



**WILLIAM M. LASKY SCHOOL OF BUSINESS ACCREDITATION AND
ASSESSMENT PERFORMANCE DATA, AY 2020 THROUGH AY 2024**

The School of Business performs numerous activities to ensure continuous improvement including revisions to the mission and identification and assessment of learning goals. The school has continuously assessed its academic programs since 2015 using course embedded assessment as well as feedback from students, faculty, and other stakeholders. The external assessment of programs is carried out during the ACBSP accreditation process and through the preparation of various reports which are submitted to the University.

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ASSESSMENT COMMITTEE

The Assessment Committee is responsible for assuring that measurable student learning is occurring in all the School of Business programs. This is accomplished by working to assure that the learning outcomes assessment process for each program is described, learning outcomes assessment information and data is gathered and analyzed, and formative and summative learning outcome assessment information and data is gathered and analyzed. The committee will also identify and report assessment data trends and systematically make assessment results available to faculty, administration, students, or other stakeholders in a manner that yields comparative data. An emphasis is placed on continuously improving learning outcomes.

Assessment Committee

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Seth Soman		ssoman@norwich.edu
David Blythe		dblythe@norwich.edu
Jacqueline Strenio		jstrenio@norwich.edu
Nasim Hosein		nhosein@norwich.edu
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Clare O'Shaughnessy		coshaugh@norwich.edu

ACBSP Standards and Criteria

Standard 4: Measurement and Analysis (ACBSP PDF Manual Page 27)

Criterion 4.2. To identify trends, the business programs should report, at a minimum, three successive sets of periodic assessment results.

To demonstrate compliance with this criterion:

In tables and graphs using Figure 4.2, provide three to five consecutive sets of assessment results for almost all of your programs as defined in the note below. Do not use course grades or grade point averages.

Note: You must have learning outcome competencies that are measurable in each core business program, as well as competencies in each concentration (12 or more credit hours) associated with the core. Describe how these assessment results are made systematically available to the faculty, administration, students, or other stakeholders, as appropriate.

Note: Ideally, report three to five years of trend data, but at a minimum, ACBSP requires three cycles of learning outcomes measurement data.

MEASUREMENT AND ANALYSIS REPORT

School of Business by the Numbers

School Established: XXX

Mission/Vision: Mission Statement

The School of Business and Management provides a high-quality education that emphasizes technical competence, critical thinking, ethical practices, communication and other interpersonal skills that qualify and equip our students to pursue a variety of life pursuits.

Vision Statement

A leader in addressing the needs of the community, Norwich University School of Business will be the first choice for high-quality student-centered business education.

Schools/Majors:

1. Major is Accounting
2. Major in Management, with concentration in Computer Information Systems, Financial Economics, International Business, Leadership, Marketing, and Sports Management.
3. Major in International Business

Centers: N/A

Accreditation(s): Accreditation Council for Business Schools and Programs (ACBSP) Accredited Status

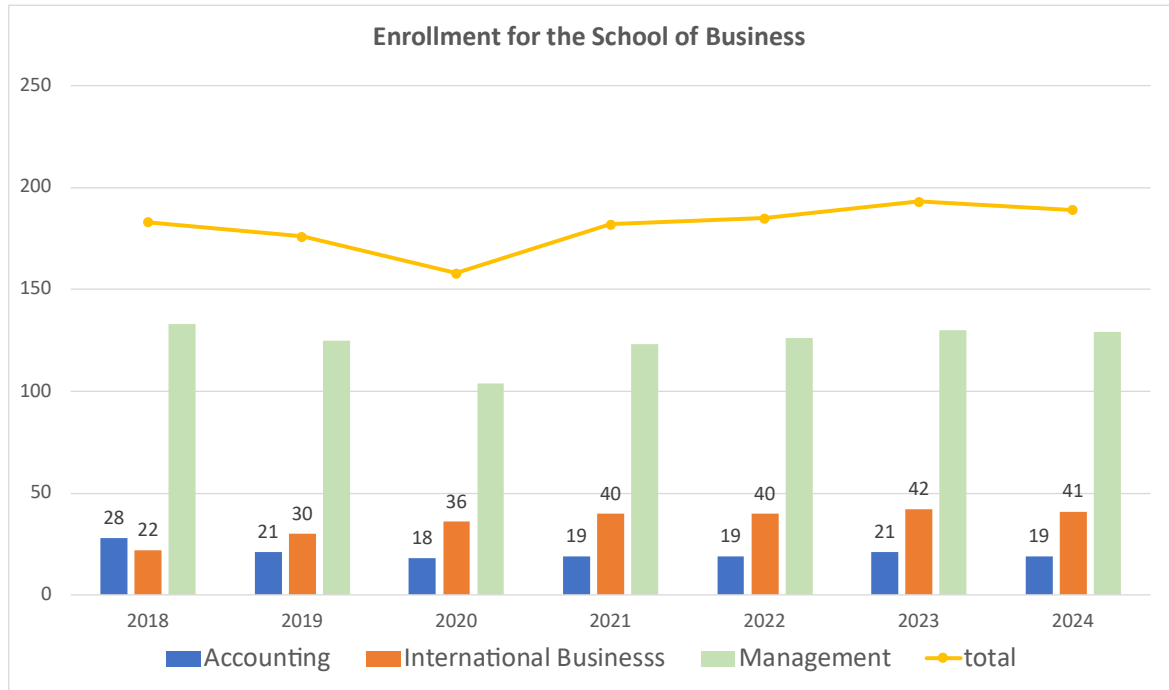
Degree Offerings & Type:

