

Seidman College of Business

Appendix – Assurance of Learning

CIR Review Visit
2-4 October 2016



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BBA

BBA Revised Learning Goals and Objectives, Effective Fall 2015

(1) Effective Business Communication

- 1.1 Students will be proficient at locating, evaluating, and using information effectively.
- 1.2 Students will develop clear, concise and well-organized written communication.
- 1.3 Students will produce professional quality oral presentations.

(2) Functional Business Knowledge

- 2.1 Students will apply disciplinary knowledge to solve problems.
- 2.2 Students will demonstrate proficiency in the basic concepts and principles across the disciplines.

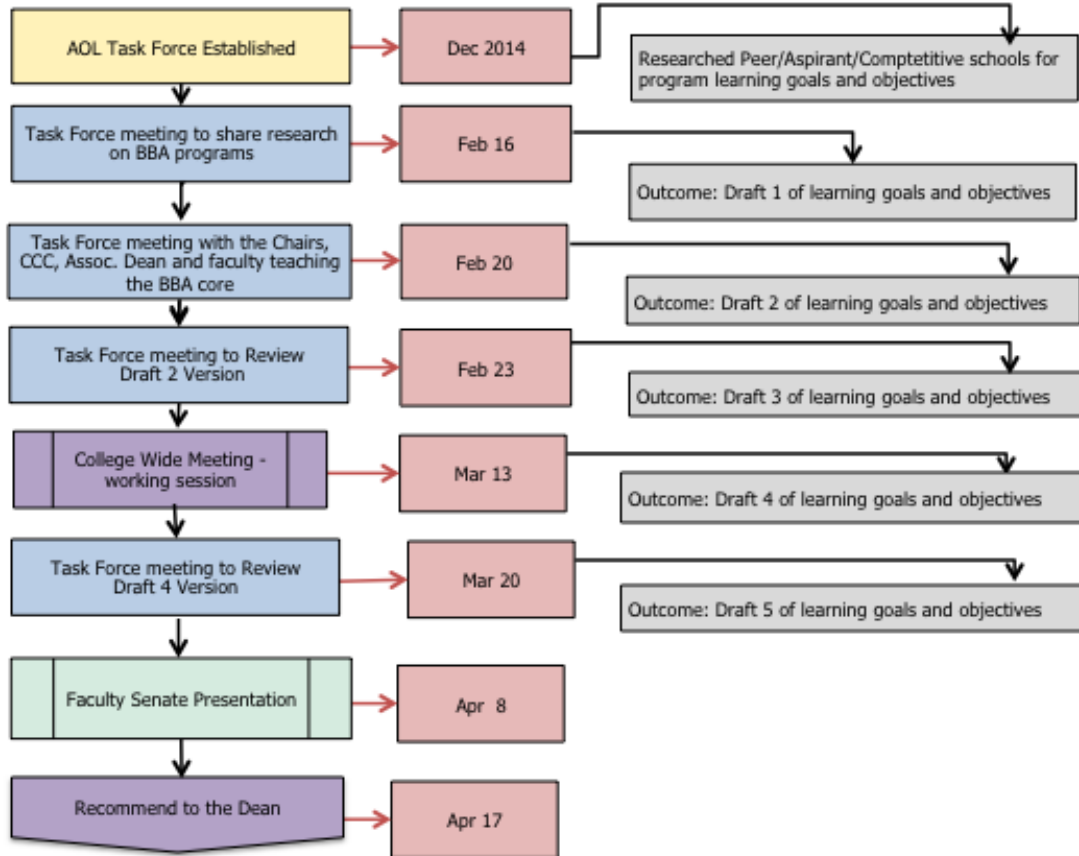
(3) Informed Decision Making

- 3.1 Students will analyze and integrate the impact of strengths, weaknesses, opportunities, and threats in business decisions.
- 3.2 Students will integrate global and cultural factors into the decision-making process.

(4) Ethics and Values

- 4.1 Students will apply ethical theories and models to decision making.
- 4.2 Students will identify their own values and understand how value systems impact decision-making.

Process Followed to Revise Learning Goals and Objectives



Curriculum Map
BBA Curriculum Map to Assess Revised Learning Goals and Objectives

Goals and Objectives/Course I = Introduced, R = Reinforced, A = Assessed	ECO 200	ECO 210/211	BUS 201	ACC 212/213	MGT 268	FIN 320	MGT 331	MKT 350	MGT 366	ECO 300/400	MGT 495	Ethics MKT 375 ECO 440
1. Effective Business Communication												
1.1 Students will be proficient at locating, evaluating and using information effectively	I	I, A	I	I	R, A	I	I	I, R	I	R		I,R 375
1.2 Students will develop clear, concise and well-organized written communication					R, A		A	I, R			A	R 375
1.3 Students will produce professional quality oral presentations							A					R 375
2. Functional Business Knowledge												
2.1 Students will apply disciplinary knowledge to solve problems			I, R	I, A	I, R	I, A	I, R	I, R	I, R	R	A	R 375, 440
2.2 Students will demonstrate proficiency in the basic concepts and principles across the disciplines	I, R	I, R	I, R		I, R	I, R	I, R		I, R		A	
3. Informed Decision Making												
3.1 Students will analyze and integrate the impact of strengths, weaknesses, opportunities, and threats in business decisions				I				I			A	
3.2 Students will integrate global and cultural factors into the decision-making process			I		I, R		I, R	I	I, R		A	R 375
4. Ethics and Values												
4.1 Students will apply ethical theories and models to decision making			I, R		I, R	I, R	I, R				R	I,R,A 375, 440
4.2 Students will identify their own values & understand how value systems impact decision-making			I	I					I, R		R	I,R,A 375, 440

Rubrics to Assess the Revised BBA Learning Goals and Objectives

BBA Locating, Evaluating And Using Information Rubric (Goal 1.1)

	Level 1	Level 2	Level 3	Level 4
Seeks Information	Consults an insufficient number of quality sources	Gathers information from a limited range of sources; may rely too much on one kind of source	Gathers good information from a variety of sources; may have missed a few	Gathers optimal information from a variety of quality electronic and print sources, including ABI Inform
Evaluates Information	Shows no evidence of understanding what information is useful or of good quality	Uses some quality sources, but uses too many that are poor or tangential	Does a good job evaluating the quality and usefulness of sources	Evaluates and selects only the best sources for usefulness and quality
Uses Information	Reaches conclusions that do not have enough support. Question or problem ineffectively resolved. Most necessary idea/points are missing	Conclusions could have been better supported. Question or problem minimally resolved. Some necessary ideas/points are missing	Uses information to draw appropriate conclusions, answer a question, or solve a problem. Some minor ideas/points are missing	Uses information effectively to draw appropriate conclusions, and optimally answer a question or solve a problem. All relevant ideas/points included
Sources Information	Materials are clearly plagiarized, either intentionally or through ignorance	Documentation is improperly constructed or absent body of paper and/or bibliography	Documents with care (in body of paper and bibliography) although a few errors are noted	All ideas, text and media are properly cited (in body of paper and bibliography), following a recognized style

BBA Written Communication Rubric (Goal 1.2)

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

BBA Oral Presentation Rubric (Goal 1.3)

Criteria	Level 1	Level 2	Level 3	Level 4
Organization	Presentation is very disorganized; little flow; vague; difficult to understand	Presentation is confusing and disorganized in a number of places; disconnected or choppy; takes some effort to follow	Presentation flows smoothly with occasional confusion or rough patches between ideas	Presentation is smooth, polished and organized; flows well
Delivery	Presenter is very uncomfortable; speech is rushed, slow or inarticulate; style is distracting or annoying	Presenter is somewhat uncomfortable or nervous; limited expression; noticeable use of filler words (uhs, likes) or pauses	Presenter is generally comfortable; somewhat polished; minor use of filler words (uhs, likes) or pauses	Presenter is very comfortable; speaks clearly and expressively; words and sentences flow
Content	Points not clear; irrelevant information does not support ideas; listeners gain little	Information is confusing in places; too much or too little information; listener gains a few insights	Sufficient information; many good points made; some areas lacking; listener gains adequate insight	Abundance of material; points clearly made; evidence supports; listeners gain insight
Communication Aids	Communication aids are poorly prepared and/or distracting, or nonexistent	Communication aids marginally prepared; do not support presentation well	Professional communication aids, may use too many/too few	Appropriate, professional communication aids enhance presentation
Nonverbals	Reads entire report, making no eye contact with audience	Reads most of report; makes occasional eye contact	Maintains eye contact, but returns to notes frequently	Maintains eye contact throughout presentation; seldom returns to notes
Audience Interaction	Unable to accurately answer questions	Often answers questions superficially or long-windedly	Responds to most questions clearly and accurately	Responds to all questions clearly and accurately

BBA Functional Business Knowledge Rubric (Goals 2.1 - 2.2)

This goal was assessed using the *ETS*[®] Major Field Test. Consequently it is not supported by a rubric.

BBA Informed Decision Making Rubric (Goals 3.1 - 3.2)

Criteria	Level 1	Level 2	Level 3	Level 4
Assesses External Environment	Analysis is completely inadequate; several opportunities and threats missing from analysis	Considers some external factors in analysis but misses one or two major ones	Includes most relevant external factors in analysis but may miss a few minor ones	Analyzes the external environment clearly and completely by identifying all important opportunities and threats
Assesses Internal Environment	Analysis is completely inadequate; several strengths and weaknesses missing from analysis	Considers some internal factors in analysis but misses one or two major ones	Includes most relevant internal factors in analysis; may miss a few minor ones	Analyzes the internal environment clearly and completely by identifying all strengths and weaknesses
Identification of the Various Aspects of a Firm's Global Strategy	No identification of aspects of a firm's global strategy	Identifies some of the aspects of a firm's global strategy but misses one or two major ones	Identifies most relevant aspects of a firm's global strategy; may miss a few minor ones	Clearly and accurately identifies all relevant aspects of a firm's global strategy
Identification of Cultural Factors in International Settings Using a Cultural Framework	No Identification of cultural factors	Identifies some surface cultural factors without utilizing a cultural framework	Identifies some relevant cultural factors utilizing a cultural framework	Identifies most relevant cultural factors utilizing a cultural framework
Develops Strategic Options	Development of strategic options missing, incorrect, or superficial	Attempts to develop strategic options but analysis is incomplete	Correctly develops appropriate number of strategic options	Insightfully develops appropriate number of strategic options

BBA Ethics and Values Rubric (Goals 4.1 - 4.2)

Criteria	Level 1	Level 2	Level 3	Level 4
Values Clarification	Lists values but unable to offer any thoughtful defense of why they are important	Lists values but uses superficial reasoning to defend choices	Articulates values; offers acceptable explanation of why they are important to business behavior	Student can thoughtfully articulate and defend five or six values that should guide behavior in business
Identification of Ethical Issues	Identification of ethical concerns is sparse or missing	Identifies only some of the ethical concerns in a given problem/case. Omits a few major points	Identifies most of the ethical concerns in a given problem/case. May omit a few minor points	Completely and thoughtfully identifies all ethical concerns in a given problem/case
Stakeholder Identification	Identification of stakeholder is sparse or missing	Identifies only some of the stakeholder positions in a given problem/case. Omits a few major points	Identifies most of the stakeholder positions in a given problem/case. May omit a few minor points	Completely and thoughtfully identifies all stakeholder positions in a given problem/case
Application of Ethical Theory/Models	Application of ethical decision making models is sparse or missing	Application of ethical decision making models is superficial or incomplete	Good application of consequentialist, deontological and virtue ethical decision making models; may miss some details or nuances	Completely and thoughtfully applies consequentialist, deontological and virtue ethical decision models to problem

BBA Learning Goals and Objectives Prior to Fall 2015

- 1. A Seidman BBA graduate will be an effective communicator.** He/she will be able to:
 - 1.1 Engage in effective interpersonal dialogue.
 - 1.2 Organize written thoughts into a coherent narrative, free from grammar and mechanical problems.

- 2. A Seidman BBA graduate will be a critical thinker.** He/she will be able to:
 - 2.1 Identify and evaluate a speaker/author's issues, conclusions, premises, and evidence.
 - 2.2 Identify fallacies in argument and thinking.
 - 2.3 Draw reasonable conclusions from presented evidence.
 - 2.4 Reason systematically in support of an argument with relevant support and examples.

- 3. A Seidman BBA graduate will be conversant in the concepts and language of the functional areas of business.** He/she will be able to:
 - 3.1 Apply disciplinary knowledge to problem solving situations.
 - 3.2 Correctly answer questions about the basic concepts and principles in the areas of accounting, economics, finance, management and marketing.

- 4. A Seidman BBA graduate will understand both the internal and external environment of a business organization.** He/she will be able to:
 - 4.1 Identify and analyze an organization's external environment using frameworks and models to guide analysis.
 - 4.2 Identify and analyze an organization's internal environment using frameworks and models to guide analysis.
 - 4.3 Draw from multiple business disciplines when performing an analysis of the external and internal environment.

- 5. A Seidman BBA graduate will recognize ethical issues inherent in the practice of business and apply the process of ethical inquiry.** He/she will be able to:
 - 5.1 Apply ethical theories and models to ethical problems.
 - 5.2 Identify the ethical concerns of a given business issue or problem.
 - 5.3 Identify stakeholders in an ethical decision.
 - 5.4 Identify his/her own values and consciously employ those values in business decision-making.

6. A Seidman BBA graduate will be skilled at locating, evaluating, and using information effectively. He/she will be able to:

- 6.1 Evaluate the credibility and usefulness of information.
- 6.2 Use information to answer a specific question or accomplish a specific purpose.
- 6.3 Demonstrate knowledge of reference materials, including business databases, academic search engines, and government websites.
- 6.4 Source information correctly.

Rubrics to Assess the BBA Learning Goals and Objectives Prior to Fall 2015

BBA Mock Interview Rubric (Goal 1.1)

Criteria	Level 1	Level 2	Level 3	Level 4
Thoughtful Response	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

BBA Writing Skills Rubric (Goal 1.2)

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

BBA Critical Thinking Rubric (Goals 2.1 - 2.4)

This goal was assessed using the Business Critical Thinking Skills Test. Consequently it is not supported by a rubric.

BBA Disciplinary Knowledge Rubric (Goals 3.1 - 3.2)

This goal was assessed using a multiple-choice test with questions contributed by the departments of management, finance, economics, marketing and accounting. Consequently it is not supported by a rubric.

BBA Strategy Rubric (Goals 4.1 – 4.3)

Criteria	Level 1	Level 2	Level 3	Level 4
Assesses External Environment	Analysis is completely inadequate; several major external factors missing from analysis	Considers some external factors in analysis but misses one or two major ones	Includes most relevant external factors in analysis; may miss a few minor ones	Analyzes the external environment clearly and completely; identifies all important external factors (e.g. social, regulatory, political, cultural)
Assesses Internal Environment	Analysis is completely inadequate; several internal factors missing from analysis	Considers some internal factors in analysis but misses one or two major ones	Includes most relevant internal factors in analysis; may miss a few minor ones	Analyzes the internal environment clearly and completely; identifies all important external factors (e.g. WHAT)
Applies Models	Models are misapplied or not used	Attempts to use appropriate models but misses one or two major applications	Satisfactorily analyzes case using appropriate models; may miss minor applications	Accurately and completely analyzes case using appropriate models; identifies all applications between the model and the case material
Develops Strategic Options	Development of strategic options missing, incorrect, or superficial	Attempts to develop strategic options but analysis and defense are incomplete	Correctly develops, analyzes, and defends a limited number of strategic options	Thoughtfully develops, analyzes, and defends a suitable number of strategic options
Used Multiple Disciplines	Failed to draw from appropriate business disciplines when analyzing case	Drew from some of the appropriate business disciplines when analyzing case; there were major omissions	Drew from most of the appropriate business disciplines when analyzing case; a few minor omissions	Drew from all appropriate business disciplines when analyzing case

BBA Ethical Reasoning Rubric (Goals 5.1 – 5.4)

Criteria	Level 1	Level 2	Level 3	Level 4
Values Clarification	Lists values but unable to offer any thoughtful defense of why they are important	Lists values but uses superficial reasoning to defend choices	Articulates values; offers acceptable explanation of why they are important to business behavior	Student can thoughtfully articulate and defend five or six values that should guide behavior in business
Identification of Ethical Issues	Identification of ethical concerns is sparse or missing	Identifies only some of the ethical concerns in a given problem/case. Omits a few major points	Identifies most of the ethical concerns in a given problem/case. May omit a few minor points	Completely and thoughtfully identifies all ethical concerns in a given problem/case
Stakeholder Identification	Identification of stakeholder is sparse or missing	Identifies only some of the stakeholder positions in a given problem/case. Omits a few major points	Identifies most of the stakeholder positions in a given problem/case. May omit a few minor points	Completely and thoughtfully identifies all stakeholder positions in a given problem/case
Application of Ethical Theory/Models	Application of ethical decision making models is sparse or missing	Application of ethical decision making models is superficial or incomplete	Good application of consequentialist, deontological and virtue ethical decision making models; may miss some details or nuances	Completely and thoughtfully applies consequentialist, deontological and virtue ethical decision models to problem

BBA Information Literacy Rubric (Goals 6.1 – 6.4)

	Level 1	Level 2	Level 3	Level 4
Seeks Information	Consults an insufficient number of quality sources.	Gathers information from a limited range of sources; may rely too much on one kind of source	Gathers good information from a variety of sources; may have missed a few	Gathers optimal information from a variety of quality electronic and print sources, including ABI Inform
Evaluates Information	Shows no evidence of understanding what information is useful or of good quality	Uses some quality sources, but uses too many that are poor or tangential.	Does a good job evaluating the quality and usefulness of sources.	Evaluates and selects only the best sources for usefulness and quality
Uses Information	Reaches conclusions that do not have enough support. Question or problem ineffectively resolved. Most necessary idea/points are missing	Conclusions could have been better supported. Question or problem minimally resolved. Some necessary ideas/points are missing	Uses information to draw appropriate conclusions, answer a question, or solve a problem. Some minor ideas/points are missing	Uses information effectively to draw appropriate conclusions, and optimally answer a question or solve a problem. All relevant ideas/points included
Sources Information	Materials are clearly plagiarized, either intentionally or through ignorance	Documentation is improperly constructed or absent body of paper and/or bibliography	Documents with care (in body of paper and bibliography) although a few errors are noted	All ideas, text and media are properly cited (in body of paper and bibliography), following a recognized style

BBA Assessment Calendar 2011-2016

BBA	2011-2015 Goals and Objectives*	F11	W12	F12	W13	F13	W14	F14	W15
1	Effective Communicator								
	1.1 Effective Communication (dialogue)								
	1.2 Effective Communication (written)					X			
2	Critical Thinker								
3	Disciplinary Knowledge						X		
4	Business Environment			X					
5	Ethics						X		
6	Information Literacy			X					

*All old goals and objectives can be found in the revised version below

BBA	2015-2016 Revised Goals and Objectives	F15	W16
1	Effective Business Communication		
	1.1 Locating Information	X	
	1.2 Effective Communication (written)	X	
	1.3 Effective Communication (oral)		
2	Functional Business Knowledge	X	X
3	Informed Decision Making		
	3.1 Analyze & Integrate SWOT in Business Decisions		X
	3.2 Integrate Global & Cultural Factors in Decision-Making		X
4	Ethics & Values	X	

Goal/Objective not assessed in the five year cycle

**BBA Program
Learning Goals and Objectives
Assurance of Learning Progress Chart (2011 - 2015)**

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings*	Results Discussed (where, when, who)	Loop Closed (actions)
(1) Effective Communicator	Engage in effective interpersonal dialogue.	Cycle 1 and Cycle 2 objective was not assessed				Until Fall 2009 professionals from the community assessed this objective using mock job interviews of senior business students. Mock interviews were discontinued after Fall 2009. This objective has not been assessed since. The objective was changed to oral presentations during the revision process in Winter 2015 for the following reasons (1) Training in “Interpersonal Dialogue” does not appear in any course common to all BBA students. (2) When mock interviews were conducted the number of interviews was small and assessed on student volunteers. The students least likely to perform well could avoid the assessment by not volunteering thereby making the results more likely to be biased towards the most accomplished interviewees. Accordingly the assessment was very limited in it’s ability to measure the skill across the entire undergraduate student body.
	Organize written thoughts into a coherent narrative, free from grammar and mechanical problems.	Cycle 1 Fall 2013 MKT 350	Writing Sample	N = 95 Average scores ranged from 2.78 to 3.02. Between 66.6% and 83.9% of the students sampled performed at level 3 or 4 on a four-point scale rubric	Results were shared with the MKT 350 faculty in Fall 2014.	While the students met the target for Content and Organization they did not meet the target for Tone, Mechanics, and Format. MKT 350 faculty decided to devote more class time to the weak areas.

* Target Performance: Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employ

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings*	Results Discussed (where, when, who)	Loop Closed (actions)
(2) Critical Thinking	<p>Identify and evaluate a speaker/author's issues, conclusions, premises, and evidence.</p> <p>Identify fallacies in argument and thinking.</p> <p>Draw reasonable conclusions from presented evidence.</p> <p>Reason systematically in support of an argument with relevant support and examples.</p>	Cycle 1 and Cycle 2 goal was not assessed				<p>This goal was last assessed in Fall 2010 in MGT 366 using the Business Critical Thinking Skills Test. Although the students performed in the 74th to 84th percentile, MGT 366, an operations management course, was not considered an appropriate choice as neither critical thinking is introduced nor is it reinforced in this course or any prior course that students take in the business school. How best to assess this goal remained a challenge for the college. Eventually this goal was changed during the revision process that took place in Winter 2015.</p>
(3) Disciplinary Knowledge	<p>Apply disciplinary knowledge to problem solving situations.</p> <p>Correctly answer questions about the basic concepts and principles in the areas of accounting, economics, finance, management and marketing.</p>	Cycle 1 Winter 2014	Disciplinary Knowledge Multiple Choice Test given separately in selected core classes of each discipline (ACC, FIN, ECO, MKT, MGT).	N = 27 to 386 Business students' performance in each discipline's core classes with the exception of few concepts (such as bond and stock valuation in FIN, Positioning, Strategy and Marketing concepts in MKT, Market Structures, Market Failures and Efficiency in ECO, Motivation and Leadership in MGT) was satisfactory.	Results were shared with the core faculty in Fall 2014.	<p>After the last assessment of this goal in 2009 a new methodology was adopted to assess disciplinary knowledge in this cycle. To incentivize students to take the test seriously, instead of giving one exam for all disciplines in the MGT 495 capstone course, the assessment was performed in each discipline's core classes with student's grade tied to their performance on the disciplinary knowledge test.</p> <p>FIN: An adhoc committee was formed to parse out material to reduce overlap and adjust the syllabus of record accordingly. A common textbook with a software package for homework management was selected for the core finance course.</p> <p>ACC: Performance on accounting concepts was satisfactory. No change recommended at this time.</p>

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings*	Results Discussed (where, when, who)	Loop Closed (actions)
						<p>MKT: A common textbook was instituted for Marketing Management course so as to allow the department to communicate the topic deficiencies and the location of the associated text content to all instructors.</p> <p>ECO: A common textbook was adopted for the introductory micro and macro courses. All instructors were asked to align the coverage of topics in their courses in accordance to the syllabus of record. A comprehensive final exam was also made mandatory in each section of these courses.</p> <p>MGT: Standardized their core course also by adopting a common textbook.</p> <p>While students were incentivized, their performance could be gauged only by overall averages instead by specific competency areas. Also, given the nature of the test no benchmarking of SCB students with the performance of students at comparable, competitive and aspirant schools was possible. Consequently, the college decided to administer the <i>ETS</i>® Major Field Test in the MGT 495 Capstone course in the next assessment cycle.</p>
(4) Business Environment	<p>Identify and analyze an organization's external environment using frameworks and models to guide analysis.</p> <p>Identify and analyze an organization's internal environment using frameworks and models to guide analysis.</p>	<p>Cycle 1 Fall 2012 MGT 495</p>	Case Study	<p>N = 50 Average scores ranged from 2.92 to 3.2. Between 66% and 90% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p>	Results were shared with the MGT 495 faculty in Fall 2013.	Students are doing well in incorporating the core building blocks of business strategy. However, there is room for improvement in the next steps of their strategic analysis, which requires complex integration of ideas from different perspectives as well as using them to offer strategic alternatives. The MGT 495 will introduce more cases to address the identified weaknesses and share the rubric with the students to better convey expectations.

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings*	Results Discussed (where, when, who)	Loop Closed (actions)
	Draw from multiple business disciplines when performing an analysis of the external and internal environment.					
(5) Ethical reasoning	<p>Apply ethical theories and models to ethical problems.</p> <p>Identify the ethical concerns of a given business issue or problem.</p> <p>Identify stakeholders in an ethical decision.</p> <p>Identify his/her own values and consciously employ those values in business decision-making.</p>	<p>Cycle 1 Winter 2014 ECO 440 FIN 330 MKT 375</p>	Paper	<p>N = 112 Average scores ranged from 2.9 to 3.35. Between 67.9% and 83% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p>	Results were shared with the faculty and Director of the Ethics Center in Fall 2014.	With the exception of application of ethical theory/models student performance on the remaining four traits assessed was satisfactory. Instructors will emphasize application of ethical theories and models in their courses by adding more examples.

