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: __2013-2014______ College: __Business__________________
Department: _Finance & Supply Chain 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 Finance & Supply Chain Management are to provide Accounting and Business Administration students with knowledge and competency in finance, supply chain management and management information systems. This is done in the core classes.

The Department of Finance & Supply Chain Management is responsible for providing the following skills: written communication, oral communication, teamwork and critical thinking. The Department of Finance & Supply Chain Management is responsible for including outcomes for teamwork and collaboration in SCM 310, critical thinking skills in FIN 370 and oral communication skills in MIS 386. 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 Finance & Supply Chain 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 Finance & Supply Chain Management relies on rubrics employed 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.

The mean correct scores in most categories have declined. However, some of these declines appear to be consistent across schools. The trend for CWU students is mixed when compared to all institutions.  In performance relative to other institutions, CWU has dropped in economics, legal and social, international and marketing.  Other areas a steady, and quantitative business analysis has improved, the likely result of several years effort increasing the quantitative skills of our students.

The college attempted to conduct an item-by item analysis of the ETS to better understand the areas where performance has declined. However, unless and until specific questions are made available for review, little can be learned.  Item information available is limited to broad categories, limiting specific efforts to improve student performance in those areas.


<table>
<thead>
<tr>
<th></th>
<th>CWU F’06-S’09 Avg. Mean % Correct (Exam 4CMF)</th>
<th>F’06-S’09 Avg. scores % at/below CWU (ETS ’06-09 %)</th>
<th>CWU F’12-S’13 Avg. Mean % Correct (Exam4GMF)</th>
<th>F’12-S’13 scores % at/below CWU (based on Sept. ’10 to June ’13)</th>
<th>CWU F’13-S’14 Avg. Mean % Correct avg. over individuals (Exam 4GMFC)</th>
<th>F’13-S’14 institutional scores % at/below CWU (based on Sept. ’13 to June ’14)</th>
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<tbody>
<tr>
<td>Overall</td>
<td>157</td>
<td>80</td>
<td>158</td>
<td>82</td>
<td>155</td>
<td>71</td>
</tr>
<tr>
<td>Accounting</td>
<td>58.4</td>
<td>85</td>
<td>53</td>
<td>88</td>
<td>49</td>
<td>86</td>
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<tr>
<td>Discipline</td>
<td>W09</td>
<td>Sp09</td>
<td>F09</td>
<td>W10</td>
<td>Sp10</td>
<td>F10</td>
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<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>
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<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>
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<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>
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<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>
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<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>
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The assessment of students' skills (by rubric) are shown below. New data has not been assessed since spring 2011. Data will be assessed in advance of our AACSB re-accreditation process.

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.).

We continue to conduct a program-by-program review of our curriculum in the coming year. The supply chain program review includes an evaluation of potential new course offerings based on program benchmarks being delivered at leading universities across the states. We also consider recommendations from the industry advisory board associated with the Supply Chain Management Institute. Based on this review, we will be adding one new course in Logistics and Transportation to the SCM program in Fall 2015.
In addition to new course considerations, each of the existing SCM related courses will be reviewed in detail and will result in the creation of a common body of knowledge for each course. This review will serve to insure that each course delivers consistent information across locations and across faculty.

The Department is also responsible for teaching Management Information Systems as part of the core curriculum. During the current year this course has been revised to incorporate additional quantitative analysis tools and capabilities.

In Finance, faculty will again participate in a course review process. Beginning with FIN 370, Introductory Financial Management, each course will be documented to insure that all faculty members at each location who teach a course address the same fundamental principles and content. Every business student is required to take FIN 370 whether or not they are pursuing a finance concentration.

In addition to the course reviews in Finance, the Department is expanding student support through a financial tutoring program. Previously student-tutoring support included only one individual located in Ellensburg. Beginning Spring quarter 2015, each Finance faculty (two in Ellensburg and one each in Des Moines and Lynnwood) will have a student tutor assigned to support the courses they teach. The tutors will focus primarily on the Finance 370 course.

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. In 2014 we initiated an effort to enhance the Lean/Six Sigma processes course in a manner that would provide students with an opportunity to receive green-belt certification if they completed the course at a superior level. That change is being implemented in the current year.

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

None