2019-20 Student Learning Assessment Report, Academic

Program: Business Core	**Degree:** - Select One -	**Department Head:** Joseph McCollum	**Submitted By:** Joseph McCollum	**Date Submitted:** 08/05/2020

Mission:

Mission: We empower students with the knowledge and values to lead, serve, and succeed in their careers, communities and lives. (Revised Fall 2015)

1. Major/Program Student Learning Outcomes Students will be able to...	**2. Phase**
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

3. Assessment Procedures (Planning/ determining)

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

Direct assessment method

BUDV 450 Organizational Strategy
(capstone class)

In-class analysis - identify relevant information, assess quantitative and qualitative data

-identify strategic issues, generate alternatives, draw conclusions, develop initiatives

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

Sample: All students enrolled in BUDV 450

Indirect Assessment Methods

Internship supervisor survey
Based on 99 internships (33 Fall, 66 Spring); internships are an elective activity for students; to enroll in an internship for credit students must have completed a minimum of 45 credits (including at least 12 credits in the Business Core) with a cumulative grade point average of 2.5

Using a Sample of Students?

No

If yes, describe your sample.

When does assessment occur?

BUDV 450 - Fall 2019

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)

BUDV 450 Learning Outcomes
 N = 122

PS 1
 Analyze and interpret quantitative data
 Exceeds: 47/38.5%
 Met: 72/59%
 DNM: 3/2.5%

PS 2
 Identify and assess relevant qualitative and quantitative information
 Exceeds: 31/25.4%
 Met: 91/74.6%
 DNM: 0/0%

PS 3
 Defines the problem through clearly stated strategic issues
 Exceeds: 29/23.8%
 Met: 91/74.6%
 DNM: 2/1.6%

PS 4
 Generates alternatives and formulates strategies
 Exceeds: 17/13.9%
 Met: 104/85.2%
 DNM: 1/0.8%

PS 5
 Develops plans for implementing recommendations
 Exceeds: 22/18%
 Met: 95/77.9%
 DNM: 5/4.1%

95% of students meet or exceed expectations in all areas

Learning Outcome Met?

(Based on Criteria)
Yes

5. Use of Results

(Discussing/ using results)

All expectations were met.

 Although expectations were met for this learning goal, at the meeting where assessment data for problem solving was reviewed, the BUDV 450 faculty pointed out areas that students could be stronger in when they start the class:
 - Define issue before jumping to conclusions
 - Push thinking when given open-ended situations

- Excel skills

Faculty teaching ECON 101 and 102 discussed these concerns and agreed to make the following adjustments in their courses to address these issues:

ECON 101
Define issue before jumping to conclusions - A very helpful reading on fairness and price gouging was circulated for use.

Give more open-ended situations to push thinking - Particularly useful articles have been circulated for use.

Excel skills - This will be particularly emphasized in data assignments, including those requiring some analysis for written reports.

ECON 102
Define issue before jumping to conclusions - Faculty will continue to assign readings that help students to look at issues from various angles/perspectives. Among many others, faculty shared articles on inflation inequality and underemployment.

Give more open-ended situations to push thinking - Faculty regularly share and will continue to share readings in line with the objective.

Incorporate Excel skills throughout the core - Economics faculty use and will continue to use assignments that incorporate Excel skills. Faculty shared some of those Excel based assignments.

6. Determining if changes impacted student learning

TBA.

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.	Planning Collecting Discussing Impact Not Done

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

Direct Assessments

BUDV 450
Organizational Strategy
(capstone class)
Report to Dean of the School of Business with a letter of transmittal. Three-page report addresses lifelong learning and suggests improvements in the business program.

Director of the Writing Center scored a sample of student papers using the writing rubric

Indirect Assessment Methods

Internship supervisor survey
Based on 99 internships (33 Fall, 66 Spring); internships are an elective activity for students; to enroll in an internship for credit students must have completed a minimum of 45 credits (including at least 12 credits in the Business Core) with a cumulative grade point average of 2.5

Senior Survey
A survey is sent via email to seniors in May of each year (feedback on 3 learning goals included each year). The survey asks students to "indicate the extent to which you agree that your Siena education has helped you develop proficiency in writing." Specific questions are included for each area on the writing rubric. 32

students responded to the May 2019 survey.

