

College of Business
Learning Goals for Business Administration (BUA)

As a “skills-focused” program that highlights both behavioral and quantitative skills, the Business Administration major at Illinois State University pursues the following five learning goals.

Goal 1: Functional Area Competency: We want our BUA graduates to be adequately prepared to function as effective professionals in a range of business functional areas with sufficient knowledge and understanding of contemporary business in general.

Goal 2: Communication: We want our BUA graduates to be effective and persuasive communicators.

Goal 3: Teamwork: We want our BUA graduates to possess the ability to work well in teams.

Goal 4: Critical Thinking & Problem-Solving: We want our BUA graduates to be critical thinkers that can effectively solve problems with necessary analytical skills.

Goal 5: Ethical Reasoning: We want our BUA graduates to be ethical decision makers.

Note: Additional learning goals may be developed as the assessment plan is continuously implemented, reviewed, and revised based on the actual data collection and subsequent changes and improvements in the program delivery.

College of Business

Assessment Plan for Business Administration (BUA)

Mission and Goals of the BUA Program

The baccalaureate program in Business Administration is an interdisciplinary major that provides a background in a wide range of areas such as accounting, finance, information systems, management, marketing, and international business. The program is a general business program that provides students with sufficient depth and breadth in the development of analytical and behavioral skills so that they may be able to seek employment in various areas of business and not-for-profit organizations in this globally competitive environment.

The mission and goals of the Program are consistent with and central to creating the most supportive and productive community possible to serve the citizens of Illinois and beyond, an important aspect of the University's Educating Illinois mission. The program also helps achieve the mission of the University and the College by preparing students to be skilled and ethical business professionals who will make significant contributions to organizations, communities, and our larger society.

Program Learning Goals & Degree Learning Objectives

The specific learning objectives under each of the five goals are detailed below.

Goal 1: Functional Area Competency: We want our BUA graduates to be adequately prepared to function as effective professionals in a range of business functional areas with sufficient knowledge and understanding of contemporary business in general.

Objective 1a: Describe basic concepts in each major functional area of business.

Assessment method: ETS Exam.

Assessment timing: Every semester.

Goal 2: Communication: We want our BUA graduates to be effective and persuasive communicators.

Objective 2a: Write well-organized and grammatically correct papers including letters, memos, case analyses, and research reports.

Objective 2b: Make effective oral presentations that are informative as well as persuasive, as appropriate.

Assessment method:

Assessment timing: Every other spring semester

Goal 3: Teamwork: We want our BUA graduates to possess the ability to work well in teams.

Objective 3a: Understand group dynamics and become a contributing team member.

Objective 3b: Work effectively in team activities within and outside the classroom.

Assessment method:

Assessment timing: Every other spring semester.

Goal 4: Critical Thinking & Problem-Solving: We want our BUA graduates to be critical thinkers that can effectively solve problems with necessary analytical skills.

Objective 4a: Draw meaning from broad variety of information to identify a business problem.

Objective 4b: Apply relevant information and arrive at a well-reasoned conclusion.

Assessment method:

Assessment timing: Every other spring semester.

Goal 5: Ethical Reasoning: We want our BUA graduates to be ethical decision makers.

Objective 5a: Identify ethical problem and affected parties.

Objective 5b: Demonstrate moral development in ethical decision making.

Objective 5c: Explain the responsibilities of various parties and policies as they relate to ethics.

Assessment method:

Assessment timing: Every other spring semester.

Measurement via Content Tests and Rubrics

Assessment of Content Knowledge

The content knowledge specific for the BUA majors, as well as the general business knowledge, is assessed through the College-adopted MFT (Major Field Test) provided by the ETS. The test is administered in MQM 385, the required capstone course for all College of Business majors including BUA.

Assessment of Skills using the College rubrics

BUA applies the appropriate rubrics (attached) for assessing relevant skills utilizing the following core courses as data collection points. Various assessment indicators are employed such as term papers, presentations, case studies, homework reports, and tests.

- Communication- Written (Goal 2) ACC 255, MQM 221
- Communication- Oral (Goal 2) ACC 255, MKT 232
- Teamwork (Goal 3) MKT 232, MQM 335
- Critical Thinking & Problem Solving (Goal 4) ACC 230, MQM 221
- Ethical Reasoning (Goal 5) ACC 230, FIL 242, MQM 221

Use of Data in Decision Making

In the fall semester of each year the BUA faculty (those who taught BUA required courses in the previous academic year and those who teach the same courses in the current academic year) meet to review the assessment data collected during the prior academic year. Decisions regarding remedial changes and improvements to the program delivery are also made at this time.

Timeline & Cycle

The process of the implementation, review, and revision of the BUA assessment follows the following timeline and cycle. Please note that the schedule and plan may be adjusted according to the program needs.