- Undergraduate: BS in Accounting, BS in Management, BS in International Business* (not accredited)
- Graduate: N/A
- Certificates: N/A

Total Degrees conferred in the last 4 years

	2021	2022	2023	2024
BS in Accounting	4	6	6	5
BS in Management with CIS		2	3	2
BS in Management with Financial Economics	8	11	8	8
BS in Management with Leadership	11	10	12	4
BS in Management with Marketing	2	9	9	9
BS in Management with Sports Management	3	0	3	2

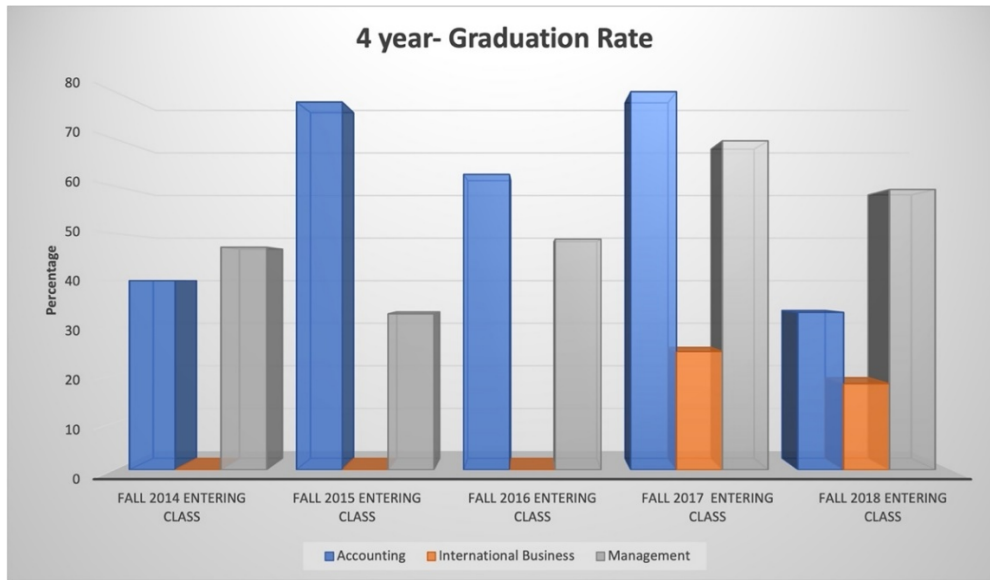
School of Business Enrollment Information



Noteworthy Trends:

- Introduction of revised curriculum for International Business sees increase in enrollment major
- Addition of new major does not increase enrollment of students within SOB

