

Student Learning Outcomes (SLOs) Report for Accredited Programs

(updated 9/19/23)

Program Type: **Accredited Program**

Program Name: Management, B.S.B.

Submitted By: Farhad Sadeh, Assistant Chair of Marketing, Management & HTM

Email: fsadeh@eiu.edu

Submission Date: 10/15/2023

Review Cycle:

- Even Year
- Odd Year

Review Round and Instructions

- **Round A** (Associate Dean review): Submit this cover sheet and a copy of the annual (or periodic) report most recently submitted to the accrediting agency; your accreditation report should address assessment.
- **Round B** (Associate Dean + VPAA review): Submit this cover sheet and the following:
 - evidence of ongoing accreditation (document confirming accreditation status, which could be a letter from the accrediting agency)
 - annual (or periodic) accreditation report submitted to agency
 - this SLO report, which provides a summary of the program's collection and evaluation of its annual assessment data*
 - an optional cover memo (not to exceed one page), which briefly describes any information or highlights the department believes would be important to demonstrate academic excellence and program quality

If your program completed a significant review (accreditation application and/or the full 8-year IBHE report) in the last calendar year, then you may, with permission from the VPAA or designee, substitute either of these major reports for your typical Student Learning Outcomes report, in "Round B." **To be approved, these documents must substantively discuss assessment, outcomes, and data, and have been prepared and submitted within the same calendar year.*

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php>

DUE: **October 15th** to your Associate Dean or designee

Each academic program is expected to prepare a Summary of the Assessment Data by Student Learning Outcome. This summary may take the form of a chart or other means of presentation that describes the annual data collected, when it is collected, in which course(s), through which assignment or activity, and by whom. This summary should clearly indicate what the program seeks to discover in its students' learning. The summary should correspond to the record-keeping documents maintained by the academic program.

Program Name:

PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES

Student Learning Outcome (SLO)	What measures and instruments are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.	How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results , and specify whether these were met, not met, or partially met for each instrument.	Does your SLO correspond to an undergraduate learning goal (ULG) : writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?
<p>Critical Thinking: Question, examine, evaluate, and respond to management problems, arguments, and ideas.</p>	MGT 4600 Critical Thinking Essay or Written Discussion Participation	<p>Target: At least 90% of MGT Students will score 70 percent or higher in the areas tested and in the composite score category Results: 83% are satisfactory or better.</p> <p>Faculty members are responsible for administration and data collection and sharing with the assistant chair. Initial results will be distributed by e-mail and discussed at a faculty meeting and actions will be taken if needed.</p>	Yes
<p>Critical Writing and Research: Read and write business and management documents critically and evaluate varied discipline-relevant sources.</p>	MGT 4310 Team Project Report	<p>Target: At least 70% of the students score 80%, or above and at least 50% score 90% or above. Results: 100% scored above 80% and 72% scored above 90%.</p>	Yes
	MGT 3830 - Persuasive message	<p>Target: At least 80% score 70% or above; 30% score 90% or above Results: 94% scored above 70% and 71% scored above 90%</p>	

		Faculty members are responsible for administration and data collection and sharing with the assistant chair. Initial results will be distributed by e-mail and discussed at a faculty meeting and actions will be taken if needed.	
Speaking and Listening:	MGT 4310-Team Project presentation, MGT 4600-Presentation and Q&A and MGT 4650 – Current event assignment	Target: At least 70% of the students score 3 , or above from 4.0 points and at least 35% score 4 out of 4 Results: 96% scored 3 or above and 45% scored 4 out of 5	Yes
Prepare, deliver and critically evaluate business and management presentations and speaking activities.		Faculty members are responsible for administration and data collection and sharing with the assistant chair. Initial results will be distributed by e-mail and discussed at a faculty meeting and actions will be taken if needed.	
Quantitative Reasoning:	MGT 4600 -Quantitative Quiz	Target: At least 90% of MGT Students will score 70 percent or higher in the areas tested and in the composite score category. Results: 89% scored above 70%	Yes
Produce, analyze, interpret, and evaluate data and information applicable to business and management professionals.		Faculty members are responsible for administration and data collection and sharing with the assistant chair. Initial results will be distributed by e-mail and discussed at a faculty meeting and actions will be taken if needed.	
Responsible Citizenship:	MGT 4600 - Critical Thinking Essay specific to Responsible Citizenship	Target: At least 90% of MGT Students will score 70 percent or higher in the areas tested and in the composite score category. Results: 100% scored above 70%	Yes
Evaluate domestic and global business environments using processes that are ethical and informed by geographic, historical and cultural diversity.		Faculty members are responsible for administration and data collection and sharing with the assistant chair. Initial results will be distributed by e-mail and discussed at a faculty meeting and actions will be taken if needed.	
Management Content Knowledge:	MGT 4650 –Instructor assignment and rubric	Target: At least 80% Score 70% or above, 35% score 90% or above Results: No data submitted by the faculty yet.	No
Display cognizance of general management and organizational concepts and apply said concepts to practice through planning, decision making, problem solving, leadership, teamwork, and the application of technology.		Faculty members are responsible for administration and data collection and sharing with the assistant chair. Initial results will be distributed by e-mail and discussed at a faculty meeting and actions will be taken if needed.	
HR Content Knowledge:	MGT 3450 Final Exam	Target: At least 80% Score 70% or above, 35% score 90% or above	No

