

**Assessment Plan**  
**Bachelor of Science in Business Administration (BSBA)**  
**Spears School of Business**  
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**Degree Program:** This plan relates to the Bachelor of Science in Business Administration (BSBA) at Oklahoma State University's Spears School of Business (SB). The BSBA includes majors in accounting, economics, entrepreneurship, finance, general business, international business, management, management information systems, and marketing.

**Mission Statement:** Oklahoma State University's Spears School of Business exists to prepare people to make a difference in the world by teaching essential interpersonal skills alongside a high-quality business education backed by impactful research and outreach.

The learning goals that will support this mission include the following:

- Goal 1: Ethical decision-making
- Goal 2: Business knowledge and competency
- Goal 3: Problem-solving skills
- Goal 4: Technology skills
- Goal 5: Written communication skills
- Goal 6: Career Competencies

**Learning Goal 1 – Ethical Decision Making**

This goal anticipates that students will be able to:

- Understand appropriate responses to common ethical issues in their discipline;
- Identify when an ethical dilemma may exist;
- Identify stakeholders and potential consequences to the stakeholders; and
- Recommend ethical responses.

Assessment method:

- Students will evaluate 16 problematic ethics scenarios and evaluate the actions on a scale of 1-4 (very acceptable to never acceptable).
- Students will evaluate two randomly-selected scenarios from a set of 9, identify stakeholders in the process, and recommend appropriate actions.
- These assessments will be administered on an every-two-year cycle beginning in Fall, 2013, to students in the business capstone course, MGMT-4513, at all OSU locations (Stillwater, Tulsa, and Online).
- Scores on the assessments will make up a small component of the student's grade.
- Rubric: The following rubric will be used to evaluate student responses to the case.

<b>Ethical Decision-Making Rubric</b>			
<b>Rubric</b>	<b>Exceeds Expectations (3)</b>	<b>Meets Expectations (2)</b>	<b>Below Expectations (1)</b>
Identify ethical issues	Identifies most issues	Identifies some issues	Fails to identify relevant issues and/or mis-identifies issues.
Identify stakeholders and potential consequences that may accrue to them.	Identifies most stakeholders	Identifies some stakeholders	Fails to identify more than one stakeholder.
Recommend ethical action and provide support.	Recommends an ethical course of action and provides appropriate support.	Recommends actions that are likely ethical but fails to support.	Recommends actions that are deemed unethical or fails to recommend ethical actions.

Target:

- Target for the 16 questions is to have improved performance over the previous test.
- 80% of students should be able to score 6 or higher (average of meets expectations) on the rubric applied to the case.

### **Learning Goal 2 – Business Knowledge and Competency**

This goal anticipates that students will be able to demonstrate a foundational knowledge of business vocabulary, processes, environment, and practices. They should have a strong grasp of the most essential elements and activities in accounting, business law, economics, finance, information systems, management, and marketing.

Assessment method:

- A database of test questions is being created that includes a separate subset for each of the core courses in the new core curriculum. Each of the subsets will include at least 20 questions that address knowledge and skills that students should have mastered from the respective core course. The assessment test for each student will consist of 5 questions that are randomly drawn from each subset. Administration of this test will begin in Spring 2019. During the transition process, the ETS Major Field Test will be administered for Spring 2017.
- This test will be administered on an every-two-year cycle to students in the business capstone course, MGMT-4513, at all OSU locations (Stillwater, Tulsa, and Online).
- For on-campus students in Stillwater and Tulsa, the exam will be administered during a regularly-scheduled class period (or two); and the score will make up a small component of the student's grade. Online students will schedule a test time at a certified testing center.

Target:

- The target for this assessment is that 80% of students should score 80% or higher on this exam.

### **Learning Goal 3 – Problem Solving**

This goal anticipates that students will be able to:

- Apply foundational and math skills to solve problems they have not previously seen;
- Make correct inferences from data and information they are provided; and
- Evaluate information to select optimal solutions.