1. Functional Area Competency ETS Test Every Semester

Goal	Where	When									
		2018		2019		2020		2021		2022	
		SP	FA	SP	FA	SP	FA	SP	FA	SP	FA
2 Communication: Written	ACC 255	x				x				x	
	MQM 221	x				x				x	
Communication: Oral	ACC 255	x				x				x	
	MKT 232	x				x				x	
3 Teamwork	MKT 232	x				x				x	
	MQM 335	x				x				x	
4 Critical Thinking & Problem Solving	ACC 230	x				x				x	
	MQM 221	x				x				x	
5 Ethical Reasoning	ACC 230	x				x				x	
	FIL 242	x				x				x	
	MQM 221										

BUA Program Assessment Rubrics

BUA Goals # 2 Written Communication Rubric

At least 75 percent of the students will be evaluated as Acceptable or Exemplary on the following criteria.

Criteria	Levels		
	Unacceptable	Acceptable	Exemplary
Professional Appearance and Document Format (e.g. Appropriate binding, Headers/subheadings, margins, table of contents, etc.)	Not formatted to specifications Lacking professional appearance.	Formatting is generally correct, acceptable professional appearance.	Assigned format followed explicitly: Exceptional professional appearance
Visual Presentation Elements (e.g. Charts, graph, exhibits, figures, etc.)	Very few or none: Not well connected or integrated to support the document	Some used in a generally effective manner to support the document	Appropriately used to effectively illustrate and support the document
Grammar and Readability (e.g. writing mechanics/conventions)	Frequent grammatical errors and misspellings inhibit readability Informal language, abbreviations and slang are used	Few grammatical errors and misspellings (e.g. three or fewer per page) Correct verb tense used Paragraphs flow from one to another Active voice pervasive	Free of grammatical errors and misspellings Effective verb tense used Uses phrases and construction that delight as well as inform the reader Primarily active voice
Clarity and Coherence	Writing is not clear. It is difficult to understand points being made. The writing lacks transitions, and few examples and/or illustrations are provided to support explanation or recommendations.	Writing is generally well organized and understood. Transitions are used to facilitate clarity. Some examples and/illustrations are used to support explanation or recommendations.	Writing is succinct, precise, effectively organized and without ambiguity. Transitions, explanation and elaboration are coherent and extensive to elucidate points. Detailed illustrations and/or examples are used to support explanation or recommendations.
References and Support of Discussion	Omits research. Reliance on direct quotes rather than integrating concepts into body of text. Includes biased sources. Incomplete or missing bibliography.	Adequate number of current sources. References generally cited correctly	Shows intellectual honesty. Attributes sources completely and properly. Wide range of current and relevant sources used.

BUA Goal # 2 Oral Communication Rubric

At least 75 percent of the students will be evaluated as Acceptable or Exemplary on the following criteria.

Criteria	Levels		
	Unacceptable	Acceptable	Exemplary
Organization	Audience cannot understand or has trouble following presentation because student jumps around and/or there is no sequence of information.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow. There is a definite “flow” of the presentation from one topic to the next.
Subject Knowledge	Student does not have grasp of information or is uncomfortable with information. Student can only answer rudimentary questions about the subject.	Student is at ease with the information and can answer expected questions but does not elaborate or go beyond a surface-level of knowledge.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
Graphics	Student uses superfluous graphics, no graphics, or graphics/visual aids that rarely support text and presentation. The graphics or visual aids are not clear or easily interpretable.	Student’s graphics or visual aids relate to the text and presentation.	Student’s graphics/visual aids explain and reinforce screen text and presentation, are creative, and help to distinguish the student’s presentation from other presentations.
Mechanics	Student’s presentation has two or more spelling errors and/or grammatical errors.	Presentation has no more than one misspelling and/or grammatical error.	Presentation has no misspellings or grammatical errors. Sentences or phrases are clear and concise.
Eye Contact	Student reads all or majority of report; presentation is highly “canned” and rigid; minimal or no eye contact throughout presentation	Student speaks and presents without reading, although may refer to notes or presentation materials occasionally; delivery exhibits some extemporaneous characteristics; eye contact is maintained and managed with total audience the majority of the presentation time.	Student speaks with little or no reference to notes or presentation materials; presentation appears very relaxed and non-scripted; eye contact is maintained and managed with total audience throughout the presentation.
Elocution	The student’s voice lacks inflection and does not project well; student often mumbles or stumbles over words; there is frequent interjection of “crutch” words or sounds such as “ums,” “uhs,” “like,” “you know,” “stuff,” etc.; words are mispronounced or word choice is often poor or incorrect.	The student’s voice is clear and audible to all audience members and exhibits at least moderate inflection; there is minimal but some use of “crutch” words or sounds such as “ums,” “uhs,” “like,” “you know,” “stuff,” etc.; words are pronounced accurately and word choice is acceptable.	The student’s voice is clear and audible to all audience members and exhibits a high degree of inflection and precision; word choice is appropriate for the audience, well-selected and interesting; words are pronounced correctly; use of “crutch” words or sounds such as “ums,” “uhs,” “like,” “you know,” “stuff,” etc. is seldom or non-existent.

BUA Goal # 3 Team Skills Rubric

At least 75 percent of the students will be evaluated as Acceptable or Exemplary on the following criteria.

