5.4 Draw conclusions and make decisions based on the information gathered (report writing)	First measurement (2016-2017) 98.2% Second measurement (2017-2018) 96.3%	Informative report and rubric	Prepared a workshop and a discussion reading and assigned a related exercise
5. Our graduates will be critical thinkers	5.4 Draw conclusions and make decisions based on the information gathered (financial institutions and markets)	First measurement (2016-2017) 91.2% Second measurement (2017-2018) 88.6%	Exercise using Bloomberg and rubric	Organized a conference with a prominent figure to discuss the most important macroeconomic changes in Puerto Rico Integrated a report on environmental news local and international financial environment to the course

MBA Level:

Learning Goals	Learning Objectives	Results (% of students scoring >= 80%)	Tool used to measure	Summary of transformative actions or improvements made
1. Our graduates will be creative thinkers	1.1 Apply diverse quantitative (or qualitative) techniques to solve business problems and make recommendations	First measurement (2016-2017) 92.9% Second measurement (2017-2018) 100%	Data analysis problem and rubric	They are required to work a case prior to the appraisal activity. The evaluation of this problem was correlated with the appraisal results to know if it has an impact on them.
1. Our graduates will be creative thinkers	1.2 Identify an entrepreneurial opportunity and propose the basis for a new venture un Puerto Rico	First measurement (2016-2017) 100% Second measurement (2017-2018) 50.0%	Data analysis problem and rubric	Designed a graduate level entrepreneurship course Integrated the concepts of entrepreneurship through the curriculum. Required a business plan
1. Our graduates will be creative thinkers	1.3 Evaluate information and present it in a manner that supports business decision or meets an information need	First measurement (2015-2017) 70.5% Second measurement (2017-2018) 84.2%	Proposal and rubric	Modified the syllabus to integrate a unit dedicated to the ethics of the markets Provided the student with information search techniques and APA style
1. Our graduates will be creative thinkers	1.4 Apply appropriate technological tools and data analysis approaches to support business decision making	First measurement (2016-2017) 80% Second measurement (2017-2018) 100%	Data Analysis problem and rubric	They are required to work a case prior to the appraisal activity. Module on analytics in Operations Management Assigned readings and videos
2. Our graduates will be proficient in business disciplines	2.1 Demonstrate knowledge of technical and conceptual aspects relevant to business disciplines	First measurement (2016-2017) 100% Second measurement (2017-2018) 100%	Strategic plan and rubric	Included as a requirement of the strategic plan aspects of systemic thinking in the proposed strategic decisions

Learning Goals	Learning Objectives	Results (% of students scoring >= 80%)	Tool used to measure	Summary of transformative actions or improvements made
3. Our graduates will have global and local perspectives	3.1 Analyze the global and local environmental issues that affect the business strategic planning process	First measurement (2016-2017) 100% Second measurement (2017-2018) 61.8%	Strategic plan and rubric	Adjusted the modules of the strategic plan guides to include discussion of the impact of local and international issues Modified the syllabus to include more time for the discussion of global aspects of the external environment
4. Our graduates will be effective communicators	4.1 Demonstrate the ability to organize and deliver oral presentations and written reports on a business topic (oral)	First measurement (2016-2017) 87.5% Second measurement (2017-2018) 100%	Presentation and rubric	Used instructional video about public speaking techniques
4. Our graduates will be effective communicators	4.1 Demonstrate the ability to organize and deliver oral presentations and written reports on a business topic (written)	First measurement (2016-2017) 90.5% Second measurement (2017-2018) 100%	Term project and rubric	Examined three videos (two in English and one in Spanish) to discuss in class
5. Our graduates will be effective leaders and team members	5.1 Demonstrate leadership skills that will help them to contribute to the organization development and to interact effectively in different settings	First measurement (2016-2017) 71.6% Second measurement (2017-2018) 100%	Term project and rubric	Worked in groups two cases one outside and one in the classroom
6. Our graduates will be ethical decision makers	6.1 Evaluate the ethical and social responsibility implications of managerial decisions	First measurement (2015-2017) 59.5% Second measurement (2017-2018) 70.2%	Case and rubric	Integrative case that can measure all the criteria in the rubric and achieve consistency in measurements Assigned a case in the middle of the semester as a preparation, prior to the integrating case

Learning Goals	Learning Objectives	Results (% of students scoring >= 80%)	Tool used to measure	Summary of transformative actions or improvements made
6. Our graduates will be ethical decision makers	6.2 Show leadership in advancing ethically sound decisions	First measurement (2015-2017) 65.6% Second measurement (2017-2018) 62.0%	Case and rubric	Used the integrating case mentioned in the previous section to measure this objective

Ph. D. Level:

Learning Goals	Learning Objectives	Results (% of students scoring >= 80%)	Tool used to measure	Summary of transformative actions or improvements made
1. Our graduates will be researchers in the disciplines of Finance or International Business	1.1 Produce original research that makes a substantial contribution to their discipline	First measurement (2014-2016) 83% Second measurement (2016-2017) 100%	Literature review for publishable working paper and rubric	Weekly one-on-one meetings with the students were required in addition to the class lecture time
1. Our graduates will be researchers in the disciplines of Finance or International Business	1.2. Demonstrate a comprehensive and intensive knowledge of research methods and analytical techniques applicable to their discipline and implements them appropriately	First measurement (2013-2016) 87.5% Second measurement (2016-2017) 100%	Dissertation chapter (methodology) and rubric	Mentorship process was strengthened
1. Our graduates will be researchers in the disciplines of Finance or International Business	1.3. Investigate problems centered on Puerto Rico, the Caribbean and Latin America according to their discipline	First measurement (2013-2016) 83.5% Second measurement (2016-2017) 100%	Percentage of research papers focused on Puerto Rico, the Caribbean and Latin America	Professors and Students are made aware of the Mission of the doctoral program: Posters of the Mission and Vision of the graduate school are posted in Administrative Offices, Entry-Ways, Meeting rooms and Classrooms
2. Our graduates will be creators and transmitters of new	2.1. Elaborate effective defense of original research in oral format	First measurement (2013-2016) 87.5%	Oral dissertation presentation and rubric	Students have the option of presenting the defense in Spanish or English

Learning Goals	Learning Objectives	Results (% of students scoring >= 80%)	Tool used to measure	Summary of transformative actions or improvements made
knowledge in the disciplines of Finance or International Business		Second measurement (2016-2017) 50%		
2. Our graduates will be creators and transmitters of new knowledge in the disciplines of Finance or International Business	2.2. Elaborate effective defense of original research in written format	First measurement (2013-2016) 87.5% Second measurement (2016-2017) 100%	Written dissertation document and rubric	Emphasis on dissertation topic ideas development process with mentor
2. Our graduates will be creators and transmitters of new knowledge in the disciplines of Finance or International Business	2.3. Publish research in peer-reviewed journals or present at peer-reviewed conferences	First measurement (2013-2016) 29% Second measurement (2016-2017) 0%	Percentage of dissertations that have had chapters adapted and published in peer-reviewed journals or were presented at a peer-reviewed conference in the measurement period	Curricular change regarding elimination of elective courses (9 credits) was approved by graduate school, pending to be approved by other instances. Possibility of a practicum process for paper writing and publication, still under discussion at Graduate School All the curriculum and sequence for Ph. D. currently under revision
3. Our graduates will be theoreticians on the disciplines of Finance or International Business	3.1. Demonstrate a comprehensive and intensive knowledge of the (i) theories, (ii) concepts, (iii) frameworks, (iv) empirical findings, and (v) controversies in a chosen business discipline.	First measurement (2014-2016) 75% Second measurement (2016-2017) 67%	Comprehensive exam and rubric	Comprehensive exams were evaluated by faculty of the discipline external to Graduate School Professors integrated in a course a portfolio as a tool to review concepts before comprehensive exam An orientation session with students and their mentors before

Learning Goals	Learning Objectives	Results (% of students scoring >= 80%)	Tool used to measure	Summary of transformative actions or improvements made
				comprehensive exam will be held
3. Our graduates will be theoreticians on the disciplines of Finance or International Business	3.2. Evaluate business research ideas and completed research projects critically, assessing their conceptual and methodological soundness, and their contribution	First measurement (2016-2017) 100% Second measurement (2017-2018) 100%	Peer review of student presentation of methodology	Students were required to meet in pairs (student and assigned peer reviewer) in advance of student proposal presentations, and final presentations where the peer review followed

Appendix 8: Detail of Assurance of Learning

BBA PROGRAM

LG 1: Professional Proficiency	SLO1: Discipline Knowledge	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	Students demonstrate that they are knowledgeable about current business theory, concepts, methodology, terminology and practices.	Venue: MANA 4395 Strategic Management Students take the Major Field Test (MFT) administered on a predetermined periodic schedule, alternating fall and spring semesters.	> 50% of students will score above the national median on Section 1 (Accounting), Section V (Finance), Section III (Management), and Section VI (Marketing) of the MFT exam.	**1st Cycle – Fall 2012** 70 BBA students participated in the Major Field Test. 44 students (63%) scored above the national median on Section I (Accounting). 48 students (69%) scored above the national median on Section V (Finance). 41 students (59%) scored above the national median of Section III (Management). 39 students (56%) scored above the national median of Section VI (Marketing).	The AoL Committee recommended the use of a core competency review module, either online or embedded in a core class that will reinforce student preparedness for the capstone course. The module will include a review of the core business discipline competencies and may become a prerequisite for the capstone course. The UG Curriculum Committee recommended either 1) online non-credit modules be added early in the semester to MANA 4395, Strategic Management, as a course requirement, or 2) that one of the hours freed up by the new general education core be used to create a one-hour prerequisite to MANA 4395. Plan should be further developed once the gen. ed. core plan is finalized at the university and system level. An Assurance of Learning Organization Blackboard page was created and review modules for

BBA Program

LG 1: Professional Proficiency	SLO1: Discipline Knowledge	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
					accounting and finance were added at beginning of fall 2014. The strategy faculty agreed to implement a Fall 2014 pilot, using accounting and finance review modules, in all sections of MANA 4395. Additional review modules will be added following the pilot. The AoL Committee decided that the MFT reports do not provide sufficient detail for an in-depth analysis of student deficiencies. For example, the MFT accounting score includes both financial and managerial accounting, without identifying strength and weakness areas within or between the two. The AoL Committee recommended that the CBT faculty design an internal exam to replace the MFT. The faculty from each business core class will identify four to eight key conceptual topics and create a pool of questions to assess each topic. The Common Business Core Exam, a random-pool exam administered in MANA 4395, Strategic Management, will ensure that each student answer two questions from each conceptual topic and results will be analyzed within each topic area across all students. The internal exam will be
	Students demonstrate that they are knowledgeable about current business theory, concepts, methodology, terminology and practices	Venue: MANA 4395 Strategic Management Students take the Major Field Test (MFT) administered on a predetermined periodic schedule, alternating fall and spring semesters.	> 50% of students will score above the national median on Section 1 (Accounting), Section V (Finance), Section III (Management), and Section VI (Marketing) of the MFT exam.	**2nd Cycle – Fall 2014** 61 BBA students participated in the Major Field Test. 32 students (52%) scored above the national median on Section I (Accounting). 26 students (43%) scored above the national median on Section V (Finance). 18 students (30%) scored above the national median of Section III (Management). 28 students (46%) scored above the national median of Section VI (Marketing). There was no improvement in accounting or finance, despite the availability	

BBA Program

LG 1: Professional Proficiency	SLO1: Discipline Knowledge	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
				of the review modules in Blackboard.	piloted in Spring 2015 then administered each semester thereafter in MANA 4395.
	Students demonstrate that they are knowledgeable about current business theory, concepts, methodology, terminology and practices	Venue: MANA 4395 Strategic Management Students take the Common Business Core Exam. The CBCE was created by business faculty who teach the common business core classes. It assesses student knowledge of 34 conceptual areas from accounting, computer information systems, finance, management, and marketing.	On average, students will score at least 70% or better in each conceptual area.	**<u>3rd Cycle – Summer 2015</u>** 40 BBA students completed the CBCE exam in summer 2015 and scored 70% or better in all topic areas except (in order of worst to best): variances, asset valuation, organizational design and structure, time value of money, marketing research, decision strategies and applying decision-making tools.	Creation of the CBCE took longer than anticipated so the planned pilot study did not happened until Summer 2015. Because this was the first administration of the CBCE, the AoL Committee decided to use Summer 2015 results to establish a baseline take no action until the CBCE is administered again.

BBA Program

LG 1: Professional Proficiency	SLO1: Discipline Knowledge	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
				3rd Cycle – Fall 2015 111 BBA students took the CBCE exam and scored better than 70% in all areas except (in order from worst to best): variances, asset valuation, decision strategies, time value of money, organizational design and structures, activity-based costing, leadership theories, and capital budgeting.	Managerial accounting faculty will use a common syllabus and standardize time spent on the topic of "Variances." The financial accounting faculty will introduce the topics "Asset Valuation" and "Time Value of Money" in ACCT 2301 (Principles of Financial Accounting) so that the students can receive early introduction before taking Principles of Finance. The operations management faculty will assign more home works and quizzes for the topics "Strategies" and "Apply Decision Making Tools," Marketing will discontinue using of adjunct faculty for Principles of Marketing. For Organization Design and Structure, faculty teaching MANA 4395, the strategy capstone course, will review this topic to reinforce what students covered in MANA 3311, Fundamentals of Management.
	Students demonstrate that they are knowledgeable about current business theory, concepts,	Venue: MANA 4395 Strategic Management Students take the Common Business Core Exam. The CBCE was	On average, students will score at least 70% or better in each conceptual area.	**4th Cycle – Spring 2016** 66 BBA students took the CBCE exam and scored better than 70% in each conceptual area except for: Asset Valuation (57%),	The Assurance of Learning Committee felt that some of the review materials were too lengthy and that this may discourage students from using them. For example, the managerial accounting review could take six to eight hours to review. The Committee decided to

BBA Program

LG 1: Professional Proficiency	SLO1: Discipline Knowledge	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	methodology, terminology and practices	created by business faculty who teach the common business core classes. It assesses student knowledge of 34 conceptual areas from accounting, computer information systems, finance, management Venue: MANA 4395 Strategic Management Students take the Common Business Core Exam. The CBCE was created by business faculty who teach the common business core classes. It		Activity Based Costing (62%), Variances (63%), Change, Diversity, Globalization and Ethics (66%), Cost-Volume-Profit (67%), and Time Value of Money (68%). There was some slight improvement over Fall 2015 results but there are still areas of concern. The highlighted topics area areas that were below the desired outcome for both semesters.	improve the CBT AoL organization page by providing more focused review materials. Students will be encouraged to look at the review, and, hopefully, more targeted materials will aid in review. Selected core discipline faculty members will be recruited to create videos for students to view prior to reviewing for the CBCE test. The videos will help students identify areas that they need to review and provide guidance on their use.
	Students demonstrate that they are knowledgeable about current business theory, concepts, methodology, terminology and practices		On average, students will score at least 70% or better in each conceptual area.	**5th Cycle – Fall 2016** 75 students took the CBCE in Fall 2016 and failed to score at 70% or above in only four conceptual area: Activity-based Costing (65%), Asset Valuation (67%), Decision Strategies (67%), and Organizational Design and Structures (67%). These results are much improved over Spring	A more detailed analysis indicated that students who took a principles of accounting course at UT Tyler scored at 70% or better in all of the related conceptual areas except Activity-based Costing (69%). Managerial accounting instructors agreed to spend additional time on this topic. In addition, the Department will identify the community college feeder schools whose students are struggling in accounting topics and meet with their faculty to get their feedback.

BBA Program

LG 1: Professional Proficiency	SLO1: Discipline Knowledge	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
		assesses student knowledge of 34 conceptual areas from accounting, computer information systems, finance, management		2016 and appear to indicate that the improved review materials achieved the desired results.	The Committee and discipline faculty agreed that the scores in the other three areas are close enough to 70% not to warrant additional action until another semester of results is available. The Spring 2017 CBCE will include, for the first time, questions from BLAW 3301, Business Law and Social Responsibility, and COSC 3333, Management Information Systems.

BBA Program

LG 1: Professional Proficiency	SLO2: Written Communication	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	Students can prepare a business document that is focused, well-organized and mechanically correct.	Venue: MANA 3370 Business Writing and Oral Presentations Students complete a writing assignment that is assessed by a faculty panel.	70% of students will meet or exceed expectations in all areas of a writing effectiveness rubric.	**1st Cycle – Spring 2014** Each of the 39 BBA students that participated in this assignment had two evaluators. According to the first evaluator, BBA students failed to meet criterion in Ideas and Content (67%) and Organization (64%). According to the second evaluator, BBA students met criterion in all areas except Organization (67%). **2nd Cycle – Spring 2015** Each of the 50 BBA students that participated in this assignment had two evaluators. According to both of these evaluators, at least 70% of the BBA students that participated in the written communication	MANA 3370 faculty will increase the amount of time spent on grammar and on composing/reviewing messages. Faculty will also include more writing improvement exercises. The Assurance of Learning Committee decided that each discipline will identify an upper level course that requires a more subjective and less structured writing assignment. A panel of faculty from that discipline will then blindly assess the submission using the written communication rubric.

BBA Program

LG 1: Professional Proficiency	SLO2: Written Communication	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
				assessment met or exceeded expectations in each of the four criterion embedded in the writing effectiveness rubric: Ideas and Content, Organization, Voice, and Conventions.	
	Students can prepare a business document that is focused, well-organized and mechanically correct.	Venue: ACCT 3325, Income Tax I, FINA 4340, Managerial Finance, MANA 3320, Human Resource Management, and MARK 4350, Professional Selling Students complete a writing assignment that is assessed by a faculty panel.	70% of students meet or exceed expectations for each criterion embedded in a writing effectiveness rubric.	**3rd Cycle – Spring 2016** 156 BBA students participated in the written communication assessment. 64% met or exceeded expectations in Language; 65% in Content; 63% in Structure; and 54% in Mechanics & Conventions.	The Assurance of Learning committee felt that more time should be spent in each of the rubric areas that are a part of the assessment. The Committee will try to find a graduate student in English or a library staff member to visit each assessment venue prior to the assessment to explain the rubric dimensions to students and answer any questions. During the visit, each area will be emphasized with special attention placed on Mechanics & Conventions.

BBA Program

LG 1: Professional Proficiency	SLO2: Written Communication	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
				3rd Cycle(cont.) – Fall 2016 123 students participated. Results are much improved with students failing to meet expectations only in Mechanics and Conventions at 67%.	Because the assessment is done across the sections of four different courses, having someone visit the venues to explain the rubric proved to be logistically difficult. Accordingly, and despite results being much improved, the Committee felt actions were still needed. The Committee recommends that the links to the UT Tyler Writing Center (www.uttyler.edu/writingcenter) and to Owl, the Purdue Online Writing Lab (owl.english.purdue.edu/owl/), be required in every business class syllabus, and that faculty spend time explaining the value of these resources to their students prior to assigning written work.

BBA Program

LG 2: Technological Competence	SLO3: Use of Technology	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	Students analyze business problems using appropriate software, data sources and tools.	Venue: MANA 4395 Strategic Management Two of the MFT Section's (IV – Quantitative Analysis and VIII – Information Systems) sub-scores are compared with the national median.	> 50% of students will score above the national median on Section IV (Quantitative Analysis) and Section VIII (Information Systems) of the MFT.	**1st Cycle – Fall 2012** 70 students took the Major Field Test. 32 students (46%) scored above the national median on Section IV (Quantitative Analysis). 43 students (61%) scored above the national median on Section VIII (Information Systems).	These topics will be included in the core competency review modules that will be either a prerequisite to or requirement of the capstone course, MANA 4395, Strategic Management.
		Venue: TECH 2323 Students complete a project requiring competency in working with data in Excel.	70% of students meet or exceed expectations in each criterion embedded in a technological competence rubric.	29 BBA students participated in this assessment. 22 out of 29 BBA students (76%) met or exceeded expectations in each of the six criteria of the technological competence rubric.	Because TECH 2323 is a pre-business core class, many of our majors transfer in an equivalent course from a community college. The Assurance of Learning Committee decided these particular student competencies should be assessed in one or more advanced business core classes.
		Venue: MANA 4395 Strategic Management Two of the MFT Section's (IV – Quantitative Analysis and VIII	> 50% of students will score above the national median on Section IV (Quantitative Analysis) and Section VIII (Information Systems).	**2nd Cycle – Fall 2014** 61 BBA students participated in the Major Field Test. 30 students (56%) scored above the national median on Section IV (Quantitative Analysis).	This assessment method was discontinued upon finalization of the Common Business Core Exam, which replaced the Major Field Test. Future assessments will be embedded in MANA 3305, Operations Management. MIS

LG 2: Technological Competence	SLO3: Use of Technology	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
		– Information Systems) sub-score are compared with the national median.		40 students (66%) scored above the national median on Section VIII (Information Systems).	questions will be administered as part of the CBCE.
		Venue: MANA 3305, Operations Management	70% of the questions are answered correctly.	**3rd Cycle – Spring 2015** Students met or exceeded expectations in all categories: inventory, forecasting, supply chain, service layout design, and production.	The operations management faculty agreed to add additional assignments, and the AoL Committee decided to increase the criterion from 70% to 90% for future assessments.
		Students answer embedded questions that load on critical content in MANA 3305.	90% of the questions are answered correctly.	**4th Cycle – Spring 2016** Student responses exceeded 80% on all topics and 90% on some	This MOA has proven to be inadequate and will be reevaluated in Spring 2017 as part of the biennial and quinquennial review cycles.

BBA Program

LG 3: Global Issues and Awareness	SLO4: Global Awareness	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	Students recognize global issues and perspectives that may impact business activities.	Venue: MANA 4395, Strategic Management Students will be assessed using the Global Awareness Profile (GAP) test.	More than 50% of UT Tyler students will score higher than the global average for each of the 14 GAP Test dimensions.	**1st Cycle – Spring 2013** 86 UT Tyler BBA students took the GAP test. Less than 50% of the students exceeded the GAP Test global average in three dimensions…Religion (40%), Africa (43%) and Europe (49%).	Faculty determined that because there is little or no improvement in global awareness, the CBT discontinue the Bloomberg BusinessWeek program effective Fall 2013. The AoL Committee investigated using a program available from The Wall Street Journal instead, which was piloted in MANA 3320, Human Resources Management in Spring 2014. The GAP Test will not be administered again until further actions have been implemented. Instead, for Fall 2014, the international section of the MFT will be used.
		Venue: MANA 4395, Strategic Management Students take the Major Field Test (MFT) administered in MANA 4395. MFT Section IX (International) sub-score is compared with national mean.	More than 50% of students score above national mean.	**2rd Cycle – Fall 2014** 61 BBA students took the Major Field Test. 29 of 61 (48%) scored above the national median in Section IX (International).	International Business (MANA 3312) will be required of all BBA students effective Fall 2015. This will expose all students in the program to more global awareness topics.

BBA Program

LG 3: Global Issues and Awareness	SLO4: Global Awareness	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
		Venue: MANA 3312, International Business Students complete the Global Awareness Profile (GAP) test.	At least 50% of students will score greater than the national average on the GAP test.	**3rd Cycle – Spring 2016 and Fall 2016** 19 students took the GAP test in Spring 2016. More than 50% of the students scored above the global average score in each of the 14 contexts. The lowest percentages were in Politics and Religion, with 79% of the students scoring higher than the global averages. 62 students took the GAP test in Fall 2016. 89% or more of the students exceeded the global average in each of the 14 contexts.	The students performed well on the GAP test in 2016, demonstrating the effectiveness of the actions taken to improve this objective in the past. The GAP test will be administered again in the future, once more students have been allowed to cycle into the International Business course.

BBA Program

LG 4: Corporate Social Responsibility	SLO5: Corporate Social Responsibility	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	Students identify social responsibility issues that impact business activities.	Venue: MANA 4395, Strategic Management Students complete a quiz that assesses their mastery of Corporate Social Responsibility based on from multiple perspectives.	70% of questions are answered correctly	**1st Cycle – Spring 2012** 17 BBA students participated in the CSR module. These students answered 75% of questions correctly. **2nd Cycle #1 – Fall 2013-Summer 2014** From Fall 2013-Summer 2014, BBA students failed to answer at least 70% of questions correctly in the following topic areas: What is CSR? (40%), CSR and Value Creation (44%) and The CSR Debate (50%). More than 70% of the questions were	The module will be redesigned to have questions load on key context domains. Strategy faculty will require readings from select chapters of *Corporate Social Responsibility: Definition, Core Issues, and Recent Development"* in all sections of Strategic Management (MANA 4395) beginning spring 2015.The strategy faculty will also identify constructs on which the quiz questions will load and Fall 2014 CSR quizzes will contain questions that assess student mastery of these constructs. More emphasis is to be placed on social responsibility in the capstone course. More time will be spent on each subject area and assignments will be added in the area of social responsibility.

BBA Program

LG 4: Corporate Social Responsibility	SLO5: Corporate Social Responsibility	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
				answered correctly on the topics The Future of CSR and Three Foundational Assumptions.	
	Students identify social responsibility issues that impact business activities	Students complete a quiz that assesses their mastery of Corporate Social Responsibility based on from multiple perspectives.	70% of questions are answered correctly .	**3rd Cycle – Spring 2016** BBA students on average scored above 70% on the sections the Future of CSR (77.4%) and 3 Foundational Assumptions (70.6%). Students scored below 70% on the sections What is CSR (49.7%), CSR & Value Creation (55%), and the CSR Debate (58.3%).	The Assurance of Learning Committee recommended that the CBT join the Principles for Responsible Management Education (PRME) Initiative. PRME was developed based on recommendations from the educational stakeholders in the UN Global Compact, including the AACSB. Principles and values from the PRME Initiative will be implemented into the curricula of all the BBA programs in the College of Business & Technology. Dr. Brent Beal, Associate Professor of Management, has been enlisted to assist in the development of changes to be implemented into the programs. The Assurance of Learning Committee is implementing the principles of the PRME Initiative into the curricula of the BBA program in order to improve the results in the Social Responsibility

LG 4: Corporate Social Responsibility	SLO5: Corporate Social Responsibility	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
					assessment. Plans are to include topics in MANA 1300, Introduction to Business, MANA 3300, Critical and Analytical Thinking in Business, and continue coverage in MANA 4395, Strategic Management.

MAcc Program

LG1: Professional Proficiency	SLO1: Research Skills	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	Students can interpret and apply accounting standards governing private and public sector reporting.	Venue 1: ACCT 5385 (Accounting Theory) Rubric-based assessment of final project.	80 percent of the students will score "Acceptable" or better on a five-point rubric (Unacceptable, Developing, Minimal, Acceptable, Superior) in each of five content areas.	**Cycle 1A – Fall 2013 – ACCT 5385** 20 UT Tyler Master of Accountancy students participated in this assessment. 82% of the students scored "Acceptable" or better in Segment Reporting. They failed to meet the criterion in Organization (63%), Balance Sheet (55%), Income Statement (50%), Cash Flow (50%), and Fair Value (50%). **Cycle2A – Fall 2015** 14 UT Tyler Master of Accountancy students participated in this assessment administered in ACCT 5385. They failed to meet the criteria in only three subject areas: classifications of accounting (78%), rules affecting financial statements (72%), and cash flow (72%).	Instructor will increase time spent on organization, balance sheet, income statement, cash flow, and fair value accounting.

MAcc Program

LG1: Professional Proficiency	SLO1: Research Skills	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
				Cycle 3 – Fall 2016 7 students participated. This is a very small sample, and one student failed to meet expectations in almost every dimension. Of the remaining six, there were two students who struggled with analysis in one context, but both met expectations with analysis in two additional contexts.	
	Students can interpret and apply accounting standards governing private and public sector reporting.	Venue 2: ACCT 5310 (Research Problems in Federal Income Taxation) Rubric-based assessment of research assignment.	80 percent of the students will 1) identify the appropriate research authority and 2) correctly interpret the research.	**Cycle 1B – Fall 2015** 12 students participated. 10 of the 12 students (83%) were able to identify the appropriate research authority but only 5 of the 12 students (42%) were capable of proper interpretation.	Course redesigned for Fall 2016 to include greater emphasis on analysis and decision-making. Students will be required to read cases, identify relevant authority, analyze the facts of the case in the context of the authority, reach conclusions and present and defend their conclusions to peers and instructor.
	Students can interpret and apply accounting standards	Venue 2: ACCT 5310 (Research Problems in Federal Income Taxation)	80 percent of the students will 1) identify the appropriate research authority and	**Cycle 2B – Fall 2016** 10 students participated. Students were again able to identify the appropriate	The Fall 2016 course included very little explanation by the instructor…instead students presented cases and explained their analyses. This approach will be

LG1: Professional Proficiency	SLO1: Research Skills	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	governing private and public sector reporting.	Rubric-based assessment of research assignment.	2) correctly interpret the research.	authority but still struggled to interpret properly.	modified in Fall 2017 to include more explanation by the instructor in advance of and during student research presentations. Hopefully, this approach will enable students to learn how to interpret and apply authority. It should be noted that, after consultation with the Accounting Advisory Council, Fall 2017 will be the last time this course is required of MAcc students. The Council felt that research skills were not as necessary to our graduates as is better subject matter understanding and that the subject matter was critical to undergraduate as well as graduate students. Accordingly, the BBA accounting program will require an entity taxation course, which will also be a prerequisite to the MAcc, effective Fall 2017.

