

## 2017-18 Student Learning Assessment Report, Academic

<b>Program:</b> Business Core	<b>Degree:</b> - Select One -	<b>Department Head:</b> Chuck Seifert	<b>Submitted By:</b> Melinda Costello	<b>Date Submitted:</b> 06/23/2020
<b>Mission:</b> Mission: We empower students with the knowledge and values to lead, serve, and succeed in their careers, communities and lives. (Revised Fall 2015)				
<b>1. Major/Program Student Learning Outcomes</b> Students will be able to...		<b>2. Phase</b>		
1. 1. Problem Solving Think critically and creatively to solve complex organizational problems using appropriate and analytic and quantitative techniques and integrating knowledge and skills from various disciplines.		Planning Collecting Discussing Impact		
<b>3. Assessment Procedures</b> (Planning/ determining) <b>Method: (ex. tests, presentations, research paper)</b> In-class analysis - identify relevant information, assess quantitative and qualitative data -identify strategic issues, generate alternatives, draw conclusions, develop initiatives				
<b>Using a Sample of Students?</b>  No				
<b>If yes, describe your sample.</b>				
<b>When does assessment occur?</b>  BUDV 450 - fall 2017				
<b>How often does assessment occur?</b>  every year				
<b>Criteria</b> (How do you know students are achieving learning outcome?)  80% meets or exceeds expectations (70% or higher on rubric) Exceeds: above 90 Meets: 70-90 Does not meet: below 70				
<b>4. Assessment Results</b> (Collecting/ analyzing)				

n=81

PS 1

Analyze and interpret quantitative data

Exceeds 18/22%

Meets 54/67%

Not meet 9/11%

PS 2

Identify and assess relevant qualitative and quantitative information

Exceeds 26/32%

Meets 46/57%

Not meet 9/11%

PS 3

Defines the problem through clearly stated strategic issues

Exceeds 33/41%

Meets 45/55%

Not meet 3/4%

PS 4

Generates alternatives and formulates strategies

Exceeds 47/44%

Meets 51/63%

Not meet 28/35%

PS 5

Develops plans for implementing recommendations

Exceeds 60/74%

Meets 20/25%

Not meet 1/1%

89% of students meet or exceed expectations in all areas

## Learning Outcome Met?

(Based on Criteria)

Yes

## 5. Use of Results

(Discussing/ using results)

No changes made; expectations were met.

## 6. Determining if changes impacted student learning

The students in BUDV 450 this cycle would have experienced the changes that were made in FINC 301 and MGMT 211 in CY 2014.

Because the changes seem to have been impactful, we will continue to monitor the implementation of the changes in FINC 301 and MGMT 211. In addition, ACCT 200 is in the process of implementing the changes discussed in CY 2014. We will monitor the implementation of those changes.

ACCT 200

To improve students' ability to perform basic and integrative analysis of financial accounting information:

The ACCT 200 teaching team was not able to identify an appropriate existing integrative case for novice learners. Therefore, during the Fall 2015 semester, an experimental project was undertaken in 3 sections (90 students) of the course in which students were required to select a real world firm and analyze its financial reports. Initial results from this project were disappointing. The results were further analyzed and indicate that an alternative, more basic, approach needs to be developed. This issue is to be readdressed during the Spring and Summer 2016 semesters in an effort to identify a more useful and appropriate approach to

begin developing Problem Solving and Integrative Case analysis skills in these novice learners. It was anticipated that the Course Guide and all Goals (including Learning Goal 4) will be reviewed during the Fall 2016 semester. A single Course Coordinator for the entire Core Accounting Stream was appointed during the spring 2016 semester, but the coordinator was not aware of these expectations. A new course coordinator was assigned for fall 2017 who was not aware of these expectations. The new course coordinator will work with faculty teaching ACCT 200 in fall 2017 to design an appropriate case to implement in spring 2018. (One idea currently under discussion is to develop a short mini-case on liquidity, solvency, and profitability ratio analysis to be solved as a homework assignment.)

