**Spring 2011 SLOAT Assessment Final Report**

**BUS 101 Business Organization & Management**

**Dr. Nathan Himelstein**

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I. The purpose of this study was to determine what questions on the departmental final exam most students got wrong. Once these questions were ascertained, we suggest that more time should be spent in reviewing the related topic and concepts.

II. Methodology (SLOAT Assessment Plan)

1. An item analysis from the ScanTron scoring sheets was conducted from 8 sections of BUS 101. The sections included day, evening and weekend classes. The previous assessment conducted in Fall 2010 only included 6 day sections whereas this assessment covered 8 sections. A total of 121 students’ scores were analyzed.
2. Dr. Nathan Himelstein collected data from his three sections, one section from Prof. Janet Forster’s (adjunct) class , two sections from Prof. Douglas Sayour’s (adjunct) classes, one section from Prof. Marva Rudder’s (adjunct) class, and one section from Prof. Donald Salaam’s (adjunct) class for this study. The student performance results were obtained during the Spring 2011 final exam period (April 15 – April 21, 2011).
3. Instrumentation

Wording and content of the questions on the departmental exam were based upon Bloom’s Taxonomy and AACSB parameters. Furthermore, the questions were chosen from the Test Question Bank developed by McGraw-Hill for the textbook used in this course (i.e., *Understanding Business* by Nickels, McHugh & Mc Hugh, 9th edition) and were based on the chapters covered in the course as stated on the departmental syllabus given to all students enrolled in the course.

1. Collection of Data

All students were given a 100-question final exam and noted their answers on ScanTron scoring sheets. The answers were then scanned, and an item analysis form was fed through the machine to determine the number of wrong responses to each question.

1. Processing of Data (Who and How)

Each item analysis was reviewed by Dr. Nathan Himelstein, and the results were summarized. Questions answered incorrectly by more than 9 students in any given class were identified.

III. Results:

 Results of student performance on the final exams for the 8 sections on which data was collected is given in the table below.

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| --- | --- | --- | --- |
| Section # | Final Exam Mean Score | # of Students | # of Questions (out of 100) Incorrectly Answered by More than 9 Students/Class |
| 002 | 72.3 | 9 | 1 |
| 003 | 74.0 | 21 | 19 |
| 004 | 73.1 | 17 | 11 |
| 006 | 67.5 | 14 | 7 |
| 007 | 56.4 | 18 | 35 |
| 012 | 55.4 | 13 | 16 |
| LS1 | 67.7 | 12 | 7 |
| KN1 | 78.8 | 17 | 7 |

The questions which the students frequently marked wrong will be given to the instructors of BUS 101 so that next semester these areas can be further explained and emphasized more.

It is notable that the adjunct instructors who teach sections 006, 007, 012, LS1, and KN1 do not have the teaching experience that the instructors who teach sections 002, 003, and 004 have; regardless though, the content of the questions that were answered incorrectly by 9 or more students enrolled in any section must still be noted as material for which students have a learning deficiency.

Please also note that the final exam mean score for sections 002, 003, 004, and KN1 are in close range of each other. In addition, the final exam mean scores of sections 006 and LS1 are also in close range of each other as is also the case for the mean scores of sections 007 and 012.

The specific questions for which more than 9 students per class provided the wrong answers are given below.

2. Fayol’s principle sates that each worker should report to one, and only one, boss. (unity of command)

4. In Maslow’s hierarchy of needs, the desire for love and acceptance would fall into the category of (social needs).

5. Historically, the (National Labor Relations Act) strengthened the labor unions, while the (Taft-Hartley Act) supported management’s efforts.

6. (Collective bargaining) is the process by which representatives of a union meet with representatives of management to negotiate a contract for workers.

9. The first federal minimum wage was established by the (Fair Labor Standards Act).

10. Granting a foreign company the right to manufacture your product or to use your firm’s trademark in return for a fee is called (licensing).

12. (Employee orientation) introduces new employees to the organization, their fellow workers, their supervisors, and to the policies, practices, and objectives of the firm.

15. A nation has a (comparative advantage) in the production of a good or service if it can produce that good or service more effectively or efficiently than it can produce other goods.

16. Frank and Lillian Gilbreth thought that every job could be broken down into a series of elementary motions that they called (Therbligs).

18. Which of the following prohibits monopolies, attempts to monopolize, and any restraint of trade? (Sherman Act)

21. Employees often work with managers to develop a(n) (mission statement) that outlines the fundamental purposes of their organization.

22. The social movement designed to increase and strengthen the rights and powers of buyers in business transactions is called (consumerism).

23. A firm that wants to distribute its products as widely in a market as possible would use a(n) (intensive) distribution strategy.

25. According to Herzberg, which of the following groups of motivational factors would give employees the most satisfaction? (interesting work, earned recognition & growth opportunity)

26. The Product Life Cycle consists of (4) stages.

27. Rewards that come from someone else in recognition of good work are (extrinsic) rewards.

28. The Hawthorne studies were conducted by (Elton Mayo) and his colleagues from Harvard University.

29. Nightbrite company’s (promotion mix) relies heavily on advertising, personal selling, and a limited use of product sampling.

31. The optimum number of subordinates a manager can supervise is referred to as the (span of control).

38. The (Wagner) Act established the National Labor Relations Board.

43. Herzberg found that good pay (was a hygiene factor rather than a motivator).

44. The Proctor & Gamble (P&G) company produces bar soap, disposable diapers, deodorants, laundry detergents, cookies, cake mix, shampoo, shortening and many other products. The products are part of P&G’s (product mix).

46. In evaluating the best advertising medium to reach a specific target market the clear choice is (direct mail).

52. Which of the following product attributes is lease emphasized on television ads? (price)

53. The Taft-Hartley Act (required management to bargain in good faith with union representatives).

57. Efforts by the Federal Reserve Bank (the Fed) to control the money supply and interest rates are know as (monetary policy).

60. Which of the following are products consumers buy after comparing quality, price, and style from a variety of sellers? (shopping goods)

63. The (autocratic) style of leadership is characterized by making managerial decisions without consulting others.

66. (Management) is the art of utilizing organizational resources to accomplish goals at work.

67. Which of the following about S corporations is most accurate? (The major attraction of S corporations is that they avoid the problem of double taxation.)

70. Barker Brothers Pens utilizes a strategy of low priced pens to attract customers and discourage competition. This represents a (penetration) strategy.

71. The (World Trade Organization) represents the first attempt to establish a truly global mediation center to resolve international trade disputes.

76. Which of the following is a factor of production? (knowledge)

80. The goal of (promotion) is to inform and remind people in a target market about specific products eventually persuading them to participate in an exchange.

82. Which of the following established a government agency to enforce the laws regulating unfair competition? (Federal Trade Commission Act)

83. (Contingency) planning prepares alternative courses of that may be used if the primary plans are not achieving objectives.

86. An owner of a corporation is known as a(n) (stockholder).

87. In a(n) (centralized) organization, decision-making authority is concentrated at the top level of management.

90. The personal satisfaction people feel when they have done a job well is a(n) (intrinsic) reward.

92. Supervisory management personnel spend most of their time on (technical and human relations skills).

93. The (sole proprietorship) is the most common form of business ownership.

94. To be competitive, (William Ouchi) recommended that American firms adopt a new management style that was a hybrid of the approaches used by Japanese firms and those used by American firms called (Theory Z).

98. Promotions and transfers are (internal) sources available to human resource managers in their recruiting efforts.

100. The purpose of (training and development) is to increase an employees’ ability to perform productively.

It is important to note that the questions listed above, as well as all questions on the final exam, were based on the measurable course performance objectives (MPOs). The specific questions, which were frequently answered incorrectly by students in the studied cohort, will be shared with all faculty (full-time and adjunct) assigned to teach BUS 101 so that when the related topics are covered during the semester, these concepts should be given further emphasis in the lectures and on assignments. Regarding assignments, it is important to note that the Connect Learn Smart (McGraw Hill Learning Management System) modules are strongly recommended for use in BUS 101. These modules are designed to emphasize the fundamental concepts of the course and give students practice on mastering the MPOs. For this reason, it is imperative that all instructors who teach this course in the future *require* the students to complete the Learn Smart modules. Hopefully, this will result in a higher level of student mastery of the MPOs for BUS 101, which will then be seen in better student performance on the final exam. This was, in fact, the case in Dr. Himelstein’s class where every single student who completed the Learn Smart modules received an A or B as a final course grade.