MAcc Program

Learning Goal 1: Professional Proficiency	SLO2: Written Communication	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	Students can prepare a business document that is focused, well-organized, and mechanically correct.	Venue: ACCT 5360 (Advanced Problems in Accounting) Course-embedded measure assessed in Advanced Problems in Accounting (ACCT 5360).	Students will score at least 80% in each area included in the written communication rubric.	**1st Cycle – Spring 2014** 22 UT Tyler Master of Accountancy students participated in this assessment. They met the criterion in knowledge/content (86%), organization (100%), quality of information (91%), mechanics (95%), paragraph construction (100%), diagrams and illustrations (93%), and references and format (86%). They failed to meet the criterion in citations (57%).	Accounting faculty will adopt a citation style and begin teaching proper citation protocol in MAcc program prerequisite courses. Faculty agreed to use APA style for accounting assignments and Blue Book for tax papers beginning Fall.
	Students can prepare a business document that is focused, well-organized, and mechanically correct.	Venue: ACCT 5360 (Advanced Problems in Accounting) Rubric assessment of final project.		**2nd Cycle – Spring 2015** 13 UT Tyler Master of Accountancy students participated in the assessment. They met the criterion in knowledge/content (100%), organization (100%), quality of information (92%),	Students will be required to purchase and use copies of the APA Guide beginning Fall 2015.

				mechanics (85%), paragraph construction (100%) and diagrams and illustrations (85%). They failed to meet criteria in citations (54%) and references and format (69%).	
		Venue: ACCT 5310 (Research Problems in Federal Income Taxation) Rubric assessment of final exam question.	80% of students will score acceptable or superior in each dimension of written communication rubric.	**3rd Cycle – Spring 2016** Nine students participated in the assessment. All nine met were acceptable or superior every dimension except references and format (8 of 9) and citations (7 of 9).	Because at least 78% of the students were acceptable or superior in each dimension, no additional action will be taken at this time. Instead, written communication will be measured in another context (tax research) in Fall 2016.

MAcc Program

LG1: Professional Proficiency	SLO3: Oral Communication	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	Students deliver a presentation that is focused, well-organized, and mechanically correct.	Venue: ACCT 5310 (Research Problems in Federal Income Taxation) or ACCT 5360 (Advanced Problems in Accounting. Course-embedded measure assessed by a rubric in Research Problems in Federal Income Taxation (ACCT 5310) or Advanced Problems in Accounting (ACCT 5360).	80% of students will meet or exceed expectations on each dimension of a rubric.	**1st Cycle – Fall 2015** 12 MAcc students participated in the oral communication assessment. 100% of the students met or exceeded expectations on the assessment. **2nd Cycle – Fall 2016** 9 students participated in the assessment in ACCT 5310. Multiple presentations were given in the course. 100% of students scored above 80% in all categories of the rubric (Organization, Subject Knowledge, Design & Mechanics, Oral Presentation, Delivery, and Eye Contact) with the exception of one category, Oral Presentation. In this category, 89% of students met the expectation of scoring 80% or higher.	As this SLO has only been measured twice, it will continue to be measured and monitored. During the Fall 2016 semester, the instructor had an expert in presentation skills give a lesson to the students, and in most of the cases (67%), overall student scores improved the more they presented. The instructor plans on conducting the course the same way moving forward in order to determine the effectiveness of the lesson on presentation skills.

MAcc Program

Learning Goal 1: Professional Proficiency	SLO4: Professional Standards	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	Students recognize and synthesize professional standards of conduct.	Venue: ACCT 5380 (Advanced Auditing) Course-embedded measure assessed in Advanced Auditing (ACCT 5380).	80% of students answer 80% of questions correctly.	**1st Cycle (Summer 2014)** Only 9 of 14 students (64%) answered at least 80% of the questions correctly. **2nd Cycle (Summer 2015)** 15 of 17 students (88%) answered at least 80% of questions correctly. **3rd Cycle (Summer 2016)** 15 of 16 students (94%) answered at least 80% of the questions correctly.	Course will no longer be offered online, but will be face to face beginning summer 2015. Instructor revised syllabus for next offering, Summer 2015, to increase emphasis on professional standards. Change in delivery format from online to F2F seems to have improved outcomes. If results next offering are consistent, this SLO may be rotated out to make room for another SLO. The accounting faculty will identify an additional SLO and rotate this SLO out beginning Fall 2017.

MAcc Program

Learning Goal 2: Global Awareness	SLO5: Global Awareness	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	Students consider their understanding and level of acceptance of cultural and ethnic differences within a global business context.	Venue: MANA 5360 (Global Business) Students complete externally-validated ethnocentricity scale at beginning and end of course.	In a pre- and post-test, 70% of students will increase their ethnocentricity score by at least one full scalar point.	**1st Cycle (2014-15)** This MOA is administered in an MBA class that was a MAcc requirement for only one academic year. Zero MAcc students were included in the only administration of the assessment.	After this single assessment, the MAcc curriculum was changed to accommodate two certificate programs, and, as a result, MANA 5360 was dropped from the program. Instead, accounting faculty will include global topics in three courses: Advanced Problems in Accounting (ACCT 5360), Forensic Accounting (ACCT 5366) and Research Problems in Federal Income Taxation (ACCT 5385)
		Venue: ACCT 5310 (Research Problems in Federal Income Taxation) Students in ACCT 5310, Research Problems in Federal Income Taxation, will complete the Global Awareness Profile Test.	60% of students will score above the national average on each content area of the GAP test.	**1st Cycle – Fall 2016** 10 MAcc students in ACCT 5310 Research Problems in Federal Income Taxation completed the Global Awareness Profile in the fall of 2016. At least 60% scored above the global average in each of the content areas, except "Socioeconomic" (50%).	The Department will purchase subscriptions to the *Wall Street Journal* for all MAcc students beginning Fall 2017. At least two classes, ACCT 5310 (Tax), and ACCT 5360 (Advanced) will require students to read and post discussions of global business articles in Canvas LMS and in class. Other MAcc faculty will be encouraged to do the same.

MBA Program

LG1: Professional Proficiency	SLO1: Discipline Knowledge	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	Students demonstrate both breadth and depth in their comprehension of current business theory, concepts, methodology, terminology and practices	Venue: MANA 5395 Formulating and Implementing Strategy Students take the MBA Major Field test as a graded part of MANA 5395, Formulating and Implementing Strategy.	Greater than 50% of students will score above the national median.	**1st Cycle – Spring 2012** 83 MBA students completed the MFT MBA. 50 students (60%) scored above the national median on the overall score. They were scored on the following sections: Section I (Marketing), Section II (Management), Section III (Finance), Section IV (Accounting), and Section V (Strategic Integration). The percentage of these students that scored above the nation median is 70%, 59%, 51%, 57%, and 60% respectively	The AoL Committee worked with the graduate curriculum committee to consider various strategies that can be used to improve overall and individual scores. The committees decided to create a Blackboard AoL organization page that included review materials for students to use.

MBA Program

LG1: Professional Proficiency	SLO1: Discipline Knowledge	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	Students demonstrate both breadth and depth in their comprehension of current business theory, concepts, methodology, terminology and practices	Venue: MANA 5395 Formulating and Implementing Strategy Students take the MBA Major Field test as part of MANA 5395, Formulating and Implementing Strategy.	Greater than 50% of students will score above the national median.	**2nd Cycle – Fall 2014** 23 MBA students completed the MFT MBA. 10 students (43%) scored above the national median on the overall score. Less than 50% scored above the national mean in Section I (Marketing, 48%), Section III (Finance, 43%), Section IV (Accounting, 39%), and Section V (Strategic Integration, 48%). 45 Accelerated MBA students completed the MFT MBA. 20 students (44%) scored above the national median on the overall score. Less than 50% of the students scored above the national mean in Section I (Marketing, 47%), Section II (Management, 42%), Section III (Finance, 47%), Section IV (Accounting, 36%), and	The review modules were created but the results did not improve for the traditional MBA. The results for the accelerated MBA were measured for the first time in Fall 2014 and did not differ significantly from the results of students in the traditional pedagogy. The committee has decided that usage of the MBA Major Field test will be discontinued effective Summer 2015. This decision is due to the inability of the MBA – MFT to give detailed data on the subjects that students struggled with. The College of Business and Technology will instead use an internally created exam, the Common Business Core Exam, in order to obtain targeted data for better analysis of outcomes. The CBCE was created by using faculty recommendations on topics they feel should be incorporated into the exam.

LG1: Professional Proficiency	SLO1: Discipline Knowledge	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
				Section V (Strategic Integration, 44%).	
	Students demonstrate both breadth and depth in their comprehension of current business theory, concepts, methodology, terminology and practices	Venue: MANA 5395 Formulating and Implementing Strategy Students take the Common Business Core Exam each semester in MANA 5395, Formulating and Implementing Strategy. The CBCE was created by business faculty who teach the common MBA core classes. It assesses student knowledge in 34	Students will score 80% or better in each of the conceptual areas.	**3rd Cycle – Summer 2016 and Fall 2016** 34 students in the traditional MBA completed this assessment in Summer 2016 and scored below 80% in 12 of the 26 conceptual areas (4 of 7 in accounting, 3 of 5 in finance, 2 of 4 in operations management, 2 of 6 in management, and 1 of 4 in marketing). 52 traditional and 95 accelerated program MBA students took the CBCE in Fall 2016. Traditional MBA students failed to score 8 of the 26 topic areas (3 of 5 in finance, 2 of 4	Accounting faculty will investigate redesigning ACCT 5320, Accounting for Management Control, now primarily a managerial accounting course, to provide greater focus and to incorporate some coverage of financial accounting topics. Because a leadership course is now required of MBA students, management faculty will no longer teach leadership topics in MANA 5320, Managing and Leading People, and will have room to add coverage of Organizational Design and Structures. Noting the success of the BBA students who used the Blackboard review materials, the faculty who teach MANA 5395, Formulating and Implementing Strategy, will strongly encourage students to use these

LG1: Professional Proficiency	SLO1: Discipline Knowledge	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
		conceptual areas from accounting, CIS, finance, management, and marketing knowledge.		in operations management, and 3 of 6 in management). AP students scored less than 80% in 19 of the 26 topics (6 of 7 in accounting, 4 of 5 in finance, 3 of 4 in operations management, 4 of 6 in management, and 2 of 4 in marketing).	materials and begin tracking their use. Faculty who teach MANA 5305, Operations Management, are rebuilding the course in sync with the conversion from Blackboard to Canvas LMS, and will use this opportunity to add review quizzes to each module. Overall, the faculty expressed concern that the CBCE may not be a best practice method to assess our expectations of MBA students and encourage the AoL Committee to investigate alternative measures as part of the quinquennial review of AoL.

MBA Program

LG2: Technological Competence	SLO2: Problem Analysis	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	Students solve business problems using tools such as decision models, statistical analyses, and forecasting.	Venue: MANA 5305 Decision Making in Operations Management Students take an embedded test over master level technological competency administered in MANA 5305.	Students answered at least 70% of questions correctly.	**1st Cycle – Fall 2012** 37 MBA students answered at least 72% of questions correctly in the following categories: Decision Theory, Linear Programming, and Forecasting.	This course was redesigned based on prior assessment of outcomes. Based solely on this single semester's results, the newly-designed courses appear to have increased students' understanding. Next assessment is scheduled for Spring 2014.
		Venue: MANA 5305 Decision Making in Operations Management Students are evaluated using a rubric that examines four content areas: problem framing, data organization, problem modeling and problem resolution.	80% of students meet or exceed expectations in each of the four content areas.	**2nd Cycle – Spring 2014** 13 students answered 93.3% of inventory systems questions correctly. 20 students answered 88.1% of strategic sourcing questions correctly. 19 students answered 85.2% of total quality management questions correctly.	Students met criterion for this method of assessment.

MBA Program

LG2: Technological Competence	SLO2: Problem Analysis	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
				3rd Cycle – Spring 2015 24 of the 25 (96%) MBA students that participated in this assignment met or exceeded expectations in each of the four content areas.	Students met criterion for this method of assessment. Students continue to meet or exceed expectations for this SLO, so the AoL Committee decided to rotate this Learning Goal out of the assessment cycle. In its place, a new SLO, Quantitative Reasoning, will be assessed as part of the new core value and corresponding Learning Goal, Critical Thinking. Critical Thinking was added as a Core Value as part of the periodic review of the CBT Mission in 2014.

MBA Program

LG3: Global Awareness	SLO3: Global Awareness	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	Students consider their understanding and level of acceptance of cultural and ethnic differences within a global business context.	Venue: MANA 5320 Leading and Managing People Students take the Global Awareness Profile (GAP) test administered in MANA 5320 and student scores are compared to global averages.	At least 60% of students will score greater than the national average on each topic area of the GAP test.	**1st Cycle – Spring 2013** 20 MBA students took the GAP test. At least 65% exceeded the global average in all 14 categories	The AoL Committee consulted with the Dean and he requested that the Provost approve two faculty lines for fall 2014 start date. Focus of one of the searches will be someone with research and teaching expertise in international management and global business. Dr. Miguel Caldas from Escola de Administração de Empresas, in Sao PAoLo, Brazil, hired effective fall 2014 to teach international management in the BBA and global business perspectives in the MBA. Dr. Caldas asked that future assessments be moved to his class and that he be allowed to use an ethnocentricity scale that has been externally validated. The AoL Committee agreed but wants to use the GAP Test again in the future for comparison purposes.
		Venue: MANA 5360 Global Business Perspectives Externally-validated ethnocentricity scale.	In a pre- and post-test, 70% of students will increase their ethnocentricity score by at least one full scalar point.	**2nd Cycle – Summer 2015** 8 of 22 (36.4%) students became more ethnocentric. 4 of 22 (18.2%) students remain unchanged and 10 of 22 (45.6%) students became less ethnocentric.	Although this was the first use of the ethnocentricity scale for the BBA, we had used it in a Management major course, MANA 4310, International Management, during 2014-15. The scale proved to be too easy for students to manipulate, either in a positive way or frivolously, and was not suitable for assessment. The AoL

MBA Program

LG3: Global Awareness	SLO3: Global Awareness	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
		Venue: MANA 5360 Global Business Perspectives Students will complete the Global Awareness Profile (GAP) test in the MANA 5360 Global Business Perspectives course.	At least 60% of students will score greater than the national average on each topic area of the GAP test, and will improve scores compared to the previous administration of the test.	**3rd Cycle – Spring 2016** 39 MBA students participated in the GAP test. 60% or more exceeded the global average in all 14 categories. 207 Accelerated MBA students participated in the GAP test. 60% or more exceeded the global average in all categories except Politics (58%) and Africa (59%)	Committee is not convinced that the results reported here are valid. The MBA students performed well on the GAP test in 2016, demonstrating the effectiveness of the actions taken to improve this objective in the past. Global Awareness will be measured again in the future once more students have cycled into the Global Business Perspectives course in the MBA. There were differences between the traditional and the AP sections of the course, so the test will be administered again in Spring 2017.

MBA Program

LG4: Leadership (NEW 2015-2016)	SLO4: Leadership	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	Students critique leadership styles and evaluate effectiveness of various styles in a business context.	Students select the appropriate leadership action in twelve different scenarios, three for each of four Hersey and Blanchard leadership styles.	Students select the best leadership style more than 50% of the time and the best and second best leadership style more than 70% of the time.	**1st Cycle – Spring 2015** 114 students participated in this assessment. 54% of students gave the best answer and 94% gave the best or second best answer within the "telling" leadership style. (Criterion met). 58% of students gave the best answer and 72% the best or second best answer within the "selling" leadership style. (Criterion met.) 37% of students gave the best answer and 59% the best or second best answer within the "participating" leadership style. (Criterion not met). 8% of students gave the best answer and 44% the best or second best answer within the "delegating" leadership style. (Criterion not met.)	The AoL committee recommended that the Graduate Council consider replacing an MBA core class with MANA 5345, Strategic Leadership. MANA 5345 replaced ECON 5320, Advanced Economic Analysis, effective Fall 2016.

MBA Program

LG4: Leadership (NEW 2015-2016)	SLO4: Leadership	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	Students critique leadership styles and evaluate effectiveness of various styles in a business context.	Students select the appropriate leadership action in twelve different scenarios, three for each of four different appropriate styles.	Students select the best leadership style more than 50% of the time and the best and second best leadership style more than 70% of the time.	**2nd Cycle – 15-16 Academic Year** 256 students participated in this assessment. 56% of students gave the best answer and 93% gave the best or second best answer within the "telling" leadership style. (Criterion met). 62% of students gave the best answer and 77% the best or second best answer within the "selling" leadership style. (Criterion met.) 33% of students gave the best answer and 60% the best or second best answer within the "participating" leadership style. (Criterion not met). 12% of students gave the best answer and 51% the best or second best answer within the "delegating" leadership style. (Criterion not met.)	The MBA program effective fall 2016 added a required leadership course on the recommendation of the Assurance of Learning Committee. In addition, the College of Business and Technology has created a Leadership Institute that will deliver leadership training across a wide spectrum of constituents, including a series of leadership speakers accessible by students.

MBA Program

LG5: Critical Thinking (NEW 2015-2016)	SLO5: Critical Thinking	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	Students employ critical thinking processes to analyze, synthesize and evaluate alternatives when making business decisions.	A team of faculty will blindly evaluate end-of-course projects using a critical thinking rubric.	Students will score 80% or better on each of the rubric dimensions.	**1st Cycle – Spring 2015** Greater than 80% met or exceeded expectations on each of the rubric dimensions, with the sole exception being only 77% met or exceeded expectations related to interpretation and inference (5 of 22 failed to meet expectations).	This Method proved to be unsatisfactory for assessment purposes, because the assigned case was team-based, not individuals. Future assessments of critical thinking will use the Business Critical Thinking Skills Test with Numeracy.
		Students take the Business Critical Thinking and Skills Test with Numeracy (BCTST-N) in MANA 5395 Formulating and Implementing Strategy.	Students combined average score will place them above the 50th percentile within a comparison group of graduate MBA programs that are accredited by the AACSB.	**2nd Cycle – Spring 2016** The average score of students in the traditional MBA placed them in the 55th percentile of AACSB-accredited MBA students who have taken the BCTST-N. The two weakest areas were inference, only 11 students (39%) scored in the "strong" or "superior" category; and deduction, again only	As this was the first administration of the exam and students met the goal, further administrations will monitor trends to ensure continuous improvement.

MBA Program

LG5: Critical Thinking (NEW 2015-2016)	SLO5: Critical Thinking	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	Students employ critical thinking processes to analyze, synthesize and evaluate alternatives when making business decisions.	Students take the Business Critical Thinking and Skills Test with Numeracy (BCTST-N) in MANA 5395 Formulating and Implementing Strategy.	Students combined average score will place them above the 50th percentile within a comparison group of graduate MBA programs that are accredited by the AACSB.	11 students (39%) scored "strong" or "superior". The average score of students in the accelerated MBA placed them in the 52nd percentile among other graduate MBA programs that are accredited by the AACSB that have taken the BCTST-N. Areas that students were weak in include: inference, 11 students (38%) scored in the "strong" or "superior" category and deduction, 12 students (42%) scored "strong" or "superior".	

MBA Program

LG5: Critical Thinking (NEW 2015-2016)	SLO6: Quantitative Reasoning	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	Students possess the skills to solve quantitative reasoning problems.	Students take the Business Critical Thinking and Skills Test with Numeracy (BCTST-N) in MANA 5395 Formulating and Implementing Strategy.	More than 50% of students will score "Strong" or "Superior" in Numeracy.	**1st Cycle – Spring 2016** 19 of 28 students (68%) in the traditional MBA program scored "Strong" or "Superior" in Numeracy. 15 of 29 students (52%) in the accelerated MBA program scored "Strong" or "Superior" in Numeracy.	Because this was the first administration of the BCTST-N, no action will be taken until after a second administration in Spring 2017. The "Desired Outcome" may prove to be too low.

Former SLO: Social Responsibility 2	Discontinued Objective: Social Responsibility	Measurement Methods	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	Students demonstrate good citizenship by engaging in a service activity.	Venue: Unspecified; During Course of MBA Program Students demonstrate good citizenship by engaging in a service activity.	100% of students will participate in Community Service during their master's study.	**1st Cycle – Spring 2013** 4 out of 30 MBA students (13%) who graduated between December 2012 and Spring 2013 participated in some form of community service during their master's study.	Committee decided to discontinue the SLO officially effective Fall of 2014.



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Assurance of Learning (AoL)

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8 September 2020

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Learning Objectives

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- Understand the Assurance of Learning (AoL) definition and process
- Review program learning goals/ learning objectives
- Make an assessment plan for a program

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Rationale

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- What do we want our students to learn?
  - Knowledge
  - Employable skills
    - Written and oral communication
    - Ethical understanding and reasoning
    - Analytical thinking
    - Information technology
    - Interpersonal relations and teamwork
    - Diverse and multicultural work environments
    - Reflective thinking
- How do we know that our students learn?

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Introduction

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- Terminology
  - Assurance of Learning or AoL (AACSB) vs Outcome Based Learning (OBE)
  - Learning goals (Be) / Learning objectives (Do) vs Expected abilities of graduates
  - Assessment
  - Closing the loop

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Introduction

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- **Outcome Assessment** is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Polomba & Banta, 1999)
- **Assurance of Learning** is the systematic processes and assessment plans that collectively demonstrate that learners achieve learning competencies for the programs in which they participate that are within the scope of the school's accreditation. (AACSB, 2020)

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Introduction

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- What is AoL?
  - Assurance of (student) Learning
  - Program Level
  - Assure student learning across the curriculum
  - Assess STUDENT learning NOT faculty teaching
  - Underlying concept
    - Accountability
    - Continuous Improvement

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AoL Steps

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- Step 1: Establish Learning Goals/Objectives
- Step 2: Alignment of curricular with adopted goals
- Step3: Identification of assessment instruments and measure
- Step4: Collection, analyzing, dissemination of assessment information
- Step 5: Using assessment information for continuous improvement and documentation

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Step1: Establish learning goals/objectives

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- Learning Goals and Objectives – What do we want our graduates to be/do?
- Learning GOALS are broad statements and are not suitable for assessment
  - Describe what you want your graduates to BE
  - Example:
    - Graduates will demonstrate problem solving skills
    - Graduates will be effective communicators
- Each learning GOAL must be translated into one or more learning OBJECTIVEs

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Step1: Establish learning goals/objectives

- Learning OBJECTIVES are measurable attribute of the overall learning GOAL
  - Describe what you want your graduates to DO
  - Example:
    - Students can describe the professional code of conduct within their discipline
    - Students will produce professional quality business documents

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Step1: Establish learning goals/objectives

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- Learning Goals/ Objectives for B.Acc.:

1. Ethical reasoning and professionalism
1. 1. Students will be able to recognize and complement moral and ethical principles of the accounting profession (1.1+ 1.2 + 1.4)

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Step1: Establish learning goals/objectives

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- Learning Goals/ Objectives for B.Acc.:

2. Integrated accounting and business knowledge
2.1. Students will be able to demonstrate accounting and business knowledge and theoretical understanding. (2.1 + 2.2 + 2.3)
2.2. Students will be able to apply accounting and business knowledge, acquire supporting information to make accounting decisions to resolve problems and recommend reasonable solutions for various situations. (3.2 + 2.1)

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Step1: Establish learning goals/objectives

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- Learning Goals/ Objectives for BBA:

1. Fundamental Areas of Business Knowledge
1. 1. Students are able to understand business concepts and theories. (2.1)

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Step1: Establish learning goals/objectives

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- Learning Goals/ Objectives for BBA:

2. Analytical Thinking and Problem-Solving
2.1. Students are able to analyze and interpret information to make reasoned business decisions. (2.1, 2.2)
2.2 Students are able to apply conceptual and theoretical frameworks into practice. (2.1, 2.2, 2.3)
2.3 Students are able to conduct numerical analysis to solve business problems. (2.3, 3.1, 3.2, 4.1, 5.1)

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Step1: Establish learning goals/objectives

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- Learning Goals/ Objectives for MBA:

Goal 1. Implications of Integrated Business Knowledge
Objective 1.1 Students will be able to explain and apply advanced concepts and relationships underlying business discipline (2.1 + 2.3)
Objective 1.2 Students will have ability to identify the theories and practices of advanced business discipline (2.2)
Objective 1.3 Students will be able to identify issues and develop standards that influence academic and professional ethics (1.1+ 1.2+ 2.4)

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Step1: Establish learning goals/objectives

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- Learning Goals/ Objectives for MBA:

Goal 2. Critical and Integrative Thinking
Objective 2.1. Students will be able to demonstrate the ability to analyze, synthesize and interpret information to make complicated business decisions (3.1)
Objective 2.2. Students will have ability to apply quantitative skills to solve complicated business problems and discover opportunities (3.2)

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Step2: Alignment of curricular with adopted goals

- Who did we assess? When? Where?
- Curriculum Map of required courses – to answer Where?
- More than one place – to support student achievement of learning GOALs
- All learning GOALs must be addressed in the curriculum

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Step2: Alignment of curricular with adopted goals

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Curriculum Map: Matrix: core courses x learning goals/objectives

Required Course	Ethical Reasoning	Integrated Accounting and Business Knowledge	Critical Thinking and Problem Solving	Communication and Responsibility	Digital Literacy
BA101	addressed			addressed	addressed
BA205	assessed	addressed	addressed		addressed
AC303		assessed		assessed	
AC401		assessed	assessed		assessed
…					

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Step2: Alignment of curricular with adopted goals

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Activity 1

- Draw a curriculum map between your program/major required courses and learning objectives
  - At minimum, a curriculum map must be on all required courses

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Step2: Alignment of curricular with adopted goals

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- Assessment Plans to answer Who? and When?
  - Course/Educational Experience and student artifacts
  - Instruments
    - Rubric, survey, exam
  - When: semester and year
  - Assessor
    - Instructor of the course
    - Committee of instructors
    - Professionals

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Step2: Alignment of curricular with adopted goals

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Assessment Plan example

Learning Goal	Learning Objective	Approach	Schedule
1 Business Knowledge	1.1 Students are able to exhibit thorough understanding of core business theories and principles.	Exam: Business Foundation	S1 Y2020
2 Communication Skills	2.1 Students are able to make professional presentations in English.	Rubric on Oral Presentation: Seminar in Entrepreneurial Management	S2 Y2020
	2.2 Students are able to prepare professional written reports in English.	Rubric on Report: Seminar in Entrepreneurial Management	S2 Y2020

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Step2: Alignment of curricular with adopted goals

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Activity 2

- Design an assessment plan
  - Select student artifacts to be assessed for each learning OBJECTIVES
  - Assign which semester to assess

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Step3: Identification of assessment instruments and measures

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- Methods – How do we assess?
- Instruments
  - Direct Assessment
    - Standardized exam
    - Senior project or presentation
    - Writing and/or other assignments outside classroom
    - Student portfolios
  - Indirect Assessment
    - Survey
    - Interview
    - Focus Group

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Step3: Identification of assessment instruments and measures

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- Use Rubrics as a standard measure
- In the course embedded assessment, assignments or student demonstrations evaluated for the purposes of AoL using a separate and distinct process NOT the grade students earned
- Ask the instructor NOT to create new class activities, but reuse anything that they already have.

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Step3: Identification of assessment instruments and measures

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Example: Ethical Reasoning and Professionalism Rubrics

Traits	Rubrics		
	Below Expectation	Meet Expectation	Exceed Expectation
To recognize the moral of the accounting profession	Unable to recognize the moral of the accounting profession.	Able to recognize the moral of the accounting profession.	Able to recognize and implement the moral of the accounting profession.
To recognize ethical principles of the accounting profession	Unable to recognize the basic ethical principles of the accounting profession.	Able to recognize the ethical principles of the accounting profession.	Able to recognize and apply the ethical principles of the accounting profession.

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Step3: Identification of assessment instruments and measures

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Example: Fundamental Area of Business Knowledge Rubrics

Traits	Rubrics		
	Below Expectation	Meet Expectation	Exceed Expectation
To understand business concepts and theories.	Unable to understand basic business concepts and theories	Able to understand basic business concepts and theories.	Able to understand advanced business concepts and theories.

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Step3: Identification of assessment instruments and measures

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Example: Implication and Integrated Business Knowledge Rubrics

1.1 Students will be able to explain and apply advanced concepts and relationships underlying business discipline (2.1 + 2.3)			
Trait	Below (Unacceptable)	Meet (Acceptable)	Exceed (Exemplary)
1.1.1 Explain advanced concepts and relationships underlying business discipline	Fails to explain advanced concepts related to business knowledge and does not identify theoretical relationships	Able to explain advanced concepts related to business knowledge and identify theoretical relationships	Able to explain advanced concepts related to business knowledge, identify theoretical relationships, and provide examples in some detail
1.1.2 Apply advanced concepts and relationships underlying business discipline	Does not apply advanced concepts related to business knowledge	Able to apply advanced concepts related to business knowledge	Able to recognize and apply a variety of advanced concepts related to business knowledge

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Step3: Identification of assessment instruments and measures

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Activity 3

- Continue to design the assessment plan
  - Choose an appropriate assessment instruments for student artifacts selected
  - Create a tool for assessment, i.e. rubric
  - Design an implementation plan for assessment

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Step3: Identification of assessment instruments and measures

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- Issues
  - In a huge required course with > 100 students registered, do we need to assess all of them?
  - There is no individual student artifacts in class.
  - How to we assess students' Ethics, or Teamwork skill?

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Step4: Collection, analyzing, and dissemination of assessment information

- Finding/Evidence –What did we find out?
- Who receives the information?
- What part of it do they receive?
- Who can act on the information?

