

## 2016-17 Student Learning Assessment Report, Academic

<b>Program:</b> Undeclared	<b>Degree:</b> Major	<b>Department Head:</b> Melinda Costello	<b>Submitted By:</b> Mildred Savidge	<b>Date Submitted:</b> 06/08/2018
<b>Mission:</b> 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	3. Assessment Procedures (Planning/ determining)	Criteria: (How do you know students are achieving learning outcome?)	
<p>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.</p>	<p>Collecting  Impact</p>	<p>Method: (ex. tests, presentations, research paper) In Class analysis (ID relevant information and assess qualitative and quantitative data. Identify strategic issues, generate alternatives, draw conclusions, develop initiatives. Graded by faculty developed and approved rubric</p> <p>Using a Sample of Students? Yes</p> <p>If yes, describe your sample. All students enrolled in BUDV 450</p> <p>When does assessment occur? During the semester</p> <p>How often does assessment occur? Every other year</p>	<p>80% of students will meet or exceed expectations. Exceeds 90-100 Meets 70-89 Does not meet 69 or below</p>	
<b>4. Assessment Results</b> (Collecting/ analyzing)				

Total N=106

PC1: Analyze and interpret quantitative data. Exceeds = 31% (33); Meets = 65% (69); Not Met = % (4)

PC2: Identify and assess relevant qualitative and quantitative information. Exceeds = 22% (23); Meets = 71% (75); Not met = 8% (9)

PC3: Defines problem through clearly stated strategic issues. Exceeds = 55% (52); Meets = 40% (42), Not met = 8% (9)

PC4: Generates alternatives and formulates strategies. Exceeds = 44% (47); Meets = 49% (52); Not met = 7% (7)

PC5: Develops plans for implementing recommendations. Exceeds = 42% (45); Meets = 52% (55); Not met = 6% (6)

At least 92% of students met or exceeded expectations in all subsections of this outcome.

## Learning Outcome Met?

(Based on Criteria)

Yes

## 5. Use of Results

(Discussing/ using results)

All expectations were met. No changes will be made this cycle. Monitor changes in ACCT 200; FINC 301; and MGMT213.

## 6. Determining if changes impacted student learning

Changes made since the previous cycle in FINC 301 and MGMT 211 seemed to have had a positive impact on student learning on this learning goal. Because the changes were impactful, we will continue to monitor the implementation of the changes in FINC 301 and MGMT 211. In addition, ACCT 200 is still in the process of implementing the changes discussed in CY 2014. We will monitor the implementation of those changes.

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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 was 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. The 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, the finance department has applied online review tools to reinforce prerequisite skills (i.e. Time Value of Money) early in this core finance course. Results show 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. This will be reviewed in Fall 2017.

MGMT 211: To address concerns regarding students' tendency to jump to "solutions" before adequately defining the problem - The faculty teaching MGMT 211 selected a case – to be completed as a team – that was

common across sections of the class. The case was implemented in Fall 2016 and 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 case was implemented Fall 2016. Although students met expectations, faculty suggested finding a common case that would provide improved opportunity for assessing students ability to problem solve. In Spring 2017 implemented a new case and created in-class discussion questions, written assignments, oral reports and/or some combination of these for the case. Most sections completed this work in teams, though some were assessed individually. Students met expectations on this project.

1. Major/Program Student Learning Outcomes Students will be able to...	2. Phase	3. Assessment Procedures (Planning/ determining)	Criteria: (How do you know students are achieving learning outcome?)
2. Written Communication (Method 1) Communicate in writing using language appropriate to the audience.	Discussing	Method: (ex. tests, presentations, research paper) Method 1 - FINC 301 Essay on the conflict between shareholder maximization and the interests of the shareholders. Graded with faculty approved rubric.  Using a Sample of Students? Yes  If yes, describe your sample. Students enrolled in FINC 301  When does assessment occur? every other year  How often does assessment occur? Will next be assessed in CY 2017	80% of students will meet or exceed expectations. Exceeds 90-100 Meets 70-89 Does not meet 69 or below

