

IU Northwest School of Business Undergraduate Assurance of Learning Program



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Teamwork

Learning Goal 1: Students can demonstrate effective teamwork skills.

Learning Objective	Where taught	Where assessed	Measure	Origin	Rationale	Data Use	Data Collection
Can articulate the benefits and processes of working in a team for problem solving and decision-making.	Z302 Z442	X220 X410	Team Exam	Faculty who teach teamwork	Using exam to assess knowledge of teamwork concepts	Summative	AC staff
Can identify the positive and negative behaviors associated with effective team membership.	Z302 Z442	X220 X410	Team Exam	Faculty who teach teamwork	Using exam to assess knowledge of teamwork concepts	Summative	AC staff
Can work effectively with team members by maximizing positive behaviors and avoiding negative behaviors.	Z302 Z442	Z442	Team Evaluation Form	Faculty who teach teamwork	Using already existing activity to assess teamwork skills	Summative	Faculty
		X220 X410	Assessment Center	Assessment Center with faculty and business people input	Use real-world business scenarios to assess student performance of teamwork skills	Formative and Summative	AC staff

Learning Objective	Description	Novice	Competent	Accomplished
Can articulate the benefits and processes of working in a team for problem solving and decision-making.	Knows the benefits and processes of working in a team to solve problems and make decisions.	0-1 questions correct	2-3 questions correct	4-5 questions correct
Can identify the positive and negative behaviors associated with effective team membership.	Knows the positive and negative teamwork behaviors associated with effective team membership.	0-1 questions correct	2-3 questions correct	4-5 questions correct
Can work effectively with team members by maximizing positive behaviors and avoiding negative behaviors.	Demonstrates positive team behaviors that support team effort by listening attentively, piggy backing on ideas, giving positive feedback, inviting quiet team members to participate, offering task-related input, taking notes, keeping the team on track, seeking win-win resolutions, seeking clarification, using first names, summarizing progress, constructively criticizing ideas, using appropriate humor, answering questions and expressing empathy.	Demonstrates effective use of fewer than six positive teamwork behaviors.	Demonstrates effective use of six to ten positive teamwork behaviors.	Demonstrates effective use of eleven or more positive teamwork behaviors.
	Does not demonstrate negative team behavior; Avoids dominating the discussion, withholding involvement in the discussion, interrupting others, attacking/insulting team members, engaging in unrelated or side conversations, refusing to compromise, using inappropriate humor, or being overly pessimistic, negative, or complaining.	Demonstrates three or more negative teamwork behaviors.	Demonstrates one or two negative teamwork behaviors.	Demonstrates no negative teamwork behaviors.

Team Leadership

Learning Goal 2: Students can demonstrate effective team leadership roles.

Learning Objective	Where taught	Where assessed	Measure	Origin	Rationale	Data Use	Data Collection
Can identify the primary task, social, and dysfunctional leadership roles.	Z302 Z442	X220 X410	Team Exam	Faculty who teach leadership	Using exam to assess knowledge of leadership concepts	Summative	AC staff
Can effectively assume multiple team leadership roles and avoid dysfunctional roles.	Z302 Z442	Z442	Team Evaluation Form	Faculty who teach leadership	Using already existing activity to assess leadership skills	Summative	Faculty
		X220 X410	Assessment Center	Assessment Center with faculty and business people input	Use real-world business scenarios to assess student performance of leadership skills	Formative and Summative	AC staff

Learning Objective	Description	Novice	Competent	Accomplished
Can identify the primary task, social, and dysfunctional leadership roles.	Identifies the primary task, social, and dysfunctional leadership roles.	0-4 questions correct	5-7 questions correct	8-10 questions correct
Can effectively assume multiple team leadership roles and avoid dysfunctional roles.	Assumes leadership task roles in a systematic or consistent way that moves the group toward successful completion of the task.	Effectively assumes fewer than three task leadership roles.	Effectively assumes four to six task leadership roles.	Effectively assumes more than six task leadership roles.
	Assumes leadership social roles in a systematic or consistent way that socially supports team members.	Effectively assumes fewer than three social leadership roles.	Effectively assumes three to four social leadership roles.	Effectively assumes more than four social leadership roles.
	Does not assume dysfunctional roles in a systematic or consistent way to derail team effectiveness.	Demonstrates dysfunctional leadership roles three or more times.	Demonstrates dysfunctional leadership roles once or twice.	Demonstrates no dysfunctional leadership roles.

