

Major/Program: School of Business and Economics

Annual ASSESSMENT of the Major/Program

Fall 2018-Spring 2019

What are the student learning outcomes in the major/program?

- Undergraduate Goal 1:** Students can demonstrate effective teamwork skills
Undergraduate Goal 2: Students can demonstrate effective team leadership roles
Undergraduate Goal 3: Students can use business management software in the analysis of business decision situations
Undergraduate Goal 4: Students can demonstrate effective interpersonal, written and oral communication skills
Undergraduate Goal 5: Students can demonstrate knowledge of the functional business disciplines
Undergraduate Goal 6: Students can demonstrate knowledge and understanding of ethical issues and effectively apply ethical concepts to business decision making
Undergraduate Goal 7: Students can use knowledge of multicultural and diverse perspectives to make effective business decisions
Undergraduate Goal 8: Students can demonstrate the ability to think critically and analytically when making effective business decisions
MBA Goal 1: Students will be able to participate as a positive and productive member of a team that functions effectively in projects, problem-solving and decision-making situations
MBA Goal 2: Students will be able to function as an effective leader capable of effecting organizational change and influencing others
MBA Goal 3: Students will be able to apply fundamental business concepts in order to analyze problems, and construct and implement effective solutions in the business environment
MBA Goal 4: Students will be able to demonstrate critical thinking, ethical reasoning, and cross-cultural competence when making business decisions

Which outcome(s) did you assess this academic year?

All undergraduate and MBA learning goals were assessed.

How did you assess the learning outcomes this academic year?

- Undergraduate Goal 1: Students can demonstrate effective teamwork skills**
- Team Evaluation Form in Z442
 - Assessment Center
- Undergraduate Goal 2: Students can demonstrate effective team leadership roles**
- Team Evaluation Form in Z442
 - Assessment Center
- Undergraduate Goal 3: Students can use business management software in the analysis of business decision situations**
- MIS case in K321
 - MOS Excel in K321
- Undergraduate Goal 4: Students can demonstrate effective interpersonal, written and oral communication skills**
- Written Communication Evaluation Form in W402
 - Presentation in W402 and J403
 - Assessment Center
- Undergraduate Goal 5: Students can demonstrate knowledge of the functional business disciplines**

- ETS exam in J403

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

- Ethics questions on the ETS exam in J403
- Ethics Exam 1 and 2 in L201
- Assessment Center

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

- Diversity Exam 1 and 2 in X255
- Essay Question in X255
- Assessment Center

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

- Essay Question in W402
- Assessment Center

MBA Goal 1: Students will be able to participate as a positive and productive member of a team that functions effectively in projects, problem-solving and decision-making situations.

- Self-Assessment project in C512
- Team Member Feedback project in C512

MBA Goal 2: Students will be able to function as an effective leader capable of effecting organizational change and influencing others.

- 16 PF project in C512
- Hogan Development Survey project in Z506

MBA Goal 3: Students will be able to apply fundamental business concepts in order to analyze problems, and construct and implement effective solutions in the business environment.

- CompXM in D511
- MIS case in A516

MBA Goal 4: Students will be able to demonstrate critical thinking, ethical reasoning, and cross-cultural competence when making business decisions.

- CompXM

Please **summarize the data** you have collected this academic year.

Undergraduate Goal 1. Students can demonstrate effective teamwork skills

- 94% of students were in the competent or accomplished categories

Undergraduate Goal 2. Students can demonstrate effective team leadership roles

- 80% of students were in the competent or accomplished categories

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

- 81% of students were in the competent or accomplished categories for written communication; 97% for interpersonal; and 96% for oral communication

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

- 43% of our students were in the competent or accomplished categories for Accounting
- 67% of our students were in the competent or accomplished categories for Finance
- 73% of our students were in the competent or accomplished categories for IS
- 66% of our students were in the competent or accomplished categories for Management
- 42% of our students were in the competent or accomplished categories for Marketing
- 41% of our students were in the competent or accomplished categories for Economics

- 27% of our students were in the competent or accomplished categories for Legal
- 45% of our students were in the competent or accomplished categories for Quantitative
- 36% of our students were in the competent or accomplished categories International