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(6) Information Literacy	<p>Evaluate the credibility and usefulness of information.</p> <p>Use information to answer a specific question or accomplish a specific purpose.</p> <p>Demonstrate knowledge of reference materials, including business databases, academic search engines, and government websites.</p> <p>Source information correctly.</p>	<p>Cycle 1 Fall 2012 ECO 210</p>	Exam	<p>N = 521 79% of the students answered questions on sources and search strategies and APA citation and identifying plagiarism correctly.</p> <p>Student performance was however weak in understanding the difference between academic, trade and popular information sources and evaluating the credibility of the sources.</p>	Results were shared with the Department of Economics faculty in Winter 2013	An economics faculty member received a teaching grant in Summer 2014 to develop assignments to assess information literacy in both introductory microeconomics and macroeconomics courses (ECO 200/210/211). Five assignments with notes and suggestions for faculty along with a four-point scale rubric were made available to the economics faculty on the department's blackboard site in Fall 2014. The choice of the assignment was left to the faculty teaching the introductory courses.

BBA Program
Revised Learning Goals and Objectives
Assurance of Learning Progress Chart (2015 - 2016)

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(1) Effective Business Communication	Skilled at locating, evaluating, and using information effectively.	Cycle 2 Fall 2015 ECO 210 ECO 211	Information Literacy Assignment	N = 311 Between 68.17% to 87.46% of the students sampled performed at level 3 or 4 on a four-point scale rubric.	Results were shared with the economics faculty in Spring 2016	Student performance was satisfactory in all areas except on evaluating the sources of information. The Department of Economics plans to work with the library to make videos and other materials available to help students improve in this area.
	Will develop clear, concise and well-organized written communication.	Cycle 2 Fall 2015 MGT 495	Paper	N=107 Average scores ranged from 2.96 to 3.55. Between 68.96% to 96.26% of the students sampled performed at level 3 or 4 on a four-point scale rubric.	Results will be shared with the faculty at a college wide AoL meeting on Sept 16, 2016	Student performance on citing references was weak. In two out of the three sections of MGT 495 mechanics and references were not assessed, which may have influenced the 2.96 average on references.
	Produce professional quality oral presentations.	Objective was not assessed				In Winter 2016 a Goal Assessment Team (GAT) was formed with the task of recommending how and where the oral presentation objective should be assessed. A challenge business faculty has faced in the past is that nowhere in the business core presentation skills are taught and reinforced. Since the BBA Core will be re-sequenced over the next academic year, the GAT made the following short term recommendation at the April 8, 2016 Faculty Senate Meeting. (1) Reclassify the Seidman electives so as to create room for an open elective. (2) The SOA currently encourages its students to take WRT 350: Business Communications.

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
						<p>Presentations are a major component of this course. In the next assessment cycle, run a pilot program by comparing performance of accounting students who take WRT 350 with those that don't to evaluate the efficacy of the course</p> <p>(3) To reinforce presentation skills Seidman should identify courses with a significant presentation component with a "PRES" designation. Students should be required to take at least one PRES course prior to graduation.</p> <p>(4) Refresher videos on presentation skills should be made available to students on Blackboard.</p> <p>(5) With presentation skills introduced in WRT 350, reinforced in PRES courses, they should be finally assessed in MGT 495 capstone course.</p>
(2) Functional Business Knowledge	Apply disciplinary knowledge to problem solving situations.	Cycle 2 Fall 2015 Winter 2016 MGT 495	ETS® Major Field Test. Specific questions from the Major Field Test were chosen by representatives from each discipline to examine student's problem solving ability for this assessment.	N =123 (a total of 157 students took the test out of which 34 were ACC majors). Performance on each question is reported in terms of the percentage of students who answered the question correctly. 48.22% of Seidman business students answered the questions chosen correctly in comparison to 48.04% nationally. Since the scores are reported by item instead of by student, the performance of non-	Results will be shared with the faculty at a college wide AoL meeting on Sept 16, 2016.	

	Demonstrate proficiency in the basic concepts and principles across the disciplines.	Cycle 2 Fall 2015 Winter 2016 MGT 495	ETS® Major Field Test	<p>ACC Majors could not be separated from that of ACC majors.</p> <p>Scores for the Major Field Tests are reported on a scale of 120-200. The average score of non-ACC majors was 150.5, which was lower than the performance of ACC majors (average = 157.8) and comparable to the performance of students at our competitive institutions (average=150.9). In terms of specific discipline areas, the non-ACC majors performed either at par or better than the competitive group in accounting, economics, finance, marketing, legal & social environment, international business and information systems. The student performance was marginally below the competitive group in management and quantitative business analysis.</p>	Results will be shared with the faculty at a college wide AoL meeting on Sept 16, 2016.	
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Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(3) Informed Decision Making	Analyze and integrate the impact of strengths, weaknesses, opportunities and threats in business decisions.	Cycle 1 Winter 2016 MGT 495	Paper	N = 150 Average scores ranged from 2.3 to 2.7. Between 38.7% to 57.3% of the students sampled performed at level 3 or 4 on a four-point scale rubric.	Results will be shared with the faculty at a college wide AoL meeting on Sept 16, 2016.	Student performance was weak in all traits assessed by the rubric.
	Analyze and integrate the impact of global forces in business decisions.	Cycle 1 Winter 2016 MGT 495	Paper	N = 150 Average scores ranged from 1 to 2.2. Between 0% to 36% of the students sampled performed at level 3 or 4 on a four-point scale rubric.	Results will be shared with the faculty at a college wide AoL meeting on Sept 16, 2016.	Student performance was very weak in all traits assessed by the rubric. Students struggled particularly with the identification of cultural factors in international settings using a cultural framework
(4) Ethics and Values	Apply ethical theories and models to ethical problems. Identify their own values and understand how value systems impact decision-making.	Cycle 2 Fall 2015 ECO 440	Paper	N = 57 Average scores of non-ACC students enrolled in the course ranged from 2.72 to 3.87. Between 59.65% to 100% of the students sampled performed at level 3 or 4 on a four-point scale rubric.	Results will be shared with the faculty at a college wide AoL meeting on Sept 16, 016.	Student performance was weak in the area of values clarification.

MBA, FIMBA, EMBA

MBA, FIMBA Revised Learning Goals and Objectives, Effective 2015 EMBA Learning Goals and Objectives, Effective 2015

(1) Effective Business Communication

- 1.1 Students will develop clear, concise and well-organized written communications.
- 1.2 Students will develop and deliver effective presentations.

(2) Business Acumen and Strategic Decision Making

- 2.1 Students will demonstrate proficiency in core business knowledge/concepts.
- 2.2 Students will demonstrate proficiency in integrating business disciplines to solve problems and formulate strategic alternatives.

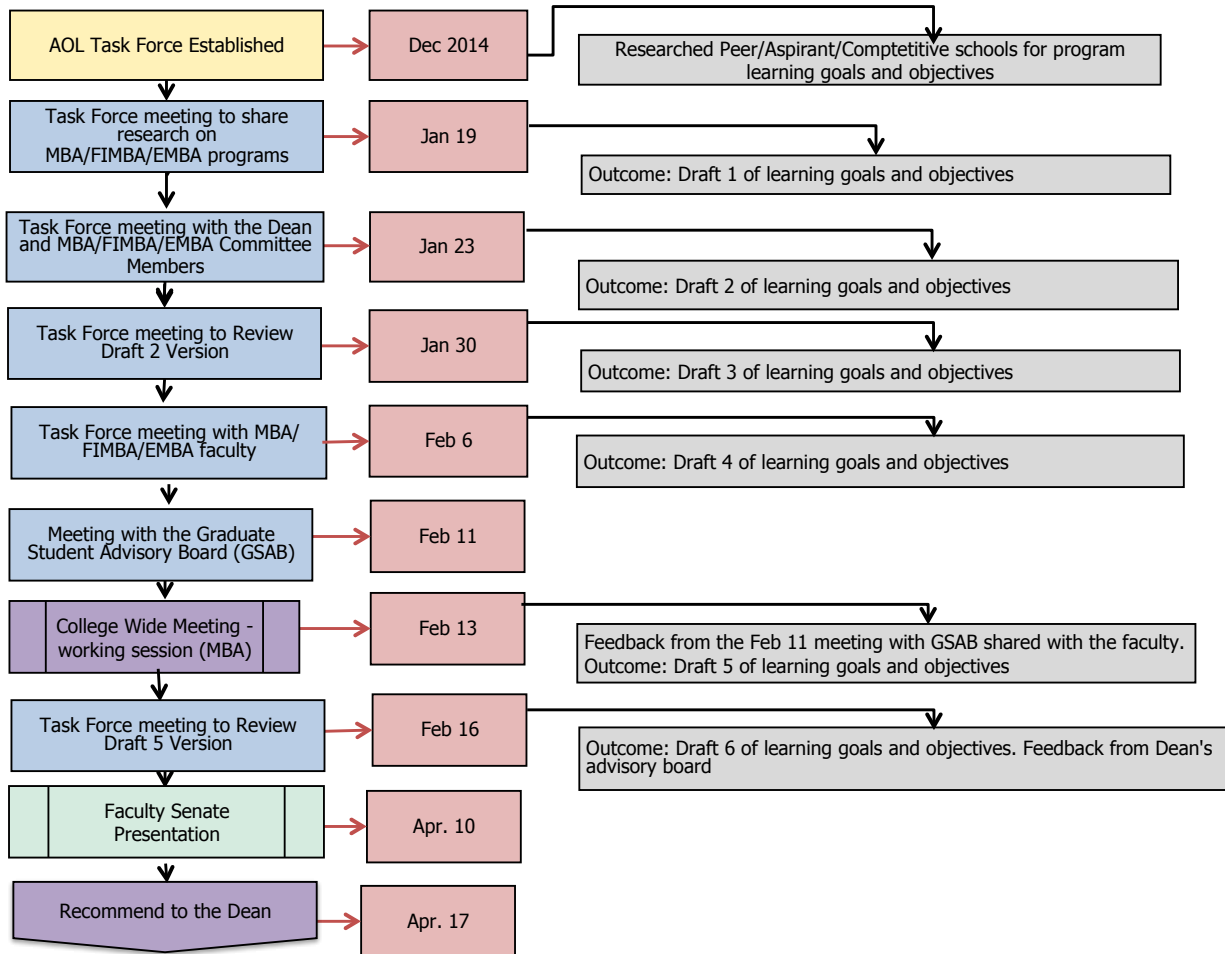
(3) Global and Inter-Cultural Competence

- 3.1 Students will identify and be sensitive to inter-cultural and global factors impacting business decision-making.
- 3.2 Students will integrate inter-cultural and global factors in problem solving and decision-making.

(4) Values Driven Leadership

- 4.1 Students will apply ethical models and theories to decision making.
- 4.2 Students will work effectively and collaboratively in a team towards a shared goal.
- 4.3 Students will articulate their own values-driven leadership philosophy.

Process Followed to Revise Learning Goals and Objectives



MBA Curriculum Map
MBA Curriculum Map to Assess Revised Learning Goals and Objectives

Goals and Objectives\Course	ACC 611	BUS 610	BUS 631	BUS 671	BUS 677	ECO 641	FIN 621	MGT 660	MKT 651	BUS 681
1. Effective Business Communication										
1.1 Students will develop clear, concise and well-organized written communications			R, A	R, A	R, A	R				R, A
1.2 Students will develop and deliver effective presentations			R, A		R, A				R	R
2. Business Acumen and Strategic Decision Making										
2.1 Students will demonstrate proficiency in core business knowledge/concepts	I, R, A	I, R, A				I, R, A	I, R, A	I, R, A	I, R, A	
2.2 Students will demonstrate proficiency in integrating business disciplines to solve problems and formulate strategic alternatives				R, A						R, A
3. Global and Inter-Cultural Competence										
3.1 Students will identify and be sensitive to inter-cultural and global factors impacting business decision-making				I, R, A	R, A					
3.2 Students will integrate inter-cultural and global factors in problem solving and decision-making				I, R, A						
4. Values Driven Leadership										
4.1 Students will apply ethical models and theories to decision making					I, R, A					
4.2 Students will work effectively and collaboratively in a team towards a shared goal		R	I, R, A	R, A						R, A
4.3 Students will articulate their own values-driven leadership philosophy			I, R, A		R, A					

I = Introduced, R = Reinforced, A = Assessed

FIMBA Curriculum Map
FIMBA Curriculum Map to Assess Revised Learning Goals and Objectives

Goals and Objectives\Course	MBA 601	MBA 603	MBA 604	MBA 615	MBA 634	MBA 642	MBA 677	MBA 685	MBA 690	BUS 671	BUS 681	LEAD 678	PD
1. Effective Business Communication													
1.1 Students will develop clear, concise and well-organized written communications	I			R		A							
1.2 Students will develop and deliver effective presentations				R						A	A		I, R
2. Business Acumen and Strategic Decision Making													
2.1 Students will demonstrate proficiency in core business knowledge/concepts	I	I	I	I, R, A									
2.2 Students will demonstrate proficiency in integrating business disciplines to solve problems and formulate strategic alternatives				I						A	A		
3. Global and Inter-Cultural Competence													
3.1 Students will identify and be sensitive to inter-cultural and global factors impacting business decision-making				I		R	R	A		A			I
3.2 Students will integrate inter-cultural and global factors in problem solving and decision-making				I		R				A			I, R
4. Values Driven Leadership													
4.1 Students will apply ethical models and theories to decision making							I, R, A						
4.2 Students will work effectively and collaboratively in a team towards a shared goal				R	A								I
4.3 Students will articulate their own values-driven leadership philosophy							I					A	

I = Introduced, R = Reinforced, A = Assessed
 LEAD = Leadership, PD = Professional Development

EMBA Curriculum Map
EMBA Curriculum Map to Assess the Learning Goals and Objectives
Semester 1 – Fall 1

Goals and Objectives\Course	EMBA 601	EMBA 611	EMBA 641	EMBA 681	PD - DT	PD - CT
1. Effective Business Communication						
1.1 Students will develop clear, concise and well-organized written communications			R	I		A
1.2 Students will develop and deliver effective presentations			R	I		
2. Business Acumen and Strategic Decision Making						
2.1 Students will demonstrate proficiency in core business knowledge/concepts	A	A	A	I		
2.2 Students will demonstrate proficiency in integrating business disciplines to solve problems and formulate strategic alternatives				I		
3. Global and Inter-Cultural Competence						
3.1 Students will identify and be sensitive to inter-cultural and global factors impacting business decision-making			R	I, R		I
3.2 Students will integrate inter-cultural and global factors in problem solving and decision-making				I	R	
4. Values Driven Leadership						
4.1 Students will apply ethical models and theories to decision making		R		I		
4.2 Students will work effectively and collaboratively in a team towards a shared goal	R	R	R	I	R	R
4.3 Students will articulate their own values-driven leadership philosophy						I

I = Introduced, R = Reinforced, A = Assessed

PD = Professional Development

DT = Design Thinking

CT = Content Integration

**EMBA Curriculum Map to Assess the Learning Goals and Objectives
Semester 2 – Winter 1**

Goals and Objectives\Course	EMBA 621	EMBA 651	EMBA 652	EMBA 667	EMBA 675	PD - CT 2
1. Effective Business Communication						
1.1 Students will develop clear, concise and well-organized written communications		R				
1.2 Students will develop and deliver effective presentations						
2. Business Acumen and Strategic Decision Making						
2.1 Students will demonstrate proficiency in core business knowledge/concepts	A	A			A	
2.2 Students will demonstrate proficiency in integrating business disciplines to solve problems and formulate strategic alternatives		R				
3. Global and Inter-Cultural Competence						
3.1 Students will identify and be sensitive to inter-cultural and global factors impacting business decision-making						R
3.2 Students will integrate inter-cultural and global factors in problem solving and decision-making						R
4. Values Driven Leadership						
4.1 Students will apply ethical models and theories to decision making	R					
4.2 Students will work effectively and collaboratively in a team towards a shared goal	R	R	R	R	R	R
4.3 Students will articulate their own values-driven leadership philosophy						

I = Introduced, R = Reinforced, A = Assessed

PD = Professional Development

CT = Content Integration

**EMBA Curriculum Map to Assess the Learning Goals and Objectives
Semester 3 – Fall 2**

Goals and Objectives\Course	EMBA 610	EMBA 626	EMBA 635	EMBA 679	EMBA 682	PD - CT 3	PD Action Learning Project
1. Effective Business Communication							
1.1 Students will develop clear, concise and well-organized written communications			R	R	R		
1.2 Students will develop and deliver effective presentations			R	R	R		
2. Business Acumen and Strategic Decision Making							
2.1 Students will demonstrate proficiency in core business knowledge/concepts	R	A		R	R		
2.2 Students will demonstrate proficiency in integrating business disciplines to solve problems and formulate strategic alternatives	R			R	R		
3. Global and Inter-Cultural Competence							
3.1 Students will identify and be sensitive to inter-cultural and global factors impacting business decision-making				R	R		
3.2 Students will integrate inter-cultural and global factors in problem solving and decision-making				R	R		
4. Values Driven Leadership							
4.1 Students will apply ethical models and theories to decision making	R		R	R	R		
4.2 Students will work effectively and collaboratively in a team towards a shared goal	R	R	R	R	R	R	
4.3 Students will articulate their own values-driven leadership philosophy							

I = Introduced, R = Reinforced, A = Assessed

PD = Professional Development

CT = Content Integration

**EMBA Curriculum Map to Assess the Learning Goals and Objectives
Semester 4 – Winter 2**

Goals and Objectives\Course	EMBA 678	EMBA 683	PD - CT 3	PD Action Learning Project
1. Effective Business Communication				
1.1 Students will develop clear, concise and well-organized written communications				A
1.2 Students will develop and deliver effective presentations				A
2. Business Acumen and Strategic Decision Making				
2.1 Students will demonstrate proficiency in core business knowledge/concepts				R
2.2 Students will demonstrate proficiency in integrating business disciplines to solve problems and formulate strategic alternatives		A		R
3. Global and Inter-Cultural Competence				
3.1 Students will identify and be sensitive to inter-cultural and global factors impacting business decision-making	R	A	R, A	R
3.2 Students will integrate inter-cultural and global factors in problem solving and decision-making	R	A		R
4. Values Driven Leadership				
4.1 Students will apply ethical models and theories to decision making	A	R		R
4.2 Students will work effectively and collaboratively in a team towards a shared goal	R	R	R	A
4.3 Students will articulate their own values-driven leadership philosophy	A		R	

I = Introduced, R = Reinforced, A = Assessed

PD = Professional Development

CT = Content Integration

**Rubrics to Assess the Revised Learning Goals and Objectives
MBA and FIMBA, and EMBA**

MBA Written Communication Rubric (Goal 1.1)

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 some insights	Thoughtful and insightful analysis of a clearly presented thesis or purpose. Reader gains insight
Organization	Little semblance of logical organization. Reader cannot identify reasoning	Writing is not always 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
Style (Including References)	Format is not recognizable	Format of document reflects incomplete knowledge of standard	A standard format is used with minor violations	A standard format is used accurately and consistently

MBA Effective Presentation Rubric (Goal 1.2)

Criteria	Level 1	Level 2	Level 3	Level 4
Organization	Presentation is very disorganized; little flow; vague; difficult to understand	Presentation is confusing and disorganized in a number of places; disconnected or choppy; takes some effort to follow	Presentation flows smoothly with occasional confusion or rough patches between ideas	Presentation is smooth, polished and organized; flows well
Delivery	Presenter is very uncomfortable; speech is rushed, slow or inarticulate; style is distracting or annoying	Presenter is somewhat uncomfortable or nervous; limited expression; noticeable use of filler words (uhs, likes) or pauses	Presenter is generally comfortable; somewhat polished; minor use of filler words (uhs, likes) or pauses	Presenter is very comfortable; speaks clearly and expressively; words and sentences flow
Content	Points not clear; irrelevant information does not support ideas; listeners gain little	Information is confusing in places; too much or too little information; listener gains a few insights	Sufficient information; many good points made; some areas lacking; listener gains adequate insight	Abundance of material; points clearly made; evidence supports; listeners gain insight
Communication Aids	Communication aids are poorly prepared and/or distracting, or nonexistent	Communication aids marginally prepared; do not support presentation well	Professional communication aids, but not varied; may use too many/too few	Appropriate, varied, and professional communication aids enhance presentation
Nonverbals	Reads entire report, making no eye contact with audience	Reads most of report; makes occasional eye contact	Maintains eye contact, but returns to notes frequently	Maintains eye contact throughout presentation; seldom returns to notes

MBA Business Acumen and Strategic Decision Making (Goals 2.1 - 2.2)

This goal was assessed using the ETS® Major Field Test. Consequently it is not supported by a rubric.

MBA Global and Inter-Cultural Competence Rubric (Goals 3.1 - 3.2)

Criteria	Level 1	Level 2	Level 3	Level 4
Global Factors	No or almost no identification of global factors in case analysis	Identified only a few relevant global factors in case analysis	Identified most of the relevant global factors in case analysis	Identified all of the relevant global factors in case analysis
Inter-Cultural Factors	No or almost no identification of inter-cultural factors in case analysis	Identify only a few relevant inter-cultural factors in case analysis	Identify most of the relevant inter-cultural factors in case analysis	Identify all of the relevant inter-cultural factors in case analysis
Analysis of Global and Inter-Cultural Factors	No or almost no analysis of impact of relevant global and inter-cultural factors in case analysis	Some analysis of impact of global and inter-cultural factors in case analysis. Omits a few major points	Good analysis of impact of global and inter-cultural factors in case analysis. Omits a few minor points.	Clear, thorough and accurate analysis of impact of global and inter-cultural factors in case analysis
Develops Strategic Options by Integrating Global and Inter-cultural Factors	Development of strategic options missing, incorrect or superficial	Attempts to develop strategic options but analysis and defense are incomplete	Correctly develops, analyzes and defends a limited number of strategic options.	Thoughtfully develops, analyzes and defends a suitable number of strategic options

MBA Ethical Decision Making Rubric (Goal 4.1)

Criteria	Level 1	Level 2	Level 3	Level 4
Values Clarification	Lists values but unable to offer any thoughtful defense of why they are important	Lists values but uses superficial reasoning to defend choices	Articulates values and offers acceptable explanation of their importance to business behavior	Thoughtfully articulates and defends important values that should guide behavior in given business cases
Identification of Ethical Issues	Identification of ethical concerns is sparse or missing	Identifies only some of the ethical concerns in a given problem/case. Omits a few major points	Identifies many of the ethical concerns in a given problem/case. May omit a few minor points	Comprehensively and thoughtfully identifies most of the ethical concerns in a given problem/case
Stakeholder Identification	Identification of stakeholder is sparse or missing	Identifies only some stakeholder positions in a given problem/case. Omits a few major points	Identifies and prioritizes many of the stakeholder positions in a given problem/case. May omit a few minor points	Comprehensively and thoughtfully identifies and prioritizes most of the stakeholder positions in a given problem/case
Application of Ethical Theory/Models	Application of ethical decision making models is sparse or missing	Application of ethical decision making models is superficial or incomplete	Good grasp of the principles of consequentialist, deontological and virtue ethical decision making models and how they might be used in ethical decision-making; may miss some details or nuances	Shows comprehensive grasp of the three major normative theories, and mastery of at least one. Thoughtful demonstration of their value to ethical decision-making
Personal Voice and Action	Approach/plan about how to confront unethical behavior is unrealistic or missing	Approach/plan about how to confront unethical behavior fails to consider some important points or conditions	Developed a plausible and defensible plan about how to confront unethical behavior in a given situation; missed some minor considerations	Developed a compelling and thoughtful plan about how to confront unethical behavior in a given situation

MBA Teamwork Rubric (Goal 4.2)

Criteria	Level 1	Level 2	Level 3	Level 4
Contribution	Rarely contributes/shares their 1. Time 2. Ideas 3. Experience(s)	Sometimes contributes/shares their 1. Time 2. Ideas 3. Experience(s)	Frequently contributes/shares their 1. Time 2. Ideas 3. Experience(s)	Always contributes/shares their 1. Time 2. Ideas 3. Experience(s)
Preparation	Rarely prepared to work with the team	Sometimes prepared to work with the team	Frequently prepared to work with the team	Always prepared to work with the team
Collaboration	Rarely supports others with achieving team goals and objectives	Sometimes supports others with achieving team goals and objectives	Frequently supports others with achieving team goals and objectives	Always supports others with achieving team goals and objectives
Communications	Rarely provides open and clear communication	Sometimes provides open and clear communication	Frequently provides open and clear communication	Always provides open and clear communication
Constructive Climate: Guidelines	Rarely supports a constructive team climate by supporting guidelines	Sometimes supports a constructive team climate by supporting guidelines	Frequently supports a constructive team climate by supporting guidelines	Always supports a constructive team climate by supporting guidelines
Constructive Climate: Challenge	Rarely supports a constructive team climate by challenging assumptions guidelines	Sometimes supports a constructive team climate by challenging assumptions guidelines	Frequently supports a constructive team climate by challenging assumptions guidelines	Always supports a constructive team climate by challenging assumptions guidelines
Responds to Feedback Constructively	Rarely responds to feedback constructively	Sometimes responds to feedback constructively	Frequently responds to feedback constructively	Always responds to feedback constructively

MBA Values-Driven Leadership Rubric (Goal 4.3)

Criteria	Level 1	Level 2	Level 3	Level 4
Fosters Action Towards Achievement of Organizational Goals	Is not able to exhibit an understanding of the impact of change within and outside the organization and translate it into a coherent action plan	Has limited understanding of and difficulty analyzing the impact of change within and outside the organization and translate into a coherent action plan	Understands and with minor difficulty analyzes the impact of change within and outside the organization and translate it into a coherent action plan	Is able to analyze the impact of change within and outside the organization and translate it into a coherent action plan
Personal and Social Responsibility	Identifies basic ethical dimensions of some local or national decisions that have impact on human systems	Explains the ethical, social, and environmental consequences of local and national decisions on human systems	Analyzes the ethical, social, and environmental consequences of human systems and identifies a range of actions informed by one's sense of personal and social responsibility	Takes informed and responsible action to address ethical, social and environmental challenges in human systems and evaluates the local and broader consequences of individual and collective interventions
Knowledge of Self as a Leader	Has very limited sense of own leadership capacity and has done very little self-examination related to personal leadership style, vision, and values	Has a beginning sense of own leadership capacity based on some basic examination of personal leadership style, vision, and values	Can articulate some facets of own leadership capacity based on some examination of personal leadership style, vision, and values	Can clearly articulate own leadership capacity based on a thorough examination of personal leadership style, vision, and values

MBA Learning Goals and Objectives Prior to Fall 2015

- (1) Seidman MBA graduates will be effective communicators.** They will be able to
 - 1.1 write focused papers that draw on multiple sources to articulate complex ideas.
 - 1.2 organize written thoughts into a coherent narrative.
 - 1.3 deliver an effective formal presentation.

