

**Department of Business**  
**Oglala Lakota College**  
**Assessment Plan**



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## **Introduction**

### **BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION**

This is a four-year degree in Business Administration with a choice of one of four areas of specialization: Management, Accounting, Tribal Management or Entrepreneurship. Each degree specialization provides a foundation of general business knowledge and skills, as well as specialized preparation for those who want to pursue a career in government, tribal programs or in private business.

### **Bachelors of Science in Business Administration Goals/Objectives**

#### **1. Goals**

The undergraduate degree in Business Administration requires knowledge and awareness of the following:

Students will:

1. Possess a basic knowledge of accounting, economics, finance, the legal environment of business, management, marketing, and information systems.
2. Communicate effectively in a manner that is coherent, organized, concise, and grammatically correct.
3. Apply basic quantitative and qualitative skills to business problems.
4. Understand how ethical decision-making and globalization effect organizations on and off the reservation.
5. Analyze business and economic problems utilizing general and management specific skills and knowledge.
6. Promote wolakolkiciyapi among business organizations, employees, and employers across the reservation.

#### **2. Objectives**

Students will demonstrate the ability and skill to:

- 1 Evaluate the major functional areas of business including:
  - A. Ability to prepare, read, analyze and communicate financial information.
  - B. Ability to use financial information in managerial decisions.
  - C. Understanding of the duties of a manager: planning, organizing, directing and controlling.

- D. Ability to use the marketing mix to successfully perform in the environment of marketing.
  - E. Understanding of the fundamental legal concepts and their application to the business community.
  - F. Basic knowledge of the use of information technology in managing organizations.
  - G. Ability to apply modern scientific and mathematical methods to management problems.
  - H. Ability to coordinate the knowledge learned in program core course in the formulation and administration of sound business policy using case analysis and discussion.
- 2 Determine and demonstrate well developed written and oral communication skills
  - 3 Ability to evaluate current technology to critical and creatively solve business issues
  - 4 Demonstrate strong analytic and critical thinking skills
  - 5 Ability to integrate ethical decision models
  - 6 Ability to construct both quantitative and qualitative analysis of business problems
  - 7 Ability to write opinions based on analysis
  - 8 Ability to formulate conclusions with evidence
  - 9 Demonstrate a well-rounded education that enables the student to conduct themselves as responsible professionals and citizens who are aware of ethical issues and societal needs and problems

#### **Option A – Management**

1. Ability to evaluate and apply the Human Resource function in a business environment with regard to recruitment, selection, training and development, discipline, termination and personnel laws
2. Demonstrate small business understanding by successfully completing a business plan.
3. Ability to evaluate behavior approach management with an emphasis on the understanding, prediction and control of human behavior in the organizational setting

#### **Option B – Accounting**

1. Recommend the appropriate managerial and business issues critical to analyzing accounting data and other information used for identifying and assessing opportunities and risks, developing organizational plans, allocating resources, and accomplishing objectives
2. Recommend relevant accounting principles and standards to specific business activities and workplace situations

#### **Option C – Tribal Management**

1. Recommend and apply behavior approach management with an emphasis on the understanding, prediction and control of human behavior in the organizational setting
2. Ability to select and apply for and manage a grant
3. Integrate principles of management and personnel supervision in relation to Tribal programs.
4. Validate and apply solving personnel problems, writing program objectives, effective planning, manage budgets, provide direction and evaluation of a Tribal program

### **Option D – Entrepreneurship**

1. Construct a business plan integrating reservation issues, licensing, tribal laws and codes
2. Formulate a human resource, leadership and financial plan in relation to a small business
3. Assemble a report in relation to the marketing research conducted for a business
4. Determine individual leadership techniques to best suit a small business

### **1. Outcomes Criteria**

Successful completion of national standardized Major Field Test (MFT) by all graduating seniors. Ideally, this test will be completed by students during Seminar in Strategic Management (BAd 453).

### **2. Assessment Methods**

- A. Analysis of course content in relation to exam subject areas and score
- B. Analyze individual courses taught each semester to determine possible needed changes to each individual course
- C. Analysis of courses chosen systematically on a semester basis for assessment
  - a. Four courses per semester for five year plan
  - b. Re-evaluate plan upon completion for renewal process
- D. Analysis of course content in relation to exam subject areas and scores
- E. Analysis of overall MFT exam scores
  - a. in comparison with national scores
  - b. in comparison with year over year results of OLC graduating students
- F. Analysis of American Indian Higher Education Consortium (AIHEC) results
  - a. Comparison of other tribal colleges in various fields of study

### **Assessment Matrix**

The Business Department utilizes three separate but combined matrixes. Each matrix explains the importance of the assessment and details the unique connection of the course learning outcomes, program learning outcomes and the major field test. The matrixes can be found at [http://olc.edu/departments/bs/bus\\_assessment.htm](http://olc.edu/departments/bs/bus_assessment.htm)

- Program Assessment Matrix-Shows the relationship of the program learning outcomes to the curriculum
- Major field Test Matrix- Shows the relationship of the course learning outcomes to the major field test
- Program to Major Field Test Matrix- Shows the relationship of the program learning outcomes to the major filed test

The Individual Course Assessment (ICA) form is completed during the ICA for every course taught during the semester of scheduled evaluation. Therefore, if there is more than one section of the course, all sections are evaluated for consistency and continuity. The Course Assessment,

which requires artifact with syllabus form, is to accompany the Individual Course Assessment form.

Both forms are utilized to ensure the curricula is meeting the expectations of the Business Department's matrix to align the course learning outcomes with the program learning outcomes and to align both outcomes with the major field test. The evaluation will give the Business Department the opportunity to evaluate the course delivery, whether the course was taught by adjunct or full time faculty and the content of the course textbook to maximize student learning. The results of the assessment are documented along with the instructor's evaluation of their recommendations of how the course was effective and/or any suggestions on how the course can be better. The Business Department will utilize this information to determine if any adjustments are needed for the next time the course is taught.

