ASSessment of the Undergraduate Business Program (BAB)

SUMMARY:
The College of Business and Public Administration (CBPA) has been developing a culture of program assessment and putting it into action for over 25 years. Assessment of majors and certificates is a focus of our regional accreditation by the Northwest Commission on Colleges and Universities (NWCCU) and the Advisory Committee on Academic Assessment (ACAA). The current process in place has been only changed slightly in the last five years when it became apparent that the original timeline was unwieldy to the point of causing confusion. This was caused by reports for the previous cycle being due half a year after the plan for the next cycle. Thus, what faculty learned for program improvement could not be implemented and retested immediately. This seriously impeded systematic loop closing, however faculty did implement changes. What was left unknown was how the changes impacted achievement of the learning goals. However, because of the work by the CAC with regards to educating the faculty, there is now greater faculty understanding of and participation in the assessment process. In Fall 2009, the timeline was changed to encompass a single academic year. Plans were now due after the report for the previous cycle was completed. For the last two years, the process has continued onward without the heavy administrative oversight of the first three years. Much energy has been expended by the faculty to generate assessment data and make changes in order to improve our programs. Last spring, examination of the information being generated revealed that, for the most part, the process was appropriate for the majors-and-certificates improvement for the NWCCU review but it was not sufficient for the degree-level assessment required by AACSB. The coverage of the degree-level learning goals under the current process was very scattered and confused and targeted more at majors rather than the BAB. Most assessments reported are related to discipline-specific aspects of the critical thinking goal. As a result of this examination of our process, Dr Bruce Teague led a group of faculty members early in Fall 2012 in preparing revised learning goals and an assessment process that addresses the shortfalls of the system in place for the last five years. This will ideally be implemented beginning Winter 2013 (if approved by the business faculty) and it contains an inherent explicit understanding and implementation of the retesting needed for “loop closing”.

DISCUSSION:
The College Assessment Committee (CAC) is assigned the task of overseeing the ongoing assessment processes within the CBPA. This includes assessment related to the various accreditations, such as AACSB and NWCCU. The charge to the committee includes ongoing assessment coordination, accountability, assimilation and expertise. The committee also recommends revisions to the process as is appropriate.

The undergraduate business learning goals in place during the last five years are as follows:

1. **Communication**: Students can communicate effectively in both written communications and in oral presentations.
2. **Information**: Students are literate with respect to information technology and can acquire, evaluate, and use both quantitative and qualitative information to solve problems.
3. **DIVERSITY**: Students are informed about the values, beliefs, and/or cultures of others.

4. **CRITICAL THINKING**: Students can integrate concepts and skills from the common body of business knowledge* and can bring these skills as well as skills from their specific business discipline to bear upon the critical analysis of business issues and problems.

* The common body of business knowledge includes an understanding of:
  - Ethical and legal responsibilities in organizations and societies (Business & Society and Legal Environments of Business);
  - Financial theories, analyses, reporting, and markets (Finance and Marketing);
  - Creation of value through the integrated production and distribution of goods, services, and information (Operations Management and Marketing);
  - Group and individual dynamics in organizations (Organizational Theory and Behavior);
  - Statistical data analysis and management science as they support decision-making process throughout an organization (Decision Sciences);
  - Information technologies as they influence the structure and processes of organizations and economies, and as they influence the roles and techniques of management (Information Technology); and,
  - Domestic and global economic environments of organizations (Economics).

The matrix showing the relation of these goals with the business core is below. Goals for specific majors may be found in the catalog.

