Undergraduate Program-Specific Student Learning Outcome Assessment Annual Report
Suggested Template

I.   **Program Information**
   Program Name: Business Management
   Department Chair: Douglas Friedman
   Department Assessment Coordinator: Douglas Friedman
   Timeframe: 2017-2018

II.   **Program-Specific Student Learning Outcomes (Educational Objectives) Assessed During Last Academic Year**
   Which knowledge, skills and professional attitudes that should be exhibited by successful graduates of this program were assessed?

   Functional knowledge in the four content areas: Management, Marketing, Accounting, and Finance.

III.   **Direct and Indirect Measures Used**
   Describe the methods used to collect information assessing whether students are learning the cores set of knowledge, skills and attitudes identified as essential. What measures were used? Who was involved in the measure – which students, alumni, internship supervisors, employers, etc. When was the measure used?

   Major Field Test (distributed by Educational Testing Service).

IV.   **Performance Goals**
   How will you know if you have met the goal or how close you are to meeting the goal for the student learning outcome?

V.   Key Findings / Outcomes
What were the results of the assessments? How do these compare to the goals you have set?

Percentage of questions in each area answered correctly:

Assessment Indicator Number	Assessment Indicator Title	Mean Percent Correct
1	Accounting	31
2	Economics	28
3	Management	43
4	Quantitative Business Analysis	28
5	Finance	34
6	Marketing	35
7	Legal and Social Environment	37
8	Information Systems	40
9	International Issues	31

The number of correct responses was significantly lower than our goals. However, further analysis by a department member indicates that the scores were directly related to the amount of time students spent on the test.

VI.   Describe Process Used by Program Faculty to Discuss and Interpret Key Findings
Through what modes were assessment results shared with program faculty? What process was used by program faculty to discuss and interpret the key findings?   What hypotheses does program faculty have for why these are the results?

Because of the finding of the strong relationship between the amount of time spent on the test and scores, it seems clear that the first thing we have to do is to get the students to take the test more seriously. Since there was no relationship between their scores and their class grades, many students raced through the test, some finishing in under half an hour,

while others took as much as two hours to complete the exam. When we redo the test this academic year, we will have the students take it earlier in the semester so that results are available sooner and we are considering options for counting the test as part of their grade for the capstone class, MGT 452, which is the class in which the students take the test.

VII.   Changes Made as a Result of the Key Findings / Actions Taken
       What changes or actions are being taken or planned in response to your key findings?

As noted, the key actions being taken will be to schedule the test earlier and to see that it affects their grades so that all students actually put a reasonable effort into taking the test. Once we see the results of next year's test, we will consider appropriate actions.

VIII.   Adjustments to Assessment Plan

       Describe any disparity from submitted assessment plan and why it occurred.

       How have your program assessment efforts this academic year changed your assessment plans for next academic year?

   See answer to question VII.

(Items II through VII may be presented in a table format if preferred.)

Student Learning Outcome	Direct and Indirect Measures	Targets/Goals	Key Findings /Outcomes	Possible Reason or Hypothesis	Actions Taken