

Major/Program: School of Business and Economics

Annual ASSESSMENT of the Major/Program

Fall 2020-Spring 2021

What are the student learning outcomes in the major/program? When were they last revised?

Undergraduate Goal 1: Students can demonstrate effective teamwork skills.

1. Knows the benefits and processes of working in a team to solve problems and make decisions.
2. Knows the positive and negative teamwork behaviors associated with effective team membership.
3. Demonstrates positive team behaviors that support team effort.
4. Does not demonstrate negative team behavior.

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

1. Identifies the primary task, social, and dysfunctional leadership roles.
2. Assumes leadership task roles in a systematic or consistent way that moves the group toward successful completion of the task.
3. Assumes leadership social roles in a systematic or consistent way that socially supports team members.
4. Does not assume dysfunctional roles in a systematic or consistent way to derail team effectiveness.

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

1. Effectively uses Excel to analyze data.
2. Effectively applies appropriate MIS tools and knowledge to analyze and solve a business problem.

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

1. Written communication

1. Presents written work that is free of spelling, grammar, and punctuation errors.
2. 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.
3. Presents written work that includes a clear purpose statement, that explains problems/issues before offering solutions, and that incorporates adequate business discipline content.

2. Interpersonal communication

1. Demonstrates professionalism by displaying a professional demeanor, by greeting others warmly and professionally, and by being friendly and approachable.
2. Demonstrates effective verbal communication by speaking clearly, by using simple language and appropriate words, and by avoiding unnecessary filler words, laughing and sighing.
3. Demonstrates effective non-verbal communication by using appropriate eye contact, facial expressions and smiles, body language, and hand gestures.
4. Demonstrates effective active listening by nodding, asking questions, taking notes and paraphrasing what was said.

3. Oral communication

1. 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.
2. 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.
3. Prepares and uses appropriate and effective supporting materials (slides, handouts, etc.) for the presentation; materials are free of spelling, grammar and punctuation errors.
4. 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.

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.

1. Describes the characteristics of a contemporary ethical business organizational climate.
2. Describes the consequences of unethical behavior in a business setting.
3. Clearly identifies and explains ethical issues involved in a business situation.
4. Clearly identifies appropriate stakeholders involved in a business-related ethical situation.
5. Recommends or takes ethically appropriate action in response to a business problem.

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

1. Demonstrates knowledge of the concepts of diversity and its importance to the business environment.
2. Identifies the presence of a cultural or individual diversity issue and various viewpoints involved.
3. Works to correct cultural or individual diversity problems.

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

1. Clearly identifies the key and secondary issues and problems involved in the situation.
2. Identifies and discusses multiple options for resolving the problem before deciding how to proceed.
3. Identifies and discusses assumptions they and/or others are making regarding a business situation.
4. Identifies missing information and explains its importance to the business decision being made.
5. Makes a final decision that is reasonable and in the company's best interests, and explains the reasoning for the decision to others.

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.

1. Can work effectively with team members by maximizing positive behaviors and avoiding negative behaviors.
2. Can accurately evaluate teamwork skills using a behavioral framework and recommend appropriate steps for improving teamwork skills.

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

1. Can effectively assume multiple team leadership roles and avoid dysfunctional roles.
2. Can demonstrate effective self-awareness and development of leadership capabilities.

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.

1. Effectively apply critical thinking skills.
2. Effectively apply ethical reasoning skills.
3. Effectively apply cross-cultural competence skills.

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

All undergraduate and MBA learning goals were assessed except

- **Undergraduate goal 4 (Interpersonal communication) and goal 7, objectives 2 and 3**
- **MBA goals 1, 2 and 4**

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.

- MOS exam
- MIS case

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.

- 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 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

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 for learning objective one.
- **100%** of students were in the competent or accomplished categories for learning objective two.
- **94%** of students were in the competent or accomplished categories for learning objective three.
- **100%** of students were in the accomplished category for learning objective four.

Undergraduate Goal 2. Students can demonstrate effective team leadership roles

- **97%** of students were in the competent or accomplished categories for learning objective one.
- **100%** of students were in the accomplished category for learning objective two.
- **93%** of students were in the competent or accomplished categories for learning objective three.
- **100%** of students were in the accomplished category for learning objective four.

