**Annual Assessment Report for 2020-2021 AY**

Reports completed on assessment activities carried out during the 2020-2021 AY will be due September 30th 2021 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. For purposes of this report, you should only report on two or three student learning outcomes (department’s choice) even if your external accreditor requires you to evaluate four or more outcomes each year. Also, be sure to explain or omit specialized or discipline-specific terms.

**Department/Program**: Business Administration **Degree**: Business Administration, B.S.

**Assessment Coordinator:** Jennifer Miele

1. Please list the learning outcomes you assessed this year.

**SLO (8) Quantitative Reasoning**

Students will demonstrate the ability to reason quantitatively.

**SLO (6) Oral Communication**

Students will prepare and deliver a coherent, professional oralpresentation on a business issue.

1. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

**SLO (8) Quantitative Reasoning**

SLO (8) Quantitative Reasoning is measured using a Quantitative Reasoning Assignment. Students completed the assignment in DS123 (Statistical Analysis II) during fall of 2020. Students in the course DS123 create and analyze mathematical models that include formulas, graphs, tables, and schematics, and draw inferences from them. Instructors teaching the course assess each model using the Quantitative Reasoning Rubric, which examines four categories and four levels. The assessment categories are: Quality of Algebraic Thinking, Quality of Graphic Depictions, Quality of Execution of Numerical Techniques, and Quality of Verbal Explanations, and the levels are: 4=Exemplary, 3=Competent, 2= Developing, and 1=Beginning.

**SLO (6) Oral Communication**

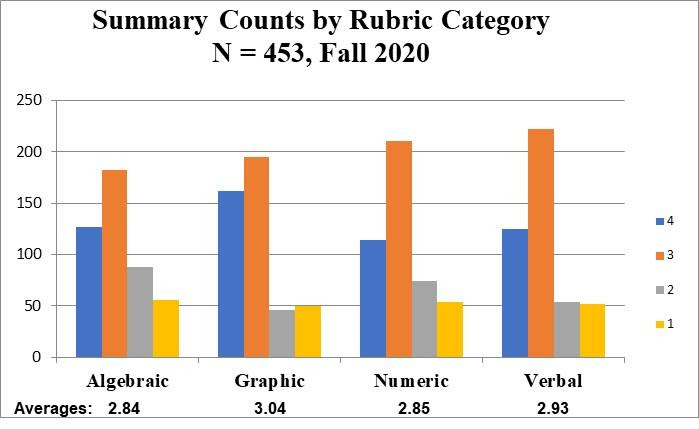
Students in the core course MGT 110 participate in the Assessment Center, which includes communication activities. The assessment center includes three activities consisting of, two group meetings and one individual presentation.  These activities are recorded and raters evaluate students on several behaviors related to communication. Group meetings are used to assess the following behaviors: speaks clearly, speaks confidently, speaks concisely, uses appropriate grammar, displays appropriate non-verbal cues and speaks with expressiveness.  The individual presentation is used to assess the following behaviors: speak clearly, uses appropriate grammar, displays non-verbal cues, does not read speech and maintains eye contact, speaks with expressiveness, speaks confidently, uses appropriate pace.  These ratings are used to calculate a percentile score that compares performance among more than 30,000 assessment center participants.

1. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient. Also, indicate your benchmark (e.g., 80% of students will be designated as proficient or higher) and indicate the number of students who met that benchmark.

**SLO (8) Quantitative Reasoning**

The target for the Quantitative Reasoning Assignment is that at least 70 percent of the students meet or exceed the benchmark score of 60 percent in the overall rubric score and that at least 70 percent of students meet or exceed the benchmark score of 2 (Developing) in each category.

The following results are based on 453 students in fall 2020.



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Percentage of Students Achieving Each Score per Rubric Category - Fall 2020** | | | | |
| **Score** | **Algebraic** | **Graphic** | **Numeric** | **Verbal** |
| **4 (Exemplary)** | 28.04% | 35.76% | 25.17% | 27.59% |
| **3 (Competent)** | 40.18% | 43.05% | 46.58% | 49.01% |
| **2 (Developing)** | 19.43% | 10.15% | 16.34% | 11.92% |
| **1 (Beginning)** | 12.36% | 11.04% | 11.92% | 11.48% |
| **Benchmark: > 70% of students above a score of 2 in each category of the rubric.** | | | | |

