Academic Assessment Plan

Sam M. Walton College of Business

Bachelor of Science in Business Administration (BSBA)

AACSB Assurance of Learning Cycle: 2011-2016

Program Goals and Learning Objectives

COMMUNICATION
Graduates of the BSBA programs at the Sam M. Walton College of Business will be able to communicate effectively in professional situations.

> ***Learning Objective 1 (Written Comm):*** Students will show proficiency in writing and producing a broad set of professional quality business documents.

> ***Learning Objective 2 (Oral Comm):*** Students will prepare and deliver professional presentations.

CRITICAL THINKING/PROBLEM SOLVING
Graduates of the BSBA programs at the Sam M. Walton College of Business will be able to think critically when evaluating business decisions.

> ***Learning Objective (CTPS):*** Students will demonstrate critical thinking and strategic problem solving skills through systematic and objective consideration of business related problems.

TECHNICAL COMPETENCE (Discipline Knowledge)
Graduates of the BSBA programs at the Sam M. Walton College of Business will be knowledgeable of the application of concepts in their business major and core cross-discipline concepts

Learning Objective 1 (Core): Students will demonstrate proficiency in core business concepts, across disciplines.

Learning Objective 2 (Major): Students will demonstrate proficiency in their major-specific business concepts. [limited pilot]

Process for Assessing each Student Learning Outcome

The Sam M. Walton College of Business' specialized accreditation through the Association to Advance Collegiate Schools of Business (AACSB) outlines the standards of Assurance of Learning (AOL) in a 5-year cycle. During each cycle, the curriculum is managed by direct-measure analysis of demonstrated student learning toward goals and objectives defined

by the faculty of the program at the start of the cycle. Each objective must be measured *at least* twice during a given cycle. Analysis of assessment data occurs following each measurement. Curricula changes must occur between measures and allow sufficient time for desired effect of curricular change to be detected in following measures.

The following plan of assessing the program's goals and objectives is set to accomplish these requirements within the college's current cycle of 2011-2016, with AACSB Continuous Program Improvement Review occurring in 2017.

Timeline for assessment and analysis

Written Comm:

Fa 2013	WCOB 1111, Essay *(Pre-test/Pilot)*
Sp 2014	WCOB 3016, Case Brief paper
Fa 2015	MGMT 3013, Case Brief paper

Oral Comm:

Fa 2013	WCOB 1023 Project Proposal Presentation
Fa 2015	MGMT 3013 Case Paper Presentation

CTPS:

Fa 2013	WCOB 1033 Final Exam topical groupings (Pre-test/Pilot)
Sp 2014	WCOB 3016 Case Brief paper
Fa 2015	MGMT 3013 Case Brief paper

TCDK-Core:

Accounting:	Fa 2014	ACCT 2013 Exam Question Groupings
	Fa 2015	ACCT 2013 Exam Question Groupings
Economics:	Fa 2014	ECON 2013+2023 Exam Question Groupings
	Fa 2015	ECON 2013+2023 Exam Question Groupings
Finance:	Sp 2015	FINN 3043 Exam Question Groupings
	Sp 2016	FINN 3043 Exam Question Groupings
Info. Systems:	Fa 2014	ISYS 2103 Exam Question Groupings
	Fa 2015	ISYS 2103 Exam Question Groupings

Management: Sp 2015   MGMT 2103 Exam Question Groupings

Sp 2016   MGMT 2103 Exam Question Groupings

Marketing: Sp 2015   MKTG 3433 Exam Question Groupings

Sp 2016   MKTG 3433 Exam Question Groupings

Supply Chain: Sp 2015   SCMT 2103 Exam Question Groupings

Sp 2016   SCMT 2103 Exam Question Groupings

TCDK-Major [pilot]:
Management (entrepreneurship):

Fa 2014   MGMT 3933 Project + Exam Question Groups

Fa 2015   MGMT 3933 Project + Exam Question Groups

Means of assessment and desired level of student achievement

All assessments are conducted using a sample of student artifacts in all sections of courses listed below, based on 20-25% of the previous AY's graduates, or a minimum of 20 artifacts. Standards of Measure are subject to revision during the cycle to provide an opportunity to increase the program's desired standard.

In addition to the direct measures of student learning below, all objectives and general curricular concerns are evaluated using in-direct methods via periodic faculty and student focus groups, boards, and committees.

Written Comm: Direct evaluation of student artifacts using Walton College Written Communication rubric conducted by the college's Writing Center staff, using a 3-rater process.

Standard of Measure: At least 80% of evaluations achieve a minimum level of 2 on the rubric for each criterion.

Oral Comm: Direct evaluation of student presentation skills (live or recorded) using the Walton College Oral Communication rubric.

Standard of Measure: At least 80% of evaluations achieve a minimum level of 2 on the rubric for each criterion.

CTPS: Direct evaluation of student artifacts using Walton College Critical Thinking and Problem Solving rubric.

Standard of Measure: At least 80% of evaluations achieve a minimum level of 2 on the rubric for each criterion.

TCDK: Analysis of topical groupings selected by program/departmental faculty of final exam questions.

Standard of Measure: At least 80% of student responses to questions in a given topic group are correct.

Reporting of results

All objective analyses are reported in aggregate (no student or faculty identifiers) following the semester assessed. Reports are delivered to and discussed with the Undergraduate Programs and Assessment Committee. The chair and representatives disseminate the reports for discussion with program faculty regarding curricular improvements needed.

The Dean of Walton College receives an annual report on the outcomes and curricular improvements resulting from assessment and periodic updates through committees regarding the overall status of the Assurance of Learning process.

At the end of each AACSB Continuous Program Improvement Review cycle, Assurance of Learning activities conducted and curricular management that occurred as a result of data during the cycle are comprehensively reported in the college's report to AACSB prior to peer review.

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