Technology

Learning Goal 3: Students can use business management software in the analysis of business decision situations.

Learning Objective	Where taught	Where assessed	Measure	Origin	Rationale	Data Use	Data Collection
Can effectively use Microsoft Excel.	A106 A285 K221 K321	K321	• MOS Excel	Faculty who teach technology	Using exam to assess knowledge of technology concepts	Summative	Faculty
Can effectively apply MIS tools and knowledge to business situations.	K221 K321	K321	• MIS Case	Faculty who teach technology	Using already existing activity to assess technology skills	Summative	Faculty

Learning Objective	Description	Novice	Competent	Accomplished
Can effectively use Microsoft Excel.	Effectively uses Excel to analyze data.	0-459	460-699	700+
Can effectively apply MIS tools and knowledge to business situations.	Effectively applies appropriate MIS tools and knowledge to analyze and solve a business problem.	Discussion of the issues, alternatives, decision, and justification for the decision is vague, incomplete, and/or inaccurate.	Problem identification, critical analysis of the situation, identification of alternatives, and decision with justification are adequate but could be more in-depth.	Problem identification, critical analysis of the situation, identification of alternatives, and decision with justification are accurate, complete and in-depth.

Communication: Written

Learning Goal 4: Students can demonstrate effective interpersonal, written and oral communication skills.

Learning Objective	Where taught	Where assessed	Measure	Origin	Rationale	Data Use	Data Collection
Can communicate effectively in writing	W131 W231 E111	W402	Written Communication Evaluation Form	Assessment Center with faculty input	Required course that uses essay exams	Summative	Faculty
		X220 X410	Assessment Center	Assessment Center with faculty and business people input	Use real-world business scenarios to assess written communication	Formative and Summative	AC staff

Learning Objective	Description	Novice	Competent	Accomplished
Can communicate effectively in writing	Presents written work that is free of spelling, grammar, and punctuation errors.	Written work contained three or more errors per page.	Written work contained one or two errors per page	Written work contained no errors
	Presents written work that is clear and coherent; written work is easily understood, uses appropriate words/terms, flows from one point to another, and effectively expresses an idea.	Written work was unclear or incoherent three or more times per page.	Written work was unclear or incoherent one or two times per page.	Written work was clear and coherent throughout.
	Presents written work that includes a clear purpose statement, that explains problems/issues before offering solutions, and that incorporates adequate business discipline content.	Written work meets fewer than two of the content requirements.	Written work meets two of the content requirements.	Written work meets all three content requirements.

Communication: Interpersonal

Learning Goal 4: Students can demonstrate effective interpersonal, written and oral communication skills.

Learning Objective	Where taught	Where assessed	Measure	Origin	Rationale	Data Use	Data Collection
Can demonstrate effective interpersonal skills.	S122 Z302 Z442	X220 X410	Assessment Center	Assessment Center with faculty and business people input	Use real-world business scenarios to assess interpersonal communication	Formative and Summative	AC staff

Learning Objective	Description	Novice	Competent	Accomplished
Can demonstrate effective interpersonal skills.	Demonstrates professionalism by displaying a professional demeanor, by greeting others warmly and professionally, and by being friendly and approachable.	Appeared unprofessional three or more times.	Appeared professional once or twice.	Appeared professional at all times.
	Demonstrates effective verbal communication by speaking clearly, by using simple language and appropriate words, and by avoiding unnecessary filler words, laughing and sighing.	Verbal communication was ineffective three or more times.	Verbal communication was ineffective once or twice.	Verbal communication was effective at all times.
	Demonstrates effective non-verbal communication by using appropriate eye contact, facial expressions and smiles, body language, and hand gestures.	Non-verbal communication was ineffective three or more times.	Non-verbal communication was ineffective once or twice.	Non-verbal communication was effective at all times.
	Demonstrates effective active listening by nodding, asking questions, taking notes and paraphrasing what was said.	Does not demonstrate active listening or demonstrates active listening skills once.	Demonstrates active listening skills two or three times.	Demonstrates active listening skills four or more times.

