

Assurance of Student Learning Reflection 2024-2025

<i>Gordon Ford College of Business</i>	<i>Department of Management</i>
<i>723: Management, Bachelor of Science in Management</i>	
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Is this an online program? ☐ Yes ☒ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☐ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1

Program Student Learning Outcome	General knowledge: Students will be able to define general business principles.
Evaluation	This Student Learning Outcome (SLO) is critical and relevant for all management students, as it provides a measure of how much students have learned in our program. We will retain it as the primary benchmark for assessing program effectiveness. The outcome is measurable and aligned with Bloom's taxonomy through the use of the verb "<i>understand</i>." We assess this outcome consistently each semester, using the general questions in the Senior Exit Exam in MGT499 course.
Measurement Instruments	The measurement instrument is the Senior Exit Exam, which is a direct measure. Given the wide range of topics covered, we believe this assessment is still the most effective and practical tool for evaluating student knowledge of general business principles. We have not observed any significant impact from AI on student performance in this exam.
Criteria & Targets	We believe that the criteria for success (at least 70% of students taking the exam should score $\geq 70\%$ on these discipline-specific questions in the Exit Exam) is still relevant. We may consider revising the target in the future, but we do not believe that it needs to be revised at this point. Although we consider the target threshold to be appropriate, we continually aim to raise expectations and enhance rigor over time. The exam is reviewed and updated frequently to ensure relevance and alignment with current industry standards.
Results & Conclusion	Results: Given the quality of work and dedication of the students and faculty, in the past three years, we have met the expectation and achieved the goal for this student learning outcome. In two academic years (AY2022-2023 and AY2023-2024), more than 95% of the students met the goal, i.e. achieved a score of 70% or higher. In AY2021-2022, 86.5% of the students met the goal. This could be due to the aftershock of the pandemic. Conclusions: The exit exam remains a reliable and effective tool for assessing the knowledge and preparedness of our graduating management majors. Over the past three years, vast majority of the students have passed the assessment, and the department has consistently met its performance benchmarks. This suggests that the core management curriculum has achieved the intended learning outcomes. We will continue to improve this learning outcome through disciplinary courses.

<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	In future assessments, we will continue to monitor whether the target should be adjusted or whether we need to provide more support to help students reach the desired target. We will continue to revise the exit exam to include updated and relevant questions and map each question to specific course learning objectives. We will constantly update curriculum mapping to align courses with the learning objectives. We will also analyze the exit exam data and use the result to inform instruction improvement for the faculty.
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Program Student Learning Outcome 2	
Program Student Learning Outcome	Discipline knowledge: Students will be able to define principles specific to their disciplines.
Evaluation	This Student Learning Outcome (SLO) is critical and relevant for all management students, as it provides a measure of how much students have learned in our management-related courses. We will retain it as the primary benchmark for assessing program effectiveness. The outcome is measurable and aligned with Bloom's taxonomy through the use of the verb "<i>understand</i>." We assess this outcome consistently each semester, using the discipline specific questions in the Senior Exit Exam in MGT499 course.
Measurement Instruments	The measurement instrument is the Senior Exit Exam, which is a direct measure. The questions are drawn from core management courses most important for the discipline. Given the wide range of topics covered, we believe this assessment is still the most effective and practical tool for evaluating student knowledge of management discipline principles. We have not observed any significant impact from AI on student performance in this exam.
Criteria & Targets	We believe that the criteria for success (at least 70% of students taking the exam should score $\geq 70\%$ on these discipline-specific questions in the Exit Exam) is still relevant. We may consider revising the target in the future, but we do not believe that it needs to be revised at this point. Although we consider the target threshold to be appropriate, we continually aim to raise expectations and enhance rigor over time. The exam is reviewed and updated frequently to ensure relevance and alignment with current industry standards.
Results & Conclusion	<u>Results:</u> Given the quality of work and dedication of the students and faculty, in the past three years, we have met the expectation and achieved the goal for this student learning outcome. In the past three academic years (AY2021-2022, AY2022-2023, and AY2023-2024), the percentage of students who met the goal, i.e. achieved a score of 70% or higher, is 87.5%, 95%, and 93%, respectively. <u>Conclusions:</u> The exit exam remains a reliable and effective tool for assessing the knowledge and preparedness of our graduating management majors. Over the past three years, vast majority of the students have passed the assessment, and the department has consistently met its performance benchmarks. This suggests that the core management curriculum has achieved the intended learning outcomes. We will continue to improve this learning outcome through disciplinary courses.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	In future assessments, we will continue to monitor whether the target should be adjusted or whether we need to provide more support to help students reach the desired target. We will continue to revise the exit exam to include updated and relevant questions and map each question to specific course learning objectives. We will constantly update curriculum mapping to align courses with the learning objectives. We will also analyze the exit exam data and use the result to inform instruction improvement for the faculty.