Using a Sample of Students?

No

If yes, describe your sample.

When does assessment occur?

BUDV 450 - (2018-2019 data)

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 = 149

BUDV 450

WRITING CONTENT
WO1: Statement of topic/purpose/claim
Exceeds = 53.0% (79)
Meets = 45.6% (68); Doesn't meet = 1.3% (2)

WO2: Supports and explains assertions
Exceeds = 20.1% (30)
Meets = 42.3% (63)
Doesn't meet = 37.6% (56)

WO3: Effectively uses resources
Exceeds = 22.1% (33)
Meets = 44.3% (66)
Doesn't meet = 33.6% (50)

WO4: Achieves purpose; Exceeds = 42.3% (63)
Meets = 51.7% (77)
Doesn't meet = 6.0% (9)

WO5: Plan for further learning over next 5 years
Exceeds = 26.2% (39)
Meets = 47.7% (71)
Doesn't meet = 26.2% (39)

WRITING MECHANICS

WM1: Organization
Exceeds = 100.0% (149)
Meets = 0.0% (0)
Doesn't meet = 0.0% (0)

WM2: Spelling, punctuation, grammar, and sentence structure
Exceeds = 53.7% (80)
Meets = 40.3% (60)
Doesn't meet = 6.0% (9)

WM3: References/citations
Exceeds = 28.9% (43)
Meets = 21.5% (32)
Doesn't meet = 49.7% (74)

WM4: Format
Exceeds = 46.3% (69)
Meets = 22.1% (33)
Doesn't meet = 31.5% (47)

WM5: Illustrating data
Exceeds = 22.8% (34)
Meets = 24.2% (36)
Doesn't meet = 53.0% (79)

Writing content objectives 2,3, and 5 fail to meet standards.

Writing mechanics objectives 3,4, and 5 fail to meet standards.

DIRECTOR OF THE WRITING CENTER

n=44
Exceeds: 10%
Meets: 44%
Doesn't meet: 46%

Internship Supervisor Survey
Between 80-90% of internship supervisors rated interns as above average or outstanding on all but three learning goals – except for writing and oral presentation skills. 73% of the respondents on the internship survey felt that students demonstrated above average or outstanding writing skills.

Senior Survey
For all areas related to writing – except one – between 60-73% of seniors who responded to the survey agreed or strongly agreed that their Siena education helped them develop proficiency in writing. For the writing skill "use and engaging and unique writing style" 43% of the respondents agreed or strongly agreed that their Siena education prepared them in this area.

Learning Outcome Met?

(Based on Criteria)
No

5. Use of Results

(Discussing/ using results)

Students did not meet our expectations regarding this learning goal in specific areas. In addition, 75% of internship supervisors rated students as above average or outstanding. Given that this is a select group of students – not a sample of all students, we could expect that rating of our students would be higher as compared to an assessment of all students in BUDV 450.

In CY 2015 FINC 301 faculty (where the learning goal was assessed) rated 62% of students overall as having met or exceeded expectations and the Director of the Writing Center rated 40% of the samples she assessed as having met or exceeded expectations. In the CY 2015 cycle students did not meet our goal of 80% meeting or exceeding expectations.

The problems observed in the CY 2015 cycle were in the following areas:
WO2: Supports and explains assertions
Research support was not present and if present, was handled incorrectly
WO3: Effectively uses resources
WM1: Organization/Paragraph structure
Suggests deficit in knowledge of academic argument; challenge organizing thoughts into paragraph format
WM2: Spelling, punctuation, grammar, sentence structure
Mechanical errors violated the conventions of business writing
WM 3: Reference/Citations

Failed to incorporate the required articles into reports
WM 4: Format
Inappropriate business report format
WM 5: Illustrating data/examples
Indicative of lack of sophistication in exemplification techniques; not able to support their position
Uses appropriate language
Language use inappropriate

For this cycle, 2018-2019, writing content objectives WO2, WO3, and WO5 (which is specific to the current assessment) failed to meet standards. We don't have specific data for these items on the rubric from the previous cycle, but they were noted as weak areas.

For this cycle, 2018-2019, writing mechanics objectives WM3,WM4, and WM5 fail to meet standards. We don't have specific data for these items on the rubric from the previous cycle, but they were noted as weak areas in the previous cycle as well.