Communication: Presentation

Learning Goal 4: Students can demonstrate effective interpersonal, written and oral communication skills.

Learning Objective	Where taught	Where assessed	Measure	Origin	Rationale	Data Use	Data Collection
Can prepare and deliver a professional presentation on a business issue.	S223 X220	J403 W402	Presentation Evaluation Form	Assessment Center with faculty input	Required courses that include student presentations	Summative	Faculty

Learning Objective	Description	Novice	Competent	Accomplished
Can prepare and deliver a professional presentation on a business issue.	Prepares and delivers a five minute presentation that is clear and coherent; presentation is easily understood, uses appropriate words/terms, flows from one point to another, and effectively expresses an idea.	Presentation was unclear or incoherent three or more times.	Presentation was unclear or incoherent once or twice.	Presentation was clear and coherent throughout.
	Prepares and delivers a presentation that includes a clear purpose statement, that explains problems/issues before offering solutions, and that incorporates adequate business discipline content.	Presentation meets none or one of the content requirements.	Presentation meets two of the content requirements.	Presentation meets all of the content requirements.
	Prepares and uses appropriate and effective supporting materials (slides, handouts, etc.) for the presentation; materials are free of spelling, grammar and punctuation errors.	Supporting materials were not used or were inappropriate/ineffective, and/or contained three or more errors.	Supporting materials were used effectively but contained one or two errors.	Appropriate and effective supporting materials were used and contained no errors.
	Demonstrates effective non-verbal communication to deliver a presentation; effectively uses eye contact, facial expressions and smiles, body language, and hand gestures to deliver the presentation.	Non-verbal communication was ineffective three or more times.	Non-verbal communication was ineffective once or twice.	Non-verbal communication was effective at all times.

Functional Knowledge

Learning Goal 5: Students can demonstrate knowledge of the functional business disciplines.

Learning Objective*	Where taught	Where assessed	Measure	Origin	Rationale	Data Use	Data Collection
Know core concepts of accounting.	A201/A202	J403	Major Fields Test	ETS	Validated test developed specifically for undergraduate business students	Summative	Faculty
Know core concepts of finance.	F301						
Know core concepts of information systems.	K221/K321						
Know core concepts of management.	Z302/Z442/J403						
Know core concepts of marketing.	M301						
Know core concepts of economics.	E201/E202						
Know core concepts of legal and social issues.	L201						
Know core concepts of quantitative business analysis.	E270						
Know core concepts of international strategy.	D301						

* See Appendix on pages 9 and 10 for additional details.

Learning Objective	Description	Novice	Competent	Accomplished
Know core concepts of accounting.	Topics covered on ETS	More than 1 Standard Deviation below the national mean.	Within ± 1 Standard Deviation of the national mean.	More than 1 Standard Deviation above the national mean.
Know core concepts of finance.	Topics covered on ETS	More than 1 Standard Deviation below the national mean.	Within ± 1 Standard Deviation of the national mean.	More than 1 Standard Deviation above the national mean.
Know core concepts of information systems.	Topics covered on ETS	More than 1 Standard Deviation below the national mean.	Within ± 1 Standard Deviation of the national mean.	More than 1 Standard Deviation above the national mean.
Know core concepts of management.	Topics covered on ETS	More than 1 Standard Deviation below the national mean.	Within ± 1 Standard Deviation of the national mean.	More than 1 Standard Deviation above the national mean.
Know core concepts of marketing.	Topics covered on ETS	More than 1 Standard Deviation below the national mean.	Within ± 1 Standard Deviation of the national mean.	More than 1 Standard Deviation above the national mean.
Know core concepts of economics.	Topics covered on ETS	More than 1 Standard Deviation below the national mean.	Within ± 1 Standard Deviation of the national mean.	More than 1 Standard Deviation above the national mean.
Know core concepts of legal and social issues.	Topics covered on ETS	More than 1 Standard Deviation below the national mean.	Within ± 1 Standard Deviation of the national mean.	More than 1 Standard Deviation above the national mean.
Know core concepts of quantitative business analysis.	Topics covered on ETS	More than 1 Standard Deviation below the national mean.	Within ± 1 Standard Deviation of the national mean.	More than 1 Standard Deviation above the national mean.
Know core concepts of international strategy.	Topics covered on ETS	More than 1 Standard Deviation below the national mean.	Within ± 1 Standard Deviation of the national mean.	More than 1 Standard Deviation above the national mean.

