

School of Economics and Management (SEM)  
at North China University of Technology (NCUT)

Assessment Plan 2018 -2023

**Purpose**

The purpose of this document is to provide a guide for assessing the overall academic effectiveness of the 4 undergraduate programs (Business Administration, Accounting, International Economics & Trade, Economics & Finance) offered by the School of Economics and Management (SEM) at North China University of Technology (NCUT) in 2020/2021. This document addresses the needs of accreditors, administrators, external stakeholders, students, and faculty. Accreditors set general standards including the requirement that actual results agree with the Stated Mission.

Administrators are accountable for program effectiveness and need to know whether the program is delivering promised learning outcomes. External stakeholders value the program's effectiveness and also require and deserve empirical assurance of learning. Students need to know what they can reasonably expect to achieve from their investment of time and money in SEM undergraduate programs. The faculty is responsible for instructional effectiveness and for making continuous improvements to the program based on the analysis of collected assessment data.

**Relationships to ACBSP standards and terminology**

SEM has developed 4 undergraduate programs, and all these 4 programs are undergoing the accreditation process for ACBSP ([www.acbsp.org](http://www.acbsp.org)). While this plan was designed to meet ACBSP standards and program definitions, which utilizes the term Standard 4: "The business unit must have a systematic student learning outcomes assessment process and plan that leads to continuous improvement. Student learning outcomes must be developed and implemented for each accredited program, and the results must be communicated to stakeholders." SEM faculty has decided to apply ACBSP terminology throughout its assessment documentation. This plan and its language reflect that decision.

Under ACBSP standards, each learning goal must be supported by at least one measurable student learning outcome. A learning goal must be directly measurable in a way that can be mapped into a “yes, they did it” or “no, they didn’t” outcome. While at least one assessment tool must be used to measure each objective; multiple tools are encouraged.

ACBSP also makes an important distinction between direct and indirect measures, summative and formative measures, internal and external measures. Satisfaction surveys of parents, alumni and employers are examples of indirect and external measures. The description of the measurement instrument used for each student learning outcome is required with the definitions of ACBSP as listed below:

- **Direct** - Assessing student performance by examining samples of student work
- **Indirect** - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.
- **Formative** – An assessment conducted during the student’s education.
- **Summative** – An assessment conducted at the end of the student’s education.
- **Internal** – An assessment instrument that was developed within the business unit.
- **External** – An assessment instrument that was developed outside the business unit.
- **Comparative** – Compare results to external students using data from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data. Internal comparative data may be between classes, online and on ground classes, professors, programs, campuses, etc.

### **SEM Student Learning Goals**

Learning goals (program outcomes) articulate what graduates should be able to do and/or what overall traits they should possess at the conclusion of the SEM undergraduate programs.

**Upon graduation, SEM’s undergraduate program graduates will possess the following skills as defined by these Learning Goals:**

1. A baccalaureate content knowledge of his/her disciplinary concentration.
2. The ability to identify, formulate, and solve business problems using appropriate methodologies and tools.

3. The ability to communicate effectively.
4. The ability to master the methods and skills of cross-cultural communication in English.
5. An appreciation of professional and ethical responsibilities.
6. The ability to function well in groups.
7. Knowledge of the functional areas of organizations and how they relate to each other.

Learning goal 1 to goal 3 will be measured separately for each disciplinary concentration in the SEM undergraduate programs. Goals 3 through 7 are common to all disciplinary concentration and will be measured using representative samples of all undergraduate students.

### **Measurable Learning Objectives**

The achievement of each learning goal is measured by student achievement of specific and measurable learning objectives. The SEM faculty has identified at least 1 learning objectives for each goal, and some goal may have more than 1 learning objectives and will be listed separately.

### **A baccalaureate content knowledge of his/her major discipline**

The learning objectives for this goal (called the “content knowledge goal”) vary by disciplinary concentration. Learning objectives for each disciplinary concentration area are listed in Table 1.