- (2) Seidman MBA graduates will be critical and analytical thinkers.** They will be able to
 - 2.1 clearly state conclusion and show how it emerged from the evidence; correctly identify need for further evidence.
 - 2.2 identify and describe appropriate main issue; recognize priorities among claims.
 - 2.3 completely and thoughtfully identify and correctly rank strong and relevant counter-arguments.
 - 2.4 correctly identify and rank all the salient premises to support the claim.
 - 2.5 correctly and completely challenge oppositions' claims, acknowledge merit when it exists.

- (3) Seidman MBA graduates will be prepared to recognize and respond to ethical questions encountered in the practice of business.** They will be able to
 - 3.1 apply ethical models and theories to decision making.
 - 3.2 identify the impact of a business action on external constituents.
 - 3.3 identify the ethical concerns and consequences of a business situation or problem.
 - 3.4 identify trade-offs and make a business decisions consistent with stated values.

- (4) Seidman MBA graduates will be proficient at finding and using information.** They will be able to
 - 4.1 acquire the needed information from a variety of credible sources.
 - 4.2 determine the nature and extent of information needed to answer a specific business question or accomplish a specific business purpose.
 - 4.3 evaluate information to determine what is useful and credible.
 - 4.4 source information correctly.

- (5) Seidman MBA graduates will be internationally literate.** They will be able to
 - 5.1 incorporate cultural issues into the analysis of a business situation.
 - 5.2 evaluate the business competitiveness of another country.
 - 5.3 identify global opportunities and threats of a business scenario.

(6) Seidman MBA graduates will be effective leaders in business organizations. They will be able to

- 6.1 comprehensively and candidly self-assess major strengths and weaknesses.
- 6.2 incorporate feedback and create an effective climate in the face of ambiguity and change.
- 6.3 assess the contexts of problems as a whole and understand interrelationships.
- 6.4 demonstrate leadership in a transparent framework.
- 6.5 work effectively with impact and influence.

(7) Seidman MBA graduates will be skilled in strategic analysis. They will be able to

- 7.1 accurately and completely analyzes case using appropriate models.
- 7.2 assess an organization's competitive position and determine its competitive advantage and whether it is sustainable.
- 7.3 assess an organization's external environment using frameworks and models to guide analysis.
- 7.4 assess an organization's internal environment using frameworks and models to guide analysis.
- 7.5 devise strategic options for an organization, identifying the advantages and disadvantages of each option.

Rubrics to Assess the MBA Learning Goals and Objectives Prior to Fall 2015
MBA Written Communication Rubric (Goals 1.1 - 1.2)

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 some insights	Thoughtful and insightful analysis of a clearly presented thesis or purpose. Reader gains insight
Organization	Little semblance of logical organization. Reader cannot identify reasoning	Writing is not always 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
Style (Including References)	Format is not recognizable	Format of document reflects incomplete knowledge of standard	A standard format is used with minor violations	A standard format is used accurately and consistently

MBA Formal Presentation Rubric (Goal 1.3)

Criteria	Level 1	Level 2	Level 3	Level 4
Organization	Presentation is very disorganized; little flow; vague; difficult to understand	Presentation is confusing and disorganized in a number of places; disconnected or choppy; takes some effort to follow	Presentation flows smoothly with occasional confusion or rough patches between ideas	Presentation is smooth, polished and organized; flows well
Delivery	Presenter is very uncomfortable; speech is rushed, slow or inarticulate; style is distracting or annoying	Presenter is somewhat uncomfortable or nervous; limited expression; noticeable use of filler words (uhs, likes) or pauses	Presenter is generally comfortable; somewhat polished; minor use of filler words (uhs, likes) or pauses	Presenter is very comfortable; speaks clearly and expressively; words and sentences flow
Content	Points not clear; irrelevant information does not support ideas; listeners gain little	Information is confusing in places; too much or too little information; listener gains a few insights	Sufficient information; many good points made; some areas lacking; listener gains adequate insight	Abundance of material; points clearly made; evidence supports; listeners gain insight
Communication Aids	Communication aids are poorly prepared and/or distracting, or nonexistent	Communication aids marginally prepared; do not support presentation well	Professional communication aids, but not varied; may use too many/too few	Appropriate, varied, and professional communication aids enhance presentation
Nonverbals	Reads entire report, making no eye contact with audience	Reads most of report; makes occasional eye contact	Maintains eye contact, but returns to notes frequently	Maintains eye contact throughout presentation; seldom returns to notes
Creativity	No creativity at all. Audience lost interest	Mostly presented information with little imagination; audience frequently bored	Some interesting twists; held attention most of the time	Involved audience; made points in a creative way; held attention throughout

MBA Critical Thinking Rubric (Goals 2.1 - 2.5)

Criteria	Level 1	Level 2	Level 3	Level 4
Quality of Evidence	Merely repeats information provided or denies evidence with no justification. Confuses facts with inference, opinion, and value judgment	Superficially evaluates evidence and sources. Often substitutes opinion and values judgment for fact and inference	Adequately evaluates the evidence and sources of evidence. Can usually distinguish between fact, inference, opinion, and value judgment	Completely evaluates the evidence and sources of evidence. Can distinguish between fact, inference, opinion and value judgment
Supports Arguments	Cannot articulate a position or offers no supporting evidence	Able to support a position with some evidence	Able to support a position with adequate information and few, if any, logical fallacies	Able to support a position with a substantial amount of information, little or no bias, and valid arguments
Uses Models	Models are misapplied or not used	Attempts to use appropriate models, but gives attention to only the most significant connections	Satisfactorily analyzes case using appropriate models; misses minor connections	Accurately and completely analyzes case using appropriate models; finds all connections between the material and the models
Recognizes Alternatives	Is largely unable to recognize alternative solutions or viewpoints	Recognizes a few alternative solutions or viewpoints; dismisses them without justification	Recognizes alternative solutions or viewpoints; gives them some consideration	Recognizes all plausible alternative viewpoints or solutions; completely considers each one before choosing

MBA Ethical Reasoning Rubric (Goals 3.1 - 3.4)

Criteria	Level 1	Level 2	Level 3	Level 4
Values Clarification	Lists values but unable to offer any thoughtful defense of why they are important	Lists values but uses superficial reasoning to defend choices	Articulates values and offers acceptable explanation of their importance to business behavior	Thoughtfully articulates and defends important values that should guide behavior in given business cases
Identification of Ethical Issues	Identification of ethical concerns is sparse or missing	Identifies only some of the ethical concerns in a given problem/case. Omits a few major points	Identifies many of the ethical concerns in a given problem/case. May omit a few minor points	Comprehensively and thoughtfully identifies most of the ethical concerns in a given problem/case
Stakeholder Identification	Identification of stakeholder is sparse or missing	Identifies only some stakeholder positions in a given problem/case. Omits a few major points	Identifies and prioritizes many of the stakeholder positions in a given problem/case. May omit a few minor points	Comprehensively and thoughtfully identifies and prioritizes most of the stakeholder positions in a given problem/case
Application of Ethical Theory/Models	Application of ethical decision making models is sparse or missing	Application of ethical decision making models is superficial or incomplete	Good grasp of the principles of consequentialist, deontological and virtue ethical decision making models and how they might be used in ethical decision-making; may miss some details or nuances	Shows comprehensive grasp of the three major normative theories, and mastery of at least one. Thoughtful demonstration of their value to ethical decision-making
Personal Voice and Action	Approach/plan about how to confront unethical behavior is unrealistic or missing	Approach/plan about how to confront unethical behavior fails to consider some important points or conditions	Developed a plausible and defensible plan about how to confront unethical behavior in a given situation; missed some minor considerations	Developed a compelling and thoughtful plan about how to confront unethical behavior in a given situation

MBA Information Literacy Rubric (Goals 4.1 - 4.4)

Criteria	Level 1	Level 2	Level 3	Level 4
Determines Information Needs	Shows no evidence of being able to discern what kinds of information is needed	Discerns some of the information needed to accomplish a specific purpose, but there are several omissions	Mostly discerns the information needed to accomplish a specific purpose; a few minor omissions	Completely discerns the information needed to accomplish a specific purpose
Gathers Information	Consults an insufficient number of quality sources	Gathers information from a limited range of sources; may rely too much on one kind of source or on general web searches	Gathers good information from a variety of sources, including subscription databases; may have missed a few	Gathers optimal information from a variety of quality electronic and print sources, including subscription databases
Evaluates Information	Shows no evidence of understanding what information is useful or of good quality	Uses some quality sources, but uses too many that are poor or tangential	Does a good job evaluating the quality, credibility, and usefulness of sources	Evaluates and selects only the best sources for credibility, usefulness, and quality
Sources Information	Materials are clearly plagiarized, either intentionally or through ignorance	Documentation is improperly constructed or absent body of paper and/or bibliography	Documents with care (in body of paper and bibliography) although a few errors are noted	All ideas, text and media are properly cited (in body of paper and bibliography), following a recognized style

MBA International Literacy Rubric (Goals 5.1 - 5.3)

Criteria	Level 1	Level 2	Level 3	Level 4
Cultural Issues	No or almost no understanding of cultural differences or issues in case analysis	Incorporated only a few relevant cultural differences or issues in case analysis	Incorporated most of the relevant cultural differences or issues in case analysis	Incorporated all of the relevant cultural differences or issues in case analysis
Global Threats and Opportunities	No or almost no identification of global threats and opportunities in case analysis	Identified only a few relevant global threats and opportunities in case analysis	Identified most of the relevant global threats and opportunities in case analysis	Identified all of the relevant global threats and opportunities in case analysis
Country Competitiveness	No or almost no identification of factors that determine country competitiveness	Identified only a few factors that determine country competitiveness	Identified most of the factors that determine country competitiveness	Identified all of the factors that determine country competitiveness

MBA Organizational Behavior and Leadership Rubric (Goals 6.1 - 6.5)

Criteria	Level 1	Level 2	Level 3	Level 4
Comprehensive Assessment of Organization	Assessment is perfunctory. Most organization behaviors are not analyzed and it is not a candid assessment	Organizational assessment is incomplete. Has major components missing and not very candid	Organizational assessment is mostly complete. Has minor components missing and is fairly candid	Organizational assessment is complete. Has all components analyzed and is very candid
Comprehensive Assessment of Leadership	Assessment is perfunctory. Most leadership behaviors are not analyzed and it is not a candid assessment	Leadership assessment is incomplete. Have major components missing and not very candid	Leadership assessment is mostly complete. Has minor components missing and is fairly candid	Leadership assessment is complete. Has all components analyzed and is very candid
Assessing Context of Problems as a Whole and Understanding Interrelationships	Does not approach issues in a holistic manner and does not understand the major inter-relationships	Approaches only some issues in a holistic manner and understand only some of the inter-relationships	Approaches almost all issues in a holistic manner and understand most of the complex inter-relationships	Approaches all issues in a holistic manner and understand all the complex inter-relationships
Develops Effective Organizational Alternatives and Recommends Clearly Defined Implementation Plan	Is not effective in developing alternatives or implementation plan	Is somewhat effective in developing alternatives or implementation plan	Is quite effective in developing alternatives and implementation plan	Is very effective in developing alternatives and implementation plan
Incorporating Feedback and Creating an Effective Climate for Change	Does not incorporate adequate feedback and does not develop the organization to respond effectively to change	Incorporates some feedback and develops some part of the organization to respond effectively to change	Incorporates most relevant feedback and develops most of the organization to respond effectively to change	Incorporates all relevant feedback and develops all the organization to respond very effectively to change

MBA Strategy Rubric (Goals 7.1 - 7.5)

Criteria	Level 1	Level 2	Level 3	Level 4
Assesses External Environment	Analysis is completely inadequate; several major external factors missing from analysis	Considers some external factors in analysis but misses one or two major ones	Includes most relevant external factors in analysis; may miss a few minor ones	Analyzes the external environment clearly and completely; identifies all important external factors (e.g. social, regulatory, political, cultural)
Assesses Internal Environment	Analysis is completely inadequate; several internal factors missing from analysis	Considers some internal factors in analysis but misses one or two major ones	Includes most relevant internal factors in analysis; may miss a few minor ones	Analyzes the internal environment clearly and completely; identifies all important external factors (e.g. WHAT)
Assesses Competitive Position	Analysis of competitive position, competitive advantage, and competitive sustainability is superficial or extremely incomplete	Analysis of competitive position, advantage, and sustainability misses one or two major considerations	Satisfactorily analyzed competitive position, advantage, and sustainability; May have missed a few minor considerations	Completely and correctly analyzes competitive position, competitive advantage, and competitive sustainability
Applies Models	Models are misapplied or not used	Attempts to use appropriate models but misses one or two major applications	Satisfactorily analyzes case using appropriate models; may miss minor applications	Accurately and completely analyzes case using appropriate models; identifies all applications between the model and the case material
Develops Strategic Options	Development of strategic options missing, incorrect, or superficial	Attempts to develop strategic options but analysis and defense are incomplete	Correctly develops, analyzes, and defends a limited number of strategic options	Thoughtfully develops, analyzes, and defends a suitable number of strategic options

MBA Assessment Calendar 2011-2016

MBA	2011-2015 Goals and Objectives*	F11	W12	F12	W13	F13	W14	F14	W15
1	Effective Communicators								
	1.1 & 1.2 Written Communication					X			
	1.3 Formal Presentation			X					
2	Critical Thinking								
3	Ethical Reasoning				X				
4	Information Literacy		X						X
5	International Literacy								X
6	Effective Leaders	X						X	
7	Strategic Analysis	X						X	

*All prior goals and objectives can be found in the revised version below

MBA	2015-2016 Revised Goals and Objectives	F15	W16
1	Effective Business Communication		
	1.1 Effective Communication (written)	X	
	1.2 Effective Communication (oral)	X	
2	Business Acumen & Strategy		
3	Global & Inter-Cultural Competence		X
4	Values Driven Leadership		
	4.1 Ethics	X	
	4.2 Team work		
	4.3 Leadership		

Goal/Objective not assessed in the five year cycle
 New goal

**MBA Program
Learning Goals and Objectives
MBA - Assurance of Learning Progress Chart (2011 - 2015)**

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(1) Effective Communicators	Write focused papers that draw on multiple sources to articulate complex ideas.	Cycle 1 Fall 2013 BUS 681	Assignment	N = 20 Average scores ranged from 2.45 to 3.2. Between 40% and 95% of the students sampled performed at level 3 or 4 on a four-point scale rubric.	Results were shared with the BUS 681 faculty, MBA Committee and Chair of the Management Department in Fall 2014.	The students performed satisfactorily on content, organization and tone but poorly on mechanics and style. Faculty will provide more writing assignments and periodic feedback. They will also share the rubric with the students to convey the expectations better.
	Organize written thoughts into a coherent narrative.	Cycle 1 Fall 2012 MGT 669	Presentation	N = 11 Average scores ranged from 2.8 to 3.5. Between 73% and 100% of the students sampled performed at level 3 or 4 on a four-point scale rubric.	Results were shared with the MGT 669 faculty, MBA Committee and Chair of the Management Department in Fall 2013.	As the results were overall strong no action is recommended at this time.
(2) Critical Thinking	Clearly state conclusion and show how it emerged from the evidence; correctly identify need for further evidence. Identify and describe appropriate main issue; recognize priorities among claims.	Cycle 1 and Cycle 2 goal was not assessed				In the past this goal has been assessed in multiple courses (for instance, BUS 681: Strategy, BUS 671: Global Competitiveness) using measures such as a strategy case and multiple assignments. Student performance on all past assessments was weak. In Winter 2014, the MBA Committee recommended changing the goal and adapting the rubric to better reflect the material taught in strategic management. The argument being that Goal 7 (Strategic Analysis), Goal 5 (International Literacy), Goal 4 (proficiency at finding and using information) and Goal 3 (Ethical Decision Making) all have objectives that contain aspects of

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
	<p>Completely and thoughtfully identify and correctly rank strong and relevant counter-arguments.</p> <p>Correctly identify and rank all the salient premises to support the claim.</p> <p>Correctly and completely challenge oppositions' claims, acknowledge merit when it exists.</p>					<p>critical thinking and decision-making. There is a substantial overlap between these skills and critical thinking skills. Moreover, faculty expressed significant concern over the vagueness of the goal and the means by which to assess it. These concerns were taken into consideration when the program goals and objectives were revised in Winter 2015.</p>
(3) Ethical Reasoning	<p>Apply ethical models and theories to decision making.</p> <p>Identify the impact of a business action on external constituents.</p> <p>Identify the ethical concerns and consequences of a business situation or problem.</p> <p>Identify trade-offs and make a business decisions consistent with stated values.</p>	<p>Cycle 1 Winter 2013 BUS 677</p>	<p>Ethics Case</p>	<p>N = 50 Average scores ranged from 3.3 to 3.6. Between 94% and 98% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p>	<p>Results were shared with the BUS 677 faculty, MBA Committee, Director of the Seidman College of Business - Koeze Business Ethics Initiative and Chair of the Management Department in Fall 2014.</p>	<p>Student performance is strong. No action is recommended at this time. The Seidman College of Business - Koeze Business Ethics Initiative will continue to conduct ethics workshop for faculty with an emphasis on teaching ethics across the curriculum.</p>

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(4) Information Literacy	<p>Acquire the needed information from a variety of credible sources.</p> <p>Determine the nature and extent of information needed to answer a specific business question or accomplish a specific business purpose.</p> <p>Evaluate information to determine what is useful and credible.</p> <p>Source information correctly.</p>	<p>Cycle 1 Winter 2012 ECO 641</p> <p>Cycle 2 Winter 2015 ECO 641</p>	<p>Assessment of Businesses</p> <p>Information Literacy Assignment</p>	<p>N = 12 Average scores ranged from 3.17 to 3.83. Between 91.7% and 100% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p> <p>N = 18 Average scores ranged from 2.28 to 2.78. Between 33.3% and 66.7% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p>	<p>Results were shared with the ECO 641 faculty, MBA Committee and Chair of the Economics Department in Fall 2013.</p> <p>Results were shared with the Seidman faculty at the college wide AoL meeting on Nov 20, 2015.</p>	<p>As the results were overall strong no action is recommended at this time.</p> <p>Although the faculty teaching ECO 641 provided clear and very detailed instructions, student performance was extremely weak. With 10% weightage placed on the information literacy assignment students did not take the exercise seriously. For the next assessment, the plan is to include a component on information literacy in the course project, which is worth a bigger portion of the student's grade in the hopes of a better outcome.</p>
(5) International Literacy	<p>Incorporate cultural issues into the analysis of a business situation.</p> <p>Evaluate the business competitiveness of another country.</p> <p>Identify global opportunities and threats of a business scenario.</p>	<p>Cycle 1 Winter 2015 BUS 671</p>	<p>International Business Case</p>	<p>N = 36 Average scores ranged from 2.85 to 3.65. Between 54% and 100% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p>	<p>Results were shared with the Seidman faculty at the college wide AoL meeting on Nov 20, 2015.</p>	<p>Improvement is needed to help students learn to Identify Cultural Issues within a business decision-making situation. Following the college wide meeting, the plan to improve BUS 671 is as follows:</p> <ul style="list-style-type: none"> • Spend up to another three contact hours, bringing the total contact hours to six, specifically teaching models and theories of national cultural differences and how to use them to gain cultural competency in business decision-making. • Apply the knowledge in the six contact hours, above, to at least two discussion cases and/or exercises so that students can practice and improve their cultural competency.

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
						<ul style="list-style-type: none"> Select a final exam case in which the case characters are challenged by, and the situation requires consideration of, national cultural differences. Add a question/point of analysis to the final exam requiring students to analyze those national cultural differences in the context of the case decision. Meet with all instructors of BUS 671 to discuss this plan of action and the assessment plan generally so that everyone teaches and assesses in a similar fashion.
(6) Leadership Skills	<p>Comprehensively and candidly self-assess major strengths and weaknesses.</p> <p>Incorporate feedback and create an effective climate in the face of ambiguity and change.</p> <p>Assess the contexts of problems as a whole and understand interrelationships.</p> <p>Demonstrate leadership in a transparent framework.</p> <p>Work effectively with impact and influence.</p>	<p>Cycle 1 Fall 2011 BUS 631</p>	Case Study	<p>N = 29</p> <p>Average scores ranged from 1.97 to 2.28. Between 31% and 65.5% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p>	Results were shared with the BUS 631 faculty, MBA Committee, and Chair of the Management Department in Winter 2012.	Results indicate that the students are good at conducting analysis at the organizational level but less competent assessing and analyzing leadership shortcomings, needs and creating action steps for the inclusion of individual leadership development activities in the implementation plan. The case study (national educational reform) chosen for the assessment tested the student's ability to analyze multiple issues in a large complex system over demonstrating individual competence as a leader. For the next assessment an appropriate measure will be chosen to assess leadership skills. Also, more class time will be spent on helping students develop an understanding of how to impact and influence (lead) others in order for implementation to be successful.
		<p>Cycle 2 Fall 2014 BUS 631</p>	Case Study	<p>N = 23</p> <p>Average scores ranged from 3.43 to 3.61. 100% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p>	Results were shared with the Seidman faculty at the college wide AoL meeting on Nov 20, 2015.	Student performance showed a significant improvement since the last assessment. The instructor gave students periodic and consistent feedback and used the final draft of the case analysis for the purposes of assessment. In the next assessment cycle, the instructor will record student performance on the first and final draft of the case analysis to better gauge student performance and improvement.

