

End of Year Assessment Report for Programs

Program: Business Management

Semester/year: 2020-2021

Program Director: Keeli Rae Snow

Submission date: May 21, 2021

Year in Operational Plan: Year 2

Assessment Methods and Benchmarks

Based upon your operational plan, what components of your program are assessed this year? For each program objective being assessed this year, report the data you have collected for Introductory, Developmental, and Mastery levels. Put this information in a chart. Refer back to Section D in your Operational Plan. Because this year has not been a particularly normal year, you may have adjusted your plans. Therefore, report on the data you have available.

Program Objective	Introducing	Developing	Mastering
PO 3: Effectively communicate business visions, plans, ideas, strategies.	Course Activity: <i>BUSN101 C02 Weekly Journals</i>	Course Activity: Not taught this semester	Course Activity: <i>ENTR410 C03 Business Proposal Contribution</i>
	Benchmark: >=70%		Benchmark: >=75%
	Evidence: 22 Students (69%)		Evidence: 19 Students – 100%
PO4: Demonstrate how Christian values would apply in various cultures and business settings.	Course Activity: BUSN 101 C04 Final Interview Paper Total	Course Activity: ECON 202 C04 Exam 3 Question 9	Course Activity: BUSN 409 C03 Oral Exam and Business Proposal
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
	Evidence: 78% of students met this objective at 70% or higher at the introducing level	Evidence: 100% of Students met this objective at 70% or higher at the Developing Level	Evidence: 88% of Students met this objective at 70% or higher at the Mastering level
	Course Activity: ECON 102 C04 Last news/discussion exercise		Course Activity: <i>BUSN 324 C01 Oral HRM Ethics Presentation</i>
	Benchmark: >=70%		Benchmark: >=75%
	Evidence: 61% of students met this objective at 70% or higher at the introducing level		Evidence: 79.31% of students met this objective at 75% or higher at the Mastering Level

Analysis of Assessment Findings

Discuss the significance of the findings of the current year in light of the desired results, findings from previous years, recent changes in the program or the assessment process, etc. What did you learn from the assessment? In particular:

(1) What strengths and weaknesses do the findings reveal about the program?

This semester and this whole year really showed that the faculty in the Briner School of Business not only care deeply about their students but are committed to finding ways to adapt while still offering a highly interactive course structure.

(2) What strengths and weaknesses do the findings reveal about the assessment process? (4) What impact have recent changes in the assessment process had on the quality and usefulness of the findings? Of particular importance to note are recent changes and improvements in the program that resulted from previous assessment efforts.

The focus for this year was more on trying to keep our students engaged while juggling students being in quarantine, gone for athletics (which were all pushed to the Spring semester), and those still in the classroom. While I would love to say we made leaps and bounds in program changes this year, the truth is that we worked very hard to make all of our students feel like they were part of our classrooms.

(3) What impact have program changes in recent years had on student learning (indicate those program changes that resulted from previous assessment findings)?

Our program has improved. How we are thinking about courses and assignments and how they fit into the program is becoming more cohesive. BUSN 409 is being updated and should be ready for implementation in the next year. We are also working with Wiley to update the online courses.

Course Plans for updates to the next course offering:

From BUSN 101

1. Keep the Listening exercises.
2. Rethink points for various exercises, especially the “free” points that are just completion points.
3. The CLO papers are still worthwhile. Rethink how to coach students look for someone’s worldview. Not sure if they are unsure of what to do or if they just don’t want to do the assignment. It was also challenging to get this completed because students did not attend chapel and fewer speakers came to campus.
4. Keep the one-week deadline for late work on Journals and PREPs.
5. Review objectives at the start, midterm time and the end of the course to students see the goals.
6. Call the syllabus the Operations Manual and give everyone a hard copy.
7. Communicate the PREPs are only give a 5/10 when late, but journals only lose 1 or 2 points. Perhaps that will motivate more to turn in late journals, which are very important. Also, give a clearer outline on journals so students include more personal reflections. Rename them Self-development Reflections.
8. Add more interactive activities – find 3 new ways to present chapter concepts.

9. Talk with Kasey about point distribution.
10. Don't put entire final papers on D2L to discourage plagiarism. Put only parts of the best.
11. Make a real rubric and use it on D2L

From ECON 102

1. Class size works better below 40 students.
2. Print out examples of how grades work and the impact of missing assignments and attendance.
3. It would help to have some graph-reading exercises about reading the values for various equilibriums, subsidies, and taxes.
4. This semester was a train-wreck with innovation and execution of new and old exercises in the classroom and on ZOOM.
5. Teaching from the news was an improvement
6. The new take-home exams were good. At the end of the semester I think it might be beneficial to have 4 exams (1 every 3 weeks) and do away with the traditional textbook homework?