Artifacts required are set by the OLC Business Department prior to the course evaluation. Every section of the same course will require the same artifact for evaluation.

### **EXIT EXAM**

The ETS® MFT-The Major Field Test in business is given to students that are graduating with a Bachelor of Science in Business Administration at Oglala Lakota College. This online test is administered in April or May of each year. This standardized test provides feedback on our students' knowledge as compared other universities nationwide. A key purpose of MFT exams and results is to provide information for colleges and universities to use in curriculum evaluation, departmental self-study, and end-of-major outcomes assessment. Major Field Test summary data for a department's group of students can be an important part of the information available to a department or program in its self-evaluation. Test scores will be used in the context of other sources of information; test scores will not be the only criterion that is used when making decisions about programs or individuals. This exam is used in conjunction with other assessment methods in the business department at Oglala Lakota College.

More about MFT:

The Major Field Test for the Bachelor's Degree in Business contains 120 multiple-choice questions designed to measure a student's subject knowledge and the ability to apply facts, concepts, theories and analytical methods. Some questions are grouped in sets and based on diagrams, charts and data tables. The questions represent a wide range of difficulty and cover depth and breadth in assessing students' achievement levels.

The Business Test has five key objectives:

1. Measures students' knowledge of the multidisciplinary subject matter representative of undergraduate business education.
2. Provide information to students regarding their level of achievement.

3. Provide information on student achievement to faculty to enable institutions to assess their performance relative to their specific mission and objectives.
4. Provide information to facilitate development of appropriate goals and educational programs.

Topics covered in the MFT test include Accounting, Economics, Management, Quantitative Business Analysis, Information Systems, Finance, Marketing, Legal and Social Environment, and International Issues.

Information gathered from the ETS Major Field tests Website. More information can be obtained at:

[http://www.ets.org/mft/about/content/bachelor\\_business](http://www.ets.org/mft/about/content/bachelor_business)

### **AIHEC**

During the annual AIHEC meeting, students from various disciplines have the opportunity to compete with other Tribal College University students. OLC Business Department uses this competition as a performance indicator to compare our program with other TCU's. The competition location changes annually. The host location is responsible for the content in the competition.

### **Retention, Persistence and Completion**

The OLC Business Department strives to meet or exceed the retention expectation set forth by Oglala Lakota College as a unit.

### **Employment**

The OLC Business Department has developed an employment survey to gain perspective from the employers around the reservation and nearby communities on how the graduated students are performing on their jobs. The survey allows the OLC Business Department to incorporate the expectations of the employers in the course curriculum. In addition, the survey gives value to employers and helps develop a working relationship while meeting the needs of stakeholders.

### **3. Type of Feedback**

- A. Review of test data by faculty within the Business Department to determine Oglala Lakota Business Department students with the nationwide average
- B. Evaluation of Business Department curricula and course content in relation to areas of the exam on which students receive lower scores than the national average and with a year over year comparison of OLC students
- C. Evaluate the Major Field Test content in relation to the Oglala Lakota Business Department's mission and vision

### **4. How data will be used to improve program or revise curricula**

Data will be used to recommend updates to curricula and course content to address identified problem areas. Course learning outcomes will be evaluated on a systematic scheduled to ensure support of the recommended updates and enhance program learning outcomes in relation to the major field test.







**Business Department**

**Course Assessment**

**Which Requires Artifact w/Syllabus**

Course Name/Number:  
Instructor:

Location:

Semester:

#Students Attempted Course:  
Pass w/"C" or Better:

#Students Completed Course:

#Students

%Successfully Completed:

Artifact:  
Course Objectives:

Desired Outcome:

Rubric Demonstrating Artifacts Relevance to

Course Goal:

How was goal addressed?	How was goal assessed?	Recommendations

Course Objectives:

	Objective	Assessment Method	Desired Result	Corrective Action
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

## Weekly Objectives:

Review Weekly Objectives:	Recommendations:
Week 1-	
Week 2-	
Week 3-	
Week 4-	
Week 5-	
Week 6-	
Week 7-	
Week 8-	
Week 9-	
Week 10-	
Week 11-	
Week 12-	

Week 13-	
Week 14-	
Week 15-	

Textbook/Supplemental Materials:

Online manual in course room (Modules)

SIR (Student Evaluations) Information:

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**Business Department**  
**Individual Course Assessment**

Course Name/Number:

Location:

Semester:

Instructor:

Full-time or Adjunct

Course Delivery

#Students Attempted Course:

#Students Completed Course:

#Students Pass w/ "C" or Better:

%Successfully Completed:

Program Learning Outcomes:

Major Field Test Criteria:

Textbook/Supplemental Materials Recommendations:

Course Recommendations/Proposed Changes:

Successes

Failures

## Assessment Model

The assessment model shows a continuous flow of the three key areas of assessment for the Oglala Lakota College Business Department.

- Program Learning Outcomes are assessed by evaluation of
  - Major Field Test (national average)
  - AIHEC (tribal colleges and universities competition)
  - Retentions, Persistence and Completion
  - Employment
- Course Student Learning Outcomes are assessed by
  - Individual Course Assessment
    - Assessment of Artifacts- determined by the OLC Business Department prior to evaluation
    - Individual course reviews on a systematic schedule
    - Course Completion Rate- in accordance with the IEP
- Student Assessment
  - Evaluates Key artifacts assigned within the course by the individual instructor

The results obtained by the assessments are used to identify strengths and weaknesses within the model. One area of the model cannot work without continuity from the other areas. The continuous circular design explains how when one area is enhanced, the other two areas are affected.