Appendix: Learning Objectives for Undergraduate Core Concepts

<p>Core concepts of accounting (A201 and A202)</p> <ol style="list-style-type: none"> 1. Prepare the basic financial statements: Balance Sheet, Income Statement, Statement of Owners Equity, and Statement of Cash Flows. 2. Describe the components of the financial statements and how economic events affect changes in these components. 3. Explain accounting principles, assumptions, conceptual foundations, and the accounting framework. 4. Use financial information to make business decisions. 5. Define and demonstrate product cost and various cost methods, break-even analysis, cost/volume/profit analysis, budgeting, capital budgeting, incremental analysis, and relation of these to international accounting standards.
<p>Core concepts of finance (F301)</p> <ol style="list-style-type: none"> 1. Measure risk and return and explain the trade-off between risk and return. 2. Calculate the value of various financial assets: a) annuities, b) bonds, and c) stocks. 3. List the primary sources of capital and incorporate their cost when making investment decisions: a) debt b) preferred stock c) commonstock. 4. Estimate project cash flows to distinguish between value-creating and value destroying investments. 5. Estimate cash flows from a project, including operating, net working capital, and capital spending. 6. Use Excel in a variety of financial problems.
<p>Core concepts of information systems (K221 and K321)</p> <ol style="list-style-type: none"> 1. Introduce Excel at a level needed for managers through Excel cases. The knowledge can be helpful and useful to confidently take the MOS Excel Certification Exam. 2. Introduce the contemporary IS body of knowledge through discussion of concepts and mini-case studies.
<p>Core concepts of management (Z302, Z442 and J403)</p> <ol style="list-style-type: none"> 1. Explain human behavior and management as applied in organizational settings. 2. Apply a behavior-based system for assessing teamwork and team leadership skills. 3. Identify and demonstrate effective teamwork skills. 4. Identify and demonstrate effective team leadership skills. 5. Explain strategic management processes and the strategic analysis and policy principles that underlie them.
<p>Core concepts of marketing (M301)</p> <ol style="list-style-type: none"> 1. Demonstrate strategic planning and analysis of the marketing environment, including social, demographic, economic, technological, political, and competitive factors. 2. Provide high - level descriptions of the consumer and business buying process. 3. Explain how market segmentation is conducted. 4. Explain the function of the marketing mix components, including products (services), price, place, promotion (integrated marketing communication).
<p>Core concepts of economics (E201 and E202)</p> <ol style="list-style-type: none"> 1. Identify and explain economic concepts and theories related to theories about behavior of economic agents, markets, industry and firm structures and government policies. 2. Evaluate the consequences of economic activities and institutions for individual and social welfare, and identify the features of human behavior in economic activities. 3. Identify the determinants of macroeconomic conditions (such as national output, unemployment, inflation, economic growth, etc.) and causes of business cycles, and interactions of monetary and financial markets. 4. Identify the linkages between financial markets and the real economy, and the impact of economic policies. 5. Evaluate the consequences of economic policy options under different economic conditions within a business cycle.