From ECON 202:

1. I am looking forward to strengthening the domestic wealth creation component, rural wealth creation and building on the rural wealth creation project.
2. The take home exams worked well.
3. The news takes on a different level in the upper-level students than in the introductory portion (ECON102).
4. I found it would be helpful to create a list of economic indicators. After 2 semesters of economics, my students do not have the grasp of measuring economics that I would like. I want them to go beyond the current measures. But it seems they don't grasp the current standards as well as they probably should to go beyond the current standards.
5. All of these will be expanded.

From BUSN 409:

1. First, I graded the students for ("on call") in-class participation too easily. I need to be stricter in the future. A rubric should solve this problem somewhat. Student voting seems to increase student engagement, so I want to continue to do this. Having students write a paper or two related to the subject they're discussing due before they have their class appearance is a good idea.
2. Second, I will continue to allow two attempts for each quiz.
3. Third, student conferences on writing assignments is a good item to continue, as it provides clarity to students and increases engagement.
4. Fourth, I need to have a tardiness policy that is stricter, and deducts points from the gradebook immediately rather than at the end of the semester.
5. Fifth, I'm also going to "appoint" a student fact-checker for each class period the next time I teach the course; which may strengthen the dialogue.
6. Seventh, I think that the in-class participation should probably be weighted for more than 75 points (or 7.5%) of the student's final grade, and I'm going to drop the presentation since it's not necessary anyways.

7. Eighth, I should try to identify the challenging words in the assigned readings, and provide a discussion concerning definitions or some kind of study guide. Or, I could appoint a student to clarify the big words for each assignment.
8. Ninth, I should define the quizzes better in terms of putting them into the “on call” schedule at the beginning of class.
9. Tenth, I will have each student “on call” three times next semester instead of four.
10. Eleventh, the first assignment has a scope issue that I need to lecture through before assigning it, and I would prefer for this to be a second rather than an introductory assignment.
11. Finally, it seems like it would be a good idea to include at least one assignment where students have to re-write one of the textbook articles in their own words, which would be a good first assignment.

From ENTR 410:

Until we have run an updated BUSN 409, I do not think we should do experimental curriculum as we did this Spring. As a whole our students are not ready

Sharing and Discussion of Assessment Findings

In the Briner School of Business, we continually assess our courses and delivery method. This may be in passing each other in the office or during meetings. Each instructor has a different way that they do this. Some take note of things that need to change for a future iteration of the course and change it when it is offered again, some implement changes as they go. We discuss the different programs and any changes we need to make. We also meet either in person or via skype between the Fall and Spring semesters to have a formal assessment discussion about what has happened in the Fall semester and what needs to change for future semesters. If the changes are needed in individual courses, we come up with a plan to implement those changes. If it is a larger curriculum change, the curriculum committee meets and takes charge of looking into the implications of changes from there.

Use of Assessment Findings for Program Improvement (Action Plan)

(A) Describe any changes in (1) the program and/or (2) the assessment process that are planned in response to the assessment findings from this academic year.

After much discussion, we have made a programmatic change. We found that much of what we are teaching in BUSN 324 – Human Resource Management is being covered in different depths in other courses. At the same time we noticed that our students need a course that covers how to communicate in the business world. In Spring of 2022, our new BUSN 202 Business Communications course is launching. Over the summer, we will be working on developing this course and completing BUSN 409 is also being revamped for its next course offering.

(B) Briefly summarize the status of the previous years’ or semester’s action plans. Are they complete, still being implemented, on hold, or some other status? (C) For each intended improvement or change in the program stemming from this year’s data, provide a detailed timeline for follow-up data collection, data analysis, and data review.

Previous Years:

We are working on revamping several courses to make them more experiential as well as removing BUSN 324 Human Resource Management and adding BUSN 202 – Business Communications. Those changes will be made over the next year. Most changes were put on hold to focus on course delivery during the COVID19 Pandemic

Current Year:

Changes will be implemented on the next course offering and reassessed during their next assessment year in the operational plan.

(D) Based on your CDL assessment exercise, describe how you will make programmatic changes to better prepare your students to demonstrate high levels of achievement on the UNIV 401 SLOs.

I believe that overall, our Students did well with the UNIV 401 SLOs. However, there were several activities that we normally complete in ENTR 410 that we were not able to do COVID concerns. We are working on two new courses to help students better learn to communicate and understand analytical data. We are redesigning BUSN 409 to help better prepare our students as well. I also plan to revisit the operational plan and reconfiguring what the operational plan looks like to make sure that we are assessing everything that we need to assess.

(E) Indicate your plans to make your program more experiential in the coming year?

While I do not have any specific plans to share at the moment, we are working with Danara to help understand how we can make our programs more experiential in the coming year. This includes redesigning a couple of courses as well as including two new ones. We are also going to be revising our operational plan at the beginning of the Fall 2021 semester.

Supporting Documents

[If you attach any supporting documents, please list them here. You may submit these supporting documents into the D2L dropbox.]