ROOSEVELT UNIVERSITY
WALTER E. HELLER COLLEGE OF
BUSINESS ADMINISTRATION

2021 - 2022

Academic Program Review and Assessment Progress Report

ACBSP
GLOBAL BUSINESS
ACCREDITATION

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Academic Program Review and Assessment Report 2021-2022

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Academic Program Review and Assessment Progress Report 2021 – 2022

Executive Summary

This academic program review and assessment progress report for the academic year 2021-2022 includes assessment results, key faculty recommendations to strengthen the Assurance of Learning (AoL) initiative and recommended continuous improvement actions to close the loop in our undergraduate and graduate programs. The Heller College of Business (HCB) offers three undergraduate programs and seven graduate programs.

HCB faculty used rubrics approved by its Assessment Committee. ETS® Major Field Tests were continued in use for the BSBA and MBA programs as direct measures. During the prior AY 2020-2021, direct measures were implemented for outcome assessment of students' knowledge of content in MSA, MSAF, MSHRM, MSHTM, BSHTM, MSRE, BAOL, and MAOD programs. The only programs that do not have a content knowledge outcome assessment are the MSHRM, MAOD, MATD and BAOL programs. The 2021-2022 HCB Academic Program Review and Assessment Progress Report was approved by the HCB Assessment and Program Review Advisory Committee.

All curriculum, process, general recommendations for closing the loop, and activities implemented to close-the-loop during AY 2021-2022 are provided in Section 10 of this report. Based on direct measures of assessment, the curricular recommendations to address the learning goals are summarized as follows:

1. As a follow up to the prior year's recommendation for a curriculum gap analysis, a debrief meeting was held in May 2021 to discuss the efficacy of the ETS test, its process and student reactions. Each of the four Spring 2021 strategy professors were involved (Profs. Bouey, Moyer, Patel, Tucker). The recommendation from that debrief and subsequent discussions, to the Assessment Committee in 2021-2022, is to replace the ETS test with similar secondary data currently collected from the McGraw Hill Business Strategy Game simulation in the two courses where this measure is used (MGMT380 and MGMT489). This is to increase the validity and alignment of the student performance data to both ACBSP and learning outcomes in the BSBA and MBA programs. This will increase the validity and generalizability of the data and streamline data collection. This recommendation from the prior year was not yet implemented but will be for AY 2022-2023 due to cost and logistics (including staff support). Some data is included here to complement the existing data reported in ETS and rubrics.
2. COVID still dictated much of our modality in 2021-2022 and supporting flexibility and reminding students of support services, both academic (i.e. tutoring) and other (i.e. university counseling services) was required in a consistent and personal manner. The Dean's office began a "Welcome week" tour of courses to welcome students to the term, remind them they are not alone and that we have resources to support them on their journey. It has been well received and each term (Fall 2021, Spring 2022 and into the next AY) Welcome Week class visits reach 50% of our student population (around 450 of our 800 students).
3. Each program area offered at least one additional curricular opportunity through a Speaker Series that was initiated in Spring 2021 and continue with expanded offerings into AY 2021-2022. The speaker series included contemporary business topics in management (diversity, equity and inclusion) and real estate (Chicago's history of redlining).
4. Specific problems by program identified by faculty are also included in the Section 10 of this report with recommendations; certain issues that were identified continue to be a challenge as we near the end of the pandemic.
5. The HCB Assessment and Program Review Advisory Committee recommended that HCB should revisit all rubrics and chairs have that under review in 2022. The chairs are also reviewing the existing learning outcomes measurement opportunities so we can streamline learning outcomes data collection while considering what we already collect for other purposes. The emphasis is on streamlining and making data collection easier to increase sample size from a small sample to close to 100% participation. One of these reviews of direct measures was, as described in #1 above, replacing the ETS test score data with student learning performance data aligned with accreditation standards and HCB's learning outcomes. Review of direct measures will continue in the next academic year and will include a review of the existing rubrics.

Based on exit surveys, an indirect measure, conducted ongoing since 2018, this report summarizes the following action items and includes how HCB plans to address the gaps:

1. The BSBA students continue to want more internships and financial aid, demand better availability of classes, more face-to-face courses and expect more "real-world" situations taught in class that they can immediately apply to their careers.
    a. As a result, we increased access and education about how to use the internship platform, Handshake, is used. HCB supports this through our Office of Career Development. HCB also continues our corporate partnerships with Willis Towers Watson (WTW), Price Waterhouse Coopers (PwC) and we have expanded to include Loop Capital and others specific to academic programs in accounting (SEC and IRS) and Organizational Development (OD Network).
    b. Established and frequent communication, direct email and text messages, and in person class visits (reaching more than 50% of the 800-person student population during "Welcome week" in the Fall and Spring terms). HCB students continue to be recipients of internal and external scholarships (eg. Joan Deutsch Scholarship, McNair Scholarship and external scholarships including Financial Executives Organization's leadership scholarship).
    c. HCB continues to offer a heavy mix of in person and Zoom based courses, aiming for more synchronous (vs. asynchronous) courses. Students demand flexibility post pandemic.
    d. A one credit hour course was created titled Contemporary Topics in Business, and is designed to be facilitated by a faculty subject matter expert and weekly guest speakers on a variety of topics including diversity and equity.
2. The MBA students continue want more internships, more choices for availability of classes, and seek "real-world" situations taught in class. **Note: the top drivers in AY 2021-2022 for both undergrad and graduate included: 1) more face to face classes, and 2) better availability of classes.**
    a. HCB held a virtual Career Fair in Spring 2021 (and resume an in-person Career Fair in Fall 2022 as CDC guidelines allowed for in person gatherings to resume in Fall 2022).

Academic Program Review and Assessment Progress Report 2021 – 2022

1. Overview

The Walter E. Heller College of Business (HCB) is dedicated to teaching excellence and has a strong commitment to student learning. During the 2021-2022 academic year, the College focused on various assessment projects with the involvement of full-time and part-time faculty. HCB maintains an active Assurance of Learning Program to ensure their undergraduate and graduate programs are evaluated on a frequent and consistent basis to foster successful student learning and to improve the academic experience of their students. Assessment activity and the curricular improvements guided by these efforts are characterized by high levels of faculty participation. HCB's business programs (BSBA, MBA, MSA, MSAF, MSHRM, MSRE) are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

HCB Assessment and Program Review Advisory Committee

The voting members of the Assessment and Program Review Advisory Committee consists of the Dean (ex officio member) and three elected full-time members of the HCB College Council, each person representing the different degree programs with at least three of the functional areas having elected representation. The Committee creates an infrastructure for the study of student and program outcomes and advises the academic units on internal matters related to student outcomes assessment and on external matters related to university requirements for program review. The Chair of the committee is elected from the full-time faculty members. The members of the 2021-2022 Assessment Committee included:

- Dr. Ganesh Vaidyanathan – Information Systems/Decision Sciences (Chair)
- Dr. Jennifer Muryn – Human Resource Management (Associate Dean)
- Dr. Dave Knutsen – Accounting/Finance (Chair)
- Thomas Bednarcik – Accounting (Faculty)
- Steve Mendelson – Accounting (Faculty)

Assurance of Learning Process

HCB offers three undergraduate programs and seven graduate programs. The three undergraduate programs include:

1. Bachelor of Science in Business Administration (BSBA); and
2. Bachelor of Science in Hospitality and Tourism Management (BSHTM); and
3. Bachelor of Arts in Organizational Leadership (BAOL).

The seven graduate programs include:

1. Master's in Accounting (MSA);
2. Master's in Accounting Forensics (MSAF);
3. Master's in Business Administration (MBA);
4. Master's in Hospitality and Tourism Management (MSHTM);
5. Master's in Human Resources Management (MSHRM);
6. Master's in Real Estate (MSRE); and
7. Master's in Organizational Development (MAOD).

Currently, HCB uses a five-step Assurance of Learning (AoL) process as shown in Figure 1. This five-step process will embrace ACBSP accreditation standards for assessment of programs that are in place at HCB. The five-step process includes the following:

1. Identify and/or redefine learning goals aligned to HCB's mission,
2. Align curriculum with learning goals,
3. Identify assessment measures,
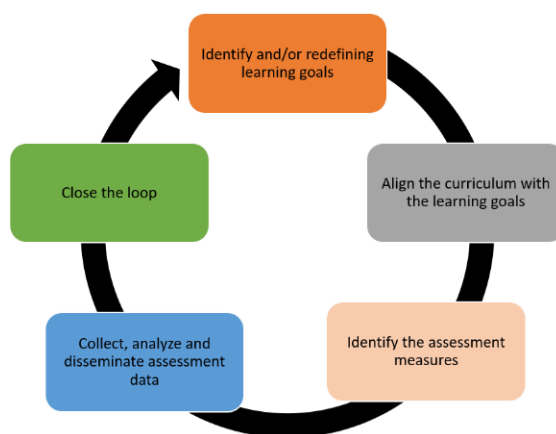4. Collect, analyze, and disseminate assessment data, and

Fig. 1 The Assurance of Learning (AoL) Process and Framework

5. Use assessment results for continuous improvement and "closing-the-loop" process.

Identify and/or redefine learning goals
The learning goals of HCB is aligned to its mission. The mission, vision, and the core values were designed by the Strategic Planning Task Force of HCB consisting of faculty, alumnus, advisory board members and a student. The mission, vision, and the core values were approved by the Faculty Council on February 28, 2018.

Vision:
    "A World of Socially-Conscious Global Business Leaders"

Mission:
The Heller College of Business designs and delivers quality programs and services that:
- meet current and future educational needs of students in a dynamic, global business environment; and
- promote a climate of integrity and social responsibility while developing critical business skills.

Core Values:

Competence	•Business ready •Performance ready •Future ready
Social Consiuosness	•Sensitive to Injustice •Committed to Diversity and Inclusion •Balanced views
Innovation	•Flexible and Contemporary Ideology •Critical Thinking •Outside the box Creative Thinking
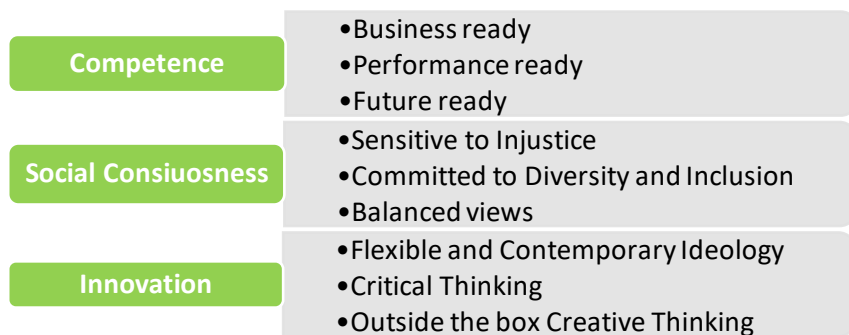
The program goals for each of HCB's programs describe the knowledge, skills, and attitudes students should command upon graduation. The following broad goals support the College's mission and have been created and endorsed by the faculty:
1. Discipline-focused content,
2. Communication skills,
3. Ethics and corporate social responsibility, and
4. Information technologies.

Each program goal is broken down into learning objectives in order to measure the learning outcomes of students. By observing individual student performance in each of the learning objectives, faculty can determine the extent to which students are mastering the course content and materials set forth for the program. The following table illustrates the learning objectives incorporated in each of the program goals.

Program Goals	Learning Objectives
1. Discipline-focused content	1. Demonstrate knowledge in the program of study. 2. Demonstrate analytical and quantitative skills in the related to the program of study (for graduate programs). 3. Demonstrate leadership skills (for graduate programs).
2. Communication skills	1. Create a well-written document on a topic related to the program of study. 2. Deliver a professional oral presentation using appropriate technology on a topic related to the program of study.
3. Ethics and corporate social responsibility	1. Understand the role of ethics and identify ethical conflicts and concerns. 2. Understand the role of businesses in society and corporate social responsibility.
4. Information technologies	1. Effectively use spreadsheet, database, and other business application software to analyze data.

	2. Understand various information systems and how they support organizations and enhance productivity.

Align curriculum with learning goals

Alignment is the connection between the learning goals, the learning objectives, the learning activities, and the assessments as shown in Fig. 2. An aligned course means that the learning goals, the learning objectives, the activities, and the assessments match so the students learn what is intended to be learned in a program and the faculty accurately assess what the students are learning. In short, the assessments should reveal how well the students have learned what is required to be learned in a program.

Fig. 2 Course Alignment

While the learning goals and learning objectives specify what instructors should expect their students to know after completing their course, the assessment activities measure the performance of students in class and how the students are engaged in class to achieve the intended learning objective. The assessments are designed and implemented as a continuous improvement system to collect evidence on student learning so that HCB can use the results to improve and close the loop of student learning.

Identify assessment measures

HCB uses both direct and indirect measures of assessment. Direct measures are regularly employed to measure learning in the classroom. Direct measures require students to demonstrate achievement of learning outcomes and are based on student performance in program curricula. HCB has chosen course-embedded assessments ―methods of assessment that occur in the context of a course― for most of the learning objectives. The outcome assessments designed to measure content and critical knowledge for BSBA and MBA is achieved by employing ETS® Major Field Tests. ETS® Major Field Tests were initiated in Spring 2018 and have been conducted every Fall and Spring semesters.

Direct measures in the form of assessment of content knowledge have been developed and implemented for MSA, MSAF, MSHTM, BSHTM, MSRE programs and are to be developed for MSHRM, BAOL, MAOD and MATD programs. These programs do not have standardized tests such as ETS® Major Field Tests as the content knowledge is unique in their own ways to use such standardized tests. The Program Chairs are being involved to identify the assessment factors and measures.

HCB has chosen indirect measures to be used in conjunction with the direct measures of student learning. Indirect measures provide a less concrete view of student learning including their attitudes, perceptions, feelings, values, etc. Indirect measures imply student learning by employing self-reported data and reports. Indirect measures help to substantiate instances of student learning. Indirect measures of student learning outcomes employed by HCB include the following:
1. Graduation/Exit Survey (Spring Semester).
2. Focus Group Sessions (Once a year, had been postponed during the pandemic to resume Fall 2022),
3. Alumni Survey (Every 3 years),
4. Employer Survey (Every 3 years).

Graduation/Exit survey resumed electronically in Spring 2022, replacing the previous in person survey data collection method used since 2018. Focus Group sessions are scheduled to be held with students in Fall 2022 as part of our Strategic Vision Committee, led by two Advisory Board members, Bob Marshall and Dave Johnson, both as external advisors to HCB.

Advisory Board Survey will be conducted in Spring 2022; the Employer Survey was conducted Spring 2022 at the conclusion of our virtual HCB Career Fair. Fall 2022 another employer survey will be deployed post-in person Career Fair.

Collect, analyze, and disseminate assessment data

Assessment data is collected at the end of fall and spring semesters. Courses are identified by the Program Chairs for each program and the course instructors provide the assessment data in Microsoft Excel files. The collected data are analyzed and disseminated at the end of each academic year.

Use assessment results for continuous improvement and "closing-the-loop" process
This report is generated using the collected assessment data and their results. This report includes the assessment results and presents key faculty recommendations for changes that will strengthen the AOL initiative and for actions that will serve to build a strong foundation for continuous improvements in both undergraduate and graduate programs. This will position HCB with a solid competitive advantage locally, nationally, and internationally.

The data collected and analyzed will be used to "close-the-loop" on the learning goals and objectives for each program in order to implement improvements. The faculty recommendations from the assessed courses will be used to improve the content, delivery, and effectiveness in those courses. This will enable HCB to gain the specificity needed to support more practical recommendations that are pivotal to implement effective program changes.

2. AoL Continuous Improvement Process

The AOL process requires consistent involvement and communication with faculty, students, and other stakeholders. Continuous program enhancements and improvements in learning require the full engagement of faculty and students. Internal stakeholders such as faculty and students can help HCB establish its direction and assess progress on its program learning goals. External stakeholders including alumni, business leaders, and employers can help us identify current business challenges and practices that need to be reflected in academic programs. Accountability begins with the business school's mission statement and strategic plan. Schools must be able to demonstrate how student learning objectives or outcomes support the mission.

The AoL initiative must demonstrate that students are achieving the learning goals established for each degree program. The Mission statements of HCB and Roosevelt University integrated with the Accreditation Council for Business Schools and Programs (ACBSP) standards establish the goals and objectives of the HCB's programs. The AoL Continuous Improvement Process is illustrated in Figure 3.

Feedback received from various assessment tools and meetings lead to the changes in their respective programs as continuous improvement. The faculty take an active part in curriculum development. They are also very active in understanding the feedback reports and brainstorming on actions to be taken resulting from such reports. Each program's curriculum has been streamlined to provide boost to enrollment, retention, and student graduation. The results from direct measures as outcome assessments are periodically vetted by the College and Department faculty, various appropriate committees, and the campus committees. The members of our Advisory Board possess years of experience in management. They provide HCB with invaluable input about the knowledge and skills needed by firms in today's marketplace. Moreover, our advisors connect us with practices through their involvement in the development of our curriculum and towards our programs' learning goals and objectives. The results of alumni surveys, focus groups, student exit surveys, and employer surveys add to the strength of the continuous improvement process. Both the direct and indirect measures are used in the closing of the loop.
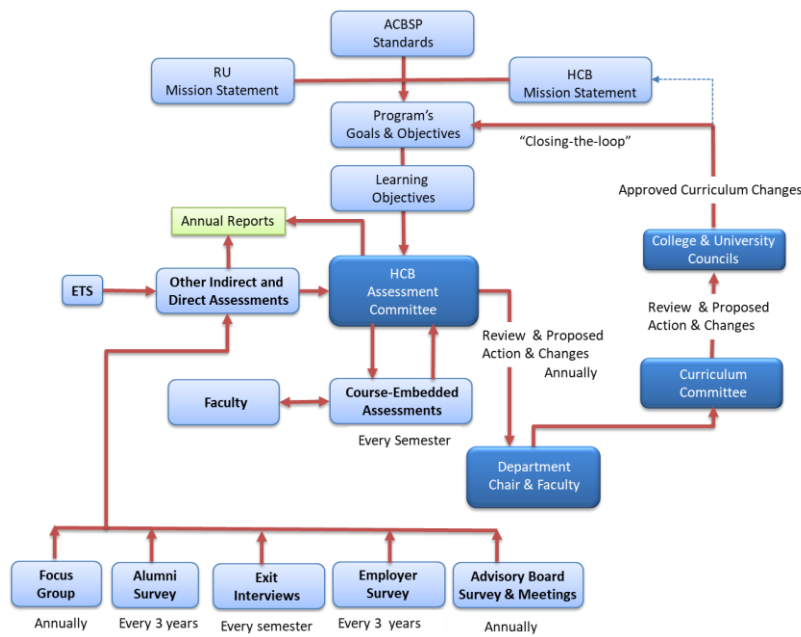
Figure 3. AoL Continuous Improvement Process

3. Program Assessments – Direct Measures

This section will cover the direct measures employed in the three undergraduate programs and the seven graduate programs. The mission and objectives establish the intentions of the college, and the learning goals articulate the desired educational accomplishments of the degree programs. The learning goals, the learning objectives, the courses where assessments are employed, and the courses where "close-the-loop" activities will be implemented for each program are detailed in this section.

Bachelor of Science in Business Administration (BSBA)

The BSBA program offers majors in Accounting, Finance, Human Resource Management, Management, Marketing, and Social Entrepreneurship. The expectations of the majors are provided in the following table:

Program Major	Brief Expectations
Accounting	The accounting major provides students with an understanding of the development and use of accounting records and statements, budgeting funds, and cash flow analysis.
Finance	The Finance major has been designed to meet the following objectives: • Teach the concepts and skills necessary to provide funds for a business and to control, plan and evaluate the flow of funds through the enterprise, • Provide advanced education in business finance to those seeking employment in corporate finance, banking, securities exchanges, and personal financial planning.
Human Resources Management	The HRM Major includes comprehensive study of people and talent management and development theories in the workplace. Students will acquire human resource management strategies and tools to be an effective business partner.
Management	The course work includes studies in finance, accounting, human resources, marketing, business law and information systems, as well as more specific management areas such as operations management, social entrepreneurship, and organizational behavior.
Marketing	Students will learn: • Basic principles of the marketing discipline; How to adapt and innovate to solve problems and develop strategies for success in the marketing arena, • How to collaborate in diverse groups on developing marketing plans, • How to carry out effective ethical decision making in the marketing field.

Social Entrepreneurship	The major in social entrepreneurship is designed for students interested in using their business skills in the entrepreneurial pursuit of social impact. The core BSBA program provides a strong foundation for any student looking to become a successful business leader and create social change.