Core concepts of legal and social issues (L201)

1. Identify Constitutional, federal, and state laws and explain their impact on business.
2. Explain how the American legal system functions.
3. Describe an organizational climate that is ethically sound, describe the consequences of unethical behavior, identify ethical issues involved in a business situation, and develop an ethical resolution that takes into account all relevant stakeholders.
4. Identify legal issues involving tort, contract, agency, employment, and other areas of law and their risks to business.
5. Demonstrate analytical skills by identifying legal issues and concepts that arise in the context of business decision-making.

Core concepts of quantitative business analysis (E270 and P301)

1. Use descriptive statistics and exploratory data analysis to assist in business decisions and problem solving.
2. Understand and apply the basic concepts of probability and probability distributions to business decisions.
3. Develop the ability to evaluate your business performance and solve problems using sample data and the tools and techniques of inferential statistics.
4. Evaluate and understand the relationship between variables through the use of regression analysis.
5. Understand and apply the standard quantitative tools and techniques important to Operations and Supply Chain Management.

Core concepts of international strategy (D301)

1. Discuss the diverse and complex forces that influence the international business climate.
2. Discuss specific issues involved in entering overseas markets and in conducting business operations on an international scale.
3. Demonstrate the ability to prepare an international business plan.

Ethics

Learning Goal 6: Students can demonstrate knowledge and understanding of ethical issues and effectively apply ethical concepts to business decision-making.

Learning Objective	Where taught	Where assessed	Measure	Origin	Rationale	Data Use	Data Collection
Can describe an organizational climate that is ethically sound and the consequences of unethical behavior.	P306 L201 L304	L201	Ethics Exam	Faculty who teach ethics	Courses with heavy ethics content	Summative	Faculty
		J403	MFT Local Questions	Faculty who teach ethics	Obtain end-of-program data	Summative	Faculty
Can identify ethical issues involved in a business situation and develop an ethical resolution that takes into account all relevant stakeholders.	P306 L201 L304	L201	Ethics Exam	Faculty who teach ethics	Courses with heavy ethics content	Summative	Faculty
		J403	MFT Local Questions	Faculty who teach ethics	Obtain end-of-program data	Summative	Faculty
		X220 X410	Assessment Center	Assessment Center with faculty input	Use real-world business scenarios to assess ethical reasoning	Formative and Summative	AC staff

Learning Objective	Description	Novice	Competent	Accomplished
Can describe an organizational climate that is ethically sound and the consequences of unethical behavior.	Describes the characteristics of a contemporary ethical business organizational climate to include: Executive modeling; repeated communication and training of values and standards; continuous evaluation, enforcement and discipline at all levels; realistic and attainable company goals; employee performance evaluations include ethical reviews; and an effective reporting system.	0 questions correct.	1 question correct.	2 questions correct.
	Describes the consequences of unethical behavior in a business setting.	0 questions correct.	1 question correct.	2 questions correct.
Can identify ethical issues involved in a business situation and develop an ethical resolution that takes into account all relevant stakeholders.	Clearly identifies and explains ethical issues involved in a business situation.	0 questions correct.	1 question correct.	2 questions correct.
		Identification and discussion of ethical issues is vague, incomplete, and/or inaccurate.	Identifies and discusses some ethical issues clearly, but issue identification and discussion is incomplete, incorrect and/or confused.	Clearly identifies and discusses the ethical issues and problems involved in the situation.
	Clearly identifies appropriate stakeholders involved in a business-related ethical situation.	0 questions correct.	1 question correct.	2 questions correct.
		Identifies fewer than two appropriate stakeholders.	Identifies two appropriate stakeholders.	Identifies three or more appropriate stakeholders.
Recommends or takes ethically appropriate action in response to a business problem.	Recommends or takes ethically appropriate action in response to a business problem.	0 questions correct.	1 question correct.	2 questions correct.
		Recommends or takes an unethical action in response to a business problem.	Does not recommend or take an unethical action but appears uncertain as to how to respond or response is incomplete.	Recommends or takes an ethically appropriate action to the business problem.

