

OHIO NORTHERN UNIVERSITY
2006 ANNUAL REPORT ON THE ASSESSMENT OF STUDENT LEARNING

Academic Program: BSBA Management
Department: NA
College: CBA
Submitted by/Date: Michele A. Govekar, December 1, 2006.

The Annual Report on the Assessment of Student Learning consists of three parts.

Part I provides the learning objectives and measures as previously identified.
Part II requests information about assessment activities for the previous academic year.
Part III requests information about programmatic or operational changes occurring or being proposed as a result of assessment activities.

Reports must be submitted by department chairs to the Office of Institutional Research by **December 1, 2006**. Each annual report will be evaluated by the University Assessment Committee and returned to the department chair and the respective Dean by **March 1, 2007**.

I. ASSESSMENT PROGRAM COMPONENTS

Instructions: Please review the following and make changes as needed.

A. Learning Objectives

1. Graduates will be grounded in management theory and practice.
2. Graduates will be able to apply management theory and practice in solving organizational problems; they will be able to apply the same skills in the context of broader social problems.
3. Graduates will be capable of conducting business-related research and contributing in a constructive way to managerial problem-solving.
4. Graduates will be able to work well with others and with a demonstrated appreciation of individual differences and sensitivity to diversity.
5. Graduates will be capable of highly professional written and oral communication.

B. Measurements

- ETS-Major Field Test
- Evaluation of capstone experience
- Evaluation of experiential experience (internship, etc.)
- Cross Cultural Adaptability Inventory
- Mock Interview Day evaluation

II. ASSESSMENT ACTIVITIES FOR 2005-06 (ACADEMIC YEAR)

Instructions: Please complete the following sections.

A. Describe the *measures* used to collect the data?

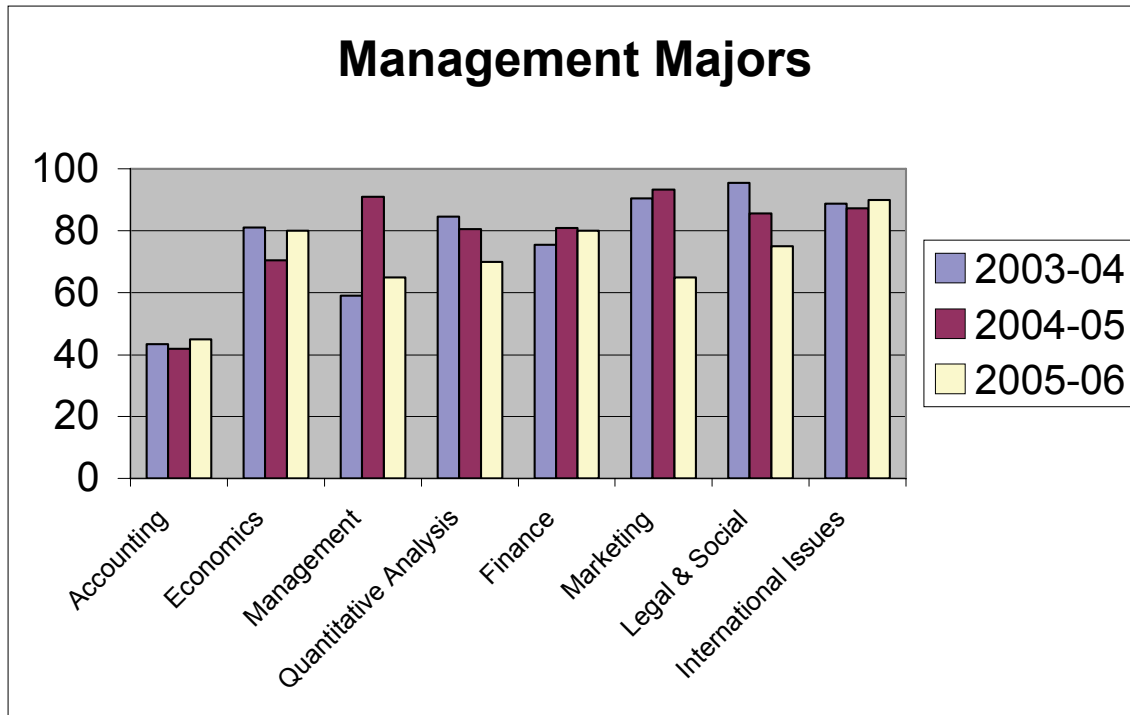
(Which measures did you use during the past year? Which learning objectives does each measure address? How and when did you administer the measures?)