|  |  |
| --- | --- |
| **Total (Overall) Score – Fall 2020** | |
| **Total (Overall) Mean Score (out of 16)** | 12 |
| **Total (Overall) Mean Score (%)** | 73% |
| **% of Students with Score > 60%** | 80% |
| **Benchmark: >70% of students with a total score > 60%.** | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Results by Year** | | | | | | | |
|  | **Fall 2020** | **2019 -2020** | **2018 -2019** | **2017 -2018** | **2016**  **-2017** | **2015**  **-2016** | **2014**  **-2015** |
| **Score by Rubric Category** | **% 2** | **% 2** | **% 2** | **% 2** | **% 2** | **% 2** | **% 2** |
| Quality of Algebraic Thinking | 87% | 93% | 92% | 91% | 98% | 96% | 77% |
| Quality of Graphic Depictions | 89% | 91% | 91% | 93% | 97% | 93% | 88% |
| Quality of Execution of Numeric Techniques | 88% | 91% | 91% | 91% | 98% | 93% | 75% |
| Quality of Verbal Explanation | 89% | 87% | 88% | 91% | 97% | 93% | 71% |
| **Total (Overall) Score** | | | | | | | |
| **Total Mean Score**  **(out of 16)** | **12** | **12** | **12** | **12** | **13** | **-** | **-** |
| Total Mean Score % | 73% | 74% | 73% | 74% | 87% | - | - |
| % of students with a score > 60% | 80% | 78% | 78% | 91% | 94% | 93% | - |

Based on the benchmark that more than 70% of students will achieve a total score greater than 60% on the assignment, we learned that 80% of students are proficient in quantitative reasoning. When we look at the results based on the specific rubric categories students are demonstrating proficiency in each category, 87% of students are proficient in their quality of algebraic thinking, 89% in the quality of graphic depictions, 88% in the quality of execution of numeric techniques and 89% in the quality of verbal explanation.

While evaluating results from academic year 2020/21, it is important to take into consideration the potential impact of the COVI-19 pandemic on student learning. In fall 2020, students exceeded all of the benchmarks set. There was a slight decrease in the *Scores by Rubric Category* in the fall of 2020. Keeping in mind the potential effects of the pandemic, the slight decrease is not enough to indicate a significant decrease in student learning. Especially when we look at the trend over the last five years. Students have repeatedly exceeded the benchmarks set in every category.

**SLO (6) Oral Communication**

The target for the Communication Activity is that at least 50 percent of students meet or exceed the benchmark 50th percentile score.Since the results are presented as percentiles in the context of the comparison group, the target represent the medium rank among the comparison group.

The following results are based on students taking MGT 110 during academic year 2020/21. There were 466 students in fall 2020 and 306 students in spring 2021. The results from academic year 2019/20 are included for comparison purposes.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Results by Semester** | | | | | | | | | | | | |
|  | **Spring 2021** | | | **Fall 2020** | | | **Spring 2020** | | | **Fall 2019** | | |
|  | **Mean** | **%>50** | **N** | **Mean** | **%>50** | **N** | **Mean** | **%>50** | **N** | **Mean** | **%>50** | **N** |
| MGT 110 | 54 | 59% | 306 | 39 | 35% | 466 | 38 | 33% | 285 | 39 | 35% | 517 |

Based on the benchmark that at least 50% of students meet or exceed the 50th percentile, we learned that 59% of students were proficient in oral communication in spring 2021 and 35% were considered proficient in fall 2020.

While evaluating results from academic year 2020/21, it is important to take into consideration the potential impact of the COVI-19 pandemic on student learning. There was a significant improvement in scores during spring 2021. The trend for the previous three semesters was closer to 33-35% of students demonstrating proficiency. While this trend is moving in the right direction, it will be interesting to see what happens in academic year 2021/22.

1. What changes, if any, do you recommend based on the assessment data?

**SLO (8) Quantitative Reasoning**

Recommendation 1: Review the appropriateness of current benchmarks.  For example, the benchmark of two for each rubric category (quality of algebraic thinking, graphic depictions, numeric techniques, and verbal explanation) is associated with an assessment level called ‘developing’. Setting a minimum score of three for each rubric category would show how many students are ‘competent’ or ‘exceeding’ the learning outcomes.

Recommendation 2: It might be useful to have the quantitative reasoning assessment assignment reviewed by business professionals (employers). Reviewing the assessment assignment for appropriateness of application in the industry or career areas will help us to ensure that students are learning the quantitative reasoning skill that will be most applicable to their professions.

**SLO (6) Oral Communication**

Recommendation 1: Review the assessment instrument and rubric. Can the scores from the assessment center be separated so that we can see group communication versus individual presentation? This might help identify gaps (if any) in student learning.