Global and Diverse Perspectives

Learning Goal 7: Students can use knowledge of multicultural and diverse perspectives to make effective business decisions.

Learning Objective	Where taught	Where assessed	Measure	Origin	Rationale	Data Use	Data Collection
Can demonstrate knowledge of the concepts of diversity and its importance to the business environment.	X255 L304	X255	Diversity Exam 1	Faculty who teach diversity	Diversity course	Summative	Faculty
		X255 X410	Diversity Exam 2	Faculty who teach diversity	International business course	Summative	Faculty
Can identify cultural or individual differences and various viewpoints involved in a business situation.	X255 L304	X255	Diversity Case	Faculty who teach diversity	Diversity course	Summative	Faculty
		X220 X410	Assessment Center	Assessment Center with faculty input	Use real-world business scenarios to assess ethical reasoning	Formative and Summative	AC staff
Can integrate understanding of the complexities of another culture or individual into an appropriate resolution to diversity-related business problems.	D301	X220 X410	Assessment Center	Assessment Center with faculty input	Use real-world business scenarios to assess ethical reasoning	Formative and Summative	AC staff

Learning Objective	Description	Novice	Competent	Accomplished
Can demonstrate knowledge of the concepts of diversity and its importance to the business environment.	Demonstrates knowledge of the concepts of diversity and its importance to the business environment.	0-4 questions correct.	5-7 questions correct.	8-10 questions correct.
Can identify cultural or individual differences and various viewpoints involved in a business situation.	Identifies the presence of a cultural or individual diversity issue and various viewpoints involved.	Does not identify the cultural or individual diversity issue and does not identify various viewpoints involved in the situation.	Identifies a cultural or individual diversity issue but does not identify various viewpoints involved in the situation.	Identifies the cultural or individual diversity issue and identifies various viewpoints involved in the situation.
Aspirational goal (work in progress): Can integrate understanding of the complexities of another culture or individual into an appropriate resolution to diversity-related business problems.	Works to correct cultural or individual diversity problems by recommending or making appropriate long term changes to company policy/procedures and by encouraging others to be open to and/or involved with diverse others.	Does not take appropriate steps or took only minor or vague steps to correct cultural or individual diversity problems.	Recommends or makes long term policy/procedure changes or encourages openness to diverse cultures to correct cultural or individual diversity problems, but does not do both.	Works to correct cultural or individual diversity problems by recommending or making appropriate changes to company policy and/or procedures and encouraging others to be open to and/or involved with diverse cultures.

Critical Thinking

Learning Goal 8: Students can demonstrate the ability to think critically and analytically when making effective business decisions.

Learning Objective	Where taught	Where assessed	Measure	Origin	Rationale	Data Use	Data Collection
Can identify and discuss issues and problems involved in a business situation.	P150 L304	W402	Essay Exam	Faculty	Use real-world business scenarios to assess critical thinking	Summative	Faculty
		X220 X410	Assessment Center	Assessment Center with faculty input		Formative and Summative	AC staff
Can identify and discuss options for resolving the problem before deciding how to proceed.	P150 L304	W402	Essay Exam	Faculty		Summative	Faculty
		X220 X410	Assessment Center	Assessment Center with faculty input		Formative and Summative	AC staff
Can identify and discuss assumptions being made regarding a business situation.	P150 L304	W402	Essay Exam	Faculty		Summative	Faculty
		X220 X410	Assessment Center	Assessment Center with faculty input		Formative and Summative	AC staff
Can identify missing information and explain its importance to the business decision being made.	P150 L304	W402	Essay Exam	Faculty		Summative	Faculty
		X220 X410	Assessment Center	Assessment Center with faculty input		Formative and Summative	AC staff
Can make a final decision that is reasonable and in the company's best interests, and explain the reasoning for the decision to others.	P150 L304	W402	Essay Exam	Faculty		Summative	Faculty
		X220 X410	Assessment Center	Assessment Center with faculty input		Formative and Summative	AC staff