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(7) Strategic Analysis	<p>Accurately and completely analyzes case using appropriate models.</p> <p>Assess an organization's competitive position and determine its competitive advantage and whether it is sustainable.</p> <p>Assess an organization's external environment using frameworks and models to guide analysis.</p> <p>Assess an organization's internal environment using frameworks and models to guide analysis.</p> <p>Devise strategic options for an organization, identifying the advantages and disadvantages of each option.</p>	<p>Cycle 1 Fall 2011 BUS 681</p>	<p>Strategy Case</p>	<p>N = 19 Average scores ranged from 2.68 to 3.47. Between 52.6% and 84.2% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p>	<p>Results were shared with the BUS 681 faculty, MBA Committee, and the Chair of the Management Department in Winter 2013.</p>	<p>While students did well in incorporating the core building blocks of business strategy (i.e, external and internal factors, competitive positions), improvement is needed in the next steps of their strategic analysis which requires complex integration of ideas from different perspectives as well as using them to offer strategic alternatives. The instructors will stress upon these ideas further in BUS 681.</p>
		<p>Cycle 2 Fall 2014 BUS 681</p>	<p>Strategy Case</p>	<p>N = 7 Average scores ranged from 3.57 to 3.86. 100% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p>	<p>Results were shared with the Seidman faculty at the college wide AoL meeting on Nov 20, 2015.</p>	<p>Changes in course instruction instituted since last assessment improved student performance significantly. However, given the small sample size we are cautiously optimistic in viewing these results.</p>

MBA Program
Revised Learning Goals and Objectives
MBA - Assurance of Learning Progress Chart (2015 - 2016)

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(1) Effective Business Communication	Develop clear, concise, and well-organized written communications.	Cycle 2 Fall 2015 BUS 677	Assignment	N = 27 Average scores ranged from 3.48 to 3.5. 100% of the students sampled performed at level 3 or 4 on a four-point scale rubric.	Results were shared with the BUS 677 faculty, MBA Committee, and the Chair of the Management Department in Winter 2016.	Due to positive results, no changes are recommended at this time.
	Develop and deliver effective presentations.	Cycle 2 Fall 2015 Winter 2016 BUS 677	Presentation	N = 20 Average scores ranged from 3.25 to 3.5. 100% of the students sampled performed at level 3 or 4 on a four-point scale rubric.	Results will be shared with the Seidman faculty at the college wide AoL meeting on Sept 19, 2016.	
(2) Business Acumen and Strategy	Demonstrate proficiency in core business knowledge/concepts. Demonstrate proficiency in integrating business disciplines to solve problems and formulate strategic alternatives.	Not scheduled				

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(3) Global and Inter-Cultural Competence	<p>Identify and be sensitive to inter-cultural and global factors impacting business decision-making.</p> <p>Integrate inter-cultural and global factors in problem solving and decision-making.</p>	<p>Cycle 2 Winter 2016 BUS 671</p> <p>This goal was previously defined as international literacy</p>	Business Case Analysis	<p>N = 14</p> <p>Average scores ranged from 3.14 to 3.5.</p> <p>Between 79% and 100% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p>	Results will be shared with the Seidman faculty at the college wide AoL meeting on Sept 19, 2016.	
(4) Values Driven Leadership	<p>Apply ethical models and theories to decision making.</p> <p>Work effectively and collaboratively in a team towards a shared goal.</p> <p>Articulate their own values-driven leadership philosophy.</p>	<p>Cycle 2 Fall 2015 BUS 677</p> <p>Not scheduled</p> <p>Not scheduled</p>	Case Analysis	<p>N = 27</p> <p>Average scores ranged from 3.2 to 3.7. 100% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p>	Results were shared with the BUS 677 faculty, MBA Committee, Director of the Seidman College of Business - Koeze Business Ethics Initiative and Chair of the Management Department in Winter 2016.	Students demonstrate real engagement with the difficult cases with which they are presented and the program is on the right track in terms of its efforts to challenge students to think broadly and deeply about ethics in business. No action is recommended at this time.

FIMBA Learning Goals and Objectives Prior to Fall 2015

(1) Seidman FIMBA graduates will be effective writers. They will be able to

- 1.1 Write focused papers that draw on multiple sources to articulate complex ideas.
- 1.2 Organize written thoughts into a coherent and organized manner narrative.
- 1.3 Follow the APA citation guidelines and correctly cite sources.

(2) Seidman FIMBA graduates will be prepared to analyze and respond to leadership and ethical questions encountered in the practice of business. They will be able to

- 2.1 Compare and make effective connections between ethics, values, and leadership.
- 2.2 Integrate current scientific understandings of decision-making process.
- 2.3 Articulate and implement their own value-driven leadership philosophy.

(3) Seidman FIMBA graduates will integrate international and strategy dimensions in their analysis of business situations. They will be able to

- 3.1 Evaluate value chain issues that managers confront working globally.
- 3.2 Apply corporate global strategies within different stages of the business cycle.
- 3.3 Identify and develop integrated solutions to global business problems.

(4) Seidman FIMBA graduates will integrate various business disciplines into their business analysis and strategies. They will be able to

- 4.1 Demonstrate basic knowledge of each business discipline.
- 4.2 Solve practical problems using various disciplines.
- 4.3 In a team, develop a strategic business plan by employing a holistic view of the organization and environment.

(5) Seidman FIMBA graduates will view and analyze an organization as an integrated entity utilizing an ERP platform. They will be able to

- 5.1 Identify the organizational and master data required to configure the enterprise in an ERP system.
- 5.2 Describe the key processes essential to effectively operate the enterprise.
- 5.3 In a team, configure and execute the key processes essential to effectively operate the enterprise.

Rubrics to Assess the FIMBA Learning Goals and Objectives Prior to Fall 2015
FIMBA Written Communication Rubric (Goals 1.1 - 1.3)

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 some insights	Thoughtful and insightful analysis of a clearly presented thesis or purpose. Reader gains insight
Organization	Little semblance of logical organization. Reader cannot identify reasoning	Writing is not always 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
Style (Including References)	Format is not recognizable	Format of document reflects incomplete knowledge of standard	A standard format is used with minor violations	A standard format is used accurately and consistently

FIMBA Ethical Reasoning Rubric (Goals 2.1 - 2.3)

Criteria	Level 1	Level 2	Level 3	Level 4
Values Clarification	Lists values but unable to offer any thoughtful defense of why they are important	Lists values but uses superficial reasoning to defend choices	Articulates values and offers acceptable explanation of their importance to business behavior	Thoughtfully articulates and defends important values that should guide behavior in given business cases
Identification of Ethical Issues	Identification of ethical concerns is sparse or missing	Identifies only some of the ethical concerns in a given problem/case. Omits a few major points	Identifies many of the ethical concerns in a given problem/case. May omit a few minor points	Comprehensively and thoughtfully identifies most of the ethical concerns in a given problem/case
Stakeholder Identification	Identification of stakeholder is sparse or missing	Identifies only some stakeholder positions in a given problem/case. Omits a few major points	Identifies and prioritizes many of the stakeholder positions in a given problem/case. May omit a few minor points	Comprehensively and thoughtfully identifies and prioritizes most of the stakeholder positions in a given problem/case
Application of Ethical Theory/Models	Application of ethical decision making models is sparse or missing	Application of ethical decision making models is superficial or incomplete	Good grasp of the principles of consequentialist, deontological and virtue ethical decision making models and how they might be used in ethical decision-making; may miss some details or nuances	Shows comprehensive grasp of the three major normative theories, and mastery of at least one. Thoughtful demonstration of their value to ethical decision-making
Personal Voice and Action	Approach/plan about how to confront unethical behavior is unrealistic or missing	Approach/plan about how to confront unethical behavior fails to consider some important points or conditions	Developed a plausible and defensible plan about how to confront unethical behavior in a given situation; missed some minor considerations	Developed a compelling and thoughtful plan about how to confront unethical behavior in a given situation

FIMBA International and Strategic Dimensions Rubric (Goals 3.1 - 3.3)

No rubric was developed for this goal.

FIMBA Integration of Business Disciplines (Goals 4.1 - 4.3)

This goal was assessed using an exam and a strategic business plan. Consequently it is not supported by a rubric.

FIMBA ERP Platform (Goals 5.1 - 5.3)

This goal was assessed using an exam. Consequently it is not supported by a rubric.

FIMBA Assessment Calendar 2011-2016

FIMBA	2011-2015 Goals and Objectives	F11	W12	F12	W13	S13	F13	W14	S14	F14	W15
1	Effective Writers										X
2	Leadership and Ethics				X						X
3	International and Strategic Dimensions										
4	Integrate business disciplines						X				
5	ERP Platform					X			X		

FIMBA	2015-2016 Revised Goals and Objectives	F15	W16	S16
1	Effective Business Communication			
	1.1 Effective Communication (written)		X	
	1.2 Effective Communication (oral)		X	
2	Business Acumen & Strategy			
3	Global & Inter-Cultural Competence		X	
4	Values Driven Leadership			
	4.1 Ethics		X	
	4.2 Team work			
	4.3 Leadership			X

- Goal/Objective not assessed in the five year cycle
- New goal
- Goal assessed once in the five year cycle

FIMBA Program
Learning Goals and Objectives
FIMBA - Assurance of Learning Progress Chart (2011 - 2015)

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(1) Effective Writers	<p>Write focused papers that draw on multiple sources to articulate complex ideas</p> <p>Organize written thoughts into a coherent narrative</p> <p>Correctly cite sources using APA guidelines</p>	Cycle 1 Winter 2015 FIMBA 642	Assignment	<p>N = 13</p> <p>Average scores ranged from 3.23 to 3.54.</p> <p>Between 77% and 100% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p>	Results were shared with the FIMBA 642 faculty, MBA Committee and FIMBA Director in Fall 2015.	As the results were positive no action is recommended at this time.
(2) Leadership and Ethics	<p>Compare and make effective connections between ethics, values, and leadership</p> <p>Integrate current scientific understandings of decision-making process.</p> <p>Articulate and implement their own value-driven leadership philosophy.</p>	Cycle 1 Winter 2013 FIMBA 677	Final Exam	<p>N = 28</p> <p>Average scores ranged from 3.07 to 3.46.</p> <p>Between 85.7% and 96.4% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p>	Results were shared with the FIMBA 677 faculty, MBA Committee and FIMBA Director in Fall 2014.	As the results were overall strong no action is recommended at this time.

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(3) International and Strategic Dimensions	<p>Evaluate value chain issues that managers confront working globally</p> <p>Apply corporate global strategies within different stages of the business cycle</p> <p>Identify and develop integrated solutions to global business problems</p>	Cycle 1 and Cycle 2 goal was not assessed				
(4) Integrate Business Disciplines	<p>Demonstrate basic knowledge of each business discipline</p> <p>Solve practical problems using various disciplines.</p> <p>In a team, develop a strategic business plan by employing a holistic view of the organization and environment</p>	Cycle 1 Fall 2013	Disciplinary Knowledge Multiple Choice Test given separately in selected core classes of each discipline (ACC, FIN, ECO, MKT, MGT).	N = 12 Majority of the students met the target of scoring 80% or higher on the test in each discipline	Results were shared with the FIMBA faculty, MBA Committee and FIMBA Director in Winter 2014.	As the results were positive no action is recommended at this time.

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(5) ERP Platform	<p>Identify the organizational and master data required to configure the enterprise in an ERP system</p> <p>Describe the key processes essential to effectively operate the enterprise</p> <p>In a team, configure and execute the key processes essential to effectively operate the enterprise</p>	<p>Cycle 1 Summer 2013 FIMBA 603</p> <p>Cycle 2 Summer 2014 FIMBA 603</p>	Exam	<p>N = 12 With the exception of student performance on identifying master data (77.8%), majority of the students met the target of scoring 80% or higher on the test.</p> <p>N = 13 With the exception of student performance on identifying master data (74.4%), and key processes (78.4%) majority of the students met the target of scoring 80% or higher on the test.</p>	<p>Results were shared with the ERP faculty, MBA Committee and FIMBA Director in Winter 2014.</p> <p>Results were shared with the ERP faculty, MBA Committee and FIMBA Director in Winter 2015.</p>	<p>Results indicate more emphasis should be placed on identifying master data. Additional examples will be provided to enhance student performance in this area.</p> <p>Results indicate more emphasis should be placed on identifying master data and key processes. Additional examples will continue to be provided to improve student performance in these areas.</p>

FIMBA Program
Revised Learning Goals and Objectives
FIMBA - Assurance of Learning Progress Chart (2015 - 2016)

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(1) Effective Business Communication	Develop clear, concise, and well-organized written communications.	Cycle 2 Winter 2016 FIMBA 677	Papers	N = 11 Average scores ranged from 3.36 to 3.6. 100% of the students sampled performed at level 3 or 4 on a four-point scale rubric.	Results will be shared with the Seidman faculty at the college wide AoL meeting on Sept 19, 2016.	
	Develop and deliver effective presentations.	Cycle 1 Winter 2016 FIMBA 677	Presentation	N = 11 Average scores ranged from 3 to 3.3. 100% of the students sampled performed at level 3 or 4 on a four-point scale rubric.	Results will be shared with the Seidman faculty at the college wide AoL meeting on Sept 19, 2016.	
(2) Business Acumen and Strategy	Demonstrate proficiency in core business knowledge/concepts. Demonstrate proficiency in integrating business disciplines to solve problems and formulate strategic alternatives.	Not scheduled				

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(3) Global and Inter-Cultural Competence	<p>Identify and be sensitive to inter-cultural and global factors impacting business decision-making.</p> <p>Integrate inter-cultural and global factors in problem solving and decision-making.</p>	<p>Cycle 1 Winter 2016 FIMBA 671</p>	Business Case Analysis	<p>N = 11 Average scores ranged from 1.09 to 2.55. Between 0% and 45% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p>	Results will be shared with the Seidman faculty at the college wide AoL meeting on Sept 19, 2016.	Student performance was very weak. They struggled in particular with analyzing how cultural and global factors impact business decision-making.
(4) Values Driven Leadership	<p>Apply ethical models and theories to decision making.</p> <p>Work effectively and collaboratively in a team towards a shared goal.</p> <p>Articulate their own values-driven leadership philosophy.</p>	<p>Cycle 2 Winter 2016 FIMBA 677</p> <p>Not scheduled</p> <p>Cycle 2 Summer 2016 FIMBA 678</p>	<p>Paper</p> <p>Case Analysis</p>	<p>N = 11 Average scores ranged from 3.36 to 3.6. 100% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p> <p>Results not available yet.</p>	Results will be shared with the Seidman faculty at the college wide AoL meeting on Sept 19, 2016.	

EMBA Assessment Calendar 2015-2016
EMBA is a new program. The first cohort was admitted in Fall 2014

EMBA	Goals and Objectives	F15	W16
1	Effective Business Communication		
	1.1 Effective Communication (written)		X
	1.2 Effective Communication (oral)		X
2	Business Acumen & Strategy		X
3	Global & Inter-Cultural Competence		
4	Values Driven Leadership		
	4.1 Ethics		X
	4.2 Team work		X
	4.3 Leadership		X

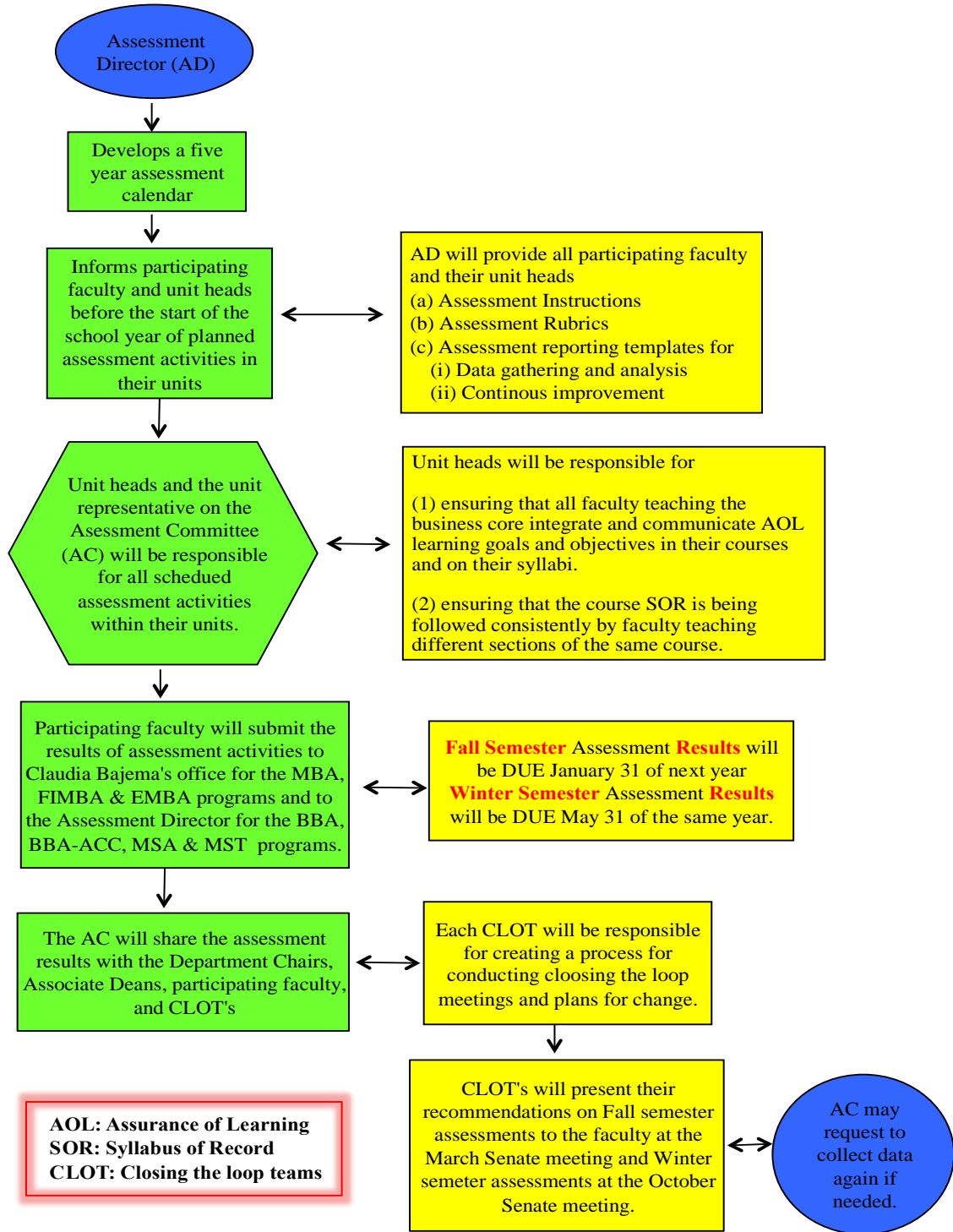
**EMBA Program
Learning Goals and Objectives
EMBA - Assurance of Learning Progress Chart (2015 - 2016)**

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(1) Effective Business Communication	Develop clear, concise, and well-organized written communications.	Cycle 1 Winter 2016 EMBA 683	Assignment	N = 22 Average scores ranged from 2.76 to 3.29. Between 52% and 95% of the students sampled performed at level 3 or 4 on a four-point scale rubric.	Results will be shared with the Seidman faculty at the college wide AoL meeting on Sept 19, 2016	The student performance was weak in the area of formatting and styling including citing references.
	Develop and deliver effective presentations.	Cycle 1 Winter 2016 EMBA 683	Presentation	N = 22 Average scores ranged from 3.45 to 4. 100% of the students sampled performed at level 3 or 4 on a four-point scale rubric.	Results will be shared with the Seidman faculty at the college wide AoL meeting on Sept 19, 2016.	
(2) Business Acumen and Strategy	Demonstrate proficiency in core business knowledge/concepts.	Cycle 1 Winter 2016 EMBA 683	ETS® Major Field Test	N = 16 Total scores for the Major Field Tests are reported on a scale of 220-300. The Average score of the EMBA students that took the test was 258, which was higher than the national average (248) and the	Results will be shared with the Seidman faculty at the college wide AoL meeting on Sept 19, 2016.	

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
	<p>Demonstrate proficiency in integrating business disciplines to solve problems and formulate strategic alternatives.</p>	<p>Cycle 1 Winter 2016 EMBA 683</p>	<p>ETS® Major Field Test. Specific questions from the Major Field Test were chosen by the EMBA 683 faculty to examine student's problem solving ability for this assessment.</p>	<p>performance of students at our competitive institutions (247.5). In terms of specific discipline areas, the students performed better than the competitive group in all areas of marketing, management, finance, accounting and strategic integration assessed by the test.</p> <p>Performance on each question is reported in terms of the percentage of students who answered the question correctly. 49.67% of Seidman business students answered the questions chosen correctly in comparison to 47.59% nationally.</p>	<p>Results will be shared with the Seidman faculty at the college wide AoL meeting on Sept 19, 2016.</p>	

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(3) Global and Inter-Cultural Competence	<p>Identify and be sensitive to inter-cultural and global factors impacting business decision-making.</p> <p>Integrate inter-cultural and global factors in problem solving and decision-making.</p>	Not scheduled				
(4) Values Driven Leadership	<p>Apply ethical models and theories to decision making.</p> <p>Work effectively and collaboratively in a team towards a shared goal.</p> <p>Articulate their own values-driven leadership philosophy.</p>	<p>Cycle 1 Winter 2016 EMBA 678</p> <p>Cycle 1 Winter 2016 EMBA 678</p> <p>Cycle 1 Winter 2016 EMBA 678</p>	<p>Paper, role plays and presentations</p> <p>Action learning project</p> <p>Paper and class participation</p>	<p>N = 22 Average scores ranged from 3.68 to 3.86. 100% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p> <p>N = 22 Average scores ranged from 3.64 to 3.95. 100% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p> <p>N = 22 Average scores ranged from 3.54 to 3.6. 100% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p>	<p>Results will be shared with the Seidman faculty at the college wide AoL meeting on Sept 19, 2016.</p> <p>Results will be shared with the Seidman faculty at the college wide AoL meeting on Sept 19, 2016</p> <p>Results will be shared with the Seidman faculty at the college wide AoL meeting on Sept 19, 2016</p>	

ASSESSMENT PROCESS



ASSESSMENT CALENDAR (2016-2021)

		Goals and Objectives	F16	W17	F17	W18	F18	W19/SU 19	F19	W20	F20	W21/SU 21
BBA	1.1	Locating Information					ECO 210/211				ECO 210/211	
	1.2	Effect Com (written)			MGT 331				MGT 331			
	1.3	Effect Com (oral)			MGT 331				MGT 331			
	2	Fun Bus. Know.					MGT 495				MGT 495	
	3.1	SWOT				MGT 495				MGT 495		
	3.2	Global				MGT 495				MGT 495		
	4	Ethics			ECO 440				ECO 440			
BBA ACC	1.1	Locating Information		ACC 310						ACC 310		
	1.2	Effect Com (written)		ACC 311				ACC 311				
	1.3	Effect Com (oral)		ACC 311				ACC 311				
	2	Fun Bus. Know.					MGT 495				MGT 495	
	3.1	SWOT				MGT 495				MGT 495		
	3.2	Global				MGT 495				MGT 495		
	4	Ethics		ACC 333				ACC 333				
	5	Tech. Acc. Know.					ACC 310				ACC 310	
6	CPA Exam						NASBA Report				NASBA Report	
MS ACC	1.1	Effect Com (written)			ACC 620				ACC 620			
	1.2	Effect Com (oral)			ACC 620				ACC 620			
	2	Bus. Acu & Strategy				ACC 613				ACC 613		
	3	Global				ACC 617						ACC 617
	4	Ethics					ACC 607				ACC 607	
MS Tax	1	Ethics						ACC 636				ACC 636
	2	Tax Communication						ACC 636				ACC 636
	3	Tax Law						ACC 636				ACC 636
	4	Tax Analy & Planning						ACC 636				ACC 636
MBA	1.1	Effect Com (written)					BUS 631				BUS 631	
	1.2	Effect Com (oral)					BUS 631				BUS 631	
	2	Bus. Acu & Strategy			BUS 681				BUS 681			
	3	Global				BUS 671						BUS 671
	4.1	Ethics					BUS 677				BUS 677	
	4.2	Team work			BUS 631				BUS 631			
	4.3	Leadership			BUS 631				BUS 631			
EMBA	1.1	Effect Com (written)				EMBA 683				EMBA 683		
	1.2	Effect Com (oral)				PD				PD		
	2	Bus. Acu & Strategy				EMBA 683				EMBA 683		
	3	Global				EMBA 683				EMBA 683		
	4.1	Ethics						EMBA 678				EMBA 678
	4.2	Team work						PD				PD
	4.3	Leadership						EMBA 678				EMBA 678

ASSURANCE OF LEARNING

CLOSING-THE-LOOP FORM

As a condition of our accreditation, the AACSB requires that Seidman College of Business perform a learning outcomes assessment. As part of this process, we need to “close the loop” wherein we assess the data collected, attempt to interpret it and strategize about different approaches to change our delivery or course structure in the coming semesters. Please complete this form for each core course in order for us to internally document this process and provide a record should we ever be called upon to provide documentation of this process.

Program: _____

Program learning goal/objective assessed: _____

Core Course # and title: _____

Goal Assessment Team (GAT) Members: _____

(1) Briefly list the measures used to assess student learning (for example: case studies, exams etc.)

(2) Based on the assessment results what conclusions do you draw?

(3) Are there any contextual factors affecting these results? (For example: student class standing, faculty experience teaching the course, course format [hybrid/flipped, online], class size, diversity of majors, etc.)

(4) Based on the results, describe any changes you anticipate making in teaching the course to improve the student learning.

(5) Based on the results, describe any changes you anticipate making in assessing the course.

(6) Based on the results, describe the curricular or programmatic changes you will make to improve student attainment of the selected goal/objective.

(7) Based on your recommendations for improvement, please describe

- The expected timeline for each of the recommended actions
- Any potential barriers you anticipate in implementing the recommended actions

(8) To what extent did the department/unit as a whole (or a subgroup) engage in this assessment process?

(9) What else can the AoL Task Force do to help you meaningfully assess student learning?

Please submit the completed closing the loop form to the Assessment Director by Dec 1 and present your recommendations to the college faculty at the senate meeting in Dec.

Thank You!

BBA –ACC

Revised Learning Goals and Objectives, Effective Fall 2015

(1) Effective Business Communication

- 1.1 Students will be skilled at locating, evaluating, and using information effectively.
- 1.2 Students will develop clear, concise and well-organized written communication.
- 1.3 Students will produce professional quality oral presentations.

(2) Functional Business Knowledge

- 2.1 Students will apply disciplinary knowledge to solve problems.
- 2.2 Students will demonstrate proficiency in the basic concepts and principles across the disciplines.

(3) Informed Decision Making

- 3.1 Students will analyze and integrate the impact of internal strengths and weakness and external opportunities and threats in business decisions.
- 3.2 Students will analyze and integrate the impact of global forces in business decisions.

(4) Ethics and Values

- 4.1 Students will apply ethical theories and models to ethical problems.
- 4.2 Students will identify their own values and understand how value systems impact decision-making.

