



ACADEMIC PROGRAM ASSESSMENT ANNUAL REPORT

All programs must submit an annual assessment report to their College Dean’s Office by **May 15** for posting on the college assessment website. For purposes of demonstrating growth in program assessment practices to HLC, all programs are asked to submit what assessment work they have done, regardless of whether or not this work is captured by the questions in this form. By **October 31**, the College Assessment Committee will provide the program with feedback on their report and will use the report as basis for an executive summary of all college assessment activity to be submitted to the College Dean and Office of the Provost. If you have any questions, comments or ideas about this form, please consult the **GUIDE** or email assessmentacademy@ualr.edu.

Academic Program	BBA MGMT
Data Collection Period	Fall 2017
Report Contact	Susie S Cox
Date Submitted to College Dean’s Office	April 17, 2018

A. Academic Program Overview

1. Is your program covered by SKIM legislation? Yes No

Refer to the Guide for a list of SKIM-legislated programs.

2. Academic Program Mission

Your program’s student learning goals should tie to your mission. Please state your department’s or program’s mission.

Provide quality business education, delivered by research engaged faculty in partnership with the business community, to prepare students for professional careers and enhance regional economic development.

3. Student Learning Goals for Academic Program

List all student learning goals (“At the end of this program, students will be able to...”) for the academic program identified above, and—if your program is covered by SKIM—identify any current goals that map to SKIM goals. If you prefer to provide the list as an appendix, type “See appendix” in box below and attach appendix to this report. For guidance in writing measurable student learning goals and for a list of SKIM goals, please see the GUIDE.

1. Students will be effective communicators.
2. Students will be skilled in solving real world and/or simulated business problems related to Management.
3. Students will have an ethical perspective, understanding the importance of behaving ethically in their professional lives.
4. Students will use analytical techniques and tools to analyze data for decision making.
5. Students will demonstrate competence in business knowledge.

B. Reflecting on Last Year's Improvement Plans and Communication

1. Continuous Improvement Initiatives Based on Results from Last Year's Report

Describe actions taken based on results from your last assessment report (For example, what aspects of the curriculum or student support were revised, developed, or maintained? Did you adjust assessment methods, change learning objectives or revise target achievement levels? If you received feedback from your college assessment committee, how did you incorporate it?)

Strengths and weakness of the results were discussed with the faculty. The faculty felt it was important to provide review tools for the students. The following actions have been implemented: Providing students with access to information about (1)written reports and (2) oral presentations as well as providing time in class for (3) discussion about these activities.

2. Involvement/Communication with Program Stakeholders Based on Results from Last Year's Report

All program assessment reports are posted on college websites. Beyond posting, did you communicate your results with your program's stakeholders? If so, how, and what feedback did you receive (if any)? (The Guide includes more information on communicating assessment results and involving stakeholders in assessment analysis and results.)

Results are shared with the faculty, Undergraduate Curriculum Committee, and MGMT Advisory boards for review and feedback. Students receive feedback on the assignments from the instructor.

C. Current Year's Assessment Report

1. Student Learning Goal(s) Assessed for This Report

List which specific goals are assessed in this report, including any SKIM goals. If these map to the SKIM goals, please indicate which ones. Refer to the Guide or ualr.edu/assessment/skim/ or the GUIDE for a list of SKIM goals and a schedule of SKIM assessment.

Students will be effective communicators.

Students will be skilled in solving real world and/or simulated business problems related to management.

Students will demonstrate competence in business knowledge.

2. Assessment Methods and Results for Student Learning Goals Assessed This Year

Identify and briefly describe method or methods used for each learning goal assessed and identify the location where the data are stored. Identify the target achievement level for each learning outcome and describe the assessment results. See list of common assessment methods in the Guide for reference.