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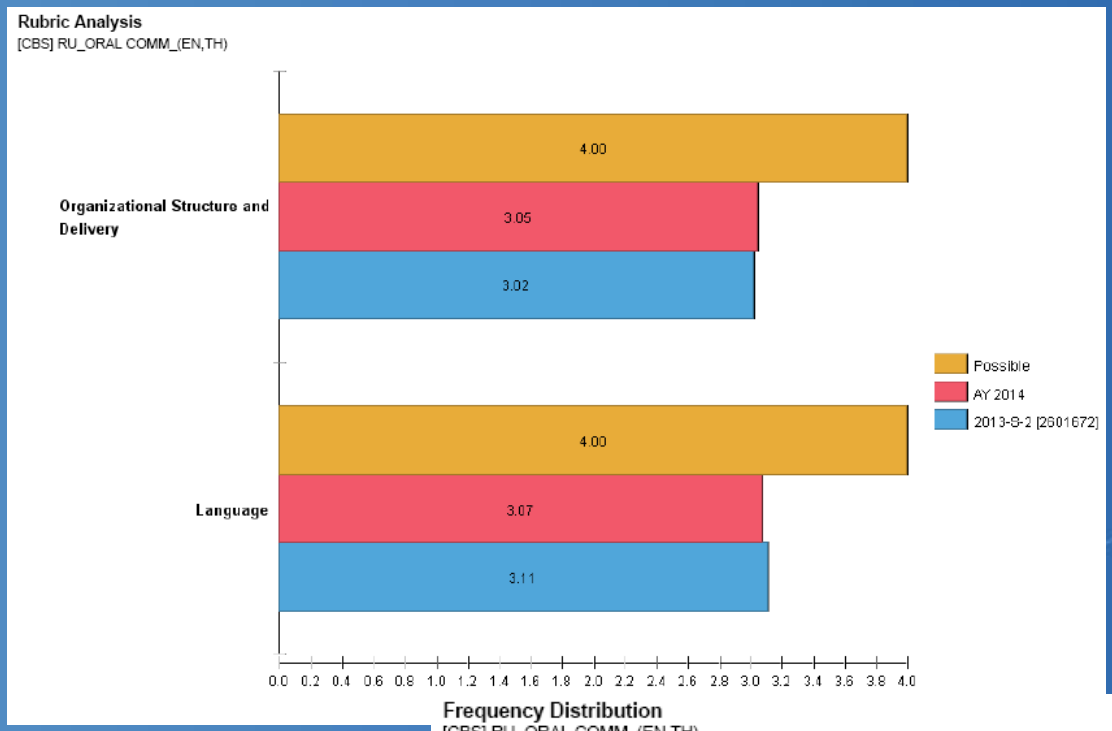
Step4: Collection, analyzing, and dissemination of assessment information

- CBS Dissemination of assessment result:
  - AOL Committee Meeting
    - Reports generated and reviewed
  - Programs review reports
    - No Action vs Improvement needed
  - Documentation

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Step4: Collection, analyzing, and dissemination of assessment information

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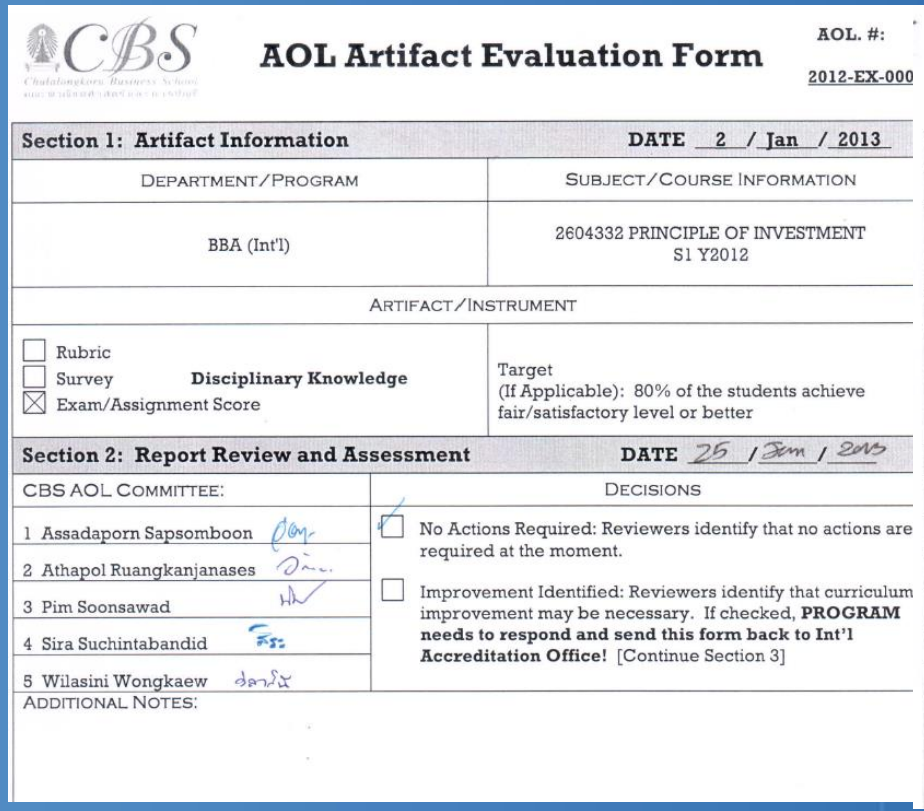
Frequency Distribution
[CBS] RU_ORAL COMM_(EN,TH)

Criteria		Excellent	Good	Fair	Improvement Needed	Number Evaluation	Average	Median	Mode	Std. Deviation
Organizational Structure and Delivery	Points	4.00	3.00	2.00	1.00					
	2013-S-2 [2601672]	19%	63%	17%	0%	103	3.02	3.00	3.00	0.61
	AY 2014	23%	59%	17%	1%	128	3.05	3.00	3.00	0.66
Language	Points	4.00	3.00	2.00	1.00					
	2013-S-2 [2601672]	23%	64%	13%	0%	103	3.11	3.00	3.00	0.59
	AY 2014	22%	63%	15%	0%	128	3.07	3.00	3.00	0.60

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Step4: Collection, analyzing, and dissemination of assessment information

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AOL Artifact Evaluation Form

AOL. #: 2012-EX-000

Section 1: Artifact Information DATE 2 / Jan / 2013

DEPARTMENT/PROGRAM	SUBJECT/COURSE INFORMATION
BBA (Int'l)	2604332 PRINCIPLE OF INVESTMENT S1 Y2012

ARTIFACT/INSTRUMENT

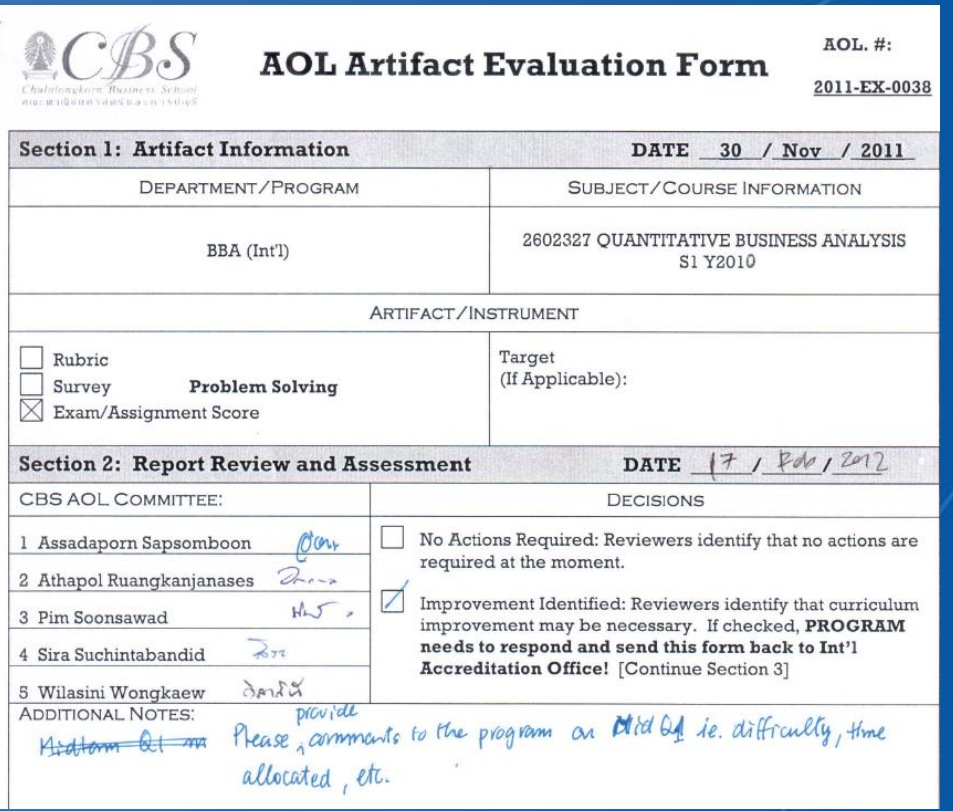
- ☐ Rubric
- ☐ Survey **Disciplinary Knowledge**
- ☒ Exam/Assignment Score

Target (If Applicable): 80% of the students achieve fair/satisfactory level or better

Section 2: Report Review and Assessment DATE 25 / Jan / 2013

CBS AOL COMMITTEE:	DECISIONS
1 Assadaporn Sapsomboon	☑ No Actions Required: Reviewers identify that no actions are required at the moment.
2 Athapol Ruangkanjanases	☐ Improvement Identified: Reviewers identify that curriculum improvement may be necessary. If checked, **PROGRAM needs to respond and send this form back to Int'l Accreditation Office!** [Continue Section 3]
3 Pim Soonsawad	
4 Sira Suchintabandid	
5 Wilasini Wongkaew	

ADDITIONAL NOTES:



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AOL Artifact Evaluation Form

AOL. #: 2011-EX-0038

Section 1: Artifact Information DATE 30 / Nov / 2011

DEPARTMENT/PROGRAM	SUBJECT/COURSE INFORMATION
BBA (Int'l)	2602327 QUANTITATIVE BUSINESS ANALYSIS S1 Y2010

ARTIFACT/INSTRUMENT

- ☐ Rubric
- ☐ Survey **Problem Solving**
- ☒ Exam/Assignment Score

Target (If Applicable):

Section 2: Report Review and Assessment DATE 17 / Feb / 2012

CBS AOL COMMITTEE:	DECISIONS
1 Assadaporn Sapsomboon	☐ No Actions Required: Reviewers identify that no actions are required at the moment.
2 Athapol Ruangkanjanases	☑ Improvement Identified: Reviewers identify that curriculum improvement may be necessary. If checked, **PROGRAM needs to respond and send this form back to Int'l Accreditation Office!** [Continue Section 3]
3 Pim Soonsawad	
4 Sira Suchintabandid	
5 Wilasini Wongkaew	

ADDITIONAL NOTES: Please provide comments to the program on Mid Qtr ie. difficulty, time allocated, etc.

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Step5: Using assessment for continuous improvement

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- So-called: **Closing the loop**
- Interpretation/Action Items – What are we going to do about it?
- Documentation on where assessment outcomes have been used for continuous improvement of curricula

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Step5: Using assessment for continuous improvement

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Table 5-1

Assessment Plan and Results for Most Recently Completed Accreditation Cycle by Degree Program (Table is Optional for CIR Visits, Mandatory for Initial Visits)

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements Identify whether process (P) or curriculum (C) (Date changes were made)
Direct Measures						
Indirect Measures						

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Step5: Using assessment for continuous improvement

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- Examples of Closing the Loop questions
  - What parts of the curriculum are functioning particular well?
  - What prerequisite knowledge, skills, or disposition should be added?
  - Are our standards of achievement appropriate for our students?
  - Are our assessment methods yielding information that we care about?
  - What should be celebrating?

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Lessons learned

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- Regularly meet with all program administrative committees – peer pressure is good within the same unit.
- Centralized the process until they (the program) are ready
- Implementing assessment in Bachelor degree is ***more difficult*** than graduate degrees – organization of program and the number of students
- Closing the loop is ***much*** harder than assessment.

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References

- AACSB (2020). 2020 Guiding Principles and Standards for Business Accreditation. AACSB International.
- AACSB (2019). Accreditation Standard 8 (2013 Business Standard): Curriculum Management and Assurance of Learning – An Interpretation. AACSB White Paper. AACSB International.
- AACSB (2009). Material from Applied Assessment Seminar. Paris, France.



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THANK YOU

What is Assurance of Learning (AoL)?

Assurance of Learning is a cost-effective mechanism for us to demonstrate that our students are learning what we say they will. It involves first understanding the intended learning goals and outcomes for a program, and then ensuring that the program's curriculum provides space for these goals and outcomes to be introduced, reinforced and mastered. Then, at regular intervals, the efficacy of the program is reviewed through direct and indirect assessment of student learning.

By engaging in a robust AoL system, we are able to examine what we are doing well, and consider approaches that allow us to build from these strengths. From a mindset of appreciative inquiry, we highlight the successes, and use those stories to influence areas where we have opportunity for growth and continuous improvement. It is an integral aspect of building and managing our curricular offerings at Bentley, and as such faculty must have ownership over this process.

AoL refers to the assessment of student learning in a program, not in individual courses.

What AoL is Not:

Assurance of Learning is not about standardized tests, making life overly difficult or complex, or individual faculty performance evaluation. It is not done on an ad hoc basis, and we are "not trying to produce publishable data." (Walvoord, 2004)

What is Required of AoL?

We engage in AoL because we want to ensure that we are providing the best education to our students. While our accreditors do require regular assessment of student learning, we understand that we gain the benefits to these processes beyond accreditation compliance.

It is important to note that our accreditors do not require highly complex approaches to assessing student learning. Their requirements are straightforward, and thus as an institution we develop assessment practices that are clear to faculty, benefit our students, and allow for continued growth and improvement. Here is some of what our accreditors say about AoL:

AACSB: "*The school uses well-documented assurance of learning (AoL) processes that include direct and indirect measures for ensuring the quality of all degree programs that are deemed in scope for accreditation purposes. The results of the school's AoL work leads to curricular and process improvements*." (2020 Standards, p. 41)

NECHE: "*The institution publishes the learning goals and requirements for each program. Such goals include the knowledge, intellectual and academic skills, competencies, and methods of inquiry to be acquired. In addition, if relevant to the program, goals include creative abilities and values to be developed and specific career-preparation practices to be mastered.*

The institution develops, approves, administers, and on a regular cycle reviews its academic programs under institutional policies that are implemented by designated bodies with

established channels of communication and control. Review of academic programs includes evidence of student success and program effectiveness and incorporates an external perspective. Faculty have a substantive voice in these matters." (NECHE, Standard 4)

What is not required of AoL Processes?

Misconceptions about what is required of AoL are common among many campuses. Here we highlight what is NOT required, to ensure that our processes continue to be useful, clear, and of best use to students and faculty.

- We are not required to utilize a standard set of learning goals and objectives. The Bentley faculty determines those, for our students and programs.
- We are not required to assess every student, every year.
- We are not required to use specific tools and measurement methods. We determine what is best.
- We are not required to assess every goal, every year.
- We are not required to benchmark our outcomes against other institutions.

What are examples of strong assessment practices?

Assurance of Learning depends on direct assessment measures and tools. These measures and tools provide demonstrable evidence of student learning. Examples include course embedded measures such as assignments, test questions, projects, logs, portfolios and observations that are often assessed with a rubric.

Strong assessment practices also include regular reviews of the program's curriculum and the intended learning goals and outcomes, in relation to student learning assessment. Ensuring that the curriculum provides proper coverage of the intended goals and outcomes is crucial to assuring learner success.

What does "closing the loop" mean?

Closing the loop is the development of an action plan resulting from assessment analysis. We celebrate areas where we are meeting our benchmarks/performance thresholds, and utilize those areas to inform the learning outcomes where we have not met our benchmark goals. The instructional design and assurance of learning team at Bentley will help program faculty review the student learning data to maximize the development of an actionable plan.

Closing the loop consists of two parts:

1. Implementing the action plan
2. Measuring a second time

Here are some actions that can be taken as part of "closing the loop"

- Considerations to course sequencing/pre-requisites
- Modifying courses
- Further coordination amongst courses
- Faculty development
- Developing new courses
- New extracurricular activities

ASSESSMENT HANDBOOK

College of Business

University of Central Arkansas™

Last updated
8/19/2014

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COLLEGE OF BUSINESS
VISION, MISSION, AND CORE VALUES STATEMENT

Our mission is to provide high quality business education to our undergraduate and graduate students through the delivery of a current, responsive, and innovative curriculum that promotes intellectual and professional development. We promote excellence through our scholarly endeavors and service to our stakeholders through strong engagement with the local, regional, national, and global business community.

In carrying out this mission, the College of Business is guided by the following core values and expects the following outcomes:

1. **Intellectual Excellence**
   1.1. **Educate students:** We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
   1.2. **Scholarship:** We believe that faculty and students should engage in professional development and scholarly endeavors that promote and impact the application, creation and dissemination of knowledge through contributions to business practice, learning and pedagogical research, and discipline-based scholarship.
   1.3. **Cultural competence:** We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
   1.4. **Physical learning environment:** We strive to provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.
2. **Community**
   2.1. **Collegiality:** We encourage transparency in our decision making practice through a process of shared governance based on interactions among faculty, staff, and students.
   2.2. **Service:** We pursue collaborative partnerships between our internal and external stakeholders to impact and promote life-long and experiential learning, research, service, and community engagement.
3. **Diversity:**
   3.1. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas.
4. **Integrity:**
   4.1. **Ethics:** We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.
   4.2. **Responsibility:** We commit to being responsible and accountable in our operations at all levels, including assessment and continuous improvement of our academic programs and transparency in our fiscal and operational proceedings.

ASSURANCE OF LEARNING IN THE COLLEGE OF BUSINESS

Assurance of learning (AOL) is a critical component of achieving the mission of the College of Business at the University of Central Arkansas. AOL activities are designed to measure the student learning outcomes upon completion of specific aspects of the curriculum by students. The learning goals that are measured are determined by the mission of the college of business which is directly tied to the university mission. The faculty of the college of business determines the learning goals and the curriculum to achieve these learning goals based on their knowledge and research of the skills needed to be successful in their fields, along with feedback from the business community about the desired skills and knowledge that employers are looking for in a new graduate.

Student learning outcomes are measured directly within the classroom setting through assessment activities. Even though direct measures of assessment occur within the classroom, assessment should not be viewed as measuring any one instructor's teaching capability. Often assessment of specific learning goals may occur in a capstone course even though the skills are learned at an earlier point in the student's studies. For example, very few business courses teach basic writing skills. The basic skills are developed in the general education writing courses, or possibly even before the student reaches the university. The faculty member in a writing intensive course at the senior level is not going to teach basic grammar. The focus changes to incorporating these skills in a way that is appropriate to discipline. However, the assessment measurement will incorporate both the basic grammar skills as well as the more advanced skill of usage and language choice appropriate to the discipline. The assessment measurement is holistic in the sense that it is measuring overall writing skills learned in a variety of classes.

Direct assessment of learning outcomes looks at a specific learning goal or skill that is desired in an ideal graduate. For this reason it is generally not appropriate to use an assignment grade or a course grade to measure student learning or skills from an assessment viewpoint. In assigning a grade to a student, faculty members are generally measuring a wide variety of skills. The grade for a paper written in a capstone course will incorporate written communication skills but also content specific to the discipline. Assessment would break this grade down to identify how well the student demonstrates written communication and discipline specific knowledge as two separate items. The overall grade on the assignment is not a good assessment measure because it does not breakout the individual skills. If students are demonstrating a strong grasp of the knowledge but lacking in written communication skills, assessment activities and measures need to identify the deficient area and look at curricular changes to address the deficiency.

Indirect measures of assessment may also occasionally be considered in a strong AOL culture. Faculty insight into the changing business environment is needed to keep the curriculum current and responsive to industry needs. Feedback from the business community on the quality of our graduates, changes in the skill set needed of new employees, and changes in industry practices needs to be incorporated in the curriculum

as well. In particular during the mission review process and subsequent review of learning goals, business community feedback provides a critical element of the review process.

A strong AOL culture enables the college of business to assess overall student learning and identify places where curricular changes may need to be made to better prepare our graduates for the work force or graduate education. Assessment by itself is not enough, the college has to grow and develop by taking the information gained from assessment and closing the loop by adopting curricular change to better achieve the desired learning goals. Continuous improvement with an innovative and dynamic curriculum and learning environment will be the ultimate outcome of the assessment process.

OUR LEARNING GOALS AND OBJECTIVES

The current Learning Goals and Objectives of the UCA College of Business were developed during the spring and summer of 2011. While assurance of learning has a long and well-developed history at UCA, it was determined that our goals and objectives were due to be reconsidered. In response to this, a concerted effort by faculty, students, administrators, advisory board members and other stakeholders developed the following learning goals and objectives for our three distinct degree programs. These learning goals and objectives flow directly from the COB's Vision, Mission, and Values statement that was formally adopted on July 15, 2011. The three distinct programs are the BBA, the MBA, and the MAcc, and their associated learning goals are presented in this plan.

AACSB ASSURANCE OF LEARNING
BBA

BBA Learning Goals

Our graduates shall possess:

1. Critical Thinking & Analytical Thinking Skills;
2. Awareness of the Global Business Environment;
3. Ethical Reasoning Abilities;
4. Effective Communication Abilities;
5. Effective Collaborative Skills;
6. Effective Information Management Skills;
7. Understanding of a Broad Range of Business Disciplines.

For each Learning Goal, the COB has defined at least one corresponding Learning Objective.

ASSESSING LEARNING GOALS AND OBJECTIVES

BBA Program

Learning Objective 1a: Students will be able to use appropriate analytical techniques to identify and frame problems, generate and compare alternatives, and use knowledge and reasoning skills to optimize organizational performance.

Course(s) Assessed: MGMT 4347
Measure: Students will demonstrate learning and mastery of subject matter through their performance on the Capstone© Business Simulation.
Benchmark (meet): The College's mean score will be in the 50th percentile or above.

Learning Objective 1b: Students will be able to accurately apply the appropriate quantitative skills to solve specific problems in various business disciplines.

Course(s) Assessed: FINA 3330; MGMT 3344; QMTH 2330; ACCT 4315
Measure: Students will demonstrate sufficient quantitative skills through their performance on targeted pre- and post-testing in designated courses
Benchmark (meet): Mean score of students assessed will improve; post-test mean score of students assessed will be 70% or above

Learning Objective 2a: Students will be able to identify cultural/global perspectives among stakeholders

Course(s) Assessed: ECON 2310; MGMT 3344; MKTG 3350; ACCT 3315
Measure:
ECON 2310 students will take a series of Blackboard-hosted quizzes related to global business. MGMT 3344, MKTG 3350, and ACCT 3315 students will take a pre-test and a post-test of questions regarding global perspectives.
Benchmark (meet): The mean number of points for all ECON 2310 students will be equal to or greater than 70% of the total points that could possibly be

earned on the Blackboard quizzes. In MGMT 3344, MKTG 3350, and ACCT 3315 there will be a statistically significant improvement in the mean score of all students assessed between the pre-test and the post-test.

Learning Objective 3a: Students will be aware of ethical issues inherent in business decisions and articulate the manner in which they arrived at an ethical decision

Course(s) Assessed: MGMT 3340
Measure: Students will complete an assignment (business case or other writing assignment) dealing with ethical decision making or the social responsibility of business. The assignment will be assessed with the Ethical Decision Making/Social Responsibility Rubric.
Benchmark (meet): Mean score of students assessed with the will be four (4) points, or greater, out of the available six (6) points.

Learning Objective 3b: Students will be aware of legal issues inherent in business decisions

Course(s) Assessed: ACCT 2321
Measure: Students will demonstrate knowledge of government regulation, employment law, property law, and contract law. Students will be assessed by their performance on objective questions embedded in an exam.
Benchmark (meet): Mean score of students will be 70% or above.

Learning Objective 4a: Students will be able to produce professional quality business documents

Course(s) Assessed: ACCT 4317, ECON 4380, FINA 4336, INSU 4320, MGMT 4348, MGMT 4376; MIS 3328, MKTG 4355
Measure: Students will prepare a report, paper, or case analysis on a discipline-specific topic in the writing-intensive course designated in their majors. The assignment will be assessed with the Written Communication Skills Rubric.
Benchmark (meet): Mean score of students assessed with the rubric will be nine (9) points, or greater, out of fourteen (14) available points.

Learning Objective 4b: Students will be able to deliver professional quality oral presentations

Course(s) Assessed: MGMT 2301, MKTG 2376
Measure: Students will give an oral presentation on a business topic. The assignment will be assessed with the Oral Communication Skills Rubric.
Benchmark (meet): Mean score of students assessed with the rubric will be eleven (11) points, or greater, out of the sixteen (16) available points.

Learning Objective 5a: Students will be able to work in teams to solve business problems

Course(s) Assessed: MGMT 4347
Measure: Students will complete group projects as part of the Capstone© Business Simulation. Using Capstone's internal teamwork assessment process, each student will be assessed by peers several times during a semester.

Benchmark (meet): The cumulative mean score of all students will be 70% or above.

Learning Objective 6a: Students will be able to effectively apply business-oriented software applications to manage data in support of business operations

Course(s) Assessed: MIS 2343
Measure: Students will be assessed using a test question set that requires a demonstration of Microsoft Excel & Access application skills. The questions are embedded in an end of course module provided by Cengage.
Benchmark (meet): The mean score of all students assessed will be equal to or greater than 70% of the points possible on the exam questions.

Learning Objective 6b: Students will be able to understand the role of information systems in support of organizational activities

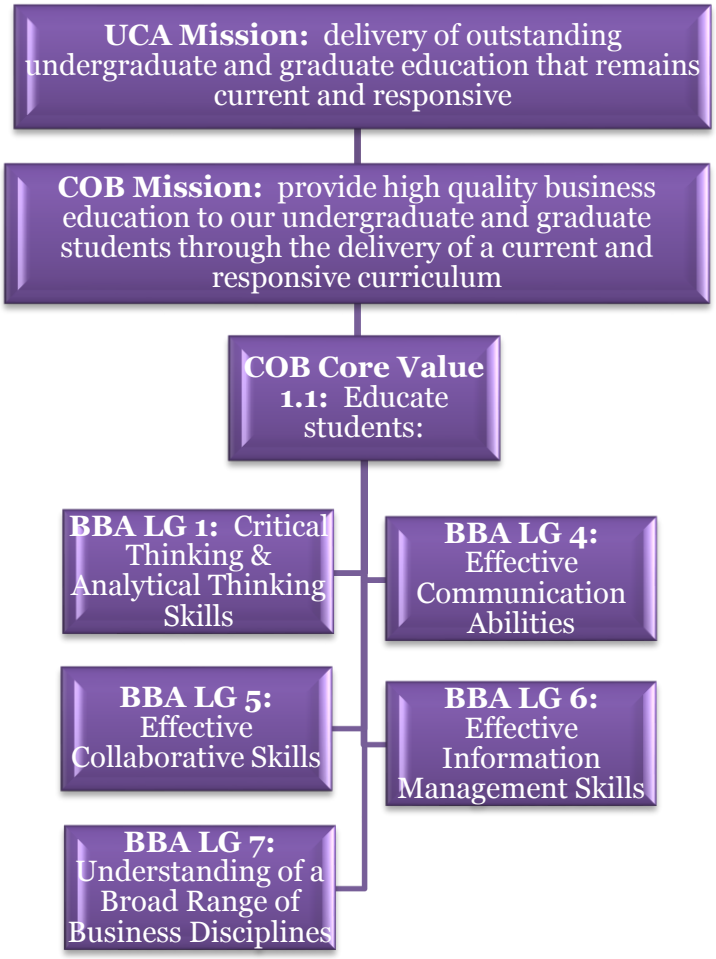
Course(s) Assessed: MIS 3321, ACCT 3320
Measure: Students will be assessed by their performance on objective questions embedded in an exam.
Benchmark (meet): The mean score of all students assessed will be equal to or greater than 70% of the points possible on the exam questions.