**Table 1 - Learning Objectives Supporting Goal 1 (Discipline Content Knowledge)**

<b>Program</b>	<b>Objective</b>
<b>Business Administration</b>	1.1 Demonstrate understanding the basic theories of economics, management and general management knowledge
<b>Accounting</b>	1.1 Demonstrate understanding the basic theories of economics, management and accounting
<b>International Economics &amp; Trade</b>	1.1 Demonstrate understanding the basic theories of economics, international trade rules and management

<b>Economics &amp; Finance</b>	1.1 Demonstrate understanding the basic theories of economics and finance, the basic methods to analyze, prevent and control of the financial risks
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**Table 2 - Learning Objectives Supporting Goal 2 (The ability to identify, formulate, and solve business problems using appropriate methodologies and tools)**

<b>Program</b>	<b>Objective</b>
<b>Business Administration</b>	2.1 Demonstrate the ability to use information technology to guide the practical application of management to solve problems in business management
<b>Accounting</b>	2.1 Demonstrate the ability to use information technology to guide the practical application of accounting to solve problems in accounting
<b>International Economics &amp; Trade</b>	2.1 Demonstrate the ability to use information technology to guide the practical application of management to solve problems in international trade business
<b>Economics &amp; Finance</b>	2.1 Demonstrate the ability to use information technology to guide the practical application of finance to solve problems in financial analysis and financial risk control

**Table 3 - Learning Objectives Supporting Goal 3 (The ability to communicate effectively)**

<b>Program</b>	<b>Objective</b>
<b>Business Administration</b>	3.1 Demonstrate the ability to write comprehensive management analysis reports, provide reasonable suggestions for unit forecasting, decision-making and risk management
	3.2 Demonstrate the ability to communicate with industry peers and the public on professional related fields, including oral presentations and debates
<b>Accounting</b>	3.1 Demonstrate the ability to write financial and business analysis reports, and provide reasonable suggestions for unit forecasting, decision-making and risk management
	3.2 Demonstrate the ability to communicate with accounting and financial peers and the public in accounting related fields,

	including oral presentations and debates
<b>International Economics &amp; Trade</b>	3.1 Demonstrate the ability to write international business analysis reports, and provide reasonable suggestions for unit forecasting, decision-making and risk management
	3.2 Demonstrate the ability to communicate with industry peers and the public on international trade related fields, business communication and negotiation skills
<b>Economics &amp; Finance</b>	3.1 Demonstrate the ability to write financial analysis reports, and provide reasonable suggestions for the forecasting, decision-making and risk management of enterprises and financial institutions
	3.2 Demonstrate the ability to communicate with financial peers and the public in financial related fields, including oral presentations and debates

Table 4 summarizes the learning objectives to be used in evaluating the SEM undergraduate program's learning goals. Assessment of these goals and their objectives will be completed primarily in curriculum's core courses. These core courses are completed by the majority of all Baccalaureate Degree seeking students in SEM's 4 undergraduate programs.

**Table 4 - Common Learning Objectives for Goals 4 through 7 (All disciplinary concentrations)**

<b>Goal 4 – Goal 7</b>	<b>Objective</b>
<b>Goal 4:</b> The ability to master the methods and skills of cross-cultural communication in English	4.1 Demonstrate the ability to prepare and deliver an effective managerial presentation in English
	4.2 Demonstrate the ability to clear, concise, and correct writing in a paper on a business topic in English
<b>Goal 5:</b> An appreciation of professional and ethical responsibilities	5.1 Demonstrate the ability to conduct oneself professionally in a business presentation
	5.2 Demonstrate the ability to identify ethical dilemmas and suggest responsible courses of action in business cases
<b>Goal 6:</b> The ability to function well in groups	6.1 Demonstrate the ability to be evaluated as a successful team member by peers
	6.2 Demonstrate the ability to integrate into new teams
<b>Goal 7:</b> Knowledge of the functional areas of organizations	7.1 Demonstrate knowledge of the functional areas of a complex organization

and how they relate to each other

7.2 Demonstrate the ability to prepare an internal analysis of the functional areas within a complex organization and determine how each adds value

## **Assessment Tools**

### **Concept of the assessment tools**

For the purposes of this plan, an assessment tool is a procedure, protocol, or exercise that is reasonably objective, repeatable over time, and can be used to carry out the following two-step process for each learning objective:

Step 1: Determine whether each student did or did not meet the objective (a yes-no result).

Step 2: Determine the percentage of sampled students who have met the objective.

This concept deemphasizes exceptionally high and low scores and focuses program improvement on increasing the number of students who achieve a certain competency level.

