

**STUDENT LEARNING ASSESSMENT PROGRAM
SUMMARY FORM AY 2004-2005**

**Degree and
Program Name:**

Bachelor of Science in Business
Major: Management

Submitted By:

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Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 1**. Worksheets should be sent electronically to cskjs@eiu.edu and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

PART ONE

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/ person responsible? How are results shared?
1. Upon completing their program, management majors should be able to understand the historical evolution of management, its functions and the environment that impact upon the organization and the behavior of people.	Use of common test questions in BUS 3010 and BUS 4310. Due to limited usefulness, the faculty are in the process of refining the use of common test questions in BUS 3010 (See Part Two below).	Average score for common questions will be 75% or better.	In the past, these expectations have been met.	
2. Upon completing their programs, management majors should be able to identify and analyze the functions and processes of the management of Human Resources.	The primary assessment tool for this objective is a simulation project that was added to MGT 3450, a required course for all management majors. Evaluation of the project was intended to be done using primary trait analysis.	Overall, it is expected that 80% of the management majors will be able to investigate and prepare a project that is at least minimally competent (grade C or better).	While faculty have attempted to use primary trait analysis for assessing this project, the PTA did not adequately focus on the appropriate knowledge and skills.	Informal results have been shared at management faculty meetings; however, because of problems with the PTA design, more formal systematic results were not available.
3. Upon completing their programs, management majors should be able to develop a comprehensive small business plan.	Because this objective will be eliminated from the management major after the curriculum is revised, assessment of this objective was not emphasized during this academic year.			
4. Upon completing their programs, management	An assessment model of team development was piloted in	Because this assessment method merely was piloted, no	This assessment model was used by 14 teams in two	The results of this process will be shared with the

majors should be able to develop communication problem solving, decision making, and critical thinking skills both individually and in groups.	MGT 4310 Organizational Behavior. (See description below in Part Two.)	expectations were established.	sections. A one page summary was required of each team. These summary reports indicated improved student understanding of the dynamics of group decision making.	management faculty in order to revise appropriate curricular objectives and course content if needed. Further refinement of this model is planned for spring 2006.
5. Upon completing their programs, management majors should be able to understand, develop, and analyze strategic planning models from domestic and global perspective.				

(Continue objectives as needed. Cells will expand to accommodate your text.)

PART TWO

Describe what your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director's comments on last year's report or simply describe what assessment work was initiated, continued, or completed.

- Based on prior assessment including student focus groups, faculty determined the need for better assessment of students' abilities to work in teams/groups. Students were assigned to teams to complete problem solving and decision making. Each team set ground rules, mission statements, specific goals and objectives for their teams. A survey instrument was developed to assesses *task requirements* (not to assess team members) based on the work of Walker: *Assessing Group Process: Using Classroom Assessment to Build Autonomous Learning Teams* and Plovnick, Fry and Rubin: "A Task Centered Model of Team Building". As an assessment process, this requires teams to respond to statistical summary of data which was collected from the teams using both a Likert scale and open-ended questions. The teams must identify specific ways in which the team could improve given the results of the survey.
- In order to initiate a revised assessment plan for Business 3010, three sections of this course participated in a pilot project centered on analyzing the final exam results for each section. Summaries of each exam were collected and include the content of the question, the pass rate for the question and an indication of whether the item was an application or content question. These results are currently being collected for Spring 2005 and an assessment of both the data and the process will be shared with the faculty. Because this revised process focuses on specified content and application questions, it is anticipated that the information will be more useful to faculty. Following evaluation of this process in BUS 3010, a similar approach probably will be used for use of common test questions in MGT 4310.
- Comments from the CASA Director concerning use of grades, PTAs and rubrics led to examination of those that were being used. Some faculty had adopted PTA/rubrics from other sources that did not focus on the skills and knowledge that were intended to be measured. New and/or revised rubrics will be adopted to provide more meaningful information.

PART THREE

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

- Implementation of the assessment program has led to a substantial revision of the curriculum. During the past two years, the management faculty have met more frequently to discuss assessment and student learning. As a result of these discussions, as well as review of senior student exit surveys, the faculty determined that curriculum revision was required. The faculty reviewed the literature, as well as curricula at other schools, and consulted alumni and members of the School of Business Advisory Board. The faculty agreed on a revised curriculum late during the Spring 2005 semester. During the summer, management faculty members are working with the School of Business Undergraduate Coordinator to prepare the necessary paperwork to begin formal approval of the revised curriculum at the beginning of the FA 05 semester.
- During the past year, the program also underwent IBHE program review. As a result of that review, the program will adopt a new assessment plan during the FA 05 semester.
- Although past assessment has not been as systematic as might be desired, the faculty better appreciate the need for assessment. Consideration of learning objectives and assessment tools was included as part of the curriculum revision. It is anticipated, therefore, that the development and implementation of a new assessment plan are likely to be more effective.