USM School of Business
2014-2020 Assessment of Learning Plan:
Undergraduate Learning Goals:
1.   Our students will be effective team members who know how to exercise shared leadership.
2.   Our students will be effective communicators in a professional setting.
3.   Our students will exercise ethical understanding and reasoning in an organizational context.
4.   Our students will be reflective, analytical thinkers.
5.   Our students will demonstrate business disciplinary competence.

MBA Learning Goals:
1.   Our students will be effective communicators.
2.   Our students will be reflective, analytical thinkers.
3.   Our students will exercise organizational leadership.
4.   Our students will exercise ethical understanding and reasoning in an organizational context.
5.   Our students will demonstrate MBA disciplinary competence.

Assessment/AOL Tools: The USM School of Business uses three direct measures to assess our programs and student learning. These measures are discussed further below.

·   Direct Measures:
1. *Student Data Collection*—Specific embedded course assignments are collected and scored using standardized rubrics. Allows for the longitudinal measurement of our goals/objectives and the evaluation/effectiveness of curricular and pedagogical changes.
2. *Major Field Test (ETS)*—Allows us to compare our students performance against other business students as well as examine USM School of Business student achievement over time and in specific discipline areas.
3. *Capstone Exam*--An 80-item test covering all discipline areas which is administered to all students nearing graduation each calendar year. Allows for discipline specific evaluation.

Significant Changes:
1. *Less data collection:* The 2015-2020 AOL plan reduces the frequency of data collection. Rather than collecting data every year, this plan allows time for implementation of improvement strategies prior to the next data collection. The intent is to be able to more clearly see continuous improvement and more easily identify areas most in need of improvement/change. Additionally, the number of courses in which data collection is taking place has been reduced. This creates a more equitable participation of faculty, while still maintaining viable data sources.
2. *Emphasis on Improvement:* Data will be collected during the fall semester of the year assigned. During the spring semester, data will be analyzed and deliberate recommendations for improvements will be made. The following two academic years will be spent implementing those improvements either through curricular changes or course content/instructional changes. This will be an intentional cultural shift from being data focused to improvement focused.

3. *Greater Faculty Ownership:* The faculty will function in small teams to guide improvement. There will be one team per objective and teams will be organized per our curriculum map with faculty who are responsible for introducing/reinforcing/emphasizing a particular objective also charged with data analysis, recommendations, and implementations. This will create greater faculty involvement as well as allow the small groups to be more nimble and creative in addressing improvement areas. Essentially, the conversations will be taking place between the relevant faculty and allow those faculty to take ownership of 'their' objective and make single or double loop changes as necessary.

Undergraduate Assessment Schedule:

Goal/Objective	Assess	Implement Improvements	Courses	Tool	Target
1.1 Describe Leadership	2015, 2018	2016-2017, 2019-2020	Bus 340	Multiple Choice Assessment Form/ Describe Leadership Rubric	75% $\geq$ Adequate/ Excellent
1.2 Demonstrate Leadership	2015, 2018	2016-2017, 2019-2020	Bus 340	Demonstrate Leadership Rubric	90% $\geq$ Adequate/ Excellent
2.1 Oral Communication	2015, 2018	2016- 2017, 2019-2020	Bus 345	Presentation/ Oral Communication Rubric	75-95% $\geq$ Adequate/ Excellent; 50-80% $\geq$ Excellent
2.2 Written Communication	2015, 2018	2016- 2017, 2019-2020	Bus 450	Written Communication Rubric	70% $\geq$ Adequate/ Excellent
3.1 Ethical Implications	2016, 2019	2015-2017, 2018-2020	Bus 280, Bus 450	Ethics Rubric	75-90% $\geq$ Adequate/ Excellent; 0-25% $\geq$ Excellent
4.1 Quantitative Analysis	2016, 2019	2015-2017, 2018-2020	Bus 370, Bus 375	Exam/ Quantitative Analysis Rubric	75% $\geq$ Adequate/ Excellent

| 4.2 Discipline Specific Problem Solving | 2016, 2019 | 2015-2017, 2018-2020 | Acc 211 | Discipline Specific Analysis Rubric | 75% ≥ Adequate/ Excellent |
| 5.1 Disciplinary Competence | 2015, 2017, 2019 | 2016, 2018, 2020 | Bus 450 | Capstone Exam | 75% accuracy in each discipline |

Graduate Assessment Schedule:

Goal/Objective	Assess	Implement Improvements	Courses	Tool	Target
1.1 Oral Communication	2015, 2018	2016-2017, 2019-2020	MBA 611, MBA 675	Presentation/ Oral Communication Rubric	50-90% ≥ Excellent
1.2 Written Communication	2016, 2019	2015-2017, 2018-2020	MBA 611, MBA 626	Written Communication Rubric	75-90% ≥ Excellent
2.1 Quantitative Analysis	2015, 2018	2016- 2017, 2019-2020	MBA 672, MBA 670	Quantitative Analysis Rubric	75-90% ≥ Excellent
2.2 Discipline Specific Problem Solving	2015, 2018	2016- 2017, 2019-2020	MBA 625	Discipline Specific Problem Solving Rubric	50% ≥ Excellent
3.1 Challenge & Change	2016, 2019	2015-2017, 2018-2020	MBA 698	Challenge & Change Rubric	50-90% ≥ Excellent
3.2 Adaptive & Technical	2016, 2019	2015-2017, 2018-2020	MBA 698	Adaptive & Technical Rubric	50% ≥ Excellent
4.1 Ethical Implications	2015, 2018	2016-2017, 2019-2020	MBA 698, MBA 615	Ethics Rubric	75-90% ≥ Excellent

5.1 Disciplinary Competence	2015, 2017, 2019	2016, 2018, 2020	MBA 698	ETA MBA Field Test	