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* MATH 115: Mathematical Reasoning was accepted (but not preferred) prior to Fall 2012
Assessment coordinators file an assessment plan at the beginning of the process. This plan provides details as to the specific learning goal being assessed, the method of assessment, and the expectation standard against which the results will be measured. The assessment is implemented and data is captured. At the end of the process, the results are summarized and discussed. Recommendations for improvements are also made as part of this report. The format of this plan and report has undergone changes initiated by both the CAC and ACAA (previously known as AIEA). The form is generally as follows and focuses on course embedded assessment:

1. Assessment Plan
   a. Student learning outcome
   b. Course-specific objective (CAC only)
   c. Strategy or method of measurement
   d. Performance characteristics (CAC only)
   e. Scoring levels (CAC only)
   f. Expectation standard (CAC only)

2. Assessment Report
   a. Observations gathered from data
   b. Conclusions about student learning (CAC only)
   c. Actions recommended based on observations
   d. Plan and timeline for taking action
   e. Overall evaluation of progress on objective

In AY 2007-2008, the College Assessment Committee (CAC) led primarily by Dr Pamela Stanley-Weigand developed a new form for processing and documenting the assessment plan and assessment report, adopted a schematic to represent the overall structure of assessment activities, assigned assessment coordinators for each major, delivered a workshop to the assessment coordinators reviewing the new form and models and rubrics for completed assessment plans, and reviewed the assessment plans citing editorial and substantive changes for improvement. The timeline developed with this new form resulted in a process that extended across three academic years with the assessment plan being filed in the previous spring, data being collected during the assessed academic year, and the assessment report being filed in the following fall. Only one report, focusing on the DIVERSITY learning goal, has been located in the archive that was filed specifically for AY 2007-2008. No substantive changes were undertaken and systematic reassessment does not appear to have happened as of Fall 2012. This may be due to the retirement of the faculty member that led that assessment effort.

In the first full year of the new form (AY 2008-2009), the CAC worked hard to ensure that assessment planning and reporting deadlines were met. Individual faculty received training and consultation on completing these documents. The CAC also provided workshops promoting assessment activities and knowledge, facilitating the faculty buy-in, sharing of outcomes and rubrics, and using IDEA outcomes for teaching and student. Assessment coordinators collected the data related to their assessment plans filed at the end of the previous academic year and
filed the assessment plan related to the AY 2009-2010 cycle. Examination of the COMMUNICATIONS goal was by done by two assessment coordinators. The undergraduate business committee found that students in the core struggled, while accounting found that students late in the major did not. As a result of the undergraduate business committee assessment, the Writing Initiative was created and presented to the faculty through a writing workshop and a HOW 12 workshop as a method to help our students by providing ongoing feedback without overburdening faculty. As a part of this initiative, individual faculty members determined specific problems within writing that annoyed them the most (misplaced commas, run-on sentences, spelling, and so on). A faculty member would provide feedback only on areas that annoyed him, using the HOW 12 as a common reference manual. Anecdotal evidence suggests that this has been somewhat effective for faculty actively participating in the process, but no systematic reassessment has occurred. Accounting found that the students were able to communicate but noted that the results appeared to be anomalous relative to employer comments and historical faculty experiences. To clarify this concern, accounting revised the rubric to be focused on the specific writing needs of accountants, revised the testing methodology to remove possible observer bias, and reassessed this goal during the next cycle. The INFORMATION goal was assessed by three coordinators. Marketing and finance responded to their results by making within-course adjustments such as increased topical emphases, homework and quizzes. The math skills assessment done by the undergraduate business committee closed the loop on an assessment done in Winter 2004 by showing that the slight modification of the mathematics prerequisite of the business core was not successful. The recommendation to readjust the mathematics prerequisites for admission to the BAB program was not implemented until a second assessment replicating the student group of the Winter 2004 study was done in AY 2010-2011. The CRITICAL THINKING goal was assessed by six coordinators. Improvements undertaken in this area included revising the assessment instrument, standardizing terminology and material, addressing differences between teaching approaches within a single course, adding more lecture time and homework on specific topics, and early identification of struggling students for additional instruction or encouragement.