The BSBA program is taught in Chicago and Schaumburg campuses (majority of courses were delivered remotely due to COVID-19). The program goals and learning objectives were developed to form a synergistic view of all the expectations as shown in the above table. The schedule of courses-embedded rubrics Implementation for BSBA Program is shown below:

Program Goals	Learning Objectives	Teaching or Reinforcing Course	Assessment Course or ETS®	Implementation Schedule
1. Discipline-focused content	1. Program-based Content Knowledge Demonstrate knowledge of business disciplines	TBD[‡]	ETS® MFT (MGMT 380) [‡]	Spring & Fall
2. Communication skills	1. Written Communication Create a well-written document on a business topic. 2. Oral Communication Deliver a professional oral presentation using appropriate technology.	TBD[‡]	Rubric BCOM 301	Spring & Fall
3. Ethics and corporate social responsibility	Ethics and Social Responsibility 1. Understand the role of ethics and identify ethical conflicts and concerns in business. 2. Understand the role of businesses in society and corporate social responsibility.	TBD[‡]	LARS* (MGMT380) MGMT 308	Spring & Fall
4. Information technologies	Use of Technology 1. Effectively use spreadsheet, database, and/or other business application software to analyze data. 2. Understand various information systems and how they support organizations and enhance productivity.	TBD[‡]	Rubric INFS 330	Spring & Fall

Note: [‡]To be identified and/or reevaluated in Fall 2022 with a new Assessment Committee in place and new input from the Strategic Vision Committee.
*LARS=Learning Assurance Report from simulation; 100% participation, measure titled "Corporate Social Responsibility".

Bachelor of Science in Hospitality and Tourism Management (BSHTM)
This program seeks to produce leaders and innovators in hospitality management. Students develop professional leadership abilities, technical skills, and creative problem-solving skills appropriate for the hospitality workplace. The coursework in management theory and practice, operations analysis, organizational development, multiculturalism, and cultural diversity will provide students the experience they need to lead creatively and strategically. The BSHTM program is taught in Chicago campus. The program goals and learning objectives were developed to form a synergistic view of the expectations. The schedule of courses-embedded rubrics Implementation for BSHTM Program is shown below:

Program Goals	Learning Objectives	Teaching or Reinforcing Course	Assessment Course or ETS®	Implementation Schedule

			Teaching or Reinforcing Course	Assessment Course or ETS®	Implementation Schedule
1. Discipline-focused content	1. <u>Program-based Content Knowledge</u> Demonstrate knowledge of hospitality and tourism management	TBD[‡]	HOSM 399	Spring and Fall
2. Communication skills	1. <u>Written Communication</u> Create a well-written document on a hospitality and tourism management topic. 2. <u>Oral Communication</u> Deliver a professional oral presentation using appropriate technology.	TBD[‡]	HOSM 399	Spring
3. Ethics and corporate social responsibility	<u>Ethics and Social Responsibility</u> 1. Understand the role of ethics and identify ethical conflicts and concerns. 2. Understand the role of businesses in society and corporate social responsibility.	TBD[‡]	TBD[‡]	TBD[‡]
4. Information technologies	<u>Use of Technology</u> 1. Effectively use spreadsheet, database, and/or other business application software to analyze data. 2. Understand various information systems and how they support organizations and enhance productivity.	TBD[‡]	HOSM 300	Fall

Note: [‡]To be identified and/or reevaluated in Fall 2022 with a new Assessment Committee in place and new input from the Strategic Vision Committee.

Bachelor of Arts in Organizational Leadership (BAOL)

This program seeks to develop the skills that are essential to help influence organizations and manage change in fast-evolving work environments. The students graduate with effective communication skills, a deep understanding of leadership and team dynamics, and the ability to think strategically about the challenges facing organizations. The BAOL program is taught online. The program goals and learning objectives were developed to form a synergistic view of the expectations. The schedule of courses-embedded rubrics Implementation for BAOL Program is shown below:

Program Goals	Learning Objectives	Teaching or Reinforcing Course	Assessment Course or ETS®	Implementation Schedule
1. Discipline-focused content	1. <u>Program-based Content Knowledge</u> Demonstrate program knowledge in organizational leadership	TBD[‡]	Not yet Identified	Not yet Identified
2. Communication skills	1. <u>Written Communication</u> Create a well-written document on an organizational leadership topic. 2. <u>Oral Communication</u> Deliver a professional oral presentation using appropriate technology.	TBD[‡]	OLED 350	Spring
3. Ethics and corporate social responsibility	<u>Ethics and Social Responsibility</u> 1. Understand the role of ethics and identify ethical conflicts and concerns. 2. Understand the role of businesses in society and corporate social responsibility.	TBD[‡]	OLED 365	Spring

4. Information technologies	Use of Technology 1. Effectively use spreadsheet, database, and/or other business application software to analyze data. 2. Understand various information systems and how they support organizations and enhance productivity.	TBD[‡]	TBD[‡]	TBD[‡]

Note: [‡]To be identified and/or reevaluated in Fall 2022 with a new Assessment Committee in place and new input from the Strategic Vision Committee.

Master's in Accounting (MSA)

The curriculum for this program includes asset valuation, income determination, auditing, managerial accounting, and federal taxation. The MSA program offers two tracks including professional accounting and forensics accounting. Students in the MSA program may choose either of two tracks. The MSA program also enhances the student's preparedness to earn the following designations: Certified Public Accountant (CPA), Certified Internal Auditor (CIA), Certified Fraud Examiner (CFE) and Certified Managerial Accountant (CMA). The MSA program is taught in Chicago and Schaumburg campuses. Some parts of the program are taught online. The program goals and learning objectives were developed to form a synergistic view of all the expectations as shown in the above table. The schedule of courses-embedded rubrics Implementation for MSA Program is shown below:

Program Goals	Learning Objectives	Teaching or Reinforcing Course	Assessment Course or ETS®	Implementation Schedule
1. Discipline-focused content	1. Program-based Content Knowledge Demonstrate knowledge of accounting - 2. Analytical & Quantitative Skills Demonstrate analytical and quantitative skills in accounting	TBD[‡]	ACCT 491 ACCT 491	Spring & Fall Spring & Fall
2. Communication skills	1. Written Communication Create a well-written document on an accounting topic. 2. Oral Communication Deliver a professional oral presentation using appropriate technology.	TBD[‡]	ACCT 491	Spring & Fall
3. Ethics and corporate social responsibility	Ethics and Social Responsibility 1. Understand the role of ethics and identify ethical conflicts and concerns in accounting. 2. Understand the role of businesses in society and corporate social responsibility.	TBD[‡]	ACCT 491	Spring & Fall
4. Information technologies	Use of Technology 1. Effectively use spreadsheet, database, and/or other business application software to analyze data. 2. Understand various information systems and how they support organizations and enhance productivity.	TBD[‡]	ACCT 491	Spring & Fall

Note: [‡]To be identified and/or reevaluated in Fall 2022 with a new Assessment Committee in place and new input from the Strategic Vision Committee.

Master's in Accounting Forensics (MSAF)

The curriculum for this program includes asset valuation, fraud examination, anti-money laundering, and computer forensics and auditing. The MSAF program also enhances students' preparedness to earn the following designations: Certified Public Accountant (CPA), Certified Internal Auditor (CIA), Certified Fraud Examiner (CFE) and Certified Managerial Accountant (CMA). The MSAF program is taught in Chicago and Schaumburg campuses. Some parts of the program are taught online. The program goals and learning objectives were developed to form a synergistic view of all the expectations as shown in the above table. The schedule of courses-embedded rubrics Implementation for MSAF Program is shown below:

Program Goals	Learning Objectives	Teaching or Reinforcing Course	Assessment Course or ETS®	Implementation Schedule
1. Discipline-focused content	1. <u>Program-based Content Knowledge</u> Demonstrate knowledge of forensic accounting. 2. <u>Analytical & Quantitative Skills</u> Demonstrate analytical and quantitative skills in forensic accounting	TBD‡	ACCT 477 ACCT 477	Spring and Fall Spring and Fall
2. Communication skills	1. <u>Written Communication</u> Create a well-written document on an accounting topic. 2. <u>Oral Communication</u> Deliver a professional oral presentation using appropriate technology.	TBD‡	ACCT 477	Spring and Fall
3. Ethics and corporate social responsibility	<u>Ethics and Social Responsibility</u> 1. Understand the role of ethics and identify ethical conflicts and concerns in forensic accounting. 2. Understand the role of businesses in society and corporate social responsibility.	TBD‡	ACCT 477	Spring and Fall
4. Information technologies	<u>Use of Technology</u> 1. Effectively use spreadsheet, database, and/or other business application software to analyze data. 2. Understand various information systems and how they support organizations and enhance productivity.	TBD‡	ACCT 477	Spring and Fall

Note: ‡To be identified and/or reevaluated in Fall 2022 with a new Assessment Committee in place and new input from the Strategic Vision Committee.

Master's in Business Administration (MBA)

The MBA program includes broad preparation in business administration, while allowing for a specialization in a specific business or related area. The MBA program has currently 17 specializations including such areas as hospitality and tourism management, real estate, human resources, and health care management. Emphasis is placed on the development of leadership abilities, problem-solving and decision-making abilities. The MBA program is taught in Chicago and Schaumburg campuses. Some parts of the program are taught online. All the core classes are also offered in a hybrid eight-week format. The program goals and learning objectives were developed to form a synergistic view of all the expectations as shown in the above table. The schedule of courses-embedded rubrics Implementation for MBA Program is shown below:

Program Goals	Learning Objectives	Teaching or Reinforcing Course	Assessment Course or ETS®	Implementation Schedule
1. Discipline-focused content	1. Program-based Content Knowledge Demonstrate knowledge of business disciplines. 2. Analytical & Quantitative Skills Demonstrate analytical and quantitative skills in business management. 3. Leadership Skills Demonstrate knowledge of leadership skills.	TBD‡	ETS® MFT (MGMT 489) MGMT 489 MGMT 489	Spring, Summer, and Fall Spring & Fall Spring & Fall
2. Communication skills	1. Written Communication Create a well-written document on a business topic. 2. Oral Communication Deliver a professional oral presentation using appropriate technology.	TBD‡	MGMT 489	Spring & Fall
3. Ethics and corporate social responsibility	Ethics and Social Responsibility 1. Understand the role of ethics and identify ethical conflicts and concerns in business. 2. Understand the role of businesses in society and corporate social responsibility.	TBD‡	LARS* MGMT 489	Spring
4. Information technologies	Use of Technology 1. Effectively use spreadsheet, database, and/or other business application software to analyze data. 2. Understand various information systems and how they support organizations and enhance productivity.	TBD‡	Rubric INFS 401	Spring & Fall

Note: ‡To be identified and/or reevaluated in Fall 2022 with a new Assessment Committee in place and new input from the Strategic Vision Committee. LARS*=Learning Assurance Report from simulation and online tests.

Master's in Human Resources Management (MSHRM)
The Society for Human Resource Management (SHRM)-aligned curriculum expose students to the essential body of knowledge in the HR field. Core HR Discipline courses focus on staffing, compensation, training & development, and employee/labor relations. Other courses in leadership, organizational behavior and organizational change provide the student with a foundation in behavioral science and management skills. The MSHRM program is taught in Chicago and Schaumburg campuses. Some parts of the program are taught online. The program goals and learning objectives were developed to form a synergistic view of all the expectations as shown in the above table. The schedule of courses-embedded rubrics Implementation for MSHRM Program is shown below:

Program Goals	Learning Objectives	Teaching or Reinforcing Course	Assessment Course or ETS®	Implementation Schedule
1. Discipline-focused content	1. Program-based Content Knowledge Demonstrate knowledge of human resources management.	TBD‡ TBD‡	Not yet Identified HRM 434	Not yet Identified Spring & Fall

		2. Analytical & Quantitative Skills Demonstrate analytical and quantitative skills in human resources management. 3. Leadership Skills Demonstrate knowledge of leadership skills.	TBD‡	HRM 493	Spring
2. Communication skills		1. Written Communication Create a well-written document on a human resources management topic. 2. Oral Communication Deliver a professional oral presentation using appropriate technology.	TBD‡	HRM 432	Spring & Fall
3. Ethics and corporate social responsibility		Ethics and Social Responsibility 1. Understand the role of ethics and identify ethical conflicts and concerns in human resources management. 2. Understand the role of businesses in society and corporate social responsibility.	TBD‡	HRM 438	Spring
4. Information technologies		Use of Technology 1. Effectively use spreadsheet, database, and/or other business application software to analyze data. 2. Understand various information systems and how they support organizations and enhance productivity.	TBD‡	HRM 493	Fall & Spring

Note: ‡To be identified and/or reevaluated in Fall 2022 with a new Assessment Committee in place and new input from the Strategic Vision Committee.

Master's in Hospitality and Tourism Management (MSHTM)

Students develop professional leadership abilities, technical skills, and creative problem-solving skills appropriate for the hospitality workplace. The hands-on coursework in management theory and practice, operations analysis, organizational development, multiculturalism, and cultural diversity provides the students experience they need to lead creatively and strategically. The MSHTM program is taught in Chicago campus. The program goals and learning objectives were developed to form a synergistic view of the expectations. The schedule of courses-embedded rubrics Implementation for MSHTM Program is shown below:

Program Goals	Learning Objectives	Teaching or Reinforcing Course	Assessment Course or ETS®	Implementation Schedule
1. Discipline-focused content	1. Program-based Content Knowledge Demonstrate knowledge of hospitality and tourism management.	TBD‡	HOSM 499	Fall & Spring
	2. Analytical & Quantitative Skills Demonstrate analytical and quantitative skills in hospitality and tourism management.	TBD‡	HOSM 499	Fall
	3. Leadership Skills Demonstrate knowledge of leadership skills.	TBD‡	HOSM 420	Spring
2. Communication skills	1. Written Communication	TBD‡	HOSM 410	Spring

			Teaching or Reinforcing Course	Assessment Course or ETS®	Implementation Schedule
		Create a well-written document on a hospitality and tourism management topic.			
		2. Oral Communication Deliver a professional oral presentation using appropriate technology.			
3.	Ethics and corporate social responsibility	Ethics and Social Responsibility 1. Understand the role of ethics and identify ethical conflicts and concerns. 2. Understand the role of businesses in society and corporate social responsibility.	TBD[‡]	TBD[‡]	TBD[‡]
4.	Information technologies	Use of Technology 1. Effectively use spreadsheet, database, and/or other business application software to analyze data. 2. Understand various information systems and how they support organizations and enhance productivity.	TBD[‡]	HOSM 430	Fall

Note: [‡]To be identified and/or reevaluated in Fall 2022 with a new Assessment Committee in place and new input from the Strategic Vision Committee.

Master's in Real Estate (MSRE)

The MSRE is a specialized degree tailored to enhance a student's knowledge of the industry with a complete curriculum of real estate courses. The curriculum provides the academic and practical knowledge necessary to achieve success in wide range of real estate fields: commercial development, property management, finance, market analysis, project management, consulting, brokerage, and others. The curriculum for this program includes project-focused courses that require students to analyze, conceptualize and develop solutions to real-world, built-environment issues. The MSRE program is taught in Chicago campus. The program goals and learning objectives were developed to form a synergistic view of the expectations. The schedule of courses-embedded rubrics Implementation for MSRE Program is shown below:

Program Goals		Learning Objectives		Teaching or Reinforcing Course	Assessment Course or ETS®	Implementation Schedule
1.	Discipline-focused content	1.	Program-based Content Knowledge Demonstrate knowledge of real estate.	TBD[‡]	REES 415	Fall
		2.	Analytical & Quantitative Skills Demonstrate analytical and quantitative skills in real estate.	TBD[‡]	REES 411	Spring
		3.	Leadership Skills Demonstrate knowledge of leadership skills.	TBD[‡]	REES 415	Fall
2.	Communication skills	1.	Written Communication Create a well-written document on a real estate topic.	TBD[‡]	REES 431	Fall
		2.	Oral Communication Deliver a professional oral presentation using appropriate technology.			
3.	Ethics and corporate social responsibility		Ethics and Social Responsibility 1. Understand the role of ethics and identify ethical conflicts and concerns in real estate.	TBD[‡]	REES 405	Fall

	2. Understand the role of businesses in society and corporate social responsibility.				
4. Information technologies	Use of Technology 1. Effectively use spreadsheet, database, and/or other business application software to analyze data. 2. Understand various information systems and how they support organizations and enhance productivity.	TBD‡	REES 411	Spring	

Note: ‡To be identified and/or reevaluated in Fall 2022 with a new Assessment Committee in place and new input from the Strategic Vision Committee.

Master's in Organizational Development (MAOD)

Through a series of courses, students in this program will receive extensive training in workplace learning; instructional methods and delivery; instructional design models and theories; evaluation. The MAOD program is taught primarily online. The program goals and learning objectives were developed to form a synergistic view of the expectations. The schedule of courses-embedded rubrics Implementation for MAOD Program is shown below:

Program Goals	Learning Objectives	Teaching or Reinforcing Course	Assessment Course or ETS®	Implementation Schedule
1. Discipline-focused content	1. Program-based Content Knowledge Demonstrate knowledge of organizational development.	TBD‡	Not yet Identified	Not yet Identified
	2. Analytical & Quantitative Skills Demonstrate analytical and quantitative skills in organizational development.	TBD‡	ORGD 440	Fall
	3. Leadership skills Demonstrate knowledge of leadership skills.	TBD‡	ORGD 425	Spring
2. Communication skills	1. Written Communication Create a well-written document on an organizational development topic. 2. Oral Communication Deliver a professional oral presentation using appropriate technology.	TBD‡	ORGD 420	Spring
3. Ethics and corporate social responsibility	Ethics and Social Responsibility 1. Understand the role of ethics and identify ethical conflicts and concerns in business. 2. Understand the role of businesses in society and corporate social responsibility.	TBD‡	ORGD 410 *(AY2022-2023: ORGD465 will be used.)*	Fall
4. Information technologies	Use of Technology 1. Effectively use spreadsheet, database, and/or other business application software to analyze data. 2. Understand various information systems and how they support organizations and enhance productivity.	TBD‡	ORGD 440	Fall

Note: ‡To be identified and/or reevaluated in Fall 2022 with a new Assessment Committee in place and new input from the Strategic Vision Committee.

4. Program Assessments – Indirect Measures

HCB uses surveys, reports and focus groups to assess programs by indirect measures.

Exit Surveys

During the academic year 2020-2021, HCB implemented Exit Surveys using a survey questionnaire to both BSBA and MBA students. The survey questionnaires were sent to students via an online Qualtrics survey link. The feedback provided by graduating students is valuable regarding their experience at Roosevelt University. The survey polls the students on the following:

1. How to improve their degree program?
2. In retrospect, what would the students do differently?

In addition, the survey asks the students to rate the following using a 5-point Likert scale (Poor-Excellent):

3. Student morale,
4. Overall quality of education they received in their degree program,
5. Overall quality of resources they received at HCB,
6. Overall satisfaction with advising they received from HCB advisors,
7. Overall quality of encouragement they received from faculty to achieve their goals,
8. Overall quality of encouragement they received from advisors to achieve their goals,
9. Overall quality of career information they received at HCB, and
10. Overall quality of education they received at Roosevelt University.

The survey questionnaire is presented in the Appendix section of this report.

Focus Group Sessions

The focus group sessions are planned to be held in Fall 2022 in person, led by the Strategic Vision Committee and its two chairs, Advisory Board members Bob Marshall and Dave Johnson.

Alumni Survey

The alumni survey event is planned to be held once in every 3 years through our Office of Career Development; the next scheduled survey is to be determined due to unforeseen staffing issues.

Advisory Board Focus Group

The focus group is planned to be administered/held in Fall 2022 and was postponed due to the pandemic.

Employer Survey

The employer survey is planned to be administered after each Spring and Fall Career Fair. In Spring 2022 employers were surveyed after our virtual-held Career Fair and they will also be surveyed Fall 2022 after the in-person HCB Career Fair.

5. Assessment Rubrics and Description

Course-embedded assessment rubrics in Microsoft Excel format for each of the learning objectives were emailed to faculty who teach the courses identified in the previous section. The rubrics worksheets consist of four sections including:

1. Introduction section where instructors can input course details and assessment details. The course details include term, course number, course title, instructor's name, and number of students who were assessed.
2. Rubrics section shows the Evaluative Criteria along with scoring details. The scoring standards are based on three-point scale of 1: Fails to meet expectations, 2: Meets expectations, and 3: Exceeds expectations. For each evaluation criteria and for each standard, descriptors of assessment rubrics are also included.
3. Data Input section is where instructors can input assessment scores on individual students. This section also includes a summary of data that is calculated using proper Microsoft Excel functions.
4. Recommendation section where instructors can write their analysis of data and their recommendations.

Apart from these course-embedded rubrics, students also take the ETS® Major Field Test during the semester when they are enrolled in the program capstone course — MGMT 380 for BSBA students and MGMT 489 for MBA students.

Learning Objective: Program-based Content Knowledge – ETS® for BSBA

The Major Field Test in Business contains 120 multiple-choice items; some are based on case studies. The questions are designed to measure a student's knowledge and ability to apply that knowledge analytically. To assess levels of achievement, the test questions cover a broad range of difficulty, and encompass both the depth and the breadth of business knowledge. In addition to factual knowledge, the test evaluates students' abilities to analyze and solve problems, understand relationships, and interpret material. Questions that require interpretation of graphs, diagrams and charts are included. Following the general guidelines of business school accrediting agencies, the Business Test covers areas outlined in the Common Core Standards for undergraduate business education.

The two assumptions made are:
- Most institutions will offer a common core that includes accounting, economics, finance, law, management, marketing, information systems, quantitative analysis and international business;
- The Common Core will address important social and international considerations of modern business operations.

