

Assessment Plan

College of Business

Department of Management

B.S. Business Administration

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1. Introduction and Context

The Management Department took over responsibility for the B.S. Business Administration program in 2012. As we became familiar with the curricular content of the program, student performance, and post-graduation goals and opportunities, we came to question how well the program's outcomes captured the appropriate outcomes and if they were stated in a way that clearly identified the expected level of performance. Specifically, we concluded that the existing learning outcomes did not measure important professional behaviors necessary for post-graduate success and the measurement of the student learning outcomes did not empower faculty and students to directly impact behavioral change.

Based on these concerns, the faculty began a review and revision of the assessment program in Fall 2016. After review and further revisions based on the input of the department's advisory board, we plan to finalize the learning outcomes and behavioral indicators and revising the assessment plan during the 2017-18 academic year. This plan will address the issue of getting a large enough sample size for each assessment.

2. Student Learning Outcomes

Graduates of our program will:

1. be able to solve practical business problems
2. be able to identify and describe relationships among the primary business functional areas
3. have a mastery of oral, written, and verbal communication skills
4. have a mastery of computer applications used in business environment
5. have an awareness of ethical issues in business organizations

3. Program-by-Baccalaureate Learning Outcomes Matrix

Program Student Learning Outcome	Baccalaureate Student Learning Outcomes							
	A. Global inter-connections and inter-dependencies	B. Intercultural competencies	C. Analyze human life and natural world inter-connections	D. Critical, creative, and independent thought	E. Communicate clearly and effectively	F. Collaborate with others	G. Quantitative and qualitative reasoning	H. Apply knowledge/skills creatively
1. Solve business problems				S			S	M
2. Identify relationships				S				
3. Communication Skills					S			
4. Computer applications							S	
5. Ethical awareness				M				
Overall				S	M	M	S	M

S=strongly supports; M=moderately supports

4. Curriculum Map

Course	Program Student Learning Outcomes				
	1. Solve business problems	2. Identify relationships among primary functions	3. Communication skills	4. Computer applications	5. Awareness of ethical issues
MGMT 335	D		D		B
OMIS 338	D				
FINA 320	D				
MKTG 310	D				
OMIS 351	D			P	
MGMT 355	D				
MGMT 346	D		P		
BADM 395	D		D		
ACCY 306	D				
ACCY 307	D				
FINA 410	P				
MGMT 487 or MKTG 367	D	D			D
MKTG 325	D				
MKTG 350	D	D			
OMIS 352, 442, 450, 452	D			P	
MGMT 468	P	P	P		P

B=beginning; D=developing; P=proficient

5. Assessment Methods

Methods	Description	Student-Level Achievement	Program-Level Target	When Data Will be Collected	Person Responsible	SLOs
Evaluation of course-embedded tests/papers	Evaluation of work by faculty will be used to assess students' skills related to specific learning outcomes using relevant rubrics. The work may, for example, include individual written case analysis assignments, used to assess students' problem solving abilities, where the case analysis is assigned as part of a course on strategic management.	Rating of 2 ("meets expectations") or higher	85% of students will be rated "satisfactory" or higher	Annually	Revolving faculty members; results reviewed by Department Curriculum Committee	1,2,3,5
Practitioner feedback	Evaluation of work by practitioners (via mock interviews and assessments of oral presentations) will be used to assess student achievement of learning outcomes. The mock interviews are fairly lengthy (typically about 30 minutes, followed by 10 minutes of feedback), and interviewers	Rating of 3 (of 5-point scale) or higher	85% of students will "meet" or "exceed" expectations.	Annually	Revolving faculty members; results reviewed by Department Curriculum Committee	3

Methods	Description	Student-Level Achievement	Program-Level Target	When Data Will be Collected	Person Responsible	SLOs
Alumni Survey	ask both straightforward questions related to students' careers as well as behavioral questions. In addition to the university alumni survey, alumni from the program will be asked more specific questions about what they learned at NIU and how well their learning prepared them for their careers. These questions relate to each of the five learning objectives and include items like "To what extent did the department enhance your ability to: a) Solve problems, b) Understand the interdependencies among business functions, c) Write professionally" and so on.	Rating of 3 (of 5-point scale) or higher	85% of graduates will rate the enhancement of skills as satisfactory or higher.	One-year after graduation	Department Chair; results reviewed by Department Curriculum Committee	1,2,3,4,5

Methods	Description	Student-Level Achievement	Program-Level Target	When Data Will be Collected	Person Responsible	SLOs
Internship Performance	Evaluations from intern supervisor will be used to assess student achievement of learning outcomes. For example, supervisors were asked to rate interns on their ability to write professionally and deliver professional presentations, among other things.	Rating of 3 (of 5-point scale) or higher	85% of students will be rated as "satisfactory" (3) or better.	Each semester, at conclusion of internship ; results evaluated each fall	Internship Coordinator; results reviewed by Department Curriculum Committee	1,3

Outcomes-by-Methods. The following table shows which outcomes are addressed by each method of assessment.

	1. Problem-solving	2. Relationships among primary business functional areas	3. Communication	4. Computer applications	5. Ethical issues
Course-embedded	D	D	D	D	D
Practitioner feedback	D	D	D	D	D
Internship Performance	D	D	D	D	D
Alumni Survey	I	I	I	I	I