

**Assessment Plan**

**College of Business**

**Department of Management**

**B.S. Management Program**

**B.S. Management**

**October 1, 2017**

**Sarah Marsh, Chair, Department of Management**

## **1. Introduction and Context**

The current assessment plan reflects the results of a major revision of the program's student learning outcomes and assessment methods. These changes resulted from the need to identify a broader range of professional behaviors necessary for post-graduate success. Since the last program review, we have implemented new methods for assessment of our students by external raters which has increased our confidence in our assessment programs.

## **2. Student Learning Outcomes**

Graduates of our program will:

1. demonstrate competencies in problem solving, as indicated by their ability to
  - (1) Effectively carry out all steps of decision-making process
  - (2) Apply management principles throughout the process
  - (3) Recognize and thoughtfully consider ethical implications when making management decisions
2. demonstrate competencies in relationship building, as indicated by their ability to
  - (1) participate actively in team projects and positively influence team outcomes
  - (2) proactively manage interpersonal conflict
  - (3) build effective relationships with peers, mentors and business partners and
  - (4) leverage diversity in backgrounds and perspectives.
3. demonstrate competencies in communication, as indicated by their ability to
  - (1) write professionally and produce professional business documents
  - (2) deliver professional presentations
  - (3) communicate with impact and
  - (4) seek and utilize feedback for improvement.
4. demonstrate prepared professional competencies (professional development) as indicated by their ability to
  - (1) develop and act upon a long-term career vision
  - (2) understand and leverage personal strengths
  - (3) understand and overcome personal weaknesses
  - (4) actively seek out opportunities to build professional expertise and
  - (5) demonstrate professionalism in interactions with others

### 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. Problem-solving				S			M	M
2. Relationship building		M			M	S		
3. Communication				M	S			M
4. Prepared Professional					M	M		
Overall		S		S	M	M	M	M

*S=strongly supports; M=moderately supports*

## 5. Curriculum Map

Course	Program Student Learning Outcomes			
	1. Problem solving	2. Relationship Building	3. Communication	4. Prepared Professional
MGMT 335	D	D		B
OMIS 338	D			
FINA 320	D			
MKTG 310	D			
MGMT 355	D	D	D	
MGMT 346	D		P	
OMIS 351	D			
MGMT 395	D		D	P
MGMT 457	P			
MGMT 468	P		P	

*B=beginning; D=developing; P=proficient*

## 6. 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. 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	1,3
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 ask both straightforward questions related to	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	<p>students' careers as well as behavioral questions.</p> <p>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 four learning objectives and include items like "To what extent did the department enhance your ability to: a) Solve problems, b) Write professionally" and so on.</p>	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
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 "competent" 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	1,2,3

<b>Methods</b>	<b>Description</b>	<b>Student-Level Achievement</b>	<b>Program-Level Target</b>	<b>When Data Will be Collected</b>	<b>Person Responsible</b>	<b>SLOs</b>
360 Feedback survey	Ratings of students on the four outcomes by self, peers, supervisors and others (e.g., professors)	Rating of "competent" or higher	85% of students will "meet" or "exceed" expectations.	Annually, as part of an assignment in MGMT 444	Revolving faculty members; results reviewed by Department Curriculum Committee	1,2,3,4
Advisory Council	Alumni, employers and other professionals on the Advisory Council will review and discuss the curriculum and data on student achievement to review curriculum effectiveness and how the curriculum prepares graduates to meet marketplace demands and make suggestions for curricular and program improvements.			Every five years	Department Chair	1,2,3,4

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

	Problem-solving	Relationship building	Communication	Prepared professional
Course-embedded	X		X	
Practitioner Feedback			X	
Internship Performance	X	X	X	
360 Feedback survey	X	X	X	X
Alumni Survey	X	X	X	X
Advisory Council	X	X	X	X