<i>MEASURE</i>	<i>LEARNING OBJECTIVE</i>	<i>HOW, WHEN</i>
<i>ETS MFT (Educational Testing Service Major Field Tests) all graduates</i>	<i>1</i>	<i>in February & April</i>
<i>MGMT course research papers submitted, accepted & presented at academic conferences</i>	<i>2,3</i>	<i>Annually counted.</i>
<i>Capstone Presentation Review all CBA faculty</i>	<i>2,3,4,5</i>	<i>In February & Ma; compiled in May</i>
<i>Capstone Project Review by CBA Assessment Committee</i>	<i>2,3,4,5</i>	<i>Annually in subsequent fall,</i>
<i>Cross-Cultural Adaptability Inventory</i>	<i>4</i>	<i>Annually in fall(freshmen</i>
<i>Internship Evaluation,</i>	<i>1</i>	<i>Quarterly upon completion; compiled subsequent fall</i>
<i>Mock Interview Day Evaluation</i>	<i>1</i>	<i>Annually January</i>
<i>Placement data</i>	<i>1</i>	<i>Annually subsequent fall</i>

B. Present the *results* of the data collection and analysis for each measure listed above.

(Present the data resulting from 2005-06assessment activities. What are the standards and expectations for performance? Did the students meet the standards? What gaps were found between the standards for student learning and the actual results?)

ETS Test Results: Overall Mean Scaled Score 2003-04 157.8, 2004-05 158.6, 2005-06 158.8



Overall mean scaled score remains steady; overall percentile score has declined to 60th percentile as business colleges participating rose from 359 to 455. Management indicator has declined to 65th percentile (1 more question correct on average would move to 90th); International, Economics, and Finance score best, Accounting consistently worst.

Expectations are that Management majors should score lower than the other majors, merely from their greater numbers. However, it's also expected that they would score better on the Management Indicator and equally well on International.

Management optional course papers submitted, accepted and presented at academic conferences.

Peter Previte and Tiffany M. Lyon, "eBay Taxation;" Margaret Gerber and Albert Previte, "Arctic Drilling Controversy;" Society for the Advancement of Management, Orlando FL, April 2006.

Matthew M. Brown and R. Brent Carter, "Industrial Capitalism: Creative Destruction or Necessary Improvement"; David D. Parr and Sara A. Huels, "Corporate Philanthropy: Working to Reduce Crime"; Gregory A. Prymicz and S. Dean Zimmerman II, "Running the World by the Age of 18: The Power of Professional Athletes" Society for the Advancement of Management, Las Vegas NV, April 2005. Michael Meyer, "Outsourcing: The Hoover Company"; Bethany K. Dare, "NAFTA and Chapter 11: the Case of Methanex Corp. v. United States of America and Its Implications for Business Power", Heidelberg University Minds at Work, Undergraduate Research Conference, February 2005.

Standard is for student involvement in this activity of Management majors, no expectations beyond 5 % eventually. This standard is met.

CBA Capstone Project Review

2005-06 Project-Issue	Think & express themselves clearly	Solve problems analytically & creatively	Demonstrate technological knowledge & skills	Demonstrate knowledge, skills & values appropriate to degree
1	3 2 4	5 3 5	5 3 5	5 3 5
2	3 5	4 3	4 4	5 5
3	4.3 3	4 4	4 3	4 3
4	3.5 4 3	4 4 4	3.5 3 4	3.5 4 4
5	3 4 3	3 5 3	4 4 3	4 5 3
6	5 5 5	5 5 5	5 5 5	5 5 5
7	5 4 4	5 5 5	4 5 5	4 5 5
8	4	3	4	5
9	3.5 3	4 4	3.5 3	4 4
10	4 5 2	3.8 4 2	4 4 5	3.5 5 2
11	3 4 4	4 4 4	3 5 4	3 5 4
12	4 5 3	4 4 2	4 5 2	4 4 3