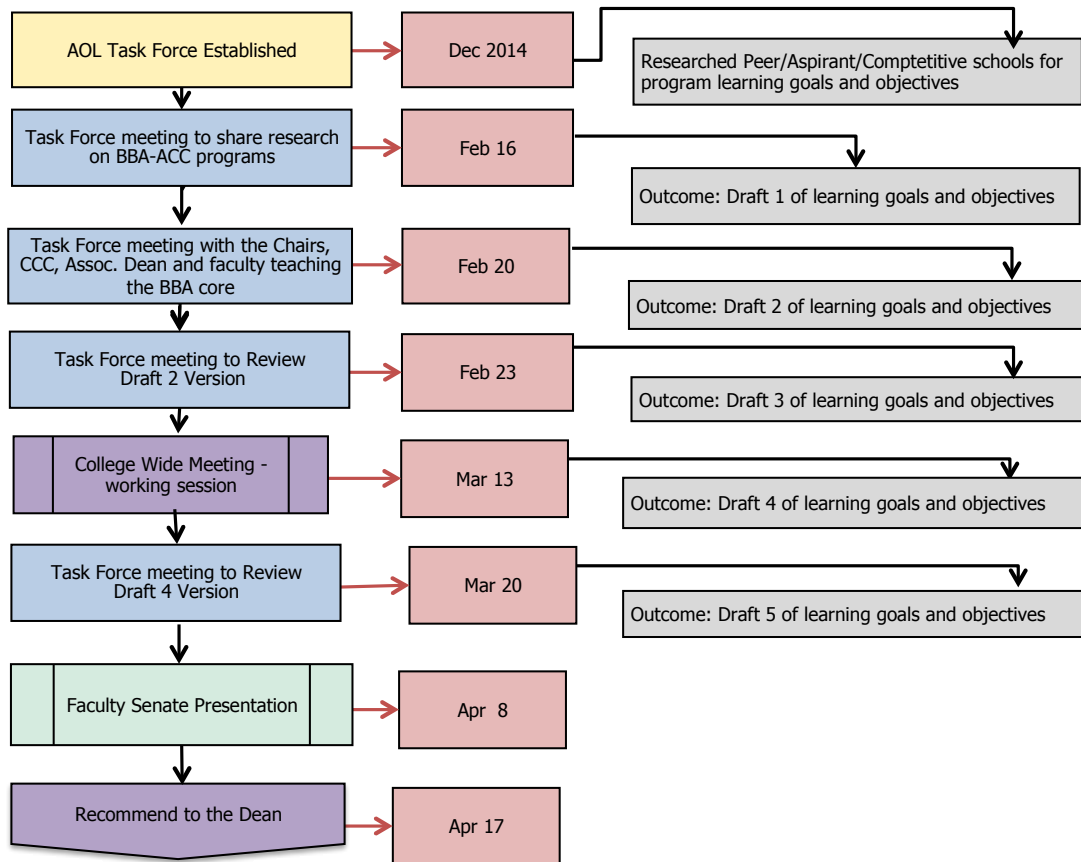
(5) Technical Accounting Knowledge

- 5.1 Students will demonstrate the ability to recognize, measure, record, analyze and interpret accounting elements within financial statements.
- 5.2 Students will demonstrate knowledge of current accounting practices and theory.
- 5.3 Students will demonstrate an understanding of the strategic role of accounting in business organizations.

(6) CPA Exam Performance

- 6.1 Students will have an average score and overall pass rate that exceeds the average for the state and all jurisdictions.
- 6.2 Students will have a pass rate in each exam section that exceeds the state and national average pass rate.

Process Followed to Revise Learning Goals and Objectives



Curriculum Map
BBA-ACC Curriculum Map to Assess Revised Learning Goals and Objectives

Goals and Objectives\Course I = Introduced, R = Reinforced, A = Assessed	ACC 212/213	MGT 495	Ethics ACC 333, MKT 375, ECO 440	ACC 310	ACC 311	ACC 317/318	ACC 413/414
1. Effective Business Communication							
1.1 Students will be skilled at locating, evaluating, and using information effectively.	I			R, A	R	R	R
1.2 Students will develop clear, concise and well-organized written communication				I, R	R, A		R
1.3 Students will produce professional quality oral presentations.				I, R	R, A		R
2. Functional Business Knowledge							
2.1 Students will apply disciplinary knowledge to solve problems.	I			R	R	R, A	
2.2 Students will demonstrate proficiency in the basic concepts and principles across the disciplines.	I, A	A		I, R	I, R	I, R	I, R
3. Informed Decision Making							
3.1 Students will analyze and integrate the impact of internal strengths and weakness and external opportunities and threats in business decisions.	I			I, R	I, R	I, R	A
3.2 Students will analyze and integrate the impact of global forces in business decisions.		A		I	I		
4. Ethics and Values							
4.1 Students will apply ethical theories and models to ethical problems.			I, R, A				
4.2 Students will identify their own values & understand how value systems impact decision-making.	I	R	I, R, A	I, R	I, R	R	R
5. Technical Accounting Knowledge							
5.1 Students will demonstrate the ability to recognize, measure, record, analyze and interpret accounting elements within financial statements.	I			I, R, A	R	R	R
5.2 Students will demonstrate knowledge of current accounting practices and theory.	I			I, R, A	R	R	R
5.3 Students will demonstrate an understanding of the strategic role of accounting in business organizations.	I			I	R	R	A, R

Rubrics to Assess the Revised BBA-ACC Learning Goals and Objectives

BBA and BBA-ACC share the learning goals of Effective Business Communication, Functional Business Knowledge, Informed Decision Making and Ethics and Values. Consequently, the same rubrics are employed to assess these learning goals for the two programs. These rubrics are outlined on pages 6 - 10.

BBA-ACC Technical Accounting Knowledge Rubric (Goals 5.1 - 5.3)

Criteria	Level 1	Level 2	Level 3	Level 4
Using all Inputs such as Financial Statements, Disclosure Notes, etc. and Extracting Information Correctly	Does not use all the instruments and extracts the wrong information	Uses some of the instruments and extract some of the information correctly	Uses most of the instruments and extract most of the information correctly	Uses all the instruments and extract all the information correctly
Logical Flow of Analysis and Flaws in Logic	The flow of the analysis is not logical at all. Major flaws in the logic	The flow of the analysis is logical some of the time. Significant flaws in logic	The flow of the analysis is logical most of the time. Minor flaws in logic	The flow of the analysis is logical all the time. Hardly any flaws in logic
Steps in the Analysis of the Accounting Problem are Comprehensive	The steps in the analysis are not comprehensive and complete. Patchwork analysis	The steps in the analysis are partly comprehensive and complete. Some significant steps are missing	The steps in the analysis are mostly comprehensive and complete. Some minor steps are missing	The steps in the analysis are comprehensive and complete. All steps are analyzed and work shown
Outputs Generated in Terms of Earnings, Cash Flows, Inventory Levels, etc. are Accurate and Correct	The outputs generated in terms of earnings, cash flows, inventory levels, etc. are not accurate and correct	The outputs generated in terms of earnings, cash flows, inventory levels, etc. are accurate and correct to some extent. Major errors remain	The outputs generated in terms of earnings, cash flows, inventory levels, etc. are accurate and correct to a large extent. Minor errors remain	The outputs generated in terms of earnings, cash flows, inventory levels, etc. are accurate and correct. Hardly any errors remain

BBA-ACC CPA Exam Performance Rubric (Goals 6.1 - 6.2)

The annual National Association of State Boards of Accountancy (NASBA) report on CPA scores is used to assess this goal. Consequently it is not supported by a rubric.

BBA-ACC Learning Goals and Objectives Prior to Fall 2015

(1) A Seidman BBA Accounting graduate will be skilled in analyzing and solving accounting problems. He/she will be able to perform the following functions

- 1.1 identify that the steps in the analysis of the accounting problem are comprehensive.
- 1.2 use all inputs, such as financial statements, disclosure notes, etc., in extracting information correctly.
- 1.3 perform a logical flow of analysis and identify flaws in logic.
- 1.4 generate outputs, in terms of earnings, cash flows, inventory levels, etc. that are accurate and correct.

(2) A Seidman BBA Accounting graduate will be conversant in the concepts and language of the functional areas of business. He/she will be able to perform the following functions

- 2.1 apply disciplinary knowledge to problem solving situations.
- 2.2 correctly answer questions about the basic concepts and principles in the areas of accounting, economics, finance, management, and marketing.

(3) A Seidman BBA Accounting graduate will be an effective writer. He/she will be able to accomplish the following

- 3.1 write with a clear and logical flow, meaningful transitions, and unified content.
- 3.2 write with a professional and appropriate tone.
- 3.3 develop and support each major idea evidence, reasons, and examples.
- 3.4 structure a paper into identifiable and meaningful sections.
- 3.5 write a paper free of mechanical and grammatical errors.
- 3.6 clearly articulate a thesis and write a paper that accomplishes the stated purpose.

(4) A Seidman BBA Accounting graduate will recognize ethical issues inherent in the practice of business and apply the process of ethical inquiry. He/she will be able to

- 4.1 apply ethical theories and models to ethical problems.
- 4.2 identify the ethical concerns associated with a given business issue or problem.
- 4.3 identify stakeholders associated with a particular ethical decision.
- 4.4 identify his/her own values and consciously employ those values in business decision-making.

(5) A Seidman BBA Accounting graduate will be skilled at locating, evaluating, and using information effectively. He/she will be able to

- 5.1 evaluate the credibility and usefulness of information.
- 5.2 use information to answer a specific question or accomplish a specific purpose.
- 5.3 demonstrate knowledge of reference materials, including business databases, academic search engines, and government websites.
- 5.4 source information correctly.

(6) A Seidman BBA Accounting graduate will be a skilled presenter. He/she will be able to

- 6.1 respond clearly and accurately to all questions.
- 6.2 use appropriate, varied, and professional communication aids.
- 6.3 maintain eye contact with minimal reading of material.
- 6.4 clearly articulate and support major points.
- 6.5 deliver an organized and smooth presentation.
- 6.6 speak clearly, comfortably, and expressively.

(7) A Seidman BBA Accounting graduate will be prepared for the CPA examination.

The set of students electing to take the CPA exam will

- 7.1 Have an average score and an overall pass rate that exceeds the average for all jurisdictions.
- 7.2 Have an average score and an overall pass rate that exceeds the average for the state of Michigan.
- 7.3 Have a pass rate in each exam section that exceeds the state and national average pass rate.

Rubrics to Assess the BBA-ACC Learning Goals and Objectives Prior to Fall 2015

BBA-ACC Problem Solving Rubric (Goals 1.1 - 1.4)

Criteria	Level 1	Level 2	Level 3	Level 4
Using all Inputs such as Financial Statements, Disclosure Notes, etc. and Extracting Information Correctly	Does not use all the instruments and extracts the wrong information	Uses some of the instruments and extract some of the information correctly	Uses most of the instruments and extract most of the information correctly	Uses all the instruments and extract all the information correctly
Logical Flow of Analysis and Flaws in Logic	The flow of the analysis is not logical at all. Major flaws in the logic	The flow of the analysis is logical some of the time. Significant flaws in logic	The flow of the analysis is logical most of the time. Minor flaws in logic	The flow of the analysis is logical all the time. Hardly any flaws in logic
Steps in the Analysis of the Accounting Problem are Comprehensive	The steps in the analysis are not comprehensive and complete. Patchwork analysis	The steps in the analysis are partly comprehensive and complete. Some significant steps are missing	The steps in the analysis are mostly comprehensive and complete. Some minor steps are missing	The steps in the analysis are comprehensive and complete. All steps are analyzed and work shown
Outputs Generated in Terms of Earnings, Cash Flows, Inventory Levels, etc. are Accurate and Correct	The outputs generated in terms of earnings, cash flows, inventory levels, etc. are not accurate and correct	The outputs generated in terms of earnings, cash flows, inventory levels, etc. are accurate and correct to some extent. Major errors remain	The outputs generated in terms of earnings, cash flows, inventory levels, etc. are accurate and correct to a large extent. Minor errors remain	The outputs generated in terms of earnings, cash flows, inventory levels, etc. are accurate and correct. Hardly any errors remain

BBA-ACC Disciplinary Knowledge Rubric (Goals 2.1 - 2.2)

This goal was assessed using a multiple-choice test with questions contributed by the departments of management, finance, economics, marketing and accounting. Consequently it is not supported by a rubric

BBA-ACC Writing Skills Rubric (Goals 3.1 - 3.6)

	Level 1	Level 2	Level 3	Level 4
Thesis/ Purpose	Paper is not focused. No stated thesis. Reader has trouble understanding purpose of paper	Thesis may be too brief, superficial, or unclear; purpose of paper only partly accomplished	Thesis is adequately understood; paper generally accomplishes stated purpose	Paper has a clearly sustained and explained thesis; paper fully accomplishes stated purpose
Structure	Introduction, body, and conclusion are poorly focused or non-existent	Introduction, body and conclusion may be brief, sketchy, or unclear. Intro or conclusion may be missing	Basic sense of beginning, middle and end, with adequate coverage in each section	Introduction and conclusion are clearly delineated, meaningful, and add good depth
Development and Support of Ideas	Little or no development of major idea(s). Support is vague or missing	Development of ideas is superficial, general, incomplete, or inconsistent in places. Needs more depth	Attempts to develop and support all ideas; there may be some small gaps, but good depth overall	Thorough and specific development and support of each idea, using solid evidence, reasons, and/or examples
Organization	Poor flow; progression not logical. Ideas are presented randomly or haphazardly. Weak or missing transitions. May be wordy or repetitious	Progression of ideas or paragraphs is illogical or jumpy in places. Transitions are not always meaningful. May be some wordiness or repetition	Progression of thoughts or paragraphs is generally logical with adequate transitions. May be some minor gaps, but they don't substantially detract	Writing has a logical and clear flow, uses meaningful transitions and unified paragraphs
Mechanics	Severe or frequent errors in grammar, punctuation, word use, sentence structure, or spelling	Three to five errors per page, indicating gaps in knowledge of writing conventions. Pattern of flaws	Good command of writing conventions; there may be one to two minor errors per page	Consistent and superior command of spelling, word use, grammar, punctuation, sentence structure. Few or no errors
Style	Writing is mostly immature, naïve, or inappropriate	Writing is immature, naïve, or inappropriate in places.	Generally professional and appropriate tone	Completely professional and appropriate tone

BBA-ACC Ethical Reasoning Rubric (Goals 4.1 - 4.4)

Criteria	Level 1	Level 2	Level 3	Level 4
Values Clarification	Lists values but unable to offer any thoughtful defense of why they are important	Lists values but uses superficial reasoning to defend choices	Articulates values; offers acceptable explanation of why they are important to business behavior	Student can thoughtfully articulate and defend five or six values that should guide behavior in business
Identification of Ethical Issues	Identification of ethical concerns is sparse or missing	Identifies only some of the ethical concerns in a given problem/case. Omits a few major points	Identifies most of the ethical concerns in a given problem/case. May omit a few minor points	Completely and thoughtfully identifies all ethical concerns in a given problem/case
Stakeholder Identification	Identification of stakeholder is sparse or missing	Identifies only some of the stakeholder positions in a given problem/case. Omits a few major points	Identifies most of the stakeholder positions in a given problem/case. May omit a few minor points	Completely and thoughtfully identifies all stakeholder positions in a given problem/case
Application of Ethical Theory/Models	Application of ethical decision making models is sparse or missing	Application of ethical decision making models is superficial or incomplete	Good application of consequentialist, deontological and virtue ethical decision making models; may miss some details or nuances	Completely and thoughtfully applies consequentialist, deontological and virtue ethical decision models to problem
Personal Voice and Action	Approach/plan about how to confront unethical behavior is unrealistic or missing	Approach/plan about how to confront unethical behavior fails to consider some important points or conditions	Developed a realistic approach/plan about how to confront unethical behavior in a given situation; missed some minor considerations	Developed a realistic and thoughtful approach/plan about how to confront unethical behavior in a given situation

BBA-ACC Locating, Evaluating And Using Information Rubric (Goals 5.1 - 5.4)

Criteria	Level 1	Level 2	Level 3	Level 4
Locates Information	Consults an insufficient number of sources	Gathers accounting information from a limited range of sources; may rely too much on one kind of source	Gathers good accounting information from a variety of sources; may have missed a few	Gathers optimal accounting information from a variety of quality electronic and print sources, including databases
Evaluates Information	Shows no evidence of understanding what information is useful or of good quality	Uses some quality sources, but uses too many that are poor or tangential	Does a good job evaluating the quality and usefulness of sources	Evaluates and selects only the best sources for usefulness and quality
Uses Information	Reaches conclusions that do not have enough support. Question or problem ineffectively resolved. Most necessary idea/points are missing	Conclusions could have been better supported. Question or problem minimally resolved. Some necessary ideas/points are missing	Uses information to draw appropriate conclusions, answer a question, or solve a problem. Some minor ideas/points are missing	Uses information effectively to draw appropriate conclusions, and optimally answer a question or solve a problem. All relevant ideas/points included
Sources Information	Materials are clearly plagiarized, either intentionally or through ignorance	Documentation is improperly constructed or absent body of paper and/or bibliography	Documents with care (in body of paper and bibliography) although a few errors are noted	All ideas, text and media are properly cited (in body of paper and bibliography), following a recognized style

BBA-ACC Oral Presentation Rubric (Goals 6.1 - 6.6)

Criteria	Level 1	Level 2	Level 3	Level 4
Organization	Presentation is very disorganized; little flow; vague; difficult to understand	Presentation is confusing and disorganized in a number of places; disconnected or choppy; takes some effort to follow	Presentation flows smoothly with occasional confusion or rough patches between ideas	Presentation is smooth, polished and organized; flows well
Delivery	Presenter is very uncomfortable; speech is rushed, slow or inarticulate; style is distracting or annoying	Presenter is somewhat uncomfortable or nervous; limited expression; noticeable use of filler words (uhs, likes) or pauses	Presenter is generally comfortable; somewhat polished; minor use of filler words (uhs, likes) or pauses	Presenter is very comfortable; speaks clearly and expressively; words and sentences flow
Content	Points not clear; irrelevant information does not support ideas; listeners gain little	Information is confusing in places; too much or too little information; listener gains a few insights	Sufficient information; many good points made; some areas lacking; listener gains adequate insight	Abundance of material; points clearly made; evidence supports; listeners gain insight
Communication Aids	Communication aids are poorly prepared and/or distracting, or nonexistent	Communication aids marginally prepared; do not support presentation well	Professional communication aids, may use too many/too few	Appropriate, professional communication aids enhance presentation
Nonverbals	Reads entire report, making no eye contact with audience	Reads most of report; makes occasional eye contact	Maintains eye contact, but returns to notes frequently	Maintains eye contact throughout presentation; seldom returns to notes
Audience Interaction	Unable to accurately answer questions	Often answers questions superficially or long-windedly	Responds to most questions clearly and accurately	Responds to all questions clearly and accurately

BBA-ACC CPA Exam Performance Rubric (Goals 7.1 - 7.3)



The annual National Association of State Boards of Accountancy (NASBA) report on CPA scores is used to assess this goal. Consequently it is not supported by a rubric.

BBA-ACC Assessment Calendar 2011-2016

BBA-ACC	2011-2015 Goals and Objectives	F11	W12	F12	W13	F13	W14	F14	W15
1	Analyzing Accounting Problems		X						
2	Disciplinary Knowledge*						X		
3	Effective Writer*					X			
4	Ethical Reasoning*								
5	Information Literacy*		X						X
6	Skilled Presenter*				X				
7	Prepared for the CPA*				X				

*Comparable goals can be found in the revised version below

BBA-ACC	2015-2016 Revised Goals and Objectives	F15	W16
1	Effective Business Communication		
	1.1 Locating Information		
	1.2 Effective Communication (written)		X
	1.3 Effective Communication (oral)		
2	Functional Business Knowledge	X	X
3	Informed Decision Making		
	3.1 Analyze & Integrate SWOT in Business Decisions		X
	3.2 Integrate Global & Cultural Factors in Decision-Making		X
4	Ethics and Values	X	
5	Technical Accounting Knowledge	X	
6	CPA Exam Performance		X

 Goal assessed once in the five year cycle
 New goal

**BBA-ACC Program
Learning Goals and Objectives
BBA-ACC - Assurance of Learning Progress Chart (2011 - 2015)**

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(1) Analyzing Accounting Problems	<p>Identify that the steps in the analysis of the accounting problem are comprehensive.</p> <p>Use all inputs, such as financial statements, disclosure notes, etc., in extracting information correctly.</p> <p>Perform a logical flow of analysis and identify flaws in Logic.</p> <p>Generate outputs, in terms of earnings, cash flows, inventory levels, etc. that are accurate and correct.</p>	<p>Cycle 1 Winter 2012 ACC 310</p> <p>Cycle 2 goal was not assessed</p>	Accounting Problems	<p>N = 60</p> <p>Average scores ranged from 3.57 to 3.76 Over 90% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p>	Results were shared with the school of accounting (SOA) faculty in Fall 2013.	<p>Student performance was strong. No changes recommended.</p> <p>The BBA-ACC learning goals and objectives were revised in Winter 2015. At which time this goal was replaced by two new goals to address technical accounting knowledge and informed decision-making.</p>
(2) Disciplinary Knowledge	Apply disciplinary knowledge to problem solving situations.	Cycle 1 Winter 2014	Disciplinary Knowledge Multiple Choice Test	<p>N = 27 to 386</p> <p>Accounting students performance in each discipline's core classes with the exception of few concepts was satisfactory.</p>	Results were shared with the school of accounting (SOA) faculty in Fall 2014.	After the last assessment of this goal in 2009 a new methodology was adopted to assess disciplinary knowledge in this cycle. To incentivize students to take the test seriously, instead of giving one exam for all disciplines in the MGT 495 capstone course, the assessment was performed in each discipline's core classes with student's grade tied to their performance on the disciplinary knowledge test.

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
	Correctly answer questions about the basic concepts and principles in the areas of accounting, economics, finance, management, and marketing.		Assessed separately in selected core classes of each discipline (ACC, FIN, ECO, MKT, MGT).			While students were incentivized, their performance could be gauged only by overall averages instead by specific competency areas. Also, given the nature of the test no benchmarking of SCB students with the performance of students at comparable, competitive and aspirant schools was possible. Consequently, the college decided to administer the <i>ETS</i> ® Major Field Test in the MGT 495 Capstone course in the next assessment cycle.
(3) Effective Writer	<p>Write with a clear and logical flow, meaningful transitions, and unified content.</p> <p>Write with a professional and appropriate tone.</p> <p>Develop and support each major idea evidence, reasons, and examples.</p> <p>Structure a paper into identifiable and meaningful sections.</p> <p>Write a paper free of mechanical and grammatical errors.</p> <p>Clearly articulates a thesis and write a paper that accomplishes the stated purpose.</p>	Cycle 1 Fall 2013 MKT 350	Paper	N = 25 Average scores ranged from 2.8 to 3. Over 72% of the students sampled performed at level 3 or 4 on a four-point scale rubric.	Results were shared with the school of accounting (SOA) faculty in Fall 2014.	Since the results were marginally satisfactory, the SOA will continue to stress writing skills with particular emphasis on supporting ideas, organization, mechanics and style, encouraging WRT 350 prior to taking business courses, and ensuring professors are trained to teach SWS courses. The use of the writing center will also be encouraged as a support for both instructors and students.

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(4) Ethical Reasoning	<p>Apply ethical theories and models to ethical problems.</p> <p>Identify the ethical concerns associated with a given business issue or problem.</p> <p>Identify stakeholders associated with a particular ethical decision.</p> <p>Identify his/her own values and consciously employ those values in business decision-making.</p>	Goal was not assessed in the 2011-2015 time period				
(5) Information Literacy	<p>Evaluate the credibility and usefulness of information.</p> <p>Use information to answer a specific question or accomplish a specific purpose.</p>	Cycle 1 Winter 2012 ACC 310	Paper	<p>N = 70</p> <p>Average scores ranged from 3.37 to 3.52.</p> <p>Between 72.8% and 81.4% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p>	Results were shared with the school of accounting (SOA) faculty in Fall 2013.	Student performance was strong. No changes recommended.

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
	<p>Demonstrate knowledge of reference materials, including business databases, academic search engines, and government websites.</p> <p>Source information correctly.</p>	Cycle 2 Winter 2015 ACC 310	Paper	<p>N = 79</p> <p>Average scores ranged from 3.07 to 3.59.</p> <p>Between 58.2% and 79.7% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p>	Results were shared with the school of accounting (SOA) faculty at the college wide AoL meeting on Nov 20, 2015.	With the exception of sourcing information correctly, the student performance in the areas of locating, evaluating and using information remained strong. The SOA faculty will continue to stress upon sourcing information consistently and periodically in ACC 310.
(6) Skilled Presenter	<p>Respond clearly and accurately to all questions.</p> <p>Use appropriate, varied, and professional communication aids.</p> <p>Maintain eye contact with minimal reading of material.</p> <p>Clearly articulate and support major points.</p> <p>Deliver an organized and smooth presentation.</p> <p>Speak clearly, comfortably, and expressively.</p>	Cycle 1 Winter 2013 ACC 311	Juried presentations to accounting professionals	<p>N = 75</p> <p>Average scores ranged from 3.3 to 3.6.</p>	Results were shared with the school of accounting (SOA) faculty in Fall 2014.	Since student performance was good in all areas, no follow up action is needed at this time.

