| **Business Discipline Learning Goals and Objectives** | **The following courses were taught during 2022-2023 wherein the 2022-2023 scheduled learning objectives were advanced via the following courses:** | **Brief description of outcomes\* (both among majors and non-majors in the classes)** | **Planned Improvements Based on Assessment (List here; elaborate in Part B below)** |
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| GOAL 1: : **Students will** **understand critical business concepts**  Objective 1.1: Students will apply a core body of discipline specific knowledge to business situations  Objective 1.2: Students will recognize the competitive and operational nature of organizational information systems  Objective 1.3: Students will apply quantitative analysis and interpretation to business problems | ACC200, BUS205, BUS250, BUS305,BUS350,BUS445, BUS180, BUS490, BUS240, BUS 485, BUS 345 | Analysis of multinational enterprises is a key assignment is several courses. BUS 305 and ACC 200 require financial statement analysis along with the application of findings to business decisions. Students were able to identify and explain examples of how information drives decisions and understand the importance of information asymmetry. One example of this is BUS345 Week Two baseline performance in simulation. Three of nine students did not understand the role of using the information to make decisions and had below 50% on the diagnostic but by Week 7 those students were earning above 80%.  --Our students in general seem to have arrived to us with very little understanding of *organized information systems* such as enterprise resource databases, CRM, or platforms to track and manage inventory or forecast demand. Students also must learn to appropriately use the Microsoft business productivity tools embedded in Office 365 such as the Outlook calendar functionality and how to appropriately email in a business setting or share files among coworkers in a enterprise wide platform and assessed the progression. This was observed in a few courses and plans are underway to assess these in a entry to major assessment then again at Capstone. | ---Business faculty will rely on the outcomes of the fall/spring coding course to help decide how to infuse coding understanding with business core and business productivity tools instruction, a way to embed coding instruction, if not how to code then at least to understand the critical role of AI in current organizational information systems and to understand that a capacity for leveraging AI is, in this 4th industrial revolution, the key to staying competitive not only for a business but for the US or any country.(covered in Economics courses).  --Figure a way for a course for fall 2024 for the business core to have students do more with Excel basics and learn that skill before we need to take time out of Accounting and MIS to teach this.  --Continue to critically examine the idea of whether two Statistics (descriptive and inferential) are the best courses to prepare our future business professionals) and whether the business core requirements should be adjusted.  --Look to add Marketing to the core, because it helps students *understand competition in* a free market economy which students may not get if they do not take international or marketing or advertising courses.  --Updating the Internships courses to include business tool usage and expectations. |
| GOAL 2: **Students will apply critical thinking to business problems**  Objective 2.1: Students will interpret an enterprise-wide case study and recommend solutions.  Objective 2.2: Students will use cross-disciplinary knowledge to identify problems and their causes and generate alternative solutions and arrive at reasoned conclusions  Objective 2.3: Students will use information technology to analyze and implement business decisions | BUS 240, BUS 390, BUS 395. BUS 490, BUS485 | --While not in the business core, ENV101 Healing Earth is a perfect manifestation of goal 2.2. Together with our college’s care for earth goal and to ensure our business curricula meet wants of age, suggests a practice to infuse Green Business content to many business courses. We call this *climate across the business curriculum* and many courses have already embedded environmental literature to advance this goal. Our department participated in [the World Climate Justice Teach April 2023](https://livetestrosemont.sharepoint.com/:x:/s/OurInformationBusinessDept/EQC-17Bd_M9CiG5KJOZolEkB2CrVKydef8bwW5n1cZB9oQ?e=OaCLZU) and April 2022. *B Corp* is a focus for this teaching as well infused in several courses. The assessment checks student understanding of terms CSR and Triple bottom line and results show progression in learning wherein these terms were not known at the start of the term by many students.  --Senior Seminar students are assessed on the ability to use cross-disciplinary knowledge to identify “Life/Work/Competency” problems and their causes and apply design thinking principles to generate alternative solutions. The course was updated in May 2023 based on fall 2022 results and identified rigor gap with evidencing reasoned conclusions. | *Climate Across the Business Curriculum* launches fall 2023 and addresses this 2.2.  