In AY 2009-2010, the CAC continued with its efforts, meeting every other week for several hours. Two general assessment workshops and one rubric workshop was held. Blackboard sites were created to provide easy access to assessment materials and to writing initiative materials. An alumni survey was developed for deployment in AY 2010-2011. Reports for AY 2008-2009 were reviewed in Fall 2009 and appropriate changes were requested. During this year, it became apparent that there was great confusion among the assessment coordinators due to the bridging of an assessment cycle across three academic years. Loop closing was inhibited by plans for the next cycle being due before the results from the previous cycle was available. The decision was made to change the cycle to fit within a single academic year with plans due in the fall and reports due in the spring. As a result of this timeline readjustment, only one unique report was filed for AY 2009-2010; the rest were duplicates of those filed for AY 2008-2009. The business core examined the presentation skills aspect of the COMMUNICATIONS This resulted in more emphasis in core classes on spending time evaluating presentation structure, on the importance of practicing/rehearsing, and on turning analyses into sound recommendations.
In AY 2010-2011, the circumstances surrounding assessment in the CBPA experienced a radical shift from being heavily over-sighted by administration to a process enabled by the faculty. When the provost resigned his post in June 2010 and the chair of the CAC left the CBPA to work on an online program through DIEO, the AIS chair/interim associate dean was designated as the recipient of the assessment plans and reports. No provisions were made for developing the various workshops and individual intensive feedback to the assessment coordinators. The training provided to the coordinators previously proved to be sound however as they continued with the process without the heavy supervision of the prior years. The COMMUNICATIONS goal was examined by accounting once again, closing the loop on the previous assessment. The evaluation standard was met under the revised rubric and process. The INFORMATION goal was assessed by decision sciences and math skills. The math skills assessment showed serious ongoing issues related to the mathematics preparation of our students in the areas of arithmetic and algebra, closing the loop on the Winter 2004 and the AY 2008-2009 assessments. Changes to prerequisites on four BAB core classes were approved by faculty vote in Spring 2011 to go into effect at the earliest opportunity in Fall 2012. Due to the delay caused by the university catalog revision process, a transition plan was developed and implemented by the business advisors in Spring 2011 so that students would take the appropriate elective even before the change became enforceable. Early evidence for the instructor of DSCI 245/346 suggests that this has had a positive impact on the outcomes in these courses. Reassessment to close the loop yet again is planned for Winter 2013. The CRITICAL THINKING goal was assessed by most coordinators. Improvements included new lectures, revisions of the assessment tool, increased use of hands-on projects, additional in-class and homework exercises, and additional online activities to assist struggling students, and exam revision.

In AY 2011-2012, the assessment coordinators mostly sustained their efforts. Accounting did not complete the plan as there were problems with faculty buy-in on the process defined by the assessment coordinator as it was perceived to be threatening by individual instructors. The COMMUNICATIONS goal was assessed by management information systems. This partially closed the loop on the Writing Initiative. The assessment coordinator wrote the following in his report: “The students can write, but they can’t communicate. The impression one gets is that they are writing to impress the professor, not to inform a business decision-maker.” New content to deal with technical communication and the needs of business decision makers was added to a senior-level course. The INFORMATION goal was assessed by finance, resulting in more emphasis and practice in specific topic areas. The CRITICAL THINKING goal was assessed by three coordinators. Bellevue closed the loop on the previous assessment and found the improvements to be inadequate. The loop closed will be closed again in AY 2012-2012 to determine the effects of the clarification of course content in particular areas. Marketing added additional in-class exercises to a senior level course and Human Resources indicated no changes were needed once again.

The following pages contain the summaries of the individual assessment reports.
AASCB Undergraduate AOL Summary
AY 2007-2008

The assessment process underwent major development during this academic year. This included process changes, form changes, the assignment of faculty assessment coordinators for each approved program area of study, workshops to develop competency in assessment for these coordinators, review of the submitted assessment plans, as well as various review activities. Assessment processes that were initiated with this process development would file an assessment plan in AY 2007-2008, collect data in AY 2008-2009, and file an assessment report in AY 2009-2010. Only one report can be found in the archive that was filed specifically for AY 2007-2008.