The Business Test has five key objectives:
1. Measure students' knowledge of the multidisciplinary subject matter representative of undergraduate business education
2. Provide information to students regarding their level of achievement
3. Provide information on student achievement to faculty to enable institutions to assess their performance relative to their specific mission and objectives
4. Provide information to facilitate development of appropriate goals and educational programs
5. Strengthen the accountability of undergraduate business education

The distribution of the content areas with some examples of the topics covered is as follows:
i. Accounting (~15%) includes topics such as financial accounting, Managerial accounting, International accounting
ii. Economics (~13 %) includes topics such as Basic Economic Concepts, Microeconomics, Macroeconomics, and international economics
iii. Management (~15%) includes topics such as Management principles, Organizational behavior, Operations Management, Strategy and policy, International/cross cultural management, and Entrepreneurship
iv. Quantitative Business Analysis (~11%) includes topics such as Probability and statistics, Quantitative Operations Management Techniques,
v. Information Systems (~10%) includes topics such as Information Systems in Business and Society, Information Technology Concepts, Business Information Systems, Systems Development
vi. Finance (~13%) includes topics such as Corporate Finance, Investments, International Finance
vii. Marketing (~13%) includes topics such as Identifying attractive markets. Serving Selected Markets, International Marketing
viii. Legal and Social Environment (~10%) includes topics such as Legal environment, Regulatory environment, Business relationships, Ethics and Social Responsibility
ix. International Issues (overlapping and drawn from other content areas above)

Learning Objective: Program-based Content Knowledge – ETS® for MBA

The ETS® Major Field Test for the MBA consists of 124 multiple-choice questions, half of which are based on short case-study scenarios. Questions employ materials such as diagrams, graphs, and statistical data. Most of the questions require knowledge of specific information drawn from four content areas: marketing, management, finance and managerial accounting. Some questions require strategic integration skills — the ability to integrate knowledge of two or more content areas. The test also includes questions that focus on international business, information technology, the legal and regulatory environment, business ethics and social responsibility, quantitative analysis, and managerial economics.

A unique feature of MFT-MBA design is the capability of measuring critical thinking ability — that is, the test assesses the ability to: analyze and interpret data, apply concepts and ideas, and analyze theories and relationships deductively and inductively. The overall scaled score measures critical thinking and reasoning within the domain of a standard MBA curriculum.

The distribution of the content areas and a list of the topics covered are as follows:
I. Marketing (25%) includes topics such as Strategic Marketing, Buyer Behavior, Market Research, Marketing Planning, Target Segmentation, and Marketing Mix

II.   Management (25%) includes topics such as Organizational Behavior, Human Resource Management, Organizational Theory, Operations Planning/Management Science
III. Finance (25%) includes topics such as Corporate Finance, Investments, Financial Markets, and Institutions
IV.   Accounting (25%) includes topics such as Relevant Cost, Resource Planning & Analysis, Cost-Volume Profit Analysis, Product Costing, and Financial Reporting and Analysis.

Learning Objective: Program-based Content Knowledge – Course-embedded
Course-embedded rubrics must be designed to tailor individual requirements for BSHTM, MSA, MSAF, MSHRM, MSHTM, MSRE, BAOL and MAOD programs. Assessments were designed and implemented for BSHTM, MSA, MSAF, MSHTM, and MSRE programs the prior year. Each of those assessments contain rubrics reflecting its content knowledge. The assessments were developed by the faculty teaching the course and the department Chair. Each of those rubrics are shown below.

Content Knowledge Rubrics for BSHTM program:

	Evaluative Criteria	Score: of 1: Fails to meet expectations (1)	Score of 2 Meets expectations (2)	Score of 3: Exceeds expectations (3)
	Content Knowledge			
1	**Knowledge in one of the four major areas: event planning, lodging, food & beverage, tourism**	Requires improvement in knowledge of the four in one or all of the major areas event planning, lodging, food and beverage, tourism	Demonstrates satisfactory knowledge in one or all of the major areas event planning, lodging, food and beverage, tourism	Demonstrates exemplary knowledge of in one or all of the four major areas; event planning, lodging, food &beverage, tourism
2	**Evaluation of industry**	Requires improvement in the ability to search and evaluate relevant hospitality literature in one of the four required hospitality management disciplines	Demonstrates satisfactory ability to search and evaluate relevant hospitality literature in one of the four required hospitality management disciplines	Demonstrates exemplary ability to search and evaluate relevant hospitality literature in one of the four required hospitality management disciplines
3	**Critical thinking skills**	Requires improvement in critical thinking skills and the ability to analyze secondary data to create new knowledge	Demonstrates satisfactory critical thinking skills and the ability to analyze secondary data to create new knowledge	Demonstrates exemplary critical thinking skills and the ability to analyze secondary data to create new knowledge.

Content Knowledge Rubrics for MSA program:

Evaluative Criteria	Score: of 1: Fails to meet expectations (1)	Score of 2 Meets expectations (2)	Score of 3: Exceeds expectations (3)
Content Knowledge			
Theory and Practice of Financial Accounting Concepts	In the three group study case notes and capstone paper: (1) Demonstrates an inadequate understanding of the topics (2) In the capstone portfolio, the student provides inadequate evidence of analytic or interpretive reflections. (3) The student provides information with significant errors.	In the three group study case notes and capstone paper: (1) Demonstrates an adequate understanding of the topics (2) In the capstone portfolio, the student demonstrates the ability to provide description, analysis, and interpretation. (3) The student provides information with no significant errors.	In the three group study case notes and capstone paper: (1) Demonstrates an excellent understanding of the topics (2) In the capstone portfolio, the student demonstrates evidence of critical reflection by being more highly analytic and interpretive than descriptive. (3) The student provides information that is consistently accurate.
Fraud Examination and Forensic Accounting	Students do not demonstrate an understanding of applied concepts in fraud examination and forensic accounting.	Students demonstrate an good understanding of applied concepts in fraud examination and forensic accounting.	Students demonstrate an good understanding of applied concepts in fraud examination and forensic accounting.
Financial Statement Analysis	Requires improvement in critical thinking skills and the ability to analyze secondary data to create new knowledge	Demonstrates unsatisfactory research skills.	Demonstrates excellent research skills.

Content Knowledge Rubrics for MSAF program:

Evaluative Criteria	Score: of 1: Fails to meet expectations (1)	Score of 2 Meets expectations (2)	Score of 3: Exceeds expectations (3)
Content Knowledge			
Theory and Practice of Forensic Accounting Concepts	In the three group study case notes and capstone paper: (1) Demonstrates an inadequate understanding of the topics (2) In the capstone portfolio, the student provides inadequate evidence of analytic or interpretive reflections. (3) The student provides information with significant errors.	In the three group study case notes and capstone paper: (1) Demonstrates an adequate understanding of the topics (2) In the capstone portfolio, the student demonstrates the ability to provide description, analysis, and interpretation. (3) The student provides information with no significant errors.	In the three group study case notes and capstone paper: (1) Demonstrates an excellent understanding of the topics (2) In the capstone portfolio, the student demonstrates evidence of critical reflection by being more highly analytic and interpretive than descriptive. (3) The student provides information that is consistently accurate.
Fraud Examination and Forensic Accounting	Students do not demonstrate an understanding of applied concepts in fraud examination and forensic accounting.	Students demonstrate an good understanding of applied concepts in fraud examination and forensic accounting.	Students demonstrate an good understanding of applied concepts in fraud examination and forensic accounting.
Financial Statement Analysis	Requires improvement in critical thinking skills and the ability to analyze secondary data to create new knowledge	Demonstrates unsatisfactory research skills.	Demonstrates excellent research skills.

Content Knowledge Rubrics for MSHTM program:

	Evaluative Criteria	Score: of 1: Fails to meet expectations (1)	Score of 2 Meets expectations (2)	Score of 3: Exceeds expectations (3)
	Content Knowledge			
1	**Knowledge in one of the four major areas: event planning, lodging, food & beverage, tourism**	Requires improvement in knowledge of the four in one or all of the major areas event planning, lodging, food and beverage, tourism	Demonstrates satisfactory knowledge in one or all of the major areas event planning, lodging, food and beverage, tourism	Demonstrates exemplary knowledge of in one or all of the four major areas; event planning, lodging, food &beverage, tourism
2	**Evaluation of industry**	Requires improvement in the ability to search and evaluate relevant hospitality literature in one of the four required hospitality management disciplines	Demonstrates satisfactory ability to search and evaluate relevant hospitality literature in one of the four required hospitality management disciplines	Demonstrates exemplary ability to search and evaluate relevant hospitality literature in one of the four required hospitality management disciplines
3	**Critical thinking skills**	Requires improvement in critical thinking skills and the ability to analyze secondary data to create new knowledge	Demonstrates satisfactory critical thinking skills and the ability to analyze secondary data to create new knowledge	Demonstrates exemplary critical thinking skills and the ability to analyze secondary data to create new knowledge.

Content Knowledge Rubrics for MSRE program:

Evaluative Criteria	Score: of 1: Fails to meet expectations (1)	Score of 2 Meets expectations (2)	Score of 3: Exceeds expectations (3)
Analytical & Quantative Skills			
Knowledge of the full real estate cycle; development/acquisition, management and disposition.	The full real estate market process is not described or identified.	All stages of the real estate market process are clearly identified in the real estate cycle.	All stages of the real estate market process are clearly identified with interaction noted between the various stages of the real estate cycle.
Evaluation of alternatives in each step.	Not all stages of the real estate market process are evaluated. Few or no logically supported options given.	All stages of the real estate market process are evaluated with logical and supported alternative options.	All stages of the real estate market process are evaluated with analytical support to justify alternative options.
Critical thinking skills.	The full real estate market process is not appropriately supported or concluded.	The full real estate market process is appropriately supported and concluded.	The full real estate market process is supported and concluded using multiple techniques.

Learning Objective: Analytical & Quantitative Skills

In all programs where this learning objective is measured, instructors use either a project or case study to assess the analytical and quantitative skills. Students are measured on the following items:

Identification of Symptoms: The students are asked to identify symptoms and problems of the company in the project or case study. The students are expected to understand the distinction between symptoms and problems.

Problem Statements: The students are expected to identify at least one of the substantial problems and state the problem in terms that are actionable by the company's leadership.

Analysis of Relevant Data: The students are expected to perform basic analyses with relevant data.

Applies Appropriate Procedures: The students are expected to choose statistical procedures to analyze the problems with very little errors. They need to understand how the factors influence the appropriate statistical procedures.

Problem Analysis: The students are expected to analyze at least one problem thoughtfully and apply a strategic analysis. They are required to apply relevant financial or quantitative analysis.

Identification of Alternatives: Appropriate number of alternatives should be identified for more than one problem.

Evaluation of Alternatives: Pros and cons for appropriate number of alternatives should be provided by students. Most of the arguments should be convincing and supported.

Recommended Course of Action: The students are expected to provide courses of action with feasibility, which are likely to solve the identified problems and lead to above average returns in this industry.

Implementation Plan: The students are expected to provide timeline with appropriate responsibilities.

The expectations to demonstrate the analytical and quantitative skills are shown in the following rubric:

Evaluative Criteria	Score: of 1: Fails to meet expectations (1)	Score of 2 Meets expectations (2)	Score of 3: Exceeds expectations (3)
Analytical & Quantitative Skills			
Identification of Symptoms	Able to identify few symptoms. There may be confusion between symptoms, problems and/ or recommendations.	Appropriate symptoms are clearly identified. There is little confusion between symptoms and problems.	Appropriate symptoms are clearly identified, and grouped, with each group of symptoms pointing toward an underlying problem. There is no confusion between symptoms and problems.
Problem Statements	One or more of the following errors apply: • Problems stated may refer to environmental conditions only • Symptoms are stated as the problems. • Recommendations are stated as problems. • Problems may not be stated in single, concise, complete sentences.	At least one (1) of the company's substantial problems is identified and stated in terms that are actionable by the company's leadership.	Appropriate number substantial problems are identified, and stated in terms that are actionable by the company's leadership.
Analysis of Relevant Data	Does not perform meaningful analysis with relevant data.	Performs basic analyses with relevant data.	Effectively analyzes relevant data regarding trends, returns (ROI), and other quantitative data or financials.
Applies Appropriate Procedures	Applies inappropriate procedures. No approach taken or approach is unclear.	There are minor errors in the choice of statistical procedures to analyze the problem. Not all of the factors that influence the appropriate statistical procedures have been identified.	Applies the appropriate statistical procedures to analyze the problem. Explains why procedures are appropriate for the problem.
Problem Analysis	Analysis includes only one or none of the following: • One problem is analyzed thoughtfully or 2 or more problems are covered superficially. • At least 1 strategic analysis tool is applied. • Relevant financial or quantitative analysis is applied (Financial ratios or other financial analysis approach).	Analysis includes two (2) of the following: • One problem is analyzed thoughtfully or 2 or more problems are covered superficially. • At least 1 strategic analysis tool is applied. • Relevant financial or quantitative analysis is applied (Financial ratios or other financial analysis approach).	Analysis includes all of the following: • Two or more stated problems are analyzed thoughtfully. • At least 1 strategic analysis tool applied. • Relevant financial or quantitative analysis is applied (Financial ratios or other financial analysis approach).
Identification of Alternatives	Few alternatives listed or not all aspects of identified problems are addressed.	Appropriate number of alternatives is identified. May have one (1) set of alternatives for more than one problem. ("Do Nothing" is an inappropriate alternative.)	Appropriate number of thoughtful alternatives is identified for each problem. ("Do Nothing" is an inappropriate alternative.)
Evaluation of Alternatives	Pros and cons for a few alternatives or only 1 alternative for each problem; missing all pros or cons.	Pros and cons for appropriate number of alternatives are provided. Most of the arguments are convincing, and supported. May be missing a few pros and/or cons.	Pros and cons for appropriate number of alternatives are provided. Arguments are convincing, and supported.
Recommended Course of Action	Actions rely heavily on hiring, or setting up committee(s)/ team(s) and others to decide how best to solve the problems. General statements are made about what needs to be done, but few specifics are provided. A general statement is made about what should be done, but few specifics.	Partial courses of action; The feasibility of these actions may be questioned; Actions recommended do not fully address/solve identified problems. Or At least 1 comprehensive course of action, with substantiated feasibility, that is likely to solve the identified problems and lead to above average returns in this industry.	Comprehensive courses of action, with substantiated feasibility, which are likely to solve the identified problems and lead to above average returns in this industry with intensifying competition.
Implementation Plan	Timeline with those responsible not provided.	Timeline is adequate but responsibilities are not identified or responsibilities identified by the timeline are not adequate.	Timeline and those responsible are identified and detailed.

Learning Objective: Leadership Skills

Leadership skills are measured in some of the graduate programs using the following evaluation criteria:

Facilitation: Measured on how students have facilitated their teams during team assignments, case studies, etc.

Motivation: Measured on how students have motivated their fellow team members during team assignments, case studies, etc.

Guidance: Measured on how students have provided guidance in some form or other to their fellow team members during team assignments, case studies, etc.

Team Building: Measured on how students made some effort in developing the team

Vision: Measured on how a student provided a consistent, clear set of goals, how they fit together, and what the team would achieve.

The expectations to demonstrate the leadership skills are shown in the following rubric:

Evaluative Criteria	Score: of 1: Fails to meet expectations (1)	Score of 2 Meets expectations (2)	Score of 3: Exceeds expectations (3)
Leadership			
Facilitation	Did not facilitate team processes	Facilitated some team processes.	Facilitated all team processes: decision making, goal setting, and conflict resolution
Motivation	Did not motivate team members.	Motivated some team members.	Motivated all team members individually.
Guidance	Individual team members did not have guidance. Work was duplicated and team members did not know what to do.	Individual tasks were not always assigned or checked on. Sometimes team members duplicated work or did not know what to do.	Individual tasks were assigned and checked on. Team members were always working towards the same goals.
Team Building	The leader did not develop the team; the team did not function well.	The leader made some effort in developing the team.	The leader developed team interaction and cooperation to achieve a well-functioning team.
Vision	It was unclear what the goals were and what the team was meant to achieve.	The goals were communicated inconsistently and it was sometimes unclear what the team was meant to achieve.	The leader provided a consistent, clear set of goals, how they fit together, and what the team would achieve.

Learning Objective: Written Communication

Students compose and present a coherent product. The written communication skills are assessed along 7 dimensions: (1) Opening Statement, (2) Thesis, (3) Organization, (4) Spelling & Word Choice, (5) Grammar/Sentence Structure, (6) Support/Evidence and (7) Resources. Students are expected to write an assignment.

The expectations to demonstrate the written communications are shown in the following rubric:

Evaluative Criteria	Score: of 1: Fails to meet expectations (1)	Score of 2 Meets expectations (2)	Score of 3: Exceeds expectations (3)
Written Communication			
Opening Statement	Offers a weak or unfocused opening statement.	Opens with clear statement of case problems/issues – gains some attention.	Hooks reader with clever/insightful opener to clearly identify case issues.
Thesis	Weak or unfocused thesis for paper.	Clear statement of issues and problems associated with topic.	Clearly identifies problem/decision as a topic for the paper/study.
Organization	Uses few headings or paragraph breaks, shows weak logical flow.	Provides organized analysis that generally maintains focus.	Provides clear organization scheme to guide reader through logic of analysis.
Spelling & Word Choice	Uses many misspelled (10 or more) words and shows only elementary vocabulary level.	Has spell-checked, but may miss a type or use an inappropriate word/term.	Uses correct spelling throughout and demonstrates strong vocabulary skills.
Grammar/Sentence Structure	Commits several grammatical errors that detract from the paper's readability/offers multiple sentence fragments, run-ons, agreement errors.	Generally uses correct verbs, tenses, pronouns, etc., with 1-2 minor errors/some sentence structure questions.	Shows correct grammar throughout, makes no errors/good sentence structure throughout.
Support/Evidence	Too general or anecdotal; Insufficient use of evidence to support key points; Lacks appropriate source citations.	Adequate use of specifics and evidence; Sources cited appropriately.	Excellent details. Uses multiple forms of evidence to support key points. Sources cited appropriately.
Resources	Used mostly inappropriate resources or 21 to 50% of resources were inappropriate.	Uses resources that are mostly relevant to topic or at least 80% of resources were appropriate.	Shows clear identification and use of appropriate resources or at least 95% of resources were appropriate.

Learning Objective: Oral Communication

The oral communication skills are also addressed along 7 dimensions: (1) Organization, (2) Subject Knowledge, (3) Visual Aids, (4) Audience Interaction, (5) Elocution, (6) Teamwork and (7) Attire. Students, in teams of three members, present a business project. The oral communication skills encompass: 1) History, 2) Products/Services, and 3) Competitive analysis. Each student singularly focuses on one of those three main areas in order to present a final cohesive integrated Oral Presentation. one designed for a general public/consumer audience (the entire enrolled class). The expectations to demonstrate the oral communications are shown in the following rubric:

Evaluative Criteria	Score: of 1: Fails to meet expectations (1)	Score of 2 Meets expectations (2)	Score of 3: Exceeds expectations (3)
Oral Communication			
Organization	Audience cannot understand because there is no logical sequence to information.	Some information is not in logical sequence.	Presents in logical, interesting sequence which is easy to follow.
Subject Knowledge	Does not understand project and cannot answer questions.	Does understand project; however cannot provide elaboration.	Demonstrates full knowledge by answering all questions completely with explanation and elaboration.
Visual Aids	Low quality or no visual aids to support the presentation.	Uses some visual aid that supports the presentation.	Uses high-quality visual aids that enhance the presentation.
Audience Interaction	No eye contact, just reads presentation and no use of appropriate gestures.	Maintains eye contact, moves around and uses gestures while often referring to notes.	Maintains eye contact, moves around, and uses appropriate gestures while seldom referring to notes.
Elocution	Mumbles, mispronounces terms and speaks too softly for audience to hear.	Speaks softly but audience can hear and generally correctly pronounces terms.	Voice is clear; Words are pronounced correctly and audience can hear presentation.
Teamwork (if applicable)	Members have unclear or no role in presentation and poor transition from member to member.	Team members have role in presentation and are somewhat coordinated.	Team members have equivalent roles, smooth transitions, and all parts are integrated with each other.
Attire	Attire is inappropriate and distracts from presentation.	Attire is appropriate for presentation.	Attire is coordinated with presentation

Learning Objective: Ethics and Social Responsibility
Students are given an ethical example and asked to answer various questions about it. The ethical evaluation is grounded on four factors including awareness, beliefs, consequences, and decision. The awareness factor is based on facts of the specific case, its ethical dimensions, and ethical and legal dilemmas. The beliefs include objective understanding of ethical theory, reason, subjective evaluation, and consequences. The consequences rely on the environment relevancy, specific beliefs of the case. The decision is evaluated based on applying ethical theories, self-interest, stand on ethical matters, and willing to act ethically.
The expectations to demonstrate Ethics and Social Responsibility are shown in the following rubric:

Evaluative Criteria	Score: of 1: Fails to meet expectations (1)	Score of 2 Meets expectations (2)	Score of 3: Exceeds expectations (3)
Ethics			
Awareness	• Unaware of the facts of specific cases. • Does not recognize ethical dimensions of specific situations. • Confuses ethical dilemmas with legal dilemmas. • Claims to easily solve ethical dilemmas.	• Understands basic fact of cases. • Recognizes that obligation and duty depend on agent's role in relation to others. • Distinguishes ethical concerns from legal concerns. • Begins to look beyond the self for ethical dimensions.	• Synthesizes facts of case into a coherent narrative or whole. • Recognizes complex implications in ethical situations; able to identify ethical dimensions of particular acts, decisions, situations. • Aware of ethical dimensions from a broader perspective (profession, society). • Widens circle of awareness to include all stakeholders in ethical dilemmas.
Beliefs	• Does not objectively understand main points of ethical theories; • Beliefs centered entirely on self; • Hold beliefs ungrounded in reason; • Ethical awareness is relative and subjective. • Sees consequences only to the self or immediate environment; • Sees consequences to others as irrelevant; • Cannot discern consequences of specific beliefs or actions.	• Understands and applies simplified versions of ethical theories; • Concedes existence of beliefs of others; • Moves beyond relativism in own beliefs. • Grasps both far-reaching and immediate consequences of certain beliefs and actions; • Acknowledges relevance of ethical concerns to others; • Widens consequences to include all relevant stakeholders.	• Understands claims of ethical theories; • Beliefs grounded in and justified through reason; • Follows beliefs where reason leads, even if contrary to one's own ethics.
Consequences	• Sees consequences only to the self or immediate environment; • Sees consequences to others as irrelevant; • Cannot discern consequences of specific beliefs or actions.	• Grasps both far-reaching and immediate consequences of certain beliefs and actions; • Acknowledges relevance of ethical concerns to others; • Widens consequences to include all relevant stakeholders.	• Articulates the broad societal effects of particular policies and practices in ethical terms; • Looks to far-reaching implications of ethical beliefs; • Projects consequences into the future deeply and broadly; • Shows true concern toward outcome of ethical decisions to others.
Decision	• Unable to apply ethical theories to specific cases; • Decides only in self-interest; • Does not take a stand on ethical matters; • Unwilling to act maturely or ethically.	• Begins to formulate a reasoned decision-making process; • Decides in the interest of a widening circle of stakeholders; • Takes a stand of ethical dilemmas not necessary affecting one's self.	• Applies well-thought-out process of decision making to ethical dilemmas; • Maturely commits to a decision; • Decides in the interest of justice; • Makes decisions with a high level of maturity and careful reflection.