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

Data collected in calendar year 2015.  
 n=263  
 Exceeds =19 (7%)  
 Meets = 143 (55%)  
 Does not meet = 101 (38%)

Faculty observations: Overall, FINC 301 faculty agrees that writing should be assessed in a class that consists primarily of seniors. Students can be sophomores and juniors taking FINC 301, so we do not have an idea of the writing skills of students at the end of their Siena career. Also, the FINC 301 coordinator noted that since he has been at Siena, he has noticed that the writing skills of our students on this assessment have been decreasing.

Reference/Citations: Weakest area – students are not integrating research appropriately – using any citation style.  
 Paragraph structure: Second weakest area - Students have a hard time organizing thoughts into paragraph format.  
 Illustrating data/examples: Also second weakest area - Not able to draw on creative examples to support their position (may come from fact that there are sophomores/juniors in FINC 301).  
 Spelling, punctuation, grammar, and sentence structure: Not biggest problem, but there are some issues – even with paying attention to results of spell check.  
 Supports and explains assertions and uses appropriate language are not problem areas.

**Learning Outcome Met?**

(Based on Criteria)

No

**5. Use of Results**

(Discussing/ using results)

Changes made based on this data cycle:

Course Coordinators and representative faculty teaching each core course attended an assessment meeting on 4-8-2016 to review the assessment results. The Director of the Writing Center for Siena College also attended. After reviewing the results and specific comments by the FINC 301 faculty and the Director of the Writing Center, faculty agreed to work with the Director to develop a series of writing assignments that could be used throughout the core. The exercises would provide the “scaffolding” needed for students to reach mastery of writing in senior-level courses.

At a follow-up meeting on 5-9-2016, faculty teaching freshman-level core classes (QBUS 100/110, ECON 101/102, and CSIS 114) discussed changes that could be made in writing assignments and giving feedback that will be implemented in these core course in fall 2016.

At a series of meeting in fall 2016, faculty teaching upper-level core courses will meet with the director to develop assignments appropriate for upper-level core classes. These assignments will be implemented in spring 2017.

When writing is next assessed in CY 2017, we may not see the impact of these changes. It will take two-four years before the students who have experienced the new writing assignments are assessed in an upper-level class.

In addition, faculty are discussing the possibility of assessing mastery of writing in BUDV 450 Organizational Strategy, the capstone class. Students must complete all core courses prior to enrolling in BUDV 450, so we will know that students have completed the series of writing assignments in their core courses prior to the mastery writing assessment.

1. Major/Program Student Learning Outcomes Students will be able to...	2. Phase	3. Assessment Procedures (Planning/ determining)	Criteria: (How do you know students are achieving learning outcome?)
3. Written Communication (Method 2) Communicate in writing using language appropriate to the audience.	Discussing	Method: (ex. tests, presentations, research paper) Method 2 - Director of the writing center reviewed a random sample of 35 students papers using the same rubric used by Finance faculty.  Using a Sample of Students? Yes	80% of students will meet or exceed expectations. Exceeds 90-100 Meets 70-89 Does not meet 69 or below