Program Student Learning Outcome 3	
Program Student Learning Outcome	Communication: Students will demonstrate the ability to communicate professionally.
Evaluation	This program learning outcome is still relevant. However, because it is included in the college level student learning outcomes and evaluated at college level, we have stopped evaluating it at departmental level starting AY2023-2024. The following reflections are from the evaluations in the two years prior to the change, AY2021-2022 and AY2022-2023.
Measurement Instruments	The case submissions from MGT498, Strategic Management, were evaluated using the GFCB rubric for Written Communication. These include the FIFA Case submissions in AY2021-2022 and Ford Case submissions in AY2022-2023. These cases served as an effective tool for evaluating students' ability to communicate complex ideas in a written case analysis report. The rubric used for this assessment was easy to understand and effective. We did not notice a significant impact from AI on student performance in the two years AY2021-2023. However, due to growing concerns about the use of AI, we may need to adjust the format or the environment of these evaluations, if we will resume this evaluation in the future.
Criteria & Targets	Students need to score three or higher on a scale of 1 to 5, based on the GFCB's rubric for written communication. The success target is that "at least 70% of students will score 3/5 or above overall on each criterion assessed." We believe the target was reasonable.
Results & Conclusion	<u>Results:</u> students met the target set by the department in both of the two years AY2021-2023. <u>Conclusions:</u> Due to the prevalence of the use of AI, we are concerned about the integrity and effectiveness of this assignment. We may adjust the format or the environment of these evaluations, if we resume this evaluation in the future.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	In future assessments, we will continue to monitor whether the target should be adjusted or whether we need to provide more support to help students reach the desired target. We will adjust the format or the environment of these evaluations, if necessary.

Program Student Learning Outcome 4	
Program Student Learning Outcome	Legal and ethical awareness: Students will demonstrate knowledge of legal and ethical principles appropriate to their discipline. We just implemented this learning outcome starting in AY2023-2024, and it has not been added to CourseLeaf yet.
Evaluation	Given the importance of legal and ethical behavior and practice in all industries, this Student Learning Outcome (SLO) is one of the most critical and relevant for all management majors. It measures the students' awareness of legal principles and ethical dilemmas and allows them to apply their knowledge to navigate the situation. This SLO provides a clear measure of how much students have learned in terms of the legal and ethical issues in business. The outcome is both measurable and aligned with Bloom's taxonomy through the use of the verbs "<i>analyze and apply</i>." We assess this outcome starting in AY2023-2024 in MGT305, Critical Thinking, which is a required course for all management majors. We also use legal and ethical specific questions in the senior exit exam to evaluate this SLO. We think this SLOs is double barreled, as it combines legal and ethical awareness in one. We will adjust the measurement in the coming

