

# **ASSESSMENT PLAN**

**Department of Management  
&  
Quantitative Methods**

**College of Business  
Illinois State University**

**MAJORS INCLUDED:**

**Management**

**Spring 2013**

## **INTRODUCTION**

This document describes the assessment plan employed for the majors housed in the Department of Management and Quantitative Methods of the College of Business at Illinois State University. The plan describes the current status of the department as it moves toward a comprehensive assessment plan which will meet the requirements of AACSB International and the Illinois Board of Higher Education. This document provides guidelines for conducting assessment activities, outlines the assessment process and develops a schedule for implementing components of the plan.

At its core, the assessment process provides data to be used to improve student learning. As such, information obtained during the process must be reviewed in a systematic, on-going manner and should serve as the basis for subsequent decisions regarding the curriculum in the department. The focus of this plan will be on individual student outcomes and on providing information that can be used by program faculty to improve our major offerings.

## COMPONENTS OF THE ASSESSMENT PLAN

The plan has three broad components as follows: (1) expected student learning outcomes as described by student learning goals and objectives; (2) a measurement component made operational via the use of rubrics and content tests; and (3) use of data to inform decision making. These components will each be described in the following sections.

### Phase 1: Learning Objectives

#### *Learning Goals & Objectives for the Management Major Sequences (Entrepreneurship and Small Business Management, Human Resource Management, or Organizational Leadership)*

Faculty members in the MQM Department have determined seven goals that are shared by the three sequences in the Management major.

**Goal 1:** We want students in the management major to be adequately prepared to function as effective professionals in their content area.

**Objective 1a:** Students in the major will understand and apply content knowledge appropriate for their sequence (Entrepreneurship, HRM, or Org. Leadership).

**Goals 2:** We want students in the management major to be effective written communicators and credible, persuasive speakers.

**Objective 2a:** Students in the major will communicate clearly both verbally and in writing.

**Objective 2b:** Students in the major will be effective persuasive speakers.

**Goal 3:** We want students in the management major to possess the ability to work in teams.

**Objective 3a:** Students in the major will work effectively and professionally in teams.

**Goal 4:** We want students in the management major to be critical thinkers, effective problem solvers, and to possess analytical skills.

**Objective 4a:** Students in the major will think critically and solve problems using appropriate reasoning and analytical skills.

**Objective 4b:** Students in the major will be able to draw logical conclusions and make appropriate recommendations based on appropriate data.

**Goal 5:** We want students in the management major to be technologically comfortable and proficient.

**Objective 5a:** Students will use technology in an appropriate manner.

**Goal 6:** We want students in the management major to be ethical decision makers.

**Objective 6a:** Students will understand ethical and legal issues in business decision making.

**Goal 7:** We want students in the management major to be accepting of diverse groups and to be aware of the impact of globalization on their content area.

**Objective 7a:** Students will understand the implications of global and national diversity in business decision making.

## **Phase 2: Measurement via Content Tests and Rubrics**

### *Assessment of Content Knowledge*

**MGT – ENTR:** The entrepreneurship sequence also employs pre- and post-tests to evaluate sequence content knowledge. The pre-tests are administered on the first day of MQM 225 and the post-tests are given in the last week of MQM 326. They have been the most successful of the sequences because there is a clear ordering to the courses and it is therefore easy to use the pre-/post methodology. Currently we have several semesters of content-related data.

**MGT – HRM:** The HR sequence has questions developed but has not yet started to collect data. Sequence faculty members have finished the revision of the final instrument. This sequence will only employ a post-test because the likely place to collect pre-test data (MQM 323) has large numbers of non-HR majors. The post-test will be administered at the end of MQM 354 only to those students who have completed all of the required coursework in the sequence.

**MGT – Org Leadership:** The sequence has a post-test developed and it has been administered. The sequence faculty members are unhappy with this instrument and they are currently revising it. Dr. Rick Ringer is working on the revision with a goal of collecting data once again in the Fall 07. This sequence has the most problem with the post-test concept in that there is not a clear ordering to the four required courses. Thus they have administered the post-test at a separate sequence meeting held for graduating seniors.

### *Assessment of Skills Using the College Rubrics*

#### **Assessment data collection points for the Management sequences:**

##### **Entrepreneurship:**

**223/225:** written communication/critical thinking & team skills

**226:** oral communication

**326:** oral communication & team skills

##### **HRM:**

**324:** oral communication & team skills

- 352: written communication/critical thinking
- 354: written communication/critical thinking
- 357: oral communication

**Org. Leadership:**

- 380: team skills
- 382: oral communication
- 383: written communication/critical thinking

**Phase 3: Use of Data in Decision Making**

MQM faculty from each sequence will meet during the month of October each year to review the assessment data collected during the prior academic year. Decisions regarding program changes will also be made at this time. IB faculty members and faculty teaching required BUA courses will likely follow a similar time frame. Current rubrics will be used to inform decisions for the next two years during which time rubrics for the remaining skills will be developed. Once developed, these rubrics will be used for a two period. The cycle will then be repeated and the department will return to the first set of rubrics.

**College of Business**  
**Written Communication & Critical Thinking Rubric**

**Goal: IB # 2 & 4; MGT # 2 & 4; BUA # 2 & 4**

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
Breadth of Discussion ( <b>critical thinking</b> )	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 ( <b>critical thinking</b> )	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

Criteria	Levels		
	Unacceptable	Acceptable	Exemplary
Clarity	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 extensive to elucidate points. Detailed illustrations and/or examples are used to support explanation or recommendations.
Relevance ( <b>critical thinking</b> )	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 ( <b>critical thinking</b> )	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 ( <b>critical thinking</b> )	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
References and Support of Discussion	Omits research Reliance on direct quotes rather than integrating concepts into body of text Include 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

**College of Business**  
**Oral Communication Rubric**

**Goal: IB # 2; MGT # 2; BUA # 2**

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.



**College of Business**  
**Team Skills Rubric**

**Goal: MGT # 3; BUA # 3**

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.

**College of Business**  
**Ethic Rubric**

**Goal: IB # 6; MGT # 6; BUA # 6**

Criteria	Levels		
	Unacceptable (1pt)	Acceptable (2pts)	Exemplary (3pts)
Students demonstrate an understanding of the responsibility of business in society.	Students unable to explain the role of business in society.  Students 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.