Learning Objective: Use of Technology

The students are expected to demonstrate the ability to effectively use formulas and functions in Microsoft Excel; demonstrate the ability to define relationships between tables and implement reports in Microsoft Access; demonstrate the ability to properly format a document including title page and headers and footers in Microsoft Word ; and demonstrate the ability to work with slide master and slides in Microsoft PowerPoint.

The expectations to demonstrate the Use of Technology are shown in the following rubric:

Evaluative Criteria	Score: of 1: Fails to meet expectations (1)	Score of 2 Meets expectations (2)	Score of 3: Exceeds expectations (3)
Use of Technology in Business			
Spreadsheets	Demonstrates the ability to create and modify a simple spreadsheet using text and data. Demonstrates the ability to graph, sort and filter data	Demonstrates the ability to effectively use formulas and functions	Demonstrates the ability to create spreadsheets that clearly communicate the intended message.
Database	Demonstrates the ability to build and import a table. Demonstrates the ability to generate simple forms and reports.	Demonstrates the ability to define relationships between tables.	Demonstrates the ability to build simple and multi-table queries.
Word Processing	Demonstrates the ability to create a simple document. Demonstrates the ability to effectively use editing tools such as spell check and thesaurus.	Demonstrates the ability to properly format a document including title page and headers and footers.	Demonstrates the ability to insert objects and tables into a document.
Presentation	Demonstrates the ability to create simple presentations including the appropriate use of animation. Demonstrates the ability to insert objects and charts into a PowerPoint presentation.	Demonstrates the ability to work with slide master.	Demonstrates the ability to integrate multimedia, i.e., videos, into presentations.

6. Assessment Method, Outcome, Discussion and Recommendations

The assessment data from each of the three undergraduate programs and seven graduate programs are analyzed in this section.

Bachelor of Science in Business Administration (BSBA)

Leaning Goal: Discipline-focused content	
Learning Objective: Demonstrate knowledge of business disciplines.	
Teaching or Reinforcing Courses: Prior	
Assessment: ETS® Major Field Test	
Assessment Course: MGMT 380 Capstone course	
Terms: Spring 2022 and Fall 2021	
Instructor(s): Profs. Patel and Tucker	

Results

ETS® test results for BSBA students who take the capstone course MGMT 380 are shown in the following page, following comparison score data by institution and then by individual student score.

Comparative Data: Institutional Comparative Data (ETS for Business measures BSBA outcomes).

There are 274 higher education institutions that used Business ETS, with students scoring an average of 149 with a standard deviation of seven.

ests

2022 Comparative Data Guide - MFT for Business
Institutional Means Total Score Distribution
Data includes seniors from domestic institutions who tested between September 2021 through June 2022

Number of Institutions	Mean	Median	Standard Deviation
274	148.8	149.5	7.0

Historical data shows that in 2022 far fewer (half) of institutions (274 down from 532 the year before) were using ETS to assess undergraduate performance, while it increased slightly in use (by four institutions) for MBA students.

	2018-2019	2019-2020	2020-2021	2021-2022
(MBA) No of Institutions	183	217	223	227
Mean (RU Mean)	247.9 (230.8)	247.3 (239)	247.1 (231)	246.8 (243.4)
Median (RU Median)	249 (229)	249 (233)	248 (232)	248 (242)
Standard Deviation	8.65	8.5	8.1	7.9
(Business) No of Institutions	515	524	532	274
Mean (RU Mean)	149.3 (150.4)	149.3 (147.3)	149.4 (139.3)	148.8 (143.3)
Median (RU Mean)	150 (145)	150 (146)	150 (139)	149.5 (140)
Standard Deviation	6.9	6.8	6.6	7

Comparative data shows that there is greater disparity in scores (than institutional comparison) when comparing individual scores to individual scores; the mean remains close to 149 (150) and has an increased standard deviation, up from seven to almost fourteen.

STS

2022 Comparative Data Guide - MFT for Business
Individual Students Total Score Distribution
Data includes seniors from domestic institutions who tested between September 2021 through June 2022

Number of Examinees	Mean	Median	Standard Deviation
16,732	150.3	150.0	13.9

Below is historical data for ETS Business for the BSBA program. Scores with an increase or decrease of five or more are in bold and italicized, see below. We had one decrease in marketing from 2019-2020 to the next academic year and more recently we had an increase in finance from 2020-2021 to the next academic year.

Assessment Indicator Title	2018-2019 Mean Percent Correct	2019-2020 Mean Percent Correct	2020-2021 Mean Percent Correct	2021-2022 Mean Percent Correct
Marketing	51	51	*42*	46
Management	49	48	52	49
Finance	31	32	36	*43*
Accounting	32	32	38	41
Strategic Integration	42	43	43	43

Table 2: Distribution of Scores Across Content Areas for Business (U/Grad; N=9)

DEPARTMENTAL SUMMARY OF ASSESSMENT INDICATORS

Test: Business
Form Code: 4QMF
Institution: Roosevelt University
Cohort: Combined
Closed on: Combined

Assessment Indicator Number	Assessment Indicator Title	Mean Percent Correct
1	Accounting	41
2	Economics	37
3	Management	49
4	Quantitative Business Analysis	32
5	Finance	43
6	Marketing	46
7	Legal and Social Environment	43
8	Information Systems	43
9	International Issues	44

Students responding to less than 50% of the questions: **0**

Students in frequency distribution: **9**

Students tested: **9**

DEPARTMENTAL SUMMARY OF ASSESSMENT INDICATORS MBA (N=9)

Test: MBA

Form Code: 4NMF

Institution: Roosevelt University

Cohort: Combined

Closed on: Combined

Assessment Indicator Number	Assessment Indicator Title	Mean Percent Correct
1	Marketing	58
2	Management	47
3	Finance	42
4	Accounting	32
5	Strategic Integration	44

Students responding to less than 50% of the questions: **0**

Students in frequency distribution: **9**

Students tested: **9**

Discussion

The scores of HCB undergraduate BSBA students could be improved in most areas outside of management, though management scores declined from the prior year. The curriculum identified from the prior year that would assist faculty to better prepare students for this comprehensive business exam is included below. Similar content would be reflected in the simulation and the below is a guideline of what to include in facilitating learning in these areas, regardless of the ETS or simulation measure being used.

The accounting discipline in ETS® focuses on the following subject areas:
- A. Financial accounting
  - Conceptual foundations, Income statement and statement of retained earnings, Balance sheet, and Statement of cash flows
- B. Managerial accounting
  - Cost concepts, Product-costing systems. Activity-based costing, Cost, volume and profit analysis, Budgeting (except capital budgeting covered under Finance), Standard costing, and Nonroutine decision making
- C. International accounting

The economics discipline in ETS® focuses on the following subject areas:
- A. Basic Economic Concepts
  - Scarcity and opportunity cost, Production possibilities frontier, Comparative advantage and specialization, and Economic systems
- B. Microeconomics
  - Supply and demand, Models of consumer choice, Production and costs, Product market structures, Resource markets, and Market failure and the role of government
- C. Macroeconomics
  - Measurement of economic performance, Aggregate demand and aggregate supply, Money and the banking system, and Monetary policy and fiscal policy
- D. International economics
  - International trade and policy, Exchange rates, and Balance of payments

The management discipline in ETS® focuses on the following subject areas:
- A. Management principles
  - History and theory, Functions (organizing, leading, planning and controlling), and Group/team dynamics
- B. Organizational behavior
  - Leadership and motivation, Communication, Managing diversity, and Human resource management
- C. Operations Management
  - Operations design, Operations execution, and Total quality management
- D. Strategy and policy
  - Strategic analysis and Policy determination
- E. International/cross cultural management
- F. Entrepreneurship

The marketing discipline in ETS® focuses on the following subject areas:
- A. Identifying attractive markets
  - Strategic marketing planning; Scanning marketing environment; Marketing research and information technology tools, Consumer, and organizational buyer behavior
- B. Serving Selected Markets
  - The marketing mix (Product, Price, Place and Promotion), Segmenting consumer and organizational markets, Marketing services, Marketing for not-for-profit organizations, Marketing of social causes
- C. International Marketing

The legal and social environment part of ETS® focuses on the following subject areas:
- A. Legal environment
  - Courts and legal systems, Constitution and business, Administrative law, Tort law, Crimes
- B. Regulatory environment

Employment law, Labor law, Antitrust law, Consumer protection, Environmental and international law, Security regulation

C. Business relationships

Contract and sales law (UCC), Business organizations, Law of agency, Intellectual property

D. Ethics and Social Responsibility

Ethics and Social responsibility

The information systems part of ETS® focuses on the following subject areas:

A. Information Systems in Business and Society

Information management in a global society, Security, privacy, and ethical issues

B. Information Technology Concepts

Hardware technology, Software technology, Database management systems, Network, and internet technology

C. Business Information Systems

Automation and support systems, Transaction processing systems, Management information systems, Decision support and expert systems, Enterprise systems (ERP)

D. Systems Development

Systems investigation and analysis, Systems planning development and implementation

Recommendation

A. Replace Direct Measure

Replace the ETS Business test with the data collected in the Learning Assurance Report (LAR) via the simulation for the following reasons: 1) efficacy of measure is more in line with our curriculum, thereby increasing internal validity, 2) perceptual fairness is increased due to using secondary data as opposed to having students separately take this comprehensive exam which leads to a several hour commitment when adding in tech testing and ProctorU remote services, 3) remove additional cost per student from around $60 to $0, 4) ease the burden of data collection of the assessment committee and strategy professors whom currently email and message student continuously to monitor ETS participation.

B. Curriculum and Rigor Addressed

All BSBA students should take the necessary subjects that cover the materials as described above; facilitating the learning in the strategy simulation provides an experiential learning opportunity and a streamlined, efficient way to collect 100% of student data without additional layers of management needed in the process by professors. As detailed in this report elsewhere (see later charts recapping changes) the student learning data is collected and reported in line with our learning outcomes and business accreditor's guidelines. HCB faculty should continue to take a closer look at the curriculum to make sure that the curriculum content contains the above subject areas and topics, in the context of the course lectures and the simulation. Instructors should focus on the above subject areas and topics with rigor and ensure that students understand the material.

Leaning Goal: Communication skills	
Learning Objectives:	
1. Create a well-written document on a business topic.	
2. Deliver a professional oral presentation using appropriate technology.	
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022	
Assessment: Course-embedded	
Assessment Course: BCOM 301: BUSINESS COMMUNICATIONS	
Terms: Spring & Fall	
Instructors who reported: Fall 2021: Prof. Curtis; Spring 2022: Prof. Curtis (N=30)	

Assessment Description

Both written communication and oral communications are assessed in BCOM 301 class. BCOM 301 is offered as multiple sections in each semester. BCOM 301 focuses on building strategic capability and specific skill sets necessary for effective written and oral business communication in the age of domestic diversity and globalism. The communication process,

Internet-based and traditional research techniques, presentation strategies, nonverbal and intercultural communications, the impact of new technologies and ethical considerations in communication are addressed. The assessment is completed at the end of the semester. The writing assignment consists of five one- page Business letter Projects and a comprehensive 2.5-hour essay exam on Business Communication Theory and Terminology. For oral communication skills, Students are required to present a 20 to 30-minute Group PowerPoint Presentation (along with 7-page hard copy summary and brief analysis) on a chosen corporation.

Outcome
Written Communications:
HCB standards state that at least 70% of students should either meet or exceed expectations set by the faculty who teaches an undergraduate course. Overall students met/exceeded the standard at 85% which is consistent from prior years (and slightly increased). We have had consistency in the instructors for that course and are in consistent communication due to how that course affects the student's success in future business courses.

Oral Communications:
HCB standards state that at least 70% of students should either meet or exceed expectations set by the faculty who teaches an undergraduate course. Overall students assessed in oral communication were at 73.1%, which exceeds the 70% benchmark and but is far lower than scores from prior years; see discussion that follows.

Written Communication				
2017-2018	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
80.0%	83.6%	82%	82%	85%
Oral Communication				
2017-2018	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
80.0%	77.1%	82.0%	82.0%	73.1%

Additional detail from the overall scores include areas of strength and opportunity; faculty recommendations follow.

SUMMARY OF DATA (%)	2021-2022			
Summaries	*%*	*%*	*%*	*%*
Written Communication	*1 Fails to Meet Standard*	*2 Meets Standard*	*3 Exceeds Standard*	*Total %*

	1	2	3	
Opening Statement	13.3%	56.7%	30.0%	100.0%
Thesis	16.7%	40.0%	43.3%	100.0%
Organization	6.7%	63.3%	30.0%	100.0%
Spelling & Word Choice	13.3%	66.7%	20.0%	100.0%
Grammar/Sentence Structure	16.7%	60.0%	23.3%	100.0%
Support/Evidence	20.0%	53.3%	26.7%	100.0%
Resources	16.7%	53.3%	30.0%	100.0%
Oral Communication	*1 Fails to Meet Standard*	*2 Meets Standard*	*3 Exceeds Standard*	
Organization	33.3%	44.4%	22.2%	100.0%
Subject Knowledge	11.1%	77.8%	11.1%	100.0%
Visual Aids	27.8%	55.6%	16.7%	100.0%
Audience Interaction	27.8%	61.1%	11.1%	100.0%
Elocution	22.2%	66.7%	11.1%	100.0%

Teamwork (if applicable)	n/a	n/a	n/a	n/a
Attire	38.9%	50.0%	11.1%	100.0%

Discussion from 2021-2022:
Faculty who assessed the students report the following problems and comments:
- Apathy. Not attending class via Zoom;
- Apathy. Attendance. It was a Saturday class;
- Poor listening skills. No proof-reading skills;
- Discuss and employ research tactics. Where to find the best resources for business based research (library resources will be emphasized for all BCOM professors);
- Following directions. This was a short attention span class;
- Doing specific target-based research was a problem for this class;
- Offered alternative to standard outline to presentation; a PowerPoint presentation (it helped);

Recommendations from 2021-2022:
The recommendations from the faculty who assessed the students in BCOM 301 are:
- Make Public Speaking a pre-requisite;
- More research projects. Make the English 102 prerequisite a C or better, not C-;
- Gave examples. Had them do the assignments in class before they did it on their own at home (and that worked);
- Discuss and employ research tactics. Where to find the best resources for business-based research;
- Proof-reading exercises. They "planted the seeds", so to speak (this worked well);
- My class inspired a "head in the game" way of communicating in business. For those that wanted it, it helped;
- Exercise to explain and create charts/graphs from data;
- Discuss and employ research strategies;
- Class and instructor feedback on the effectiveness of the presentation and it's organization. Discuss the "hits" and "misses" of the presentations and the written.

In summary, for written and oral communications, the following are recommended in 2022-2023:
1. Student listening skills in classes as well as interaction with audience have to be improved, along with organization and use of visuals, considering modality;
2. No public speaking course was added, though a one credit Contemporary Business topics course was added and this increased opportunities for #1 above, networking, and practicing business etiquette and communication with the weekly guest speakers built into the course.
3. Continue to meet with others over how BCOM interacts with Career Services, the HCB Career Fair and other opportunities to practice business oral communication (and listening skills as part of that).

Leaning Goal: Ethics and corporate social responsibility
Learning Objectives: 1. Understand the role of ethics and identify ethical conflicts and concerns in business. 2. Understand the role of businesses in society and corporate social responsibility.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022
Assessment: Course-embedded
Assessment Course used in 2021-2022: MGMT380 Strategy (corporate social responsibility in simulation) LARS data reported on score for simulation on Corporate and Social Responsibility (one of two areas we measure for ethics). No rubrics could be collected for 2021-2022 and this measure will replace the rubrics for ethics and corporate

social responsibility. There was confusion about the exact course used for data collection, using MGMT380 and the sim measure in place of MGMT308. The Assessment Committee will review the measure for the following year.
Terms: Fall
Instructors who reported: Ray Patel, Dennis Tucker

Assessment Description
Business Ethics and Corporate Social Responsibility is usually assessed in MGMT 308; this AY there was confusion and MGMT380 was used, specifically the measure in the business simulation. The usual course used is about ethical leadership and corporate social responsibility, though MGMT380 has a measure for all BSBA students in the simulation, and it allows for comparison to external data (i.e. comparison data, like in ETS).

Outcome
HCB standards state that at least 70% of students should either meet or exceed expectations set by the faculty who teaches an undergraduate course; LARS data for this cohort indicates a corporate social responsibility score of 63. Strategic faculty members and the Assessment Committee members will review in AY 2022-2023 the specific measure to use for Ethics and Corporate Social Responsibility from the MGMT380 course, and whether the continued collection of data from MGMT308 via the rubric is recommended.

Discussion from prior years on the case included below.
- Not reading the book. (Common problem in all courses)
- Initial lack of depth in case analysis
- Case analysis improved with each case throughout the course. Many students greatly improved.
- Have the students apply learnings from class to current events.
- Students have become increasingly reluctant to take an ethical stand on matters. In discussions it has become apparent to me that they would rather NOT take a stand than run the risk of alienating their fellow students.

Recommendations, Continued for Re-Emphasis or Reconsideration if the assessment measure is replaced:
The recommendations from the faculty who assessed the students in MGMT 308 are:
- Prior comment from MGMT308 professor; support for moving measure to ethics and CSR in MGMT380 simulation: *The rubric should be changed to represent more of what is being taught in the class. The class textbook deals with leadership, ethical issues, and a heavy focus on corporate social responsibilities. There are also well integrated sections on global aspects of corporate social responsibility, leadership behaviors and how they impact critical stakeholders and stockholders.*

Leaning Goal: Use of Technology
Learning Objectives:
1. Effectively use spreadsheet, database, and/or other business application software to analyze data.
2. Understand various information systems and how they support organizations and enhance productivity.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022
Assessment: Course-embedded
Assessment Course: INFS 330: MANAGEMENT INFORMATION SYSTEMS
Terms: Spring 2021 & Fall 2022
Instructors who reported: Prof. Vaidyanathan

Assessment Description
Use of technology is assessed in multiple sections of INFS 330 class. The assignment includes database systems. The students use Microsoft products such as Excel, Access. Word, and Powerpoint. The students use Microsoft Excel to input data, analyze the data, and make decisions using the analysis. In Microsoft Access, they create and enter data for tables. They create the Entity Relationship diagram and create relationships among the tables. The students implement queries using the design view or Structured Query Language (SQL) that require joining multiple tables and relationships and use report wizards and designing tools to create useful reports.

Outcome

HCB standards state that at least 70% of students should either meet or exceed expectations ; a small sample of students were selected from Fall and Spring. The majority (72%) of HCB's BSBA students either met or exceeded the overall expectations in the use of technology with respect to spreadsheets, word processing and presentation but not on databases. This is shown in the following figure.

1 Fails to Meet	*2 Meets Standard*	*3 Exceeds*
28.0%	**13.0%**	**59.0%**

Additionally, here is how students performed across a variety of technology areas (detail from above):

Summaries	%	%	%	%
Use of Technology	1 Fails to Meet Standard	2 Meets Standard	3 Exceeds Standard	Total %
Spreadsheets	40%	29%	32%	100%
Database	18%	3%	78%	100%
Word Processing	9%	8%	83%	100%

Discussion from AY 2021-2022

Faculty who assessed the students report the following problems and comments:

- Teach EXCEL and teach decision-making logic using EXCEL.
- Teach the basics of logic for IF function; how to access databases.
- Teach Excel as well as the logic behind IF and NESTED IF functions.
- Many students do not understand the basic logic behind making decisions. Many students do not know EXCEL.
- Critical thinking is a problem for many students. Also, students are struggling to access the database application remotely.