**FINC 301**

To address concerns regarding students’ ability to forecast financial statements:

The School of Business core managerial finance course requires prerequisite skills in quantitative business. Based on historical student performance in this core course, faculty members had been allocating 10-15% of scheduled class-time to review these prerequisite skills due to observed weaknesses in some of their students’ ability to utilize their knowledge and skills. To address the observed problem, in Fall 2015 the finance department applied online review tools to reinforce prerequisite skills (i.e. Time Value of Money) early in this core finance course. Results showed that early-semester TVM review is significantly important, and improve student performance in the core finance course. The impact is larger for lower GPA students.

(paper presented at Finance Education Association conference, Fall 2015 and at the Financial Management Association meeting, Fall 2016)

The Finance Department prepared and tested an online TVM Review/Test for FINC301 students to take at the beginning of the semester to refresh their knowledge and skills they learned in QBUS100/110 classes. The TVM Review/Test was implemented across all sections of FINC 301 in Spring 2016. As a result of implementing the review/test, FINC 301 faculty will be able to spend additional class time covering Financial Statement Analysis and Financial Planning material throughout the semester. From spring 2016 to fall 2016, the course coordinator for FINC 301 changed, and the new coordinator did not carry on the online review program in CY 2017. The coordinator for FINC 301 has been asked to revisit the use of the online review in all sections of FINC 301.

**MGMT 211**

To address concerns regarding students’ tendency to jump to “solutions” before adequately defining the problem:

The faculty teaching MGMT 211 implemented a common case across sections of the class in fall 2016/spring 2017 and fall 2017/2018. The case emphasized the entire problem solving process – both programmed and non-programmed decisions – and included elements that encouraged moral consideration. The case had sufficient complexity so that it required students to suspend judgement and work through the initial steps of the problem solving process (preferences and information, alternatives and recommendations) as well as opportunities to practice programmed decisions with the development of initiatives.

The faculty met to discuss the case and determined that a common case across seven sections created a situation that could lead to plagiarism. They decided that each faculty member could select a case that was complex and incorporated ethical issues and ask students to analyze the case using the problem solving process. This approach will be used in fall 2018/spring 2019 and reassessed at the end of the school year.

1. Major/Program Student Learning Outcomes Students will be able to...	2. Phase
2. Written Communication Communicate in writing using language appropriate to the audience.  Oral Communication Communicate orally using language appropriate to the audience.	Planning  Not Done

**3. Assessment Procedures (Planning/ determining)**

**Method: (ex. tests, presentations, research paper)**

Method #1: FINC 301  
 Report to executive that includes

Instrument: Performance levels on specific traits on rubric approved by the program’s faculty

Sample: Students enrolled in FINC 301

Method #2: Director of Writing Center  
 Director reviewed random sample of 35 student papers using the same rubric used by Finance faculty.

Oral communication is assessed within each major in an upper-level course. The methods used by each major are described below. The attached oral presentation rubric is used to assess mastery of oral presentation skills in all classes.  
 Accounting ACCT 460 Internal and Performance Auditing

**Using a Sample of Students?**

No

**If yes, describe your sample.**

**When does assessment occur?**

next assessed 2018 - for the next cycle assessment of this learning goal will be moved to BUDV 450

**How often does assessment occur?**

Every year

**Criteria** (How do you know students are achieving learning outcome?)

80% meets or exceeds expectations  
 (70% or higher on rubric)  
 Exceeds: above 90  
 Meets: 70-90  
 Does not meet: below 70

1. Major/Program Student Learning Outcomes Students will be able to...	2. Phase
3. Teamwork/ Leadership  Demonstrate respect, responsibility and a focus on serving others as a leader and team member.	Planning  Not Done

**3. Assessment Procedures** (Planning/ determining)

**Method: (ex. tests, presentations, research paper)**

BUDV 450 student and instructor assessment

**Using a Sample of Students?**

No

**If yes, describe your sample.**

**When does assessment occur?**

next assessed in 2018

**How often does assessment occur?**

will move to being assessed every year

**Criteria** (How do you know students are achieving learning outcome?)

80% meets or exceeds expectations  
(70% or higher on rubric)  
Exceeds: above 90  
Meets: 70-90  
Does not meet: below 70

1. Major/Program Student Learning Outcomes Students will be able to...	2. Phase
4. Moral Concern Work toward a just, peaceable, and humane solution with thoughtful consideration of the impact on all stakeholders, the external environment and the natural world.	Planning Collecting Discussing Impact