Although students still show weakness in the areas described above, it should be noted that the sample of reports the Director of the Writing Center reviewed this cycle, 54% met or exceeded expectation as compared with 40% last cycle. She commented that she did see improvement overall from the previous cycle.

Core Course Coordinators met to review this data. In addition to the changes that were made in classes following the CY 2015 assessment cycle (MGMT 211 and CSIS 114) the two Economics core classes will make the following adjustments to direct more attention to writing.

ECON 101
Support analysis with research/sources - Increase use of data sources in short written assignments. High quality primary source data is increasingly accessible as interfaces continue to improve. In addition, important and useful references for addressing currently urgent questions of economic inequality have been identified and circulated as especially relevant for ECON 101.

Illustrating data within a report -
Assignments will increase expectations. Examples of such assignments have been circulated in the department.

References/citations - This is understood to be a continuing issue for some students, and assignments will be adjusted accordingly.

Grammar/word choice - Students needing additional support will be directed to the Writing Center.

Professional formatting - Examples of such assignments have been circulated in the department.

Give all writing assignments a specific audience to adapt message to -
Examples of such assignments have been circulated in the department.

ECON 102
Support analysis with research/sources:
Similar to our response for Econ 101, we recognize the availability of high-quality data and we are going to seek to increase the use of data in our writing assignments. Based on the readings shared among faculty in recent months, the issue of social justice continues to be an area of emphasis.

Illustrating data within a report -
Economics faculty shared some of their assignments which reflect their approaches to achieving the objective. Assignments will continue to guide students to do better.

References/citations -
This has been identified as an area of concern and we'll continue to work on our assignments to help students improve their use of citations and references.

Grammar/word choice -
Students who need additional support will be directed to the Writing Center.

Professional formatting -
Faculty shared examples of such assignments.

Using an engaging writing style to a targeted audience -
Economics faculty actually engage students with a good amount of writing in their Econ 102 classes. However, some of the writing assignments are not necessarily targeted to a specific audience. These discussions are underway.

Note: ECON 102 faculty sent a sample of students' writings to the Director of the Writing Center (from a couple of sections) and got some useful feedback in June 2019.

FINC 301
This course will add the writing assessment that was previously used to assess writing mastery. The assignment asks students to write a recommendation report to a business leader around an ethical issue facing the organization.

In addition, this data was referenced during our review of the School of Business Core. It was agreed that the writing process needs to be introduced and practiced in an introductory, integrative courses (BUDV 150 Introduction to Business) as a foundation for building students' writing skills. The coordinator of BUDV 150 will work with the First Year Seminar coordinator to be sure the classes complement each other in their efforts to build students writing skills.

6. Determining if changes impacted student learning

This was the first cycle where the assessment method and location for assessing writing was changed. In the last cycle when this learning goal was assessed, fall 2015, writing was assessed in FINC 301 using a report students wrote to an executive of an organization considering shutting down a manufacturing plant. Because students in FINC 301 may be sophomores and juniors and need only two of the business core courses as prerequisites to the class, we determined that this was not the best class in which to assess students' writing skills. For this cycle assessment was moved to BUDV 450. For this class students are required to have completed 13 business core courses. BUDV 450 faculty and the Learning Assurance Coordinator for the School of Business and the Director of the Writing Center developed the writing assessment.

Changes made based on 2015 cycle learning outcomes:
The expected outcomes regarding writing were not met in the 2015 assessment cycle. As a result the School of Business took a number of steps to improve students' writing skills.

Faculty teaching core courses worked with the Director of the Writing Center to design/revising writing assignments used in the core courses to develop students' writing skills. The goal was to provide the "scaffolding" needed for students to reach mastery of writing in senior-level courses.

Changes were made in the following courses:

MGMT 211 Management incorporated a case that students apply the problem solving approach (learning goal 1), and they write their individual responses to the case (since Fall 2016). Data collected from six sections of MGMT 211 (fall 2017) showed that between 81-95% of students met expectations (above 70%) on the writing assignment. The areas that were the lowest were their ability to achieve the purpose of the assignment, use references, and integrate illustrating data.

CSIS 114 Management Information Systems
A short individual writing/research assignment is included in all sections (since fall 2016). The Director of the Writing Center visits all sections to introduce assignment.