Recommendation 2: Create an oral communication coordinator role to look at oral communication across the curriculum. This will help to do a thorough review and determine which courses in the program are currently assessing oral communication as well as strengths/deficiencies in the current oral communication assessment.

Recommendation 3: Measure the oral communication activity during academic year 2021/22 before making significant course/curriculum changes. Historically oral communication scores have been weak. Spring 2021 showed significant improvement. Considering the nature of spring 2021 (global pandemic) it is important to measure once more to see if the trend of improvement in student learning persists before making changes.

1. If you recommended any changes in your response to Question 4 in your 2018-19 assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

**N/A**

1. What assessment activities will you be conducting during AY 2021-22?

During the fall of 2021, we are evaluating results from assessment measures taken during academic year 2020/21. This includes measures for SLO (7) Written Communication, SLO (5) Professional Development and SLO (2) Information Technology. The school Assurance of Learning (AoL) task force and the Committee on Undergraduate Programs will provide feedback and recommendations on the SLOs measured to the appropriate departments. Departments will work on course and curricular changes as appropriate to address the feedback received.

During spring of 2022, we are scheduled to measure the following learning outcomes:

SLO (1) Discipline Specific Knowledge: Demonstrate **comprehension of all functional areas** of business (e.g., accounting, finance, marketing, organizational behavior, human resources, legal and social issues, and information systems).

This will be measured using a functional areas exit exam. Students in the last semester in the program take the Exit Exam, which is administered at the end of the semester in the capstone business courses for the various options. The Exit Exam consists of five fundamental questions from each of the program’s functional areas. The questions are selected from a pool of questions prepared by faculty coordinating and teaching the program core courses. Five versions of the exam are administered, with each version consisting of ten questions—five each, from two functional areas. That is, a given student is only tested on two areas, but by randomly distributing the versions, all ten functional areas are assessed. Over 50 students for each version are assessed. Exams are graded centrally.

SLO (6) Oral Communication: Students will prepare and deliver a coherent, professional **oral presentation** on a business issue.

This will be measured using the oral communication activity described in question2 of this report.

SLO (3) Teamwork: Students will demonstrate the ability to **work effectively with other people** through effective teamwork practices and to contribute substantively to a group product.

This will be measured using a teamwork activity. Students in the core course MGT 110 participate in the Assessment Center, which includes teamwork activities and group meetings. A final posttest in offered to students in the capstone course beginning with the spring 2017 semester. The teamwork activity is assessed using the Assessment Center Teamwork Rubric, which examines five categories. The categories are Contribution to Team Meetings, Facilitation of Other Members’ Contributions, Timely Completion and Quality of Individual Tasks, and Conflict Resolution. Since results are compared with 30,000 other participants nationwide, the results are presented as percentiles.

SLO (4.2) Ethical Behavior: Students will apply often-conflicting **ethical theories to** **manage their behavior** in business situations.

This will be measured using an ethical behavior activity. Students in the core course MGT 110 participate in the Assessment Center’s business simulation. The Ethical Behavior Activity is assessed using the Assessment Center Ethics Rubric, which examines five categories. The categories are Identification of Ethical Issues, Identification of Ethical Theories or Concepts, Ethical Self-awareness, and Analysis of Ethical Issues. Since results are compared with 30,000 other participants nationwide, the results are presented as percentiles

1. Identify and discuss any major issues identified during your last Program Review and in what ways these issues have or have not been addressed.

An area of improvement that we were asked to address in our last program review was to better document the curriculum improvements that have been made because of assessment data collected. We also need to clarify the activities, responsibilities and linkages between our AoL task force and the committees, taskforces and departments charged with “closing the loop.”

In response to this, we have created a new assessment schedule so that we are no longer assessing every SLO each year. Instead, we have left time between taking measures so that the assessment data can be reviewed and innovations implemented in our courses and program curriculum so that we can properly “close the loop.”

We have also documented a procedure by which we will close the loop on assessment. We are working on implementing this new procedure this academic year.

1. AoL collects results from assessment measures.
2. AoL reviews results and provides feedback.
   1. Department level recommendations (course curriculum).
   2. CUP level recommendations (program curriculum).
3. CUP reviews results and provide feedback on program curriculum.
   1. CUP level recommendations (program curriculum).
   2. CUP works with departments to implement program curriculum improvements.
   3. CUP documents changes that were made.
4. Department reviews results and feedback.
5. Department level recommendations (course curriculum).
6. Department implements course curriculum improvements.
7. Department documents changes that were made.
8. Assessment measures are conducted to check impact of changes. Then back to step 1.