Recommendations from AY 2021-2022

The recommendations from the faculty who assessed the students in INFS 330 are:

- The book is basically a set of IT jargin without much depth.
- Provide extra materials to assert a bit of deep knowledge.
- A different book would be more effective here.

In summary, for use of technology, the following are recommended:

1. INFS 330 should include spreadsheet in the curriculum and assessment. Spreadsheets (Microsoft Excel) is used in many classes and it is very important for students to know and understand how to use spreadsheets effectively. Every business student should know how to use Excel effectively throughout their career!
2. INFS 330 instructors should post database tutorials on BlackBoard and point students towards Lynda.com or YouTube to understand databases. Tutors should be employed for this class to help students understand Microsoft Excel and Access. In addition, students should be encouraged to attend free tutorials in RU Library.

Bachelor of Science in Hospitality and Tourism Management (BSHTM)

Leaning Goal: Discipline-focused content	
Learning Objective: Demonstrate knowledge of business disciplines.	
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022	

Assessment: Course-embedded
Assessment Course: HOSM 399 – Capstone course
Assessed Terms: Spring
Instructor(s): Prof. Margulis
Instructors who reported: Fall 2021: Brian Margulis

Assessment Description

The assessment is instituted using a guided independent research project on a topic of vital interest to a student as a practicing hospitality professional. Topic is chosen in consultation with the instructor. Students are required to write a final research paper examining a practical issue facing the hospitality and tourism (H&T) industry. BSHTM students who take the capstone course HOSM 399 are assessed for this learning goal.

Outcome

This is a small sample size and percentages are less meaningful; though 100% of students in this assessment met or exceed the targeted goal and this is an improvement from prior years, even though the target was met each prior year.

HOSM Content Know. Percentage that Met Standard or Above. 2017--2018	HOSM Content Know. Percentage that Met Standard or Above. 2018-2019	HOSM Content Know. Percentage that Met Standard or Above. 2019-2020	HOSM Content Know. Percentage that Met Standard or Above. 2020-2021	HOSM Content Know. Percentage that Met Standard or Above. 2021-2022
90%	82%	75%	75%	100%

Discussion from 2021-2022

Faculty who assessed the students report the following problems and comments:
- Students exceeded expectations, it may have been partially attributed to having a small cohort.
-

Recommendations from AY 2021-2022

The recommendations from the faculty who assessed the students in HOSM 399 are:
- Prepare students for Capstone project by discussing it throughout the courses prior to HOSM399.
- Continue to provide one on one attention and support; amazing, tight knit community in the HOSM program, with dedicated professors.

Leaning Goal: Communication skills
Learning Objectives: 1. Create a well-written document on a business topic. 2. Deliver a professional oral presentation using appropriate technology.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2020
Assessment: Course-embedded
Assessment Course: HOSM 399 – Capstone course
Terms: Spring & Fall
Instructor(s): Fall 2021: Prof. Margulis
Instructor(s) who reported: Fall 2021: Prof. Margulis

Assessment Description

Both written communication and oral communications are assessed in HOSM 399 class. The final project in HOSM 399 focuses on building strategic capability and specific skill sets necessary for effective written and oral business communication in the age of domestic diversity and globalism. The communication process, Internet-based and traditional research techniques, presentation strategies, nonverbal and intercultural communications, the impact of new technologies

and ethical considerations in communication are addressed. The writing assessment is completed at the end of the semester as a project. For oral communication skills, students are required to present a 20 to 30-minute Group PowerPoint Presentation, along with 7-page hard copy summary and brief analysis, on a H&T corporation of their choice.

Outcome
Written Communications:
HCB standards state that at least 70% of students should either meet or exceed expectations set by the faculty who teaches an undergraduate course. 100% of BSHTM students met the overall written and oral communications standards of HCB; based on a debrief conversation with Prof. Margulis. The additional writing workshop or business-writing course offered in AY2021-2022 addressed prior writing deficiencies. Continue that for the positive written communication results of 100% of students meeting or exceeding standards!

Oral Communications:
HCB standards state that at least 70% of students should either meet or exceed expectations set by the faculty who teach an undergraduate course. 100% of students are able to articulate most aspects of their project with areas for improvement in communicating the financial impact.

Discussion from AY 2021-2022
- Focused around continuing positive existing outcomes of 100% goals met.

Recommendations from AY2021-2022
The recommendations from the faculty who assessed the students in HOSM 399 are:
- Continue to offer the 1 credit business writing course;
- Continue to coach students one on one;
- Continue to refer students/encourage them to use the Learning Commons and tutoring specifically through HOSM.

Leaning Goal: Ethics and corporate social responsibility
Learning Objectives: 1. Understand the role of ethics and identify ethical conflicts and concerns in business. 2. Understand the role of businesses in society and corporate social responsibility.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022
Assessment: Course-embedded
Assessment Course: TBD

Assessment Description
TBD
Outcome
TBD
Discussion
TBD
Recommendations
A course-embedded Ethics rubric has to be incorporated in one of the offered courses or a new course need to be added to the curriculum.

Leaning Goal: Use of Technology
Learning Objectives: 1. Effectively use spreadsheet, database, and/or other business application software to analyze data. 2. Understand various information systems and how they support organizations and enhance productivity.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2020
Assessment: Course-embedded
Assessment Course: HOSM 300: MANAGERIAL ACCOUNTING FOR THE HOSPITALITY INDUSTRY
Terms: Spring & Fall

Instructor(s): Fall 2021: Prof. Margulis

Assessment Description

Use of technology is assessed in HOSM 300 class. Students are required to use Microsoft Excel for financial analysis of a publicly held Hospitality Organization. The financial analysis includes the review of Net profit margin, debt/equity, return on equity, return on assets, asset turnover ratio, inventory turnover ratio, receivable turnover ratio, current Ratio, debt to equity ratio, sales, and net income. Students are required to use Microsoft Excel financial functions to solve the above ratios and financial information.

Outcome

HCB standards state that at least 70% of students should either meet or exceed expectations set by the faculty who teaches an undergraduate course. All students (100%) either met or exceeded the overall expectations of use of technology. Therefore, BSHTM students met the overall use of technology standards of HCB. This is shown in the following figure; data was not available for the program in years prior.

HOSM Technology Percentage that Met Standard or Above. 2017--2018	HOSM Technology Percentage that Met Standard or Above. 2018-2019	HOSM Technology Percentage that Met Standard or Above. 2019-2020	HOSM Technology Percentage that Met Standard or Above. 2020-2021	HOSM Technology Percentage that Met Standard or Above. 2021-2022
n/a	n/a	93%	100%	100%

Discussion from AY 2021-2022

Faculty who assessed the students report the following problems and comments:

- Need continued additional support to understand ratio analysis

Recommendations from AY AY 2021-2022

The recommendations from the faculty who assessed the students in HOSM 300 are:

- Assign additional company analysis with financial analysis presentations
- Suggest out of class study groups for financial documents reviews
- Require parts of project to be delivered before the end of the semester, give actionable feedback
- Review additional company information in-class

In summary, for use of technology, the following are recommended:

1. Instructors should continue focusing on students' understanding of spreadsheet functions, database, and their presentation technology skills.

Bachelor of Arts in Organizational Leadership (BAOL)

NOTE: BAOL under review for all assessment in AY2022-2023.

Leaning Goal: Discipline-focused content
Learning Objective: Demonstrate knowledge of Organizational Development
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022
Assessment: Course-embedded
Assessment Course: TBD
Assessed Terms: TBD
Instructor(s): TBD

Assessment Description

TBD
Outcome
TBD
Discussion
TBD
Recommendations
TBD

NOTE: BAOL under review for all assessment in AY2022-2023.

Leaning Goal: Communication skills
Learning Objectives: 　　1.　Create a well-written document on a business topic. 　　2.　Deliver a professional oral presentation using appropriate technology.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022
Assessment: Course-embedded
Assessment Course: OLED 350
Terms: Spring
Instructor(s): n/a

Assessment Description
Both written communication and oral communications are assessed in OLED 350 class. The assessment is focused on six individual written and group oral projects. The assessment is completed at the end of the semester.

Outcome
Written Communications:
N/A
Oral Communications:
N/A

Discussion
Faculty who assessed the students report the following problems and comments:
- None

Recommendations
The recommendations from the faculty who assessed the students in OLED 350 are:
- None

NOTE: BAOL under review for all assessment in AY2022-2023.

Leaning Goal: Ethics and corporate social responsibility
Learning Objectives: 　　1.　Understand the role of ethics and identify ethical conflicts and concerns in business. 　　2.　Understand the role of businesses in society and corporate social responsibility.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022
Assessment: Course-embedded
Assessment Course: OLED 365
Terms: Fall and Spring
Instructor(s): n/a

Assessment Description
Students of OLED 365 are assessed for this learning goal. Social justice is a lofty goal and a worthy cause but without action and some attempt to right the wrongs, "social justice" are just empty words. Therefore, and in the spirit of Roosevelt

University's commitment to social justice, this assignment requires students to identify a cause and take a stand. The cause is whatever each student is drawn to for which there is a need for "social justice." Possible causes are homelessness, poverty, hate crimes, gender inequality, health care, education, literacy, racial or ethnic prejudice and discrimination, and so on.

Once a cause is identified, it is incumbent upon the student to research the issue and then develop a project that addresses the problem. The project might be to write a letter to an appropriate party (editor of a newspaper or magazine, a mayor, a state or United States senator, etc.) to voice a concern, ask a question, or share an opinion, etc. The cause might be related to poverty in which case a student may wish to spend time volunteering at a local food bank distributing food or volunteering at a soup kitchen. If literacy is a concern, a student may wish to volunteer to read to children at a library or school. There are endless possibilities to fulfill the requirements of this assignment.

Outcome
HCB standards state that at least 70% of students should either meet or exceed expectations set by the faculty who teaches an undergraduate course.

Discussion from AY 2021-2022:
Faculty who assessed the students report the following problems and comments:
- The common problems in student's performance remain the lack of distinguishing between ethical concerns from legal concerns, lack of citation of credible sources for ethics, and a majority of the students put in their own beliefs in the awareness of ethics, which made it difficult to analyze whether they knew the meaning of ethics.
- There was a lack of cited ethical theories/

Recommendations from AY 2021-2022:
The recommendations from the faculty who assessed the students in OLED 365 are:
- Explicitly cover ethics in the workplace, bringing in new source material as needed. Students need to learn ethical standards in the workplace, no matter how little or big the diversity is in their workplace. The application of theories is essential for students to comprehend and explain in their coursework.

NOTE: BAOL under review for all assessment in AY2022-2023.

Leaning Goal: Use of Technology
Learning Objectives: 1. Effectively use spreadsheet, database, and/or other business application software to analyze data. 2. Understand various information systems and how they support organizations and enhance productivity.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022
Assessment: Course-embedded
Assessment Course: TBD
Terms: n/a
Instructor(s): n/a

Assessment Description
TBD
Outcome
TBD
Discussion
TBD
Recommendations
TBD

Master's in Accounting (MSA)

Leaning Goal: Discipline-focused content
Learning Objective: Demonstrate knowledge of accounting.

Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022
Assessment: Course-embedded
Assessment Course: ACCT 491 – Capstone course
Assessed Terms: Spring
Instructor(s): n/a *(too few students in course, re-evaluate if this course is best place for assessment)*

Assessment Description
To assess MSA students, results of students' CapSim simulations were used. MSA students who take the capstone course ACCT 491 are assessed for this learning goal. The assessment is based on a team exercise. The teams compete with each other in a simulation game. The simulation game, CAPTIVE SIMULATION a.k.a. CAPSIM, is an experiential learning solution to develop the skills most critical to career success in today's business landscape. Students spend more time putting theory into practice rather than learning the technical aspects of the simulation. Several teams each consisting of two or more students were formed. The teams strategize on a variety of topics including production mix and volume, budget, proformas, selling price, product updates, and other performance factors. Based on their strategy, the teams come up with their outcomes during each of several phases of the game. Based on their outcome and the outcomes of other teams, the teams decide and build their strategies for further course of action.

Outcome
HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course. No students were assessed and the discussion and recommendation that follow carry over for re-emphasis in AY 2021-2022.

Discussion from AY 2021-2022:
- N/a, too few students enrolled in this annually

Recommendations from AY 2021-2022:
- Re-evaluate whether this course is best fit for assessment, Fall 2022.

Leaning Goal: Discipline-focused content
Learning Objective: Demonstrate Analytical and Quantitative Skills in accounting
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022
Assessment: Course-embedded
Assessment Course: ACCT 491 – Capstone course
Assessed Terms: Spring
Instructor(s): n/a

Assessment Description
MSA students who take the capstone course ACCT 491 are assessed for this learning goal. The assessment is based on a team exercise. The teams compete with each other in a simulation game. The simulation game, CAPTIVE SIMULATION a.k.a. CAPSIM, is an experiential learning solution to develop the skills most critical to career success in today's business landscape. Students spend more time putting theory into practice rather than learning the technical aspects of the simulation. Several teams each consisting of two or more students were formed. The teams strategize on a variety of topics including production mix and volume, budget, proformas, selling price, product updates, and other performance factors. Based on their strategy, the teams come up with their outcomes during each of several phases of the game. Based on their outcome and the outcomes of other teams, the teams decide and build their strategies for further course of action.

Outcome
HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course. No data was collected in AY 2021-2022.

Discussion from AY 2021-2022:

- N/a, too few students enrolled in this annually

Recommendations from AY 2021-2022:
- Re-evaluate whether this course is best fit for assessment, Fall 2022.
are recommended:
- Continue assessing MSA students with more data.

Leaning Goal: Communication skills

Learning Objectives:
     1. Create a well-written document on a business topic.
     2. Deliver a professional oral presentation using appropriate technology.

Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022
Assessment: Course-embedded
Assessment Course: ACCT 491 – Capstone course
Terms: Spring 2022
Instructor(s): n/a

Assessment Description
Both written communication and oral communications are assessed in ACCT 491 class. Several case studies in ACCT 491 focus on assessing specific skill sets necessary for effective written and oral business communication. The writing assignment consists of two case notes and writeup assignments and a final five-page term paper. For oral communication skills, students are required to present two PowerPoint Presentations on two case studies.

Outcome
Written Communications: Not reported by instructor.
Oral Communications: Not reported by instructor.

Discussion
Faculty who assessed the students report the following problems and comments:
- None

Recommendations
The recommendations from the faculty who assessed the students in ACCT 491 are:
- None

Leaning Goal: Ethics and corporate social responsibility

Learning Objectives:
     1. Understand the role of ethics and identify ethical conflicts and concerns in business.
     2. Understand the role of businesses in society and corporate social responsibility.

Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022
Assessment: Course-embedded
Assessment Course: ACCT 491 – Capstone course
Terms: Spring
Instructor(s): n/a

Assessment Description
Business Ethics and Corporate Social Responsibility is assessed in multiple sections of in ACCT 491 class. The assignment is on a case study that the students prepare during the semester. The ethics case study focuses on corporate mismanagement and it poses an excellent vehicle for the students to give their managerial opinions on the entire case. The case presents an ethical dilemma where the students are expected to make ethical decisions.

Outcome

Not reported by instructor.

Discussion

Faculty who assessed the students report the following problems and comments:
- None

Recommendations

The recommendations from the faculty who assessed the students in ACCT 491 are:
- None

Leaning Goal: Use of Technology
Learning Objectives:
1. Effectively use spreadsheet, database, and/or other business application software to analyze data.
2. Understand various information systems and how they support organizations and enhance productivity.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2020
Assessment: Course-embedded
Assessment Course: ACCT 491 – Capstone course
Terms: Spring
Instructor(s): Fall 2020: Prof. Pasbrig
Instructor(s) who reported: DID NOT REPORT

Assessment Description

Use of technology is assessed in ACCT 491 class. Students are required to use spreadsheets (Excel) to enter data for analysis of accounting and financial data. They are required to use PowerPoint for their presentations and Word Processing application for writing reports.

Outcome

Not reported by instructor.

Discussion

Faculty who assessed the students report the following problems and comments:
- None

Recommendations

The recommendations from the faculty who assessed the students in ACCT 491 are:
- None

In summary, for Communication skills, the following are recommended:
1. We need to get instructors to evaluate students and report assessments.

Master's in Accounting Forensics (MSAF)

Leaning Goal: Discipline-focused content
Learning Objective: Demonstrate knowledge of accounting.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022
Assessment: Course-embedded
Assessment Course: ACCT 477 – TOPICS IN BUSINESS FORENSICS
Assessed Terms: Not offered AY 2021-2022
Instructor(s): n/a

Assessment Description

The assessment consisted of the capstone Portfolio and group Case Studies. Three evaluation factors including Theory and Practice of Forensic Accounting Concepts, Fraud Examination and Forensic Accounting, and Financial Statement Analysis were considered for assessment of content knowledge in forensic accounting.

Outcome

HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course.

Discussion from AY 2021-2022
- N/a

Recommendations from AY 2021-2022
- N/a

Leaning Goal: Discipline-focused content	
Learning Objective: Demonstrate Analytical and Quantitative Skills in accounting	
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2020	
Assessment: Course-embedded	
Assessment Course: ACCT 477 – TOPICS IN BUSINESS FORENSICS	
Assessed Terms: Not offered AY 2021-2022	
Instructor(s): n/a	

Assessment Description

The assessment is based on a case study. This case study is used to develop and critique student's ability to develop risk assessments, understand analytical procedures, appreciate interviews, and distinguish between evidence that indicates risk and evidence that indicates fraud.

Outcome

HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course. As with content knowledge, 4 of 5 students were at or exceeded the goal, though the small sample size means that the single student below expectations meant this represented 20% of the population reported.

Outcome

HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course.

Discussion from AY 2021-2022
- N/a

Recommendations from AY 2021-2022
- N/a

Leaning Goal: Communication skills	
Learning Objectives:	
1. Create a well-written document on a business topic.	
2. Deliver a professional oral presentation using appropriate technology.	
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2020	
Assessment: Course-embedded	
Assessment Course: ACCT 477 – TOPICS IN BUSINESS FORENSICS	
Terms: Not offered in AY 2021-2022	
Instructor(s): n/a	

Assessment Description

Both written communication and oral communications are assessed in ACCT 477 class. A case study was used to learn to appreciate the importance of skepticism with respect to employees, understand the importance of segregation of duties, and to appreciate the importance of reconciliation of bank statements. Written skills and oral communication skills were assessed based on case study written assignment.

Outcome
Written Communications:
- n/a

Oral Communications:
- n/a

Discussion from AY 2021-2022
- n/a
Recommendations from AY 2021-2022
- n/a

Leaning Goal: Ethics and corporate social responsibility
Learning Objectives: 1. Understand the role of ethics and identify ethical conflicts and concerns in business. 2. Understand the role of businesses in society and corporate social responsibility.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2020
Assessment: Course-embedded
Assessment Course: ACCT 477 – TOPICS IN BUSINESS FORENSICS
Terms: Not offered in AY 2021-2022
Instructor(s): n/a

Assessment Description
Business Ethics and Corporate Social Responsibility is assessed in ACCT 477 class. The student summarized and applied concepts from two textbook chapters on ethical conduct. The chapters focus on corporate mismanagement and it poses an excellent vehicle for the students to give their managerial opinions on the entire case. The chapters present ethical dilemma where the students are expected to make ethical decisions.

Outcome
HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course.

Discussion from AY 2021-2022
- n/a
Recommendations from AY 2021-2022
- n/a

Leaning Goal: Use of Technology
Learning Objectives: 1. Effectively use spreadsheet, database, and/or other business application software to analyze data. 2. Understand various information systems and how they support organizations and enhance productivity.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2020
Assessment: Course-embedded
Assessment Course: ACCT 477 – TOPICS IN BUSINESS FORENSICS
Terms: Course not offered in AY2021-2022
Instructor(s): n/a

Assessment Description
Use of technology is assessed in ACCT 477 class. Students are required to use spreadsheets (Excel) to enter data for analysis of accounting and financial data. They are required to use PowerPoint for their presentations and Word Processing application for writing reports. A case study is used to develop and critique student's ability to develop risk assessments, understand analytical procedures, appreciate interviews, and distinguish between evidence that indicates risk and evidence that indicates fraud.

Outcome
HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course. As with the prior measures across content specific discipline, ethics and communication (written and oral) skills assessed four of five students were at or exceeded the benchmark. One student fell below the standard while the remaining four were at or above; the professor citing that students had no challenges in inserting objects or otherwise applying technology to honing a presentation.

Discussion from AY2021-2022
- n/a

Recommendations from 2021-2022
- n/a

Master's in Business Administration (MBA)

Leaning Goal: Discipline-focused content	
Learning Objective: Demonstrate knowledge of business disciplines.	
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022	
Assessment: ETS® Standardized Major Field Test	
Assessment Course: MGMT 380- Capstone course	
Terms: Fall & Spring	
Instructor(s): Profs. Bouey, Moyer, Patel and Tucker	

Outcome
ETS® test results for MBA students who take the capstone course MGMT 489 are shown in the following page. The mean score across domestic institutions up through 2020 was 247, compared to the MBA score mean of 232. This is a wider score spread, though the max score is not 150 but is 224. The standard deviation of 9 is in line with the variation of the standard deviation of 8 in the larger population sample. See the following page for the two tables that show this is greater detail.

