

## **Business Management 2005-06 Exit Exam Analysis**

The Business Management staff reviewed the 2005-06 Exit Exam results and identified the following related to the five academic areas evaluated by the exam:

- a) Students performed above the desired score of 70% on the Business Law, Customer Service, and Marketing portions of the exam.
- b) Students performed below the desired score of 70% on the Economics and Organizational Behavior portions of the exam.
- c) Students demonstrated significant improvement in the Business Law portion of the test from 2004-05 with a 63.80% to an acceptable 70.42% for 2005-06.
- d) Students demonstrated minimal improvement in the Economics portion of the test from 56.73% in 2004-05 to 58.52% in 2005-06.
- e) Students demonstrated minimal improvement in the Organizational Behavior portion of the test from 59.99% in 2004-05 to 61.43% in 2005-06.
- f) That we will continue to ensure proper emphasis of the learning objectives in each of the five areas through class activities and test questions in both the applicable core and the capstone courses.
- g) That specific analysis of the Economics and Organizational Behavior portions of the Exit Exam reveals the data contained and recommended actions listed below.

### **Economics**

#### **Analysis and Action Taken**

Learning Objective 7: Describe the nature and significance of economic choice.

Activity to improve learning: Students continue to perform below expectations when responding to questions 16, 17, and 19 and scored well on question 18. This is not a difficult concept and the questions are closely related to one another. We will ensure proper emphasis in this area in class activities and test questions in both the core and the capstone courses.

Learning Objective 8: Explain how supply and demand interact in the market economy to determine what is produced, how much, and at what price.

Activity to improve learning: Students performed below expectations when responding to questions 20 and 22-26 and scored well on question 21. This is one of the most difficult economic concepts for students to master. The questions are closely related to one another. We will ensure proper emphasis in this area in class activities and test questions in both the core and the capstone courses.

### **Organizational Behavior**

#### **Analysis and Action Taken**

Learning Objective 21: Define motivation and identify the three main components.

Activity to improve learning: Students scored well on question 68 and continue to perform below expectations when responding to questions 69-70. These questions relate to Herzberg's approach to motivation in the workplace. The students performed below expectations when responding to questions 71-73 which address Management by Objectives (MBO) as a motivational tool. These are not difficult concepts for students to learn. The questions are closely related to one another. We will ensure proper emphasis in this area in class activities and test questions in both the core and the capstone courses.

Learning Objective 22: Identify and explain the factors that influence a person's value system.

Activity to improve learning: Students scored well on question 74 and continue to perform below expectations when responding to questions 75 and 76. The questions are closely related to one another. We will ensure proper emphasis in this area in class activities and test questions in both the core and the capstone courses.

Learning Objective 23: Explain why people join groups and discuss the advantages and disadvantages of group decision making.

Activity to improve learning: Student performance was mixed showing improvement with question 77 while performing below expectations when responding to questions 77, 79, 80, and 82. Students had acceptable performance on questions 78 and 81. The questions are closely related to one another and the concept is not difficult for students to learn. We will ensure proper emphasis is addressed to emphasize the various aspects of groups in the workplace through class activities and test questions in the applicable core courses and the capstone courses.

Learning Objective 24: Explain the communication process, list the techniques to overcome communication barriers, and define interpersonal communication styles.

Activity to improve learning: Student performance was mixed showing improvement with questions 83 and 86 while performing below expectations when responding to questions 85, 88, and 89. Students had acceptable performance on questions 84 and 87. The questions are closely related to one another and the concept is not difficult for students to learn. We will ensure proper emphasis is addressed to emphasize the importance of understanding the communication process and the barriers to communication in the workplace through class activities and test questions in the applicable core courses and the capstone courses.

Learning Objective 25: Define power, identify the five sources of power, and explain the role of status in work organizations.

Activity to improve learning: Students continue to have difficulty with questions 90-92 and 95 while performing well when responding to questions 93 and 94. The questions are closely related and the concept is not difficult for students to learn. We will ensure proper emphasis is addressed to emphasize the importance of understanding of the power concept in the workplace through class activities and test questions in the applicable core courses and the capstone courses.

Learning Objective 26: Explain how some forms of conflict can be positive.

Activity to improve learning: Students performed below expectations when responding to questions 96-100. There has been improvement on question 99. The questions are closely related to one another and the concept is not difficult for students to learn. We will ensure proper emphasis is addressed to emphasize the importance of understanding the positive role of conflict in the workplace through class activities and test questions in the applicable core courses and the capstone courses.