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

- 82% of students were in the competent or accomplished categories

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

- 61% of students were in the competent or accomplished categories

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

- 54% of students were in the competent and accomplished categories

MBA Goal 1: Students will be able to participate as a positive and productive member of a team that functions effectively in projects, problem-solving and decision-making situations

- 100% of students were in the competent or accomplished categories

MBA Goal 2: Students will be able to function as an effective leader capable of effecting organizational change and influencing others

- 92% of students were in the competent or accomplished categories

MBA Goal 3: Students will be able to apply fundamental business concepts in order to analyze problems, and construct and implement effective solutions in the business environment

- 62% of our students were in the competent or accomplished categories for marketing
- 68% of our students were in the competent or accomplished categories for management
- 51% of our students were in the competent or accomplished categories for finance
- 53% of our students were in the competent or accomplished categories for accounting
- 75% of our students were in the competent or accomplished categories for operations
- 67% of our students were in the competent or accomplished categories for operations

MBA Goal 4: Students will be able to demonstrate critical thinking, ethical reasoning, and cross-cultural competence when making business decisions

- 78% of students were in the competent or accomplished categories for critical thinking
- 78% of students were in the competent or accomplished categories for ethical reasoning
- 78% of students were in the competent or accomplished categories for cross-cultural management

Please describe any programmatic changes you have made or are planning to make based on the data you have collected (action steps).

The following programmatic changes are being implemented based on the data being collected:

1. Implement Grammarly into writing assignments.
2. Provide visual aids to students and faculty for the EOT 5 Way Test.
3. Introduce new Finance faculty to the AOL program and discuss how his courses will teach and assess learning objectives at both the undergraduate and MBA levels.
4. Investigate implementation of a law review for J403.
5. Incorporate more managerial quantitative material into the quantitative courses.
6. Continue diversity initiatives; Administer pre/post test within G514 and assess with CompXM.
7. Continue critical thinking initiatives; Provide students with the bookmarks and laptop stickers showing the 5 Way Test; Encourage students to use the EOT model in all writing assignments; Monitor scores using CompXM.
8. Continue the CompXM tutorials.

Please report on the progress of your **action steps** reported in 2017-2018. See <http://www.iun.edu/campus-assessment/assessment-results/index.htm> for your previous unit reports.

1. Critical thinking, ethics, and diversity-related skills
 - L304 ran in Fall 2018 and Spring 2019. Slight improvements (2-5%) were observed in critical thinking, ethics and diversity performance.
 - Jana Szostek presented the EOT model to the assessment committee and made materials available to all faculty. A decision was also made to provide students with a visual aid to use when writing. This resulted in the creation of a “5 Way Test” process.
 - The diversity module for G514 was expanded and an additional book is now required. Materials have been developed and students are expected to apply the model to all written homework assignments.
2. Writing skills
 - A resource list was compiled and distributed to faculty in 2018 and 2019. The importance of effective writing was stressed to both faculty and students. Writing performance has increased steadily over the last four academic years (60%, 68%, 76%, 81%). Micah Pollak reported a 13% reduction in all error types as a result of his intervention.
3. Tutorials were developed in D511 to assist students in CompXM performance.
 - A tutorial was developed that included: *An excel spreadsheet indicating each student’s starting positions; *Several YouTube videos providing test taking tips; *Printed copies of each student’s Inquirer report; *An extensive session studying the Inquirer report’s starting position including specific suggestions for going forward.
 - The tutorial and preparatory session has resulted in improved scores across all disciplines in support of overall course objectives.
4. In addition, we also implemented these changes:
 - We transitioned away from the ETS MFT exam for the MBA program and now use CompXM. We are also working on revising the MBA Assessment Center.
 - Brandon Lee added a number of topics to his accounting course, including the process for writing off corporate bonds and calculating bond interest rates. The accounting course is now in greater alignment with accounting objectives. A513 will serve as the complete overview of the field of accounting for the MBA program.
 - The Microsoft Office Specialist excel certification test was incorporated into A516 as our assessment measure. A new rubric has been developed.

****Note:** Please use this template to provide the responses to the prompts above.**