Graduation and Retention Data

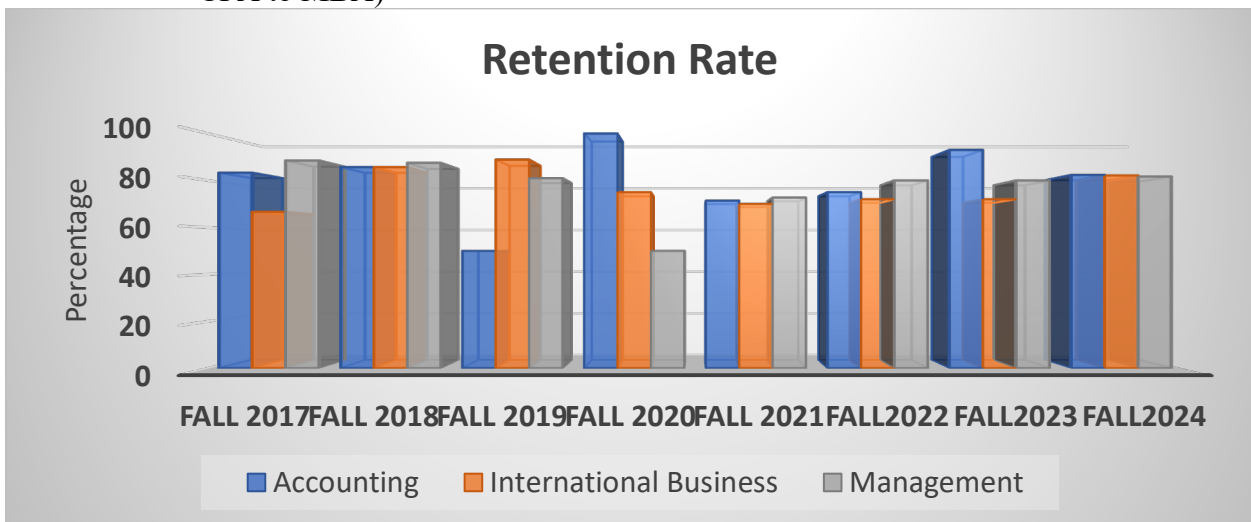


Noteworthy Trends

- Consistent high graduation rate for accounting majors
- Consistent improvement in graduation, year over year, for management majors

Recommendations

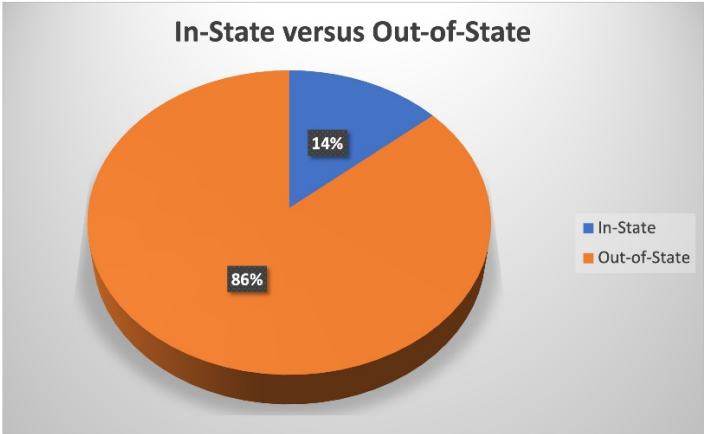
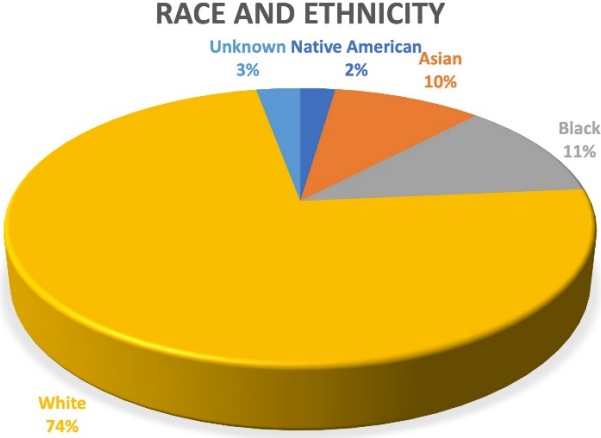
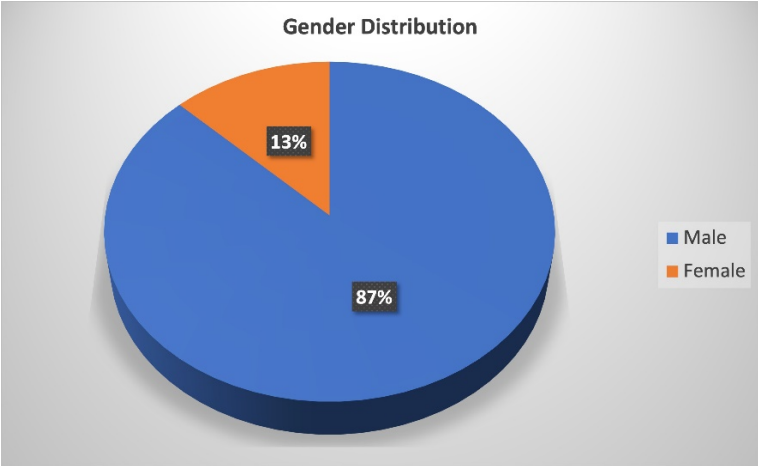
- Leverage strength of accounting major to increase retention in other majors (e.g. CPA to MBA)