		<p>If yes, describe your sample. 35 randomly selected students papers from FINC 301</p> <p>When does assessment occur? every other year</p> <p>How often does assessment occur? Will next be assessed in CY 2017</p>	
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<p><b>4. Assessment Results</b> (Collecting/ analyzing)</p> <p>n = 35</p> <p>40% met or exceeded the standard 60% did not meet the standard</p> <p>Observed problems in the following areas:</p> <p>Reference/Citations: Failed to incorporate the required articles into reports. Paragraph structure: Suggests deficit in knowledge of academic argument. Illustrating data/examples Indicative of lack of sophistication in exemplification techniques. Spelling, punctuation, grammar, sentence structure: Mechanical errors violated the conventions of business writing. Supports and explains assertions: Research support was not present and if present, was handled incorrectly. Uses appropriate language: Language use inappropriate. Format: Inappropriate business report format.</p>			
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<p><b>Learning Outcome Met?</b> (Based on Criteria) No</p>			
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<p><b>5. Use of Results</b> (Discussing/ using results)</p> <p>Please see discussion above in #2.</p>			
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<p><b>1. Major/Program Student Learning Outcomes</b> Students will be able to...</p>	<p><b>2. Phase</b></p>	<p><b>3. Assessment Procedures</b> (Planning/ determining)</p>	<p><b>Criteria:</b> (How do you know students are achieving learning outcome?)</p>
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<p>4. Oral Communication: Communicate orally using language appropriate to the audience.</p> <p>This SLO 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</p>	<p>Impact</p>	<p>Method: (ex. tests, presentations, research paper)          Oral Presentations in ACCT 460; ECON 328; FINC 413; MGMGT 400 level class MRKT 336</p> <p>Using a Sample of Students?          No</p> <p>If yes, describe your sample.</p> <p>When does assessment occur?          When courses are taught, during the semester</p> <p>How often does assessment occur?          Every other year</p>	<p>80% of students will meet or exceed expectations:</p> <p>ACCT: Exceeds = 90-100; Meets = 70-89; Does not meet = 69 or less          ECON 328: Exceeds = 90-100, Meets = 80-89; Does not meet = 79 or below.          FINC 413: Exceeds - 85-100; Meets = 68-84; Does not meet 67 or less.          MGMT 400 level - Exceeds = 90-100; Meets = 70-89; Does not meet = 69 or less          MRKT: Exceeds = 90-100; Meets = 70-89; Does not meet = 69 or less</p>
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**4. Assessment Results**  
 (Collecting/ analyzing)

ACCT 460: Exceeds= 58%, Meets = 42%, Not Met = 0%. N=25  
 ECON 328: Exceeds = 30%; Meets = 57%; Not Met = 14%. N = 44  
 FINC 413: Exceeds = 21%; Meets = 25%; Not Met = 19%. N=42.

Method: Students were assigned a major project to revise a written business plan for a multinational start-up corporation and develop financials. The letter of transmittal for this document was graded for formatting, writing, and voice, A rubric was used to separate writing grades from the finance content.

MGMT 400 level course: Exceeds = 49%; Meets = 51%; Not met = 0%  
 MRKT 336: Exceeds = 25.66; Meets = 58.89%; Not Met = 15.56%.

Methods: Oral presentation of team Marketing Research Project - each team member presents a part of the team project. Graded using SoB rubric. Sampling - Each student registered in MRKT336.  
 When: Spring 2015 and Fall 2015 semesters. Incentive: 20% of course grade.

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

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

In ACCT 460 and ECON 328 and MGMT course, no changes were made in the previous cycle, and no changes are recommended based on this cycle. No changes are recommended for FINC 413 at this time.

MRKT 336: The team research study was used to assess oral communication and the School of Business oral communication rubric was used as an assessment tool. Overall, students were well prepared and provided professional presentations, especially in the latter half of the semester. Most students did not rely on notes cards and transitioned between slides and group members well. Improvement was noted in the area of presenting and defending data analysis and findings. Smaller and more frequent presentations and discussions yielded positive result and will be continued.

Actions taken based on this cycle: These assessment measures will be continued in the future with increased emphasis on communicating statistical findings and conclusions. Overall, student oral communication showed satisfactory improvement.

## 6. Determining if changes impacted student learning

FINC 413: Changes made in previous cycle (AU 2012-2013): Added instruction and additional hand-outs.

Impact of changes on student learning: Added instructions appear to have worked. Will keep up effort and stress importance.

MRKT 336: Changes made last cycle (AY 2012-2013): Last time oral communication was assessed the faculty agreed to emphasize "communicating statistical findings and conclusions".

Impact of changes on student learning: As a result of emphasis on "communicating statistical findings and conclusions", oral communication showed satisfactory improvement this cycle.