***Learning Objective 7a*:** Students will be able to demonstrate understanding of key concepts and theories in various functional areas of business and the ability to draw on knowledge and insights from a variety of disciplines when analyzing and formulating solutions to problems and opportunities

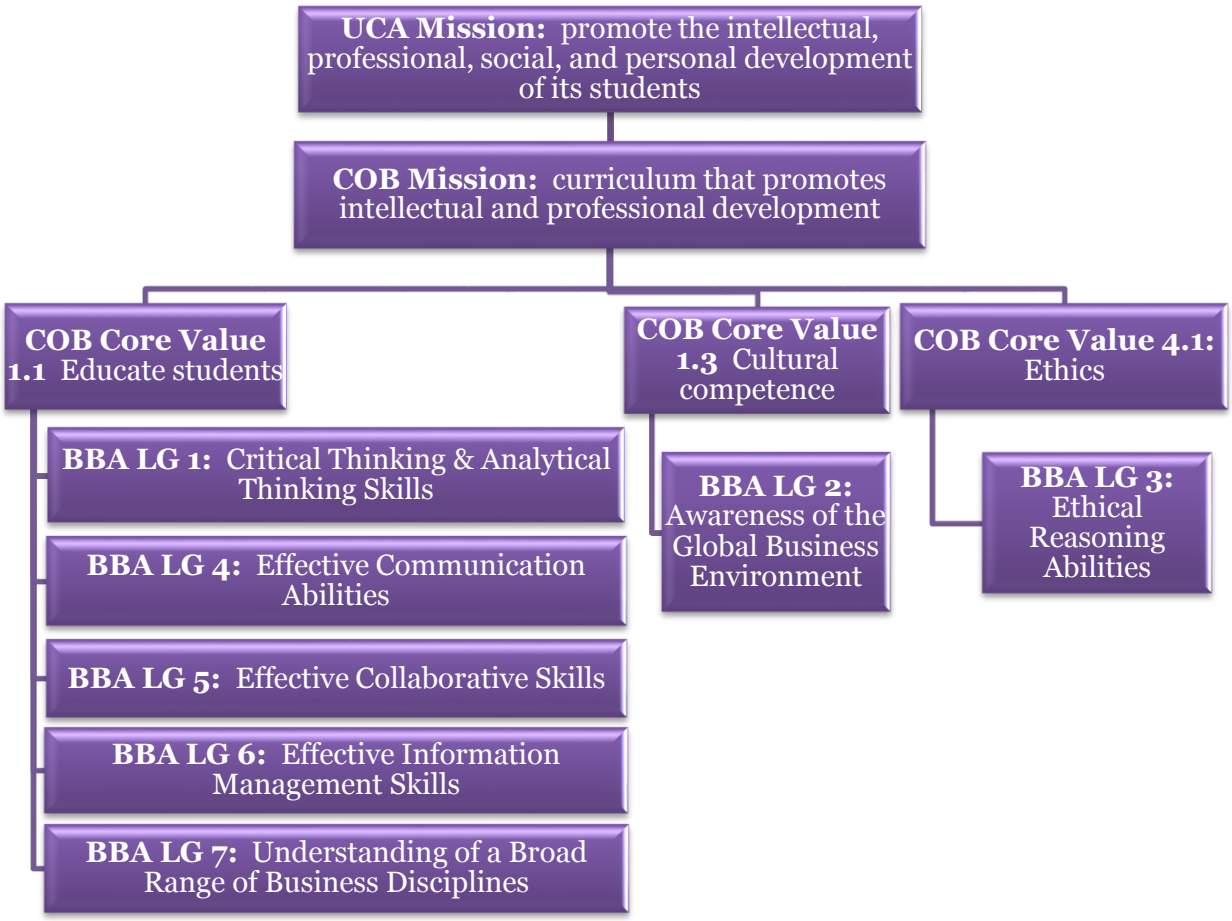
Course(s) Assessed: MGMT 4347
Measure: Students will demonstrate learning and mastery of subject matter through their performance on the Capstone© Comp-XM examination.
Benchmark (meet): Mean score of all students completing the exam shall be equal to 50%.

BBA Mapping

- **UCA Mission:** delivery of outstanding undergraduate and graduate education that remains current and responsive
  - **COB Mission:** provide high quality business education to our undergraduate and graduate students through the delivery of a current and responsive curriculum
    - **COB Core Value 1.1:** Educate students: We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
      - **BBA LG 1:** Critical Thinking & Analytical Thinking Skills
      - **BBA LG 4:** Effective Communication Abilities
      - **BBA LG 5:** Effective Collaborative Skills
      - **BBA LG 6:** Effective Information Management Skills
      - **BBA LG 7:** Understanding of a Broad Range of Business Disciplines



- **UCA Mission:** promote the intellectual, professional, social, and personal development of its students
  - **COB Mission:** curriculum that promotes intellectual and professional development
    - **COB Core Value 1.1:** Educate students: We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
      - **BBA LG 1:** Critical Thinking & Analytical Thinking Skills
      - **BBA LG 4:** Effective Communication Abilities
      - **BBA LG 5:** Effective Collaborative Skills
      - **BBA LG 6:** Effective Information Management Skills
      - **BBA LG 7:** Understanding of a Broad Range of Business Disciplines
    - **COB Core Value 1.3:** Cultural competence: We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
      - **BBA LG 2:** Awareness of the Global Business Environment
    - **COB Core Value 4.1:** Ethics: We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.
      - **BBA LG 3:** Ethical Reasoning Abilities



AACSB ASSURANCE OF LEARNING
MAcc

MAcc Learning Goals

The College of Business presumes that participants in a master's level degree program possess the base of general knowledge and skills appropriate to an undergraduate degree. Learning in master's level program develops in a more integrative, interdisciplinary fashion than in undergraduate education. Students in master's level specialized programs must demonstrate knowledge of theories, models, and tools relevant to the field and shall be able to apply appropriate specialized theories, models, and tools to solve concrete business and managerial problems.

Our MAcc students will be:

1. Competent in the theory and practice of accounting.
2. Able to communicate effectively.
3. Able to effectively manage information.
4. Able to demonstrate effective leadership.
5. Aware of the global perspective and the effects of the global marketplace.
6. Able to recognize ethical dilemmas and respond ethically.
7. Able to think dynamically.

For each Learning Goal, the COB has defined at least one corresponding Learning Objective.

ASSESSING LEARNING GOALS AND OBJECTIVES

MAcc Program

Learning Objective 1a: Students will be able to correctly apply financial accounting standards

Course(s) Assessed: ACCT 6310
Measure: Students will complete test questions requiring the application of financial accounting concepts. The questions will be assessed with the Financial Accounting Rubric.
Benchmark (meet): 80% of students will earn at least three (3) points of the six (6) points possible for the questions.

Learning Objective 1b: Students will be able to correctly apply auditing standards

Course(s) Assessed: ACCT 6317
Measure: Students will complete an exam question requiring the application of auditing standards
Benchmark (meet): 80% of students will earn at least four (4) points of the six (6) points possible for the questions.

Learning Objective 1c: Students will be able to correctly apply the tax laws

Course(s) Assessed: ACCT 6309

Measure: Students will prepare a solution to a tax research project. The solution will be assessed with the tax research rubric.
Benchmark (meet): 80% of students will earn at least six (6) points of the eight (8) points possible for the assignment. The assignment will be assessed with the Tax Research Rubric.

Learning Objective 1d: Students will be able to solve unstructured problems
Course(s) Assessed: ACCT 6340
Measure: Students will write an individual solution to a business case problem. The solution will be assessed with the MAcc Problem Solving Rubric.
Benchmark (meet): 80% of students will score 38 or more out of a possible 55 points on the rubric.

Learning Objective 2a: Students will be able to communicate effectively in writing
Course(s) Assessed: ACCT 6310
Measure: Students will write a research paper on a financial accounting issue. The assignment will be assessed with the Written Communication Skills Rubric.
Benchmark (meet): 80% of students will score at least nine (9) points (out of 14) or higher; 80% of students will receive one or fewer zeroes.

Learning Objective 2b: Students will be able to communicate effectively in an oral presentation
Course(s) Assessed: ACCT 6317
Measure: Students will make a presentation on an auditing standard. The presentation will be assessed with the Oral Presentation Rubric.
Benchmark (meet): 80% of students will earn at least 38 points out of the possible 55 points on the rubric.

Learning Objective 2c: Students will be able to work effectively in teams
Course(s) Assessed: ACCT 6340
Measure: Student groups will solve a business problem. The Teaming Rubric will be use teamwork will be assessed using a rubric
Benchmark (meet): Indexing "Strongly Disagree" with one (1) point and "Strongly Agree" with four (4) points, 80% of students will earn at least 14 points of the 20 possible points on the rubric.

Learning Objective 3a: Students will be able to locate the appropriate quality and quantity of information needed to solve a problem
Course(s) Assessed: ACCT 6309
Measure: Students will prepare a solution to a tax research project. The presentation will be assessed with the Tax Research Rubric.
Benchmark (meet): 80 % of students will score 6 points (out of 8) or higher; 80% will receive no zeroes.

Learning Objective 3b: Students will understand the development and structure of a database
Course(s) Assessed: ACCT 6320

Measure: Students will generate a database that generates an income statement based on sales and acquisitions. The assignment will be assessed with the Database Rubric.
Benchmark (meet): 80% of students will earn at least 42 points of the possible 60 points on the rubric.

Learning Objective 4a: Students will possess the qualities necessary for effective leadership

Course(s) Assessed: ACCT 6350
Measure: Students will demonstrate whether they possess leadership qualities in classroom interactions; student performance will be assessed using the Leadership Rubric.
Benchmark (meet): 80% of students will earn at least 98 points of the 140 points possible on the rubric.

Learning Objective 5a: Students will be able to interpret and apply international financial accounting standards

Course(s) Assessed: ACCT 6310; ACCT 6340
Measure: ACCT 6310 students will complete test questions requiring the application of international financial accounting concepts, and will be assessed using the Financial Accounting Rubric. ACCT 6340 students will write an individual solution to an international business problem case. The solution will be assessed with the Problem Solving Rubric.
Benchmark (meet): In ACCT 6310, 80% of students will earn four (4) points of the six (6) points possible on the Financial Accounting rubric; in ACCT 6340, 80% of students will earn 38 of the 55 possible points on the Problem Solving Rubric.

Learning Objective 6a: Students will be able to identify ethical dilemmas and choose an appropriate course of action

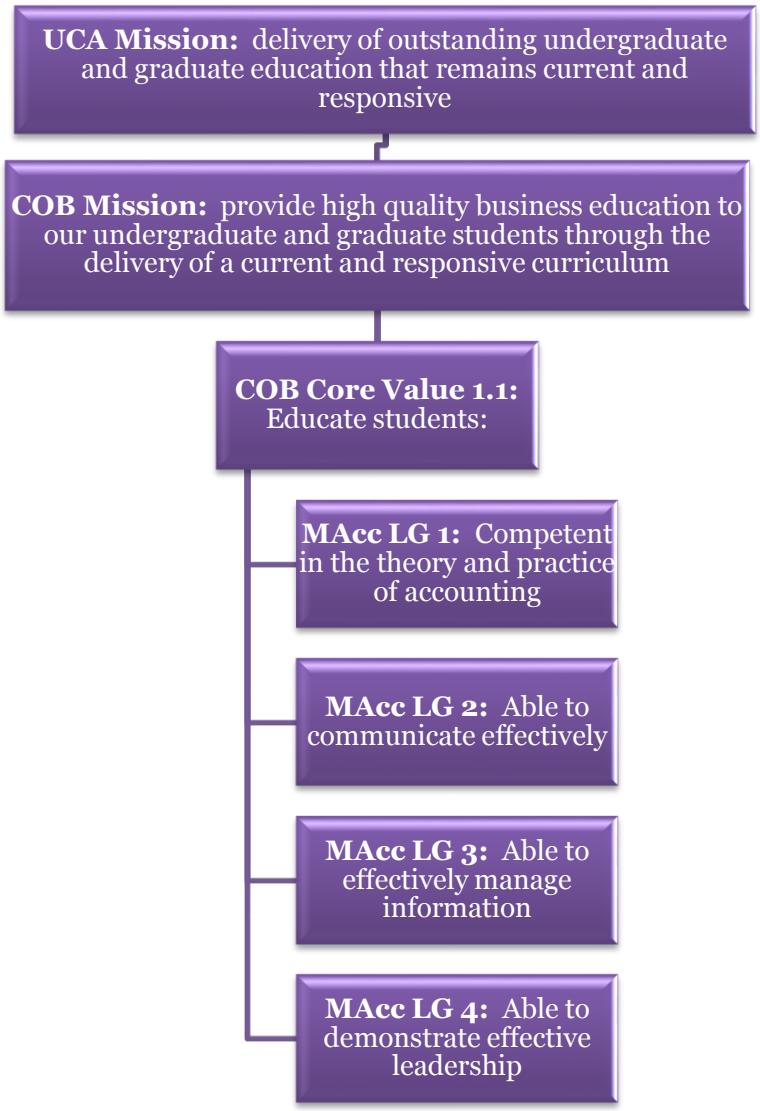
Course(s) Assessed: ACCT 6317
Measure: Students will complete an exam question related to an ethical issue. The answers will be assessed with the Ethical Decision Making/Social Responsibility of Business Rubric
Benchmark (meet): 80% of students will score 4 points (out of 6) or higher; 80% will receive no zeroes.

Learning Objective 7a: Students will be able to speak on unprepared topics

Course(s) Assessed: ACCT 6350
Measure: Students will give presentations on topics for which they have not prepared in advance. The presentations will be assessed with the Dynamic Thinking Rubric.
Benchmark (meet): 80% of students will earn at least 17 points of the 25 points possible on the rubric.

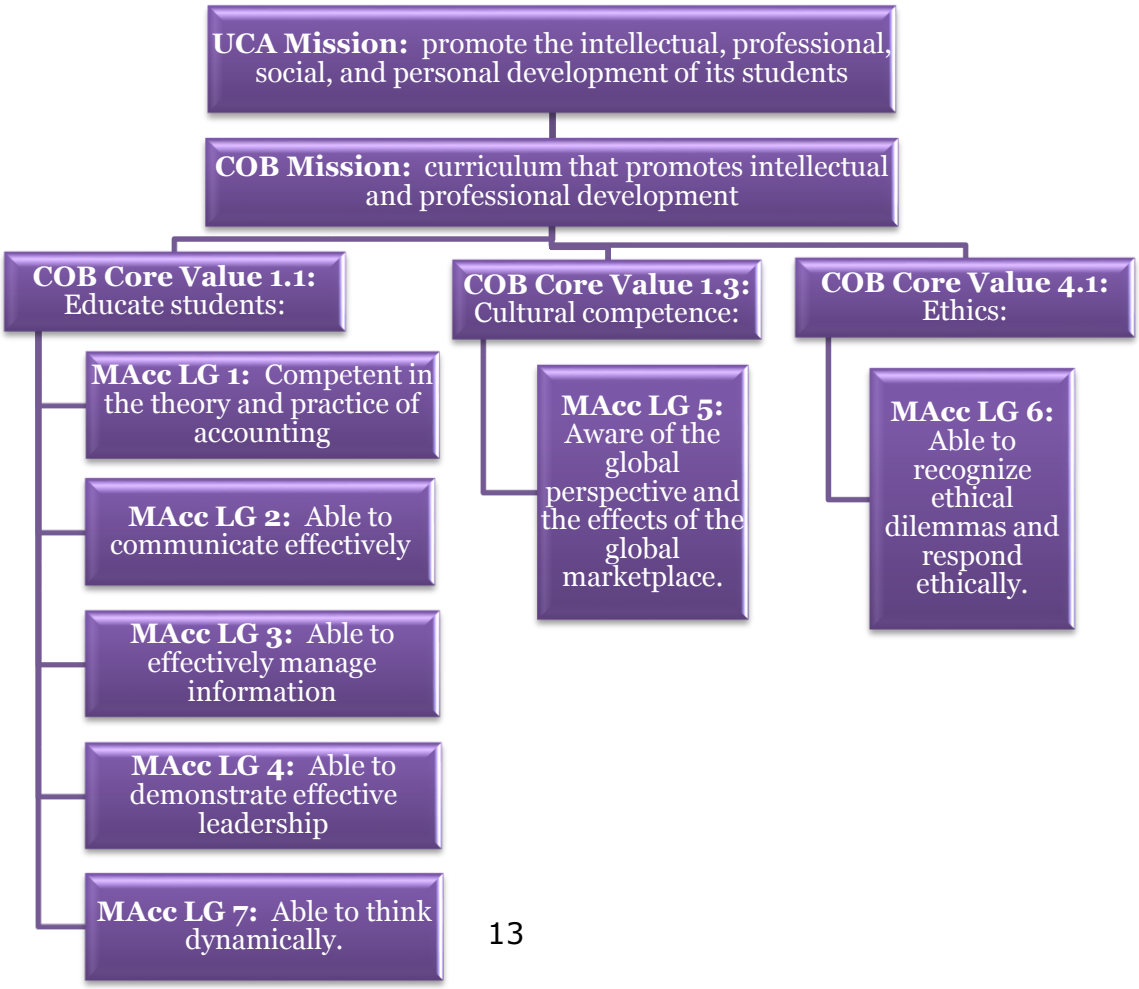
MAcc Mapping

- **UCA Mission:** delivery of outstanding undergraduate and graduate education that remains current and responsive
  - **COB Mission:** provide high quality business education to our undergraduate and graduate students through the delivery of a current and responsive curriculum
    - **COB Core Value 1.1:** Educate students: We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
      - **MAcc LG 1:** Competent in the theory and practice of accounting
      - **MAcc LG 2:** Able to communicate effectively
      - **MAcc LG 3:** Able to effectively manage information
      - **MAcc LG 4:** Able to demonstrate effective leadership



UCA Mission: promote the intellectual, professional, social, and personal development of its students

- **COB Mission:** curriculum that promotes intellectual and professional development
  - **COB Core Value 1.1:** Educate students: We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
    - **MAcc LG 1:** Competent in the theory and practice of accounting
    - **MAcc LG 2:** Able to communicate effectively
    - **MAcc LG 3:** Able to effectively manage information
    - **MAcc LG 4:** Able to demonstrate effective leadership
    - **MAcc LG 7:** Able to think dynamically.
  - **COB Core Value 1.3:** Cultural competence: We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
    - **MAcc LG 5:** Aware of the global perspective and the effects of the global marketplace.
  - **COB Core Value 4.1:** Ethics: We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.
    - **MAcc LG 6:** Able to recognize ethical dilemmas and respond ethically.



AACSB ASSURANCE OF LEARNING
MBA

MBA Learning Goals

The College of Business presumes that participants in a master's level degree program possess the base of general knowledge and skills appropriate to an undergraduate degree. Learning in master's level program develops in a more integrative, interdisciplinary fashion than in undergraduate education.

Our master's-level graduates shall possess:

1. Dynamic Thinking Skills in a Global Environment;
2. Ethical Reasoning Abilities;
3. Effective Communication Abilities;
4. Effective Information Management Abilities;
5. Effective Leadership/Followership Abilities.

For each Learning Goal, the COB has defined at least one corresponding Learning Objective.

ASSESSING LEARNING GOALS AND OBJECTIVES

MBA Program

Learning Objective 1a: Students will be able to provide organizations with effective executive management through decision making in uncertain, dynamic, global business situations.

Course(s) Assessed: MBA 6320
Measure: Students will compete in global organizations, under conditions of uncertainty requiring adaptation and innovation, in the GLO-BUS Strategy Simulation—a strategy simulation designed around a global industry setting in which student teams from many nations compete head-to-head—in MBA 6320. Assessment will be based upon the Learning Assurance Report data on "Best Company," "All Companies," and "Worst Company" overall score.
Benchmark (meet): The institutional score for "all companies" shall be equal to or greater than the GLO-BUS "all companies" score for the appropriate time frame.

Learning Goal 2a: Students will be able to provide organizations with effective executive management by choosing ethical courses of action and articulating the manner by which they arrived at their decision.

Course(s) Assessed: MBA 6320
Measure: Students will demonstrate ethical leadership skills in global organizations, under conditions of uncertainty requiring adaptation and innovation, measured by the Corporate Social Responsibility percentile score from GLO-BUS Simulations
Benchmark (meet): The mean score of all students will exceed the 50th percentile.

Learning Objective 3a: Students will be able to provide organizations with effective executive management through their professional written communication skills.

Course(s) Assessed: MBA 6308

Measure: Students will prepare a report, paper, or case analysis on a business topic. The assignment will be assessed with the Written Communication Skills Rubric.

Benchmark (meet): Seventy-five percent of students assessed with the rubric will score nine (9) points, or greater, out of fourteen (14) available points.

Learning Objective 3b: Students will be able to provide organizations with effective executive management through their professional oral communication skills.

Course(s) Assessed: MBA 6308

Measure: Students will give an oral presentation of a report, paper, or case analysis on a business topic. The assignment will be assessed with the Oral Presentation Rubric.

Benchmark (meet): Seventy-five percent of students assessed with the rubric will score 38 points, or greater, out of the 55 available points.

Learning Objective 4a: Students will be able to understand the strategic role of information systems in support of business activities.

Course(s) Assessed: MBA 6301

Measure: Students will demonstrate sound, and well-informed decision making, on a written assignment (business case or other writing assignment) that reflects the ability to effectively collect and appropriately use information to make business decisions. This will be assessed by the grade on a specific class assignment.

Benchmark (meet): Seventy percent of students will earn at least 70% or more of the possible points on the assignment.

Learning Objective 5a: Students will be able to provide organizations with effective executive leadership under conditions of uncertainty requiring adaptation and innovation.

Course(s) Assessed: MBA 6320

Measure: Students will demonstrate leadership skills in global organizations, under conditions of uncertainty requiring adaptation and innovation. The basis for assessment will be the leadership percentile score from GLO-BUS Simulations.

Benchmark (meet): The mean score of all students will exceed the 50th percentile.

Learning Objective 5b: Students will be able to provide organizations with effective executive management by acting as team members and collaborators.

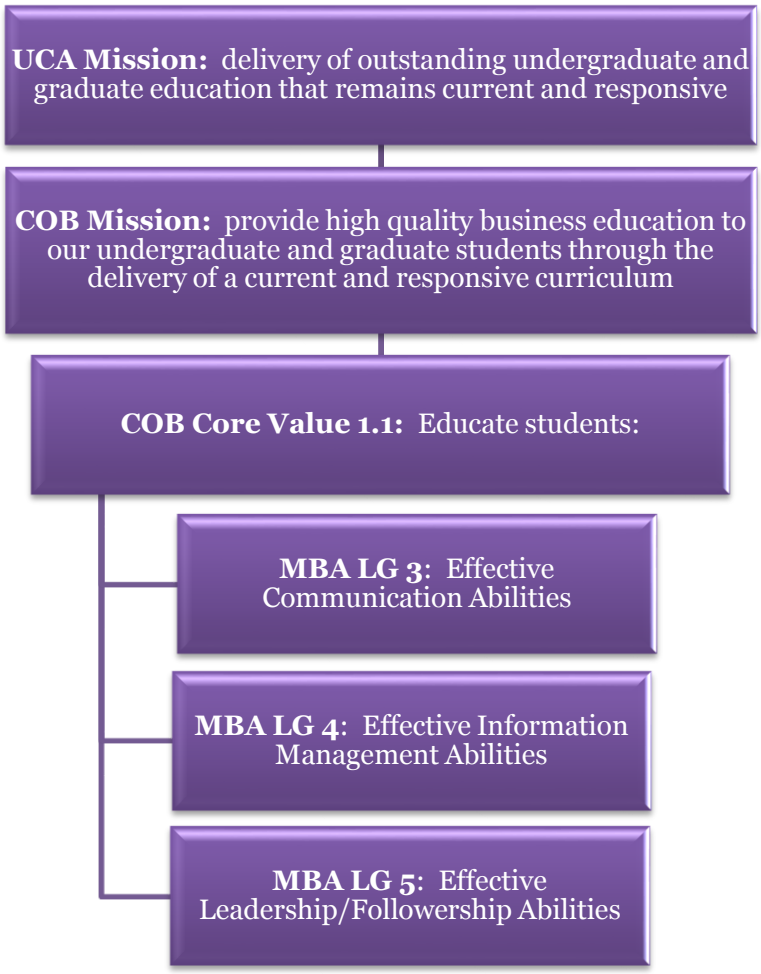
Course(s) Assessed: MBA 6320

Measure: Students will demonstrate collaboration skills in global organizations, under conditions of uncertainty requiring adaptation and innovation. The basis

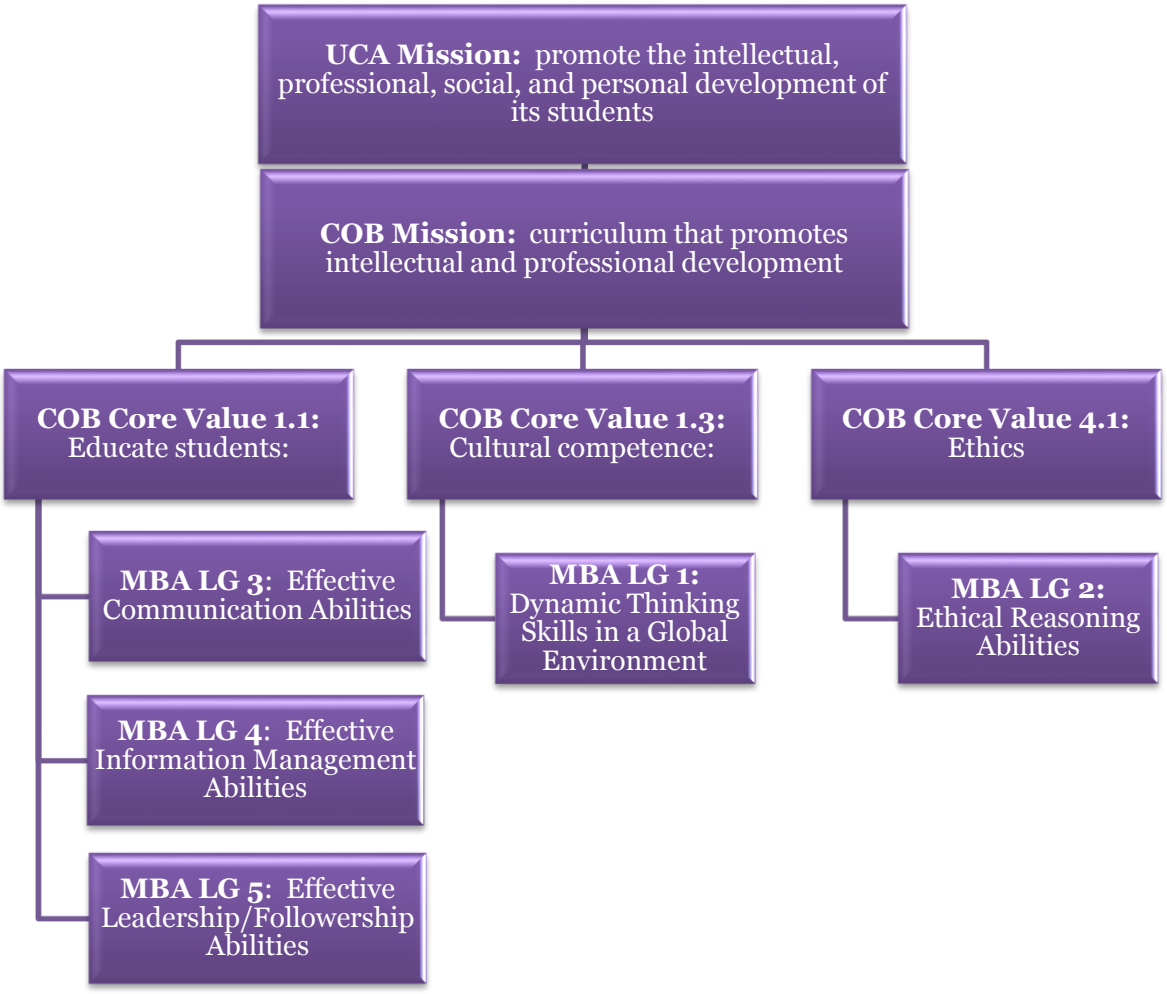
for assessment will be the collaboration and teamwork percentile score from GLO-BUS Simulations.
Benchmark (meet): The mean score of all students will exceed the 50th percentile.

MBA Mapping

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      - **MBA LG 3**: Effective Communication Abilities
      - **MBA LG 4**: Effective Information Management Abilities
      - **MBA LG 5**: Effective Leadership/Followership Abilities



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      - **MBA LG 1:** Dynamic Thinking Skills in a Global Environment
    - **COB Core Value 4.1:** Ethics: We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.
      - **MBA LG 2:** Ethical Reasoning Abilities



THE ASSURANCE OF LEARNING PROCESS

The assessment process in the College of Business is designed to efficiently and effectively gather data, analyze data, disseminate information, make necessary curricular changes, and evaluate the changes that are made. The process is documented and filed with the Director of Assessment using CAC Form 2 (see Appendix A).

Data Collection

Each semester, the director of assessment emails all faculty members who have assurance of learning activities in their courses to remind them of their responsibilities. These faculty members are responsible for using the pre-approved techniques and documents listed in this handbook in order to assess the performance of the students in these courses. Upon evaluating the performance of their students using these pre-determined techniques, faculty report the results of their assessment activities to the Director of Assessment no later than the day on which grades are due for that semester.

Data Analysis

The Director of Assessment is responsible for organizing the data presented by the faculty and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested learning objectives were achieved.

Data Dissemination

Upon completion of the initial analysis of the data, the Director of Assessment then sends the results to the members of the Curriculum and Assessment Committee. The members of the CAC then meet with the faculty in their department to discuss the results and possible curricular changes. At this point, the Director Assessment also makes arrangements for soliciting input from external stakeholders.