2020 Comparative Data Guide - MFT for MBA
Institutional Means Total Score Distribution
Data includes students from domestic institutions who tested between September 2017 through June 2020

Number of Institutions	Mean	Median	Standard Deviation
217	247.3	249.0	8.5

Additionally, the table below shows the Roosevelt student score cut off's and percentage of students by score cut off.

	TOTAL TEST	
Scaled Score Range	Number in Range	Percent Below
300	0	100
295-299	0	100
290-294	0	100
285-289	0	100
280-284	0	100
275-279	0	100
270-274	0	100
265-269	0	100
260-264	0	100
255-259	1	97
250-254	0	97
245-249	1	95
240-244	7	76
235-239	5	63
230-234	3	55
225-229	10	29
220-224	11	0

	Mean	Standard Deviation
Total Test Scaled Score	232	9

Students responding to less than 50% of the questions: 1
Students in frequency distribution: 38
Students tested: 39

Discussion
See the recap for ETS in BSBA; for the same rationale, it is recommended that this measure is replaced with the direct measure of the Learning Assurance Report in the simulation.

The following page shows historical data for prior year's performance on ETS.

	Summary Results of ETS; BSBA		

	2018-2019	2019-2020
No of Institutions	183	217
Mean	247.9	247.3
Median	249	249
Standard Deviation	8.65	8.5

Note:
Total score is reported as scale scores
The scale range for total score is 220-300

	2018-2019	2019-2020
HCN Number of Students tested	75	51
Mean	236.5	238.3
Median	233	236
Standard Deviation	11.5	13.3
Maximum Score	272	268
Minimum Score	220	220
HCB Percentile based on Mean	52.5	48
HCB Percentage (National) (F18/S19)	11	12

Assessment Indicator Title	Spring 2020 Mean Percent Correct	Fall 2019 Mean Percent Correct	Summer 2019 Mean Percent Correct	Spring 2019 Mean Percent Correct	Fall 2018 Mean Percent Correct
Marketing	54	48	54	46	54
Management	49	47	53	43	51
Finance	32	32	32	30	32
Accounting	34	30	33	29	35
Strategic Integration	43	42	43	38	44

Assessment Indicator Title	2018-2019 Mean Percent Correct	2019-2020 Mean Percent Correct	2018-2019 HCB Percent5ile (National)	2019-2020 HCB Percent5ile (National)
Marketing	51	51	14	14
Management	49	48	16	15
Finance	31	32	16	20
Accounting	32	32	8	8
Strategic Integration	42	43	13	17

Further, the topics below can continue to be addressed, regardless of specific direct measure used:
Management discipline focuses on the following subject areas:

    A. Organizational Behavior

        Leadership, Teams, Conflict, Negotiation, Motivation

    B. Human Resource Management

        Recruiting and Selection, Compensation, Employment Planning, Training and Development

    C. Organizational Theory

        Organizational Change & Development, Organizational Structure Design, Systems Thinking, Entrepreneurship/Small Business Management

    D. Operations Planning/Management Science

        Quantitative Decision-Making Models, Quality/Process Management, Supply Chain Logistics, Planning, Control, Service Management

The Finance discipline focuses on the following subject areas:

    A. Corporate Finance

        Capital Budgeting, Cost of Capital, Capital Structure, Dividend Policy, Working Capital Management, International Finance

    B. Investments

        Financing Instruments, Risk and Return, Securities Valuation and Analysis, Options, Futures, Derivatives

    C. Financial Markets and Institutions

        Capital Markets, Money Market, Market Efficiency, Investment Banking

The Accounting discipline focuses on the following subject areas:

    A. Relevant Cost

        Theory of Constraints, Special Order, Make or Buy, Transfer Pricing, Sell or Process Further

    B. Resource Planning and Analysis

        Forecasting, Cash Budgeting, Variance Analysis

    C. Cost-Volume-Profit Analysis

        Cost Behavior, Break-Even Analysis, Target Profit

    D. Product Costing

        Absorption vs. Variable, Activity-based, Process vs. Job Order, Byproduct

    E. Financial Reporting and Analysis

        Financial Statements, Financial Ratios, Regulatory Environment

Recommendation from AY 2019-2020 Re-Emphasized in 2021-2022 (there are overlaps in comments from the last two years):

    A. Curriculum and Rigor

All MBA students take MKTG 406: MARKETING STRATEGY: THEORY & PRACTICE; FIN 408: FINANCE FOR DECISION MAKERS; ACCT 405: ACCOUNTING FOR EXECUTIVES., MGMT 489: STRATEGIC MANAGEMENT.

HCB needs to take a closer look at the curriculum of MKTG 406, FIN 408, ACCT 405, MGMT 489 to make sure that the curriculum content contains the above subject areas. Instructors should focus on the above subject areas with rigor and ensure that students understand the material.

The MBA program does not have core courses that many institutions have, for example in the field of Operations Planning/Management Science. The MBA curriculum should be scrutinized and updated if found necessary to include: Organizational Behavior, Human Resource Management, and Organizational Theory.

HCB should upload practice tests on BlackBoard for students to practice before the test.

Leaning Goal: Discipline-focused content	
Learning Objective: Demonstrate Analytical and Quantitative Skills in management	
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022	
Assessment: Course-embedded	
Assessment Course: MGMT 489 – Capstone course	
Assessed Terms: Fall and Spring	

Instructor(s): Profs. Tucker and Patel

Assessment Description

The assessment was historically done by rubric in the capstone class, MGMT 489; however, streamlining this assessment using an existing measure will replace the use of rubrics for this measure. That is under review and to be determined within the Learning Assurance Report produced by McGraw Hill as part of the accreditation simulation learning outcomes data.

Outcome

HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course.

Discussion from AY 2021-2022 (

Faculty who assessed the students report the following problems and comments:

- Replace measure; too many rubrics for a variety of measurements, use what is in place and ensure 100% student participation.

Recommendations from AY 2021-2022 (

- See above.

Leaning Goal: Discipline-focused content
Learning Objective: Demonstrate knowledge of leadership skills.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022
Assessment: Course-embedded
Assessment Course: MGMT 489 – Capstone course
Assessed Terms: Fall and Spring-replace with sim LARS measure
Instructor(s): Profs. Tucker and Patel

Assessment Description

Leadership skills of MBA students are measured in MGMT 489; replacement of this rubric will occur with LARS data from student application in simulation. They work as a team and there is an extensive teamwork and leadership score that will be used in Fall 2022 and beyond.

Outcome

HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course.

Discussion from AY 2019-2020 Re-Emphasized in 2021-2022 (there are overlaps in comments from the last two years):

Faculty who assessed the students report the following problems and comments:

- Replace measure; too many rubrics for a variety of measurements, use what is in place and ensure 100% student participation.

Recommendations from AY 2021-2022 (

- See above.

Leaning Goal: Communication skills
Learning Objectives:
1. Create a well-written document on a business topic.
2. Deliver a professional oral presentation using appropriate technology.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022

Assessment: Course-embedded
Assessment Course: MGMT 489 – Capstone course
Terms: Fall and Spring
Instructor(s): Profs. Tucker and Patel

Assessment Description

Both written communication and oral communications are assessed in MGMT 489 class. The assessment is based on a firm and industry Level Strategic Case Analysis that focuses on assessing specific skill sets necessary for effective written and oral business communication. The writing assignment consists of case notes and writeup assignments. For oral communication skills, students are required to present PowerPoint Presentations on the same case study.

Outcome

Written Communications:

HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course.

Oral Communications:

HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course.

Discussion from AY 2021-2022

Faculty who assessed the students report the following problems and comments:

- N/a

Recommendations from AY 2021-2022

The recommendations from the faculty who assessed the students in MGMT 489 are:

- N/a

Leaning Goal: Ethics and corporate social responsibility
Learning Objectives:
1. Understand the role of ethics and identify ethical conflicts and concerns in business.
2. Understand the role of businesses in society and corporate social responsibility.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2020
Assessment: Course-embedded
Assessment Course: MGMT 489 – Capstone class
Terms: Fall and Spring
Instructor(s): Profs. Tucker and Patel

Assessment Description

The role of ethics in business is assessed in MGMT 489 class. The assessment used a measure from the Learning Assurance Report on the Corporate Social Responsibility score in the simulation.

Outcome

HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course. **The percentile score in 2021-2022 was 63, which falls below the 90% threshold; however, this is a new measure and may not be comparable historically.**

Discussion from AY 2021-2022

Faculty who assessed the students report the following problems and comments:

- No problems.

Recommendations from AY 2021-2022

The recommendations from the faculty who assessed the students in MGMT 489 are:
- Course covers topic well.

Leaning Goal: Use of Technology
Learning Objectives:
1. Effectively use spreadsheet, database, and/or other business application software to analyze data.
2. Understand various information systems and how they support organizations and enhance productivity.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2020
Assessment: Course-embedded
Assessment Course: INFS 401: INFORMATION RESOURCE MANAGEMENT
Terms: Spring & Fall
Instructor(s): n/a
Instructor(s) who reported: Not collected in AY 2021-2022.

Assessment Description
Use of technology is assessed in INFS 401 class. Students are required to use spreadsheets (Excel) to enter data for analysis of financial data in a case study. The case study focuses on a company's accounts receivable data and the students are required to demonstrate their knowledge of VLOOKUP, text manipulation, and nested IF function. Students are required to use a case and use MS Access to create and enter data for multiple tables. The students are required to create an Entity Relationship diagram. They are required to solve multiple queries using the design view or SQL that require multiple table joins and built-in functions. They are also tested on creating multiple reports.

Outcome
HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course. This was not assessed in 2021-2022.

Discussion from AY 2021-2022
- n/a

Recommendations from AY 2021-2022
The recommendations from the faculty who assessed the students in INFS 401 are:
- n/a

Master's in Human Resources Management (MSHRM)

Leaning Goal: Discipline-focused content
Learning Objective: Demonstrate knowledge of human resources management.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022
Assessment: Course-embedded
Assessment Course: TBD
Assessed Terms: TBD
Instructor(s): TBD

Assessment Description
TBD
Outcome
TBD
Discussion
TBD
Recommendations
A course-embedded knowledge content rubric has to be designed, approved by the Assessment committee, and incorporated in one of the offered courses.

Leaning Goal: Discipline-focused content	
Learning Objective: Demonstrate Analytical and Quantitative Skills in HR Management	
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022	
Assessment: Course-embedded	
Assessment Course: HRM 434 – COMPENSATION MANAGEMENT	
Assessed Terms: Fall and Spring	
Instructor(s): TBD	
Instructor(s) who reported: Not collected in AY 2020-2021	

Assessment Description

The assessment is based on a project. The comprehensive project, Comprehensive Pay Model (CPM) Case Project, addresses Corporate/Business/HR/Compensation Strategies and numerous aspects of the Pay Model (i.e., Internal Equity; External Competitiveness; Employee Contributions; and Managing the Compensation System).

Outcome

HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course.

Discussion from AY 2021-2022

Faculty who assessed the students report the following problems and comments:

- n/a

Recommendations

- n/a

Leaning Goal: Discipline-focused content	
Learning Objective: Demonstrate knowledge of leadership skills.	
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022	
Assessment: Course-embedded	
Assessment Course: HRM 493	
Assessed Terms: Spring	
Instructor(s): Prof. Wiley	

Assessment Description

Leadership skills of MSHRM students are measured in HRM 493. The assignment was to develop and deliver a resume workshop for students at Roosevelt University.

Outcome

100% of students met or exceeded leadership in AY 2021-2022; see breakdown of areas below.

Summaries	*%*	*%*	*%*	*%*
Leadership	*1 Fails to Meet Standard*	*2 Meets Standard*	*3 Exceeds Standard*	*Total %*

Facilitation	0.0%	100.0%	0.0%	100.0%
Motivation	0.0%	100.0%	0.0%	100.0%
Guidance	0.0%	100.0%	0.0%	100.0%
Team Building	0.0%	100.0%	0.0%	100.0%
Vision	0.0%	100.0%	0.0%	100.0%

Discussion

- The leadership skills rubric the criteria involve important factors that are critical to executive leadership. However, the follow through on the criteria for each core course taken is not so definite. Before the students get to the HRM 493 course, what course primarily provides the leadership skills development. I think that this rubric should be applied to the MGMT 407 course as well.
- The range of leadership skills demonstrated were mostly good (meets the standard).
- The students had a vision for what areas of the discipline they would like to have expertise in. They used that to determine what area of HR their groups would conduct best practices models research. In addition, as a class, they balance that with what would benefit all the teams in terms of broadening the discipline-related knowledge for all.
- Early on in the MSHRM program, students should be exposed to the current issues in HRM and use that to identify their careers in specific areas of HR, be it talent management or strategic compensation, etc. Often times, by the capstone, they are not clear on the current issues. Thus, they are not able to take a deeper dive.

- Enhance the executive visits to the class to encourage networking at the HR Director and higher levels.

Recommendations

The recommendations from the faculty who assessed the students in HRM 493 are:
- HRM is a vast area and is an important aspect of management in all industries and in all contexts. Thus all MSHRM students should determine the industry area and particular part of HRM that they plan to pursue and focus on that for the two or so years of their MSHRM degree.
- All MSHRM students should be able to demonstrate excellence in leadership. Therefore, a specific leadership project should be selected and carried out in the HRM course.
- All MSHRM students need more metrics and leadership courses to build the leadership skills necessary to land a role immediately or before they graduate.
- All MSHRM students should be encouraged to sit for the PHR, SPHR, or SHRM-CP or SHRM-SCP shortly after graduation.
- Build in some partnering relationships with the MSHRM HRM 493 and the Career Services and other appropriate departments and/or student organizational leadership opportunities.

Leaning Goal: Communication skills	
Learning Objectives:	
1. Create a well-written document on a business topic.	
2. Deliver a professional oral presentation using appropriate technology.	
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022	
Assessment: Course-embedded	
Assessment Course: HRM 432	
Terms: Fall and Spring	
Instructor(s): TBD	

Assessment Description

This is a case study where students must analyze a fictitious company to identify the employee relations issues present, and then subsequently make recommendations for addressing those issues. The recommendations must incorporate concepts and practices that are learned about in class.

Outcome

Written Communications

HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course. Scheduled for collection in AY 2022-2023.

Oral Communications

HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course. Scheduled for collection in AY 2022-2023.

Discussion from AY 2021-2022

Faculty who assessed the students report the following problems and comments:
- None

Recommendations from AY 2021-2022

The recommendations from the faculty who assessed the students in HRM 432 are:
- None

Leaning Goal: Ethics and corporate social responsibility
Learning Objectives:
1. Understand the role of ethics and identify ethical conflicts and concerns in business.

2. Understand the role of businesses in society and corporate social responsibility.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022
Assessment: Course-embedded
Assessment Course: HRM 438
Terms: Spring
Instructor(s): Prof. Fedota

Assessment Description

Ethics is assessed in HRM 438 for the MSHRM program. The evaluations are based on a case study where students must analyze a fictitious company to identify the employee relations issues present, and then subsequently make recommendations for addressing those issues. The recommendations must incorporate concepts and practices that we learned about in class.

Outcome

HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course. Seventy-nine percent of students (79%) met or exceeded this standard and this is unfortunately consistent over time, even with recent (COVID) years missing. However, this is a small sample size and removing the lowest score brings the group over the benchmark. Even so, feedback on rubric and artifact used should be reviewed, per faculty recommendations.

Discussion from AY 2021-2022

Faculty who assessed the students reported the following problems and comments:

- Develop a "standard" ethics assessment assignment or a specific module of the curriculum that deals with moral development judgments. Provide faculty with guidelines of Kohlberg / Moral Development or other similar tools from which to provide some form instructional guidance. It isn't enough to mandate that every syllabus include a component that deals with ethics. Crosswalk the course sequences for each major to (at a minimum) imbed an instructional module that addresses the specific assessment item. *I am not recommending that we "teach to the test" but rather ensure that "instructional content is provided" that informs the students.*

Recommendations from AY 2021-2022

The recommendations from the faculty who assessed the students in HRM 438 are:

- The delivery of this course was on-line and as such, it appears that the students approached the instructional material as ancillary to the assignment - only to be used as reference material (if needed to answer a specific question in the assignment). Since the assignment was framed as a "case setting" some students did not consult the instructional material that accompanied the assignment and attacked the assignment as one more "task" that needed to be completed to "check off the box" that the work was done.
- Provided web-based resources on moral development and ethics models (including evaluation tools for decision making). Also provided short videos to round out the instructional material.
- Perhaps due to on-line course structure (or / and coupled with Covid) this cohort did not actively engage with this unit (nor to a large degree many other units of instruction). As a whole, the cohort was mainly interested in "checking off the necessary boxes" to have this course (or in some cases just these hours - not even the course) posted to their transcript. *Note: This is a common issue reported across all program areas; student wellness along with overall engagement continues to be of high concern to faculty.*
- It is recommended that faculty review the rubric and associated artifacts in Fall 2022.

Leaning Goal: Use of Technology
Learning Objectives:
1. Effectively use spreadsheet, database, and/or other business application software to analyze data.
2. Understand various information systems and how they support organizations and enhance productivity.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2020
Assessment: Course-embedded
Assessment Course: HRM 493: SEMINAR IN HUMAN RESOURCE MANAGEMENT

Terms:	Spring & Fall
Instructor(s):	Prof. Wiley

Assessment Description

Use of technology is assessed in HRM 493 class. This assignment was a multi-week online business simulation that forced the students to make several rounds of strategic HR decisions. Each round of decisions generated business results, which the students had to analyze to determine what their next round of decisions would be.

Outcome

Overall 80% met or exceeded standards; while this is below the 90% benchmark it should be noted that when removing Fall 2020 scores (and only reviewing Spring scores) the benchmark was met (91.7%). It is possible that Fall 2020 was an anomaly, though faculty should review all data and thoroughly discuss in Fall 2022.

MSHRM: Technology. Percentage that Met Standard or Above. 2017--2018	MSHRM: Technology. Percentage that Met Standard or Above. 2018-2019	MSHRM: Technology. Percentage that Met Standard or Above. 2019-2020	MSHRM: Technology. Percentage that Met Standard or Above. 2020-2021	MSHRM: Technology. Percentage that Met Standard or Above. 2021-2022
80%	82%	82%	100%	80% (91.7% Spr.22)

Discussion

- The use of new technology as a context for delivering on decisions at the HR Director level was one f the first hurtles that the HRM 493 students to overcome: Regarding the simulation, initially most students were afraid of the technology and the use of it. This resulted in hesitating to get started (i.e., a lack of time management), being overly sensitive to failure as might be the case when people are learning new software, and a lack of confidence in operating at the director level, which they had been studying about for the past few years (2 to 3 years).
- Students overall exhibited few technology savvy success factors including reading the student manual, taking self-initiated tours of the simulation, playing around with the technology to get familiar with it without condemning their missteps.
- The instructor established (1) three practice weeks with (2) a guided tour of the simulation followed by Q&As, (3) briefings with discussions on the simulation case and (4) required assignments (i.e., articulating the business strategy, business goals, HR strategy, to ensure a competitive advantage and fulfillment of business goals. And (5) debriefings were also used to discuss what was working and what was not and for the teams to share tips on their strategies and use of the technology to make the best decisions. The debriefings started with discusions of technology secrets that were helpful to employ such as converting quarterly results into excel and reviewing the case to match the HR, staffing or talent acquisition, training and development, and compensation (pay & benefits) strategies with the business strategy and to learning to use the technology to be informed of employees' reactions to HR decisions, policies and practices. The HRM Simulation informed the HR Director immediately concerning the department's budgets after decisions were made and concerning turnover, staffing levels, overime use, employee morale, employee productivity, unit cost of production and so on. The technology also provided results on diversity efforts (inclusive of the % women and minorities).
- We have students performing in the 90s as a weighted score of balance scorecard items. Going forward what should be done to increase their performance includes:
  - a) An in-depth analysis of the case, starting a week prior to the practice.
  - b) More assistance to students on establishing the strategies (HR, compensation, staffing, training & development) so that the focus is initially and squarely on integrating what they have studied over the past years into delivering on the HR Director role with good to great decisions.
  - c) Spend more time in the debriefings to help the students to practically build decisions (using the resources at hand) to maximize the returns on their investment of the resources. In other words, if the director invest in hiring a safety coordinator, what will that have an impact on? Morale, fewer workers' comp claims...It's important to raise the level of awareness on the impact of their decisions to sharpen the decision making.

Recommendations

The faculty who assessed the students in HRM 493 recommended the following:

- All MSHRM students should understand the models that are central to each of their core courses (the staffing model, the pay model, etc.) so that they bring such knowledge to the HRM 493 capstone course.
- All MSHRM students should be able to demonstrate excellence in decision making in each of their core HR courses and understand how to innovatively integrate those decisions into comprehensive strategies that affect a business's bottom line.
- All MSHRM students should complete the HRM 400 Strategic HR course and the subsequent core courses with a clear working knowledge of identifying business and strategies and preparing HR Strategies to support that. Each one should have a working understanding and be able to demonstrate development of an HR strategy that supports a business strategy.
- In each core HR course of the MSHRM program students should use excel and other technology and increasingly become comfortable with the use of technology in HRM.
- MBA students with a concentration in HRM should be encouraged to take HRM 493. Industrial and Organizational Psychology students (I/O Psych students) and Public Administration graduate students going into HR, should also be encouraged to do so as an elective course.
- In terms of the PHR and SPHR or the SHRM-CP or the SHRM-SCP, MSHRM students should be able to be exposed to the exam and encouraged to take it shortly after finishing the capstone course.