We have just added a rubric for seeking the valid and reliable evidence to support senior capstone projects and this will be applied in fall 2023 to add rigor and validity to evidencing the interdisciplinality of the experience. We have agreed to continue with one course for all six business disciplines because this advances this learning goal.  We held discussions last fall about the incorporation of data analysis in our courses and programs. Not able to come to agreement on best way forward. Math dept. piloted a coding course and we await results.  We will collect and inventory the embedded Excel based assignments and analyze the results to inform our future path forward. --Students were exposed to more use of Excel past year two years after we established a practice that all instructors in all business courses will strive to use Excel in assignments as much as possible. Using Excel allows students to synthesize and analyze data to make data informed decisions. We next must gather evidence from the assignments done. |
| GOAL 3**: Students will** **demonstrate effective oral and written communication**  Objective 3.1: Students will formulate reasoned arguments orally.  Objective 3.2: Students will formulate reasoned arguments in written communication.  Objective 3.3: Students will apply teamwork and communication skills to present and support conclusions. | BUS205, BUS250, BUS340, BUS350, BUS180, BUS490, BUS455, BUS445. BUS 362, BUS 395. | Students present to us across a wide spectrum of skill with writing and most need instruction on how to write using the social science norms, including how to cite research and more fundamentally, how to do research. We we have started to emphasize succinct business communication in memorandum format. Less is more when helping your audience to understand the business problem and solution. Yet, we also want students to be able to defend the argument in a way that is reliable and valid.  We found success with our method this past year was to require frequent and iterative writing assignments to work our way up to an acceptable deliverable. However, the need for basic skill development is way greater than one faculty member can address with a class. We subscribe to writing across the curriculum and grade for writing but more support is needed to meet the vast skills gaps we see.  While many articulated this concern, none have quantitative data to illustrate the matter but developed a plan to measure this starting this fall. See next column | Knowing that we wish our graduates to leave us with stellar writing skills and looking at the present average skill set among business students, an enterprise wide solution is needed. We suggest a college wide writing program that is structured and can take referrals or even required instructions as a sort of lab attached to a business course that requires writing skill development. There will be a required business writing assessment for each student in Sophomore, Junior, and Senior year (or all years until goal is achieved), where they are scored on a 1 to 5 scale, needing to attain a 3 or 4 to graduate. This way we know where each student stands, and we can develop a process to help those in need to achieve this goal.  As far as reasons argument, we need to hold a business department retreat with library staff to discuss if we are leveraging the Lib Guides and library support resources that exist for every business course.  We continue with rubrics that include valid and reliable, cited evidence as part of business writing and oral products and is part of how a student can earn a grade or not. |
| GOAL 4: **Students will** **understand the ethical, legal, and social responsibilities of individuals and organizations.**  Objective 4.1: Students will understand ethical issues  Objective 4.2: Students will assess the impact of managers and employees as agents including the impact of their decisions on the organization, its stockholders, its employees, its customers, and the community-at-large  Objective 4.3: Students will apply stakeholder analysis to social and business issues and consider and evaluate possible conflicts of interest. | BUS240, BUS 250, BUS 205, BUS 340, BUS 445, Auditing | Our management courses advance this goal with instruction and assessment around using data to make decisions, triple bottom line, Business Roundtable 2019 decisions negating Milton Freidman theory and strong content/ assignments around stakeholder theory .  This is an area in which we excel because we strongly value the alignment of our business curriculum with the ethical leadership and social responsibility values of our college and in fact many of us teach here at Rosemont specifically because we want to be engaged with a ethical leadership and social responsibility grounded business curriculum rather than one that is more profit and technology innovation, disruption driven. We embrace technology innovation, disruption as the means to remain competitive but we feel a foundation is seeing social and ethical implications for such is as much of not more impactful to our students’ development as global citizens (a program goal). we have had feedback from a few students that we might be too heavy on this and not enough on technical skills. Therefore we need to find a way to address this. We have done research at what other colleges require. | We might embark upon a project to seek to inventory the number of ethical , legal and social justice assignments embedded in business courses. We may embed enough ethical leadership and social responsibility content in core business and major courses that it could make redundant the Business Core course requirements of PHI 270 Business Ethics and BUS 320 Legal Environment of Business, the latter of which could be combined with the Strategic Policy course and offered for majors but not required as a core. This is something we need to do in the coming academic year. |