This was the first year for evaluating the written reports. Reviewers noted variability in project quality and addressing the four General Education outcomes reviewed. Best were integrating core course and major's knowledge, 'lovely' financial statements actually used to develop the proposal, and 'interesting rather than boring' proposed solutions; worst were writing, analytical and logical flaws, and descriptive rather than proposal orientation.

Expectations are that capstone projects are assessed at least at 3.75/5 on all dimensions. These expectations are not met.

CBA/ONU Capstone Presentation Review

Project Issue	Think & express themselves clearly	Solve problems analytically & creatively	Listen, understand, work with others	Demonstrate technological knowledge & skills	Demonstrate knowledge, skills & values appropriate to degree
Group1a 2004-05					
1	10,10,10,10,9,9,10,8	10,9,10,9,10,8,8	10.10.10.10.10.9	10,9,10,10,10,9,7,9	5,9,8,10,10,7,10
2	10,9,8,9,8,8	10,10,9,8,9	10,9,10,8,9	10,9,10,8,8,8	7,9,10,7,8,
3	9,8,7,6	9,8,9	9,7,8	10,10,7,8,8	9,8,10
4	10,8,7,7,5	8,8,8,8	10,9,7,7	10,9,7,7,7	8,9,8,9
2004-05 avgs	9.5, 8.7, 7.5, 7.4 avg=8.40	9.14, 9.2. 8.66, 8 avg=8.75	9.85, 9.2, 8, 8.25 avg=8.83	9.25,8.8,8.6,8 avg=8.66	8.4,8.2,9,8.5 avg=8.53
Group1a 2005-06					
1	8,7,9,9,9	9,5,9,8,9	7,6,9,9,9	9,8,10,9,9,9	7,8,10,8,9
2	6,9,10,9	9,8,10,8,9,9	7,9,10,8,10	7,7,9,9,9,10	7,8,10,9,9
3	9,9,8	8,9,8,10	7,9,8,9	9,10,9,9	9,10,9
4	9,10,9	8,9,9	7,10,9,9	8,10,9,9	9,10,9,
	8.4,8.5,8.67,9.3 avg=8.72	8.8,8.8,7.5,8.67 avg=8.56	8.8,8.8,2.5,8.75 avg=8.45	9.8,5,9.25,9 avg=8.94	8.4,8.6,9.3,9.3 avg=8.90
Group1b 2005-06					
1	7.8,5.5	7,8,5	8.5,10,5	7,9,5,5	6.5,8,5
2	8,7,5	8,7.5,6	9,10,5	8.5,9.5,5	8.5,8,5
3	8.5,9.5,7	8.5,10,8	9,10,5	8.5,10,5	8.5,9.5,7
4	8,7.5,7	9,10,5	9,10,5	9,9.5,6	9,9.5,6
	6.3,6.7,8.3,7.8 avg=7.38	6.66,7.17,8.83,8 avg=7.67	7.8,8,8,8 avg=7.95	7.16,7.67,7.83,8.17 avg=7.71	6.5,7.17,8.33,8.17 avg=7.54
Group2b 2005-06					
1	4,8,9,7,9	8,7,6,6	8,8,8,9	5,7,9,9,6	5,7,7,7,7
2	9,9.5,8.5,8,10	9.5,8.5,8,8	9,9,9,8	8,9,10,10,10	9,9,8,8,10
3	8,9	10,	9	7,9	6,9
4	7,8	7	9	6,8	7,8
	7.4,9,8.5,7.5 avg=8.10	6.8,8.5,10,7 avg=8.08	8.25,8.75,9,9 avg=8.75	7.2,9.4,8,7 avg=7.90	6.6,8.8,7.5,7.5 avg=7.60
2005-06 avgs	8.03	8.10	8.75	8.18	8.01

Except for understanding and working with others; 2005-06 average assessments are all above 8 (on a 10-point scale) but did decline since 2004-05. Worst scores are seen on the two outside indicators; expression and demonstrating core major skills and knowledge. Larger declines for Group 1b 2005-06 are partially (but not wholly) the result of one rater's assessments (mostly 5s).

