

2015-16 Student Learning Assessment Report, Academic

Program: Undeclared	Degree: Major	Department Head: Charles Seifert	Submitted By: Melinda Costello	Date Submitted: 06/16/2016	
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	3. Assessment Procedures (Planning/ determining)	4. Assessment Results (Collecting/ analyzing)	5. Use of Results (Discussing/ using results)	6. Determining if changes impacted student learning
<p>1. Problem Solving</p> <p>Criteria: (How do you know students are achieving learning outcome?) Exceeds 90-100 Meets 70-89 Does not meet 69 or below</p>	Impact	<p>Method: (ex. tests, presentations, research paper) In Class analysis (ID relevant information and assess qualitative and quantitative data. Formal Proposal take home project.</p> <p>Using a Sample of Students? No</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? Data to be collected next in CY 2016</p>	<p>Learning Outcome Met? (Based on Criteria) No</p>	<p>Review of results from 2014-15, and actions taken as a result. ACCT 200: To improve students' ability to perform basic and integrative analysis of financial accounting information:</p> <p>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 being re-addressed 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 is anticipated that the Course Guide and all Goals (including Learning Goal 4) will be reviewed during the Fall 2016 semester. In order to facilitate the coordination of the material in both ACCT 200 and 205, a single Course Coordinator for the entire Core Accounting Stream will be appointed during the Spring 2016 semester. This Coordinator will lead the efforts discussed above. (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.)</p> <p>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</p>	<p>Status of changes made based on previous cycle (AY2014:) Changes made based on 2014 data in 200 level courses won't be evident until Fall 2016 and beyond.</p> <p>FINC 301: 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.</p>

				<p>course, faculty members have 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. The Finance Department has prepared and tested an online TVM Review/Test for FINC 301 students to take at the beginning of the semester to refresh their knowledge and skills they learned in QBUS 100/110 classes. The TVM Review/Test will be implemented across all sections of FINC 301 beginning 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. The Finance Department will continue to seek to better utilize limited class time and in-class covered material to address BUDV 450 faculty observations.</p> <p>MGMT 211: To address concerns regarding students' tendency to jump to "solutions" before adequately defining the problem: The faculty teaching MGMT 211 will build a case – to be completed as a team – that is common across sections of the class. The case will be implemented in Fall 2016 and will emphasize the entire problem solving process – both programmed and non-programmed decisions – and include elements that will encourage moral consideration. For example, the case will have sufficient complexity so that it requires 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.</p>	
<p>2. Written Communication (Method 1) Communicate in writing using language appropriate to the audience.</p> <p>Criteria: (How do you know students are achieving learning outcome?) Exceeds 90-100 Meets 70-89 Does not meet 69 or below</p>	Discussing	<p>Method: (ex. tests, presentations, research paper) Method 1 - FINC 301 Essay on the conflict between shareholder maximization and the interests of the shareholders.</p> <p>Using a Sample of Students? No</p>	<p>n=263 Exceeds - 19 (7%) Meets - 143 (55%) Does not meet - 101 (38%)</p> <p>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,</p>	<p>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</p>	<p>No changes were made in previous cycle (AY 2012-2013): Students met expectations when this learning goal was last reviewed.</p>

		<p>If yes, describe your sample. Students enrolled in 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>	<p>so we do not have an idea of the writing skills of students at the end of their Siena career.</p> <p>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.</p> <p>Reference/Citations: Weakest area – students are not integrating research appropriately – using any citation style</p> <p>Paragraph structure: Second weakest area - Students have a hard time organizing thoughts into paragraph format</p> <p>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)</p> <p>Spelling, punctuation, grammar, and sentence structure: Not biggest problem, but there are some issues – even with paying attention to results of spell check</p> <p>Supports and explains assertions and uses appropriate language are not problem areas.</p> <p>Learning Outcome Met? (Based on Criteria) No</p>	<p>“scaffolding” needed for students to reach mastery of writing in senior-level courses.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<p>3. Written Communication (Method 2) Communicate in writing using language appropriate to the audience.</p> <p>Criteria: (How do you know students are achieving learning outcome?) Exceeds 90-100 Meets 70-89 Does not meet 69 or below</p>	<p>Discussing</p>	<p>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.</p> <p>Using a Sample of Students? Yes</p>	<p>n = 35</p> <p>40% met of 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.</p>	<p>Please see discussion above.</p>	

