Appendix A
Assessment of Student Learning
Department and Program Report

Please enter the appropriate information concerning your student learning assessment activities for this year.

Academic Year of Report: __2010-2011____ College: __Business________________
Department _Finance and Supply Chain Management_ Program: _________________

1. What student learning outcomes were assessed this year, and why?

In answering this question, please identify the specific student learning outcomes you assessed this year, reasons for assessing these outcomes, with the outcomes written in clear, measurable terms, and note how the outcomes are linked to department, college and university mission and goals.

The learning objectives for the Departments of Finance and Supply Chain Management and the Department of Management are to provide Accounting and Business Administration students with knowledge and skills. This is done in the core classes.

The Department of Finance and Supply Chain Management is responsible for providing knowledge in the fields of finance, quantitative business analysis, and information systems.

The Department of Finance and Supply Chain Management and the Department of Management are responsible for providing the following skills: written communication, oral communication, teamwork and critical thinking and ethics. The Department of Finance and Supply Chain Management is responsible for oral communication, teamwork and critical thinking. The Department of Management is responsible for written communication and ethics.

2. How were they assessed?

In answering these questions, please concisely describe the specific methods used in assessing student learning. Please also specify the population assessed, when the assessment took place, and the standard of mastery (criterion) against which you will compare your assessment results. If appropriate, please list survey or questionnaire response rate from total population.

A) What methods were used?

The College of Business uses the Business Major Field Test (MFT, provided by ETS) which is administered in the capstone class (MGT 489) to test knowledge in finance, quantitative business analysis, and information systems, as well as marketing and management.

The Department of Finance and Supply Chain Management uses rubrics to evaluate students in the core courses on skills in teamwork, oral communication, and critical thinking. Each rubric evaluates student performance on a number of criteria. These skills are also assessed in the capstone course MGT 489.
B) Who was assessed?

All Accounting and Business Administration majors are assessed with the MFT/ETS test.

All Accounting and Business Administration majors are assessed with the rubrics for written communication, oral communication, teamwork, critical thinking and ethics. Graduating seniors are assessed on these skills with a case study in MGT 489.

C) When was it assessed?

Graduating seniors are tested with MFT in MGT 489 which is offered every quarter.

The Department of Finance and Supply Chain Management and the Department of Management use rubrics every quarter in the core courses to assess teamwork, oral communication, and critical thinking, written communication and ethics. These skills are also assessed in the capstone course MGT 489.

3. What was learned?

In answering this question, please report results in specific qualitative or quantitative terms, with the results linked to the outcomes you assessed, and compared to the standard of mastery (criterion) you noted above. Please also include a concise interpretation or analysis of the results.

After Spring 2010, ETS has not provided any group result data as the company is in the process of recalibrating a new exam. The latest data show that finance and quantitative business analysis subscores have increased over the 2009-10 period and information systems subscores have declined slightly. Management subscores are steady and marketing subscores have improved.

ETS Subscores ‘03-’05, ‘06-’09, ‘09-’10

<table>
<thead>
<tr>
<th></th>
<th>‘03-’05 Avg. Mean % Correct</th>
<th>‘06-’09 (Spr) Avg. Mean % Correct</th>
<th>‘06-’09 (Spr) Avg. scores %at/below CWU (ETS ’06-09 %)</th>
<th>‘09 (Fall)-’10 (Spr) Avg. Mean % Correct</th>
<th>‘09-’10 scores %at/below CWU (ETS ’06-09 %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>52.9</td>
<td>58.4</td>
<td>85</td>
<td>57.3</td>
<td>80</td>
</tr>
<tr>
<td>Finance</td>
<td>40.6</td>
<td>60.9</td>
<td>85</td>
<td>63.2</td>
<td>80</td>
</tr>
<tr>
<td>Economics</td>
<td>48.8</td>
<td>53.7</td>
<td>75</td>
<td>55.1</td>
<td>85</td>
</tr>
<tr>
<td>Quantitative Bus. Analysis</td>
<td>62.4</td>
<td>49.5</td>
<td>65</td>
<td>49.6</td>
<td>65</td>
</tr>
<tr>
<td>Legal and Social</td>
<td>51.3</td>
<td>49.7</td>
<td>65</td>
<td>51.4</td>
<td>75</td>
</tr>
</tbody>
</table>
Assessment of writing (assessed in by rubric in MKT 362 and in MGT 489) indicates that students are weak in this skill area. Written communication skills for College of Business students were also assessed using the Accuwriter exam. On a scale of 1 to 8, Accounting majors scored 5.54 and Business Administration majors scored 5.37. While the results varied from campus to campus (Ellensburg, Des Moines, and Lynnwood), it cannot be determined that the differences are significant.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>W09</th>
<th>Sp09</th>
<th>F09</th>
<th>W10</th>
<th>Sp10</th>
<th>F10</th>
<th>W11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Avg.</td>
<td>2.16</td>
<td>2.18</td>
<td>2.33</td>
<td>2.39</td>
<td>2.35</td>
<td>2.21</td>
<td>2.20</td>
</tr>
<tr>
<td>Oral Avg.</td>
<td>2.71</td>
<td>2.78</td>
<td>2.78</td>
<td>2.63</td>
<td>2.79</td>
<td>2.66</td>
<td>2.80</td>
</tr>
<tr>
<td>Ethics Avg.</td>
<td>1.28</td>
<td>1.37</td>
<td>1.15</td>
<td>1.16</td>
<td>1.22</td>
<td>1.37</td>
<td>1.21</td>
</tr>
<tr>
<td>Peer/Teamwork Avg.</td>
<td>3.38</td>
<td>3.37</td>
<td>3.30</td>
<td>3.42</td>
<td>3.35</td>
<td>3.39</td>
<td>3.44</td>
</tr>
<tr>
<td>Critical Thinking Avg.</td>
<td>2.04</td>
<td>2.01</td>
<td>2.15</td>
<td>2.07</td>
<td>1.86</td>
<td>1.80</td>
<td>1.89</td>
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</tbody>
</table>

Some of the skills are up and some are down. In most cases there is probably no significant difference. Over a two year period there are no obvious trends. The scores on written skills have declined significantly during the last year.
4. What will the department or program do as a result of that information?

In answering this question, please note specific changes to your program as they affect student learning, and as they are related to results from the assessment process. If no changes are planned, please describe why no changes are needed. In addition, how will the department report the results and changes to internal and external constituents (e.g., advisory groups, newsletters, forums, etc.).

In response to the assessment of for writing skills the Department Finance and Supply Chain Management and the Department of Management are adding more written assignments to our syllabi. The College of Business is in the process of determining standards of acceptable performance for writing skills.

The Department of Finance and Supply Chain Management and the Departments of Management made curriculum changes two years ago that prevent non-accounting/business administration majors from taking our courses. This has problem resulted in an increase in performance in some of our areas.

The Department of Finance and Supply Chain Management will continue to improve our delivery of knowledge and skills in all areas we are responsible for with the objective of improving student knowledge and skills and raising student scores on ETS exams and on the rubrics.

5. What did the department or program do in response to last year’s assessment information?

In answering this question, please describe any changes that have been made to improve student learning based on previous assessment results. Please also discuss any changes you have made to your assessment plan or assessment methods.

Most of our assessment tools have been in place for a few years, so we have not made major changes recently. Within the Department of Finance and Supply Chain Management we have refined some of our rubrics and the instrument (case) that we use for assessment in critical thinking.

6. Questions or suggestions concerning Assessment of Student Learning at Central Washington University:

None