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: ___2012-2013______ College: __Business__________________
Department: _Management______________________  Program: _B.S.B.A._____________

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 Department of Management are to provide Accounting and Business Administration students with knowledge and competency in marketing, organizational management and human resources management. This is done in the core classes.

The Department of Management is responsible for providing the following skills: written communication, oral communication, teamwork and critical thinking and ethics. The Department of Management is responsible for including outcomes for written communication and ethics in MKT 362 and MGT 382, respectively. All College of Business outcomes are assessed in MGT 489, the capstone course for all Accounting and Business Administration students. Further, all MGT 489 students complete the Business Major Field Test (MFT, provided by ETS) for assessment of business knowledge and competency.

Each of the outcomes and assessments has been identified as important by the College of Business accrediting body, AACSB.

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 Management uses rubrics to evaluate students on written communication, teamwork, oral communication, ethics, and critical thinking. Each rubric evaluates student performance on a number of criteria. These skills are 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. A subset of 25% of all cases is assessed by at least two College of Business faculty.

C) When was it assessed?

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

The Department of Management use rubrics every quarter in the MGT 489 to assess written communication, oral communication, teamwork, critical thinking and ethics.

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 recalibrated the new exam. Therefore, the most meaningful comparisons are the 2010-11 to 2011-12 data and 2012-13. None of the changes in score appear to be significant. With the exception of Economics and Management, all other categories showed a slight increase in score. Economics and Management showed slight declines. Quantitative skills continue to be a weak point for CWU CB students.

ETS Subscores ’03-’05, ’06-’09, ’09-’10, ’10-11, ’11-12, ’12-13

<table>
<thead>
<tr>
<th></th>
<th>’03-’05 Avg. Mean % Correct</th>
<th>’06-’09 (Spr) Avg. Mean % Correct</th>
<th>’09 (Fall)- ’10 (Spr) Avg. Mean % Correct</th>
<th>’10 (Fall)- ’11 (Spr) Avg. Mean % Correct</th>
<th>’11 (Fall)- ’12 (Spr) Avg. Mean % Correct</th>
<th>’12 (Fall)- ’13 (Spring) Mean % Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>52.9</td>
<td>58.4</td>
<td>57.3</td>
<td>53</td>
<td>52</td>
<td>53.03</td>
</tr>
<tr>
<td>Finance</td>
<td>40.6</td>
<td>60.9</td>
<td>63.2</td>
<td>48</td>
<td>49</td>
<td>49.28</td>
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<tr>
<td>Economics</td>
<td>48.8</td>
<td>53.7</td>
<td>55.1</td>
<td>50</td>
<td>52</td>
<td>50.14</td>
</tr>
<tr>
<td>Quantitative Bus. Analysis</td>
<td>62.4</td>
<td>49.5</td>
<td>49.6</td>
<td>43</td>
<td>42</td>
<td>42.23</td>
</tr>
<tr>
<td>Legal and Social</td>
<td>51.3</td>
<td>49.7</td>
<td>51.4</td>
<td>59</td>
<td>58</td>
<td>58.66</td>
</tr>
<tr>
<td>International</td>
<td>47.7</td>
<td>59.3</td>
<td>61.1</td>
<td>57</td>
<td>58</td>
<td>58.88</td>
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</tbody>
</table>
The assessment of students skills (by rubric) are shown below. New data has not been assessed since spring 2011.

<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>
<th>S11</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>
<td>2.13</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>
<td>3.0</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>
<td>1.58</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>
<td>3.53</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>
<td>1.92</td>
</tr>
</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. Writing skills, ethics, and critical thinking continue to hover at “average” or “below average.”

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 of Management the Department continues to add more written assignments to our syllabi. Writing assignments are required in all sections of MKT 362. The Department also encourages at least one writing assignment be included in every course. We also continue to work on developing student’s quantitative skills. We are currently revising our Management and Organization curriculum. Part of that revision will include emphasis on quantitative analysis and decision making. We are working with the Finance and Supply Chain Management Department on a potential cross-listed advanced analytics course as well.

The Department of Management taught an ethics course (MGT 389) this fall. Further, ethics is highlighted in every section of MGT 382. The Department also continues to actively serve on the College Assessment of Learning Committee where ethics pedagogy and assessment continue to be reviewed.

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

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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. We have proposed significant revisions to the Management & Organization specialization and will now undertake a review of the Marketing curriculum. As noted above, we are exploring more analytics coverage with the Finance and Supply Chain Management Department. Ethics continues to be under review at the College level.

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

None