Learning Objective	Description	Novice	Competent	Accomplished
Can identify and discuss issues and problems involved in a business situation.	Clearly identifies the key and secondary issues and problems involved in the situation.	Identification and discussion of issues is vague, incomplete, and/or inaccurate.	Identifies and discusses some issues clearly, but issue identification and discussion is incomplete, incorrect and/or confused.	Clearly identifies and discusses the key and secondary issues and problems involved in the situation.
Can identify and discuss options for resolving the problem before deciding how to proceed.	Identifies and discusses multiple options for resolving the problem before deciding how to proceed.	Options are not discussed.	Multiple options are identified but not adequately discussed, or only one option is identified and discussed.	Multiple options are identified and discussed before deciding on a course of action.
Can identify and discuss assumptions being made regarding a business situation.	Identifies and discusses assumptions they and/or others are making regarding a business situation.	Identifies one or fewer assumptions.	Identifies multiple assumptions and provides some analysis of those assumptions.	Identifies and adequately analyzes multiple assumptions.
Can identify missing information and explain its importance to the business decision being made.	Identifies missing information and explains its importance to the business decision being made.	Identifies one or fewer pieces of missing information.	Identifies one piece of missing information and provides some discussion of its importance.	Identifies and adequately discusses the importance of multiple pieces of information.
Can make a final decision that is reasonable and in the company's best interests, and explain the reasoning for the decision to others.	Makes a final decision that is reasonable and in the company's best interests, and explains the reasoning for the decision to others.	Makes a final decision that is not reasonable or is not in the company's best interests, or delays making a final decision.	Makes a final decision that is reasonable and in the company's best interests but does not adequately explain the reasoning behind the decision.	Makes a final decision that is reasonable and in the company's best interests, and adequately explains the reasoning behind the decision.

APPENDIX: Where Learning Objectives are Taught

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Teamwork

Learning Goal 1: Students can demonstrate effective teamwork skills.

Learning Objective	Primary Coverage	Additional Coverage of Learning Objectives									
		Accounting	Finance	IS	Management	Marketing	Economics	Legal	Quantitative	International	
Can articulate the benefits and processes of working in a team for problem solving and decision making	Z302 Z442	A201, A202, A206, A305, A325, A337				J403, P430	M450, M401	E350			D301?
Can identify the positive and negative behaviors associated with effective team membership	Z302 Z442				P430	M450, M401					
Can work effectively with team members by maximizing positive behaviors and avoiding negative behaviors	Z302 Z442				P430	M450, M401					

Team Leadership

Learning Goal 2: Students can demonstrate effective team leadership roles.

Learning Objective	Primary Coverage	Additional Coverage of Learning Objectives									
		Accounting	Finance	IS	Management	Marketing	Economics	Legal	Quantitative	International	
Can identify the primary task, social, and dysfunctional leadership roles	Z302 Z442	A325, A328			P430						
Can effectively assume multiple team leadership roles and avoid dysfunctional roles	Z302 Z442	A325, A328			P430						

Technology

Learning Goal 3: Students can use business management software in the analysis of business decision situations.

Learning Objective	Primary Coverage	Additional Coverage of Learning Objectives								
		Accounting	Finance	IS	Management	Marketing	Economics	Legal	Quantitative	International
Can effectively use Microsoft Excel	A106 A285 K221 K321	A201, A328, A325, A337, A305, A206, A202	F301						E270	
Can effectively apply MIS tools and knowledge to business situations	K221 K321		F301						E270	

Communication

Learning Goal 4: Students can demonstrate effective interpersonal, written and oral communication skills.

Learning Objective	Primary Coverage	Additional Coverage of Learning Objectives								
		Accounting	Finance	IS	Management	Marketing	Economics	Legal	Quantitative	International
Can communicate effectively in writing	W131 W231 E111	A201, A325, A328, A337, A202	F301	K321	J403	M450, M301, M401, M405, M490	E406, E408	L201		D301
Can demonstrate effective interpersonal skills	S122 Z302 Z442	A201, A202, A325, A337, A305, A206			J403	M450, M405, M490				
Can prepare and deliver a professional presentation on a business issue	S223 X220	A328, A325, A337			J403	M450, M401, M405, M490	E406, E408, E350			D301

Functional Knowledge

Learning Goal 5: Students can demonstrate knowledge of the functional business disciplines.