**3. Assessment Procedures** (Planning/ determining)**Method:** (ex. tests, presentations, research paper)

Method: BUDV 450 (Capstone class)  
 Part of formal individual project used to assess problem solving – frame moral dilemma, consider stakeholders, consider implications of actions   
 Instrument: Rubric   
 Sample: All students enrolled in BUDV 450  
 When: Weeks 13 and 14 of semester

**Using a Sample of Students?**

No

**If yes, describe your sample.****When does assessment occur?**

BUDV 450 - fall 2017

**How often does assessment occur?**

Every year

**Criteria** (How do you know students are achieving learning outcome?)

80% meets or exceeds expectations  
(70% or higher on rubric)  
Exceeds: above 90  
Meets: 70-90  
Does not meet: below 70

#### 4. Assessment Results

(Collecting/ analyzing)

n=81

MC 1 Recommendations consider stakeholder concerns and effects on the natural world

Exceeds 32/40%

Meets 44/54%

Doesn't meet 5/6%

MC 2

Plans for initiatives consider implications and consequences of suggested actions

Exceeds 55/68%

Meets 25/31%

Doesn't meet 1/1%

94%) of students met or exceeded expectations for this goal

#### Learning Outcome Met?

(Based on Criteria)

Yes

#### 5. Use of Results

(Discussing/ using results)

No changes made this cycle.

#### 6. Determining if changes impacted student learning

No changes made in previous cycle.

**1. Major/Program Student Learning Outcomes** Students will be able to...

**2. Phase**

5. Life-long learning  
Pursue opportunities that provide growth as an individual and as an organizational member.

Planning  
Collecting  
Discussing  
Impact

#### 3. Assessment Procedures (Planning/ determining)

**Method: (ex. tests, presentations, research paper)**

Where: BUDV 450  
Organizational Strategy

Method:  
Individual Reflection Essay

One page essay (less than 750 words) on a learning experience during the semester; ability to master one learning objective; actions taken during the semester to improve abilities related to objective; explain how competence in this area will benefit you after graduation

Instrument: Life-Long Learning rubric   
Sample: All students enrolled in BUDV 450  
 When: End of the semester

**Using a Sample of Students?**

No

**If yes, describe your sample.**

**When does assessment occur?**

BUDV 450 fall 2017

**How often does assessment occur?**

every year

**Criteria (How do you know students are achieving learning outcome?)**

80% meets or exceeds expectations  
(70% or higher on rubric)  
Exceeds: above 90  
Meets: 70-90  
Does not meet: below 70

**4. Assessment Results**  
(Collecting/ analyzing)

n= 57

Showing initiative  
Exceed 39/68%  
Meet 16/28%  
Not meet 2/4%

Pursuing additional knowledge  
Exceed 30/53%  
Meet 22/39%  
Not meet 5/9%

Transfer of Knowledge  
Exceed 30/53%  
Meet 24/42%  
Not meet 5/9%

Meets expectations  
Between 91-95% of students scored 70% or above on each dimension

**Learning Outcome Met?**  
(Based on Criteria)

Yes

**5. Use of Results**  
(Discussing/ using results)

The assessment method was changed this cycle. Last cycle BUDV 450 faculty assessed each student based on the faculty observations of the listed traits. This cycle students wrote an individual reflection essay; however, faculty were not comfortable making this type of assessment without any evidence to support their assessments. At a discussion with the Director of the Writing Center, the current Coordinator of BUDV 450, and next year's Coordinator of BUDV 450, a new assessment for writing that would also assess lifelong learning was proposed. The new assignment would ask students to examine what they have learned as they look back on their experience in the School of Business, how they have transferred the knowledge they have learned in their classes, how they have pursued

additional knowledge and shown initiative. They will write a report to the Dean of the School of Business that features the highlights of that examination, a plan for future learning, and recommendations of what the School of Business could do to build a stronger base for students in terms of life-long learning skills.

Our AACSB review team challenged us to better define this learning goal and more accurately assess it. We feel this change will give our students the chance to reflect on what they have learned and how they have developed as a lifelong learner. This is a good exercise for students as they prepare for job interviews during their senior year.

## **6. Determining if changes impacted student learning**

No changes were made in the previous cycle (2016) except for the assessment method used to collect data. It was more appropriate to have this learning goal assessed in the capstone class, but the faculty teaching the class requested a more structured assessment method.