Master's in Hospitality and Tourism Management (MSHTM)

Leaning Goal: Discipline-focused content	
Learning Objective: Demonstrate knowledge of hospitality & tourism management.	
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022	
Assessment: Course-embedded	
Assessment Course: HOSM 499 – MASTERS PROJECT	
Assessed Terms: Spring-not assessed	
Instructor(s): n/a	

Assessment Description

The assessment is conducted using a guided independent research project on a topic of vital interest to the student as a practicing hospitality professional in HOSM 499. Students chose the topic in consultation with the instructor. Students select one of the 4 major content areas in hospitality management and identify relevant problem/issue that hospitality managers face. Student then conducts secondary research and contribute to the great body of knowledge in hospitality.

Outcome: This was not assessed in AY 2021-2022 and is planned to be assessed in Spring 2023.

Discussion from AY 2021-2022

Faculty who assessed the students reported the following problems and comments:

- None

Recommendations from AY 2021-2022

The recommendations from the faculty who assessed the students in HOSM 499 are:

- None

Leaning Goal: Discipline-focused content
Learning Objective: Demonstrate Analytical and Quantitative Skills in H&T Management
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2020
Assessment: Course-embedded
Assessment Course: HOSM 430 – Hospitality Operations Analysis
Assessed Terms: Fall – Not assessed in AY 2021-2022

Instructor(s): n/a

Assessment Description

The assessment is based on a business plan. Students are asked to include as part of their business plan a financial plan. The financial plan was to include excel spreadsheets, calculating (among other things) P&L reports and Break-even analysis.

Outcome

HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course.

Discussion from AY 2021-2022

Faculty who assessed the students reported the following problems and comments:
- None

Recommendations from AY 2021-2022

The recommendations from the faculty who assessed the students in HOSM 430 are:
- None

Leaning Goal: Discipline-focused content
Learning Objective: Demonstrate knowledge of leadership skills.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022
Assessment: Course-embedded
Assessment Course: HOSM 420
Assessed Terms: Fall and Spring
Instructor(s): Not collected in AY 2021-2022

Assessment Description

Leadership skills of MSHTM students are measured in HOSM 420. The student assessments are evaluated using essay questions, class summary on leadership readings and discussions.

Outcome

HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course. This is scheduled for collection in AY 2022-2023.

Discussion from AY 2021-2022

Faculty who assessed the students reported the following problems and comments:
- None

Recommendations from AY 2021-2022

The recommendations from the faculty who assessed the students in HOSM 430 are:
- None

Leaning Goal: Communication skills
Learning Objectives:
1. Create a well-written document on a business topic.   2. Deliver a professional oral presentation using appropriate technology.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022
Assessment: Course-embedded
Assessment Course: HOSM 499 – Capstone course
Terms: Fall and Spring-assessment scheduled to resume AY 2022-2023
Instructor(s): n/a

Assessment Description

HOSM 499 is the capstone course in the MSHTM program. Communication skills are assessed using an independent project for a student who is close to finishing their degree. The final deliverable is a research paper.

Outcome
N/a

Discussion from AY 2021-2022
Faculty who assessed the students reported the following problems and comments:
- None

Recommendations from AY 2021-2022
The recommendations from the faculty who assessed the students in HOSM 499 are:
- None

Leaning Goal: Ethics and corporate social responsibility
Learning Objectives: 1. Understand the role of ethics and identify ethical conflicts and concerns in business. 2. Understand the role of businesses in society and corporate social responsibility.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022
Assessment: Course-embedded
Assessment Course: HOSM435 Course just identified, will be used for assessment in AY 2022-2023
Terms: Spring
Instructor(s): TBD

Assessment Description
The role of ethics in business is assessed in HOSM 435 class which is cross listed with ORGD 410. Using Self-Assessment from text - Organizational Ethics, as a guide, conduct an ethics audit on an organization and write a formal paper / report of your findings and assessment.

Outcome
None

Discussion from AY 2021-2022
Faculty who assessed the students reported the following problems and comments:
- None

Recommendations from AY 2021-2022
The recommendations from the faculty who assessed the students in HOSM 435 are:
- None

Leaning Goal: Use of Technology
Learning Objectives: 1. Effectively use spreadsheet, database, and/or other business application software to analyze data. 2. Understand various information systems and how they support organizations and enhance productivity.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022
Assessment: Course-embedded
Assessment Course: HOSM 430 – Hospitality Operations Analysis
Terms: Spring & Fall
Instructor(s): To be collected in AY 2022-2023

Assessment Description

Use of technology is assessed in HOSM 430 class. Students are required to use spreadsheets (Excel) to enter data for analysis of data in a business plan proposal.

Outcome

HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course. Data will be collected in AY 2022-2023.

Discussion from AY 2021-2022

Faculty who assessed the students report the following problems:
- None

Recommendations from AY 2019-2020 Re-Emphasized in 2021-2022 (there are overlaps in comments from the last two years):

The recommendations from the faculty who assessed the students in HOSM 430 are:
- None

Master's in Real Estate (MSRE)

Leaning Goal: Discipline-focused content	
Learning Objective: Demonstrate knowledge of real estate.	
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022	
Assessment: Course-embedded	
Assessment Course: REES 415	
Assessed Terms: Spring and Fall	
Instructor(s): was not offered this academic year	
Instructor(s) who reported: n/a	

Assessment Description

REES 415 focuses on valuation of commercial real estate using the cost, market, and income approaches to value are presented and evaluated from a decision-maker's perspective. Professional quality narrative appraisals using comparable sales, depreciated cost and discounted cash flow are reviewed and analyzed for adequacy and sufficiency. Additional topics studied include cost segregation, portfolio analysis, and litigation support techniques. The assessment will evaluate the knowledge of the full real estate cycle; development/acquisition, management, and disposition.
evaluation of alternatives in each step, and critical thinking skills.

Outcome

Faculty who assessed the students report the following problems:
None

Discussion

None

Recommendations

The recommendations from the faculty who assessed the students in REES 415 are:
None

Leaning Goal: Discipline-focused content	
Learning Objective: Demonstrate Analytical and Quantitative Skills in Real Estate	
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022	
Assessment: Course-embedded	
Assessment Course: REES 411	
Assessed Terms: Spring	

Instructor(s): TBD
Instructor(s) who reported: To be collected in AY 2022-2023

Assessment Description

Students analyze the potential investment opportunity of one of three free-standing properties. Their analysis is both on a leveraged and non-leveraged basis assuming three potential economic situations (worst/base/best cases). This project requires analysis of information given in the case plus individual market research to conclude.

Outcome

HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course. To be collected in AY 2022-2023.

Discussion from AY 2019-2020 Re-Emphasized in 2021-2022 (there are overlaps in comments from the last two years):

Faculty who assessed the students report the following problems and comments:

- None

Recommendations from AY 2019-2020 Re-Emphasized in 2021-2022 (there are overlaps in comments from the last two years):

The faculty who assessed the students in REES 411 recommended the following:

- None

Leaning Goal: Discipline-focused content
Learning Objective: Demonstrate knowledge of leadership skills.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022
Assessment: Course-embedded
Assessment Course: REES 415
Assessed Terms: Spring
Instructor(s): was not offered this academic year

Assessment Description

Leadership skills of Real Estate students were measured in REES 415. This semester-long project required students to form into two groups, one advocating the plaintiff and the other advocating the defendant. The subject of the mock trial is the proper valuation for property tax purposes of a Kohl's store. Each side had to create a strategy whereby they incorporated proper valuation methodology and practice and promote and advocate for their client. To undertake this assignment each group had to develop a strategy and organize a cohesive argument for their client. This required a complete team effort to overcome the other side as well as to convince the trier of fact.

Outcome

Faculty who assessed the students report the following problems:
None

Discussion

Faculty who assessed the students report the following problems and comments:
None

Recommendations

The recommendations from the faculty who assessed the students in REES 415 are:
None

Leaning Goal: Communication skills
Learning Objectives:
1.   Create a well-written document on a business topic.

2. Deliver a professional oral presentation using appropriate technology.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022
Assessment: Course-embedded
Assessment Course: REES 431: REAL ESTATE MANAGMENT & MARKETING
Terms: Fall and Spring
Instructor(s): TBD
Instructor(s) who reported: To be collected in AY 2021-2022

Assessment Description

Written and oral skills of students were assessed in REES 431 class. REES 431: Real Estate Management and Marketing is an advanced course in the Master of Real Estate (MSRE) program, and one component of the course is completion of a comprehensive real estate management plan that mirrors the asset and property management duties of managing a building. The assignment is meant to bring together the many core concepts of the course as well as provide a "real" world example and, as such, student outcomes ranged widely based on previous experience, attendance, and study time devoted during the semester. Students were to develop a comprehensive real estate management plan for a private sector client in Chicago, develop financial, management, and operational insights communicated graphically, and present to the class, clients, and industry representatives.

Outcome

Written Communications:
HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course. To be collected in AY 2022-2023.

Oral Communications:
HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course. To be collected in AY 2022-2023.

Discussion

Faculty who assessed the students report the following problems and comments:
- None

Recommendations

The faculty who assessed the students in REES 431 recommended:
- None

Leaning Goal: Ethics and corporate social responsibility
Learning Objectives:
1. Understand the role of ethics and identify ethical conflicts and concerns in business.
2. Understand the role of businesses in society and corporate social responsibility.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022
Assessment: Course-embedded
Assessment Course: REES 405: URBAN LAND ECONOMICS
Terms: Fall and Spring
Instructor(s): TBD

Assessment Description

Ethics is assessed in REES 405. Students apply the Pareto Efficient matrix concept (including a base case and potential future outcome) to three pairs of participants from the following list: Government Agency; Social Services; Consumers of Affordable Housing; Consumers of Market Housing; Commercial Real Estate Users (owners or renters); Developers; Property Mangers; and Property "Owners". Students will then create a graph for each of the three pairings and explain why they believe that the potential future outcome is located in the quadrant you selected. Lastly, tell me why this future outcome is "Pareto Efficient" or what might need to be done in the marketplace to create a "Pareto Efficient" outcome.

Outcome
HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course.

Discussion from AY 2021-2022
Faculty who taught Ethics in Real Estate shared the following problems and comments:
• None
Recommendations from AY 2021-2022
Faculty who taught REES 405 recommended the following:
• None

Leaning Goal: Use of Technology	
Learning Objectives:	
1. Effectively use spreadsheet, database, and/or other business application software to analyze data.	
2. Understand various information systems and how they support organizations and enhance productivity.	
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022	
Assessment: Course-embedded	
Assessment Course: REES 411	
Terms: Fall & Spring	
Instructor(s): n/a	

Assessment Description
Students analyze the potential investment opportunity of one of three free-standing properties. Their analysis is both on a leveraged and non-leveraged basis assuming three potential economic situations (worst/base/best cases). This project requires analysis of information given in the case plus individual market research to conclude.

Outcome
HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course.

Discussion from AY 2021-2022
Faculty who taught Use of Technology in Real Estate shared the following problems and comments:
• None
Recommendations from AY 2021-2022
Faculty who taught REES 411 recommended the following:
• None

Master's in Organizational Development (MAOD)

Leaning Goal: Discipline-focused content	
Learning Objective: Demonstrate knowledge of Organizational Development	
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022	
Assessment: Course-embedded	
Assessment Course: ORGD499	
Assessed Terms: Spring 2022	
Instructor(s) who reported: Prof. Orr, Prof. Muryn	

Assessment Description
ORGD499 contains a portfolio assignment requiring both reflection and connection, capstone and applied in nature, to the end of the OD master's program. This was revised in AY 2021-2022 to utilize more technology; the purpose is to synthesize the learning from each of the courses into a professional portfolio. One-hundred percent of student met or

exceeded the standard for content knowledge and this is in line with prior years. Note: This program (along with MATD) was brought in under the College of Professional Development. Data is available for the last two years, and the benchmark of 90% has been met or exceeded.

Discussion
Faculty who taught ORGD 440 shared the following problems and comments:
- Lack of understanding on how to analyze the data.
- Confusion on making recommendations vs. implementation.
- Considering the most effective way to synthesize the various prior learning objectives and projects, without just listing them.
- Students are generally strong with use of technology to complete this project (Word, pdf, Linkedin and other document based software.).

Recommendations from AY 2021-2022
- Effective changes for the portfolio assessment.
- A course-embedded knowledge content rubric has to be designed, approved by the Assessment committee, and incorporated in one of the offered courses, preferably a capstone class.

Leaning Goal: Discipline-focused content
Learning Objective: Demonstrate Analytical and Quantitative Skills in Organizational Development
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022
Assessment: Course-embedded
Assessment Course: ORGD 440: INSTRUMENT ANALYSIS AND FEEDBACK II
Assessed Terms: Fall
Instructor(s): Fall 2021: Prof. Orr

Assessment Description
The assessment was implemented in ORGD 440. The assessment used a feedback session on applying organization development instruments at work. The students were expected to create a presentation that de-briefs their classmates as if they were the survey participants. They had to explain their methods, how they analyzed the data and what their findings were. The students were also expected to explain what next steps they would take in their debrief, how they would implement them and what the timelines are. Students can use any kind of presentational software of their choosing (PowerPoint, Prezi, Screencast-o-mastic, Animoto). The presentation should be no longer than seven minutes and should include graphics, charts, tables, and other explanatory devices to reinforce the points.

Outcome
HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course. 100% met or exceeded the measure in this area.

Discussion from AY 2021-2022
Faculty who taught ORGD 440 shared the following problems and comments:
- Lack of understanding on how to analyze the data.
- Confusion on making recommendations vs. implementation.
- In order to address the analysis question, the book for the course was updated to a text that more fully addresses the concept of data analysis in the Organization Development environment. Additional attention is being paid to the concept of deriving insight for action from data.

Recommendations from AY 2021-2022
Faculty who taught ORGD 440 recommended the following:
- An early case that we can group analyze might help improve performance.
- Practice in analyzing quantitative data and understanding when it is persuasive.

- In addition to updating the text book in Fall 2022, additional attention is now being paid the process for data analysis.

Leaning Goal: Discipline-focused content
Learning Objective: Demonstrate knowledge of leadership skills.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022
Assessment: Course-embedded
Assessment Course: ORGD 425
Assessed Terms: Spring
Instructor(s): n/a

Assessment Description

Leadership skills of MAOD students were measured in ORGD 425. It is up to each group to figure out how to organize themselves and determine how they will meet the criteria and deadline for the project. Groups must select a living, well known "leader" and analyze the person's leadership style(s), attributes, skills, abilities (or lack thereof), power bases, and influence tactics as well as their effectiveness or ineffectiveness in their current role (specific examples must be included!). There are two parts to this assignment -- Part 1 is writing a paper that discusses all of the above in addition to the inclusion of a bio for the person and recommendations in the conclusion of the paper for what the person could do differently to be a better leader. Papers are to be written according to APA formatting. Excluding a cover page (optional) and references (required), there should be a minimum of five pages of content double spaced using an easy to read font no larger than 12 points. Part 2 of the assignment is to create and post a power point presentation that encapsulates the content of the paper. The week seven discussion surrounds the presentations.

Outcome

HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course.

Discussion from AY2021-2022

Faculty who assessed the students reported the continued issues:
- None

Recommendations from AY2021-2022

The recommendations from the faculty who assessed the students in ORGD 425 are:
- None

Leaning Goal: Communication skills

Learning Objectives:
    1. Create a well-written document on a business topic.
    2. Deliver a professional oral presentation using appropriate technology.

Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022
Assessment: Course-embedded
Assessment Course: ORGD 420
Terms: Spring
Instructor(s): Fall 2021: Prof. Orr

Assessment Description

The communication skills are assessed in ORGD 420. An "opening salvo" is the first in a series of questions, statements which kicks off a debate, volley of ideas, battle, or game. The purpose of this assignment is to create an opening salvo for a meeting facilitation. Create a video of yourself facilitating the opening of a meeting. The opening should last approximately three (3) minutes. Once you have finished your opening, you must offer a brief explanation of what you did and why you did it; this explanation should last no more than a minute and a half – for a total length of no more than four (4) and half minutes. Students can use any kind of video editing software. (Screencast-o-matic and Animoto are

recommended web-based programs which are free.) It is recommended that the finished video be uploaded to YouTube and the YouTube link be used to turn the assignment in and provide the presentation to classmates.

Outcome
Based on qualitative discussions with faculty and chairs 100% of student met or exceeded this goal.

Discussion from AY2021-2022
Faculty who taught ORGD 420 shared the following updates and changes based on prior issues with lack of developed skills in this area:
- Video tutorials have been created through the Academic Technology Services (ATS) to assist students in using video technology and uploading video media with a new application called Kaltura.

Recommendations from AY2021-2022
Faculty who taught ORGD 420 recommended the following:
- Monitor the changes from this past year.

Leaning Goal: Ethics and corporate social responsibility
Learning Objectives: 1. Understand the role of ethics and identify ethical conflicts and concerns in business.   2. Understand the role of businesses in society and corporate social responsibility.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2020
Assessment: Course-embedded
Assessment Course: ORGD 410 (recommendation to change assessment course to ORGD435)
Terms: Spring
Instructor(s): Fall 2021: Profs. Orr

Assessment Description
The role of ethics in business had been assessed in ORGD 410 class and in AY 2022-2023 will change to ORGD435 since that is more targeted to what is measured for ethics and CSR.

Outcome
HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course.

Discussion from AY AY2021-2022
- None

Recommendations from AY 2021-2022
- **Change assessment course:** It is recommended that the Ethics and Corporate Social Responsibility area focus on ORGD 435 to assess this content for future reports.

Leaning Goal: Use of Technology
Learning Objectives: 1. Effectively use spreadsheet, database, and/or other business application software to analyze data.   2. Understand various information systems and how they support organizations and enhance productivity.
Teaching or Reinforcing Courses: To be identified and/or reevaluated in Fall 2022
Assessment: Course-embedded
Assessment Course: ORGD 440: INSTRUMENT ANALYSIS AND FEEDBACK II
Terms: Fall
Instructor(s): Fall 2021: Prof. Orr

Assessment Description

The students used an online survey instrument to conduct an organization-level assessment. They analyzed the data and reported their findings. The students were expected to explain the significance of the findings and their implications for the organization.

Outcome
HCB standards state that at least 90% of students should either meet or exceed expectations set by the faculty who teaches a graduate course.   Discussion and recommendations were collected despite having an issue with rubric data collection.

Discussion from AY 2021-2022
Faculty who taught ORGD 440 shared the following problems and comments:
- A wide variety of skill levels and execution in terms of analysis and presentations
- A variety of skill levels continues to be present in the course. However, the text has been updated to reflect this variety and additional instructional time and materials are being devoted to analytical activities.

Recommendations from AY 2021-2022
Faculty who taught ORGD 440 recommended the following:
- The weekly practice activities have been incorporated into the Weekly Assignments.
- Excel is not being utilized in the course, but Qualtrics software is, as it is more professionally relevant for these students.

Outcomes

Questions 1 and 2 ask about the BSBA and MBA program and working full time. All students in the survey were in either the BSBA (19 of 25) or MBA (8 of 25) program and all are either working full time (15) or seeking full time work (12).

Question3: What are your suggestions to improve your degree program? (Check all that apply)
Out of 25 students who completed the survey, the majority wanted:

      1. Better availability of classes (12),
      2. More face-to-face classes (12),
      3. More financial aid (11),
      4. More "real-world" situations taught in class (10),
      5. Helpful and knowledgeable advisors (10).

This is shown in the following charts.

Q3 - What are your suggestions to improve your degree program?
(Select all that apply)
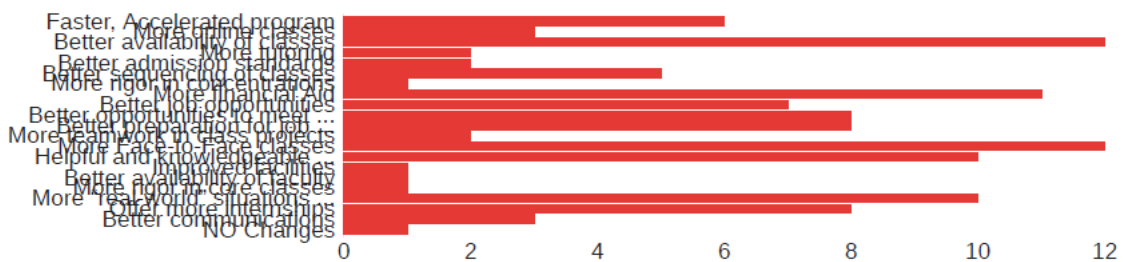
Field	Choice Count
Faster, Accelerated program	6
More online classes	3
Better availability of classes	12
More tutoring	2
Better admission standards	2
Better sequencing of classes	5
More rigor in concentrations	1
More financial Aid	11
Better job opportunities	7
Better opportunities to meet Potential Employers	8
Better preparation for job placement opportunities	8
More teamwork in class projects	2
More Face-to-Face classes	12
Helpful and knowledgeable advisors	10
Improved facilities	1
Better availability of faculty	1
More rigor in core classes	1
More "real-world" situations taught in class	10
Offer more internships	8
Better communications	3
NO Changes	1
Total	114

Question 4: In retrospect, what would you do differently? (Check all that apply)
Out of 25 students who completed the survey, the majority said in retrospect, better personal planning (11). See the wide distribution in the charts below.