Resulting Actions/Closing the Loop

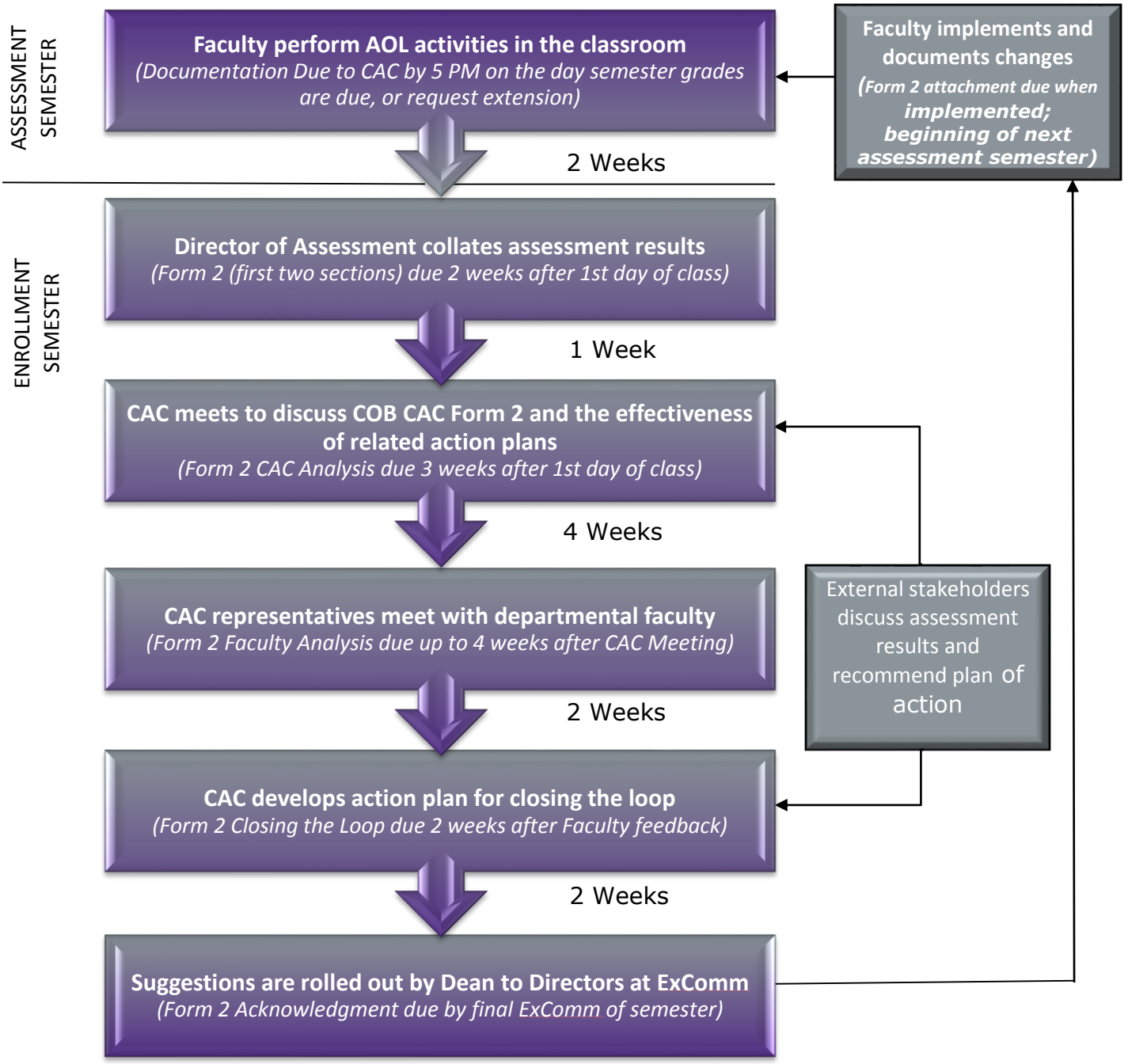
After faculty and stakeholder meetings concerning the AOL results, CAC members collate the faculty responses and present them at appropriate CAC meeting. At this CAC meeting, members will consider curricular changes suggested by the faculty as presented on CAC Form 1 (see appendix), in addition to considering other possible curricular changes. Changes recommended by the CAC will then be forward to the relevant Department Chairs, and the Executive Committee, for approval and implementation. The entire process is documented through the use of CAC Form 2.

When deemed necessary by the CAC input on suggested curricular change may be solicited from the scheduled meetings of advisory groups and student leaders.

Evaluation of Actions Taken

The structure of the assurance of learning system at the UCA College of Business assures that the impact of curricular changes may be easily assessed. The impact of these changes as they pertain to the relevant learning objectives will be assessed in the first semester following the implementation of these changes. The data related to these changes will then be disseminated and analyzed according the procedure outlined below.

DIAGRAM of the ANNUAL ASSESSMENT CYCLE



THE MASTER AOL CALENDAR

In order to aid in the consistent and timely gathering, dissemination, and use of AOL data, the Curriculum and Assessment Committee has developed the following master calendar for AOL activities.

UCA COB CAC Master Calendar Deadlines

Timing (No Later Than) (Based on Academic Calendar)	**Academic Year 2014-2015**	**Action**
Wednesday before classes begin (or College meeting day)	Wednesday August 20	Assessment presentation at Fall faculty meeting
Monday prior to the start of Fall classes	Monday August 18	Director of Assessment sends emails to faculty to remind them about assessments due in Fall semester.
2 weeks after start of Fall classes	Thursday September 4	Director of Assessment collates Spring assessments and sends results to members of the CAC.
3 weeks after start of Fall classes	Thursday September 11	CAC meets to discuss the results of the Spring assessments.
7 weeks after start of Fall classes	Thursday October 9	CAC members meet with faculty to discuss the results of the Spring assessments and solicit suggestions for closing the loop.
9 weeks after start of Fall classes	Thursday October 23	CAC meets to develop suggestions for closing the loop.
11 weeks after start of Fall classes	Thursday November 6	Actions for closing the loop will be rolled out by the appropriate department heads and directors at ExComm.
Monday prior to Fall exam week	Monday December 1	Director of Assessment sends emails to faculty to remind them about assessments due from Fall and due date.
5 PM on date Fall grades are due	Monday December 15	Fall assessments are due to the Director of Assessment by 5 PM.
Monday prior to the start of Spring classes	Monday January 5	Director of Assessment sends emails to faculty to remind them about assessments due in Spring semester.
2 weeks after start of Spring classes	Thursday January 22	Director of Assessment collates Fall and Summer assessments and sends results to members of the CAC.
3 weeks after start of Spring classes	Thursday January 29	CAC meets to discuss the results of the Fall & Summer assessments.
7 weeks after start of Spring classes	Thursday February 26	CAC members meet with faculty to discuss the results of the Fall & Summer assessments and solicit suggestions for closing the loop.
9 weeks after start of Spring classes	Thursday March 12	CAC meets to develop recommendations for closing the loop.
11 weeks after start of Spring classes	Thursday March 26	Actions for closing the loop will be rolled out by the appropriate department heads and directors at ExComm.

2 weeks prior to study day in Spring of odd years	Friday April 10	Review Learning Goals (Biennial Cycle)
2 weeks prior to study day in Spring of years ending in 5 or 0	Friday April 10	Review Learning Objectives (Quinquennial Cycle)
2 weeks prior to study day in Spring of years ending in 1	n/a	Review Assessment Plan (Decennial Cycle)
Monday prior to Spring exam week	Monday April 20	Director of Assessment sends emails to faculty to remind them about assessments due from Spring and due date.
Monday following Spring Graduation	Monday May 4	Director of Assessment sends emails to faculty to remind them about assessments due in Summer semesters (if any).
5 PM on date Spring grades are due	Tuesday May 5	Spring assessments are due to the Director of Assessment by 5 PM.
Monday of last week of Summer II	Monday August 3	Director of Assessment sends emails to faculty to remind them about assessments due from Summer and due date (if any).
5 PM on date Summer II grades are due	Tuesday August 11	Summer assessments are due to the Director of Assessment by 5 PM (if any).

Legend	Annual Fall	Annual Spring	Annual Summer	Not Annual

LEARNING GOALS AND OBJECTIVES ROTATION AND AOL PROCEDURES

The CAC acknowledges that not all learning goals can practically be assessed each year, and that the college's learning goals/objectives, and the overall assessment process should be reviewed regularly. These assessment processes will operate on biennial, quinquennial, and decennial cycles. Therefore, the biennial and decennial processes will be synchronized, as will the quinquennial and decennial processes. The biennial and quinquennial processes will not perfectly synchronize. The CAC chose five- and ten-year cycles to be consistent with the AACSB re-accreditation cycle and with the University's strategic planning cycle. The biennial "Learning Objective" process's two-year interval was chosen as the best compromise between maintaining relevance and currency in the Learning Objectives while giving due consideration to the longer term strategic processes.

BIENNIAL CYCLE:

Reviewing the Learning Goals

The CAC anticipates that the CoB shall have set 8-12 Learning Objectives at all times. However, not all Learning Objectives shall be assessed every semester. In general, no more and no less than four Learning Objectives shall be assessed each semester. Learning Objectives shall, therefore, rotate into and out of direct assessment. Each time a particular Learning Objective is assessed, the CAC will recommend:

1. Continue to assess next assessment period
2. Continue to assess next assessment period with programmatic change (see below)
3. Rotate out of assessment

In general, a Learning Objective shall be assessed for four consecutive semesters (two years, in those cases where the class is offered every semester). Adjustments will be to the timeline to accommodate classes offered only in certain semesters. If a Learning Objective is satisfied (Assessment threshold is met or exceeded) for three out of the four assessment periods, then (a) CAC Form 2 shall be marked "Rotate out of Assessment" after the final active assessment semester; (b) that Learning Objective will then drop out of the active assessment cycle (the Annual Cycle) to the bottom of the Learning Objective "queue."

However, if a Learning Objective is not satisfied for three out of four assessment periods, then (a) the faculty will use CAC Forms 1 & 2 to document changes intended to permit students to satisfy the Learning Objective; (b) the Learning Objective will remain in the active assessment cycle until the Learning Objective is satisfied for three out of the four assessment semesters in the next biennial cycle. In addition, if the CAC decides that a learning goal needs to remain in the queue for a particular assessment cycle due to strategic initiatives or curricular importance, the committee can, at its discretion, leave a learning goal in its position in the learning queue for the next biennial cycle.

BBA Learning Objective Queue

1. Learning Objective 5a: Students will be able to work in teams to solve business problems
2. Learning Objective 1b: Students will be able to accurately apply the appropriate quantitative skills to solve specific problems in various business disciplines.
3. Learning Objective 3b: Students will be aware of legal issues inherent in business decision
4. Learning Objective 4b: Students will be able to deliver professional quality oral presentations
5. Learning Objective 6b: Students will be able to understand the role of information systems in support of organizational activities
6. Learning Objective 6a: Students will be able to effectively apply business-oriented software applications to manage data in support of business operations
7. Learning Objective 7a: Students will be able to demonstrate understanding of key concepts and theories in various functional areas of business and the ability to draw on knowledge and insights from a variety of disciplines when analyzing and formulating solutions to problems and opportunities
8. Learning Objective 1a: Students will be able to use appropriate analytical techniques to identify and frame problems, generate and compare alternatives, and use knowledge and reasoning skills to optimize organizational performance. *(assessed 2011-2012 and 2012-2013)*
9. Learning Objective 2a: Students will be able to identify cultural/global perspectives among stakeholders *(assessed 2011-2012 and 2012-2013)*
10. Learning Objective 3a: Students will be able to be aware of ethical issues inherent in business decisions and articulate the manner in which they arrived at an ethical decision *(assessed 2011-2012 and 2012-2013)*
11. Learning Objective 4a: Students will be able to produce professional quality written documents *(assessed 2011-2012 and 2012-2013)*

MBA Learning Objective Queue

1. Learning Objective 3b: Students will be able to provide organizations with effective executive management through their professional oral communication skills.
2. Learning Objective 1a: Students will be able to provide organizations with effective executive management through decision making in uncertain, dynamic, global business situations
3. Learning Objective 2a: Students will be able to provide organizations with effective executive management by choosing ethical courses of action and articulating the manner by which they arrived at their decision.
4. Learning Objective5a: Students will be able to provide organizations with effective executive leadership under conditions of uncertainty requiring adaptation and innovation.
5. Learning Objective5b: Students will be able to provide organizations with effective executive management by acting as team members and collaborators.
6. Learning Objective 4a: Students will be able to understand the strategic role of information systems in support of business activities.

7. Learning Objective3a: Students will be able to provide organizations with effective executive management through their professional written communication skills. (*assessed 2011-2012 and 2012-2013*)

MAcc Learning Objective Queue

1. Learning Objective 1a: Students will be able to correctly apply financial accounting standards
2. Learning Objective 1c: Students will be able to correctly apply the tax law
3. Learning Objective 2a: Students will be able to communicate effectively in writing
4. Learning Objective 3a: Students will be able to locate the appropriate quality and quantity of information needed to solve a problem
5. Learning Objective 1b: Students will be able to correctly apply auditing standards 6317S
6. Learning Objective 2b: Students will be able to communicate effectively in an oral presentation 6317S
7. Learning Objective 6a: Students will be able to identify ethical dilemmas and choose an appropriate course of action 6317S
8. Learning Objective 3b: Students will understand the development and structure of a database 6320S
9. Learning Objective 2c: Students will be able to work effectively in teams 6340Su
10. Learning Objective 5a: Students will be able to interpret and apply international financial accounting standards 6310 6340Su
11. Learning Objective 1d: Students will be able to solve unstructured problems 6340Su
12. Learning Objective 4a: Students will possess the qualities necessary for effective leadership 6350S
13. Learning Objective 7a: Students will be able to speak on unprepared topics 6350S

QUINQUENNIAL CYCLE:

Review Learning Objectives (Initial review to occur in Spring, 2015)

CAC will compile and discusses AOL assessment data as well as internal and external feedback and comments. From this basis, the CAC will choose additions, substitutions, or deletions of Learning Goals in support of the Learning Objectives

DECENNIAL CYCLE

Review Assessment Plan (Initial review to occur in Spring, 2021)

CAC will facilitate a comprehensive review of all assessment processes and methods as part of the College's and University's comprehensive review of the respective strategic planning documents.

CONCLUDING REMARKS

Assurance of learning (AOL) is a critical component of achieving the mission of the College of Business at the University of Central Arkansas. A strong AOL culture enables the college of business to assess overall student learning and identify places where curricular changes may need to be made to better prepare our graduates for the work force or graduate education. Assessment by itself is not enough, the college has to grow and develop by taking the information gained from assessment and closing the loop by adopting curricular change to better achieve the desired learning goals. Continuous improvement with an innovative and dynamic curriculum and learning environment will be the ultimate outcome of the assessment process. Thank you for your cooperation in this important process!

HIGHER LEARNING COMMISSION ASSESSMENT
COLLEGE OF BUSINESS
VISION, MISSION, AND CORE VALUES STATEMENT

Our mission is to provide high quality business education to our undergraduate and graduate students through the delivery of a current, responsive, and innovative curriculum that promotes intellectual and professional development. We promote excellence through our scholarly endeavors and service to our stakeholders through strong engagement with the local, regional, national, and global business community.

In carrying out this mission, the College of Business is guided by the following core values and expects the following outcomes:

5. **Intellectual Excellence**
   1.1. **Educate students:** We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
   1.2. **Scholarship:** We believe that faculty and students should engage in professional development and scholarly endeavors that promote and impact the application, creation and dissemination of knowledge through contributions to business practice, learning and pedagogical research, and discipline-based scholarship.
   1.3. **Cultural competence:** We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
   1.4. **Physical learning environment:** We strive to provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.
6. **Community**
   2.1. **Collegiality:** We encourage transparency in our decision making practice through a process of shared governance based on interactions among faculty, staff, and students.
   2.2. **Service:** We pursue collaborative partnerships between our internal and external stakeholders to impact and promote life-long and experiential learning, research, service, and community engagement.
7. **Diversity:**
   3.1. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas.
8. **Integrity:**
   4.1. **Ethics:** We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.
   4.2. **Responsibility:** We commit to being responsible and accountable in our operations at all levels, including assessment and continuous improvement of our academic programs and transparency in our fiscal and operational proceedings.

To achieve this mission we are committed to the pursuit of the following Learning Goals:

BBA

Our graduates shall possess:

1. Critical Thinking & Analytical Thinking Skills;
2. Awareness of the Global Business Environment;
3. Ethical Reasoning Abilities;
4. Effective Communication Abilities;
5. Effective Collaborative Skills;
6. Effective Information Management Skills;
7. Understanding of a Broad Range of Business Disciplines.
8. Knowledge appropriate to the practice of their major discipline.

Goals 1 through 7 are the same as the BBA-AACSB Assurance of Learning plan; therefore, objectives, measures, and benchmarks for those goals are the same and are not repeated here. The objectives, measures, and benchmarks for goal 8 are presented below.

HLC LEARNING OBJECTIVES BY MAJOR (BBA)

Learning Goal #8ACCT: Accounting graduates will demonstrate an understanding of accounting topics in the areas of financial, cost, tax, government/nonprofit, accounting information systems, and auditing.

Course Assessed: ACCT 4312
Measure: Each student must pass a comprehensive accounting exam comprised of questions written by the accounting faculty. The exam covers the 6 major topics in accounting.
Benchmark: Seventy percent of all students who have completed or are concurrently enrolled in all other major required Accounting classes will score seventy percent or above.

Learning Goal #8ECON: Economics graduates will possess the analytical skills to formulate an appropriate, discipline-specific question, research possible solutions, and provide accurate analysis.

Course Assessed: ECON 4380
Measure: Economics students will prepare a research paper demonstrating the analytical skills to formulate an appropriate, discipline-specific question, research possible solutions, and provide accurate analysis.
Benchmark: The mean of students' points will be 7 (of 12) or greater on the ECON 4380 Discipline Specific Assessment Rubric.

Learning Goal #8FINA: Finance graduates will be able to value financial assets, analyze and manage financial risks in a business environment, and apply financial

analysis techniques to diverse business situations, demonstrating a thorough knowledge of financial decision-making skills and financial markets.

Course Assessed: FINA 4336
Measure: Each student must pass a comprehensive finance exam comprised of questions written by the finance faculty. The exam covers the major topics in valuation, financial modeling, and financial decision-making aptitudes.
Benchmark: Seventy percent of all students who have completed all other Finance classes will score seventy percent or above.

Learning Goal #8IE: Innovation & Entrepreneurship graduates will possess the interdisciplinary skills needed to start and operate a small business.

Course Assessed: MGMT 4376
Measure: Students will create and present a thorough convincing business plan.
Benchmark: The mean score of students assessed will be 140 out of 200 or above on the MGMT 4376 Rubric.

Learning Goal #8IRM: Insurance & Risk Management graduates will possess the skills and knowledge base necessary to effectively counsel clients about insurance and risk management strategies and products.

Course Assessed: INSU 3315
Measure: Students will take the UACIC Life and Health Exam as a final in INSU 3315. This exam is the first of two parts of obtaining the nationally recognized UAcIC (Undergraduate Associate Certified Insurance Counselor) designation.
Benchmark: UCA's student median grade will equal the national median grade.

Learning Goal #8MGMT: Management graduates will demonstrate the decision-making, organizing, and interaction knowledge and skills needed in the global business environment.

Course Assessed: MGMT 4348
Measure: Management majors will prepare a research project on a management topic, which will embellish their knowledge and skills in a large number of skill areas.
Benchmark: Mean score of students assessed will be 8.4 out of 12 or above on the MGMT 4348 Rubric.

Learning Goal #8MIS: Management Information Systems graduates will understand the key competencies that comprise the planning, analysis, design, and implementation of high-quality organization information systems.

Course Assessed: MIS 3328
Measure: Each student must pass appropriate questions in exams comprised of questions written by the MIS faculty. Students will demonstrate an understanding of the systems development life cycle and be able to apply the most appropriate methodologies and tools to resolve

organization information systems issues and be able to effectively communicate appropriate solutions.
Benchmark: The mean score of students assessed will be 70 percent or higher on the assessment exam questions.

Learning Goal #8MKTG: Marketing graduates will demonstrate the promotion, retailing, sales, and marketing management knowledge and skill sets necessary to meet the requirements of the global business environment.

Course Assessed: MKTG 4355
Measure: Students will prepare a research project on a marketing topic, which will embellish their knowledge and skills in a large number of skill areas.
Benchmark: Mean score of students assessed will be 8.4 out of 12 or above on the MKTG 4355 Rubric.

HLC ASSURANCE OF LEARNING
BS/BA in Economics

The COB's vision is to be the leading regional public business college in Arkansas, and its mission is to provide high quality business education that promotes intellectual and professional development and encourages strong engagement with the regional and global business community. The BS-Economics supports the COB by educating students to be able to formulate approaches to current economic problems as they arise in their personal and professional lives. The BA-Economics supports the COB by educating interdisciplinary social sciences students in the specific field of economics to prepare them for positive participation in the global economy and society.

BS/BA Learning Goals

Our graduates shall possess:

1. A knowledge base that helps students ask more informed questions and analyze complex situations;
2. Effective communication abilities.
3. Ethical reasoning abilities

For each Learning Goal, the COB has defined at least one corresponding Learning Objective.

ASSESSING LEARNING GOALS AND OBJECTIVES

BS/BA Program

Learning Objective 1a: Students will be able to formulate an appropriate, discipline-specific question, research possible solutions, and provide accurate analysis

Course(s) Assessed: ECON 4380
Measure: Students will prepare a research paper or other assignment on a discipline-specific topic

Benchmark (meet): The mean of students' points will be 8 (of 12) or greater on the UCA Critical Inquiry Rubric.

Learning Objective 2a: Students will be able to produce professional quality research documents.

Course(s) Assessed: ECON 4380
Measure: Students will prepare a report, paper, or case analysis on a discipline-specific topic in the writing-intensive course designated in their majors
Benchmark (meet): Mean score of students assessed with the rubric will be eleven (11) points, or greater, out of sixteen (16) available on the UCA Communication-Written Rubric.

Learning Objective 2b: Students will be able to produce professional quality research presentations.

Course(s) Assessed: ECON 4380
Measure: Students will present in class an analysis of a major research publication assigned by the instructor.
Benchmark (meet): Mean score of students assessed with the rubric will be eleven (11) points, or greater, out of sixteen (16) available points on the UCA Communication-Oral Rubric.

Learning Objective 3a: Students will be aware of ethical issues inherent in decisions and articulate the manner in which they arrived at an ethical decision

Course(s) Assessed: ECON 4380
Measure: Students will complete an assignment (business case or other writing assignment) dealing with ethical decision making or the social responsibility of business.
Benchmark (meet): Mean score of students assessed with the rubric will be eight (4) points, or greater, out of the available twelve (6) points on the UCA Responsible Living Rubric (Goal 1 only).

HLC ASSURANCE OF LEARNING
UCA CORE

UCA BRIEF MISSION STATEMENT: The University of Central Arkansas dedicates itself to academic vitality, integrity, and diversity.
UCA CORE MISSION: The UCA Core is designed to help students develop the knowledge and skills necessary for critical inquiry, effective communication, and responsible living in a diverse and changing world.
CORE VALUES: The overarching goal of the program is to develop curious, knowledgeable, articulate, and ethical people who are prepared for greater success in future learning and who are willing and able to make effective contributions to their communities.
GOALS AND OUTCOMES

Diversity

Goal #1: Analyze their own cultural assumptions in the context of the world's diverse values, traditions, and belief systems
a. Articulate one's own cultural values and assumptions
b. Compare cultural values across a range of cultures
c. Respond to complex questions with answers that reflect multiple cultural perspectives
Goal #2: Analyze the major ideas, techniques, and processes that inform creative works within different cultural and historical contexts
a. Identify creative techniques and processes and their relationship to ideas and themes in creative works
b. Evaluate the relationship between creative works and the cultural and historical context in which they are created

Critical Inquiry
Goal #1: Demonstrate a knowledge base that helps them ask more informed questions and learn more complex concepts
a. Demonstrate an understanding of the basic concepts and principles in the discipline
b. Find and evaluate appropriate information based on knowledge of subject and technology
c. Apply appropriate modes of academic inquiry and analysis to develop and evaluate a position on significant questions in the discipline
Goal #2: Use scientific, quantitative, and computational processes in order to solve real-world problems
a. Apply scientific processes to solve problems
b. Apply quantitative and computational processes to solve problems

Effective Communication
Goal #1: Develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups
a. Use appropriate conventions and strategies in oral communication for various audiences and purposes
b. Use appropriate conventions and strategies in written communication for various audiences and purposes
c. Individually apply appropriate verbal and nonverbal strategies to promote collaboration

Responsible Living
Goal #1: Describe ways in which ethical principles affect human choices.
a. Explain ethical dimensions of human choices.
Goal #2: Analyze the effect that decisions have on self, others, and the environment.
a. Recognize the consequences of decision making.
Goal #3: Evaluate and practice strategies leading to individual and social well-being.
a. Evaluate practices that lead to personal and social well-being.

FIRST YEAR SEMINAR

A first-year seminar (FYS) course will provide an intimate educational experience, integrating knowledge and skills within an academic discipline and connecting students to UCA. Further,

students would be introduced to the intended outcomes of the UCA Core, the way those outcomes will be assessed, and the expectations of their performance as they progress through the university. A variety of courses could be used for the first-year seminar. Any course proposed as a first-year seminar must address the goals and outcomes of the appropriate academic area in the lower-division core (e.g. Sciences, Social Sciences, Humanities, Responsible Living, etc.)

LOWER DIVISION CORE

Global Environment of Business
Diversity (Social Science)

Learning Objective: Students will be able to identify cultural/global perspectives among stakeholders

Course(s) Assessed: ECON 2310
Measure: Rubric
Benchmark: TBD after pilot study
Frequency: Every semester ECON 2310 is offered.
Available as a first year seminar

Modern Political Economy
Responsible Living (Social Science)

Learning Objective: Students will be able to:
1. Describe ways in which ethical principles affect human choices (Explain ethical dimensions of human choices.)
2. Analyze the effect that decisions have on self, others, and the environment (Recognize the consequences of decision making.)
3. Evaluate and practice strategies leading to individual and social well-being (Evaluate practices that lead to personal and social well-being.)

Course(s) Assessed: ECON 1310
Measure: Rubric
Benchmark: TBD after pilot study
Frequency: Every semester ECON 1310 is offered.

Personal Finance
Responsible Living (Social Science)

Learning Objective: Students will be able to:
1. Describe ways in which ethical principles affect human choices (Explain ethical dimensions of human choices.)
2. Analyze the effect that decisions have on self, others, and the environment (Recognize the consequences of decision making.)
3. Evaluate and practice strategies leading to individual and social well-being (Evaluate practices that lead to personal and social well-being.)

Course(s) Assessed: FINA 2330
Measure: Rubric
Benchmark: TBD after pilot study
Frequency: Every semester FINA 2330 is offered.
Available as a first year seminar

Business Communication
Oral Communication

Learning Objective: Students completing the UCA Core Program will Develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups.
a. Use appropriate conventions and strategies in oral communication for various audiences and purposes

Course(s) Assessed: MGMT 2301
Measure: Rubric
Benchmark: TBD after pilot study
Frequency: Every semester MGMT 2301 is offered.

Business Innovation and Creativity
Oral Communication

Learning Objective: Students completing the UCA Core Program will Develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups.
a. Use appropriate conventions and strategies in oral communication for various audiences and purposes

Course(s) Assessed: MGMT 2376
Measure: Rubric
Benchmark: TBD after pilot study
Frequency: Every semester MGMT 2376 is offered.

Principles of Macroeconomics
Critical Inquiry (Social Science)

Learning Objective: Students completing the UCA Core Program will Demonstrate a knowledge base that helps them ask more informed questions and learn more complex concepts
a. Demonstrate an understanding of the basic concepts and principles in the discipline
b. Find and evaluate appropriate information based on knowledge of subject and technology
c. Apply appropriate modes of academic inquiry and analysis to develop and evaluate a position on significant questions in the discipline

Course(s) Assessed: ECON 2320
Measure: Rubric
Benchmark: TBD after pilot study
Frequency: Each semester ECON 2320 is offered
Available as a first year seminar

Principles of Microeconomics
Critical Inquiry (Social Science)

Learning Objective: Students completing the UCA Core Program will Demonstrate a knowledge base that helps them ask more informed questions and

learn more complex concepts
a. Demonstrate an understanding of the basic concepts and principles in the discipline
b. Find and evaluate appropriate information based on knowledge of subject and technology
c. Apply appropriate modes of academic inquiry and analysis to develop and evaluate a position on significant questions in the discipline

Course(s) Assessed: ECON 2320
Measure: Rubric
Benchmark: TBD after pilot study
Frequency: Each semester ECON 2320 is offered

Principles of Management
Critical Inquiry (Social Science)

Learning Objective: Students completing the UCA Core Program will Demonstrate a knowledge base that helps them ask more informed questions and learn more complex concepts
a. Demonstrate an understanding of the basic concepts and principles in the discipline
b. Find and evaluate appropriate information based on knowledge of subject and technology
c. Apply appropriate modes of academic inquiry and analysis to develop and evaluate a position on significant questions in the discipline

Course(s) Assessed: MGMT 2341
Measure: Rubric
Benchmark: TBD after pilot study
Frequency: Each semester MGMT 2341 is offered

UPPER DIVISION COURSES

Diversity

Learning Objective: Students will analyze their own cultural assumptions in the context of the world's diverse values, traditions, and belief systems.

Course(s) Assessed: MGMT 3340, ECON 4375
Measure: Rubric
Benchmark: TBD after pilot study
Frequency: Each semester the courses are offered

Critical Inquiry

Learning Objective: Students will apply quantitative and computational processes to solve problems.

Course(s) Assessed: FINA 3330, ECON 3302
Measure: Pretest/Posttest
Benchmark: TBD after pilot study
Frequency: Each semester the courses are offered

Effective Communication

Learning Objective: Students will
-Use appropriate conventions and strategies in written communication for various audiences and purposes
-Individually apply appropriate verbal and nonverbal strategies to promote collaboration.

Course(s) Assessed: ACCT 4317, FINA 4336, INSU 4320, MGMT 4348, MIS 3328, MKTG 4355
Measure: Rubric
Benchmark: TBD after pilot study
Frequency: Each semester the courses are offered

Learning Objective: Students will
-Use appropriate conventions and strategies in oral communication for various audiences and purposes
-Use appropriate conventions and strategies in written communication for various audiences and purposes.