Undergraduate Business Learning Goals:

1. **COMMUNICATION:** Can communicate effectively in both written communications and in oral presentations.
   a. Not assessed in AY 2007-2008

2. **INFORMATION:** Are literate with respect to information technology and can acquire, evaluate, and use both quantitative and qualitative information to solve problems.
   a. Not assessed in AY 2007-2008

3. **DIVERSITY:** Are informed about the values, beliefs, and/or cultures of others.
   a. Accounting (Lynn Stephens)
      i. Learning Outcome: Demonstrate awareness of diverse perspectives and cultures and their impact on communication of accounting information in the international arena
      ii. Results: Some students keyed comments in their self-assessments specifically to this learning outcome, indicating they had increased their understanding of financial reporting in the international arena. All students who were assigned responsibility for the class session on international accounting indicated they learned about the impact of cultural factors, such as political systems, economic systems, social structure and value systems, on the preparation and communication of accounting information to external parties. All students wrote at least an article review using an article that incorporated cultural dimensions. Students had supplemented the in-class exposure to cultural impacts on decision making through additional readings.
      iii. Loop Closing: The **specific course objective needs to remain** in the theory course. Future assessment of achievement on this objective should address whether additional exposure is taking place in other courses and whether the total exposure is sufficient.

4. **CRITICAL THINKING:** Can integrate concepts and skills from the common body of business knowledge and can bring these skills as well as skills from their specific business discipline to bear upon the critical analysis of business issues and problems.
   a. Not assessed in AY 2007-2008
Undergraduate Business Learning Goals:

1. **COMMUNICATION**: Can communicate effectively in both written communications and in oral presentations.
   a. Accounting (Bill McGonigle)
      i. Learning Outcome: Generate, interpret, and communicate financial information for use in decision making.
      ii. Results: All but one student appear to have passed both oral and written communication standards per the approved rubrics. This outcome is anomalous relative to employer comments and historical faculty experiences concerning written, but not oral, communication. Thus, no conclusion can be reached at this time regarding written communications based on this data.
      iii. Loop Closing: A re-evaluation of the written communication standard after process refinement is strongly recommended. In particular, (1) the **rubric needs to be revised** to ensure consistent application, and (2) the testing methodology needs to be altered to remove possible observer bias.
   b. Writing Skills (Undergraduate Business Committee)
      i. Learning Outcome: Student writing communicates effectively.
      ii. Results: Students barely met the content and organization standard, and need improvement in word choice, fluency, and conventions.
      iii. Loop Closing: The committee recommends that the college (1) **discuss the content** of ENGL 201 for relevancy with the English department, and (2) **hold a workshop** for all faculty to address what we as faculty can do about student writing and how faculty can help students improve their writing skills.

2. **INFORMATION**: Are literate with respect to information technology and can acquire, evaluate, and use both quantitative and qualitative information to solve problems.
   a. Marketing (Damon Aiken)
      i. Learning Outcome: Collect, analyze, interpret and report market data.
      ii. Results: Students excelled in conducting depth interviews and in test questions regarding qualitative techniques. Students faltered in their data analyses assignment as they had trouble interpreting and reporting statistical findings, although they were able to run the appropriate statistical tests using stats software.
      iii. Loop Closing: No change is needed regarding qualitative techniques. Examples of written reports of data analyses need to be **provided in class, during lectures and in articles to take home**.
   b. Finance (Dave Eagle)
      i. Learning Outcome: Graduates will be able to conduct long-term financial analysis in real-world domestic and international applications.
      ii. Results: Students met standard on topics of NPV, real vs. nominal cash flows, determining cash flows from depreciation, computing external financing needed, and determining the IRR and using the WACC to make investment decisions. They did not standard concerning determining cash flows from changes in Net Working Capital, incremental depreciation or incremental after-tax salvage values, or how to determine incremental cash flows.
      iii. Loop Closing: Emphasis on the topics where the standard was not met will be increased in FINC 435 through **homework and quizzes**.
   c. Math Skills (Brian Grinder)
      i. Learning Outcome: Use information for quantitative problem solving
      ii. Results: Arithmetic and elementary algebra skills should have been mastered when students met the university mathematics proficiency requirement. Comparing the
results from the Fall 2008 assessment with Winter 2004 results, basic mathematical skills still appear to be lacking.