		<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>	<p>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</p> <p>Supports and explains assertions: Research support was not present and if present, was handled incorrectly</p> <p>Uses appropriate language: Language use inappropriate</p> <p>Format: Inappropriate business report format</p> <p>Learning Outcome Met? (Based on Criteria) No</p>		
<p>4. Oral Communication: Communicate orally using language appropriate to the audience. 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>Criteria: (How do you know students are achieving learning outcome?) Exceeds 90-100 Meets 70-89 Does not meet 69 or below</p>	Impact	<p>Method: (ex. tests, presentations, research paper) In upper-level course in each major - Oral presentations by students, graded with SOB oral presentation rubric</p> <p>Using a Sample of Students? No</p> <p>If yes, describe your sample. Majors in specified SOB courses</p> <p>When does assessment occur? every other year</p> <p>How often does assessment occur? Will next be assessed in CY 2017</p>	<p>ACCT 460: Internal and Performance Auditing: n=25; 58% Exceeds, 42% meets, 0% not met.</p> <p>ECON 328: Different criteria: exceeds = 90%-100%; meets = 80% - 89%; Does not meet - 79% or less. n=44: Exceeds - 30%; Meets - 57%; Not met - 14%</p> <p>FINC 413: 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. n=42: Exceeds = 21%; Meets = 60%; Not Met = 19%.</p> <p>MGMT 400: Final Presentation. Different criteria: exceeds = 90%-100%; meets = 80% - 89%; Does not meet -</p>	<p>ACCT 460: No changes made based on this assessment.</p> <p>ECON 328: No changes made based on this assessment.</p> <p>FINC 413: No changes made based on this assessment.</p> <p>MGMT 400: No changes made based on this assessment.</p> <p>MRKT 336: 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</p>	<p>No changes were made in previous cycle ('12-'13): ACCT 460, ECON 328</p> <p>FINC 413: Changes made in previous cycle (AU 2012-2013) - Added instruction and additional hand-outs</p> <p>Impact of changes on student learning: Added instructions appear to have worked. Will keep up effort and stress importance.</p> <p>MGMT 400: No changes were made in previous cycle ('12-'13)</p> <p>MRKT 336: Last time oral communication was assessed ('12-'13) the faculty agreed to emphasize "communicating statistical findings and conclusions". As a result of emphasis on "communicating statistical findings and conclusions", oral communication showed satisfactory improvement this cycle.</p>

			<p>79% or less. n=65: Exceeds = 49%; Meets = 51%, Not met = 0%</p> <p>MRKT 336: Oral presentation of team Marketing Research project. Exceeds - 25.66%; Meets - 58.89%; Not met = 15.56%</p> <p>Learning Outcome Met? (Based on Criteria) Yes</p>	oral communication showed satisfactory improvement.	
<p>5. Teamwork/ Leadership</p> <p>Criteria: (How do you know students are achieving learning outcome?)</p>	Planning	<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? No</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 2016</p>	Learning Outcome Met? (Based on Criteria)		
<p>6. Moral Consideration</p> <p>Criteria: (How do you know students are achieving learning outcome?)</p>	Planning	<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? No</p> <p>If yes, describe your sample. All students enrolled in BUDV 450</p> <p>When does assessment occur? Every other year</p>	Learning Outcome Met? (Based on Criteria)		

		How often does assessment occur? Will be next assessed in CY 2016			
7. Lifelong Learning: Pursue opportunities that provide growth as an individual and as an organizational member. Criteria: (How do you know students are achieving learning outcome?) Graded using Life Long Learning rubric	Planning	Method: (ex. tests, presentations, research paper) BUDV 450 - Instructors will rate students' abilities to show initiative, pursue knowledge, skills, abilities and transfer learning Using a Sample of Students? No If yes, describe your sample. All students enrolled in BUDV 450 When does assessment occur? End of semester How often does assessment occur? Will be next assessed in CY 2016	n=75 Showing initiative: Exceed 29/39% Meet 39/52% Not meet 7/9% Pursuing additional knowledge Exceed 25/33% Meet 42/56% Not meet 8/11% Transfer of Knowledge Exceed 18/24% Meet 49/65% Not meet 8/11% Meets expectations Between 89-93% of students scored 70% or above on each dimension Learning Outcome Met? (Based on Criteria) Yes	No changes were made based on this cycle.	Changes made in previous cycle (CY 2014): We discovered that the multiple choice assessment instrument was problematic, and the data we collected could not be considered valid. Impact of changes made in previous cycle: Faculty and students agree that this assessment method more accurately reflects students' lifelong learning skills