Assessment method:

- The preceding abilities will be assessed using Insight Assessment's Business Critical Thinking Skills Test (BCTST). The BCTST is a nationally-benchmarked test that measures student problem-solving and critical-thinking skills with respect to analysis, inference, evaluation, inductive reasoning, and deductive reasoning.

- This test will be administered on an every-two-year cycle beginning in Fall, 2012, to students in the business capstone courses, MGMT-4513, at all OSU locations (Stillwater, Tulsa, and Online).
- For on-campus students in Stillwater and Tulsa, the exam will be administered during a regularly-scheduled class period; and the score will make up a small component of the student's grade. Online students will schedule a test time at a certified testing center.

Target:

- Spears Business on average should score at or above the 60<sup>th</sup> percentile for the test overall; and each major and location should score at or above the 50<sup>th</sup> percentile.
- For the five subscores on analysis, inference, evaluation, inductive reasoning, and deductive reasoning, at least 90% of students should score above the **Not Manifested** classification, and at least 12% should score in the **Strong** or **Superior** category.

**Learning Goal 4 – Technological Competence**

This goal anticipates that students will be able to use spreadsheet and other software effectively to:

- Sort, filter, and manipulate data to provide appropriate evidence and answers; and
- Analyze and present results.

Assessment method:

- The preceding abilities will be assessed using a multiple-workbook project that students will be assigned to complete in a proctored lab setting. In order to simulate the real-life setting in which technology projects are normally completed, students will be allowed to use help screens and Internet searches. They will not be allowed to communicate with other humans, and they will be completing a rigorous project within a challenging time frame.
- This test will be administered on an every-two-year cycle beginning in Fall, 2016, to students in the business capstone course, MGMT-4513, at all OSU locations (Stillwater, Tulsa, and Online).
- Initial goal:
  - At least 80% of students will be able to score 80% or higher on this assessment.

**Learning Goal 5 – Written Communication**

This goal anticipates that students will be able to produce effective, written, business communications that:

- Are written in a business-like fashion that is appropriate to the audience;
- Are well-organized and concise; and
- Use correct grammar, spelling, and mechanics.

Assessment method:

- The preceding abilities will be assessed using a writing prompt in a lab setting in which students are provided with some graphics that represent test results. Students will be asked to write a letter that is no more than 1-1/2 pages long to their supervisor. The letter should explain the test results to the supervisor. This testing approach should ensure that students are using their own words and their own work.
- This test will be administered on an every-two-year cycle beginning in Fall, 2013, to students in the business capstone course, MGMT-4513, at all OSU locations (Stillwater, Tulsa, and Online).
- For on-campus students in Stillwater and Tulsa, the exam will be administered during a regularly-scheduled class period; and the score will make up a small component of the student's grade. Online students will schedule a test time at a certified testing center.
- A sample rubric follows for the scoring.

Skill		Level of Achievement				
		5	4*	3	2**	1
1	Content	Information is complete; details/wording is accurate, specific, appropriate for the topic and audience; courteous, reader-oriented; completely accomplishes the goals of the assignment.		Information is accurate and reflects understanding of the purpose and audience; the most important information is included; some details may be confusing or missing; emphasis does not support the purpose of the communication; polite but not reader-oriented; generally accomplishes goals of the assignment.		Information is confusing, incorrect, or incomplete; support is only vague or general; not courteous/reader-oriented; reflects lack of understanding of topic and audience; minimally accomplishes goals of the assignment.
2	Organization	Appropriate and effective for the situation (direct or indirect); unified body paragraphs. No trite, "rubber stamp," opening or closing sentences		Overall organization (direct/indirect) is appropriate; most paragraphs are focused; opening and closing paragraphs may not be effective; organization of some paragraphs may need improvement		Organization (direct/indirect) is not appropriate for the situation; most paragraphs seem disorganized; inappropriate or "rubber stamp" opening or closing statements.
3	Style and Mechanics	Consistent and appropriate point of view and tone. Word choice appropriate for the task; precise, concise, courteous;  Standard grammar, spelling, punctuation; no interference with comprehension or writer's credibility.		Generally appropriate point of view, tone, and word choice: courteous; some wordiness.  Some non-standard grammar, spelling, and punctuation; errors do not generally interfere with comprehension or writer's credibility.		Inappropriate or inconsistent point of view and tone. Inappropriate or inaccurate word choice; wordy; imprecise words or expressions.  Frequent non-standard grammar, spelling, punctuation that interferes with comprehension and writer's credibility.
4	Format/ Appearance	Standard format (spacing, font, headings, readability, etc.); appearance reflects professional qualities of neatness and attention to detail.		Some deviations from standard format cause distractions; appearance shows some attention to detail and awareness of professional standards; neatness and document design issues may inhibit readability.		Format/appearance does not conform to professional standards.