iii. Loop Closing: Adaptations in our courses since Winter 2004 has not been sufficiently effective, thus a better approach now is to enhance our students’ mathematical skills prior to their enrollment in the College of Business and Public Administration. A meeting of the quantitatively oriented faculty within the CBPA, including the Economics faculty, and members of the Math Department will be held to discuss these results and develop a plan for what adjustments need to be made to the mathematics prerequisites for admission to the BAB program.

3. **DIVERSITY:** Are informed about the values, beliefs, and/or cultures of others.
   a. Not assessed in AY 2008-2009

4. **CRITICAL THINKING:** Can integrate concepts and skills from the common body of business knowledge and can bring these skills as well as skills from their specific business discipline to bear upon the critical analysis of business issues and problems.
   a. Bellevue (Tam Limpaphayom)
      i. Learning Outcome: Know the vocabulary of the business disciplines
      ii. Results: Students did not meet the standard. Further analyses suggest that the materials used in the test may be textbook-specific, may not be covered consistently in all classes or some test items might have come from elective classes.
      iii. Loop Closing: The assessment instrument needs to be revised to resolve or standardize the terminology and definition discrepancies.
   b. Management Information Systems (Steve Shervais)
      i. Learning Outcome: Graduates demonstrate appropriate levels of MIS technical skills in database, specifically students will be able to create and link relational database tables, and build queries that can extract data from them
      ii. Results: Students in MISC 481 met our expectation standards in both ERD and SQL. However, the fact that almost 20% of the students fell into the lowest category is cause for concern. The discussions on scoring the SQL query question revealed that differences need to be addressed concerning the various teaching approaches among instructors.
      iii. Loop Closing: Better coordination among instructors who teach DB skills as to how these topics are presented in different classes is required. More lecture time and homework in MISC 481 should be devoted to SQL skills. Assessment policies need reviewed to see if we should refine the scoring. Earlier identification of those who are having problems so that they may be given additional instruction is suggested.
   c. Human Resources (Dave Terpstra)
      i. Learning Outcome: Students should possess the knowledge and skills needed to effectively manage the compensation function, specifically performance appraisal formats/methods as well as performance appraisal rating errors and biases.
      ii. Results: Students exceeded the expectation standards for both areas under consideration.
      iii. Loop Closing: No major changes or actions are required.
   d. Business Core (Patricia Nemetz-Mills)
      i. Learning Outcome: Students are expected to know business vocabulary related to the main business functions of marketing, accounting, finance, operations management, and human resource management.
      ii. Results: There is some evidence that students learned material well; for example, the accounting material was answered correctly by more than 80% of students. Problems, however, appear to stem from two issues — lack of agreed-upon standardized material among faculty, and lack of exam-item specificity. Textbooks differ on terminology; some faculty submitted items with subject matter only they cover; etc. Furthermore, while faculty made honorable efforts to submit items as requested, few of them fully parsed
and vetted the items to assure that all students were exposed to the terminology exactly as tested.

iii. Loop Closing: **Standardized material must be discussed** among all faculty from each discipline. Exam items should be developed from the agreed upon standardized knowledge base. In addition, **restructuring of the assessment program** should be realigned to fit with the learning objectives of the core program assessment.

e. Operations Management (Patricia Nemetz-Mills)

i. Learning Outcome: Apply operations management concepts to solve operations management problems such as related to planning, scheduling the supply chain, and quality management, specifically application of operations management concepts to solve operations management problems, in particular, apply strategic choice, process choice, and inventory concepts to make decisions about options available to companies.

