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

In answering this question, please identify:

- the specific student learning outcomes that were assessed

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, management information systems and supply chain management. This is done in the core classes.

The Department of Finance & Supply Chain Management is responsible for providing the following skills: collaboration, oral communication and critical thinking skills. 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.

- reasons for assessing the outcomes, with the outcomes written in clear, measurable terms

Each of the outcomes and assessments has been identified as important by the College of Business accrediting body, AACSB, and they support the overall mission of the College of Business as well as CWU.

Upon completion of the BSBA program, students should:

- Have a working knowledge of business administration that will aid them in private, government, or non-profit careers and/or prepare them for additional education as evidenced by 90% of students scoring in the 50th percentile or higher on the major field test in business. (MFT, provided by ETS).
- Comprehend ethical issues and be able to apply an ethical decision-making framework to business decisions as evidenced by 90% of students scoring in the 50th percentile or higher on business case analysis rubrics.
- Demonstrate effective written communication skills as evidenced by 90% of students scoring in the 50th percentile or higher on business case analysis rubrics.
- Apply quantitative and qualitative critical thinking skills to assess, develop, and use information to analyze business problems and propose feasible solutions as evidenced by 90% of students scoring in the 50th percentile or higher on business case analysis rubrics.
• Demonstrate effective oral communication skills as evidenced by 90% of students scoring in the 50th percentile or higher on oral communication rubrics.

• Which CWU Strategic Plan Outcome do the student learning outcomes relate to? See: http://www.cwu.edu/strategic-planning/strategic-plan. For example:

• Objective 1.1.1 Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs.
  o The Department of Finance and Supply Chain Management frequently reviews course and curriculum requirements based on input from faculty, administration and industry-based advisors. This has led to updated curriculum tied to the supply chain concentration. The finance concentration is in process of reviewing and developing new program designs. The department is also enhancing its delivery of information system related courses by incorporating more industry based applications.

• Objective 1.1.1.1
  o Student performance data and outcomes achievement are assessed annually.

2. How were the student learning outcomes assessed?
   A) What methods were used?

Concisely describe each specific method used in assessing student learning outcomes. For each assessment method specify:
• If that assessment method was direct (e.g. exams) or indirect (e.g. focus groups)
• If the assessment method assessed performance, knowledge, and/or attitudes
• The specific standard of mastery (criterion) against which you will compare your results. For example, “at least 85% of students pass the senior exit exam”

Business knowledge:
• Direct
• Knowledge
• 90% of students scoring in the 50th percentile or higher on the major field test in business. (MFT, provided by ETS)

Ethical Decision-Making:
• Direct
• Application of knowledge, performance
• 90% of students scoring in the 50th percentile or higher on business case analysis rubrics

Written Communication:
• Direct
• Knowledge, performance
• 90% of students scoring in the 50th percentile or higher on business case analysis rubrics

Critical Thinking
• Direct
• Knowledge, performance
• 90% of students scoring in the 50th percentile or higher on business case analysis rubrics
Oral Communication

- Direct
- Performance
- 90% of students scoring in the 50th percentile or higher on oral communication rubrics

B) Who was assessed?

- The population assessed
  - All College of Business seniors
- The number of students assessed (e.g., 53)
  - 381
- Survey or questionnaire response rate (if appropriate)
  - N/A

C) When was it assessed?

- All students are assessed in their capstone class, Management 489 in the final quarter before graduation. Writing is assessed in Marketing 362, and Ethics is assessed in Management 382.

3. What was learned?

- Were the standards of mastery met?

Only the Oral Communication standard was met.

- Report results in specific qualitative or quantitative terms, with the results linked to the student learning outcomes you assessed, and compared to the standard of mastery (criterion) you noted above
  - Business knowledge: 51% of students scored in the 50th Percentile or higher.
  - Writing: 55% of students scored in the 50th Percentile or higher.
  - Critical Thinking: 56.2% of students scored in the 50th Percentile or higher.
  - Ethics: 59.5% of students scored in the 50th Percentile or higher.
  - Oral Communication: 100% of students scored at or above the 50th Percentile.

- Include a concise interpretation or analysis of the results.

Students have shown a lack of improvement in their business knowledge, writing skills, critical thinking, and ethics. There are several reasons for this lack of improvement. The ETS exam provides only summary information, and will not provide item analysis, making it impossible to close the loop using this instrument. Writing has, historically, been a large problem for students, and multiple interventions have not proven useful. Critical thinking has been mislabeled, and we will now focus on problem analysis and decision-making. Ethics, as has been assessed, is reliant
on the case used to elicit an ethical decision. A case with overt ethical issues has not previously been used. Oral communication has improved as a result of interventions on the part of faculty, yet can improve further.

4. What will the department or program do as a result of that information?

- Note specific changes to your program as they affect student learning, and as they are related to results from the assessment process
  - The ETS MFT in business will no longer be used.
  - A new course has been developed to provide students with the essential skill development that will hopefully result in stronger performance later in the curriculum.
  - New courses have been developed to directly address the issues with writing, oral communication, and problem analysis/decision-making (formerly critical thinking).
  - A new ethics module based on workplace ethics training has been created and is implemented in core management classes.
  - New cases are being used that specifically focus on ethical issues.
- In addition, how has/will the department report the results and changes to internal and/or external constituents (e.g., advisory groups, newsletters, forums, etc.)
  - The department and College report to AACSB once every five years.
  - This report will be generated for the university each year.

5. What did the department or program do in response to previous years’ assessment results, and what was the effect of those changes?

- Describe any changes that have been made to improve student learning based on previous assessment results
  - In previous years, the finance and supply chain management department has worked to improve student learning. Finance has focused on insuring consistency across faculty regarding course content. Supply chain management has continued to incorporate industry-based projects and assignments.
- Were those changes effective?
  - Much of the time and effort focused on these initiatives has been effective at insuring students have a base knowledge to support their upper division courses. The implementations of industry projects have helped to better ground and integrate student education with industry.
- Discuss any changes to your assessment plan or assessment methods
  - Our plan is to assess less frequently, and to close the loop more systematically.

6. Questions or suggestions? Contact Tom Henderson (henderst@cwu.edu) or Bret Smith (bpsmith@cwu.edu)