ECON 102
A writing assignment is included in each section using same rubric (since fall 2017).

The Writing Center Director presented at a School of Business meeting in fall 2016 emphasizing the role all faculty play in developing students' writing skills. The Director also conducted a workshop in summer 2018 about teaching writing and how to use the scaffold approach to developing students' writing skills across each course level. The video was shared with all faculty.

Impact of changes on student learning:
As can be seen in the "Use of Results" section, students are still weak in specific areas related to writing. We will make additional changes noted in that section.

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 Collecting Discussing Impact Not Done

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

Method: BUDV 450 (Capstone class)
Faculty teaching class scored individual students on teamwork/leadership behaviors based on observation and peer evaluations completed by students

Instrument: Performance on teamwork/leadership rubric

Sample: Students enrolled in BUDV 450

Indirect Assessment Method

Internship supervisor survey
Based on 99 internships (33 Fall, 66 Spring); internships are an elective activity for students; to enroll in an internship for credit students must have completed a minimum of 45 credits (including at least 12 credits in the Business Core) with a cumulative grade point average of 2.5

Direct Assessment

BUDV 450
Organizational Strategy
(capstone class)

Method:
Report to Dean of the School of Business with a letter of transmittal. Three-page report addresses lifelong learning and suggests improvements in the business program.

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 (2018-2019 data)

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

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4. Assessment Results
(Collecting/ analyzing)

BUDV 450

n=170

TL1:
Exceeds = 52.4%(89)
Meets = 42.9%(73)
Doesn't meet = 4.7% (8)

TL2:
Exceeds = 47.6%(81)
Meets = 47.6%(81)
Doesn't meet = 4.7% (8)

TL3:
Exceeds = 58.2%(99)
Meets = 38.8% (66)
Doesn't meet = 2.9% (5)

TL4:
Exceeds = 62.9%(107)
Meets = 32.4%(55)
Doesn't meet = 4.7% (8)

Internship supervisor survey
85% of the respondents on the internship survey felt that students demonstrated above average or outstanding teamwork skills.

Learning Outcome Met?

(Based on Criteria)
Yes

5. Use of Results

(Discussing/ using results)

Students met expectations in all areas.

6. Determining if changes impacted student learning

No changes were made in the previous cycle.

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)

Direct Assessment Method
BUDV 450 Organizational Strategy
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

Indirect Assessment Method

Internship supervisor survey

Based on 99 internships (33 Fall, 66 Spring); internships are an elective activity for students; to enroll in an internship for credit students must have completed a minimum of 45 credits (including at least 12 credits in the Business Core) with a cumulative grade point average of 2.5

Using a Sample of Students?

No

If yes, describe your sample.

When does assessment occur?

BUDV 450 - Fall 2019

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 12/9.8%
Meets 108/88.5%
Doesn't meet 2/1.6%

MC 2
Plans for initiatives consider implications and consequences of suggested actions
Exceeds 24/19.7%
Meets 97/79.5%
Doesn't meet 1/0.8%

98% of students met or exceeded expectations for this goal

Learning Outcome Met?
(Based on Criteria)
Yes

5. Use of Results
(Discussing/ using results)

Expectations were met.

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 Not Done

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 (2018-2019 data)

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 = 149

LL1: Showing Initiative
Exceed = 50.3% (75)
Meets = 42.3% (63)

Not met = 7.4% (11)

LL2: Pursuing additional knowledge
Exceeds = 55.0% (82)
Meets = 38.3% (57)
Not met = 6.7% (10)

LL3: Transfer of Knowledge
Exceed= 55.0% (82)
Meets =38.3% (57)
Not met =6.7% (10)

Learning Outcome Met?

(Based on Criteria)

Yes

5. Use of Results

(Discussing/ using results)

The assessment method (also used to assess writing) was adjusted from what was used last cycle (fall 2017) when students wrote an individual reflection essay. The assignment didn't require research and wasn't addressed to a specific audience. The Director of the Writing Center, the Coordinator of BUDV 450, and the LAC coordinator proposed that students write a report to the Dean that asks them what skills they have learned, how they have transferred the knowledge and skills they've learned to new situations, what additional knowledge they have pursued, and how they have shown initiative. They were also asked to research what skills future employers will look for in candidates (using reputable sources) and make recommendations of changes that should be made in the School of Business programs.