ii. Results: The first set of cases failed to meet the standards. It appears that students were either uncertain about how to do the first analysis or were skeptical about the use of the rubric as the grading mechanism. After some grade disappointments were elicited from the first returned rubric, students understood that they were to follow the guidelines for case analysis as specified. Subsequent cases showed improvement.

iii. Loop Closing: **Occasional encouragement** may be needed for those students who are temporarily unable to perform at a very high level. Of those students who do struggle a bit, most seek guidance and willingly follow advice to improve their performance. Thus, **no significant changes** are needed at this time.
Prior to Fall 2009, a single assessment cycle bridged across three academic years. As a new cycle was started on a yearly basis, a faculty member would have three assessments in various stages of progress during any given academic year. This created much confusion and a decision was made to change the cycle to fit within a single academic year. This resulted in duplication of most reporting for AY 2008-2009 and 2009-2010. Duplicated reports have been removed for the sake of brevity from this summary.

Undergraduate Business Learning Goals:
1. **COMMUNICATION:** Can communicate effectively in both written communications and in oral presentations.
   a. Business Core (Damon Aiken)
      i. Learning Outcome: Students will possess presentation skills that are sufficient for the variety of classes they will encounter in the business core.
      ii. Results: Each category (verbal & non-verbal communications, organization & structure, analyses, discussion & conclusions, recommendations, and overall quality & effectiveness) was above the proficient level. The lowest scores were on organization & structure and on the development of sound strategic recommendations.
      iii. Loop Closing: More emphasis is needed on spending time evaluating presentation structure, the importance of practicing/rehearsing, and turning analyses into sound recommendations.
   b. Duplicated reports
      i. Accounting (Bill McGonigle)
      ii. Writing Skills (Undergraduate Business Committee)
2. **INFORMATION:** Are literate with respect to information technology and can acquire, evaluate, and use both quantitative and qualitative information to solve problems.
   a. Duplicated reports
      i. Marketing (Damon Aiken)
      ii. Finance (Dave Eagle)
      iii. Math Skills (Brian Grinder)
3. **DIVERSITY:** Are informed about the values, beliefs, and/or cultures of others.
   a. Not assessed in AY 2009-2010
4. **CRITICAL THINKING:** Can integrate concepts and skills from the common body of business knowledge and can bring these skills as well as skills from their specific business discipline to bear upon the critical analysis of business issues and problems.
   a. Duplicated reports
      i. Bellevue (Tam Limpaphayom)
      ii. Management Information Systems (Steve Shervais)
      iii. Human Resources (Dave Terpstra)
      iv. Business Core (Patricia Nemetz-Mills)
      v. Operations Management (Patricia Nemetz-Mills)
Undergraduate Business Learning Goals:

1. **COMMUNICATION:** Can communicate effectively in both written communications and in oral presentations.
   a. Accounting (Bill McGonigle)
      i. Learning Outcome: ... communicate financial information for use in decision making
      ii. Results: The expectation standard was met, however it was noted that ESL students “continue to have significant difficulties with their writing in the English language.”
         Anecdotal evidence, however, suggests that “our students seem to have their writing skills atrophy after they leave EWU.”
      iii. Loop Closing: All students will be receive a recommendation to use the Writers’ Center and will be encouraged to evaluate and constructively critique each others’ writing before work is turned in for grading. A rubric will be used to help prepare students for CPA exam changes for written work.