Due to the nature of the presentation building upon a graded report, it's expected that all presentations score better than reports, and that no reports score below 7.5/10. These expectations are not met.

Internship Analysis

Employer rating	2004-05				2005-06					
	ACCT	MGMT	MRKT	AVG	ACCT	MGMT	MRKT	AVG		
Quality of work	4.00	4.50	4.43	4.19	4.23	5.00	4.28	4.23		
Technical Ability	4.30	4.50	4.26	4.40	3.89	5.00	4.46	4.23		
Judgment in Decision Making	4.33	4.50	4.38	4.19	4.12	5.00	4.37	4.19		
Communication Skills.	4.30	5.00	4.26	4.18	4.00	5.00	4.41	4.19		
Team Member.	4.50	5.00	4.64	4.52	4.45	5.00	4.69	4.58		
Time Management.	4.40	5.00	4.38	4.21	4.12	5.00	4.46	4.27		
Dependability.	4.40	5.00	4.64	4.21	4.23	5.00	4.41	4.27		
Creativity.	4.75	5.00	4.38	4.09	3.56	5.00	4.28	3.96		
Initiative	4.40	5.00	4.38	4.24	4.45	5.00	4.64	4.46		
Attitude toward Internship	4.20	5.00	4.88	4.37	4.23	5.00	4.64	4.46		
Self-confidence.	4.80	5.00	4.51	4.19	4.23	5.00	4.28	4.23		
Professional interest.	4.33	4.50	4.30	4.20	3.45	5.00	4.37	4.00		
Supervisory relationship.	4.50	5.00	5.00	4.37	4.23	5.00	4.64	4.46		
Acceptance of criticism	4.20	4.50	4.76	4.21	4.23	5.00	4.41	4.27		
Punctuality	4.50	4.50	4.76	4.12	4.23	5.00	4.50	4.35		
Personal Appearance	4.50	5.00	4.76	4.46	4.12	5.00	4.64	4.42		
Overall	4.50	5.00	4.76	4.46	4.23	5.00	4.53	4.37		

In 2004-05 only two Management internships were completed; in 2005-06 only one. In fact all Marketing majors but one were also Management Majors. With the new requirement of an internship for the Marketing major, and the new Marketing major itself resulting in many dual

Management and Marketing majors, the obvious shift for all internships possible was to list under marketing. Both columns show employer ratings above 4.5 on a 5-point scale. Best scores for Team member; worst scores for Quality of Work and Self-confidence, both over 4.25.

Expectations are that all majors completing internships score at or above 3.5/5.

These expectations are met.

Cross-Cultural Inventory Report

	Emotional Resilience	Flexibility/Openness	Perceptual Acuity	Personal Acuity
MGMT				
Freshmen	80.27	64.43	43.96	34.25
Seniors	74.96	60.93	41.42	32.31
Norming Values	77-81	65-69	45-47	31-33

Average four year matched pair scores based on 2005-06 testing show seniors maintaining desired level of development (Norming Value) only in Personal Acuity; with significant declines in perceived Emotional Resilience, Flexibility/Openness, and Perceptual Acuity.

MGMT	Emotional Resilience	Flexibility/Openness	Perceptual Acuity	Personal Acuity
avg	67.96	57.19	36.07	29.78
norming	77-81	65-69	45-47	31-33

Averages for all Management major seniors show lower perceived adaptability than for those above who entered as freshmen and graduated as seniors.

These results show impact of 9-11, and when compared with those for IBEC majors particularly show lower perceived adaptability than the standard.