Course(s) Assessed: ECON 3302, MGMT 4376
Measure: Rubric
Benchmark: TBD after pilot study
Frequency: Each semester the courses are offered

Responsible Living

Learning Objective: Students will
-Analyze the effect that decisions have on self, others, and the environment.
-Evaluate and practice strategies leading to individual and social well-being.

Course(s) Assessed: ACCT 3320
Measure: Rubric
Benchmark: TBD after pilot study
Frequency: Each semester ACCT 3320 is offered

Learning Objective: Students will
Describe ways in which ethical principles affect human choices.
Analyze the effect that decisions have on self, others, and the environment.

Course(s) Assessed: MIS 3321, ECON 3310, ECON 3330
Measure: Rubric
Benchmark: TBD after pilot study
Frequency: Each semester the courses are offered

Capstone

Learning Objective: Students will
-Apply quantitative and computational processes to solve problems.
-Use appropriate conventions and strategies in written communication for various audiences and purposes
-Individually apply appropriate verbal and nonverbal strategies to promote collaboration.

Course(s) Assessed: MGMT 4347
Measure: Rubric
Benchmark: TBD after pilot study
Frequency: Each semester MGMT 4347 is offered

Learning Objective: Students will
- Demonstrate an understanding of the basic concepts and principles in the discipline
- Use appropriate conventions and strategies in oral communication for various audiences and purposes
-Use appropriate conventions and strategies in written communication for various audiences and purposes

Course(s) Assessed: ECON 4380
Measure: Rubric
Benchmark: TBD after pilot study
Frequency: Each semester ECON 4380 is offered

APPENDICES
APPENDIX A – ASSESSMENT DOCUMENTS

College of Business Administration
Curriculum & Assessment Committee Action Form

CAC Form 1

Type of Action (which UCA form was used?)

New Program Transmittal Form	_____
New Course Proposal	_____
General Education Course Proposal	_____
Proposal for Curriculum Change: Action Items	_____
Proposal for Curriculum Change: Information Items	_____
Conversion of Existing Course for Electronic Delivery	_____
Change in Assessment Plans/Process: Action Items	_____
Change in Assessment Plans/Process: Information Items	_____

Date (copy from the relevant UCA document) _____

Originating Department/Program Area (copy from relevant UCA document) _____
Brief Description of proposed change:

Change driven by: Internal stakeholders _____ External stakeholders _____ AOL Data _____
Change concerns which Learning goal(s)?

- ☐ Communication
- ☐ Ethics
- ☐ Knowledge/Competency
- ☐ Teams
- ☐ Quant skills
- ☐ Information skills

Rationale narrative for proposed change:

(For CAC use only)
CAC Reviewer _____

Date the change process was resolved _____
Date the outcome was reviewed _____
Change:

Outcome:

Re-assessment (if relevant):

College of Business Curriculum and Assessment Committee
Assessment Tracking Form (*CAC Form 2)*

Learning Goal	**Goal**	
	Measurement	
	Performance Expectation	
Observations:	**Semester:**	
	Data Summary:	
	Result:	☐ Exceeded ☐ Met ☐ DNM
Analysis	**CAC:**	**Date:**_____ **Comments:**
	Dept./ Area/ Faculty:	**Date:**_____ **Presented to Department by:**_____ **Comments:**
Closing the Loop	**Outcome**	☐ Goal is satisfied ☐ Goal is not satisfied
	Follow-up	☐ Continue to assess next assessment period ☐ Continue to assess next assessment period with programmatic change (see below) ☐ Rotate out of assessment (to be assessed again _____)
	Suggested Change	**Date Change Implemented:**_____ **CAC Meeting Date:** _____
	Acknow-ledgement	CAC Chair Date
		COB Dean Date
		Director/Ex-Com Date
Attachments (if needed)		☐ Curriculum change forms related to AoL ☐ Minutes of faculty or Executive Committee meetings ☐ Notes on implementation of suggested change or other matters ☐ Other (describe)

APPENDIX B—ASSESSMENT MEASURES

BBA
Summary of Assessment Measures

Objective	Objective Number	Assessment
Students will be able to use appropriate analytical techniques to identify and frame problems, generate and compare alternatives, and use knowledge and reasoning skills to optimize organizational performance.	1a	Capstone© Business Simulation
Students will be able to accurately apply the appropriate quantitative skills to solve specific problems in various business disciplines	1b	Pretest-Posttest
Students will be able to identify cultural/global perspectives among stakeholders	2a	Pretest-Posttest
Students will be aware of ethical issues inherent in business decisions and articulate the manner in which they arrived at an ethical decision	3a	Rubric
Students will be aware of legal issues inherent in business decisions	3b	Posttest
Students will be able to produce professional quality business documents	4a	Rubric
Students will be able to deliver professional quality oral presentations	4b	Rubric
Students will be able to work in teams to solve business problems	5a	Capstone© Business Simulation
Students will be able to effectively apply business-oriented software applications to manage data in support of business operations	6a	Posttest
Students will be able to understand the role of information systems in support of organizational activities	6b	Posttest
Students will be able to demonstrate understanding of key concepts and theories in various functional areas of business and the ability to draw on knowledge and insights from a variety of disciplines when analyzing and formulating solutions to problems and opportunities	7a	Capstone© Comp-XM examination

BBA Ethical Decision Making / Social Responsibility of Business Rubric
Learning Objective 3a

Learning Outcome/Objective	Score "0" = Unacceptable	Score "1" = Acceptable	Score "2" = Outstanding
Identifies ethical dilemma(s)	Student is unable to identify the major ethical, factual, and conceptual issues present.	Student is able to identify most of the major ethical, factual, and conceptual issues, but elaboration is unclear.	Student is able to identify all major ethical, factual, and conceptual issues, with clear elaboration considering all pertinent facts.
Analyzes alternatives and consequences	Student begins to appraise the relevant facts and assumptions and identifies few to no alternatives.	Clarifies at least two alternatives and predicts their associated consequences in detail.	Clarifies a number of alternatives and evaluates the ethical impact of each.
Chooses an ethical course of action	Student has difficulty identifying an appropriate course of action from among alternatives.	Student clearly indicates a choice for an appropriate course of action from among generated alternatives.	Student clearly indicates a choice for an appropriate course of action from among generated alternatives and evidences a thoughtful reflection on the benefits and risks of action taken.
		Total Score:	

BBA Written Communication Skills Rubric
Learning Objective 4a

2=Outstanding; 1=Acceptable; 0=Unacceptable

	SCORE	2	1	0
1. Content	_____	Information provides firm support for thesis and displays evidence of a basic analysis of a sufficiently limited topic. Reader gains insights.	Information supports thesis at times. Analysis is basic or general. Reader gains few insights.	Paper does not successfully identify thesis. Analysis is vague or not evident. Reader is confused or may be misinformed.
2. Organization	_____	Ideas are arranged logically to support thesis. They flow smoothly from one to another and are clearly linked to each other.	Ideas are arranged logically to support thesis. They are usually clearly linked to each other.	Writing is not arranged logically. Frequently, ideas fail to make sense together.
3. Purpose	_____	The writer's purpose is readily apparent to the reader.	The writing has a firm purpose, but may occasionally digress from the purpose.	The purpose is not always clear.
4. Tone	_____	Tone is consistently professional and appropriate for the audience and for the purpose.	Tone is generally professional. In general, it is appropriate for the audience and purpose.	Tone is not consistently professional or appropriate for the audience and purpose.
5. Sentence structure and word choice	_____	Sentences are well phrased and varied in length and structure. They flow smoothly from one to another. Word choice is consistently precise.	Sentences are well phrased and demonstrate some variety in length and structure. The flow from sentence to sentence is generally smooth. Word choice is generally good.	Some sentences are awkwardly constructed, and they represent an occasional distraction for the reader. Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately.
6. Grammar, Spelling, Mechanics	_____	Writing is free or almost free of errors.	There are occasional violations in the writing, but they do not represent a major distraction or obscure the meaning.	The writing has numerous errors, and the reader is distracted by them.
7. Use of references or Supporting analyses	_____	Compelling evidence is given to support claims and attribution is clear and fairly represented.	References or analyses to support claims are generally present.	Although occasional references or weak analyses are provided, the writer over-relies on unsubstantiated statements. The reader is confused about the source of the ideas. Or references are not cited.
Total Score:				

BBA Oral Communication Skills Rubric
Learning Objective 4b

Specific Criteria for Learning Outcome A	4	3	2	1	0
Organization	Arrange presentation so transitions create coherent progress toward the conclusion and the main points are identified in the introduction and repeated in the conclusion.	Employ a recognizable organizational pattern with well stated main points, some sudden transitions, and/or clear conclusion.	Show some organization with main points that are unclear or not sufficiently stressed.	Demonstrates poor organization with underdeveloped, irrelevant, or unclear introduction, main points, and conclusions.	Lack organization.
Language / Audience Awareness	Compose effective presentation using language that is concise, original, and suited to the audience.	Understand audience but uses language with less sophistication, expressiveness, and/or originality.	Identify target audience but is not effective in using language that conveys the appropriate tone	Use language that is too informal, too imprecise or too distracting for target audience.	Unable to identify target audience and/or use of language is inappropriate.
Supporting Material/ Evidence	Employ timely and relevant material to provide effective support in a way that reflects a thorough understanding of the topic/thesis.	Select sufficient and relevant supporting materials, but lack in analysis, comparisons, or credible authorities.	Use some supporting materials with limited or incomplete explanations, examples, and/or descriptions.	Identify insufficient or inappropriate supporting materials.	Lack sources or documentation.
Topic/Thesis	Formulate a topic/thesis that is clear, developed, and well supported.	Delineate topic/thesis and main points with partially developed explanations.	State topic/thesis but the difference between the main points and supporting details is blurred.	Identify topic/thesis vaguely which cause audience to make assumptions.	Lack focus which causes audience confusion.

Overall, has this student demonstrated appropriate knowledge and skills for this level in this discipline? __ Yes __ No

__ This student did not turn in an acceptable response to the assignment (e.g., failed to turn in a paper, plagiarized, etc.)

MAcc
Summary of Assessment Measures

Objective	Objective Number	Assessment
Students will be able to correctly apply financial accounting standards	1a	Rubric
Students will be able to correctly apply auditing standards	1b	Rubric
Students will be able to correctly apply the tax laws	1c	Rubric
Students will be able to solve unstructured problems	1d	Rubric
Students will be able to communicate effectively in writing	2a	Rubric
Students will be able to communicate effectively in an oral presentation	2b	Rubric
Students will be able to work effectively in teams	2c	Rubric
Students will be able to locate the appropriate quality and quantity of information needed to solve a problem	3a	Rubric
Students will understand the development and structure of a database	3b	Rubric
Students will possess the qualities necessary for effective leadership	4a	Rubric
Students will be able to interpret and apply international financial accounting standards	5a	Rubric
Students will be able to identify ethical dilemmas and choose an appropriate course of action	6a	Rubric
Students will be able to speak on unprepared topics	7a	Rubric

MAcc Financial Accounting Rubric

(for MAcc Objectives 1a and 5a)

Trait	2 – Outstanding	1 – Acceptable	0 – Unacceptable	Score
Students will analyze and identify the accounting issue in a given situation.	Analysis represents a clear specification of the accounting issue	Analysis present but does not specify clearly the accounting issue	Analysis missing or incorrect	
Students will choose the appropriate GAAP accounting treatment for the situation.	GAAP treatment chosen is correct with details included	GAAP treatment chosen is essentially correct with little or no detail	GAAP treatment chosen is missing or incorrect	
Students will describe how IFRS accounting treatment is different for the situation.	IFRS treatment chosen is correct with description of how it differs from GAPP	IFRS treatment chosen is essentially correct with little or no description of how it differs from GAAP	IFRS treatment chosen is missing or incorrect	
			Total	

*Trait 3 used only if international accounting scenario.

MAcc Auditing Standards Rubric

(for MAcc Objective 1b)

Trait	2 – Outstanding	1 – Acceptable	0 – Unacceptable	Score
Students will **identify the relevant auditing standard** an auditing situation invokes.	Correct standard and section(s) identified and referenced	Correct standard identified but vague on reference or specific section(s)	No standard or wrong standard identified	
Students will **analyze and identify the requirements of the auditing standard** in the given situation.	Analysis represents clear linkage between problem/question and the standard	Analysis present but does not tie standard & problem/question together clearly	Analysis missing or incorrect	
Students will **choose an appropriate audit procedure** for the circumstances in the given situation.	Procedure chosen is correct with details included	Procedure chosen is essentially correct with details missing	Procedure chosen is missing or incorrect	
			Total points:	

MAcc Tax Research Rubric
(for MAcc Objectives 1c and 3a)

Trait	2 – Outstanding	1 – Acceptable	0 – Unacceptable	Score	
1. Establish the relevant facts	All relevant facts of the problem are considered	Some, but not all, relevant facts are identified	Facts identified are irrelevant		
2. Identify the issues	All the relevant issues are successfully identified	Some, but not all, issues are identified	Issues identified are not applicable		
3&4. Locate and Evaluate Authority		**(COB Location and Use of Information Rubric)**			
a. The references were timely.	The references are current and included recent cases/rulings	The references are current	The references are out of date		
b. The references were appropriate.	The references addressed the correct issue(s)	The references address an issue similar to the correct one	The references are inappropriate		
c. The references were the appropriate quantity.	The references are more than sufficient to draw conclusion	The references are enough to draw conclusion	There are few, if any, references		
d. The references were the appropriate quality.	The references include sufficient primary authority	The references include secondary authority only	None of the references are authoritative		
5. Develop conclusions and recommendations	A clear solution to the research problem is determined and recommendations are based on the conclusions	The solution to the problem is not clear and/or the recommendations are not supported by the conclusions	No conclusions or recommendations		
6. Communicate Results	Communication contains the relevant information, is in the proper format and is understandable to the intended reader.	Communication contains most of the relevant information and/or is in an improper format and/or could be misunderstood.	Communication is lacking relevant information, is not in the proper format, and/or could not be understood by the reader		
			Rubric Total:		
			Project Total:		

MAcc Problem Solving Rubric

(for MAcc Objectives 1d and 5a)

Trait	Outstanding 4-5	Acceptable 2-3	Unacceptable 0-1	Score
Students will identify the correct problem.	Well stated and complete	Vague or incomplete	Incorrect or missing	
Students will identify the correct stakeholders and their issues.	Complete list of stakeholders and issues	Identified some / issues vague	Incorrect or missing	
Students will choose the appropriate accounting rule, law, or standard	Correct standard and section(s) identified	Correct standard identified but vague specific section(s)	No standard or wrong standard identified	
Student will apply the chosen rule to the problem	Demonstrates understanding of rule as it relates to problem	Vague connection between rule and problem	No connection between rule and problem; application missing	
Students will generate alternatives	Complete list of alternatives given prior steps	Incomplete alternatives or not clearly stated	Incorrect or missing	
Students will evaluate the alternatives in the appropriate order	Appropriate order	Order jumbled or student returns after preliminary evaluation	No consideration given to order	
Students will correctly apply research to alternatives	Thorough connection of research and alternatives	Jumps to conclusion; doesn't thoroughly consider alternatives	Conclusion made before alternatives; consideration missing	
Students will select an appropriate alternative given evaluation of alternatives	Correct alternative chosen	Incorrect selection due to misinterpretation of facts	Failure to draw a conclusion; conclusion missing	
Summary of research process is communicated effectively	Concise but complete	Rambling or summary incomplete	No summary, not a summary, or too long	
Research and analysis is documented thoroughly	Complete, easy to follow (bullets or tables) , few full paragraphs	Complete but full of long paragraphs	Missing, incomplete, or difficult to follow	
Research is cited and reference appropriately	Cited and Referenced	Referenced but not cited (or vice versa); for of reference inappropriate	Missing or incomplete	
			Total points:	

MAcc
Written Communication Skills Rubric
(for MAcc Objective 2a)

2=Outstanding; 1=Acceptable; 0=Unacceptable

	SCORE	2	1	0
1. Content	_____	Information provides firm support for thesis and displays evidence of a basic analysis of a sufficiently limited topic. Reader gains insights.	Information supports thesis at times. Analysis is basic or general. Reader gains few insights.	Paper does not successfully identify thesis. Analysis is vague or not evident. Reader is confused or may be misinformed.
2. Organization	_____	Ideas are arranged logically to support thesis. They flow smoothly from one to another and are clearly linked to each other.	Ideas are arranged logically to support thesis. They are usually clearly linked to each other.	Writing is not arranged logically. Frequently, ideas fail to make sense together.
3. Purpose	_____	The writer's purpose is readily apparent to the reader.	The writing has a firm purpose, but may occasionally digress from the purpose.	The purpose is not always clear.
4. Tone	_____	Tone is consistently professional and appropriate for the audience and for the purpose.	Tone is generally professional. In general, it is appropriate for the audience and purpose.	Tone is not consistently professional or appropriate for the audience and purpose.
5. Sentence structure and word choice	_____	Sentences are well phrased and varied in length and structure. They flow smoothly from one to another. Word choice is consistently precise.	Sentences are well phrased and demonstrate some variety in length and structure. The flow from sentence to sentence is generally smooth. Word choice is generally good.	Some sentences are awkwardly constructed, and they represent an occasional distraction for the reader. Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately.
6. Grammar, Spelling, Mechanics	_____	Writing is free or almost free of errors.	There are occasional violations in the writing, but they do not represent a major distraction or obscure the meaning.	The writing has numerous errors, and the reader is distracted by them.
7. Use of references or Supporting analyses	_____	Compelling evidence is given to support claims and attribution is clear and fairly represented.	References or analyses to support claims are generally present.	Although occasional references or weak analyses are provided, the writer over-relies on unsubstantiated statements. The reader is confused about the source of the ideas. Or references are not cited.
Total Score:				

MAcc
Oral Presentation Rubric
(for MAcc Objective 2b)

Presentation Skills	Did not meet expectations 0-1	Met Expectations 2-3	Exceeded Expectations 4-5	Student Score
Speaking and Volume	Volume so low some or most audience members could not hear the presentation; word and sentences not always clear or understandable	Audible to everyone in the room; generally words and sentences were clear and understandable	Projected voice so audience could clearly hear at all times; spoke clearly and understandably	
Speaking v. Reading	Read most of presentation or relied too heavily on notes	Referred to notes and read very little	Spoke extemporaneously and read only direct quotes	
Mannerisms	Fidgeted, hands in pockets, constantly moving, or other distracting mannerisms; excessive nervousness	Few distracting mannerisms	No distracting mannerisms	
Connect with audience	No eye contact with audience; excessively looked back at projection screen or notes; had no enthusiasm or interest for topic	Generally maintained eye contact with audience; showed interest or enthusiasm for the topic	Attempted to engage audience members from all sections of the room through eye contact and enthusiasm	
Visual Aids	**0-1**	**2-3**	**4-5**	
Readability	Distracting colors or animation; font too small; too many words or script of presentation	Appropriate number of words per slide; easily read by audience; animation limited	Slides used as an outline or for graphics; few words; animation limited; easily read by audience	
Effectiveness	Slides did not coordinate with speech; difficult to read slides while listening to speaker; too much information revealed on slides	Slides coordinated with speech; there was little to read that wasn't being covered by speech	Slides improved presentation and did not distract audience from the speech	
Quantity and Organization	Too many or too few slides; organization of slides did not aid in following points of speech	Quantity of slides coordinated with points/subtopics of speech	Quantity of slides coordinated with points/subtopics of speech and helped audience members understand organization and/or transitions	
Content	**0-1**	**2-3**	**4-5**	
Introduction	Speaker failed to introduce topic or self appropriately; purpose of presentation unclear to audience	Speaker introduced topic, purpose, and self	Speaker introduced topic, purpose, and self along with an effective attention-getter	
Coverage of Subject Matter	The topic was not fully covered or material presented was inaccurate; inability to distinguish between fact and opinion; speaker did not have a good understanding of the topic	The topic was covered in an appropriate depth with few or no factual errors or misinterpretations; fact and opinion were distinguished; speaker had a good understanding of the topic	The topic was fully covered; no factual errors or misinterpretations were included; fact and opinion were distinguished and used appropriately; speaker demonstrated expertise or a clear understanding of the topic	
Conclusion	Abrupt ending; no summary or wrap up; failure to provide references (if needed)	General summary or wrap up; speech was brought to a comfortable conclusion; appropriate referencing	Main points were reinforced or take-away messages restated; speech was brought to a purposeful conclusion; appropriate referencing	
Questions and Comments	Speaker did not invite questions or comments or did not handle them appropriately	Speaker invited questions and comments and answered or responded	Speaker invited questions and comments and was able to answer or engage in a discussion	
			Total points:	

MAcc Teaming Rubric
(for MAcc Objective 2c)

Your Name:	Strongly Agree	Agree	Disagree	Strongly Disagree
I believe this team member read and developed an individual solution to this case before class.				
I believe this team member was a leader (formal or informal) our group's discussion. (Not everyone can be a leader.)				
I believe this team member was willing and able to hear the ideas of others (right or wrong) and engage in a discussion.				
I believe this team member was willing to admit to the validity of the ideas of others and, if necessary, that their own ideas were not correct or the best solution.				
I believe this team member was helpful in providing organization and insight into this case.				

Team Member 2:	Strongly Agree	Agree	Disagree	Strongly Disagree
I believe this team member read and developed an individual solution to this case before class.				
I believe this team member was a leader (formal or informal) our group's discussion. (Not everyone can be a leader.)				
I believe this team member was willing and able to hear the ideas of others (right or wrong) and engage in a discussion.				
I believe this team member was willing to admit to the validity of the ideas of others and, if necessary, that their own ideas were not correct or the best solution.				
I believe this team member was helpful in providing organization and insight into this case.				

Team Member 3:	Strongly Agree	Agree	Disagree	Strongly Disagree
I believe this team member read and developed an individual solution to this case before class.				
I believe this team member was a leader (formal or informal) our group's discussion. (Not everyone can be a leader.)				
I believe this team member was willing and able to hear the ideas of others (right or wrong) and engage in a discussion.				
I believe this team member was willing to admit to the validity of the ideas of others and, if necessary, that their own ideas were not correct or the best solution.				
I believe this team member was helpful in providing organization and insight into this case.				

Additional Comments:

MAcc Database Rubric
(for MAcc Objectives 3b)

Phase:	Trait	Outstanding (4-5)	Acceptable (2-3)	Unacceptable (0-1)	Score
1: Entities	Identify Events	Identifies all events correctly	Identifies most events correctly; few missing; few incorrectly identified	Most events missing or incorrectly identified	
	Identify Agents	Identifies all agents correctly	Identifies most agents correctly; few missing; few incorrectly identified	Most agents missing or incorrectly identified	
	Identify Resources	Identifies all resources correctly	Identifies most resources correctly; few missing; few incorrectly identified	Most resources missing or incorrectly identified	
2: Relationships	Cardinalities	All cardinalities correctly specified	Most cardinalities correctly specified	Majority of cardinalities missing or incorrectly specified	
3: Table Design	Attributes	All table attributes correctly specified	Most table attributes correctly specified	Majority of table attributes in correctly specified	
	Primary Keys	Appropriate primary key defined	Less than ideal primary key defined	Inappropriate or no primary key defined	
	Foreign Keys	All appropriate Foreign key(s) correctly specified	Most foreign keys correctly specified	Majority of foreign keys omitted or incorrectly specified	
4: MS Access	Tables	All tables specified and populated with appropriate data types	Most tables specified and populated with appropriate data types	Majority of tables unpopulated or with incorrect data types	
	Primary Keys	Primary key properly defined	Primary key not properly defined	No primary key defined	
	Foreign Keys	All relationships defined	A few missing relationships	Few or no relationships defined	
5: Queries	Conditional Queries (If- then..)	All conditional queries written with little or no assistance	Conditional queries written with significant assistance	Conditional queries not written or incorrectly specified	
	Queries that require writing a function (Functional queries)	All functional queries written with little or no assistance	Functional queries written with significant assistance	Functional queries not written or incorrectly specified	
				Total points:	

MAcc Leadership Rubric
(for MAcc objective 4a)

Effective Communicato	Awareness	Open-Minded/Resp	Organized	Reflective	Responsible	Score: 0=Never; 1=Seldom; 2=Sometimes; 3=Regularly; 4=Consistently **Leadership Traits**	**Score**
X	X			X		Asks questions	
X	X					Listens before responding	
X		X				Pays attention to speaker(s)	
X		X				Skilled in dealing with difficult/delicate situations keeping others' feelings in mind	
X			X			Controls thought flow and speech	
X						Gives everyone a chance to speak	
X						Presents ideas clearly	
X						Presents self with composure	
X						Speaks at an appropriate volume	
	X				X	Helps others	
	X				X	Stays on task	
	X					Focuses and makes eye contact with speaker(s)	
	X					Looks around and examines surroundings	
	X					Pays attention to how others are acting and reacting	
	X					Stays involved with school and community	
		X				Considers all points of view and ideas	
		X				Gives and receives constructive criticism	
		X				Maintains control of anger level, tone and harshly-intended remarks	
		X				Works through disagreements	
			X			Is composed	
			X			Is efficient	
			X			Is neat when required	
			X			Is prepared for class	
			X			Manages time well	
			X			Writes down all assignments	
				X		Stays focused	
				X		Thinks before speaking and expresses thoughts completely	
					X	Does his/her work	
					X	Follows through with what he/she begins	
					X	Gives feedback	
					X	Is on time	
					X	Puts forth effort to go above and beyond minimum	
					X	Sets a good example for others	
					X	Takes initiative	
					X	Uses good judgment	
0	0	0	0	0	0	**Score**	
36	32	24	28	12	40	**Possible**	
0%	0%	0%	0%	0%	0%	**Percent**	
						Total points:	

MAcc
Ethical Decision Making / Social Responsibility of Business Rubric
(for MAcc Objective 6a)

Learning Outcome/Objective	Score "0" = Unacceptable	Score "1" = Acceptable	Score "2" = Outstanding
Identifies ethical dilemma(s)	Student is unable to identify the major ethical, factual, and conceptual issues present.	Student is able to identify most of the major ethical, factual, and conceptual issues, but elaboration is unclear.	Student is able to identify all major ethical, factual, and conceptual issues, with clear elaboration considering all pertinent facts.
Analyzes alternatives and consequences	Student begins to appraise the relevant facts and assumptions and identifies few to no alternatives.	Clarifies at least two alternatives and predicts their associated consequences in detail.	Clarifies a number of alternatives and evaluates the ethical impact of each.
Chooses an ethical course of action	Student has difficulty identifying an appropriate course of action from among alternatives.	Student clearly indicates a choice for an appropriate course of action from among generated alternatives.	Student clearly indicates a choice for an appropriate course of action from among generated alternatives and evidences a thoughtful reflection on the benefits and risks of action taken.
		Total Score:	

MAcc Dynamic Thinking Rubric
(for MAcc Objective 7a)

Dynamic Thinking Skills	**Did not meet expectations 0-1**	**Met expectations 2-3**	**Exceeded Expectations 4-5**	**Student Score**
Maintain Composure	Appeared to panic Visibly shaking	Generally stayed calm Only slight nervousness	Very calm Great eye contact	
Clear and understandable speaking	Mumbled Voice very shaky	Few distracting mannerisms Few stumbles in speaking	Voice clear and strong No distracting mannerisms	
Creativity of thoughts	Nothing original	Several original and exciting thoughts	Many original convincing thoughts	
Preciseness of thoughts	Much rambling No focus on topic	Thoughts well-organized Logical thought flow	Thoughts supported exceptionally well	
Connects with audience	No one listened	Majority of audience listened and visibly agree or disagreed	Provoked thought in others on the topic Audience wanted to share their thoughts	
			Total points:	

MBA
Summary of Assessment Measures

Objective	Objective Number	Assessment
Students will be able to provide organizations with effective executive management through decision making in uncertain, dynamic, global business situations.	1a	GLO-BUS Simulation
Students will be able to provide organizations with effective executive management by choosing ethical courses of action and articulating the manner by which they arrived at their decision.	2a	GLO-BUS Simulation
Students will be able to provide organizations with effective executive management through their professional written communication skills.	3a	Rubric
Students will be able to provide organizations with effective executive management through their professional oral communication skills.	3b	Rubric
Students will be able to understand the strategic role of information systems in support of business activities.	4a	Posttest
Students will be able to provide organizations with effective executive leadership under conditions of uncertainty requiring adaptation and	5a	GLO-BUS Simulation
Students will be able to provide organizations with effective executive management by acting as team members and collaborators.	5b	GLO-BUS Simulation

MBA
Written Communication Skills Rubric
(for MBA Objective 3a)

