

a. Program Name - Bachelor's of Science degree in Business

b. Report prepared by – Asghar Sabbaghi

c. Who is the current assessment contact for your program? Asghar Sabbaghi

d. Should assessment information be sent to anyone else in your department? Dean Rob Ducoffe,

1. What are the program's educational goals? (Please take goals directly from your program's assessment plan, and highlight any changes made this year.)

Students, who complete the undergraduate business program at IUSB, will demonstrate knowledge and skills in their area of concentration, and in:

1. written and oral communication
2. leadership and multicultural diversity
3. analytic reasoning, statistical analysis and management science, and reflective thinking to support organizational decision making
4. using information technologies and understanding their impacts on organizations, economies, and management
5. ethical reasoning, and social and legal responsibilities in organizations and society
6. financial theories, analysis and accounting, and understanding domestic and global economic environments of organizations
7. creating value through integrated production, marketing, and distribution of goods, services, and information
8. team and individual dynamics in organizations.

2. What assessment techniques did the program use? (Please take assessment techniques directly from your program's assessment plan and highlight any changes made this year.)

Comprehensive Post-Test as a direct measure:

School has continued to use the ETS Business Field Test this year as a comprehensive post-test every semester to maintain consistency in the assessment of the undergraduate program.

Exit Interview Sessions as an indirect measure:

The School Planning and Assessment Committee has analyzed the responses from the small group discussions conducted earlier with new graduates of the undergraduate business program and made a detailed report of issues and recommendations to the faculty.

Concept Inventory

The concept inventory seeks to assess the links between business and economics core courses and the pre-business core as well as some of the general education courses. Specifically, faculty members who teach business core courses report on their coverage of major concepts and program learning goals as well as evaluating their students' mastery of the concepts and skills studied in prerequisite courses such as written and oral communication, mathematics, accounting, business law, computing, economics, and statistics.

This year, the School's Planning and Assessment Committee continued to examine the integration of pre-business into the core business courses. The Committee developed some course-embedded

assessment instruments in business core courses to assess the skills and knowledge students have learned in relevant pre-business core courses. The Committee identified a number of business core courses for course-embedded assessment and presented to the faculty.

Capstone Course as a direct measure:

All students are required to take a capstone course, J401, Administrative Policy, during their last year of course work. The course requires students to demonstrate knowledge of ideas and concepts learned from business core courses. The instructors who teach this course report to the Assessment Committee about student attainment of the program's educational goals.

Employers Survey as an indirect measure:

The School's Planning and Assessment Committee conducts surveys with employers every 3-5 years. These help us assess characteristics that employers seek when hiring and the extent to which our graduates meet those requirements. These assessments suggest curricular issues for us to address, and permit us to collect feedback on our graduates, establish/develop relationships with area employers, cultivate internships and placements for our students, and provide opportunities to promote our programs.

The Planning and Assessment Committee has conducted the survey during the summer of 2008 and analyzed the responses during the fall of 2008. The Committee made an extensive report of the issues and recommendations to the faculty.

3. What has your program done with assessment information this year? (i.e. communicated results to faculty, staff, alumni and students, made changes in the curriculum, made changes in the budget, added new courses. . .)

Students have continued to demonstrate strong performance on the ETS field tests and we have been encouraged to communicate them to our various constituencies. We also received very favorable responses from our employers' survey.

From the Exit Interview Sessions, a number of areas were noted for improvement: (a) some classes are too theory-based and some faculty members are not accessible, (b) Students have indicated X310 is not applicable to the real world; it needs to tie in with W231 and career services, (c) instructors often don't understand what has been covered in other classes and content in some courses is not directly applicable, (d) instructors for some courses change from semester to semester and requirements and instructions are not consistent, and (e) there is a need for closer coordination with the Career Services office, additional communications of available services, coverage of job-hunting techniques, and timing of course offering are among the items that we should improve on.

The Committee has recommending that the School needs to: (a) explore other opportunities for experiential learning through inviting guest speakers and the use of application cases, (b) encourage and support the use of technology more effectively in the context of an active teaching and learning model. As a possibility, look at in-house or outside experts to help us use technology. (c) create better incentives for faculty to incorporate real-world applications/cases, and relevant technologies into their teaching, and to develop skills in using multiple pedagogies, (d) more fully integrate internships and field experiences into the undergraduate and masters curricula.

From the employers' survey, the Committee examined responses to identify the importance of skills and abilities that employers consider important when hiring business graduates as well as their rating of our graduates' mastery of these specific skills and abilities. Employers perceived oral communication, quality of work, responsibility, teamwork, and critical thinking as the top skills when sorted based on "extremely important." In particular, 100% of respondents viewed the first three skills as extremely important or important. The next cluster of skills in this sorted list are problem solving, written communications, productivity, analytical skills, comprehension, time management, organization and planning, reasoning, and computer skills with over 93% rated as "extremely important" or "important." This sends a very clear message that, in addition to the management specific knowledge we teach, we should also continue to integrate soft skills into the education process.

From reviewing the statistical responses and the written comments, the Committee concluded that the School needs to improve the relevance of our teaching and programs and, to this end; we need to continue creating incentives for faculty to incorporate real-world applications and experiential learning in their teaching. Further, we need to help establish a meaningful and valuable internship program. The Committee has recommended that the School creates an opportunity to reinforce and to integrate the application of general skills throughout the graduate and undergraduate curriculum. In this context, the Committee recommends that the School revisit the report made by the General Skills Task Force during 2006-07, and to give serious considerations to following up with the findings.

4. After reflecting on assessment activities in your unit, as a result of assessment what are two issues you would like to address?

The school is focusing on revising and articulation of learning goals and learning objectives for undergraduate business program so that make it possible for more direct assessment.

The School is also working on the articulation of assessment instruments particularly by developing rubric instruments for course embedded assessment in some relevant business core courses.

This year, the School has made a number of curricular changes in our undergraduate business curriculum. The School has revised the requirements in MIS and marketing concentrations as well as developing minors in Finance, Management Information Systems (MIS), and marketing.
