**2019-2020 Annual Program Assessment Report Guide**

Please submit your report to your department chair or program coordinator, the Associate Dean and Dean of your College, and to [james.solomon@csun.edu](about:blank), Director of the Office of Academic Assessment and Program Review, by **September 30, 2020**. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. **Please include this form with your report in the same file and identify your department/program in the file name. Please do not change the date on the form, and be sure to check that your report is ADA accessible.**

**College: David Nazarian College of Business and Economics**

**Department: Undergraduate Programs**

**Program: Undergraduate Programs**

**Assessment liaison: Ray Calnan** [**ray.calnan@csun.edu**](mailto:ray.calnan@csun.edu)

1. **Please check off whichever is applicable:**

**A. \_\_\_\_\_\_\_\_ Measured student work within program major/options.**

**B. \_\_\_\_\_\_\_\_ Analyzed results of measurement within program major/options.**

**C. \_\_\_\_X\_\_\_\_ Applied results of analysis to program review/curriculum/review/revision major/options.**

**D. \_\_\_\_\_\_\_\_\_ Participated in the 2019-20 assessment of General Education Section D: Social Sciences and U.S. History and Government student learning outcomes**

1. **Overview of Annual Assessment Project(s).** On a separate sheet,provide a brief overview of this year’s assessment activities, including:

* an explanation for why your department chose the assessment activities (measurement, analysis, application, or GE assessment) that it enacted
* if your department implemented assessment **option A**, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year’s measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include)
* if your department implemented assessment **option B**, identify what conclusions were drawn from the analysis of measured results, what changes to the program were planned in response, and the relation between this year’s analyses and past and future assessment activities
* if your department implemented **option C**, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities
* if your program implemented **option D**, exclusively or simultaneously with **options** **A, B, and/or C**, identify the GE learning outcomes assessed, the assessment instruments and methodology employed, and the resulting scores
* in what way(s) your assessment activities may reflect the university’s commitment to diversity in all its dimensions but especially with respect to underrepresented groups
* any other assessment-related information you wish to include: e.g. SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes) and the creation or modification of new assessment instruments

1. **Preview of planned assessment activities for 2020-21.** Include a brief description as reflective of a continuous program of ongoing assessment.

# Section 2 – 2019/20 Activities – Modification of Assessment Process

During the Fall 2019 semester, the David Nazarian College of Business and Economics prepared for a visit from the outside accrediting body, AACSB. The reviewers from AACSB visited in October, 2019 after reviewing the extensive documentation, including detailed reports on the Assessment and Assurance of Learning process in the College. Following the visit and review, the College was granted reaccreditation for another 5-year term. The review was very positive, especially in regards to the Assurance of Learning and Continuous Improvement process.

As described in the previous assessment report (2018-19), the David Nazarian College of Business and Economics moved from a staggered assessment/assurance of learning cycle to a biannual cycle. The plan for the 2019-20 year was to measure all SLOs in the undergraduate business program. Traditionally, the majority of data collection occurs in the Spring semester.

Due to the interruption of the Covid-19 pandemic, the data collection was not completed in Spring 2020. In consultation with the University Director of Academic Assessment and Program Review, Dr. Jack Solomon, the remaining portion of the semester, following the University closure, was used to create plans to ensure that assessment/assurance of learning process could continue in the 2020-21 year and beyond regardless of the mode of instruction. In some ways, the pandemic interruption forced the immediate review of the assessment process and encouraged the adoption of best practices that protect the process from future interruptions.

The major change implemented was to ensure that all data collection can be accomplished through an online format. This meant changing some written multiple choice exams to exams that can be completed online while still ensuring the maximum measure of security possible. In-class written assignment were reformatted and modified to allow for a “take-home” assignment while still preserving the integrity of the case analysis process.

## Commitment to Diversity

The David Nazarian College of Business and Economics instructors always seek to ensure that their assignments and activities respect that commitment. The recent revisions of SLO 4, Global Context and Diversity, specifically addresses the issue of the diversity and inclusion as stated “The student will recognize and evaluate the role of diversity, inclusion, and multiculturalism in the global business environment.” Additionally, SLO 3 states that “student will identify ethical dilemmas, analyze them from multiple perspectives, develop solutions” addresses the issue of individual and business decisions and the impact on society.

# Section 3 – Planning for 2020/21

The following plan describes the steps that will be taken in the coming academic year in order to get back on track for assessment of the Undergraduate in Business SLOs and the University GE SLOs.

## David Nazarian College of Business and Economics Undergraduate SLOs

### Assessment and Data Collection

The Student Learning Objectives for the Undergraduate program were modified/updated in the 2018-19 academic year. The new SLOs are shown below.