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

- **43%** of students were in the competent or accomplished categories for learning objective one.
- **75%** of students were in the competent or accomplished categories for learning objective two.

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

- Written communication
 - **82%** of students were in the competent or accomplished categories for learning objective one.
 - **96%** of students were in the competent or accomplished categories for learning objective two.
 - **93%** of students were in the competent or accomplished categories for learning objective three.
- Oral communication
 - **100%** of students were in the competent or accomplished categories for learning objective one.
 - **100%** of students were in the competent or accomplished categories for learning objective two.
 - **100%** of students were in the competent or accomplished categories for learning objective three.
 - **100%** of students were in the accomplished category for learning objective four.

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

- The percentage of students in the competent and accomplished categories for the Fall 2020 and Spring 2021 semesters, respectively, are listed below by discipline, compared to the nationwide population average (in parentheses):
 - Accounting – 50%, 35% (41.5)
 - Finance – 46%, 64% (42.4)
 - IS – 100%, 79% (50.1)
 - Management – 80%, 71% (54.3)
 - Marketing – 40%, 79% (55)
 - Economics – 60%, 28% (34.8)
 - Quantitative – 20%, 36% (36.4)
 - International – 50%, 35% (40.3)

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

- 100% of students were in the competent or accomplished categories for learning objective one.
- 100% of students were in the accomplished category for learning objective two.
- 90% of students were in the competent or accomplished categories for learning objective three.
- 97% of students were in the competent or accomplished categories for learning objective four.
- 100% of students were in the competent or accomplished categories for learning objective five.

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

- 73% of students were in the competent or accomplished categories for learning objective one

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

- 88% of students were in the competent or accomplished categories for learning objective one.
- 70% of students were in the competent or accomplished categories for learning objective two.
- 57% of students were in the competent or accomplished categories for learning objective three.
- 46% of students were in the competent or accomplished categories for learning objective four.
- 98% of students were in the competent or accomplished categories for learning objective five.

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

- Across the fall and spring semesters, the average student performance, compared to the nationwide population average (in parentheses) was:
 - 74% (64%) for marketing
 - 67% (61%) for finance
 - 73% (66%) for accounting
 - 73% (56%) for strategy
 - 79% (65%) for Human Resources
 - 72% (58%) for operations

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

1. We are investigating avenues for correcting the technology skill deficits we see in student performance and expanding our IS competencies as required by AACSB.
2. We identified a problem with our leadership assessment. We discovered that our social leadership scores have been much lower than other leadership objective scores. We examined our rubric and the data for the last three semesters and determined that the rubric was problematic given the exercise involved. Students are interacting in a brief LGD exercise, which, by its nature is very task focused. Our rubric required students to effectively display 3 out of 6 social leadership roles in order to achieve the competent category. "Effective" is defined as a score of 2 or more on this scale:

0 = Never 1 = Rarely 2 = Occasionally 3 = Frequently 4 = Always

Students have to assume the role in some level of a consistent way for the behavior to be deemed effective. In looking at the data and the situation, we felt that effectively displaying any social skills should qualify as competent. For these reasons, the rubric was changed from this:

- Novice = Effectively assumes fewer than three social leadership roles.
- Competent = Effectively assumes three to four social leadership roles.
- Accomplished = Effectively assumes more than four social leadership roles.

To this:

- Novice = Does not effectively assume any social leadership roles. (i.e. scores 0/1 on all 6 social leadership roles)

- Competent = Effectively assumes one or two social leadership roles. (i.e. Scores 2 or more on 1 or 2 of the 6 social leadership roles)
- Accomplished = Effectively assumes three or more social leadership roles. (i.e. scores 2 or more on 3 or more of the 6 social leadership roles)

3.

Please report on the progress of your **action steps** reported in 2019-2020. See <http://www.iun.edu/campus-assessment/assessment-results/index.htm> for your previous unit reports.

1. Critical thinking and functional knowledge has improved significantly.
2. We continue to work on the MBA assessment. Data collection through the CompXM simulation has gone well and will continue.

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