Noteworthy Trends:

- Better retention rate compared to overall university
- Retention returns to normal post pandemic

Student Demographics: Gender, Race and Ethnicity, In-State vs Out-of-State



College of Business Faculty and Personnel

Dean: Aron Temkin

School of Business and Management

Sethuram Soman, Ph.D. (Director, Associate Professor)

David Blythe, J.D. (Associate Professor)

Nasim Hosein, Ph.D. (Associate Professor)

Jacqueline Strenio, Ph.D. (Assistant Professor)

Fritz Burkhardt, PhD. (Visiting Professor)

Kahwa Douoguih, PhD. (Professor of Practice)

Clare O'Shaughnessy, J.D. (Lecturer)

Barry Bender, CPA. (Lecturer)

Joseph Bosley (Adjunct Faculty)

Ron Merolli (Adjunct Faculty)

Paul Putney (Adjunct Faculty)

Staff:

Ms. Jessica Amell

Demographics:

2 Full time Tenured Faculty, 2 Full time Tenure track Faculty

3 Female Faculty

8 Male Faculty

1 Female Staff

2 Black Faculty

1 Asian Faculty

8 Caucasian Faculty

Total Number of Employees: by Type (Faculty, Staff, FT/PT, Contractual, Student Workers)

8 Full time Faculty

5 Adjunct Faculty

1 Staff

Key Areas of Research: Gender Differences, Health Economics, Public Policy, Market Research, Construction Management, Energy Economics, Agent Based Models.

Data Collection & Evaluation Methods

Assessment Administration

Various programs for the School of Business are assessed using the MFT ETS exam. Currently, the school evaluate learning goal attainment by collecting data from the various sections of the ETS exam. Recommendations for courses and programs are based on student performance on the ETS exam. Data is evaluated to determine if benchmarks (50-percentile) for achievement of learning outcomes have been met. Program and course changes are made when benchmarks are not met.

The ETS Major Field Test of Business is the most popular commercial test available, used by over 460 different institutions. It contains 120 multiple-choice questions measuring knowledge of accounting, economics, finance, management, marketing, quantitative business analysis, and law as well as social and international concerns.

School of Business Major Field Test (MFT) Results Spring 2018/ Spring 2019/Spring 2021/Spring 2022

	Spring 2021	Spring 2022	Spring 2023	Spring 2024
Below National Mean	50%	48%	45%	32%
At and above National Mean	50%	52%	55%	68%
Total Students	24	42	33	36

- On average 45% of the institutions that took the ETS exam scored above Norwich university.

Assessment Category	2021 Mean Percent Correct (percentile)	2022 Mean Percent Correct (percentile)	2023 Mean Percent Correct (Percentile)	2024 Mean Percent Correct (Percentile)
Accounting	48 (83)	35 (6)	40 (34)	44 (67)
Economics	38 (28)	45 (78)	50 (37)	53 (65)
Management	54 (15)	52 (11)	50 (13)	56 (33)
Quantitative Business Analysis	28 (9)	33 (37)	31 (37)	41 (83)
Finance	40 (19)	39 (15)	47 (87)	46 (81)
Marketing	44 (13)	45 (15)	51 (34)	55 (57)
Legal and Social Environment	45 (27)	44 (21)	50 (35)	53 (62)
Information Systems	52 (49)	41 (1)	43 (62)	44 (71)
International Issues	33 (1)	38 (30)	48 (73)	47 (61)

- Other than management, all other areas score above the national average.
- Management, Quantitative Business Analysis, Finance, Marketing, law, and international issues do not meet the benchmark.