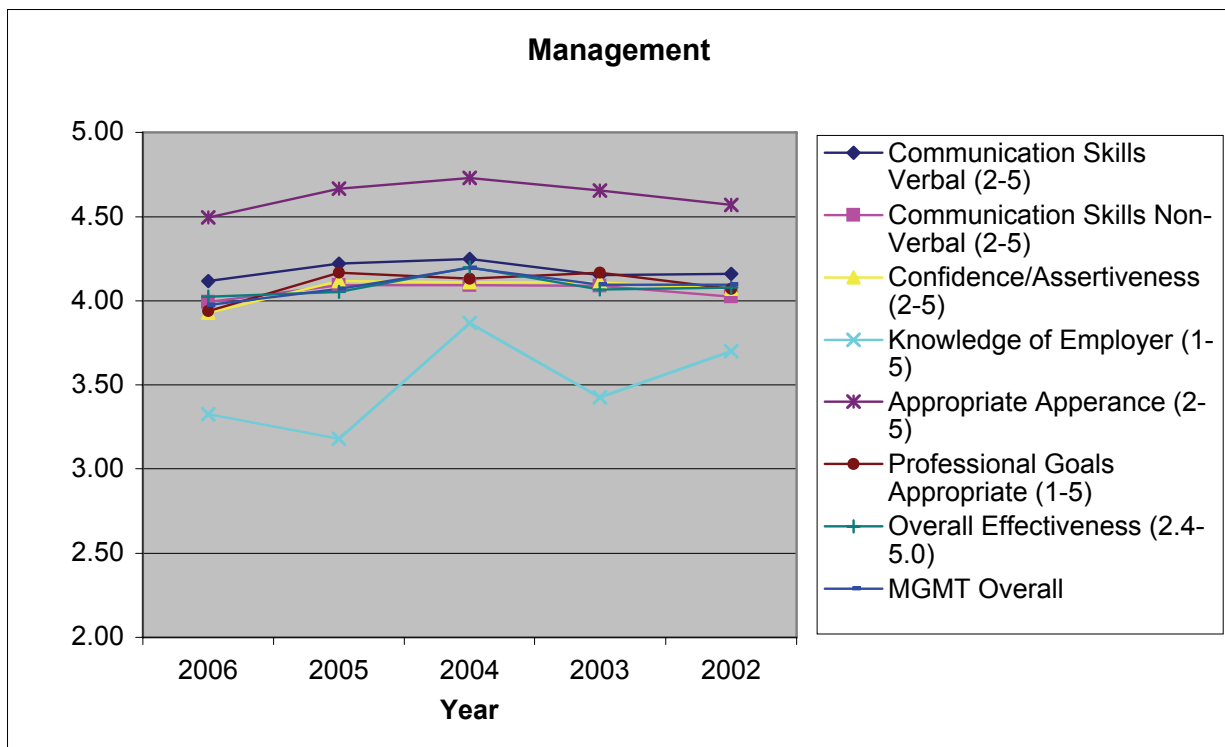
The standard for CCAI scores had been to increase perceived adaptability; however, since 9-11 the standard has been to limit the decline.

This standard is not met.

Mock Interview Day Report

Management

	2006	2005	2004	2003	2002
Communication Skills Verbal (2-5)	4.12	4.22	4.25	4.15	4.16
Communication Skills Non-Verbal (2-5)	3.99	4.09	4.09	4.09	4.02
Confidence/Assertiveness (2-5)	3.93	4.12	4.11	4.11	4.07
Knowledge of Employer (1-5)	3.32	3.18	3.87	3.42	3.70
Appropriate Appearance (2-5)	4.50	4.67	4.73	4.66	4.57
Professional Goals Appropriate (1-5)	3.94	4.17	4.13	4.17	4.07
Overall Effectiveness (2.4-5.0)	4.03	4.05	4.20	4.07	4.08
MGMT Overall	3.97	4.07	4.20	4.10	4.10



Data show modest declines in all areas except Knowledge of Employer, which improved, although it appears most variable; best scores in Appropriate Appearance and worst in Confidence/Assertiveness and Professional Goals Appropriate.

Expectations are that scores stay fairly stable or trend up; this standard is not met.