1. Major/Program Student Learning Outcomes Students will be able to...	2. Phase	3. Assessment Procedures (Planning/ determining)	Criteria: (How do you know students are achieving learning outcome?)
5. Teamwork/ Leadership: Demonstrate respect, responsibility and a focus on serving others as a leader and team member.	Planning2+	<p>Method: (ex. tests, presentations, research paper) Faculty teaching BUDV 450 (Capstone) score individual students on teamwork/ leadership behaviors based on observation and peer evaluations completed by students.</p> <p>Using a Sample of Students? Yes</p> <p>If yes, describe your sample. Students enrolled BUDV 450.</p> <p>When does assessment occur? Every other year</p> <p>How often does assessment occur? Will next be assessed in CY 2017</p>	80% of students will meet or exceed expectations. Exceeds 90-100 Meets 70-89 Does not meet 69 or below

1. Major/Program Student Learning Outcomes Students will be able to...	2. Phase	3. Assessment Procedures (Planning/ determining)	Criteria: (How do you know students are achieving learning outcome?)
<p>6. Moral Consideration: Work toward a just, peaceable, and humane solution with thoughtful consideration of the impact on all stakeholders, the external environment and the natural world.</p>	<p>Discussing</p>	<p>Method: (ex. tests, presentations, research paper) BUDV 450 - Part of formal proposal used to assess problem-solving - frame a moral dilemma, consider stakeholders and implications of actions, score with a rubric</p> <p>Using a Sample of Students? Yes</p> <p>If yes, describe your sample. All students enrolled in BUDV 450</p> <p>When does assessment occur? Every other year</p> <p>How often does assessment occur? Will be next assessed in CY 2016</p>	<p>80% of students will meet or exceed expectations. Exceeds 90-100 Meets 70-89 Does not meet 69 or below</p>
<p><b>4. Assessment Results</b> (Collecting/ analyzing)</p> <p>N = 106 MC 1 - Recommendations consider stakeholder concerns and effects on the natural world. Exceeds = 39%(41); Meets = 51% (58); Doesn't meet = 7% (7) MC 2 - Plans for initiatives consider implications and consequences of suggested actions. Exceeds =54% (57); Meets = 41% (43); Doesn't meet = 6% (6)</p> <p>93% (and above) of students met or exceeded expectations for this goal.</p>			
<p><b>Learning Outcome Met?</b> (Based on Criteria) Yes</p>			



**5. Use of Results**

(Discussing/ using results)

No changes will be made this cycle.

1. Major/Program Student Learning Outcomes Students will be able to...	2. Phase	3. Assessment Procedures (Planning/ determining)	Criteria: (How do you know students are achieving learning outcome?)
7. Lifelong Learning: Pursue opportunities that provide growth as an individual and as an organizational member.	Impact	Method: (ex. tests, presentations, research paper) Instructor rate students' abilities to show initiative, pursue knowledge, skills, abilities; and transfer learning.  Using a Sample of Students? Yes  If yes, describe your sample. Students in BUDV 450  When does assessment occur? End of Semester  How often does assessment occur? Once every 2 years	Graded using Life Long Learning rubric 80% of students will meet or exceed expectations. Exceeds 90-100 Meets 70-89 Does not meet 69 or below

**4. Assessment Results**

(Collecting/ analyzing)

Data Collected in CY2015; n = 75  
 Showing Initiative: Exceed = 39% (29); Meets = 52% (39); Not met = 9% (7)  
 Pursuing additional knowledge - Exceeds = 33% (25); Meets = 56% (49); Not met = 11% (8)  
 Transfer of Knowledge - Exceed= 24% (18); Meets =65% (49); Not met =11% (8)  
  
 Between 89-93% of students scored 70% or above on each dimension

**Learning Outcome Met?**

(Based on Criteria)

Yes

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

No changes were made in the previous cycle (2014) except for the assessment method used to collect data. Faculty agreed that having BUDV 450 faculty assess this learning goal in the capstone class was most appropriate.