Learning Objective	Primary Coverage	Additional Coverage of Learning Objectives								
		Accounting	Finance	IS	Management	Marketing	Economics	Legal	Quantitative	International
Know core concepts of accounting	A201/A202	A206, A305, A325, A337	F301		J403?	M301, M450	E202, E350			
Know core concepts of finance	F301	A201, A202	F302, F420, F494		J403?		E202, E350			
Know core concepts of information systems	K221/K321	A206, A305	F302							
Know core concepts of management	Z302/Z442/J403		F301			M450		L201		D301
Know core concepts of marketing	M301				J403	M401, M405, M450				D301
Know core concepts of economics	E201/E202		F420, F494			M301, M450	E111, E321, E350, E406, E408			
Know core concepts of legal and social issues	L201	A337	F301		Z440, L304?	M301, M405, M419	E111?	L304?		D301
Know core concepts of quantitative business analysis	E270	A201, A202	F301, F302, F494			M301	E270			
Know core concepts of international strategy	D301		F494			M401, M419				

Ethics

Learning Goal 6: Students can demonstrate knowledge and understanding of ethical issues and effectively apply ethical concepts to business decision making.

Learning Objective	Primary Coverage	Additional Coverage of Learning Objectives									
		Accounting	Finance	IS	Management	Marketing	Economics	Legal	Quantitative	International	
Can describe an organizational climate that is ethically sound and the consequences of unethical behavior	P306 L201 L304	A201, A202, A328, A337				P430, Z440?	M301?, M401				D301
Can identify ethical issues involved in a business situation and develop an ethical resolution that takes into account all relevant stakeholders	P306 L201 L304	A201, A202, A328, A337				P430, Z440?	M301?, M401				D301

Global and Diverse Perspectives

Learning Goal 7: Students can use knowledge of multicultural and diverse perspectives to make effective business decisions.

Learning Objective	Primary Coverage	Additional Coverage of Learning Objectives									
		Accounting	Finance	IS	Management	Marketing	Economics	Legal	Quantitative	International	
Can demonstrate knowledge of the concepts of diversity and its importance to the business environment	X255 L304	A201, A202				Z440, P430	M301				
Can identify cultural or individual differences and various viewpoints involved in a business situation	X255 L304						M301				
Can integrate understanding of the complexities of another culture or individual into an appropriate resolution to diversity-related business problems	D301		F494				M301, M401				

Critical Thinking

Learning Goal 8: Students can demonstrate the ability to think critically and analytically when making effective business decisions.

Learning Objective	Primary Coverage	Additional Coverage of Learning Objectives								
		Accounting	Finance	IS	Management	Marketing	Economics	Legal	Quantitative	International
Can identify and discuss issues and problems involved in a business situation	P150 L304	A201, A202, A378, A325, A337	F301, F494		J403, P430	M450, M401, M405	E201, E202, E350	L201		D301
Can identify and discuss options for resolving the problem before deciding how to proceed	P150 L304	A201, A202, A378, A325, A337			J403, P430	M450, M401, M405	E201, E202, E350	L201		D301
Can identify and discuss assumptions being made regarding a business situation	P150 L304	A201, A202, A378, A325, A337			J403, P430	M450, M401, M405	E201, E202, E350	L201		D301
Can identify missing information and explain its importance to the business decision being made	P150 L304	A201, A202, A378, A325, A337	F301, F494		J403, P430	M450, M401, M405	E201, E202, E350	L201	E270	D301
Can make a final decision that is reasonable and in the company's best interests, and explain the reasoning for the decision to others	P150 L304	A201, A202, A378, A325, A337			J403, P430	M450, M401, M405	E201, E202, E350	L201		D301