* SLO1 - Communication: The student will write professional business reports, deliver strong oral presentations, and create effective visual materials.
  + 1a – Oral communication
  + 1b – Written communication
* SLO2 - Critical Thinking/Problem Solving: The student will identify and analyze problems and devise appropriate solutions using qualitative and quantitative techniques.
  + 2a – Quantitative techniques
  + 2b – Qualitative techniques
* SLO3 - Ethics: The student will identify ethical dilemmas, analyze them from multiple perspectives, develop solutions, and support their decisions.
* SLO4 - Global Context and Diversity: The student will recognize and evaluate the role of diversity, inclusion, and multiculturalism in the global business environment.
  + 4a – Multiculturalism and global business
  + 4b – Diversity and inclusion
* SLO5 - Cross-Disciplinary Knowledge: The student will demonstrate proficiency in the functional areas of business as well as the ability to synthesize and apply this knowledge across disciplines.
  + 5a – Disciplinary knowledge
  + 5b – Cross-disciplinary knowledge

All of these SLOs will be assessed in the 2020-21 academic using multiple-choice, case analysis, or presentations, as appropriate. The execution of the assessment process will be similar to the historic data collection used in the College with the modifications stated in Section 2 of this report.

The SLOs will be assessed in the following courses.

SLO1a – BUS 302

SLO1b – BUS 497

SLO2a – BUS 497

SLO2b – TBD

SLO3 – BUS 302

SLO4a – SOM 306

SLO4a – FIN 303

SLO4b – MKT 304

SLO5a – FIN 303

SLO5a – MGT 360

SLO5a – MKT 304

SLO5a – SOM 306

SLO5a – BUS 302L

SLO5b – BUS 497

### Continuous Improvement of Program

The 2020-21 year will also be used to continue the work towards improving the program core with initial emphasis being on the revision of the “gateway” BUS 302 course to meet the needs of a data driven business environment.

## University GE Section D – Social Sciences

The David Nazarian College of Business and Economics has several courses in the Economics program that are within Section D of the University GE courses. The assessment and outcomes for the Economics courses are provided in a separate report from this department.

The remaining course within the College is in the Marketing Department.

### Marketing Department

The assessment of MKT 350 will occur in the Spring of 2021 with the creation of a rubric used for assessment of written case studies to be finalized during the Fall 2020 semester. Two written assignments (Privacy policy and Exchange/Share information) were used for this assessment in Spring 2020 and students submitted hard copy written papers. Since there were only 89 students enrolled in three sections in Spring 2020, the department will continue the data collection this Fall to get at least 100 sample size. The student papers will be submitted online.

## University GE Section E – Lifelong Learning

The David Nazarian College of Business and Economics has several course in the undergraduate program that are within Section E of the University GE courses. These courses are shown in the list, followed by a brief overview of the planned activities from each department.

* BLAW 108. The Citizen and Civil Law
* BLAW 280. Business Law I
* BLAW 368. Law, Business and Ethics
* BUS 104. Introduction to Business
* FIN 102. Financial Literacy
* FIN 302. Personal Finance
* IS 212. Information Systems for Business Users

### Business Law Department

BLAW 280 and BLAW 368 will be reviewed in order to facilitate data collection and analysis for the 2020-2021 academic year. BLAW 108 is rarely offered and is not offered in the 2020-21 academic year, so it will not be assessed. Data collection will focus the following Learning Outcomes:

Students will:

1. Identify and actively engage in behaviors conducive to individual health, well-being or development, and understand the value of maintaining these behaviors throughout their lifespan.

2. Identify and apply strategies leading to health, well-being or development for community members of diverse populations.

Instructors will administer a set of 10 multiple choice questions tied to these learning outcomes in BLAW 280 and BLAW 368 during summer session 2020 (as a trial) and in the fall or spring semesters during the 2020-21 academic year.

### Marketing Department (BUS 104)

The BUS 104 course is taught through the Marketing Department. The plan for the coming academic year is to create the rubric to assess student papers. The artifact collection will take place in the Spring of 2021 to facilitate the outside reviewers’ assessment of the student work over the Summer 2021 for reporting in the Fall of 2021. Discussion with the course instructors has already occurred and the rubric is currently under final revision.

### Finance Department

There are two courses in the Finance Department, FIN 102 & FIN 302. These courses will be assessed using multiple choice questions created by the Department working group made up of faculty teaching the courses. In the Spring of 2021, all sections of these courses will be assessed using the set of multiple choice questions covering topics related to the personal financial planning process, and explain how the elements of a comprehensive financial plan fit together (GE SLO1) and how compound interest benefits investors (GE SLO3).

### Accounting/Information Systems Department

The SLOs are addressed through reading, lecture, and hands-on activities through digital learning objects (tutorials) that explain the overall concept of the organization of information in databases as well as evaluating the information at hand. A main objective is to have students develop cognitive, physical and affective skills which will allow them to become more integrated and well-rounded individuals within various physical, social, cultural, and technological environments and communities. Students acquire skills in personal information technology use to become more productive in business and society. The skills students acquire in this course are applicable to virtually all working environments as well as are useful in personal information management.

SLO1: Identify and actively engage in behaviors conducive to individual health, well-being, or development, and understand the value of maintaining these behaviors throughout their lifespan.

Lectures and hands-on activities through digital learning objectives will build student skills in the use of a variety of personal productivity applications common both in the workplace and home. Achievement of SLO1 will be measured through student performance on hands-on examination in spreadsheet applications.

SLO3: Apply the knowledge and skills of science and technology and evaluate how they impact individuals, the community, and/or society.

Lectures and conceptual assignments build student knowledge of information sources in the contemporary information environment, how to assimilate that information, how to critically assess those sources of information, and how to apply that information in a variety of contexts. Achievement of SLO3 will be measured through student performance on critical scenario analysis assessed in examination.