	years.
Measurement Instruments	In AY2023-2024, we assessed this Student Learning Outcome (SLO) using two measurements. One is the students' assignment submissions in MGT305. These were evaluated using the GFCB's rubric for Legal and Ethical Awareness. The rubric was easy to understand and effective. However, due to growing concerns about the use of AI in generating answers, we are considering transitioning to a protocolled in-person exam. Details will be decided after coordination with the instructors teaching the specific course from which the artifacts are used for evaluation. Another measurement is the legal and ethical specific questions in the senior exit exam. These questions directly measure students' knowledge of legal and ethical principles. Therefore, this measurement is relevant and appropriate. We have not observed any significant impact from AI on student performance in this exam.
Criteria & Targets	For the first measurement, assignments in MGT305, students need to score three or higher on a scale of 1 to 5, based on the GFCB's rubric for Legal and Ethical Awareness. The success target is that "at least 70% of students will score 3/5 or above overall on each criterion assessed." We believe the target was reasonable. For the second measurement, legal and ethical specific questions in the senior exit exam, at least 70% of the students should score $\geq 70\%$ on these questions. We believe this criterion is still relevant. We may consider revising the questions in the future, but we do not believe that it needs to be revised at this point.
Results & Conclusion	<u>Results:</u> students met all the targets set by the department in AY2023-2024. <u>Conclusions:</u> The ethical awareness assignment in MGT305 is a reliable and effective tool for assessing the awareness of ethical issues. 92% of the students passed the assessment. We will continue to update the assignment in alignment with GFCB's learning outcomes and to reflect current business issues. The legal and ethical specific questions in the senior exit exam are a effective tool for assessing legal and ethical knowledge. Student success in this criterion suggests that the core management curriculum has achieved the intended learning outcomes. We will continue to improve this learning outcome through disciplinary courses. Due to the prevalence of the use of AI, however, we are concerned about the integrity and effectiveness of the assignment. We may switch to a protocolled in-person evaluation in the future.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	We will continue to review the assignments used to test legal and ethical awareness and write applied questions each year to reflect relevant issues in the industry. We will revise the exit exam to include updated and relevant questions and map each question to specific course learning objectives. We will update curriculum mapping to align courses with the learning objectives. We will also analyze the assignment and exit exam data and use the result to inform instruction improvement for the faculty.

Program Student Learning Outcome 5	
Program Student Learning Outcome	Critical thinking: Students will be able to synthesize information from a variety of sources to create solutions for business problems.

Evaluation	Given the importance of critical thinking in learning and practice, this Student Learning Outcome (SLO) is one of the most critical and relevant for all management majors. It measures the students' ability to apply critical thinking skills to solve business problems. This SLO provides a clear measure of how much students have learned and are able to apply critical thinking skills. The outcome is both measurable and aligned with Bloom's taxonomy through the use of the verbs "<i>analyze and apply</i>." We have been assessing this outcome consistently each year in the past three years (AY2021-2024) using case write-ups in MGT498, Strategic Management, the required capstone class of all GFCB students including all management majors.
Measurement Instruments	We assessed this Student Learning Outcome (SLO) using case write-ups in MGT498, Strategic Management. These include Yeti Case submissions in AY2023-2024, Ford Case submissions in AY2022-2023, and FIFA Case submissions in AY2021-2022. These were evaluated using the GFCB's rubric for critical thinking. The rubric was easy to understand and effective. However, due to growing concerns about the use of AI in generating answers, we are considering transitioning to a protocolled in-person exam. Details will be decided after coordination with the instructors teaching the specific course from which the artifacts are used for evaluation.
Criteria & Targets	The criterion for success is that "students should score at least 3/5 on the critical thinking assessment artifact." The success target is that "at least 70% of students will score 3/5 or above on each criterion assessed." We believe the target was reasonable.
Results & Conclusion	<u>Results:</u> Students met the targets set by the department in AY 2021-2022 and AY2022-2023, with 82% and 86.7% of the students evaluated scoring 3/5 or above overall. The target was not met in AY2023-2024: the rate dropped to 65%. <u>Conclusions:</u> The department needs to improve the training of students on these skills, according to our assessment results. We will continue to improve this learning outcome through disciplinary courses. The case assignments in MGT498 have been a reliable and effective tool for assessing critical thinking in recent years. However, due to the prevalence of the use of AI, we are concerned about the integrity and effectiveness of the assignment. We may switch to a protocolled in-person evaluation in the future.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	We will continue to review the assignments used to assess critical thinking. We will update curriculum mapping to align courses with the learning objectives. We may also adjust the format or the environment of these evaluations, if necessary.