Placement Data provided by ONU Career Services

2005	CBA	Management	Employed/Placed	Manager Trainee	84 Lumber Company	No city provided	No state provided
2005	CBA	Management	Employed/Placed	Underwriter	Auto-Owners Insurance Company	No city provided	No state provided
2005	CBA	Management	Employed/Placed	President/CEO	Community Storage and Properties, Ltd	No city provided	No state provided
2005	CBA	Management	Employed/Placed	Manager Account	G & S Development Inc.	No city provided	No state provided
2005	CBA	Management	Employed/Placed	Manager	Logo Nation Longhorn	No city provided	No state provided
2005	CBA	Management	Employed/Placed	Manager Sales	Steakhouse Marketing Basics, Inc.	No city provided	No state provided
2005	CBA	Management	Employed/Placed	Representative Technical service representative	Metal Working Lubricants	No city provided	No state provided
2005	CBA	Management	Employed/Placed	Assistant Equipment Manager/Coach	Ohio Northern University	No city provided	No state provided
2005	CBA	Management	Employed/Placed	Cheerleading Advisor	Ohio Northern University	No city provided	No state provided
2005	CBA	Management	Employed/Placed	Mortgage Banking Consultant	Ohio Savings Bank	No city provided	No state provided
2005	CBA	Management	Employed/Placed	HR Associate	Ricart Automotive	No city provided	No state provided
2005	CBA	Management	Employed/Placed	Assistant Manager	Rite Aid Sony	No city provided	No state provided
2005	CBA	Management	Employed/Placed	Musician/Recording Artist	Corporation of America	No city provided	No state provided
2005	CBA	Management	Employed/Placed	Auto Underwriting Team Leader	State Farm Insurance	No city provided	No state provided
2005	CBA	Management	Employed/Placed	Shipping Consultant	Unishippers	No city provided	No state provided
2005	CBA	Management	Employed/Placed	Second Lieutenant	US Army	No city provided	No state provided
2005	CBA	Management	Employed/Placed	First In-line Management Trainee	Wal-Mart	No city provided	No state provided
2005	CBA	Management	Graduate/Professional School	JD MBA Human Resource Management	Ohio Northern University	Ada	Ohio
2005	CBA	Management	Graduate/Professional School	JD MBA Human Resource Management	University of Toledo	Toledo	Ohio

2005	CBA	Management,Art	Employed/Placed	Associate Market Manager	Empower MediaMarketi ng Cincinnati Children's Hospital Medical Center	No city provided	No state provided
2005	CBA	Management,Pha rmacy	Employed/Placed	Pharmacy Resident	No employer provided	No city provided	No state provided
2005	CBA	Management,Psy chology	Employed/Placed	Youth Counselor	Ohio University	Athens	Ohio
2005	CBA	Management,Spo rt Management	Graduate/Profess ional School	MBA/MSA	Ohio University Crown	Athens	Ohio
2005	CBA	Management,Spo rt Management	Graduate/Profess ional School	MBA/MSA	Equipment Corporation Columbus	No city provided	No state provided
2006	CBA	Management	Employed/Placed	Manager Tennis Professional	Country Club D&S Creative Communicatio ns, Inc. Simcor Specialized Incentive Marketing Corporation Skelley Lumber Inc.	Columbus Mansfield	Ohio Ohio
2006	CBA	Management	Employed/Placed	No title provided	Team Sports Inc Werk-Brau Co., Inc Starbucks Coffee Company Bowling Green State University of Toledo	Mount Vernon Urbana Holland Findlay Pittsburg	Ohio Ohio Ohio Ohio Pennsylva nia
2006	CBA	Management	Employed/Placed	Director of Communications	Green State University of Toledo	Mount Vernon	Ohio
2006	CBA	Management	Employed/Placed	No title provided	The Motorists Insurance Group	Urbana	Ohio
2006	CBA	Management	Employed/Placed	Purchase Order Assistant	Whirlpool Corporation	Holland	Ohio
2006	CBA	Management	Employed/Placed	Engineer	Saint Joseph	Findlay	Ohio
2006	CBA	Management	Employed/Placed	Store Manager	Michigan	Pittsburg	Pennsylva nia
2006	CBA	Management	Graduate/Profess ional School	No degree provided		Bowling Green	Ohio
2006	CBA	Management	Graduate/Profess ional School	M Business Management		Toledo	Ohio
2006	CBA	Management, French	Employed/Placed	Unknown Trade Partner Support Specialist		Columbus	Ohio
2006	CBA	Management,Mar keting	Employed/Placed			Saint Joseph	Michigan