<p>Know and execute human resource management practices and strategies at the individual, group, and organizational levels.</p>		<p>Results: 86% scored above 70% and 38% scored above 90%.</p> <p>Faculty members are responsible for administration and data collection and sharing with the assistant chair. Initial results will be distributed by e-mail and discussed at a faculty meeting and actions will be taken if needed.</p>	
---	--	---	--

PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

Management faculty decided in 2021 to overhaul its assessment plan, goals, and measurements to match them with the new university and AACSB policies and updated management curriculum. Therefore, through fall 2021 and Spring 2022, they had several meetings to develop a new assessment plan, including the student learning goals, measures, instruments, and targets. Therefore, due to these changes, they started collecting data in fall 2022. However, some faculty members have been able to collect data for the past semester from their records in case they had a similar assignment and rubric.

Now after a full year of collecting data based on the new assessment plan, the faculty is preparing to meet and discuss the results and decide on any necessary intervention.

B. Provide a brief description or bulleted list of **any improvements (or declines)** observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

As mentioned earlier the data collection based on the new assessment plan started form fall 2022. Therefore there has not been many data points or the results have been somehow steady, and no significant improvement or decline has been observed.

C. HISTORY OF DATA REVIEW OVER THE PAST TWO YEARS

Please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

Date of annual (or periodic) review	Individuals or groups who reviewed the assessment plan	Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions)
11/5/2021	Farhad Sadeh, Randall Lane, Ayse Costello, Jeffrey Snell, Mark Bayer, Hyunsun Kim-Hahm, David J Boggs, Renee King	Review and overhauling the assessment plan
11/12/2021	Farhad Sadeh, Ayse Costello, Jeffrey Snell, Mark Bayer, Hyunsun Kim-Hahm, David J Boggs, Mike Dobbs	Review and overhauling the assessment plan
2/11/2022	Farhad Sadeh, Randall Lane, Ayse Costello, Mark Bayer, Hyunsun Kim-Hahm, David J Boggs, Renee King, William Minnis	Review and overhauling the assessment plan
2/17/2022	Farhad Sadeh, Randall Lane, Mark Bayer, Hyunsun Kim-Hahm, David J Boggs, Mike Dobbs, Renee King	Review and overhauling the assessment plan

Dean Review and Feedback

Management, B.S.B. program assessment results are generally positive. Management Group overhauled its assessment plan over Fall 2021/Spring 2022 period and started its data collection efforts. Program “Student Learning Outcomes” parallel “University Learning Goals” well. In most areas, program assessment targets were met. In some areas, such as Critical Thinking where target was not met (90% of management students were expected to score 70% or higher), the target was missed by a small margin. Specifically, 83% of the students scored 70% or higher. In these instances, where the targets were set unusually high (relative to other SLO targets), the targets may need to be rephrased to reflect a more nuanced assessment of student learning outcomes. It is important for targets to be consistent across SLOs. The management group aims to meet to close the assessment loop. They will especially focus on areas where targets were not met. They’ll also take steps similar to Marketing, B.S.B. program to ensure sustainability of positive assessment results.

Dean or designee Ayse Costello, PhD 11/8/2023
Professor of Management, School of Business
Faculty Fellow, Lumpkin College

VPAA Office Review and Feedback (for “Round B” SLO report only)

Under the motivating pressure of aligning with new accreditation standards, and in an effort to improve the academic and career preparation of its students, the B.S.B. in Management program seems to have made significant progress in updating its assessment procedures. Following Dr. Costello’s astute observation that the target scores may in some cases be set too high, we would recommend gauging student performance once more data can be collected. If numbers contain to indicate that students are not meeting the expectations of a certain SLO, then the faculty team may want to revisit or switch out the instrument/assignment utilized for measuring any one SLO.

VPAA or designee Dr. Suzie Park, Interim Asst VPAA Date 2/21/24