Example. Objective Business Administration 1.1 states that students will “Demonstrate understanding the basic theories of economics, management and general management knowledge” Any tools used to measure the achievement of this objective must be capable of returning a “yes” or “no” result for each learning performance delivered by each student (or group). As a second step, the percentage of assessed students who did achieve the objective is computed. The result of using this tool might be that 86% of sampled students achieved this objective.

### **Challenges in designing and using assessment tool**

At least two key challenges must be addressed when crafting and using each tool.

Challenge 1: Repeatability. The tool must be utilized over time and across different sections of the same course or across two or more courses.

Challenge 2: Sampling. What is the sample of students? Is it representative of the population?

Another issue, yet less critical than the two identified above, is the decision of what percentage of successful students is “acceptable” to the faculty. This determination need not be made in advance nor must it be a fixed target. Trends over time may be more important and different stakeholders may wish to judge different percentages as adequate or not. The goal of continuous improvement dictates that whatever the percentage of students achieving the learning objective is, we should strive to increase that percentage over time.

**Table 5 - Assessment Tools and Administration**

<b>Tool</b>	<b>Description (Student will...)</b>	<b>Frequency/Start Date</b>	<b>Data Collection Method</b>	<b>Administered by</b>
<b>Business Presentations</b>	Prepare and deliver a managerial level presentation of a relevant business topics	Fall and Spring semesters, beginning in 2018/2019	Evaluation by faculty using standardized rubrics	Course Instructors
<b>Written Papers</b>	Compose varied length papers as part of upper division business course assignments	Fall and Spring semesters, beginning in 2018/2019	Evaluation by faculty using standardized rubrics	Course Instructors
<b>Case Analysis</b>	Analyze aspects of a business case; develop conclusions and/or recommendations	Fall and Spring semesters, beginning in 2018/2019	Evaluation by faculty using standardized rubrics	Course Instructors
<b>Group Projects</b>	Work in teams to produce a product (report, software, presentation, etc.)	Fall and Spring semesters, beginning in 2018/2019	Evaluation by faculty using standardized rubrics	Course Instructors
<b>Embedded Course-Level Assessments</b>	Complete or perform specific assignments and/or sections of course examinations	Fall and Spring semesters, beginning in 2018/2019	Evaluation by faculty using standardized	Course Instructors

			rubrics	
<b>CPC test</b>	Complete the CPC test for the basic knowledge of core courses of each program	Fall semesters, beginning in 2018/2019	Online standardized question bank test	Course Instructors
<b>Comprehensive final exams for core courses</b>	Complete comprehensive final exams of core courses	Fall and Spring semesters, beginning in 2018/2019	Evaluation by faculty using standardized rubrics	Course Instructors
<b>Internship Survey and Report</b>	Complete internship	Spring semesters, beginning in 2018/2019	Evaluation by faculty using standardized rubrics	Internship Instructors, third party
<b>Satisfaction Surveys</b>	Complete satisfaction surveys of employers and alumni to evaluate his/her team's performance, work habits, delegation of duties, team structure, and quality of product	Fall and Spring semesters, beginning in 2018/2019	Online satisfaction surveys using standardized rubrics	Third party, data compiled by Assessment

### **Assessment Implementation & Analysis for Program Improvement**

#### **General Implementation Strategy**

The SEM Faculty is responsible for:

- Undertaking assessment efforts as an integral portion of teaching activity.
- Participating in meetings to discuss assessment data and offer recommendations for program improvement.

#### **Assessment Timetable**

1. SEM department faculty and/or course instructors will collect raw data throughout the academic year (September-June).
2. The Assessment Panel will coordinate the compilation and analysis of collected data prior to or during June of each year.
3. The Assessment Panel shall prepare a draft Assessment Report and submit it to the Dean's Office of Assessment and Curriculum by September 30. The draft report shall include the analysis of data collected during the prior academic year by each assessment tool; the status of recommendations previously adopted; and proposed recommendations for the faculty to consider.
4. Department faculty will meet every September at the start of the semester, prior to the start of classes, to review the compiled data from the previous academic year and to develop recommendations for program improvements to better achieve the stated objectives and outcomes.
5. Department faculty will meet every academic semester to discuss results from the previous semester and plan data collection activities for the current academic year.

Proposed program changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to program objectives and outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints.

### **Modification of the Assessment Plan**

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the goals, objectives, assessment tools, collection methods, or any other aspect of the plan. Any changes are to be approved by the faculty of the program. A modified assessment plan will be forwarded to the Associate Dean and the Dean's Office.