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(7) CPA Examination	<p>Average score and an overall pass rate that exceeds the average for all Jurisdictions.</p> <p>Average score and an overall pass rate that exceeds the average for the state of Michigan.</p> <p>Pass rate in each exam section that exceeds the state and national average pass rate.</p>	<p>Cycle 1 Calendar Year 2012</p>	<p>CPA exam (indirect measure)</p>	<p>Student pass rate (68.2%) was greater than the average for all Michigan universities (63%) and the average for all jurisdictions (54.3%).</p>	<p>SOA receives the NASBA report on the CPA Exam annually.</p>	<p>Given the strong student performance no adjustments are recommended at this time.</p>

BBA-ACC Program
Revised Learning Goals and Objectives
BBA-ACC - Assurance of Learning Progress Chart (2015 - 2016)

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(1) Effective Business Communication	Skilled at locating, evaluating, and using information effectively.	Assessment of locating, evaluating and using information is complete.	Paper	<p style="text-align: center;">N = 43</p> <p>Average scores ranged from 2.9 to 3.5. Between 84% to 98% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p>	Results will be shared with the school of accounting (SOA) faculty at the college wide AoL meeting on Sept 16, 2016.	
	Will develop clear, concise and well-organized written communication.	<p style="text-align: center;">Cycle 2</p> <p>Winter 2016 ACC 311</p>		<p style="text-align: center;">N = 51</p> <p>Average scores ranged from 3.3 to 3.7. Between 75% to 100% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p>	Results will be shared with the school of accounting (SOA) faculty at the college wide AoL meeting on Sept 16, 2016.	
	Produce professional quality oral presentations.	<p style="text-align: center;">Cycle 2</p> <p>Winter 2016 ACC 311</p>	Paper			

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(2) Functional Business Knowledge	Apply disciplinary knowledge to problem solving situations.	<p>Cycle 2 Fall 2015 Winter 2016 MGT 495</p>	<p>ETS® Major Field Test. Specific questions from the Major Field Test were chosen by representatives from each discipline to examine student's problem solving ability for this assessment.</p>	<p>N =34 (a total of 157 students took the test out of which 34 were ACC majors). Performance on each question is reported in terms of the percentage of students who answered the question correctly. 48.22% of Seidman business students answered the questions chosen correctly in comparison to 48.04% nationally. Since the scores are reported by item instead of by student the performance of ACC Majors could not be separated from that of non- ACC majors.</p>	<p>Results will be shared with the faculty at a college wide AoL meeting on Sept 16, 2016.</p>	
	Demonstrate proficiency in the basic concepts and principles across the disciplines.	<p>Cycle 2 Fall 2015 Winter 2016 MGT 495</p>	<p>ETS® Major Field Test</p>	<p>Total scores for the Major Field Tests are reported on a scale of 120-200. The average score of ACC majors was 157.8, which was higher than the performance of non-ACC majors (average = 150.5) and the performance of students</p>	<p>Results will be shared with the faculty at a college wide AoL meeting on Sept 16, 2016.</p>	

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
				<p>at our competitive institutions (average=150.9). In terms of specific discipline areas, the ACC majors performed either at par or better than the competitive group in accounting, economics, finance, marketing, legal & social environment, international business and information systems.</p> <p>The student performance was marginally below the competitive group in management and quantitative business analysis.</p>		

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(3) Informed Decision Making	Analyze and integrate the impact of strengths, weaknesses, opportunities and threats in business decisions.	Cycle 1 Winter 2016 ACC 414	Paper	N = 30 Average scores ranged from 2.8 to 3.37. Between 66.7% to 90% of the students sampled performed at level 3 or 4 on a four-point scale rubric.	Results will be shared with the faculty at a college wide AoL meeting on Sept 16, 2016.	Student performance was weak in the area of developing strategic options.
	Analyze and integrate the impact of global forces in business decisions.	Cycle 1 Winter 2016 ACC 414	Paper	N = 30 Average scores ranged from 2.63 to 3.13. Between 56.7% to 80% of the students sampled performed at level 3 or 4 on a four-point scale rubric.	Results will be shared with the faculty at a college wide AoL meeting on Sept 16, 2016.	Student performance was weak in the area of identification of cultural factors in international settings using a cultural framework.
(4) Ethics and Values	Apply ethical theories and models to ethical problems. Identify their own values and understand how value systems impact decision-making.	Cycle 1 Fall 2015 ECO 440	Paper	N = 13 Average scores of ACC students enrolled in the course ranged from 2.92 to 4. Between 69.2% to 100% of the students sampled performed at level 3 or 4 on a four-point scale rubric.	Results will be shared with the faculty at a college wide AoL meeting on Sept 16, 2016.	Student performance was weak in the area of values clarification.

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(5) Technical Accounting Knowledge	<p>Recognize, measure, record, analyze and interpret accounting elements within financial statements.</p> <p>Knowledge of current accounting practices and theory.</p> <p>Understanding of the strategic role of accounting in business organizations.</p>	<p>Cycle 1 Fall 2015 ACC 310</p>	<p>Cumulative Assessment Problem</p>	<p>N = 73 Average scores ranged from 3.74 to 3.89. Between 97.3% to 98.6% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p>	<p>Results will be shared with the faculty at a college wide AoL meeting on Sept 16, 2016.</p>	
(6) CPA Examination	<p>Average score and overall pass rate exceeds the average for the state and all jurisdictions.</p> <p>Pass rate in each exam section exceeds the state and national average pass rate.</p>	<p>Cycle 2 Calendar Year 2015</p>	<p>CPA Exam (Indirect measure)</p>	<p>Student pass rate (62.8%) was greater than the average for all Michigan universities (55.4%) and the average for all jurisdictions (49.26%).</p>	<p>SOA receives the NASBA report on the CPA Exam annually</p>	<p>Given the strong student performance no adjustments are recommended at this time.</p>

MSA

MSA Revised Learning Goals and Objectives, Effective Fall 2015

(1) Effective Business Communication

- 1.1 Students will develop clear, concise and well-organized written communication.
- 1.2 Students will develop and deliver effective formal presentations.

(2) Business Acumen and Strategic Decision Making

- 2.1 Students will demonstrate proficiency in accounting knowledge and concepts.
- 2.2 Students will demonstrate proficiency in analyzing business problems and recommending solutions.

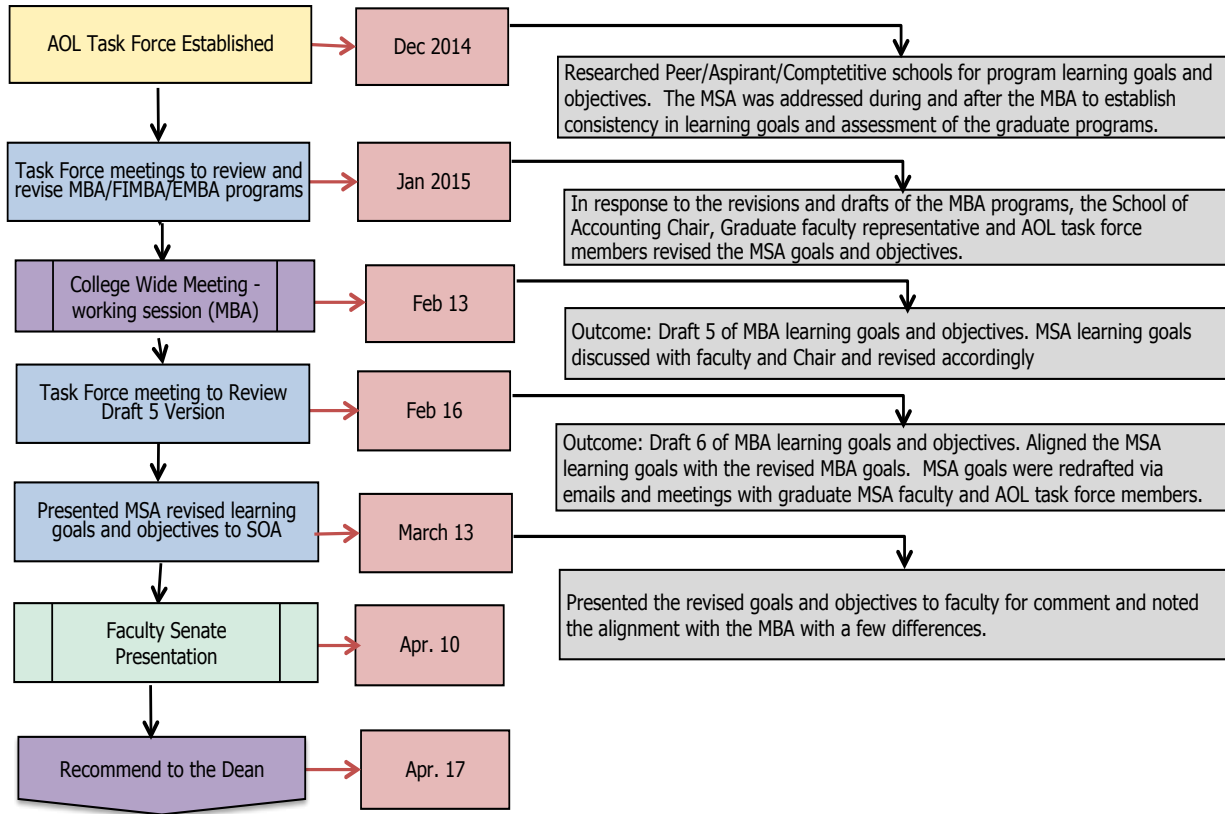
(3) Global Perspective

- 3.1 Students will identify inter-cultural and global factors impacting accounting decision-making.

(4) Ethical Awareness and Competence

- 4.1 Students will understand various influences on, and be able to apply various approaches to, ethical decision-making.

Process Followed to Revise Learning Goals and Objectives



Curriculum Map
MSA Curriculum Map to Assess Revised Learning Goals and Objectives

Goals and Objectives\Courses	ACC 607	ACC 613	ACC 617	ACC 620
1. Effective Business Communication				
1.1 Students will develop clear, concise and well-organized written communication.	R		R	A, R
1.2 Students will develop and deliver effective formal presentations.	R, A		R, A	A, R
2. Business Acumen and Strategic Decision Making				
2.1 Students will demonstrate proficiency in accounting knowledge and concepts.		R, A	I, R	R
2.2 Students will demonstrate proficiency in analyzing business problems and recommending solutions.		I, R, A		
3. Global Perspective				
3.1 Students will identify inter-cultural and global factors impacting accounting decision-making.			I, R, A	R
4. Ethical Awareness and Competence				
4.1 Students will understand various influences on, and be able to apply various approaches to, ethical decision-making.	I, R, A			

I = Introduced, R = Reinforced, A = Assessed

Rubrics to Assess the Revised MSA Learning Goals and Objectives

MSA Written Communication Rubric (Goal 1.1)

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 some insights	Thoughtful and insightful analysis of a clearly presented thesis or purpose. Reader gains insight
Determine Needed Information	No or almost no recognition that additional information needed for analysis	Recognized a few types of information needed for analysis; may have included unnecessary information	Recognized most of the necessary information needed for analysis; may have included tangential information	Recognized exactly what information was needed for analysis
Generate Needed Information	Lacked an understanding of the variety of available resources	Examined a minimal number of resources or relied too much on one type	Examined most major resources available; might have missed a few	Examined a wide variety of resources that met research objective
Organization	Little semblance of logical organization. Reader cannot identify reasoning	Writing is not logical and ideas sometimes 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 are arranged logically, flow smoothly, and are clearly linked. Reader can easily follow reasoning
References	References are not or mostly not presented	Occasional references are provided	Complete references are generally present	Sources of presented evidence are clearly and fairly represented
Style	Format is not recognizable	Format of document reflects incomplete knowledge of standard	A standard format is used with minor violations	A standard format is used accurately and consistently
Mechanics	Writing errors are so numerous that they obscure meaning	Numerous writing errors that distract reader	Occasional writing errors; don't represent a major distraction	Writing is free or almost free of errors

MSA Formal Presentation Rubric (Goal 1.2)

Criteria	Level 1	Level 2	Level 3	Level 4
Organization	Presentation is very disorganized; little flow; vague; difficult to understand	Presentation is confusing and disorganized in a number of places; disconnected or choppy; takes some effort to follow	Presentation flows smoothly with occasional confusion or rough patches between ideas	Presentation is smooth, polished and organized; flows well
Delivery	Presenter is very uncomfortable; speech is rushed, slow or inarticulate; style is distracting or annoying	Presenter is somewhat uncomfortable or nervous; limited expression; noticeable use of filler words (uhs, likes) or pauses	Presenter is generally comfortable; somewhat polished; minor use of filler words (uhs, likes) or pauses	Presenter is very comfortable; speaks clearly and expressively; words and sentences flow
Content	Points not clear; irrelevant information does not support ideas; listeners gain little	Information is confusing in places; too much or too little information; listener gains a few insights	Sufficient information; many good points made; some areas lacking; listener gains adequate insight	Abundance of material; points clearly made; evidence supports; listeners gain insight
Communication Aids	Communication aids are poorly prepared and/or distracting, or nonexistent	Communication aids marginally prepared; do not support presentation well	Professional communication aids, but not varied; may use too many/too few	Appropriate, varied, and professional communication aids enhance presentation
Nonverbals	Reads entire report, making no eye contact with audience	Reads most of report; makes occasional eye contact	Maintains eye contact, but returns to notes frequently	Maintains eye contact throughout presentation; seldom returns to notes
Creativity	No creativity at all. Audience lost interest	Mostly presented information with little imagination; audience frequently bored	Some interesting twists; held attention most of the time	Involved audience; made points in a creative way; held attention throughout
Audience Interaction	Unable to accurately answer questions	Often answers questions superficially or long-windedly	Responds to most questions clearly and accurately	Responds to all questions clearly and accurately

MSA Business Acumen and Strategic Decision Making Rubric (Goals 2.1 - 2.2)

Criteria	Level 1	Level 2	Level 3	Level 4
Assesses Financial Performance	Analysis is completely inadequate; several critical factors missing from analysis	Considers some critical factors in analysis but misses one or two major ones	Includes most relevant critical factors in analysis; may miss a few minor ones	Analyzes the financial performance clearly and completely; identifies all important critical factors
Assesses Competitive Position	Analysis of competitive position, competitive advantage, and competitive sustainability is superficial or extremely incomplete	Analysis of competitive position, advantage, and sustainability misses one or two major considerations	Satisfactorily analyzed competitive position, advantage, and sustainability; May have missed a few minor considerations	Completely and correctly analyzes competitive position, competitive advantage, and competitive sustainability
Demonstrates Proficiency in Accounting Knowledge and Concepts	Unable to prepare a complete set of projected financial statements; internal consistency not maintained	Prepares an internally consistent set of forecasted financial statements but does not support several of the critical assumptions	Prepares an internally consistent set of forecasted financial statements with adequate support for critical assumptions	Prepares an internally consistent set of forecasted financial statements with extensive support for all critical assumptions
Develops Strategic Investment Options	Development of strategic investment options missing, incorrect, or superficial	Attempts to develop strategic investment options but analysis and defense are incomplete	Correctly develops, analyzes, and defends a limited number of strategic investment options	Thoughtfully develops, analyzes, and defends a suitable number of strategic investment options

MSA Global Perspective Rubric (Goal 3.1)

Criteria	Level 1	Level 2	Level 3	Level 4
Implementation Issues per International Accounting Standards and Regulations	Mostly wrong or absent identification of appropriate international accounting standard or regulation	At least one major mistake or omission when identifying the appropriate international accounting standard or regulation	Acceptably identified the appropriate international accounting standard or regulation; minor mistakes or omissions	Completely and accurately identified the appropriate international accounting standard or regulation
Understanding Influence of Cultural Differences on Financial Reporting	Mostly wrong or absent identification of how cultural and regulatory differences can influence international financial reporting	At least one major mistake or omission when discussing how cultural and regulatory differences can influence international financial reporting	Acceptably identified how cultural and regulatory differences can influence international financial reporting; minor mistakes or omissions	Completely and accurately identified how cultural and regulatory differences can influence international financial reporting
Impact of Cultural Differences on Corporate Responsibilities and Reporting	Mostly wrong or absent identification of how cultural differences can influence corporate social responsibility and reporting	At least one major mistake or omission when discussing how cultural differences can influence corporate social responsibility and reporting	Acceptably identified how cultural differences can influence corporate social responsibility and reporting	Completely and accurately identified how cultural differences can influence corporate social responsibility and reporting

MSA Ethical Awareness And Competence Rubric (Goal 4.1)

Criteria	Level 1	Level 2	Level 3	Level 4
Identification of Ethical Issues	Identification of ethical concerns is sparse or missing	Identifies only some of the ethical concerns in a complex situation. Omits a few major points	Identifies most of the ethical concerns in a complex situation. May omit a few minor points	Completely and thoughtfully identifies all ethical concerns in a complex situation
Application of Ethical Theory/Models	Application of consequentialist, deontological and virtue ethical decision making models to complex situation is sparse or missing	Application of consequentialist, deontological and virtue ethical decision making models to complex situation is superficial or incomplete	Good application of consequentialist, deontological and virtue ethical decision making models; may miss some details or nuances	Completely and thoughtfully applies consequentialist, deontological and virtue ethical decision models to complex situation
Personal Voice and Action	Approach/plan about how to behave in a complex situation is unrealistic or missing	Approach/plan about how to behave in a complex situation fails to consider some important points or conditions	Developed a realistic approach/plan about how to behave in a complex situation; missed some minor considerations	Developed a realistic and thoughtful approach/plan about how to behave in a complex situation
Knowledge of Standards	Minimal understanding of the role and standards of the professional accountant	Marginal understanding of the role and standards of the professional accountant	Satisfactory understanding of the role and standards of the professional accountant	Complete understating of the role and standards of the professional accountant
Governance Recommendation	Unrealistic or severely limited recommendation about governance procedures to promote ethical behavior	Superficial or incomplete recommendation about governance procedures to promote ethical behavior	Satisfactory recommendation about governance procedures to promote ethical behavior	Effective and realistic recommendation about governance procedures to promote ethical behavior

MSA Learning Goals and Objectives Prior to Fall 2015

- (1) Seidman MSA graduates will be effective accounting researchers.** They will be able to
 - 1.1 evaluate and choose best sources of accounting information.
 - 1.2 identify and access relevant accounting standards, rules, and other necessary information.
 - 1.3 analogize from existing accounting rules and guidance to problems not explicitly addressed by current standards or other authoritative sources.
 - 1.4 reconcile conflicting/ambiguous accounting standards or other authoritative sources.

- (2) Seidman MSA graduates will be effective communicators.** They will be able to
 - 2.1 deliver an effective formal oral presentation.
 - 2.2 write focused documents that draw on multiple sources to articulate complex ideas.

- (3) Seidman MSA graduates will use enterprise systems to enhance accounting competencies.** They will be able to
 - 3.1 retrieve information needed for accounting reports and decisions from automated enterprise systems.
 - 3.2 identify and suggest improvements for control weaknesses in automated enterprise systems.
 - 3.3 represent enterprise transaction cycles using conceptual models that can be implemented with relational database technology.

- (4) Seidman MSA graduates will be prepared to recognize and respond to ethical questions encountered in the practice of accounting.** They will be able to
 - 4.1 apply ethical models and theories to decision making.
 - 4.2 make a realistic recommendation about governance procedures that will promote ethical behavior.
 - 4.3 identify ethical concerns and stakeholders in situations encountered by accountants.
 - 4.4 develop a realistic and thoughtful plan about how to behave in an ethical situation.
 - 4.5 identify the role of the professional accountant in an ethical situation.

- (5) Seidman MSA graduates will be internationally literate.** They will be able to
 - 5.1 identify how cultural and regulatory differences influence the endorsement of international accounting standards.
 - 5.2 identify how cultural differences influence the setting of accounting standards.
 - 5.3 identify how cultural differences influence the implementation of International Financial Reporting Standards.

- (6) Seidman MSA graduates will be technically competent.** They will be able to

- 6.1 use frameworks and models to comprehend and analyze accounting practices.
- 6.2 identify and address audit risk.
- 6.3 use relevant and reliable measurement and disclosure criteria.

(7) Seidman MSA graduates will be prepared for the CPA examination. The set of MSA students electing to take the CPA exam will:

- 7.1 have an average score and an overall pass rate that exceeds the average for all jurisdictions.
- 7.2 have an average score and an overall pass rate that exceeds the average for the state of Michigan.

Rubrics to Assess the MSA Goals and Objectives Prior to Fall 2015

MSA Accounting Research Rubric (Goal 1.1 - 1.4)

Criteria	Level 1	Level 2	Level 3	Level 4
Standards and Rules	Many mistakes when identifying and assessing relevant standards and rules	At least one major omission when identifying and assessing relevant standards and rules	Identified and assessed most relevant standards and rules; made minor mistakes	Identified and assessed all relevant standards and rules
Information Sources	Was mostly or completely unable to choose relevant information sources to best solve problem	Chose weaker or tangential information sources to solve problem	Chose acceptable information sources to solve problem	Chose only the best information sources to solve problem
Reconcile Standards	Mostly or completely unable to reconcile conflicting and ambiguous standards	Made at least one major mistake when reconciling conflicting and ambiguous standards	Mostly able to reconcile conflicting and ambiguous standards; made minor mistakes	Completely and correctly reconciled conflicting or ambiguous standards
Logical Inference	Was mostly or completely unable to analogize from existing rules to situations not covered by standards and authoritative sources	Major omissions when analogizing from existing rules to situations not explicitly addressed by standards and authoritative sources	Acceptable job of analogizing from existing rules to situations not explicitly addressed by standards and authoritative sources; left out some details or reasoning	Completely and correctly analogized from existing rules to situations not explicitly addressed by current standards or authoritative sources

MSA Formal Presentation Rubric (Goal 2.1)

Criteria	Level 1	Level 2	Level 3	Level 4
Organization	Presentation is very disorganized; little flow; vague; difficult to understand	Presentation is confusing and disorganized in a number of places; disconnected or choppy; takes some effort to follow	Presentation flows smoothly with occasional confusion or rough patches between ideas	Presentation is smooth, polished and organized; flows well
Delivery	Presenter is very uncomfortable; speech is rushed, slow or inarticulate; style is distracting or annoying	Presenter is somewhat uncomfortable or nervous; limited expression; noticeable use of filler words (uhs, likes) or pauses	Presenter is generally comfortable; somewhat polished; minor use of filler words (uhs, likes) or pauses	Presenter is very comfortable; speaks clearly and expressively; words and sentences flow
Content	Points not clear; irrelevant information does not support ideas; listeners gain little	Information is confusing in places; too much or too little information; listener gains a few insights	Sufficient information; many good points made; some areas lacking; listener gains adequate insight	Abundance of material; points clearly made; evidence supports; listeners gain insight
Communication Aids	Communication aids are poorly prepared and/or distracting, or nonexistent	Communication aids marginally prepared; do not support presentation well	Professional communication aids, but not varied; may use too many/too few	Appropriate, varied, and professional communication aids enhance presentation
Nonverbals	Reads entire report, making no eye contact with audience	Reads most of report; makes occasional eye contact	Maintains eye contact, but returns to notes frequently	Maintains eye contact throughout presentation; seldom returns to notes
Creativity	No creativity at all. Audience lost interest	Mostly presented information with little imagination; audience frequently bored	Some interesting twists; held attention most of the time	Involved audience; made points in a creative way; held attention throughout
Audience Interaction	Unable to accurately answer questions	Often answers questions superficially or long-windedly	Responds to most questions clearly and accurately	Responds to all questions clearly and accurately

MSA Written Communication Rubric (Goal 2.2)

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 some insights	Thoughtful and insightful analysis of a clearly presented thesis or purpose. Reader gains insight
Determine Needed Information	No or almost no recognition that additional information needed for analysis	Recognized a few types of information needed for analysis; may have included unnecessary information	Recognized most of the necessary information needed for analysis; may have included tangential information	Recognized exactly what information was needed for analysis
Generate Needed Information	Lacked an understanding of the variety of available resources	Examined a minimal number of resources or relied too much on one type	Examined most major resources available; might have missed a few	Examined a wide variety of resources that met research objective
Organization	Little semblance of logical organization. Reader cannot identify reasoning	Writing is not logical and ideas sometimes 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 are arranged logically, flow smoothly, and are clearly linked. Reader can easily follow reasoning
References	References are not or mostly not presented	Occasional references are provided	Complete references are generally present	Sources of presented evidence are clearly and fairly represented
Style	Format is not recognizable	Format of document reflects incomplete knowledge of standard	A standard format is used with minor violations	A standard format is used accurately and consistently
Mechanics	Writing errors are so numerous that they obscure meaning	Numerous writing errors that distract reader	Occasional writing errors; don't represent a major distraction	Writing is free or almost free of errors

MSA Enterprise Systems Rubric (Goals 3.1 - 3.3)

