

Simon Business School
Executive Summary Assessment Plan
4/24/2019

This Assessment Plan describes how the Simon Business School conducts its assurance of learning (AOL) processes to further our mission—to *develop business leaders who have an exceptional level of clarity about business and about themselves.*

Each of our graduate business programs, and the undergraduate business program, have broad learning goals. The learning goals state the educational expectations for each degree program, and specify the intellectual and behavioral competencies a program is intended to instill. In defining these goals, the faculty members clarify how they intend for graduates to be competent and effective as a result of completing the program.

Direct learning assessment is provided through a process that starts with these program goals and more detailed program objectives which are then mapped to specific course objectives. Student grades on tests, examinations, reports, presentations and projects provide a direct measure of how well the specific course objectives are satisfied. The same assessment process is used for all courses. AOL for each program is completed on a cyclical basis based on the program needs and objectives. For example, AOL is used extensively in an examination of a program overhaul, and then again quite extensively to determine the effects of those changes.

The Graduate Curriculum Committee (GCC), the Senior Associate Dean of Faculty and Research, the Associate Dean of Full-Time Programs, and the Faculty Directors and Committees for each Program own the plan for AOL. These parties use well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met.

Student class grades which include participation, presentation as well as written examination results are a direct learning assessment measure. Student course evaluations are also required at the end of each course as well as at the end of the program. These evaluations which contain both quantitative evaluations and open ended questions are indirect learning assessment measures. The course evaluations are carefully reviewed by the GCC, the Deans and the faculty. The written comments in the student evaluations often provide information that is particularly useful in continuously improving the quality of the course. The Dean provides public recognition for outstanding evaluations, and the Dean initiates corrective action for consistent poor evaluations.

A historical record of direct learning assessments, overall student grades and student course evaluations are maintained by the School. Each of these three measures is in a standard form to facilitate longitudinal analysis.

Curricula management captures input from key business school stakeholders and is influenced by assurance of learning results, new developments in business practices and issues, and other changes such as modifications to our mission and strategy. These stakeholders include organizations employing our graduates, and our alumni and students.

Our processes produce a portfolio of documented improvements based on collected evidence. Entering students take a survey to measure their expectations for the program and to assess their preparation for the program. Upon completing the program each student takes an exit interview to assess their learning and overall satisfaction with the program. Comparing the incoming survey with the graduating exit interview provides an indication of assurance of learning and satisfaction during the program. In addition, the student Post Intern Survey measures the student's view of learning and preparation after the summer intern experience.

Informal discussions and focus groups with recruiters and alumni are used to provide an indication of student readiness for the job interview and the job requirements (measured individually and compared to students and graduates from other schools). The Simon School also compares itself with the business educational market by carefully monitoring industry surveys such as the three Graduate Management Admission Council (GMAC) surveys (employer-recruiter, prospective student and alumni surveys). This indirect program level assurance of learning is reviewed regularly to provide a perspective over time.