Criteria	Levels		
	Unacceptable	Acceptable	Exemplary
Attendance	Missed more than 20% of the team meetings and/or was often late to meetings.	Attended at least 80% of the team meetings and was rarely, if ever, late.	Attended at least 90% of the team meetings and was on-time.
Participation	Was mostly quiet in group meetings, or participated in an ill-informed or otherwise non constructive manner.	Came to meetings prepared and participated constructively in group discussions.	Took a leadership role, came to meetings prepared and participated actively and constructively in group discussions.
Effort	Ended up doing significantly less than his/her fair share of the work.	Showed willingness and necessary effort to do his/her fair share of the work.	Willingly accepted his/her fair share of the team's work and was appropriately proactive in taking on additional duties as needed.
Work Quality	Completed assigned tasks either so late and/or so lacking in quality that other group members had to do significant additional work.	Completed assigned tasks in a reasonably timely fashion and produced quality results that made meaningful contributions to the group's work.	Completed tasks on-time and produced exceptional quality results that made outstanding contributions to the group's work.
Interpersonal Behaviors	Exhibited a demeanor and interpersonal style that was intimidating, domineering, and/or non-supportive and, thus, detracted from the team's ability to work collaboratively.	Exhibited behaviors consistent with a collaborative group climate that fostered productive group outcomes including effective decision making and constructive disagreement.	Played a key role in creating a collaborative climate that fostered productive group outcomes including effective decision making and constructive disagreement.

BUA Goals # 4 Critical Thinking Rubric

At least 75 percent of the students will be evaluated as Acceptable or Exemplary on the following criteria.

Criteria	Levels		
	Unacceptable	Acceptable	Exemplary
Breadth of Discussion	Omits arguments or perspectives Misses major content areas/concepts Presents few options	Covers the breadth of the topic without being superfluous	Considers multiple perspectives Thoroughly delves into the issues/questions Thoroughly discusses facts relevant to the issues
Depth of Discussion	Ignores bias Omits arguments Misrepresents issues Excludes data Includes but does not detect inconsistencies of information Ideas contain unnecessary gaps, repetition or extraneous details Sees no arguments and overlooks differences	Detects bias Recognizes arguments Categorizes content Paraphrase data Sufficient detail to support conclusions and/or recommendations	Analysis includes insightful questions Refutes bias Discusses issues thoroughly Critiques content Values information Examines inconsistencies Offers extensive detail to support conclusions and recommendations Suggests solutions or implementation
Relevance	Critical issues/questions are omitted or ignored in the writing.	Most of the critical issues/questions are addressed in the writing.	All critical issues/questions are addressed completely in the writing.
Internal Consistency	There is little integration across the sections of the paper. Several inconsistencies or contradictions exist. Few of the issues, recommendations and explanations make sense and are well integrated.	Sections of the paper are generally well linked/connected. Only minor contradictions exist. Most of the issues, recommendations and explanations make sense and are well integrated.	All sections of the paper are linked. There are no contradictions in the writing. All issues, recommendations and explanations make sense and are well integrated.
Conclusion	Fail to draw conclusions or conclusions rely on author's authority rather than strength of presentation Draws faulty conclusions Shows intellectual dishonesty	Formulates clear conclusions with adequate support	Assimilates and critically reviews information, uses reasonable judgment, and provides balanced, well justified conclusions

BUA Goal # 5 Ethics Rubric

At least 75 percent of the students will be evaluated as Acceptable or Exemplary on the following criteria.

Criteria	Levels		
	Unacceptable	Acceptable	Exemplary
Students demonstrate an understanding of the responsibility of business in society.	Students unable to explain the role of business in society. Students do not understand monetary role (profit maximization) of business in society.	Students identify and understand : direct stakeholders when explaining the role of business (treatment of employees, optimal firm value) in society. and indirect stakeholders when explaining the role of business (corporate citizenship, Stakeholders' view) in society.	Students apply an understanding of direct and indirect stakeholders when examining the role and responsibility of business in society.
Students demonstrate an understanding of ethical decision making.	Students do not recognize an ethical situation exists. Students use at most a single framework for assessing and evaluating an ethical situation.	Students explore only two frameworks for assessing and evaluating an ethical situation.	Students explore more than two frameworks for assessing and evaluating an ethical situation.
Students demonstrate moral development in ethical decision making.	Students show pre-conventional level of moral development (deferring to authority and satisfying their own needs).	Students show conventional level of moral development (stereotypical roles of people in society and how individual fits into social order).	Students show post-conventional level of moral development (morality based on "society as a whole" or "universal principles").
Students demonstrate an understanding of the responsibilities of a leader's role as it relates to ethics.	Students unable to explain the role leaders in organization's ethical conduct.	Students recognize leaders play some role in the organization's ethical conduct.	Students recognize organization leaders' actions and polices determine the ethical tone of the organization.
Students demonstrate an understanding of the roles of various corporate governance entities and policies as they relate to ethics.	Students unable to identify components of effective corporate governance.	Students recognize the organization's (code of conduct and ethical culture) and external entities (government and professional organizations via laws and professional codes of conduct) role in creating effective corporate governance.	Students apply appropriate organization and external entity roles (code of conduct, professional codes of conduct, laws and professional codes of conduct) when evaluating corporate governance.