	Level 1	Level 2	Level 3	Level 4
Use of Conceptual Models	The representation of enterprise transaction cycles is markedly lacking in both entities and relationships	The representation of enterprise transaction cycles is markedly lacking in either entities or relationships	The representation of enterprise transaction cycles includes most required entities and most required relationships	The representation of enterprise transaction cycles includes all required entities and all required relationships
Retrieval of Information for Accounting Purposes	Mostly wrong or absent retrieval of required information from automated systems	At least one major mistake or omission when retrieving required information from automated systems	Minor mistakes or omissions when retrieving required information from automated systems	Complete and accurate retrieval of required information from automated systems
Corrections for Control Weaknesses	Incorrect or absent identification of control weaknesses	Identified some control weaknesses with acceptable solutions for correction; OR identified most control weaknesses but provided inadequate solutions for correcting those weaknesses	Identified most control weaknesses; provided acceptable solutions for correcting those weaknesses	Identified all control weaknesses; provided acceptable solutions for correcting those weaknesses

MSA Ethical Reasoning Rubric (Goals 4.1 - 4.5)

Criteria	Level 1	Level 2	Level 3	Level 4
Identification of Ethical Issues	Identification of ethical concerns is sparse or missing	Identifies only some of the ethical concerns in a complex situation. Omits a few major points	Identifies most of the ethical concerns in a complex situation. May omit a few minor points	Completely and thoughtfully identifies all ethical concerns in a complex situation
Application of Ethical Theory/Models	Application of consequentialist, deontological and virtue ethical decision making models to complex situation is sparse or missing	Application of consequentialist, deontological and virtue ethical decision making models to complex situation is superficial or incomplete	Good application of consequentialist, deontological and virtue ethical decision making models; may miss some details or nuances	Completely and thoughtfully applies consequentialist, deontological and virtue ethical decision models to complex situation
Personal Voice and Action	Approach/plan about how to behave in a complex situation is unrealistic or missing	Approach/plan about how to behave in a complex situation fails to consider some important points or conditions	Developed a realistic approach/plan about how to behave in a complex situation; missed some minor considerations	Developed a realistic and thoughtful approach/plan about how to behave in a complex situation
Knowledge of Standards	Minimal understanding of the role and standards of the professional accountant	Marginal understanding of the role and standards of the professional accountant	Satisfactory understanding of the role and standards of the professional accountant	Complete understanding of the role and standards of the professional accountant
Governance Recommendation	Unrealistic or severely limited recommendation about governance procedures to promote ethical behavior	Superficial or incomplete recommendation about governance procedures to promote ethical behavior	Satisfactory recommendation about governance procedures to promote ethical behavior	Effective and realistic recommendation about governance procedures to promote ethical behavior

MSA International Literacy Rubric (Goals 5.1 - 5.3)

Criteria	Level 1	Level 2	Level 3	Level 4
Setting of International Accounting Standards	Mostly wrong or absent identification of how cultural differences can influence the setting of accounting standards	At least one major mistake or omission when discussing how cultural differences can influence the setting of accounting standards	Acceptably identified how cultural differences can influence the setting of accounting standards; minor mistakes or omissions	Completely and accurately identified how cultural differences can influence the setting of accounting standards
Implementation Issues per International Accounting Standards	Mostly wrong or absent identification of how cultural differences can influence the implementation of IFRS	At least one major mistake or omission when discussing how cultural differences can influence the implementation of IFRS	Acceptably identified how cultural differences can influence the implementation of IFRS; minor mistakes or omissions	Completely and accurately identified how cultural differences can influence the implementation of IFRS
Endorsement of International Accounting Standards	Mostly wrong or absent identification of how cultural and regulatory differences can influence endorsement of international accounting standards	At least one major mistake or omission when discussing how cultural and regulatory differences can influence endorsement of international accounting standards	Acceptably identified how cultural and regulatory differences can influence endorsement of international accounting standards; minor mistakes or omissions	Completely and accurately identified how cultural and regulatory differences can influence endorsement of international accounting standards

MSA Technical Competence Rubric (Goals 6.1 - 6.3)

Criteria	Level 1	Level 2	Level 3	Level 4
Identified and Addressed Audit Risk (where Appropriate)	Answer was mostly wrong; clear that student did not know how to conceptualize or approach problem	Made at least one major mistake with identification, estimation, or proper accounting	Correctly identified proper accounting, but left out minor or supporting details	Correctly identified proper accounting and supporting details
Measurement and Disclosure	Failed to identify or use reliable measurement and disclosure criteria	Made one or more major mistakes per relevant and reliable measurement and disclosure criteria	Used acceptable reliable and relevant measurement and disclosure criteria; minor mistakes or omissions	Used the most relevant and reliable measurement and disclosure criteria
Frameworks and Models	Was unable to identify or use an appropriate model or framework	Made one or more major mistakes either identifying a framework/model or using it to analyze accounting practices	Applied a good model/framework; acceptably analyzed accounting practices	Applied the optimal framework/model to correctly and completely analyze accounting practices

MSA CPA Exam Performance Rubric (Goals 7.1 - 7.2)

The annual National Association of State Boards of Accountancy (NASBA) report on CPA scores is used to assess this goal. Consequently it is not supported by a rubric.

MSA Assessment Calendar 2011-2016

MSA	2011-2015 Goals and Objectives	F11	W12	F12	W13	F13	W14	F14	W15
1	Effective Accounting Researchers							X	
2	Effective Communicators								
	2.1 Oral Communication				X		X		
	2.2 Written Communication		X						X
3	Use Enterprise Systems							X	
4	Ethical Reasoning*					X			
5	International Literacy**				X				
6	Technical Competence				X			X	
7	Prepared for the CPA				X				

*Comparable to the new ethical awareness & competence goal

**Comparable to the new global perspective goal

MSA	2015-2016 Revised Goals and Objectives	F15	W16	S16
1	Effective Business Communication			
	1.1 Effective Communication (written)			
	1.2 Effective Communication (oral)			
2	Business Acumen & Strategic Decision Making	X		
3	Global Perspective			X
4	Ethical Awareness & Competence	X		

Goal assessed once in the five year cycle

New goal

**MSA Program
Learning Goals and Objectives
MSA - Assurance of Learning Progress Chart (2011 - 2015)**

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(1) Accounting Research	<p>Evaluate and choose best sources of accounting information.</p> <p>Identify and access relevant accounting standards, rules, and other necessary information.</p> <p>Analogize from existing accounting rules and guidance to problems not explicitly addressed by current standards or other authoritative sources.</p> <p>Reconcile conflicting/ambiguous accounting standards or other authoritative sources.</p>	<p>Cycle 1 Fall 2014 ACC 620</p> <p>Cycle 2 goal was not assessed</p>	Case	<p>N = 20</p> <p>Average scores ranged from 3.42 to 3.63. At least 90% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p>	<p>Results were shared with the school of accounting (SOA) faculty in Winter 2015.</p>	<p>Previous assessment in W2011 revealed weakness in the area of citing resources. SOA faculty decided to further emphasize citing resources correctly within the text of papers assigned in ACC 620 with consistent feedback throughout the semester. Results from the most recent assessment show a marked improvement in student performance in this area. The average score improved from 3.2 to 3.42.</p>

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(2) Effective Communicators	Deliver an effective formal oral presentation.	Cycle 1 Summer 2013 ACC 620	Oral Presentation	N = 8 Average scores ranged from 3.13 to 3.88. Between 62.5% and 100% of the students sampled performed at level 3 or 4 on a four-point scale rubric.	Results were shared with the SOA faculty in Fall 2013.	Although student performance was good overall, nonverbal communication was one area where 62.5% of the students met the target. Given the small N, with the exception of performing the assessment in a larger section in the next cycle no further action was taken at this time.
		Cycle 2 Winter 2014 ACC 620	Oral Presentation	N = 19 Between 84.2% and 100% of the students samples performed at level 3 or 4 on a four-point scale rubric.	Results were shared with the SOA faculty in Fall 2014.	Performance was strong. Students did consistently well on all traits and showed a significant improvement in nonverbal communication from 62.5% performing at level 3 or 4 to 84.2% performing at the targeted level. Due to the overall excellent performance no further action was taken.
	Write focused documents that draw on multiple sources to articulate complex ideas.	Cycle 1 Winter 2012 ACC 617	International Case	N = 21 Average scores ranged from 2.86 to 3.24. Between 71.4% and 95.2% of the students sampled performed at level 3 or 4 on a four-point scale rubric.	Results were shared with the SOA faculty in Fall 2012.	2010 assessment revealed weakness in the areas of citation and documentation of sources. Faculty decided to emphasize these skills in the course. Students showed significant improvement in citing and documenting sources. Although student performance improved on all traits measured, the average scores were below three on generating information, style and mechanics. The SOA faculty decided to (1) allocate more time in class to stress upon these areas and (2) share and discuss the rubric with students at the beginning of the semester.

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
		Cycle 2 Winter 2015 ACC 617	International Case	N = 36 Average scores ranged from 3.00 to 3.31. Between 72.2% and 86.11% of the students sampled performed at level 3 or 4 on a four-point scale rubric.	Results were shared with the SOA faculty in Fall 2015.	Student performance improved significantly on all traits. Since the results were generally good, no additional action was recommended at this time.
(3) Enterprise Systems	Retrieve information needed for accounting reports and decisions from automated enterprise systems. Identify and suggest improvements for control weaknesses in automated enterprise systems. Represent enterprise transaction cycles using conceptual models that can be implemented with relational database technology.	Cycle 1 Fall 2014 ACC 616 Cycle 2 Not assessed	Case	N = 17 Average scores ranged from 3.23 to 3.59. Between 76.5% and 94.1% of the students sampled performed at level 3 or 4 on a four-point scale rubric.	Results were shared with the SOA faculty in Winter 2015.	Results indicate strong student performance on all objectives. No further adjustments to the course were recommended at this time.

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(4) Ethical Reasoning	<p>Apply ethical models and theories to decision making.</p> <p>Make a realistic recommendation about governance procedures that will promote ethical behavior.</p> <p>Identify ethical concerns and stakeholders in situations encountered by accountants.</p> <p>Develop a realistic and thoughtful plan about how to behave in an ethical situation.</p> <p>Identify the role of the professional accountant in an ethical situation.</p>	<p>Cycle 1 Fall 2013 ACC 607</p>	Case	<p>N = 23</p> <p>Average scores ranged from 2.7 to 3.1. Between 54.2% and 79.2% of the students sample performed at level 3 or 4 on a four-point scale rubric.</p>	Results were shared with the SOA faculty in Winter 2014.	<p>Although student performance in all areas on the last assessment in 2010 was strong, this assessment revealed weaknesses in the areas of application of theories and personal voice. Also knowledge of standards was not addressed in this assessment. Faculty decided to (i) spend more time in class discussing ethical approaches to decision making and applying these approaches to specific situations and (ii) address knowledge of standards in the next assessment.</p>

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(5) International Literacy	<p>Identify how cultural and regulatory differences influence the endorsement of international accounting standards.</p> <p>Identify how cultural differences influence the setting of accounting standards.</p> <p>Identify how cultural differences influence the implementation of International Financial Reporting Standards.</p>	<p>Cycle 1 Winter 2013 ACC 617</p>	Exam	<p>N = 19</p> <p>Between 68.4% and 89.5% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p>	Results were shared with the SOA faculty in Fall 2013.	<p>Student performance on identifying how cultural and regulatory differences influence the endorsement of international accounting standards (68.4%) is unacceptable. The faculty teaching this course will devote more time in the classroom on factors promoting as well as impeding US adoption of international standards. The next assessment of this goal in Spring 2016 will determine if further corrective action is required.</p>
(6) Technical Competence	<p>Use frameworks and models to comprehend and analyze accounting practices.</p> <p>Identify and address audit risk.</p> <p>Use relevant and reliable measurement and disclosure criteria.</p>	<p>Cycle 1 Winter 2013 ACC 618</p>	Exam	<p>N = 18</p> <p>Average scores ranged from 1.8 to 2.4. Between 22.2% and 44.4% of the students sampled performed at level 3 or 4 on a four-point scale rubric.</p>	Results were shared with the SOA faculty in Fall 2013.	<p>Student performance on the assessment of framework and models and measurements and disclosure was weak. Faculty teaching the course will spend more class time on these topics.</p>

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
		Cycle 2 Fall 2014 ACC 618		N = 24 Average scores ranged from 2.3 to 2.5. Approximately 54.4% of the students sampled performed at level 3 or 4 on a four-point scale rubric.	Results were shared with the SOA faculty in Winter 2015.	Although student performance improved in the assessment of framework and models and measurement and disclosure, more work remains to be done in these areas. Moreover, audit risk is not taught in ACC 618 where technical competence is assessed. As a result audit risk was not assessed during both cycles. Keeping these issues in mind, this goal was revised in Winter 2015.
(7) CPA Examination	Average score and an overall pass rate that exceeds the average for all jurisdictions.	Cycle 1 Calendar Year 2012	CPA Exam (Indirect measure)	Student pass rate (68.2%) was greater than the average for all Michigan universities (63%) and the average for all jurisdictions (54.3%).	SOA receives the NASBA report on the CPA Exam annually	Given the strong student performance no adjustments are recommended at this time.
	Average score and an overall pass rate that exceeds the average for the state of Michigan.	Cycle 2 Calendar Year 2015	CPA Exam (Indirect measure)	Student pass rate (62.8%) was greater than the average for all Michigan universities (55.4%) and the average for all jurisdictions (49.26%).	SOA receives the NASBA report on the CPA Exam annually	Given the strong student performance no adjustments are recommended at this time.

MSA Program
Revised Learning Goals and Objectives
MSA - Assurance of Learning Progress Chart (2015 - 2016)

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(1) Effective Communicators	Develop clear, concise, and well-organized written communication. Develop and deliver effective formal presentations.	The assessment of this goal is complete. It has been assessed twice in the five-year cycle.				
(2) Business Acumen and Strategic Decision Making	Demonstrate proficiency in accounting knowledge and concepts. Demonstrate proficiency in analyzing business problems and recommending solutions.	Cycle 1 Fall 2015 ACC 613	Paper	N = 30 Average scores ranged from 2.5 to 2.8. Between 53.3% and 83.3% of the students sampled performed at level 3 or 4 on a four-point scale rubric.	Results will be shared with the faculty at a college wide AoL meeting on Sept 16, 2016.	Student performance was below satisfactory in the analysis of financial performance and providing strategic investment options. Initial closing of the loop discussion is scheduled for Sept 16, 2016. Thereafter a goal assessment team (GAT) will be formed to make recommendations on changes to the curriculum or teaching methodology required to improve student performance. The GAT will submit its report to the faculty senate by the end of Fall 2016 semester. The recommendations will consequently be implemented in Winter 2017.

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(3) Global Perspective	Identify inter-cultural and global factors impacting accounting decision-making.	Cycle 2 Spring 2016 ACC 617 This goal was previously known as International Literacy	Paper	N = 25	Results not available yet	Results will be shared with the faculty at a college wide AoL meeting on Sept 16, 2016. The next steps will be informed by student performance on the revised goal.
(4) Ethical Awareness and Competence	Understand various influences on, and be able to apply various approaches to, ethical decision-making.	Cycle 2 Fall 2015 ACC 607 This goal was previously known as Ethical Reasoning	Paper	N = 33 Average scores ranged from 3.15 to 3.97. Between 81.8% and 100% of the students sampled performed at level 3 or 4 on a four-point scale rubric.	Results were shared with the SOA faculty in Winter 2016.	Students performed very well on this goal. Two areas where students can perform better are knowledge of standards and governance. Accordingly the SOA has moved in the direction of greater coverage of the descriptive literature on how ethical decisions are actually made as opposed to the more traditional coverage of normative ethics of how ethical decisions should be made. In addition, the SOA intends to incorporate behavioral influences on decision-making in the future offerings of ACC 607.

MST

MST Revised Learning Goals and Objectives, Effective Fall 2015

(1) Ethical Awareness and Competence.

1.1 Students will identify and analyze ethical issues commonly faced by tax professionals and make appropriate recommendations.

(2) Effective tax communication.

2.1 Students will provide concise and articulate synopsis of tax matters demonstrating proper language structure, grammar and mechanics.

2.2 Students will demonstrate a context and audience appropriate writing style.

(3) Substantive tax law.

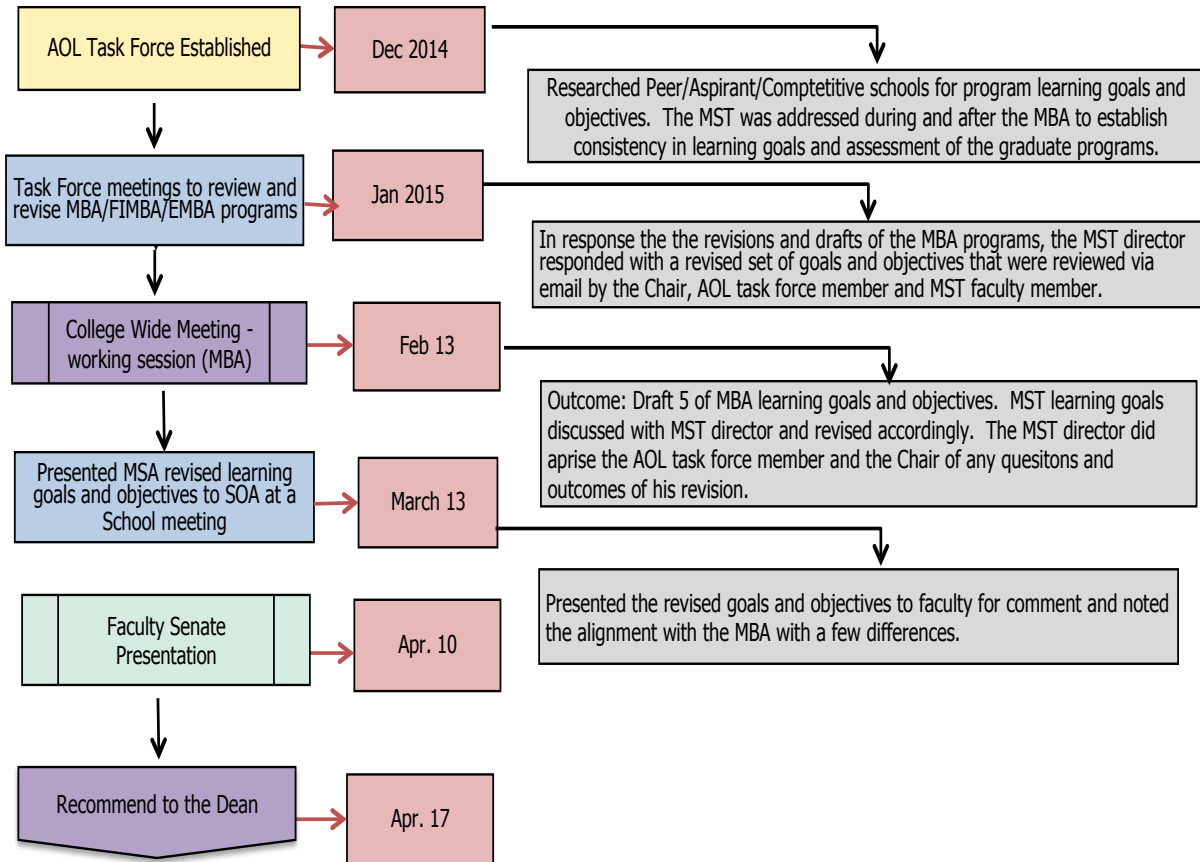
3.1 Students will correctly identify tax issues and apply appropriate tax laws.

3.2 Students will accurately determine all tax consequences for current transactions.

(4) Strategic tax analysis and planning.

4.1 Students will effectively analyze client tax situations and develop appropriate tax strategies to resolve client issues.

Process Followed to Revise Learning Goals and Objectives



Curriculum Map
MST Curriculum Map to Assess Revised Learning Goals and Objectives

Goals and Objectives\Courses	ACC 622	ACC 623	ACC 624	ACC 625	ACC 627	ACC 628	ACC 629	ACC 630	ACC 631	ACC 632	ACC 633	ACC 636	ACC 640	ACC 641
1. Ethical Awareness and Competence														
1.1 Students will identify and analyze ethical issues commonly faced by tax professionals and make appropriate recommendations.	I		I,R	R				R	R	R	R	R,A	R	R
2. Effective tax communication														
2.1 Students will provide concise and articulate synopsis of tax matters demonstrating proper language structure, grammar and mechanics.	I	R	I,R	R	R	R	R					R,A	R	R
2.2 Students will demonstrate a context and audience appropriate writing style.	I	R	I,R	R	R	R	R					R,A	R	R
3. Substantive tax law														
3.1 Students will correctly identify tax issues and apply appropriate tax laws.	I	I	I,R	R	R	R	R	R	R	R	R	R,A	R	R
3.2 Students will accurately determine all tax consequences for current transactions.	I	I	I,R	R	R	R	R	R	R	R	R	R,A	R	R
4. Strategic tax analysis and planning.														
4.1 Students will effectively analyze client tax situations and develop appropriate tax strategies to resolve client issues.	I		I,R	R	R	R	R	R	R		R	R,A	R	R

I = Introduced, R = Reinforced, A = Assessed

Rubrics to Assess the Revised MST Learning Goals and Objectives

MST Ethical Awareness and Competence Rubric (Goal 1.1)

Criteria	Level 1	Level 2	Level 3	Level 4
Identifies Ethical Issues Commonly Faced by Tax Professionals	Identification of ethical concerns is sparse or missing	Identifies only some of the ethical concerns in a complex situation; omits at least one major point	Identifies most of the ethical concerns in a complex situation; omits a few minor points	Completely and thoughtfully identifies all ethical concerns in a complex situation
Properly Analyzes Ethical Tax Issues.	Knowledge/ Application of appropriate ethical standard to complex situation is missing or incorrect	Knowledge/ Application of appropriate ethical standard to complex situation is superficial or incomplete; omits at least one major point	Knowledge/ Application of appropriate ethical standard to complex situation is good, but missing some details or nuances	Knowledge/ Application of appropriate ethical standard to complex situation is insightful and complete
Makes Appropriate Recommendations for Action	Approach/plan for corrective action is unrealistic or missing	Approach/plan for corrective action fails to consider at least one major point or condition	Approach/plan for corrective action is mostly complete, but missed some minor considerations	Approach/plan for corrective action is realistic, thoughtful, and complete

MST Effective Tax Communication Rubric (Goals 2.1 - 2.2)

Criteria	Level 1	Level 2	Level 3	Level 4
Provides Concise and Articulate Synopsis of Tax Matters	Omits numerous relevant authorities or presents authorities in haphazard progression or without considering weight of authority, settled vs. unsettled law, or adverse authority. Resolution of issue(s) is missing or inadequate	Omits some relevant authorities or progression of authority is somewhat awkward. Awkward or unfocused resolution to the issue(s)	Presents most relevant authorities in somewhat proper progression (highest to lowest weigh of authority), giving mostly proper consideration to weight of authority, settled vs. unsettled law, and adverse authority. Resents somewhat reasonable resolution the issue(s) at hand	Presents all relevant authorities in proper progression (highest to lowest weigh of authority, and general to specific authority), giving proper consideration to weight of authority, settled vs. unsettled law, and adverse authority. Presents reasonable resolution to the issue(s) at hand
Demonstrates Proper Language, Grammar, and Writing Mechanics	Numerous instances of improper spelling, punctuation, paragraph or sentence structure; meaning obscured	Too many instances of improper spelling, punctuation, paragraph or sentence structure; distracts reader	Mostly proper spelling, punctuation, and paragraph and sentence structure	Proper spelling, punctuation, and paragraph and sentence structure
Demonstrates Proper Context and Audience-Appropriate Writing Style	Style highly inappropriate to audience. Omits important attribution of authority or outside information	Style inappropriate to audience, attribution of authority is present, but sloppy or unfocused	Style mostly appropriate to audience, mostly proper attribution of authorities and outside information	Style appropriate to audience, proper attribution of authorities and outside information

MST Substantive Tax Law Rubric (Goals 3.1 - 3.2)

Criteria	Level 1	Level 2	Level 3	Level 4
Correctly Identifies Relevant Tax Issues	Omits or conflates relevant tax issues	Weak/poor identification of tax issues	Good identification of most important tax issues	Properly identifies all relevant tax issues
Applies Appropriate Tax Law and Analysis	Poor knowledge and application of tax law	Limited knowledge and application of tax law	Good knowledge and application of tax law	Exhibits complete knowledge and application of tax law
Accurately Determines all Relevant Tax Consequences	Weak/poor analysis of tax consequences	Good but incomplete analysis of tax consequences	Good analysis of tax consequences	Excellent, complete analysis of tax consequences

MST Strategic Analysis and Tax Planning Rubric (Goals 4.1)

Criteria	Level 1	Level 2	Level 3	Level 4
Effectively Analyzes Client Tax Situation	Wholly ineffective assessment of client's objectives, no regard to personal vs. business, short-term vs. long-term or higher vs. lower level objectives	Unfocused assessment of client's objectives, not enough regard for personal vs. business, short-term vs. long-term or higher vs. lower level objectives	Straightforward assessment of client's objectives, reasonable consideration of personal vs. business, short-term vs. long-term and higher vs. lower level objectives	Effective assessment of client's personal and business issues, needs and/or objectives; complete consideration of short-term vs. long-term and higher vs. lesser (possibly unknown to client)
Applies Appropriate Tax Authorities	Erroneous interpretation and/or application of tax authority, misidentified or missed altogether	Awkward interpretation and/or application of tax authority to client's situation inadequately identified or construed	Reasonable interpretation and application of tax authority to tax client's situation identifying adverse authority where existent	Best interpretation and application of tax authority to client's situation, appropriately distinguishing adverse or negative authority
Develops Appropriate Tax Strategies to Resolve Client Issues	Erroneous or inappropriate resolution. Does not identify alternative solutions or assess strengths or advantages and disadvantages	Reasonable solution, but no assessment of alternatives. Omits assessment of either strengths/weaknesses or advantages/disadvantages of possible solutions	Good solution, alternatives lack appropriate assessment. Incomplete assessment of strengths and weaknesses, advantages and disadvantages	Assesses all alternative solutions, giving proper consideration to strengths/weaknesses, advantages/disadvantages for each alternative

MST Learning Goals and Objectives Prior to Fall 2015

(1) Seidman MST graduates will be prepared to recognize and respond to ethical questions encountered in the practice of tax accounting. They will be able to

- 1.1 demonstrate knowledge of tax professionals' ethical standards.
- 1.2 apply ethical standards to tax decisions.
- 1.3 identify and analyze ethical concerns commonly faced by tax accounts.
- 1.4 make a realistic and thoughtful recommendation that is consistent with standards.