Students met expectations on this learning goal. One unintended benefit of this assessment method was the sincere responses we received from our seniors. There were consistent themes found throughout their reports that were summarized and shared with the faculty.

Although students met expectations, we realize that this assessment method was based on self-report. Students gave us examples of how they demonstrated lifelong learning skills as opposed to faculty observation. We still feel this is a worthwhile learning goal, but as part of our review/revision of the School of Business core, this learning goal has been better defined as personal success skills (i.e., emotional intelligence, personal finance, time management) and career success skills (i.e., resume writing, interviewing, networking).

6. Determining if changes impacted student learning

No changes were made in the previous cycle.

1. Major/Program Student Learning Outcomes Students will be able to...	2. Phase
6. Oral Communication: Communicate orally using language appropriate to the audience.	Planning Collecting Discussing Impact Not Done

3. Assessment Procedures (Planning/ determining)

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

Direct Assessment Method
BUDV 450
40-minute presentation conducted by a team, but each team member receives an individual oral presentation grade and feedback using the same rubric (attached)

Internship supervisor survey
Based on 99 internships (33 Fall, 66 Spring); internships are an elective activity for students; to enroll in an internship for credit students must have completed a

minimum of 45 credits (including at least 12 credits in the Business Core) with a cumulative grade point average of 2.5

Senior Survey
A survey is sent via email to seniors in May of each year (feedback on 3 learning goals included each year) . The survey asks students to "indicate the extent to which you agree that your Siena education has helped you develop
Proficiency in the following oral presentation skills." Specific questions are included for each area on the oral presentation rubric. 32 students responded to the May 2019 survey.

Using a Sample of Students?

No

If yes, describe your sample.

When does assessment occur?

BUDV 450 (2018-2019 data)

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

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4. Assessment Results
(Collecting/ analyzing)

N = 269
OP1: Subject Knowledge
Exceeds = 51.7%(139)
Meets = 45.7%(123)
Doesn't meet = 2.6% (7)

OP2: Enthusiasm/confidence
Exceeds = 56.1%(151)
Meets = 42.0%(113)
Doesn't meet = 1.9% (5)

OP3: Physical behaviors
Exceeds = 54.3%(146)
Meets = 35.3%(95)
Doesn't meet = 10.4% (28)

OP4: Vocal Performance
Exceeds = 56.5%(152)
Meets = 33.5%(90)
Doesn't meet = 10.0% (27)

OP5: Media
Exceeds = 77.0%(207)
Meets = 21.2%(57)
Doesn't meet = 1.9% (5)

OP6: Attire
Exceeds = 92.9%(250)

Meets = 6.7%(18)
Doesn't meet = 0.4% (1)

Internship supervisor survey
Between 80-90% of internship supervisors rated interns as above average or outstanding on all but three learning goals – except for writing and oral presentation skills. 63% of the respondents on the internship survey felt that students demonstrated above average or outstanding presentation skills.

Senior Survey
For all areas related to oral presentation skills 73-92% of students agreed or strongly agreed that their Siena education helped them develop proficiency in oral presentation skills.

Students met expectations for this learning goal. However, the feedback from internship supervisors doesn't seem to agree with these assessment results. 63% rated our students' oral presentation skills as above average or outstanding. At the discussion among faculty teaching core courses when this data was reviewed, they discussed the possibility that students working as interns most likely do not prepare and present a formal presentation, which is the type of presentation that we primarily focus on in our classes. This was discussed as part of the core review/revision, and alternative presentation approaches were included in the list of types of presentations student need to practice in our classes. One example is having students prepare for to role play a meeting in a conference room with their supervisor or a client.

Learning Outcome Met?

(Based on Criteria)
Yes

5. Use of Results

(Discussing/ using results)

The last cycle when this learning goal was assessed, CY 2017, oral communication was assessed within each major. Using that approach, it was difficult to compare student performance across various assessment methods.

Students met expectations for this learning goal.

To give students more practice speaking extemporaneously, ECON 101 and ECON 102 faculty agreed to focus on this type of speaking as opposed to formal presentations.

6. Determining if changes impacted student learning

This is the first time this learning goal was assessed in BUDV 450.