#### Target

- For each individual skill (content, organization, style & mechanics, and format & appearance), the average score for students should be a 3 or higher.
- With respect to the total score, 75% of students should score a 12 or higher.

### Learning Goal 6 – Career Competencies

This goal anticipates that students will demonstrate “skill” or “talent” in the 17 Korn Ferry career competencies that are expected for entry-level employees. These competencies (which can be regarded as objectives) include:

1. **Ensures accountability**--Holds self and others accountable to meet commitments.
2. **Collaborates**--Builds partnerships and works collaboratively with others to meet shared objectives.
3. **Communicates effectively**--Develops and delivers multi-mode communications that convey a clear understanding of the unique needs of different audiences.
4. **Manages complexity**--Makes sense of complex, high-quantity, and sometimes contradictory information to effectively solve problems.
5. **Courage**--Steps up to address difficult issues, saying what needs to be said.
6. **Decision quality**--Makes good and timely decisions that keep the organization moving forward.
7. **Values differences**--Recognizes the value that different perspectives and cultures bring to an organization.
8. **Interpersonal savvy**--Relates openly and comfortably with diverse groups of people.
9. **Builds networks**--Effectively builds formal and informal relationship networks inside and outside the organization.
10. **Has organizational savvy**--Maneuvers comfortably through complex policy, process, and people-related organizational dynamics.
11. **Is resilient**--Rebounds from setbacks and adversity when facing difficult situations.
12. **Drives results**--Consistently achieves results, even under tough circumstances.
13. **Demonstrates self-awareness**--Uses a combination of feedback and reflection to gain productive insight into personal strengths and weaknesses.
14. **Engages in self-development**--Actively seeks new ways to grow and be challenged using both formal and informal development channels.
15. **Is situationally adaptable**--Adapts approach and demeanor in real time to match the shifting demands of different situations.
16. **Is tech savvy**--Anticipates and adopts innovations in business-building digital and technology applications.
17. **Instills trust**--Gains the confidence and trust of others through honesty, integrity, and authenticity.

Assessment method:

- Initially, students will undergo an assessment in BADM-2111 that will bear some similarities to Korn-Ferry’s 360 evaluations. Students will be evaluated anonymously by a set of individuals who know them well. The aggregate scores of these evaluations will be shared with them, and they will be equipped with tools to improve in areas in which they are less skilled.
- Students will undergo this evaluation again in MGMT-4513. The assessment process will be looking for improvements for individual students and overall.
- Once the BADM-2111 evaluation process has been piloted, the initial evaluation will eventually be backed up to BADM-1111.

### Summary Timeline of Assessment Tests

Following is a summary of the time periods for the assessment tests.

Semester	Learning Objectives To Be Tested
Fall 2018	-Critical Thinking -Technological Competency
Spring 2019	-Business Knowledge and Competency (utilize new test with core course subsets)
Fall 2019	-Ethical Decision-Making -Written Communications
Spring 2020	-Career Competencies
Fall 2020	-Critical Thinking -Technological Competency
Spring 2021	-Business Knowledge and Competency (utilize new test with core course subsets)
Fall 2021	-Ethical Decision-Making -Written Communications
Spring 2022	-Career Competencies

Assessment tests will continue on a two-year rotation.