(2) Seidman MST graduates will be effective tax communicators, able to prepare a variety of tax communication documents. They will be able to

- 2.1 demonstrate proper structure, grammar, and mechanics.
- 2.2 provide a brief and articulate synopsis of tax matters under consideration.
- 2.3 use an audience-appropriate writing style.

(3) Seidman MST graduates will apply substantive tax law about the consequences of distributions from a business entity in the context of real-life or simulated client situations. They will be able to

- 3.1 apply tax law to the classification of various distributions.
- 3.2 apply tax law to the determination of the income, gain, or loss resulting from a distribution.
- 3.3 apply tax law to the secondary tax issues applicable to distributions.
- 3.4 apply tax law to the tax basis consequences of a distribution.

(4) Seidman MST graduates will apply substantive tax law about the formation of a business entity in the context of real-life or simulated client situations. They will be able to

- 4.1 apply tax law to the amount and nature of income, gain, or loss on formation transactions.
- 4.2 apply tax law to the secondary tax issues related to the formation of a business entity.
- 4.3 apply tax law to the tax basis consequences of formation transactions.
- 4.4 apply tax law to the tax-free formation of a business entity.
- 4.5 apply tax law to the treatment of partial gain recognition and other exceptional formation transactions.

(5) Seidman MST graduates will be strategic tax planners. They will be able to

- 5.1 correctly apply tax authority to a client's situation.
- 5.2 effectively analyze client situation and assess client needs in dynamic environments.
- 5.3 develop appropriate tax strategies and/or solutions to fit client objectives and needs.
- 5.4 generate and assess all plausible alternatives for a client situation.

(6) Seidman MST graduates will be effective in analyzing and resolving tax problems. They will be able to

- 6.1 effectively assess tax facts.
- 6.2 correctly identify tax issues.
- 6.3 apply pertinent tax law to the facts and issues.

Rubrics to Assess the MST Learning Goals and Objectives Prior to Fall 2015

MST Ethical Reasoning Rubric (Goals 1.1 - 1.4)

Criteria	Level 1	Level 2	Level 3	Level 4
Identification of Ethical Issues	Identification of Ethical concerns is sparse or missing.	Identifies only some of the ethical concerns in a complex situation; omits at least one major point.	Identifies most of the ethical concerns in a complex situation; omits a few minor points.	Completely and thoughtfully identifies all ethical concerns in a complex situation.
Knowledge of Standards	Understanding of the role and standards of the professional accountant is very inadequate; lacks thought and understanding.	Understanding of the role and standards of the professional accountant omits at least one major point.	Understanding of the role and standards of the professional accountant is mostly complete; omits details or nuances.	Complete understanding of the role and standards of the professional accountant.
Application of Ethical Standards	Application of appropriate ethical standard to complex situation is missing or incorrect.	Application of appropriate ethical standard to complex situation is superficial or incomplete; omits at least one major point.	Application of appropriate ethical standard to complex situation is good, but missing some details or nuances.	Application of appropriate ethical standard to complex situation is insightful and complete.
Recommendation for Action	Approach/plan for corrective action is unrealistic or missing.	Approach/plan for corrective action fails to consider at least one major point or condition.	Approach/plan for corrective action is mostly complete, but missed some minor considerations.	Approach/plan for corrective action is realistic, thoughtful, and complete.

MST Tax Communication Rubric (Goals 2.1 - 2.3)

Criteria	Level 1	Level 2	Level 3	Level 4
Effective Introduction to the Analysis	Fails to address either the areas of law or subject matter to be dealt with, or does so awkwardly and without clarity	Expresses either the areas of law or the subject matter to be discussed (but not both) or discusses one or both somewhat awkwardly	Expresses areas of tax law and subject matter to be dealt with briefly and somewhat articulately	Expresses areas of tax law and subject matter to be discussed briefly and articulately
Effective Statement of the Facts	Omits numerous relevant facts and/or includes numerous irrelevant facts	Presents some of the relevant facts or progression is somewhat awkward	Presents most relevant facts in a reasonably logical progression.	Presents a highly logical progression of all relevant facts.
Effective Statement of the Issues	Omits more than one important issue or numerous sub-issues, or presents issues/sub-issues haphazardly.	Omits an important issue or a few sub-issues, or uses somewhat awkward categorization.	Presents all important issues and most sub-issues with reasonable categorization.	Presents and properly categorizes all important issues and sub-issues, as questions to be analyzed and resolved.
Effective Discussion of Law/Legal Authorities	Omits numerous relevant authorities or presents authorities in haphazard progression or without considering weight of authority, settled vs. unsettled law, or adverse authority.	Omits some relevant authorities or progression of authority is somewhat awkward	Presents most relevant authorities in somewhat proper progression (highest to lowest weigh of authority, and general to specific authority), giving mostly proper consideration to weight of authority, settled vs. unsettled law, and adverse authority.	Presents all relevant authorities in proper progression (highest to lowest weigh of authority, and general to specific authority), giving proper consideration to weight of authority, settled vs. unsettled law, and adverse authority.
Effective Application of Legal Authorities to the Facts	Highly awkward or illogical discussion, omits numerous relevant authorities or facts, or fails to consider weigh of authority or adverse authority, where appropriate. Resolution of issue(s) is missing or inadequate.	Somewhat awkward and unfocused discussion of how authorities impact the facts, less than appropriate consideration given to weight of authority and/or adverse authority. Awkward or unfocused resolution to the issue(s).	Mostly articulate and logical discussion of how all relevant authorities apply to and impact the facts, gives somewhat proper consideration to weight of authority and/or adverse authority, where appropriate. Presents somewhat reasonable resolution to the issue(s) at hand.	Articulate and logical discussion of how all relevant authorities apply to and impact the facts, gives proper consideration to weight of authority and adverse authority, where appropriate. Presents reasonable resolution to the issue(s) at hand.
Effective Writing Style	Style highly inappropriate to audience. Omits important attribution of authority or outside information.	Style inappropriate to audience, attribution of authority is present, but sloppy or unfocused.	Style mostly appropriate to audience, mostly proper attribution of authorities and outside information.	Style appropriate to audience, proper attribution of authorities and outside information.
Effective Use of Structure and Grammar	Numerous instances of improper spelling, punctuation, paragraph or sentence structure; meaning obscured.	Too many instances of improper spelling, punctuation, paragraph or sentence structure; distracts reader.	Mostly proper spelling, punctuation, and paragraph and sentence structure	Proper spelling, punctuation, and paragraph and sentence structure.

MST Tax Law: Taxation of Distributions Rubric (Goals 3.1 - 3.4)

Criteria	Level 1	Level 2	Level 3	Level 4
Applies Tax Law Regarding Classification of Various Distributions from the Business Entity (Corporation)	Poor knowledge and application of tax law to the tax classification of various types of distributions; omits several major elements	Limited knowledge and application of tax law to classification of various types of distributions; omits a major element	Good knowledge and application of tax law to classification of various types of distributions; omits minor elements	Exhibits complete knowledge and application of tax law to the classification of various types of distributions
Applies Tax Law Regarding the Determination of the Amount and Nature of Income, Gain or Loss Resulting from a Distribution	Poor knowledge and application regarding the determination of the amount and nature of income, gain or loss resulting from a distribution; omits several major elements	Limited knowledge and application regarding the determination of the amount and nature of income, gain or loss resulting from a distribution; omits one a major element	Good knowledge and application regarding the determination of the amount and nature of income, gain or loss resulting from a distribution, but omits minor elements	Exhibits complete knowledge and application regarding the determination of the amount and nature of income, gain or loss resulting from a distribution
Applies Tax Law Regarding the Tax Basis Consequences of a Distribution	Poor knowledge and application of the resulting tax basis consequences following a distribution; omits several major elements	Limited knowledge and application of the resulting tax basis consequences following a distribution; omits a major element	Good knowledge and application of the resulting tax basis consequences following a distribution; omits minor elements	Exhibits complete knowledge and application of the resulting tax basis consequences following a distribution
Applies Tax Law Regarding Secondary Tax Issues Applicable to Distributions	Poor knowledge and application of tax law to significant secondary tax issues applicable to distributions	Limited knowledge and application of tax law to significant secondary tax issues applicable to distributions; omits one or more major elements	Good knowledge and application of tax law to significant secondary tax issues applicable to distributions, but omits minor elements	Exhibits complete knowledge and application of significant secondary tax issues applicable to distributions

MST Tax Law: Formation of A Business Entity Rubric (Goals 4.1 - 4.5)

Criteria	Level 1	Level 2	Level 3	Level 4
Applies Tax Law Regarding the Tax-Free Formation of the Business Entity (Corporation)	Poor knowledge and application of the criteria for tax-free formation of business entity; omits several significant elements	Limited knowledge and application of the criteria for tax-free formation of business entity; omits a major element	Good knowledge and application of the criteria for tax-free formation of business entity; omits minor elements	Exhibits complete knowledge and application of the criteria for tax-free formation of business entity
Applies Tax Law Regarding the Treatment of Boot and other Exceptional Formation Transactions	Poor knowledge and application of tax law to the treatment of boot and other exceptional formation transactions; omits several significant elements	Limited knowledge and application of tax law to the treatment of boot and other exceptional formation transactions; omits a significant element	Good knowledge and application of tax law to the treatment of boot and other exceptional formation transactions; omits minor elements	Exhibits complete knowledge and application of tax law to the treatment of boot and other exceptional formation transactions
Applies Tax Law Regarding the Amount and Nature of Realized and Recognized Income, Gain and Loss on Formation Transactions	Poor knowledge and application of tax law regarding the calculation of the amount and nature of realized and recognized income, gain and loss; omits several significant elements	Limited knowledge and application of tax law regarding the calculation of the amount and nature of realized and recognized income, gain and loss; omits a significant element	Good knowledge and application of tax law regarding the calculation of the amount and nature realized and recognized income, gain and loss; omits minor elements	Exhibits complete knowledge and application of tax law regarding the calculation of the amount and nature of realized and recognized income, gain and loss
Applies Tax Law Regarding the Tax Basis Consequences of Formation Transactions	Poor knowledge and tax law application regarding the tax basis consequences of formation transactions; omits several significant elements	Limited knowledge and tax law application regarding the tax basis consequences of formation transactions; omits a significant element	Good knowledge and tax law application regarding the tax basis consequences of formation transactions; omits minor elements	Exhibits complete knowledge and application of tax law regarding the tax basis consequences of formation transactions
Applies Tax Law Regarding Secondary Tax Issues Related to the Formation of a Business Entity	Poor knowledge and application of tax law to significant secondary tax issues related to the formation of a business entity; omits several significant elements	Limited knowledge and application of tax law to significant secondary tax issues related to the formation of a business entity; omits a significant element	Good knowledge and application of significant secondary tax issues related to the formation of a business entity; omits minor elements	Exhibits complete knowledge and application of significant secondary tax issues related to the formation of a business entity

MST Tax Planning Rubric (Goals 5.1 - 5.4)

Criteria	Level 1	Level 2	Level 3	Level 4
Analysis of Client's Factual Situation	Omits numerous relevant facts and fails to consider the unknown and/or the unknowable	Omits numerous relevant facts, or fails to distinguish between what is known, unknown and unknowable	Identifies most relevant facts - known unknown and unknowable	Identifies all relevant facts - known, unknown, and unknowable
Assessment of Client's Issues, Needs and/or Objectives	Wholly ineffective assessment of client's objectives, no regard to personal vs. business, short-term vs. long-term or higher vs. lower level objectives	Unfocused assessment of client's objectives, not enough regard for personal vs. business, short-term vs. long-term, or higher vs. lower level objectives	Straightforward assessment of client's objectives, reasonable consideration of personal vs. business, short-term vs. long-term and higher vs. lower level objectives	Effective assessment of client's personal and business issues, needs and/or objectives; complete consideration of short vs. long-term and higher-level vs. lesser (possibly unknown to client)
Application of Tax Knowledge to Resolve Client Tax Issues	Erroneous interpretation and/or application of tax authority, misidentified or missed altogether	Awkward interpretation and/or application of tax authority to client's situation inadequately identified or construed	Reasonable interpretation and application of tax authority to tax client's situation identifying adverse authority where existent	Best interpretation and application of tax authority to client's situation, appropriately distinguishing adverse or negative authority
Assessment of Alternative Solutions to Resolve Client's Issue(S)	Erroneous or inappropriate resolution. Does not identify alternative solutions or assess strengths and weaknesses or advantages and disadvantages	Reasonable solution, but no assessment of alternatives. Omits assessment of either strengths/ weaknesses or advantages/ disadvantages of possible solutions	Good solution, alternatives lack appropriate assessment. Incomplete assessment of strengths and weaknesses, advantages and disadvantages	Assesses all alternative solutions, giving proper consideration to strengths/ weaknesses, advantages/ disadvantages for each alternative
Supports Recommended Course of Action	Unreasonable or inappropriate course of action	Reasonable course of action; fails to give reasonable consideration of client's goals and fails to give rationale for rejecting other possible solutions. Omits discussion of implementation procedures or documentation	Good course of action, but lacks some support; good consideration of client's short and long-term goals and rationale for rejecting other courses of action. Lacks full discussion of implementation procedures or documentation	Best and supported course of action; complete consideration of client's short and long-term goals, and rationale for rejecting other courses of action. Enumerates all appropriate procedures and recommended course of action

MST Tax Problem Rubric (Goals 6.1 - 6.3)

Criteria	Level 1	Level 2	Level 3	Level 4
Effective Analysis of Client's Facts	Omits numerous relevant facts, or includes numerous irrelevant facts, fails to consider unknown or unknowable facts.	Omits numerous relevant facts, or includes numerous irrelevant facts, fails to consider unknown or unknowable facts.	Enumerates all relevant facts with reasonable distinction between known, unknown and unknowable facts.	Enumerates all relevant facts, avoids irrelevant facts, with good articulation of interaction between known, unknown and unknowable.
Identification of Relevant Issues	Fails to enumerate numerous relevant issues (obvious and latent).	Enumerates most relevant issues, but fails to discuss interaction of issues.	Enumerates all relevant and obvious (but not latent) issues, with good articulation of interaction of issues.	Enumerates all relevant issues (obvious and latent), with good articulation of interaction of issues.
Application of Appropriate Tax Law	Fails to enumerate numerous applicable tax authorities with poor or no articulation of relevance, strengths, weaknesses, and exceptions to identified authorities	Enumerates most applicable tax authorities; spotty or poor articulation of relevance, strengths, weaknesses, and exceptions to identified authorities; spotty or poor articulation of impact of identified authorities on each issue.	Enumerates most applicable tax authorities with reasonable articulation of relevance, strengths, weaknesses, and exceptions to identified authorities; reasonable articulation of impact of identified authorities on each issue.	Enumerates all appropriate tax authorities with good articulation of relevance, strengths, weaknesses, and exceptions to identified authorities; best articulation of impact of identified authorities on each issue.
Development of Effective Solutions or Resolutions For Each Issue	Fails to articulate cogent solution(s), poor or zero discussion of relative strengths, weaknesses, tax and other consequences of each possible solution; poor or no discussion of implementation strategies.	Adequate discussion of possible solutions, discussion of relative strengths, weaknesses, tax and other consequences of possible solution is poor or lacking; poor or zero discussion of implementation	Good solution and discussion of alternative solutions, good discussion of relative strengths, weaknesses, tax and other consequences of each proposed solution; spotty discussion of implementation strategies.	Best and all appropriate alternative solutions, including relative strengths, weaknesses, tax and other consequences of each proposed solution; elaborates implementation strategies.

MST Assessment Calendar 2011-2016

MST	2011-2015 Goals and Objectives	F11	W12	F12	W13	F13	W14	F14	W15
1	Ethical Reasoning	X						X	
2	Tax Communication			X					
3	Tax Law Distributions*							X	
4	Tax Law - Entity Formation	X						X	
5	Tax Planning**			X					
6	Tax Problems					X			

*folded into the revised tax law goal

**comparable to the revised tax analysis & planning goal

MST	2015-2016 Revised Goals and Objectives	F15	W16
1	Ethical Awareness & Competence		
2	Tax Communication	X	
3	Tax Law	X	
4	Tax Analysis & Planning	X	

Goal assessed once in the five year cycle

**MST Program
Learning Goals and Objectives
MST - Assurance of Learning Progress Chart (2011 - 2015)**

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(1) Ethical Reasoning	<p>Demonstrate knowledge of tax professionals' ethical standards.</p> <p>Apply ethical standards to tax decisions.</p> <p>Identify and analyze ethical concerns commonly faced by tax accounts.</p>	<p>Cycle 1 Fall 2011 ACC 636</p>	<p>Tax Memo Research paper</p>	<p>N = 11 Average scores ranged from 3.02 to 3.43</p>	<p>Results were shared with the school of accounting (SOA) faculty in Winter 2012</p>	<p>Students performed relatively well in the first assessment of the ethics goal. No curriculum change is recommended at this time. The faculty will continue to emphasize ethical issues in several courses.</p>
	<p>Make a realistic and thoughtful recommendation that is consistent with standards.</p>	<p>Cycle 2 Fall 2014 ACC 636</p>	<p>Tax Memo Research paper</p>	<p>N = 26 Average scores ranged from 2.91 to 3.35</p>	<p>Results were shared with the school of accounting (SOA) faculty in Winter 2015</p>	<p>In the second assessment of this goal, student performance was weak in the areas of knowledge of ethical standards and recommendations for corrective action. Faculty will emphasize and address the importance of teaching rule-based ethical standards in all sections of the ethics course offered.</p>

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(2) Tax Communication	<p>Demonstrate proper structure, grammar, and mechanics.</p> <p>Provide a brief and articulate synopsis of tax matters under consideration.</p> <p>Use an audience-appropriate writing style.</p>	<p>Cycle 1 Fall 2012 ACC 636</p>	Tax protest letter	<p>N = 13 Average scores ranged from 3.1 to 3.5</p>	Results were shared with the school of accounting (SOA) faculty in Winter 2013	Although student performance was satisfactory, the SOA advised faculty to put more emphasis on depth of the analyses.
(3) Tax Law - Distributions	<p>Apply tax law to the classification of various distributions.</p> <p>Apply tax law to the determination of the income, gain, or loss resulting from a distribution.</p> <p>Apply tax law to the secondary tax issues applicable to distributions.</p> <p>Apply tax law to the tax basis consequences of a distribution.</p>	<p>Cycle 1 Fall 2014 ACC 624</p>	Tax Memo	<p>N = 56 Average scores ranged from 3.08 to 3.28</p>	Results were shared with the school of accounting (SOA) faculty in Winter 2013	SOA Faculty has been advised to place more emphasis on applying tax laws to secondary tax issues. Since the overall performance was good, no additional action was recommended at this time.

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(4) Tax Law - Entity Formation	<p>Apply tax law to the amount and nature of income, gain, or loss on formation transactions.</p> <p>Apply tax law to the secondary tax issues related to the formation of a business entity.</p> <p>Apply tax law to the tax basis consequences of formation transactions.</p> <p>Apply tax law to the tax-free formation of a business entity.</p>	<p>Cycle 1 Fall 2011 ACC 636</p>	Tax Memo	<p>N = 10 Average scores ranged from 2.55 to 3.05</p>	<p>Results were shared with the school of accounting (SOA) faculty in Winter 2012</p>	<p>With the exception of applying tax law to the tax-free formation of a business entity, student performance was deficient on all of the remaining objectives. To improve student performance in the future, MST faculty will put stronger emphasis on amount and nature of gain/loss, secondary tax issues, consequences of formation transactions and treatment of partial gain and other exceptional transactions in the classroom.</p>
	<p>Apply tax law to the treatment of partial gain recognition and other exceptional formation transactions.</p>	<p>Cycle 2 Fall 2014 ACC 636</p>	Tax Memo	<p>N = 26 Average scores ranged from 2.69 to 3.32</p>	<p>Results were shared with the school of accounting (SOA) faculty in Winter 2015</p>	<p>Student performance significantly improved in all areas. However, the average performance on application of tax law on consequences of formation transactions was again below 3. Faculty will continue to emphasize tax basis consequences of formation transactions in all sections of the course.</p>

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(5) Tax Planning	<p>Correctly apply tax authority to a client's situation.</p> <p>Effectively analyze client situation and assess client needs in dynamic environments.</p> <p>Develop appropriate tax strategies and/or solutions to fit client objectives and needs.</p> <p>Generate and assess all plausible alternatives for a client situation.</p>	<p>Cycle 1 Fall 2012 ACC 636</p>	<p>Planning Research Memo</p>	<p>N = 13 Average scores ranged from 3.1 to 3.4</p>	<p>Results were shared with the school of accounting (SOA) faculty in Winter 2013</p>	<p>Student performance was good; hence no further action was recommended at this time.</p>
(6) Tax Problems	<p>Effectively assess tax facts.</p> <p>Correctly identify tax issues.</p> <p>Apply pertinent tax law to the facts and issues.</p>	<p>Cycle 1 Fall 2013 ACC 636</p>	<p>Research Memo</p>	<p>Average scores ranged from 3.01 to 3.23</p>	<p>Results were shared with the school of accounting (SOA) faculty in Winter 2014</p>	<p>MST faculty decided to spend additional time in their classroom to address the marginal performance in the areas of "application of tax law" and "solutions and recommendation." Since in aggregate the target was met, no further action was recommended at this time.</p>

MST Program
Revised Learning Goals and Objectives
MST - Assurance of Learning Progress Chart (2015 - 2016)

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(1) Ethical Awareness and Competence	Identify and analyze ethical issues commonly faced by tax professionals and make appropriate recommendations.	The assessment of this goal is complete. It has been assessed twice in the five-year cycle.				
(2) Effective Tax Communication	Provide concise and articulate synopsis of tax matters demonstrating proper language structure, grammar, and mechanics. Demonstrate a context and audience appropriate writing style.	Cycle 2 Fall 2015 ACC 636 This goal is comparable to the old Tax Communication goal.	Paper	N = 4 Average scores ranged from 3.4 to 3.58.	Results were shared with the school of accounting (SOA) faculty in Winter 2016	Student performance was excellent. The unusually low enrollment and switch to a new more streamlined and summary evaluation rubric as opposed to the use of a more detailed rubric in the past may be a factor. No action is proposed at this time.

Program Goals	Learning Objectives	Date Assessed and Where? (course, sections)	Measure?	Findings	Results Discussed (where, when, who)	Loop Closed (actions)
(3) Substantive Tax Law	<p>Correctly identify tax issues and apply appropriate tax laws.</p> <p>Accurately determine all tax consequences for current transactions.</p>	<p>Cycle 2 Fall 2015 ACC 636 The old goal Tax Law Distributions has been folded into this revised goal.</p>	Paper	<p>N = 3 Average scores ranged from 3.23 to 3.36.</p>	<p>Results were shared with the school of accounting (SOA) faculty in Winter 2016</p>	<p>Student performance was excellent. The unusually low enrollment and switch to a new more streamlined and summary evaluation rubric as opposed to the use of a more detailed rubric in the past may be a factor. No action is proposed at this time.</p>
(4) Strategic Tax Analysis and Planning	<p>Effectively analyze client tax situations and develop appropriate tax strategies to resolve client issues.</p>	<p>Cycle 2 Fall 2015 ACC 636 This goal is comparable to the old Tax Planning goal.</p>	Paper	<p>N = 3 Average scores ranged from 3.35 to 3.53.</p>	<p>Results were shared with the school of accounting (SOA) faculty in Winter 2016</p>	<p>Student performance was excellent. The unusually low enrollment and switch to a new more streamlined and summary evaluation rubric as opposed to the use of a more detailed rubric in the past may be a factor. No action is proposed at this time.</p>