School of Business Major Field Test Results by Academic Programs

Spring 2021- Results by Academic Program

	Accounting	Management Computer Information Systems	Management Financial Economics	Management Leadership	Management Marketing	Management Sports Management
Above 50 Percentile	1	0	4	3	0	0
Below 50 Percentile	3	0	4	8	2	3

Spring 2022- Results by Academic Program

	Accounting	Management Computer Information Systems	Management Financial Economics	Management Leadership	Management Marketing	Management Sports Management
Above 50 Percentile	4	1	8	1	2	0
Below 50 Percentile	2	1	3	9	7	0

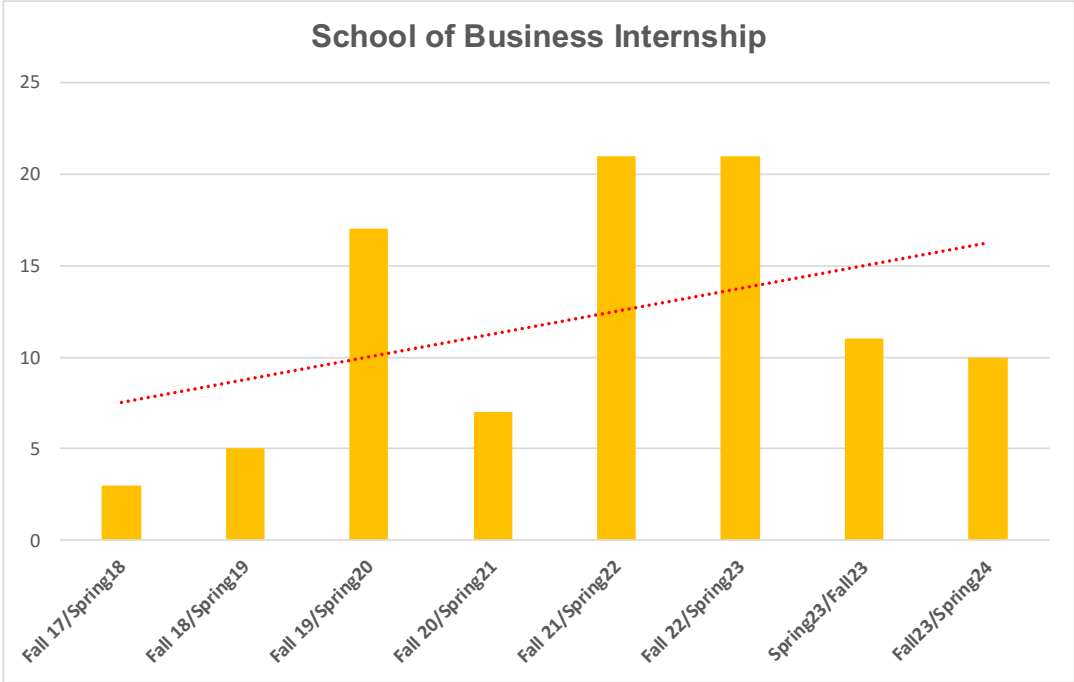
Spring 2023- Results by Academic Program

	Accounting	Management Computer Information Systems	Management Financial Economics	Management Leadership	Management Marketing	Management Sports Management
Above 50 Percentile	4	2	6	3	5	2
Below 50 Percentile	2	1	2	9	4	1

Spring 2024- Results by Academic Program

	Accounting	Management Computer Information Systems	Management Financial Economics	Management Leadership	Management Marketing	Management Sports Management
Above 50 Percentile	4	2	6	2	6	0
Below 50 Percentile	1	0	2	2	3	2

School of Business Internship Data



Noteworthy Trends:

- Continuous improvement in the student enrollment for internships.

Summary

Based on the analysis, the following items need to be addressed:

1. Deployment of faculty survey in spring 2025
2. Rigorously populate MFT learning resources/projects with a narrower focus on Management, Finance, Marketing, International Issues, and Legal & Social Environment.
3. Deploy stakeholder surveys in Spring 2025.
4. Continue to monitor the ETF results and student learning outcomes (SLOs), especially those below the benchmark.
5. Assessment of course learning outcomes in spring 2025.