2=Outstanding; 1=Acceptable; 0=Unacceptable

	SCORE	2	1	0
1. Content	_____	Information provides firm support for thesis and displays evidence of a basic analysis of a sufficiently limited topic. Reader gains insights.	Information supports thesis at times. Analysis is basic or general. Reader gains few insights.	Paper does not successfully identify thesis. Analysis is vague or not evident. Reader is confused or may be misinformed.
2. Organization	_____	Ideas are arranged logically to support thesis. They flow smoothly from one to another and are clearly linked to each other.	Ideas are arranged logically to support thesis. They are usually clearly linked to each other.	Writing is not arranged logically. Frequently, ideas fail to make sense together.
3. Purpose	_____	The writer's purpose is readily apparent to the reader.	The writing has a firm purpose, but may occasionally digress from the purpose.	The purpose is not always clear.
4. Tone	_____	Tone is consistently professional and appropriate for the audience and for the purpose.	Tone is generally professional. In general, it is appropriate for the audience and purpose.	Tone is not consistently professional or appropriate for the audience and purpose.
5. Sentence structure and word choice	_____	Sentences are well phrased and varied in length and structure. They flow smoothly from one to another. Word choice is consistently precise.	Sentences are well phrased and demonstrate some variety in length and structure. The flow from sentence to sentence is generally smooth. Word choice is generally good.	Some sentences are awkwardly constructed, and they represent an occasional distraction for the reader. Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately.
6. Grammar, Spelling, Mechanics	_____	Writing is free or almost free of errors.	There are occasional violations in the writing, but they do not represent a major distraction or obscure the meaning.	The writing has numerous errors, and the reader is distracted by them.
7. Use of references or Supporting analyses	_____	Compelling evidence is given to support claims and attribution is clear and fairly represented.	References or analyses to support claims are generally present.	Although occasional references or weak analyses are provided, the writer over-relies on unsubstantiated statements. The reader is confused about the source of the ideas. Or references are not cited.
Total Score:				

MBA
Oral Presentation Rubric
(for MBA Objective 3b)

Presentation Skills	Did not meet expectations 0-1	Met Expectations 2-3	Exceeded Expectations 4-5	Student Score
Speaking and Volume	Volume so low some or most audience members could not hear the presentation; word and sentences not always clear or understandable	Audible to everyone in the room; generally words and sentences were clear and understandable	Projected voice so audience could clearly hear at all times; spoke clearly and understandably	
Speaking v. Reading	Read most of presentation or relied too heavily on notes	Referred to notes and read very little	Spoke extemporaneously and read only direct quotes	
Mannerisms	Fidgeted, hands in pockets, constantly moving, or other distracting mannerisms; excessive nervousness	Few distracting mannerisms	No distracting mannerisms	
Connect with audience	No eye contact with audience; excessively looked back at projection screen or notes; had no enthusiasm or interest for topic	Generally maintained eye contact with audience; showed interest or enthusiasm for the topic	Attempted to engage audience members from all sections of the room through eye contact and enthusiasm	
Visual Aids	**0-1**	**2-3**	**4-5**	
Readability	Distracting colors or animation; font too small; too many words or script of presentation	Appropriate number of words per slide; easily read by audience; animation limited	Slides used as an outline or for graphics; few words; animation limited; easily read by audience	
Effectiveness	Slides did not coordinate with speech; difficult to read slides while listening to speaker; too much information revealed on slides	Slides coordinated with speech; there was little to read that wasn't being covered by speech	Slides improved presentation and did not distract audience from the speech	
Quantity and Organization	Too many or too few slides; organization of slides did not aid in following points of speech	Quantity of slides coordinated with points/subtopics of speech	Quantity of slides coordinated with points/subtopics of speech and helped audience members understand organization and/or transitions	
Content	**0-1**	**2-3**	**4-5**	
Introduction	Speaker failed to introduce topic or self appropriately; purpose of presentation unclear to audience	Speaker introduced topic, purpose, and self	Speaker introduced topic, purpose, and self along with an effective attention-getter	
Coverage of Subject Matter	The topic was not fully covered or material presented was inaccurate; inability to distinguish between fact and opinion; speaker did not have a good understanding of the topic	The topic was covered in an appropriate depth with few or no factual errors or misinterpretations; fact and opinion were distinguished; speaker had a good understanding of the topic	The topic was fully covered; no factual errors or misinterpretations were included; fact and opinion were distinguished and used appropriately; speaker demonstrated expertise or a clear understanding of the topic	
Conclusion	Abrupt ending; no summary or wrap up; failure to provide references (if needed)	General summary or wrap up; speech was brought to a comfortable conclusion; appropriate referencing	Main points were reinforced or take-away messages restated; speech was brought to a purposeful conclusion; appropriate referencing	
Questions and Comments	Speaker did not invite questions or comments or did not handle them appropriately	Speaker invited questions and comments and answered or responded	Speaker invited questions and comments and was able to answer or engage in a discussion	
			Total points:	

APPENDIX C – HIGHER LEARNING COMMISSION ASSESSMENT MEASURES

Summary of Assessment Measures

Learning Goal	Department	Measure
Our graduate shall possess an understanding of accounting topics. Objective 8A: Students will learn about financial accounting. Objective 8B: Students will learn about cost accounting. Objective 8C: Students will learn about tax accounting. Objective 8D: Students will learn about governmental and nonprofit accounting. Objective 8E: Students will learn about accounting information systems. Objective 8F: Students will learn about auditing.	Accounting	Pretest/Posttest
Our students will possess the analytical and communicative skills to formulate an appropriate, discipline-specific question, research possible solutions, and provide accurate analysis. Assessment information shall be collected and analyzed on a continual basis by the economics faculty or its designee. Annually, the faculty or designee will present a detailed analysis, including observations and recommendations, to the departmental administrators. Objective #1: Discipline-Specific Analysis: Students will prepare a research paper on a discipline-specific topic in ECON 4380- Senior Seminar in Economics.	Economics	Rubric
Our students will be able to value financial assets, analyze and manage financial risks in a business environment, and apply financial analysis techniques to diverse business situations, demonstrating a thorough knowledge of financial decision-making skills and financial markets. Objective #1: Comprehensive Finance Exam: Each student must pass a comprehensive finance exam comprised of questions written by the finance faculty. Students take the exam as part FINA 4336, Advanced Financial Management. The exam covers the major topics in valuation, financial modeling, and financial decision-making aptitudes.	Finance	Posttest
Our students will be able to identify and analyze common risk faced by businesses and individuals, select the most appropriate risk management treatment methods, and demonstrate a thorough knowledge of risk management decision-making skills. Objective #1: State of Arkansas Resident Licensing Exam: Our students that choose to take the State of Arkansas Resident Licensing Exam(s) for Life, Accident/Health/Sickness, Property, Casualty, and/or	Insurance & Risk Management	Licensure Exam

Personal Lines and will have an average pass rate that exceeds the state average pass rate.		
Our students will be familiar with the six steps in the financial planning process and be able to apply financial planning techniques in diverse individual situations, demonstrating a thorough knowledge of financial planning decision-making skills. Objective #1: CFP® Certification Exam: Our students that choose to take the CFP® Certification exam will have an average pass rate that exceeds the national average pass rate.	Accounting	Licensure Exam
Our students will demonstrate the decision-making, organizing, and interaction knowledge and skills needed necessary to meet the requirements of the global business environment. Objective #1: Discipline-Specific Analysis: Students will demonstrate learning and mastery of subject matter through their performance on the Capstone© Business Simulation in MGMT 4347.	General Business	Capstone© Business Simulation
Our graduates shall possess knowledge appropriate to the practice of their major discipline. Objective #1: Students will be able to demonstrate the ability to create a business plan.	Innovation & Entrepreneurship	Rubric
Our students will demonstrate the decision-making, organizing, and interaction knowledge and skills needed necessary to meet the requirements of the global business environment. Objective #1: Discipline-Specific Analysis: Students will demonstrate learning and mastery of subject matter through their performance on the Capstone© Business Simulation in MGMT 4347.	Management	Capstone© Business Simulation
Our students will demonstrate the promotion, retailing, sales, and marketing management knowledge and skill sets necessary to meet the requirements of the global business environment. Objective #1: Students will prepare a research project on a discipline-specific topic in MKTG 4355, Marketing Management.	Marketing	Rubric
Students will understand the key competencies that comprise the planning, analysis, design, and implementation of high-quality organization information systems. Objective #1: Students will understand the systems development life cycle and be able to apply the most appropriate methodologies and tools to resolve organization information systems issues and be able to effectively communicate appropriate solutions.	Management Information Systems	Posttest
Knowledge of the Core	First Year Seminar	Rubric

EFIRM ECON 4380 ASSESSMENT RUBRIC
DISCIPLINE-SPECIFIC ANALYTICAL WRITING (BBA)

	Score	2	1	0
Purpose		The writer's purpose is readily apparent to the reader. The topic is of specific interest to economists.	The writing has a firm purpose, but may occasionally digress. The topic is appropriate.	The purpose is not always clear, or the topic is inappropriate.
Organization		Ideas are arranged logically to support thesis. They flow smoothly from one to another and are clearly linked to each other.	Ideas are arranged logically to support thesis. They are usually clearly linked to each other.	Writing is not arranged logically. Frequently, ideas fail to make sense together.
Content		Information provides firm support for thesis and displays evidence of a basic analysis of a sufficiently limited topic. Reader gains insights.	Information supports thesis at times. Analysis is basic or general. Reader gains few insights.	Paper does not successfully identify thesis. Analysis is vague or not evident. Reader is confused or may be misinformed.
Supporting Analysis		Compelling evidence is given to support claims and attribution is clear and fairly represented.	Analyses to support claims are generally present.	Although occasional or weak analyses are provided, the writer over-relies on unsubstantiated statements. The reader is confused about the application of concepts.
References		The references used in the project were timely, of appropriate quality, and of appropriate quantity.	The references used in the project were generally timely, sufficient, and appropriate.	The references used in the project were not timely, were insufficient, or of poor quality.
Mechanics		Tone is consistently professional and appropriate for the audience. Sentences are well phrased and varied in length and structure, flowing smoothly from one to another. Word choice is consistently precise. Writing is free or almost free of errors.	Tone is generally professional and appropriate for the audience. Sentences are well phrased and demonstrate some variety in length and structure. The sentence flow is generally smooth and word choice generally good. The occasional violations in the writing do not create a major distraction or obscure the meaning.	Tone is not consistently professional or appropriate for the audience. Some sentences are awkwardly constructed and occasionally distract the reader. Word choice is merely adequate, or some words are used inappropriately. The writing has numerous errors, and the reader is distracted by them.
Total Score:				

Innovation & Entrepreneurship
MGMT4376 Assessment Rubric
BUSINESS PLAN JUDGING CRITERIA & SCORE SHEET

Part 1: Business Plan

Executive Summary (10 Points) Number of points: _____
Clear, exciting, and effective as a stand-alone overview of the plan; includes brief description of each succeeding section of the plan; can be read in 5 minutes.

Market and Competitive Analysis (10 Points) Number of points: _____
Presents the growth trends and key driving forces of the industry; identifies the key characteristics and needs of the target market(s); assesses the competitive environment; demonstrates market acceptance for the product or service.

Products or Services (10 Points) Number of points: _____
Describes the key features and benefits, current stage of development, proprietary position, and competitive advantages of the product or service.

Management Team (5 Points) Number of points: _____
Backgrounds and roles of key individuals; history and ability to work as an effective team; personnel needs; organizational structure.

Company Overview (5 Points) Number of points: _____
Presents a vision, history, current status, goals, mission and objectives for the business.

Operating Strategies (10 Points) Number of points: _____
Addresses the marketing, production, research and development, personnel, administrative, and financial strategies for the proposed firm.

Critical Risks (10 Points) Number of points: _____
Realistically identifies the major internal and external critical risks that could threaten the business and presents viable contingency plans to address these issues.

Cash Flow Statement (10 Points) Number of points: _____
Presents a realistic assessment of cash requirements -inflows and outflows- over a projected 5-year period; cash flows are consistent with operating and marketing strategies outlined in the body of the plan; cash flow information is detailed for first 2 years, quarterly/annually for years 3-5.

Income Statement (10 Points) Number of points: _____
Demonstrates realistic and attractive income potential of the business; the income statement is consistent with the operating and marketing strategies outlined in the body of the plan; income statement information is detailed for first 2 years, quarterly/annually for years 3-5.

Balance Sheet (10 Points) Number of points: _____
Presents a realistic assessment of the working capital and fixed asset requirements of the business; appropriately reflects the projected capital structure of the business (long term debt and equity positions); balance sheet information is projected annually for 5 years.

Funds Required/Used (5 Points) Number of points: _____
Clear and concise presentation of amount, timing, type and use of funds required for venture.

Offering (5 Points) Number of points: _____
Clearly articulates the proposal/terms to investors; identifies what entrepreneur is seeking from investors; states how much equity will be given up in `return` for investment capital; presents a realistic assessment of ROI potential; presents an appropriate deal structure and possible exit scenarios.

Sum of points awarded: _____ Percentage (points/100): _____ Part

2: Presentation

Overall Organization (10 Points) Number of points: _____
Materials presented in clear, logical order, and/or sequence.

Interdisciplinary Team (5 Points) Number of points: _____
Team member(s) enrolled in majors in more than one college in the university.

Ability to Engage Judges (10 Points) Number of points: _____
The pace and content of the presentation is appropriate for an investment audience, the judges questions are answered clearly and concisely.

Quality of Written Plan (15 Points) Number of points: _____
Written and oral presentations are consistent. Written plan supports assertions in the oral presentation. Written plan communicates business concept as a stand-alone document, and stimulates potential investor attention.

Quality of Visual Aids (10 Points) Number of points: _____
Clear, interesting visual aids that help explain the business ideas and concepts. May bring sample products, but no food, drink, or promotional give-aways may be given to the judges.

Market Opportunity (10 Points) Number of points: _____
Clear market need presented, as well as a way to take advantage of that need. Meaningful examples and practical applications.

Distinctive Competence (10 Points) Number of points: _____
The company provides something novel and/or unique that gives it a competitive advantage.

Management Capability (10 Points) Number of points: _____
The team can effectively develop this company and handle the risks associated with the venture.

Financial Understanding (10 Points) Number of points: _____
The team has a solid understanding of the financial requirements of the business.

Investment Potential (10 Points) Number of points: _____
The business represents an investment opportunity in which one would consider investing.

Sum of points awarded: _____ Percentage (points/100): _____

Total points from Parts 1 & 2: _____ Percentage (points/200): _____

Management
Management 4348 Assessment Rubric
Discipline-Specific Analytical Writing

	Score	2	1	0
Purpose		The purpose is readily apparent to the reader. The topic is of specific interest to management professionals.	The writing has a firm purpose, but may occasionally digress. The topic is appropriate.	The purpose is not always clear, or the topic is inappropriate.
Organization		Ideas are arranged logically to support thesis. They flow smoothly from one to another and are clearly linked to each other.	Ideas are arranged logically to support thesis. They are usually clearly linked to each other.	Writing is not arranged logically. Frequently, ideas fail to make sense together.
Content		Information provides firm support for thesis and displays evidence of a basic analysis of a sufficiently limited topic. Reader gains insights.	Information supports thesis at times. Analysis is basic or general. Reader gains few insights.	Paper does not successfully identify thesis. Analysis is vague or not evident. Reader is confused or may be misinformed.
Supporting Analysis		Compelling evidence is given to support claims and attribution is clear and fairly represented.	Analyses to support claims are generally present.	Although occasional or weak analyses are provided, the writer over-relies on unsubstantiated statements. The reader is confused about the application of concepts.
References		The references used in the project were timely, of appropriate quality, and of appropriate quantity.	The references used in the project were generally timely, sufficient, and appropriate.	The references used in the project were not timely, were insufficient, or of poor quality.
Mechanics		Tone is consistently professional and appropriate for the audience. Sentences are well phrased and varied in length and structure, flowing smoothly from one to another. Word choice is consistently precise. Writing is free or almost free of errors.	Tone is generally professional and appropriate for the audience. Sentences are well phrased and demonstrate some variety in length and structure. The sentence flow is generally smooth and word choice generally good. The occasional violations in the writing do not create a major distraction or obscure the meaning.	Tone is not consistently professional or appropriate for the audience. Some sentences are awkwardly constructed and occasionally distract the reader. Word choice is merely adequate, or some words are used inappropriately. The writing has numerous errors, and the reader is distracted by them.

Total: _____

Percent : _____

Marketing
MKTG 4353 Assessment Rubric
Discipline-Specific Analytical Writing

	Score	2	1	0
Purpose		The writer's purpose is readily apparent to the reader. The topic is of specific interest to marketing professionals.	The writing has a firm purpose, but may occasionally digress. The topic is appropriate.	The purpose is not always clear, or the topic is inappropriate.
Organization		Ideas are arranged logically to support thesis. They flow smoothly from one to another and are clearly linked to each other.	Ideas are arranged logically to support thesis. They are usually clearly linked to each other.	Writing is not arranged logically. Frequently, ideas fail to make sense together.
Content		Information provides firm support for thesis and displays evidence of a basic analysis of a sufficiently limited topic. Reader gains insights.	Information supports thesis at times. Analysis is basic or general. Reader gains few insights.	Paper does not successfully identify thesis. Analysis is vague or not evident. Reader is confused or may be misinformed.
Supporting Analysis		Compelling evidence is given to support claims and attribution is clear and fairly represented.	Analyses to support claims are generally present.	Although occasional or weak analyses are provided, the writer over-relies on unsubstantiated statements. The reader is confused about the application of concepts.
References		The references used in the project were timely, of appropriate quality, and of appropriate quantity.	The references used in the project were generally timely, sufficient, and appropriate.	The references used in the project were not timely, were insufficient, or of poor quality.
Mechanics		Tone is consistently professional and appropriate for the audience. Sentences are well phrased and varied in length and structure, flowing smoothly from one to another. Word choice is consistently precise. Writing is free or almost free of errors.	Tone is generally professional and appropriate for the audience. Sentences are well phrased and demonstrate some variety in length and structure. The sentence flow is generally smooth and word choice generally good. The occasional violations in the writing do not create a major distraction or obscure the meaning.	Tone is not consistently professional or appropriate for the audience. Some sentences are awkwardly constructed and occasionally distract the reader. Word choice is merely adequate, or some words are used inappropriately. The writing has numerous errors, and the reader is distracted by them.
Total Score:				

EFIRM
ECON 4380 Assessment Rubric:
Discipline-Specific Analytical Writing (BA/BS)

	Score	2	1	0
Purpose		The writer's purpose is readily apparent to the reader. The topic is of specific interest to economists.	The writing has a firm purpose, but may occasionally digress. The topic is appropriate.	The purpose is not always clear, or the topic is inappropriate.
Organization		Ideas are arranged logically to support thesis. They flow smoothly from one to another and are clearly linked to each other.	Ideas are arranged logically to support thesis. They are usually clearly linked to each other.	Writing is not arranged logically. Frequently, ideas fail to make sense together.
Content		Information provides firm support for thesis and displays evidence of a basic analysis of a sufficiently limited topic. Reader gains insights.	Information supports thesis at times. Analysis is basic or general. Reader gains few insights.	Paper does not successfully identify thesis. Analysis is vague or not evident. Reader is confused or may be misinformed.
Supporting Analysis		Compelling evidence is given to support claims and attribution is clear and fairly represented.	Analyses to support claims are generally present.	Although occasional or weak analyses are provided, the writer over-relies on unsubstantiated statements. The reader is confused about the application of concepts.
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Mechanics		Tone is consistently professional and appropriate for the audience. Sentences are well phrased and varied in length and structure, flowing smoothly from one to another. Word choice is consistently precise. Writing is free or almost free of errors.	Tone is generally professional and appropriate for the audience. Sentences are well phrased and demonstrate some variety in length and structure. The sentence flow is generally smooth and word choice generally good. The occasional violations in the writing do not create a major distraction or obscure the meaning.	Tone is not consistently professional or appropriate for the audience. Some sentences are awkwardly constructed and occasionally distract the reader. Word choice is merely adequate, or some words are used inappropriately. The writing has numerous errors, and the reader is distracted by them.
Total Points:				

Assessment Rubric for First Year Seminar: Knowledge of the Core

Learning outcomes	4 - Exceptional	3 - Proficient	2 - Acceptable	1 - Failed
Understands the mission, goals, and core values of the UCA Core and how the four competencies relate to its mission, goals, and values	Reflects on the UCA Core's mission, goals and core values, and the role of the core competencies	Explains the mission and values of the UCA Core and shows how competencies contribute to the mission and values	Identifies the mission and values of the UCA core and the four core competencies, but demonstrates little understanding	No demonstrated understanding
Demonstrates an understanding of the structure (in particular, the four competencies), components, and requirements of the UCA Core	(a) Understands all of the components and requirements of the UCA core, *and* (b) Explains thoroughly how the structure of the UCA Core contributes to the mission and values of the UCA Core	(a) Understands most of the components and requirements of the UCA Core, *and* (b) Explains, by and large successfully, how its structure contributes to the mission and values of the UCA Core	(a) Identifies, but has little understanding, of the components and requirements of the UCA Core, *and/or* (b) Explains, but incompletely, how its structure contributes to the mission and values of the UCA Core	Neither identifies components and requirements of the UCA Core nor shows any basic understanding of its structure's contribution to the mission and values of the UCA Core

Workshop Implementasi Kurikulum OBE

IMPLEMENTASI PERMENDIKBUDRISTEK 53/2023

27 Agustus 2024

Prof. Dr. Dian Agustia _ UNAIR

ZONA INTEGRITAS menuju wilayah bebas korupsi
TOP #345 QS WORLD UNIVERSITY RANKINGS
SMART UNIVERSITY



Permendikbudristek Nomor 53 Tahun 2023 tentang Penjaminan Mutu Pendidikan Tinggi

Transformasi Standar Nasional dan Akreditasi Pendidikan Tinggi

Standar Nasional Pendidikan Tinggi

Sistem Akreditasi Pendidikan Tinggi

OVERVIEW

Permendikbud-Ristek No. 53 Tahun 2023 tentang Penjaminan Mutu Pendidikan Tinggi

Diundangkan dan berlaku tanggal 16 Agustus 2023

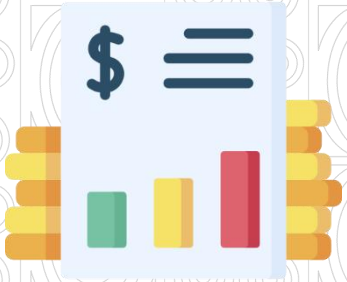
Peraturan ini dibuat dalam rangka mendorong peningkatan mutu pendidikan tinggi, serta sinkronisasi dan harmonisasi pengaturan mengenai penjaminan mutu

Pengelolaan dan Penyelenggaraan PT wajib menyesuaikan dengan Permendikbud 53 Tahun 2023 paling lama 2 tahun sejak berlakunya

Dampak Transformasi Standar dan Akreditasi Pendidikan Tinggi yang Lebih Memerdekakan



Perguruan tinggi memiliki **ruang gerak lebih luas** untuk melakukan **diferensiasi misi**.



Beban administrasi dan finansial perguruan tinggi untuk akreditasi berkurang.



Perguruan tinggi dapat lebih adaptif dan fokus pada **peningkatan mutu Tridharma Pengguruan Tinggi**.

I. Standar Nasional Pendidikan Tinggi

A standar nasional pendidikan

menjadi acuan dalam menyusun, menyelenggarakan, dan mengevaluasi kurikulum

- **a** standar luaran pendidikan
  - Standar luaran pendidikan merupakan standar kompetensi lulusan
- **b** standar proses pendidikan
  1. standar proses pembelajaran;
  2. standar penilaian; dan
  3. standar pengelolaan.
- **c** standar masukan pendidikan
  1. standar isi;
  2. standar dosen dan tenaga kependidikan;
  3. standar sarana dan prasarana; dan
  4. standar pembiayaan.

B standar penelitian

a. standar luaran penelitian;
b. standar proses penelitian; dan
c. standar masukan penelitian.

C standar pengabdian kepada masyarakat

a. standar luaran pengabdian kepada masyarakat;
b. standar proses pengabdian kepada masyarakat; dan
c. standar masukan pengabdian kepada masyarakat.

diimplementasikan dalam strategi, arah kebijakan, program, dan pelaksanaan penelitian berdasarkan misi perguruan tinggi

Standar nasional pendidikan, standar penelitian, dan standar pengabdian kepada masyarakat merupakan satu kesatuan yang tidak terpisahkan dalam pelaksanaan Tridharma
Penyelenggaraan Tridharma sesuai dengan misi perguruan tinggi dengan menentukan komposisi bobot pelaksanaan masing-masing dharma di tingkat perguruan tinggi, program studi, dan individu dosen.

STANDAR NASIONAL PENDIDIKAN TINGGI

ZONA INTEGRITAS menuju wilayah bebas korupsi
TOP #345 QS WORLD UNIVERSITY RANKINGS
SMART UNIVERSITY

Penyederhanaan Lingkup Standar

Sebelum

- Standar Pendidikan, Standar Penelitian, dan standar Pengabdian kepada Masyarakat masing- masing terdiri atas **delapan standar**.

Sesudah

- Standar Pendidikan, Standar Penelitian dan Standar Pengmas masing-masing hanya terdiri atas **tiga standar**:
  1.Standar Luaran: 2. Standar Proses 3.Standar Masukan

Dampak Positif

- Memberikan ruang lebih luas kepada perguruan tinggi untuk mendefinisikan kegiatan penelitian dan pengabdian masyarakat sesuai misinya serta situasi dan kondisi setempat.
- Mengurangi beban pelaporan dalam proses akreditasi.

Penyederhanaan Lingkup Standar

Sebelum:

- Standar hasil
- Standar isi
- Standar proses
- Standar penilaian
- Standar pelaksana
- Standar

Sesudah

- Standar luaran
- Standar proses
- Standar masukan

STANDAR NASIONAL PENDIDIKAN

STANDAR MASUKAN

1. Standar Isi;
2. Standar Dosen dan Tendik;
3. Standar Sarpras; dan
4. Standar Pembiayaan

STANDAR PROSES

1. Standar Proses Pembelajaran;
2. Standar Penilaian; dan
3. Standar Pengelolaan

STANDAR LUARAN

merupakan Standar Kompetensi Lulusan →CPL

capaian Pembelajaran Lulusan

Menyusun Kurikulum

Menyelenggaraka n Kurikulum

Mengevaluasi Kurikulum

Sebelumnya , Standar Nasional Pendidikan Tinggi : terlalu kaku dan rinci

Rumusan kompetensi sikap, pengetahuan umum, dan keterampilan umum dijabarkan terpisah dan secara rinci;

Mahasiswa program sarjana wajib membuat skripsi, mahasiswa program magister wajib publikasi di jurnal ilmiah terakreditasi, dan mahasiswa program doktor wajib publikasi di jurnal internasional bereputasi;

Mengatur secara kaku alokasi waktu (menit) dalam 1 sks untuk bentuk pembelajaran tertentu (contoh: 1 sks kuliah terdiri atas kuliah tatap muka 50 menit per minggu, penugasan terstruktur 60 menit per minggu, dan kegiatan mandiri 60 menit per minggu).

Akibatnya

Perguruan tinggi kurang leluasa merancang proses dan bentuk pembelajaran sesuai kebutuhan keilmuan dan perkembangan teknologi.

STANDAR NASIONAL PENDIDIKAN TINGGI:

Standar Luaran

ZONA INTEGRITAS menuju wilayah bebas korupsi
TOP #345 QS WORLD UNIVERSITY RANKINGS
SMART UNIVERSITY

Penyederhanaan Standar Kompetensi Lulusan

Sebelum

1.Rumusan kompetensi sikap, pengetahuan umum, dan keterampilan umum **dijabarkan terpisah dan secara rinci**.

2. Mahasiswa sarjana/sarjana terapan wajib membuat **skripsi**.

3. Mahasiswa magister/magister terapan wajib menerbitkan **makalah di jurnal ilmiah terakreditasi**.

4. Mahasiswa doktor/doktor terapan wajib menerbitkan **makalah di jurnal internasional bereputasi**.

Sesudah

1. Kompetensi tidak lagi dijabarkan secara rinci

2. Perguruan tinggi dapat merumuskan kompetensi sikap, pengetahuan, dan keterampilan secara **terintegrasi.**

3. Tugas akhir dapat berbentuk ***prototype*, proyek atau bentuk lainnya**, tidak hanya skripsi/tesis/disertasi.

4. Jika program studi **sarjana/sarjana terapan sudah menerapkan kurikulum berbasis proyek** atau bentuk lain yang sejenis, maka **tugas akhir** dapat dihapus/ **tidak lagi bersifat wajib.**

5.Mahasiswa program magister/ magister terapan dan doctor/doctor terapan wajib diberikan ~~**tugas akhir**~~, namun **tidak wajib**

Dampak Positif

- ✓ Program studi dapat menentukan bentuk tugas akhir
- ✓ Menghilangkan kewajiban tugas akhir pada banyak program studi sarjana/sarjana terapan.
- ✓ Mendorong perguruan tinggi menjalankan Kampus Merdeka dan berbagai inovasi pelaksanaan Tridharma

Penyederhanaan standar proses pembelajaran dan penilaian

Sebelum

- Mengatur pembagian waktu (menit) per 1 sks, seperti tatap muka 50 menir per minggu, penugasan terstruktur 60 menit per minggu, dan kegiatan mandiri 60 menit per minggu.
- Penilaian mata kuliah hanya dalam angka/huruf dan dihitung sebagai indeks prestasi/IPK

Sesudah

- 1 sks didefinisikan sebagai 45 jam per semester, dengan pembagian waktu ditentukan oleh masing-masing perguruan tinggi.
- Penilaian mata kuliah tidak hanya berbentuk indeks prestasi tapi juga dapat berbentuk Lulus atau Tidak Lulus (*pass/fail)*
  - ❑ Khusus pada mata kuliah yang berbentuk kegiatan di luar kelas (seperti kegiatan Kampus Merdeka) atau menggunakan uji kompetensi.
  - ❑ Mata kuliah **PASS/FAIL** tidak dihitung dalam indeks prestasi/IPK.