Q6 - In retrospect, what would you do differently? (Check all that apply)
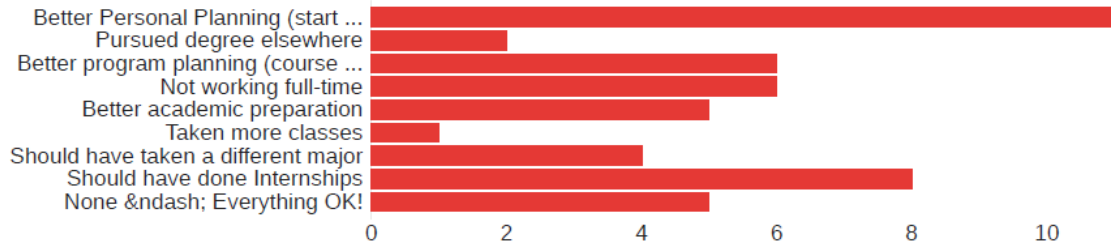
Field	Choice Count
Better Personal Planning (start earlier, finish earlier, etc.)	11
Pursued degree elsewhere	2
Better program planning (course sequence)	6
Not working full-time	6
Better academic preparation	5
Taken more classes	1
Should have taken a different major	4
Should have done Internships	8
None – Everything OK!	5
Total	48

Overall, most students reported good or excellent morale in the program; see the chart below.

Q7 - Please rate student morale in your program:

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Please rate student morale in your program:	1	5	2	1	1	25

Field	Choice Count
Excellent	6
Very Good	9
Good	8
Fair	1
Poor	1
Total	25

Most students rated the quality of education as very good or excellent; same with resources See charts below.

Q8 - Please rate the overall quality of education you received in your program of study:
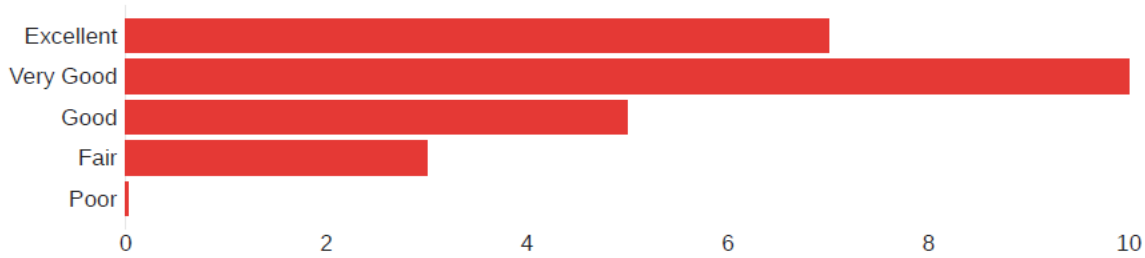
Q9 - Please rate the overall quality of resources you received at HCB and RU:
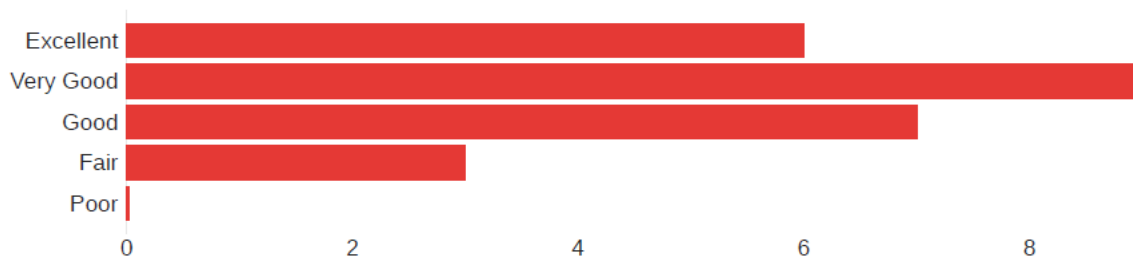
There is a wider dispersion of experiences reported with advising; see chart below.

Q10 - Rate the degree of overall satisfaction with advising you received from HCB advisors:
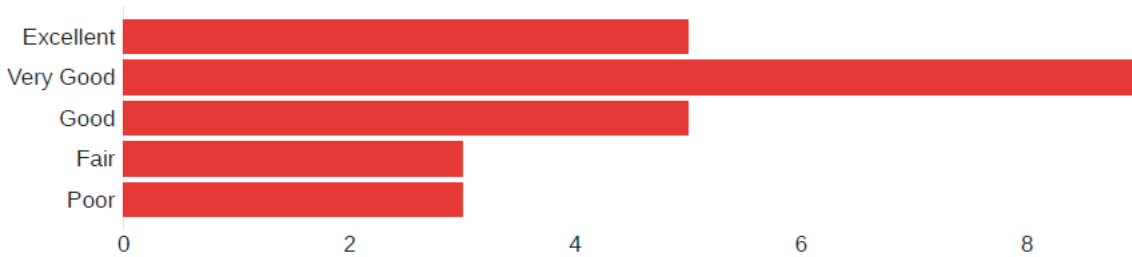
Overall, the quality of encouragement, from faculty, to get to one's goal is reported as excellent.

Q11 - Rate the overall quality of encouragement you received from faculty to achieve your goal:
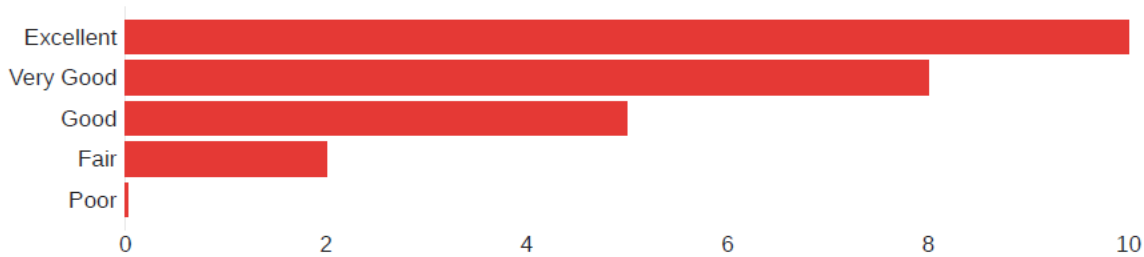
There are opportunities for improving career information within HCB; note, the communication reported from prior years has no longer been reported as an issue. We think that with this overall increased communication through Welcome Week activities, in person pizza party and other social events, that communication has improved, and we think along with this in the future there will be perceived improvements in communication about career information. In other words, the measure here may be catching up with the new advances in proactive communication HCB leaders have taken on in 2021-2022.

Q12 - Rate the overall quality of career information you received at HCB and RU:
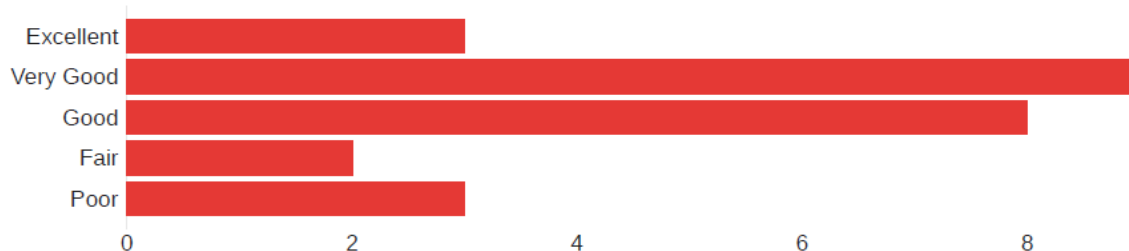
Summary:

BSABA students: In summary, the students want better availability of classes, more financial Aid, and better job opportunities, and more internships. Furthermore, students wanted better preparation for job placement. The majority said in retrospect, they should have planned the program better and that they should have prepared better academically and should have pursued internships.

MBA students: In summary, the students want helpful and knowledgeable advisors, better availability of classes, more "real-world" situations taught in class, more online classes, and better communications. As was the case among undergraduate students, HCB needs to advise graduate students more effectively as well as provide better quality career information. The majority said in retrospect, they would have planned the program and their personal lives better and that they should have pursued degree elsewhere.

7. Strengths and Weakness Analysis by Program

In this section, the strengths and weakness of each program from the viewpoint of AoL is presented. Each program has its own strengths and weaknesses based on the input and recommendations provided by the faculty who teach the courses where assessments are conducted.

Program	Strengths	Weakness
BSBA	Assessments were conducted and reported successfully for ETS and streamlined measures are either identified or in the works as identified through strategy professors facilitating the capstone simulation, using Learning Assurance Report through the embedded sim.	ETS® Major Field Test has shown a major problem with the performance of BSBA students particularly in accounting, economics, management, marketing, legal and social environment, and information systems disciplines. See proactive actions in strengths.
BSHTM	Faculty are engaged in curriculum discussions and need support and guidance for implementing rubrics. *Video instructional content for faculty and others to understand rubrics, data collection and our process for assessment is in the works.*	A lot of opportunity for growth; need to continue collecting narrative data and engaging faculty with the low enrolled students in the program.

BAOL	Assessment data communication in this and MAOD led to an error in not collecting completed rubric data, though narrative data was collected.	A course-embedded knowledge content rubric has not been established yet. Potentially OLED 380, OLED 370 or OLED 330 would be candidates for course embedded knowledge content.
MSA	The selected single course for MSA and MSAF may not be appropriate if we do not hold the class or have only 3-6 students in an entire year.	The selected course for assessment was taught once and had only 6 students. Review which MSA course should be used in place and taken by more of the MSA students.
MSAF	Same issue for MSA, see above.	The selected course for assessment was taught once and had only 3 students. Review which MSAF course should be used in place and taken by more of the MSAF students.
MBA	Replacement measures are being reviewed to streamline data collection and ensure we have enough of a sample (and this would ensure 100% participation in assessment).	ETS® Major Field Test has shown a major problem with the performance of MBA students. Online proctoring has presented access issues; we have used a combination of online and in person proctoring. Cost is exceeding benefit ($50-$75/student taking this). Replacing measures with LARS data, including social responsibility section, which is a learning assurance report generated by participation in a hands-on simulation, operating and strategically leading a company in a set of teams. Specific measure for corporate social responsibility allows for external comparison.
MSHRM	Assessments were conducted and reported successfully with clear and concise narrative description which allows faculty to act on other's input.	Only to ensure consistent data collection; otherwise there are no concerns with assessment in this program.
MSHTM	*Video instructional content for faculty and others to understand rubrics, data collection and our process for assessment is in the works.*	Several courses need to be reviewed for whether they are the best fit for assessment.
MSRE	Assessments courses selected have not been held; review for 2022-2023 and determine if this is a COVID-anomaly or needs to have a different course selected.	Assessments were not completed due to cancellation of classes in content knowledge and leadership skills, this is a second year that this has occurred. Review post-COVID.
MAOD	After assessment process and data collection is clarified there are no anticipated issues. Faculty in this area are very engaged in assessment, discussion and closing the loop (including implementing curricular changes).	A course-embedded knowledge content rubric was established for ORGD499.
All programs	*Video instructional content for faculty and others to understand rubrics, data collection and our process for assessment is in the works.*	We are reviewing ways to use existing data to streamline data collection and analysis efforts.

8. Recommendations, Action Items, and "Close-the-loop" activities

A. Curricular recommendations and gaps to address specific learning goals for 2022-2023

Program	Learning Goals	Recommendations and Actions
BSBA	Discipline-focused content	• A series of discussions that began Spring 2021 addressing the curriculum gap between ETS and the MSBA and MBA curriculum was completed with a recommendation to replace the direct measure with the simulation in MGMT380 and MGMT489, in 2021-2022. The Learning Assurance Report (LAR) generated by the simulation software is designed for data collection and reporting aligned with accrediting body standards and our internal learning outcomes. *Specific measures within LARS will be identified in Fall 2022 for all BSBA areas.*
	Communication skills	• Student listening skills in classes as well as interaction with an audience continues to need be monitored and improved; the past year of conducting remote courses only magnifies this skills gap. • HCB now offers a noncredit business-writing course; due to the success with the first course in 2020-2021 this continues to be offered each term.
	Ethics and corporate social responsibility	• Consideration for replacing this direct measure with an ethics component from the simulation in MGMT380 and MGMT489.
	Information technologies	• Graduate Assistants are employed as tutors in this class to help students understand Microsoft Excel and Access and offer one on one tutoring for students. • Students should continue to be encouraged to view free tutorials posted in the RU Library and within Blackboard (LMS). • The instructor must continually challenge the students utilize all resources to learn (i.e. library databases, Blackboard tutorials, etc.).
BSHTM	Discipline-focused content	• Improve critical thinking skills (same issue described above for fostering critical thinking, community and experiential learning opportunities).
	Communication skills	• Oral and written communications continue to need to be assessed and improved.
	Ethics and corporate social responsibility	• A course-embedded Ethics rubric (ready to deploy) needs to be incorporated in one of the offered courses.
	Information technologies	• Instructors should continue focusing on students' understanding of spreadsheet functions, databases, and their presentation technology skills and find more effective ways to reach all students in the remote setting.
BAOL	Discipline-focused content	• The direct measure for content in BAOL is to be identified in 2022-2023 and is under review.
	Communication skills	• Students have both written and oral communication opportunities in each course; this program has historically been remote and online, so the content and skills for honing oral and written communication is ample; reporting needs to be streamlined and is in progress in 2022-2023.
	Ethics and corporate social responsibility	• Under review for 2022-2023 see above.

	Information technologies	• Not completed during AY 2021-2022; a course embedded rubric needs to be incorporated in one of the offered courses (and communicated with faculty teaching those courses). To be determined at the program level in 2022-2023.
MSA	Discipline-focused content	Program-based Content Knowledge: • Instructors need to provide recommendations and specific problems Analytical & Quantitative Skills: • Instructors need to provide recommendations and specific problems
	Communication skills	Not completed during AY 2021-2022; only a few students were in the assessment course.
	Ethics and corporate social responsibility	Not completed during AY 2021-2022; only a few students were in the assessment course.
	Information technologies	Not completed during AY 2021-2022; only a few students were in the assessment course.
MSAF	Discipline-focused content	Program-based Content Knowledge: • Not completed during AY 2021-2022; only a few students were in the assessment course. Analytical & Quantitative Skills: • Not completed during AY 2021-2022; only a few students were in the assessment course.
	Communication skills	• Students to in the MSAF program (along with other HCB students) were invited to participate in the free noncredit business writing skills course.
	Ethics and corporate social responsibility	• No recommendations for this academic year specific to this program (HCB Social Justice Speaker Series is open to MSAF and all other business students).
	Information technologies	• Not completed during AY 2021-2022; only a few students were in the assessment course.
MBA	Discipline-focused content	Program-based Content Knowledge: • As with the BSBA program, the recommendation that the ETS direct measure be replaced in 2022-2023, using Learning Assurance Report data from the student performance on the simulation in MGMT489. There are several reasons previously explained for this recommendation; the end result is expected to be increased validity in the new measure and a closer fit to what is being measured as well as a shift towards a positive student perception for graduating students (i.e. concerns with fairness and appropriate disability accommodation with remote proctoring). Analytical & Quantitative Skills: • Continue to develop more critical thinking and creativity in the classroom in core courses. There are problems such as symptom and problem identification, how to apply appropriate procedure, and analysis of

		problems. This is actively under review with the Associate Dean and Chairperson (Marketing and Info Systems) in 2022-2023. Leadership Skills: • Leadership speakers were identified and included in a variety of Zoom-offered speakers in 2021-2022, including a women in nonprofit leadership workshop open to all MBA students.
	Communication skills	• Students should be writing and giving oral presentations in every class with detailed instructor feedback.
	Ethics and corporate social responsibility	• Business Ethics and specifically CSR as a measure was taken from Learning Assurance Report through the simulation done in MGMT489.
	Information technologies	• Teaching and assessing the usage of database and extraction of data rather than design should be considered.
MSHRM	Discipline-focused content	Program-based Content Knowledge: Not completed during AY 2021-2022, though this is identified for Fall 2022. Analytical & Quantitative Skills: • Instructors need to provide recommendations and specific problems. Leadership Skills: Students meet or exceed goals for leadership in MSHRM.
	Communication skills	• There continues to be opportunities to increase skills in written communications though the program has opportunities in all courses for demonstrating and honing this skill.
	Ethics and corporate social responsibility	• Every class in MSHRM program should include ethics; since ethics content is built in reporting on students' understanding of ethics is where the opportunity exists.
	Information technologies	• Students are meeting or exceeding goals overall in this program, excluding the use of technology; however, we think Fall 2021 was an anomaly due to COVID and when removed the scores exceed the 90% benchmark.
MSHTM	Discipline-focused content	Program-based Content Knowledge: There are opportunities to understand (to a greater level) the impact of financing on their overall hospitality project. Video instruction and support needed to help professors understand expectations for assessment; underway for AY 2022-2023. Analytical & Quantitative Skills: • See above.

		Leadership Skills: • Additional opportunities to hear directly from industry leaders was incorporated in 2020-2021 and should continue in AY 2021-2022 and expected to be planned for AY2022-2023.
	Communication skills	• Presentation skills (oral, technology) are marked as exceeded expectations, though additional opportunities to hone these skills should be encouraged by faculty.
	Ethics and corporate social responsibility	• Business Ethics should be taught in selected classes of the MSHTM program and it is recommended that this is identified in 2022-2023.
	Information technologies	• Need to teach students basic and advanced Excel and database functions. • Need to continue to develop critical thinking skills.
MSRE	Discipline-focused content	Program-based Content Knowledge: Not completed during AY 2021-2022 because the selected course was not held. Analytical & Quantitative Skills: • See above. Leadership Skills: • See above.
	Communication skills	• Written communication was augmented by this department area offering a noncredit business writing course (later offered to all HCB students). • Presentation skills need to be improved and continue to be a challenge in the remote environment.
	Ethics and corporate social responsibility	• Emphasis on Ethics should be considered in REES 401. • Include social costs and benefits in earlier courses like REES 401 and 402
	Information technologies	• Students need to be taught Excel and database software and should be encouraged by faculty to view free tutorials at RU library in addition to faculty support (feedback) on student presentations.
MAOD	Discipline-focused content	• The direct measure for content in OD measures student performance on a portfolio of work done as a capstone-type assignment in ORGD499. Students valued demonstrating their content knowledge and there are no areas for improvement in discipline-focused content knowledge (see communication skills opportunities below).
	Communication skills	• Instructors reported student challenges in certain sections of the portfolio assignment (written skills). Additional videos and one on one instructor guidance were deployed to resolve issues; this is recommended to be proactively shared with students in the beginning of the term (and early in working on this portfolio).

	Ethics and corporate social responsibility	• The curriculum was reviewed for content in ethics and social responsibility and ORGD435 will be used in the future. • The ORGD 410 Ethics and Values course content was moved into ORGD 435 in order address needs for the curriculum in other areas for student success.
	Information technologies	• Students are using Qualtrics data reports to develop the cross-tabulations and data needed to create insight from data.

APPENDIX

Heller College of Business EXIT INTERVIEW

Dear HCB Graduates,

Congratulations on your academic success! We are very proud of you and your achievements. As you step into your future role for the betterment of our country and the globe, we would like you to take a few moments to reminisce the quality of education you received at Heller College of Business and answer the following questions:

Degree: ☐ Undergraduate degree ☐ Graduate degree
Job Status: ☐ Already employed fulltime ☐ Looking for a fulltime job

1. What are your suggestions to improve your degree program? (Check all that apply)
☐ Faster, Accelerated program ☐ More teamwork in class projects
☐ More online classes ☐ More Face-to-Face classes
☐ Better availability of classes ☐ Helpful and knowledgeable advisors
☐ More tutoring ☐ Improved facilities
☐ Better admission standards ☐ Better availability of faculty
☐ Better sequencing of classes ☐ More rigor in core classes
☐ More rigor in concentrations ☐ More "real-world" situations taught in class
☐ More financial Aid ☐ Offer more internships
☐ Better job opportunities ☐ Better communications
☐ Better opportunities to meet Potential Employers ☐ NO Changes
☐ Better preparation for job placement opportunities

2. In retrospect, what would you do differently? (Check all that apply)
☐ Better Personal Planning (start earlier, finish earlier, etc.)
☐ Pursued degree elsewhere ☐ Taken more classes
☐ Better program planning (course sequence) ☐ Should have taken a different major
☐ Not working full-time ☐ Should have done Internships
☐ Better academic preparation ☐ None – Everything OK!

3. Please rate student morale in your program: (Please check one)
☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor

4. Please rate the overall quality of education you received in your program of study:
☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor

5. Please rate the overall quality of resources you received at HCB and RU:

☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor

6. Rate the degree of overall satisfaction with advising you received from HCB advisors:
☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor

7. Rate the overall quality of encouragement you received from faculty to achieve your goal:
☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor

8. Rate the overall quality of encouragement you received from advisors to achieve your goal:
☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor

9. Rate the overall quality of career information you received at HCB and RU:
☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor

10. Rate the overall quality of education you received at HCB and RU:
☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor