



NORWICH  
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# NORWICH UNIVERSITY SCHOOL OF BUSINESS AY 2017 THROUGH AY 2022 ASSESSMENT REPORT

The School of Business performs numerous activities internally and externally to ensure continuous improvement. Internal assessments include routine review and revisions to the mission statement and regular assessment of learning outcomes and goals. The school has continuously assessed its academic programs since 1988 using course embedded assessments as well as incorporating informal and formal 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 ensuring that measurable student learning is occurring in all of the School of Business programs. This is accomplished by working to ensure 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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David Blythe	dblythe@norwich.edu
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John Dellipriscoli	jdellpr@norwich.edu
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## 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.

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## **MEASUREMENT AND ANALYSIS REPORT**

School of Business by the Numbers

School Established: 2018

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 in Accounting
2. Major in Management, with concentrations 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

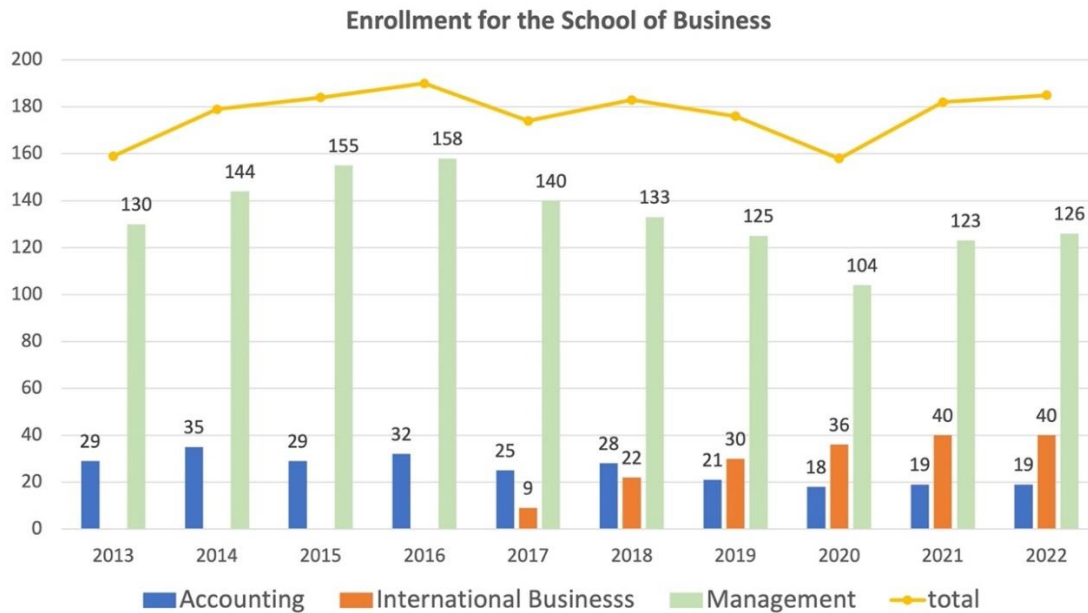
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**Total Degrees conferred in the last 5 years**

	2018	2019	2020	2021	2022
<b>BS in Accounting</b>	4	7	15	4	6
<b>BS in Management with CIS</b>	2	0	1		2
<b>BS in Management with Financial Economics</b>	18	8	16	8	11
<b>BS in Management with Leadership</b>	9	12	7	11	10
<b>BS in Management with Marketing</b>	4	1	4	2	9
<b>BS in Management with Sports Management</b>	2	0	3	3	0

**School of Business Enrollment Information**



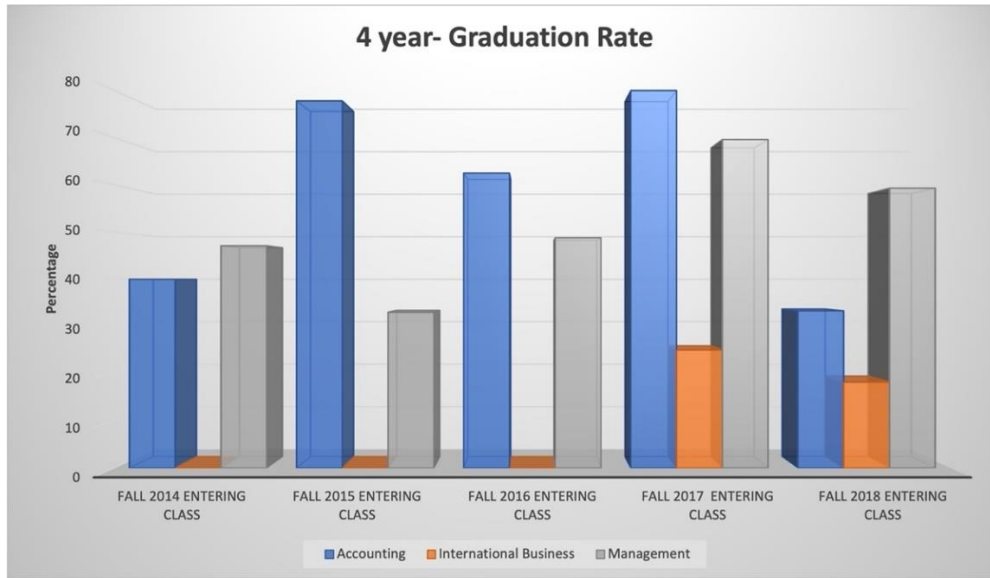
**Noteworthy Trends:**

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

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## Graduation and Retention Data

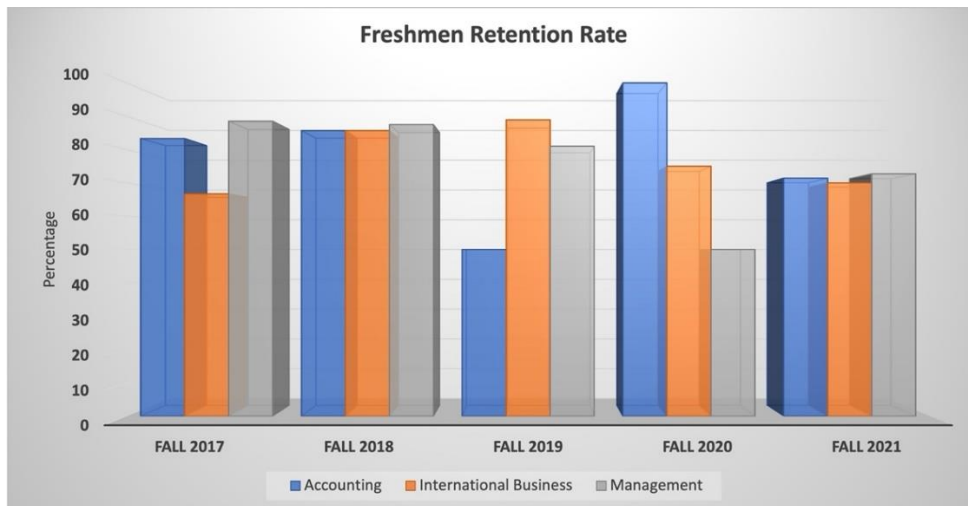


### Noteworthy Trends

- 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)



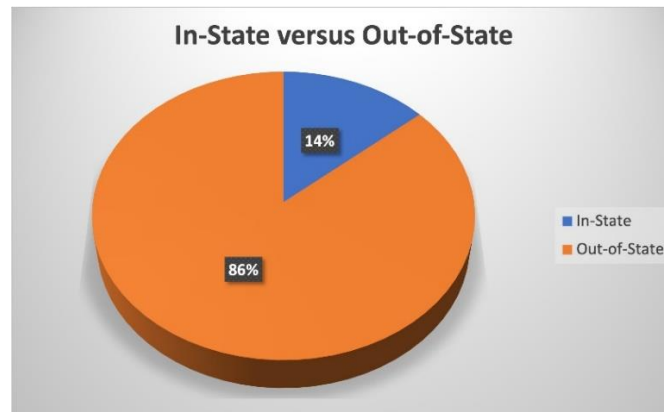
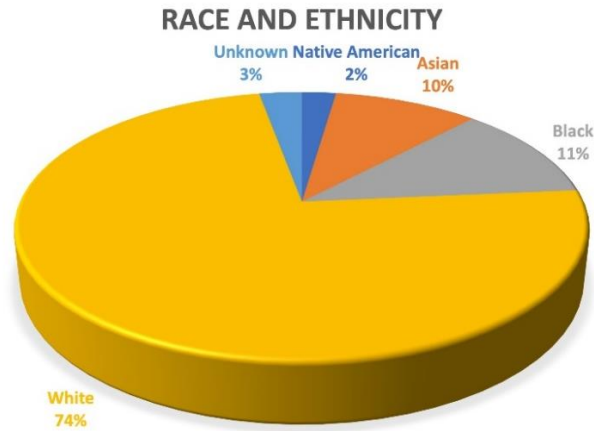
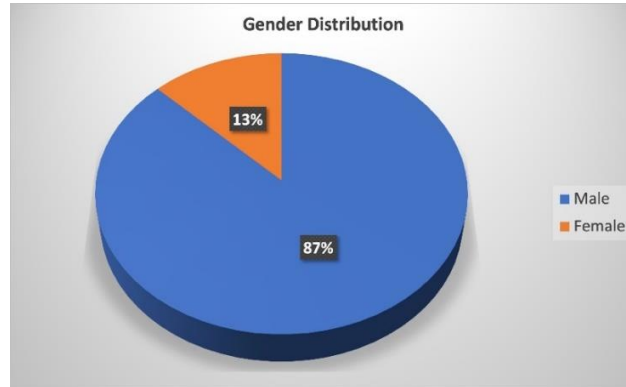
### Noteworthy Trends:

- Average retention rate is consistently 75%
- Retention returns to normal post pandemic

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



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## College of Business Faculty and Personnel

Dean: Aron Temkin

### School of Business and Management

David Blythe, J.D. (Director, Associate Professor)  
Sethuram Soman, Ph.D. (Associate Director, Associate Professor)  
Michael Puddicombe, Ph.D. (Professor)  
Nasim Hosein, Ph.D. (Associate Professor)  
Cathlin Upton, CPA. (Lecturer)  
Jacqueline Strenio, Ph.D. (Assistant Professor)  
Linn Caroleo, Ph.D. (Visiting Assistant Professor)  
John Dellipriscoli. (Lecturer)  
Clare O'Shaughnessy, J.D. (Adjunct Faculty)  
Barry Bender, CPA. (Adjunct Faculty)  
Joseph Bosley (Adjunct Faculty)  
Ron Merolli (Adjunct Faculty)  
Paul Putney (Adjunct Faculty)

### Staff:

Ms. Jessica Amell

### Demographics:

2 Full time Tenured Faculty, 3 Full time Tenure track Faculty  
4 Female Faculty  
9 Male Faculty  
1 Female Staff  
1 Black Faculty  
1 Asian Faculty  
11 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 Studies, Health Economics, Public Policy, Market Research, Construction Management, Energy Economics, Agent Based Models.

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## Data Collection & Evaluation Methods

### Assessment Administration

Various programs for the School of Business are assessed using the MFT ETS exam. Currently, the school evaluates 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
<b>Below National Mean</b>	40%	48%	50%	48%
<b>At and above National Mean</b>	60%	52%	50%	52%
<b>Total Students</b>	35	23	24	42

- On average 46.5% of the institutions that took the ETS exam scored above Norwich university.

Assessment Category	2017 Mean Percent Correct (percentile)	2018 Mean Percent Correct (percentile)	2019 Mean Percent Correct (percentile)	2021 Mean Percent Correct (percentile)	2022 Mean Percent Correct (percentile)
<b>Accounting</b>	48 (83)	47 (76)	47 (76)	48 (83)	35 (6)
<b>Economics</b>	47 (89)	47 (89)	38 (28)	38 (28)	45 (78)
<b>Management</b>	63 (51)	61 (39)	60 (36)	54 (15)	52 (11)
<b>Quantitative Business Analysis</b>	38 (78)	37 (70)	30 (16)	28 (9)	33 (37)
<b>Finance</b>	46 (71)	42 (35)	38 (12)	40 (19)	39 (15)
<b>Marketing</b>	47 (22)	51 (44)	44 (13)	44 (13)	45 (15)
<b>Legal and Social Environment</b>	47 (42)	46 (34)	45 (27)	45 (27)	44 (21)
<b>Information Systems</b>	53 (61)	56 (86)	49 (20)	52 (49)	41 (1)
<b>International Issues</b>	38 (30)	39 (36)	39 (36)	33 (1)	38 (30)

- Accounting and Economics meet the 50-percentile benchmark.

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- 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 2018- Results by Academic Program

	Accounting	Management Computer Information Systems	Management Financial Economics	Management Leadership	Management Marketing	Management Sports Management
Above 50 Percentile	2	1	11	3	2	1
Below 50 Percentile	2	1	7	6	2	1

The ETS MFT results for 2018 indicate that expect for the leadership concentration, 50% or more, of our graduates scored above the 50% percentile range at the national level.

#### Spring 2019- Results by Academic Program

	Accounting	Management Computer Information Systems	Management Financial Economics	Management Leadership	Management Marketing	Management Sports Management
Above 50 Percentile	4	0	3	6	0	0
Below 50 Percentile	3	0	5	6	1	0

The ETS MFT results for 2019 indicate only accounting and management-leadership majors scored above the 50% percentile range at the national level.

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### 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

The ETS MFT results for 2021 indicates only management majors with financial economics concentration scored above the 50% percentile range at the national level.

### Spring 2022- Results by Academic Program

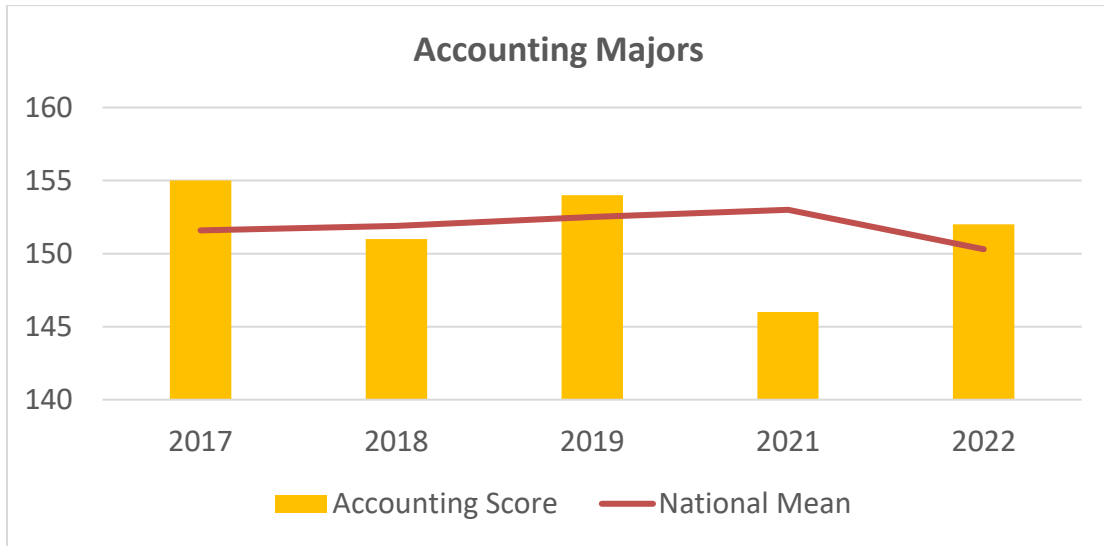
	Accounting	Management Computer Information Systems	Management Financial Economics	Management Leadership	Management Marketing	Management Sports Management
Above 50 Percentile	4	1	8	1	2	0
Below 50 Percentile	2	1	3	9	7	0

The ETS MFT results for 2022 indicates accounting, management majors with financial economics and CIS concentrations scored above the 50% percentile range at the national level.

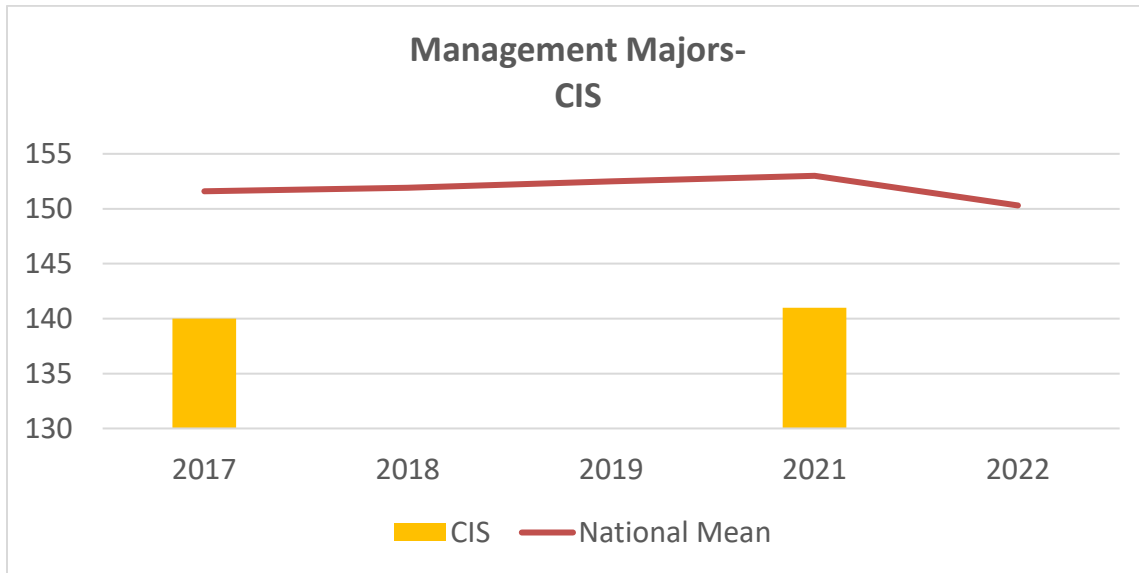
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**Accounting Majors: ETS MFT 5-years trend against the National Average**



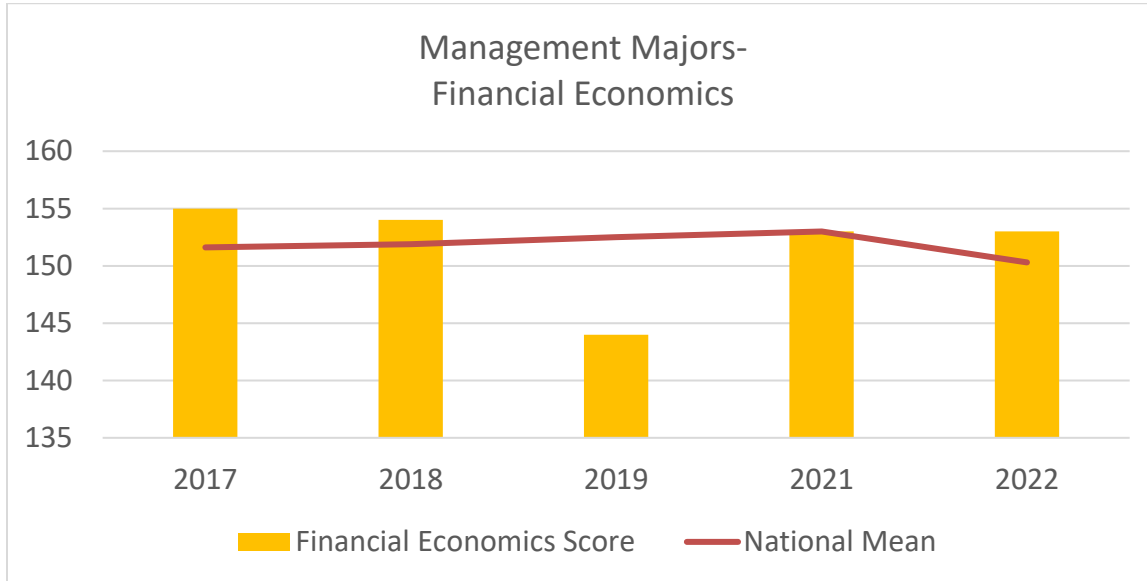
**Management Majors-CIS: ETS MFT 5-years trend against the National Average**



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**Management Majors-Financial Economics: ETS MFT 5-years trend against the National Average**



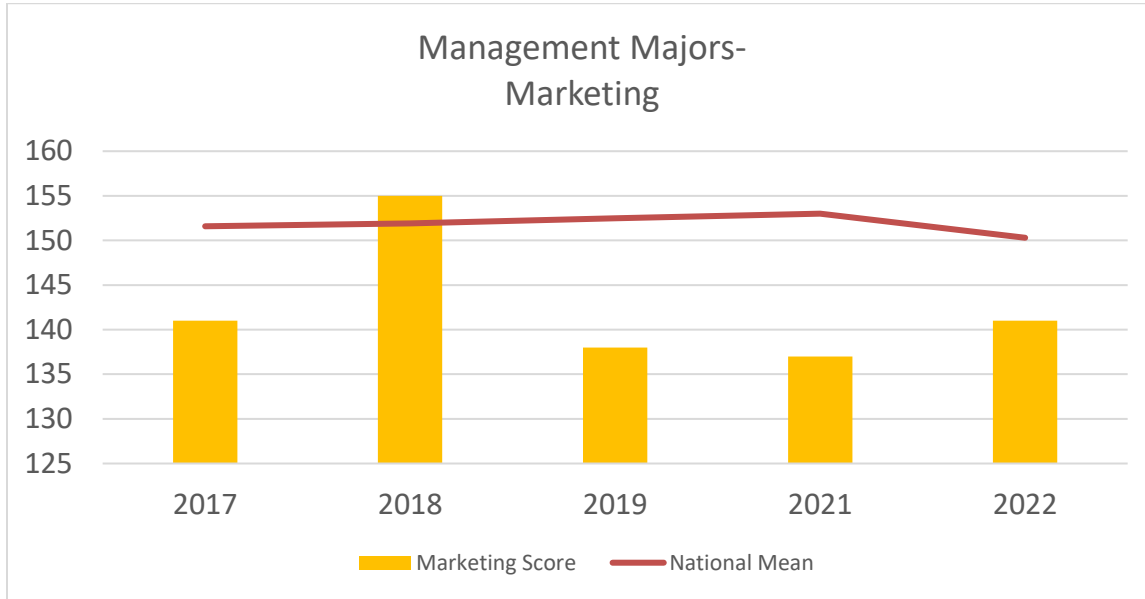
**Management Majors-Leadership: ETS MFT 5-years trend against the National Average**



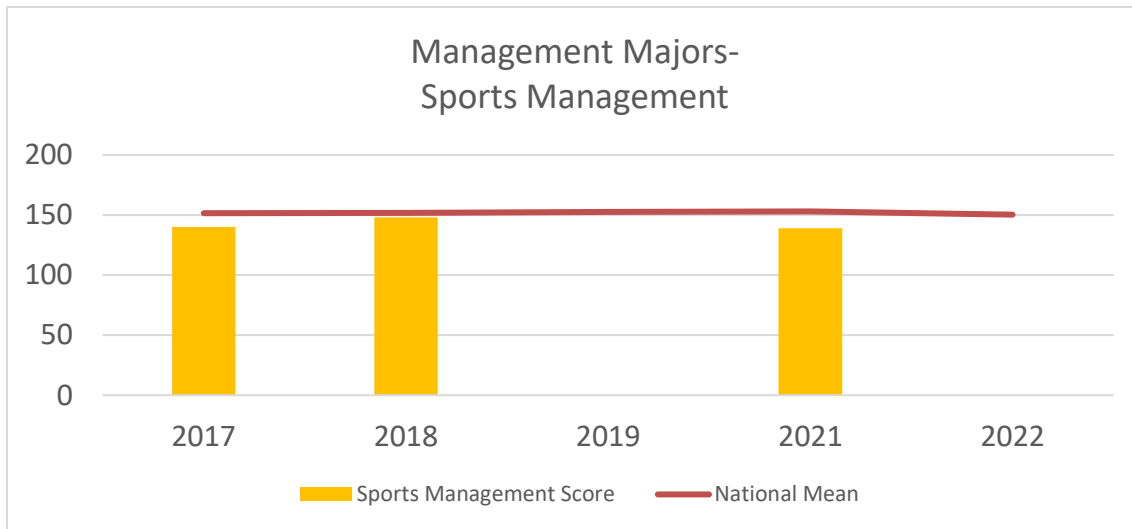
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**Management Majors-Marketing: ETS MFT 5-years trend against the National Average**



**Management Majors-Sports Management: ETS MFT 5-years trend against the National Average**



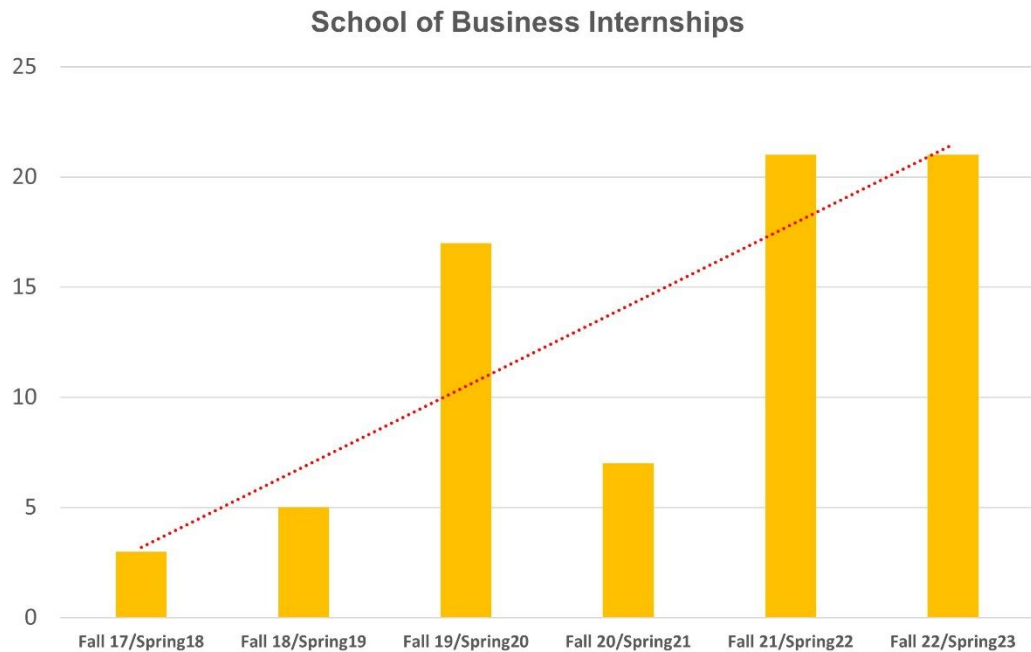
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Summary of the ETS MFT results shows that there is still room for improvement for all the programs. Currently, the students' performance on the ETS test had no direct impact on their grade, and a major concern of both the accounting and management faculty was that there may not have been sufficient motivation for the student to put forth their best efforts when completing the assessment. If the students were not "really trying", then any inferences being drawn from the results could or would be faulty. To address the issue of whether the students were taking the ETS test seriously, changes are being made to the assessment in 2023 in that the students' performance on the ETS test will be 25% in their course grade for MG 449 which is the common capstone course run in the spring semesters for the Accounting and Management programs.

The ETS MTF trend data for the last 5-years show that the management majors with concentrations in CIS, leadership, marketing, and sports management are consistently scoring on average below the national mean. Based on the data we have updated our curriculum and the course content for the concentrations were substantially revised and specific learning outcomes for the concentration were adopted by the School faculty.

### School of Business Internship Data



#### Noteworthy Trends:

- Continuous improvement in the student enrollment for internships.

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## **Summary**

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

1. Deployment of graduating senior survey in spring 2023
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 2023.
4. Continue to monitor the ETF results and student learning outcomes (SLOs), especially those below the benchmark.
5. Deployment and assessment of course learning outcomes in spring 2023.

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