Penyederhanaan standar proses pembelajaran dan penilaian

Dampak Positif

- Perguruan tinggi dapat menentukan distribusi sks yang terbaik sesuai karakteristik mata kuliah, tidak terbatas pada kegiatan belajar dalam kelas.
  Tidak memaksakan penilaian indeks prestasi yang kaku pada kegiatan di luar kelas atau uji kompetensi.

SYARAT KELULUSAN

Peraturan Menteri No. 53/2023

Pasal 18 ayat (9)

Program studi pada program sarjana atau sarjana terapan memastikan ketercapaian kompetensi lulusan melalui:

a. pemberian tugas akhir yang dapat berbentuk **skripsi, prototipe, proyek, atau bentuk tugas akhir lainnya** yang sejenis baik secara individu maupun berkelompok; atau
b. penerapan kurikulum berbasis proyek atau bentuk pembelajaran lainnya yang sejenis dan asesmen yang dapat menunjukkan ketercapaian kompetensi lulusan.

Pasal 30 ayat (1)

Mahasiswa program diploma dan program sarjana/sarjana terapan dinyatakan lulus jika telah menempuh seluruh beban belajar yang ditetapkan dan memiliki capaian pembelajaran lulusan yang ditargetkan oleh program studi dengan **Indeks Prestasi Kumulatif lebih besar atau sama dengan 2,00** (dua koma nol nol).

PREDIKAT KELULUSAN

PERMENDIKBUD 53 TAHUN 2023

Perguruan tinggi dapat memberikan **predikat kelulusan mahasiswa** sebagaimana dimaksud pada ayat (1) dan ayat (2) sesuai dengan kriteria yang ditetapkan oleh perguruan tinggi.

(Pasal 30)
(1) Mahasiswa program diploma dan program sarjana/sarjana terapan dinyatakan lulus jika telah menempuh seluruh beban belajar yang ditetapkan dan memiliki capaian pembelajaran lulusan yang ditargetkan oleh program studi dengan Indeks Prestasi Kumulatif lebih besar atau sama dengan 2,00 (dua koma nol nol).

Sumber: Dirdik

BATAS WAKTU STUDI MAKSIMAL

JENJANG	PEDOMAN PENDIDIKAN UNAIR		PERMENDIKBUD 53 TAHUN 2023
	Tepat Waktu	Maksimal	Maksimal (2xMTK)
D3	6	10*	12 ↑
D4/S1	8	14*	16 ↑
S2	4	8	8
S3	6	14*	12 ↓
Spesialis/Subspesialis	Sesuai Prodi	2n-2*	2 x MTK ↑

*MTK : Masa Tempuh Kurikulum

Sumber: Dirdik UNAIR

- Terdapat **penambahan** masa tempuh kurikulum untuk jenjang **D3, D4/S1** dan **Speasialis/Subspesialis.**
- Terdapat pengurangan masa tempuh kurikulum untuk jenjang S3.

TUGAS AKHIR & PUBLIKASI (D3/S1)

Jenjang	Tugas Akhir		Publikasi	
	PEDOMAN PENDIDIKAN UNAIR	**PERMENDIKBUDRISTEK NO. 53/2023**	**PERATURAN REKTOR NO 2 TH 2017 ttg Kewajiban Publikasi**	**PERMENDIKBUDRISTEK NO. 53/2023**
D3	Tugas Akhir	Optional	Tidak diatur kewajiban menerbitkan tugas.	Tidak diatur kewajiban menerbitkan tugas akhir.
S1/D4	Tugas Akhir/Skripsi	TUGAS AKHIR, bisa dihapus apabila kurikulum berbasis proyek/bentuk lain	Wajib melakukan publikasi minimal di *portal repository* tugas akhir mahasiswa kemenristekdikti (RAMA) atau dipublikasikan pada jurnal yang lain yang lebih tinggi	Tidak diatur kewajiban menerbitkan tugas akhir atau skripsi.

TUGAS AKHIR & PUBLIKASI (S2/SPESIALIS)

Jenjang	Tugas Akhir		Publikasi	
	PEDOMAN PENDIDIKAN UNAIR	**PERMENDIKBUDRISTEK NO. 53/2023**	**PERATURAN REKTOR NO 2 TH 2017 ttg Kewajiban Publikasi**	**PERMENDIKBUDRISTEK NO. 53/2023**
• **S2** • **Sp-1** • **Sp-2**	Tesis	Tesis, Prototipe, Proyek, Bentuk TA lainnya	Wajib melakukan publikasi paling rendah pada Special issued terindeks Scopus;	Tidak diatur harus publikasi jurnal terakreditasi

Sumber: Dirdik UNAIR

TUGAS AKHIR & PUBLIKASI (S3)

Jenjang	Tugas Akhir		Publikasi	
	PEDOMAN PENDIDIKAN UNAIR	**PERMENDIKBUDRISTEK NO. 53/2023**	**PERATURAN REKTOR NO 2 TH 2017 ttg Kewajiban Publikasi**	**PERMENDIKBUDRISTEK NO. 53/2023**
S3	Disertasi	Disertasi, Prototipe, Proyek, Bentuk TA lainnya.	Wajib melakukan publikasi pada jurnal international yang terindeks Scopus dan/atau ISI Thompson dan bebas dari status predatory journals dan/atau predatory publishers.	Tidak diatur kewajiban menerbitkan di jurnal internasional bereputasi

Sumber: Dirdik UNAIR

STANDAR NASIONAL PENDIDIKAN TINGGI:

Standar Proses

ZONA INTEGRITAS menuju wilayah bebas korupsi
TOP #345 QS WORLD UNIVERSITY RANKINGS
SMART UNIVERSITY

b.2 Standar Proses Pendidikan - Standar Penilaian

merupakan kriteria minimal mengenai penilaian hasil belajar mahasiswa untuk mencapai standar kompetensi lulusan

a. Penilaian formatif

bertujuan untuk:
a. memantau perkembangan belajar mahasiswa;
b. memberikan umpan balik agar mahasiswa memenuhi capaian pembelajarannya; dan
c. memperbaiki proses pembelajaran.

b. Penilaian sumatif

bertujuan untuk menilai pencapaian hasil belajar mahasiswa sebagai dasar penentuan kelulusan mata kuliah dan kelulusan program studi.

dilakukan dalam bentuk ujian tertulis, ujian lisan, penilaian proyek, penilaian tugas, uji kompetensi, dan/atau bentuk penilaian lain yang sejenis.

a. indeks prestasi

dinyatakan dalam kisaran:
a. huruf A setara dengan angka 4 (empat);
b. huruf B setara dengan angka 3 (tiga);
c. huruf C setara dengan angka 2 (dua);
d. huruf D setara dengan angka 1 (satu); atau
e. huruf E setara dengan angka 0 (nol).

Perguruan tinggi dapat memberikan nilai antara sesuai dengan kisaran nilai dalam huruf dan angka.

b. lulus atau tidak lulus

dapat digunakan pada mata kuliah yang:
a. berbentuk kegiatan di luar kelas; dan/atau
b. menggunakan bentuk penilaian sumatif berupa uji kompetensi.

Hasil penilaian capaian pembelajaran pada:
a. setiap semester dinyatakan dengan Indeks Prestasi Semester; dan
b. akhir program studi dinyatakan dengan Indeks Prestasi Kumulatif.

Indeks Prestasi Semester dan Indeks Prestasi Kumulatif hanya dihitung dari rata-rata nilai mata kuliah yang menggunakan bentuk penilaian indeks prestasi

Penyederhanaan Standar Proses Pembelajaran dan Penilaian

Sebelum

- Mengatur **pembagian waktu** (menit) per 1 sks, seperti tatap muka 50 menit per minggu, penugasan terstruktur 60 menit per minggu, dan kegiatan mandiri 60 menit per minggu.

Penilaian mata kuliah hanya dalam **angka/huruf** dan dihitung sebagai indeks prestasi/IPK.

Sesudah

- **1 sks didefinisikan sebagai 45 jam*) per semester, dengan pembagian waktu ditentukan oleh masing-masing perguruan tinggi.**

- **Penilaian mata kuliah tidak hanya berbentuk indeks prestasi tapi juga dapat berbentuk lulus atau tidak lulus *(pass/fail)*.**

- **Khusus pada mata kuliah yang berbentuk kegiatan di luar kelas (seperti kegiatan Kampus Merdeka) atau menggunakan uji kompetensi.**

- **Mata kuliah *pass/fail* tidak dihitung**

Dampak Positif

- ✓ Perguruan tinggi dapat menentukan distribusi sks yang terbaik sesuai karakteristik mata kuliah, tidak terbatas pada kegiatan belajar dalam kelas.
- ✓ Tidak memaksakan penilaian indeks prestasi yang kaku pada kegiatan di luar kelas atau uji kompetensi.

Peraturan Menteri No. 53/2023

Kualifikasi Program Sarjana:

1. menguasai konsep teoretis bidang pengetahuan dan keterampilan tertentu secara umum dan khusus untuk **menyelesaikan masalah** secara prosedural sesuai dengan lingkup pekerjaannya; dan
2. mampu beradaptasi terhadap situasi perubahan yang dihadapi.

Kualifikasi Program Magister:

Menguasai teori bidang pengetahuan tertentu untuk **mengembangkan** ilmu pengetahuan dan teknologi **melalui riset atau penciptaan karya inovatif**.

Kualifikasi Program Doktor:

a. **menguasai filosofi** keilmuan bidang ilmu pengetahuan dan keterampilan tertentu; dan
b. **mampu melakukan pendalaman dan perluasan** ilmu pengetahuan dan teknologi **melalui riset atau penciptaan karya orisinal dan teruji**.

Peraturan Menteri No. 53/2023

Kualifikasi Program Magister Terapan:

Mampu mengembangkan keahlian dengan landasan pemahaman ilmu pengetahuan dan teknologi melalui riset atau penciptaan **karya inovatif** yang dapat diterapkan di lingkup pekerjaan tertentu.

Kualifikasi Program Doktor Terapan:

a. mampu mengembangkan dan meningkatkan keahlian spesifik yang mendalam didasari penerapan pemahaman filosofi keilmuan bidang ilmu pengetahuan dan keterampilan tertentu; dan
b. mampu melakukan pendalaman dan perluasan ilmu pengetahuan dan teknologi melalui riset atau penciptaan karya inovatif yang dapat diterapkan di lingkup pekerjaan tertentu.

BEBAN STUDI

JENJANG	PEDOMAN PENDIDIKAN UNAIR		PERMENDIKBUD 53 TAHUN 2023	
	Paling Sedikit	Paling Banyak	Paling Sedikit	Paling Banyak
D3	108	120	108	-
D4/S1	144	160	144	-
S2	**36***	**50*** ⬆	**54**	**72** ⬆
S3	42	56		
S3 Tidak Sebidang	52	56		
Profesi	**24***	⬆	**36**	

- Terdapat **penambahan** beban studi untuk jenjang **S2 dan Profesi**
- **Penyesuaian di PT ?**

PERHITUNGAN 1 SKS

Isi	PERMENDIKBUD NO. 53/2023
Perhitungan SKS	• 1 sks setara 45 jam kegiatan pembelajaran dalam satu semester • 45 jam dalam 1 semester (16 pertemuan) • Setara = 170 menit / minggu
Bentuk Pembelajaran	• Kuliah • Responsi • Tutorial • Seminar • Praktikum • Praktik • Studio • Penelitian • Perancangan • Pengembangan • Tugas akhir • Pelatihan bela negara • Pertukaran pelajar • Magang • Wirausaha • Pengabdian kepada masyarakat • Bentuk pembelajaran lain

- **Total durasi pembelajaran per minggu sama yaitu 170 menit, namun rincian kegiatan lebih fleksibel.**

DISTRIBUSI BEBAN BELAJAR

PERMENDIKBUD 53 TAHUN 2023

Distribusi beban belajar

a. semester satu dan semester dua paling banyak 20 (dua puluh) satuan kredit semester; dan
b. semester tiga dan seterusnya paling banyak 24 (dua puluh empat) satuan kredit semester.

Sumber: Dirdik

Komparasi Beberapa Aspek

No	Beban Belajar	Existing	Baru
1	Diploma 3	108 sks	108 sks
2	Jenjang Sarjana/Terapan	144 sks	144 sks
3	Jenjang Profesi	24 sks	36 sks
4	Jenjang Magister (S2)/Terapan	36-50 sks	54-72 sks
5	Jenjang Doktor by course dan by riset	42 sks	Tidak menyebutkan jumlah sks
6	Jenjang Doktor tidak sebidang	52 sks	
7	Jenjang Spesialis	36 sks	
8	Jenjang Subspesialis	42 sks	

- **Update / kesesuaian dengan aturan baru dari kementrian → konsekuensi perubahan pedoman pendidikan**

STANDAR NASIONAL PENDIDIKAN TINGGI:

Standar Masukan

ZONA INTEGRITAS menuju wilayah bebas korupsi
TOP #345 QS WORLD UNIVERSITY RANKINGS
SMART UNIVERSITY

STANDAR ISI

Pasal 42:

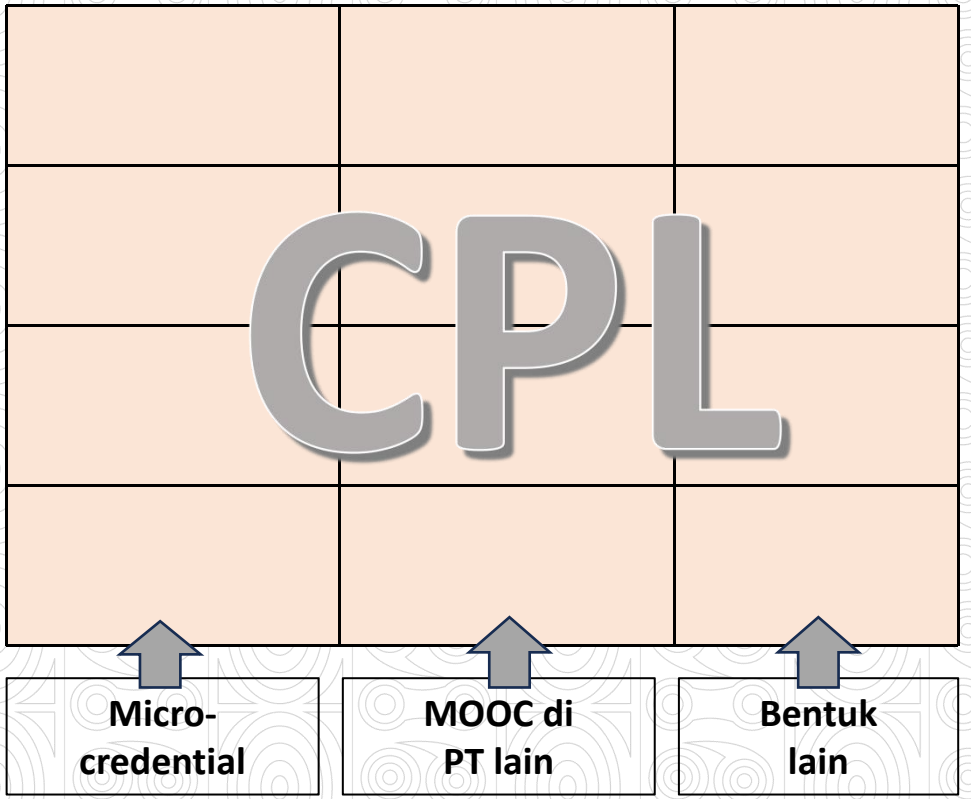
Materi Pembelajaran

- Akademik
- Vokasi
- Profesi

→ Kurikulum

- **Mata Kuliah**
- **Modul**
- **Blok tematik**
- **Bentuk lain**

Strategi dan metode Pembelajaran yang Dirancang untuk mencapai CPL



dapat diisi Kompetensi Mikro

Pasal 43

SISTEM AKREDITASI PENDIDIKAN TINGGI

POIN PENTING DALAM TRANSFORMASI SISTEM AKREDITASI KAMPUS MERDEKA

Akreditasi **diperbarui secara otomatis** setiap 5 tahun.

Re-akreditasi bersifat sukarela bagi perguruan tinggi dan program studi yang sudah siap naik peringkat akreditasi.

Re-akreditasi tetap dapat dilakukan kapan saja bila ada **indikasi penurunan kualitas** perguruan tinggi/program studi.

Program studi yang berhasil mendapatkan **akreditasi internasional** tidak perlu menjalani proses akreditasi nasional.

MERINGANKAN BEBAN ADMINISTRASI DAN FINANSIAL AKREDITASI

Sebelum	Sesudah
Akreditasi terhadap perguruan tinggi dan program studi dapat **menghasilkan berbagai status** (tidak terakreditasi, baik, baik sekali, atau unggul).	Status akreditasi **disederhanakan.**
Biaya akreditasi program studi oleh LAM **dibebankan pada perguruan tinggi.**	**Pemerintah** menanggung biaya akreditasi wajib, baik yang dilakukan BAN-PT maupun LAM.
Proses akreditasi dilakukan terhadap **masing-masing program studi**, sehingga permintaan data pada level fakultas/perguruan tinggi dilakukan berulang.	Proses akreditasi program-program studi dapat dilaksanakan **bersama** pada tingkat pengelola program studi.

STATUS AKREDITASI DISEDERHANAKAN

Sebelum

Status Akreditasi perguruan tinggi dan program studi:

- Tidak terakreditasi
- Terakreditasi baik
- Terakreditasi baik sekali
- Terakreditasi unggul

Sesudah

Status Akreditasi perguruan tinggi:

- Tidak terakreditasi
- Terakreditasi

Status Akreditasi program studi:

- Tidak terakreditasi
- Terakreditasi
- Terakreditasi unggul
- Terakreditasi oleh Lembaga akreditasi international

- Status terakreditasi berarti memenuhi SN Dikti.
- Status terakreditasi unggul berarti memenuhi standar LAM.
- Standar LAM harus melampaui SN Dikti.
- Program studi yang mendapatkan akreditasi internasional tetap, tidak perlu menjalani proses akreditasi nasional.

Dampak Positif

✓ Standar yang menjadi basis akreditasi lebih jelas dan sederhana.

✓ Instrumen akreditasi juga lebih sederhana dan mengurangi beban administrasi perguruan tinggi.

PEMERINTAH MENANGGUNG BIAYA AKREDITASI WAJIB

Sebelum

Biaya akreditasi program studi oleh LAM dibebankan pada **perguruan tinggi.**

Sesudah

- Status **terkareditasi bersifat wajib**, tapi status terakreditasi unggul tidak bersifat wajib.
- **Pemerintah** menanggung biaya asesmen untuk status **terakreditasi.**
- **Perguruan tinggi** menanggung biaya asesmen untuk status **terakreditasi unggul.**

Dampak Positif

✓ Perguruan tinggi tidak menanggung biaya asesmen untuk status terakreditasi yang bersifat wajib.

✓ Perguruan tinggi yang belum mampu atau merasa belum perlu untuk program studinya mendapatkan status terakreditasi unggul, tidak harus mengajukan assessment akreditas unggul ke LAM.

AKREDITASI DAPAT DILAKUKAN PADA TINGKAT UNIT PENGELOLA PROGRAM STUDI

Sebelum

Proses Akreditasi harus dilakukan terhadap **masing-masing program studi** dengan permintaan data yang berulang.

Sesudah

Proses akreditasi dapat dilaksanakan pada tingkat unit pengelola program studi yaitu **departemen/jurusan/sekolah/fakultas**, sehingga data yang sama dapat diserahkan sekaligus untuk beberapa program studi.

Dampak Positif

✓ Akreditasi lebih sederhana dan mengurangi **beban administrasi** perguruan tinggi.

AKREDITASI PT/PRODI BARU DAN MASA BERLAKU

Prodi/PT baru harus mememuhi syarat minimum akreditasi

Status akreditasi sementara berlaku 5 tahun untuk Prodi baru dan 8 tahun untuk PT baru diberikan saat memperoleh izin penyelenggaraan atau izin pendirian dari Menteri

Akreditasi ulang diajukan 9 bulan sebelum masa akreditasi berakhir melalui asesmen oleh assessor berdasarkan dokumen usulan akreditasi, data dan informasi dari PD dikti and hasil asesmen lapangan untuk validasi fisik

Jika memenuhi standart maka diberi status terakreditasi untuk 5 tahun (Prodi) dan 8 Tahun (PT).

SISTEM AUTOMASI PERPANJANGAN STATUS AKREDITASI

Mekanisme akreditasi ulang tanpa asesmen oleh asesor

Hanya dengan memantau dan mengevaluasi mutu Prodi dan PT berdasarkan data dan informasi pada PD Dikti

Kecuali jika ada dugaan penurunan mutu maka harus dilakukan akreditasi ulang sewaktu-waktu

Ketentuan Peralihan (Pasal 102)

Dengan berlakunya Permendikbudristek 53 tahun 2023 tentang Penjaminan Mutu Pendidikan Tinggi, maka:

Prodi dan PT yang terakreditasi dengan peringkat Akreditasi A, Unggul. B, Baik Sekali, C dan Baik dari BAN-PT dan LAM yang masih berlaku, peringkatnya **tetap berlaku** hingga masa berlakunya selesai.

Instrumen dan tata cara akreditasi yang disusun dan ditetapkan sebelum berlakunya Permen ini **tetap digunakan** BAN-PT dan LAM sampai dengan ditetapkan instrument dan tata cara akreditasi yang baru;

PT dan/atau Prodi yang tidak terakreditasi dan/atua belum mengajukan permohonan Akreditasi **wajib mengajukan permohonan Akreditasi** kepada BAN-PT dan/atau LAM paling lama 1 tahun sejak Permen ini diundangkan.

PT **yang tidak mengajukan** permohonan akreditasi kepada BAN-PT atau LAM **dicabut izin** penyelenggaraan PT atau Prodinya oleh menteri.

Ketentuan Penutup (Pasal 106)

Dengan berlakunya Permendikbud-ristek 53 tahun 2023 tentang Penjaminan Mutu Pendidikan Tinggi, maka aturan berikut ini dicabut dan dinyatakan tidak berlaku.

X

- Permenristekdikti No. 62 Tahun 2016 tentang Sistem Penjaminan Mutu Pendidikan Tinggi;
- Permendikbud No. 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi;
- Permendikbud No. 5 Tahun 2020 tentang Akreditasi Program Studi dan Perguruan Tinggi;
- Permendikbud-Ristek No. 56 Tahun 2020 tentang Standar Pendidikan Guru.

Terima Kasih



NOTULEN RAPAT
STIE WIDYA WIWAHA

Hari, Tanggal : Selasa, 4 Agustus 2026
Waktu : 10.00 - Selesai
Tempat : Ruang MM 03

Nama Rapat : Simulasi Asesmen Lapangan Akreditasi Prodi Manajemen Unggul
Pimpinan Rapat : Dr. Priyastiwi, S.E., M.Si., AK., CA
Notulis : Dina Nur Cahyani

Hasil Rapat :

1. Perkiraan AL Agustus minggu ke-4
2. Lampiran yang perlu ditambah dan dilengkapi
    - OBE harus ada evaluasi CPL
    - PDDIKTI di cek kembali
    - Ditujukan output atau outcome
    1. **Kriteria 1** Kesesuaian dengan bidang kerja https://drive.google.com/file/d/1QxZJ-VTVj_X2DlAatcftTwfShuOD4OMu/view?usp=drive_link → Cek disiapin tracer study
        - Jumlah penelitian (tabel) → tambahkan jumlah per dosen, teridentifikasi https://docs.google.com/spreadsheets/d/1ZPos_6W5gpOt9hIVOxhao2tCRO8qRRuK/edit?rtpof=true&sd=true&gid=1435307276#gid=1435307276
        - Pengabdian sama dengan penelitian (output outcome) yang ada implementasinya, jangan hanya MOU
        - Kalau diminta tunjukkan langsung siapkan dan tunjukkan, tidak perlu berargumen
        - Siapkan drive khusus asesor (untuk file bukti lampiran yang belum ada)
        - Tanggal review kurikulum, sosialisasi, berita acara, berita acara sosialisasi, FGD, sosialisasi ke mahasiswa, sosialisasi ke dosen
        - Visi misi prodimu diletakkan dimana? (disetiap ruangan) minta mahasiswa untuk mengetahui Visi Misi
        - Pemangku kepentingan
        - Setiap rapat diingatkan, disambungkan dengan sosialisasi

- Ada followup Visi Misi → internal tendik, mahasiswa, dosen,
- Jaga kestabilan jaringan wifi
- Ada beberapa link yang tidak bisa di klik
- OJS → pak arif
- RTM yang menjelaskan visi misi
- Visi, misi dan tujuan
- IKU ditampilkan di Renstra
- Benchmarking
- **Pastikan setiap link langsung bisa di buka, tidak perlu di download**
- **Apa yang diminta Asesor Langsung tunjukkan tidak perlu di folder folder**
- Terkait manajemen risiko sudah include di Renstra? Perencanaan, implementasi, Anggaran, bentuknya sustainability (dilevel UPPS) https://drive.google.com/file/d/1F0sICKMLgoJ5ftuRf7a11S8PJcMUOAun/view
- Kriteria 1, 2, 5 UPPS, dan Kriteria 3,4, 6, 7 data prodi

https://drive.google.com/file/d/1F0sICKMLgoJ5ftuRf7a11S8PJcMUOAun/view -> tambahkan laporan

Implementasi strategi → Tunjukan program KIP-K , PMB, promosi (Link kan sosmed)

- Evaluasi Visi Misi lebih ke AMI= apakah perlu setiap tahun? Kembali ke renstra, kalau normal 5 tahun sekali, kembali ke SN Dikti
- IKU tidak perlu diambil semua, sederhanakan saja

2. **Kriteria 2**
   - **Disetiap notulensi rapat Ada laporan follow up/tindakannya, jangan hanya sekedar notulensi, bukti pelaksanaanya harus ada**
   - Survei kepuasan pimpinan harus ada, dan dijelaskan
   - Kode etik dosen, tendik, mahasiswa, ada implementasinya, misal penanganan kasus, liatkan naskah SOP
   - Pakta integritas yang di tandatangani dosen (di siapkan)
   - SPMI jalan atau tidak? Tunjukan output dan outcome
3. **Kriteria 3**
   - Evaluasi penerimaan Mahasiswa baru
   - Siapkan mahasiswa dari luuar Jogja, jumlah, perjurusan
   - Proses penerimaan transparan, inklusi, adil, pemerataan
   - **Capaian Pembelajaran Lulusan yang tahun 2024 tidak ada**
   - **Pemanfaatan pernagkat analisis berbasis teknologi**

- **Pengumuman hasil seleksi mahasiswa-> masih kosong** https://drive.google.com/drive/folders/1LSiGvH7f3S_BYaF7HbzaV7VjxfG9CcGk
- sertifikasi BNSP → pelatihannnya ada hanya kendalanya mengikuti BNSP karena biaya
- prestasi mahasiswa, kinerja mahasiswa
- penyusunan tugas akhir, mekanisme, pendampingan, yang mau Drop, mantau dari sistem akademik (IPKnya, penguatan konseling) pelaksanaannya di panggil dan di beri surat berita acara, evaluasi studi, mekanisme → tunjukkan mekanisme, aturan SOP

4. **Kriteria 4**
   - Berapa jumlah dosen yang publikasi, berapa nasional terakreditasi, dan Internasional bereputasi? Tabel diurut per dosen, rekapitulasinya (jurnal Q1 berapa?) minimal 20% dosen punya publikasi (Dosen tetap)
   - Persiapkan PDDIKTI, daftar ngajar (untuk konfirmasi Dosen Tetap atau bukan)
   - Insentif publikasi, studi lanjut dimana dan bukti?, ijazah, evaluasi kinerja dosen, BKD, Monitori pembelajaran EDOM
   - Tendik: Laporan, perpustakan, akademik, kriteria tendik (sarjana berapa? Sertifikasi)
   - **Naskah kurikulum jadi 1, dari profil lulusan turun ke CPL, turun lagi ke peta kurikulum (yang diceritakan yang berubah/tambah) perubahan penting dari 2021 ke kurikulum 2025**
   - Bukti intervensi, Tindak perbaikan
   - Tindak pernbaikan
5. **Kriteria 5**
   - Sumber dana dari eksternal dan internal
   - Blueprint income
6. **Kriteria 6**
   - **Naskah kurikulum jadi 1,** dari profil lulusan – CPL - peta kurikulum (yang diceritakan yang berubah/tambah) perubahan penting dari 2021 ke kurikulum 2025

     Isi Strukturnya:

     a. Rasionalisasi
     b. Deskripsi profil prodi

c. Keselarasan visi misi nilai di uni, fakultas dan prodi
d. Peta Kurikulum
e. Proses pembelajaran
f. Deskripsi mata kuliah
g. pengukuran Capaian pembelajaran Lulusan (CPL)
h. hubungan CPL dan matakuliah

- Bukti intervensi, Tindak perbaikan
- **Laporan tindak lanjut tracer study**
- Matkul apa yang punya casebased, matakuliah berbasis kasus
- Projectbased?

7. **Kriteria 7**
   - Tunjukan roadmap penelitian masing masing manajemen, akuntansi
   - Persiapkan Laporan penelitian masing masing prodi
   - Publikasi, rekognisi, dampak penelitian untuk stakeholder apakah dijadikan model/kebijakanm kalau dimahasiswa jadi bahan ajar
   - Seleksi, proses review, output, outcome, kontribusi, insentif untuk publikasi PPKM, dan dana
   - Kegiatan ini melibatkan siapa saja?
8. Sekretaris → membuat siapa saja yang menjemput asesor, dan siapa saja yang bertugas saat Asesmen Lapangan