Student Learning Goal: Students will be effective communicators. (oral)

If this goal maps to SKIM, indicate which SKIM goal: [Click to Select Goal](#)

Methods	Fall 2017 recorded speeches (five sections of BINS 3380, including two online sections) were evaluated by a team of professors. The evaluators met as a group to discuss the oral communication assessment process. A sample of 46 face-to-face and 16 online speakers were evaluated. Each speaker was reviewed by two evaluators. To increase consistency among reviewers, the group discussed the assessment rubric and project expectations. The raters analyzed the results, drew conclusions about student performance, and made recommendations regarding curriculum delivery and rubric revisions.
Data Repository	College Assessment Coordinator maintains artifacts and reports on results
Target Achievement / Benchmark	Seventy percent or greater of student work assessed scored a rating of Acceptable or Exemplary
Results	<p>Oral Communication Skills</p> <p>a. Over 90 percent of students scored acceptable or exemplary on each evaluation criterion. Mean scores for 2017 were the highest of the three-year cycle.</p> <p>b. Online students scored higher on “organization” and “content,” lower in “media support”; structure of the online class and media used likely account for the differences.</p> <p>c. Students need continued practice in speaking as they matriculate through the curriculum; “delivery” was the lowest rated criterion (3.29 mean).</p>

Student Learning Goal: Students will be skilled in solving real world and/or simulated business problems related to management.	
If this goal maps to SKIM, indicate which SKIM goal: Click to Select Goal	
Methods	Case analyses from MGMT 4380 were assessed. The faculty met to discuss the assigned case and evaluated one student analysis together to assure consistency in evaluation. Two faculty evaluated each analysis and reach consensus on the ratings.
Data Repository	College Assessment Coordinator maintains artifacts and reports on results
Target Achievement / Benchmark	Goal of $\geq 75\%$ achieving acceptable/exemplary
Results	Goal of $\geq 75\%$ achieving acceptable/exemplary not met on any criterion. Only 50% of students achieved a rating of acceptable/exemplary. Reviewing results and the assessment revealed that the case assignment did not fit well will the rubric designed by the assessment committee.

Student Learning Goal: Students will demonstrate competence in business knowledge.	
If this goal maps to SKIM, indicate which SKIM goal: Click to Select Goal	

Methods	The ETS Major Fields Test (MFT) is administered to all students taking MGMT4380 on the UALR campus during the fall and spring semesters beginning 2016. The MFT covers nine Assessment Indicators (AI)
Data Repository	College Assessment Coordinator maintains artifacts and reports on results. ETS also maintains records of all past assessments.
Target Achievement / Benchmark	The average score of students is within one standard deviation of the national mean.
Results	The average score for the 37 MGMT majors included in this sample was 146. This score falls within one standard deviation of the national mean of 152 (s.d. 13.2).

3. Action Plan Based on Assessment Results for This Year's Report

Describe conclusions drawn from assessment results and any plans for improvement. For example, what aspects of the curriculum will be revised, developed, or maintained? Will assessment methods be adjusted? Will learning objectives or benchmarks be revised?

Communication Skills - We will continue to provide our MGMT majors with opportunities in MGMT courses to delivery oral presentations. The MGMT Faculty will review the curriculum map and determine how and where reinforcement of the skill can be included.

Solving Problems - The MGMT Faculty will review the rubric and assessment objectives before selecting the case to use for this assessment. This was a pilot assessment.

Business Knowledge - We will inform students of resources available to review for the ETS-MFT exam

4. Communication to Stakeholders

All program assessment reports are posted on college websites. Beyond posting, will you communicate or have you communicated your results with your program's stakeholders? If so, how, and what feedback did you receive (if any)? (The Guide includes more information on communicating assessment results and involving stakeholders in assessment analysis and results.)

This report is provided to the MGMT faculty for review and comment. Information from the findings will be provided to stakeholders including our advisory boards.

5. Faculty Involvement

For the assessment roles and activities listed below, indicate what percentage of the program’s faculty members were involved in the roles listed below. (This information is requested for reporting to HLC and will not be used for purposes of evaluating faculty workload.)

Creating assessment plan	16-30%
Learning activity design	46-60%
Rubric design	61-75%
Rubric norming	46-60%
Evaluating learning activities	46-60%
Analyzing data	46-60%
Developing improvement plans	91-100%
Communication with stakeholders	91-100%
Other (please describe below)	Click to select Tier

Click or tap here to enter text.

6. Future Professional Development

Are there any areas of assessment, continuous improvement and/or communication with stakeholders in which you would like to have professional development in the coming year?

We will provide information on how to select artifacts to the faculty that are collecting artifacts in the selected courses. We will review our plan and rubrics this 2018-2019 academic year.