| List previous plans | Status of planned improvement | Observed changes in student learning? |
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| Plans to explore during 2022/2023 based on this assessment:  Goal 1 Improvement Plans:  1Continue to work with the Mathematics department and the Student Support center to encourage foundational math exposure in the first semester based on placement scores of first year students.  2Find ways to have students learn basic computer/ PC skills before we need to take time out of Accounting and MIS to teach this.  3Critically examine the idea of whether two Statistics (descriptive and inferential) are the best courses to prepare our future business professionals) and whether the business core requirements should be adjusted.  4Consider reviving our archived Introduction to Business course to set foundational knowledge about the role of business in a free market and global economy or make BUS 180 Intro to International Business a core Intro requirement since that covers much of the content of concern  Goal 2:  Explore ways to embed a research librarian in the courses in ways that allow more hand holding with how to find valid and reliable evidence to support decisions.  We are going to convene an ad hoc team to talk in fall about the incorporation of data analysis in our courses and programs. We recognize this is a skill set our students must have exposure to and they do when they take MIS (required) and a few other optional courses but we wonder if we need to be more intentional about it. Management is about decision making and data analysis is needed for decision making.  Goal 3:  Develop iterative writing assignments in at least four steps starting with research question development , annotated references list, outline, and first draft. Grading includes student application of ideas from prior in next step.  In oral presentations, grade students on stating and explaining where they found and why they are using sources cited.  Goal 4:  Seek to re-engage with the Institute for Ethical Leadership and Social Responsibility if or when it re opens. This way our students are best prepared for success. | 1Worked closely with Math department to monitor incoming business majors were taking math placement exam and being enrolled into a math course in term one at Rosemont.  2Students were exposed to more use of Excel past year two years after we established a practice that all instructors in all business courses will strive to use Excel in assignments as much as possible. Using Excel allows students to synthesize and analyze data to make data informed decisions. But we need evidence from the assignments done and will develop a plan to collect those this year.  3. Ongoing discussion and research. Piloted having a few students substitute Logic, Calculus or Coding for Stat II.  4. Several business faculty meetings were held this year to clarify what we are assessing in our Capstone and seeking to do an “entry to major” assessment to help see progression. This could be instead of the Intro to Business course. We are currently designing the assessment and will try that before introduction of a new course.  During last summer 2022, all Business course Lib Guides were updated by our Research Librarian but we did not do much to train faculty on how to integrate or leverage these in courses. This will be next year’s goal.  We have been talking about this and still not sure where to house this content or if our current MIS content is sufficient.  This has proved very helpful. Our faculty discussed this approach and many have tried this.  Not possible since Institute was paused. | More students seem confident and prepared with basic math in both Economics and in Statistics and this might be in part to the addition of a second math faculty member (full time) and Math learning lab which started around the time we started to notice better embrace of math skill among our students in general.  Requiring Excel in Financial Accounting One which all business students take, along with MIS which all Business students take, is proving successful as fewer students are daunted by Excel when they arrive to senior year. But we still have to embed more learning on this front early and often.  We are yet unsure where to embed the instruction on basic business tools and etiquette and we spend the past year deciding what content we want here. We had two new full time faculty members so we needed this past year to gather what they are observing in classes.  Students are not only learning the content in any particular course but also learning business writing skills and norms for communication in a professional setting and how to articulate and evidence the validity of one’s idea. Many objectives are being advanced with this change. |