Over 2 years, five of 22 reports show jobs that are unusual. Expectations are that graduates secure quality employment matching their degree. All reports meet the standard.

III. PROGRAMMATIC /OPERATIONAL ADJUSTMENTS

Instructions: Please complete the following sections.

A. Describe the *adjustments*, if any, to the program or the program's operations (including budgetary) which are either being proposed or have already been made in order to narrow the gaps identified between learning objectives and actual outcomes.

(What changes in curriculum, instructional strategies, course content, personnel, facilities, equipment, resource allocation, etc. are recommended to address the gaps between expected performance and actual results?)

Proposed addition of 3rd accounting course or stretching two current accounting courses to one-year length. Motion failed. Instead CBA Faculty implemented core course required attempt to integrate accounting concepts. MGMT 333, Management & OB, implemented expanded financial statement requirement for Chapter 10 Exercise Planning & Production Exercise; Real Estate Problem. To address gap in ETS Accounting indicator.

CBA Faculty adopted: "Messy or poor quality papers/assignments and or numerous errors in grammar, syntax, spelling, typos, etc. will receive substantially lower points. The instructor reserves the right to give an "F" for an assignment with excessive typos/ mechanical errors/spelling errors." Approved CBA faculty meeting, April 5, 2006. To address gap in thinking & expression.

Items below implemented Fall 2006 relative to 2005-06 results. Should go in 2006-07 report?

[CBA Faculty adopted requiring those scoring below the 25th percentile overall on ETS Major Field Test to demonstrate their knowledge in a 1-hour oral exam with the CBA Assessment Committee. To address ETS scores below 25th percentile and raise overall MGMT scores.

Proposed faculty consider review of the Gen Ed curriculum, requiring a Professional Writing course, reviewing each major for writing assignments, and considering a major capstone in addition to the degree capstone. To address capstone writing, analysis and core gap.

Fall 2006 Management faculty proposed revision to Management Core Curriculum; accepted. Also discussed and proposed changes to Management major, specifically requiring an internship for the degree while making MGMT 486 International Management an elective. Supporting faculty strongly disagree; tabled. To raise MGMT majors' Management indicator scores; only need 1 more question correct on average.

New Management honorary, Sigma Iota Epsilon; will offer management review before ETS Major Field Test exam. To raise MGMT majors' Management indicator scores; only need 1 more question correct on average.

Implemented CBA Senior/Junior Networking Events for Fall & Winter 2005-06. To improve reported employment and internships completed.]

B. Describe the *changes* that need to be made to the assessment plan and practices for the future?

(Have questions been raised about the effectiveness of the assessment plan? If so, what changes are needed? Are different objectives, measures, analysis, etc. needed?)

Insufficient evaluations were received for two Capstone presentations. Faculty will be presented a roster to 'volunteer' for assessment of Capstone Presentations; this will facilitate each presentation being assessed by at least three faculty members. They will be instructed in assessing with rubric for each and urged to complete the assessment form.

Learning objectives need revision and adjustment; ONU's General Education Objectives overlap CBA Degree Objectives which overlap major's objectives. First two sets of objectives not reported on this form. Per AACSB Programs Conference, November 2006, adjustments should be made to streamline assessments and match accreditation and university assessments.

**Change below implemented Fall 2006 relative to 2005-06 results; should go in 2006-07 report? [Per AACSB Programs Conference, November 2006 Phoenix AZ. written communication skills must be assessed at the individual rather than group level; requires either assessing individual work in capstone course/s and/or adjusting learning objectives to match. Will collect individual papers for evaluation in core course.]*