2. **INFORMATION:** Are literate with respect to information technology and can acquire, evaluate, and use both quantitative and qualitative information to solve problems.
   a. Decision Sciences (Elizabeth Tipton)
      i. Learning Outcome: Students will identify, evaluate and perform proper decision science analysis methods (forecasting specifically in this cycle) for given business situations.
      ii. Results: A significant improvement (p = 0.007) in forecasting scores occurred. Thus students were better able to choose and implement an effective forecasting method after taking DSCI 446.
      iii. Loop Closing: No action is suggested at this time. Matched pairs t-test was an effective method for evaluating the improvement in this skill as not all students started out with equal skill in this area.
   b. Math Skills (Elizabeth Tipton)
      i. Learning Outcome: Students will be able to properly perform arithmetic and algebraic calculations needed by courses in the BAB core.
      ii. Results: A similar proportion of students as in Winter 2004 was unable to correctly calculate the simplest of order of operations question. The proportion of students reluctant to multiply fractions has increased. A significant increase in the inability to do more advanced arithmetic and basic algebra is quite alarming as it indicates that math skills have slipped even among our weaker college students during the last six years.
      iii. Loop Closing: A prerequisite change on four BAB core classes removing the loophole that allowed students to take MATH 115 rather than the suggested MATH 200 will be effective Fall 2012. (Note: Early evidence as of mid-quarter Fall 2012 suggests that this change has had a positive impact in DSCI 245/346).

3. **DIVERSITY:** Are informed about the values, beliefs, and/or cultures of others.
   a. Not assessed in AY 2010-2011

4. **CRITICAL THINKING:** Can integrate concepts and skills from the common body of business knowledge and can bring these skills as well as skills from their specific business discipline to bear upon the critical analysis of business issues and problems.
   a. Bellevue (Goitom Tsegay)
      i. Learning Outcome: Students will be able to explain key business concepts in each of the business functional areas such as the 4p’s of marketing, motivation theories, time value of money and financial statements.
      ii. Results: In Marketing and Human Resource Management, students met or exceeded expectations. However, students fell short of expectations in Management, Finance and Operations Management.
      iii. Loop Closing: Revise the assessment tool due to issues that occurred during its development that may have impacted these results. If resources allow, add additional
courses such as electives in Finance/Operations Management and an introductory course in management. Add foundational introductory management concepts to MGMT 326.

b. Human Resources (Dave Terpstra)
   i. Learning Outcome: Students should possess the knowledge required to effectively manage important aspects of the compensation function. This year’s focus is on Pay-for-Performance (PFP) plans.
   ii. Results: Students exceeded the expectation standards and demonstrated that they have a good knowledge of the research literature regarding PFP plans.
   iii. Loop Closing: Based on the assessment data that was gathered, no major changes or actions are required. Human Resources instructors should continue to keep abreast of new research in the area of PFP plans by reading the most recent issues of Personnel Psychology and the Journal of Applied Psychology.

c. Marketing (Vince Pascal)
   i. Learning Outcome: The student will be able to explain and apply principles of managing the marketing mix as they relate to marketing planning and integrate these into a marketing plan.
   ii. Results: Students continue to demonstrate adequate understanding of the concepts associated with this learning objective. Additional class emphasis has been undertaken on the instructor’s part concerning this particular learning objective with more class discussion and in class exercises. Formulation and presentation of strategic marketing recommendations is adequate, but could be improved.
   iii. Loop Closing: Continued use of hands-on projects, additional-in class and homework exercises, new in-class lectures on processing and evaluating recommendations are recommended to help students negotiate this learning objective.

d. Management Information Systems (Steve Shervais)
   i. Learning Outcome: Graduates will be able to create software that solves business problems in a modern programming language (such as Visual Basic or PHP), by writing program code that accomplishes the business objectives.
   ii. Results: While the more tech oriented of the students are doing well, more needs to be done to improve the scores of those who have not technical background.
   iii. Loop Closing: Revamping the curriculum in MIS using guidance from the AIS/ACM model curriculum is suggested. Due to the various university cycles, new approaches should be in place by Fall 2013.

e. Finance (David Eagle)
   i. Learning Outcome: Graduates will understand how modern securities including derivatives can be used to achieve investment and risk-management objectives.
   ii. Results: While students learned much of the technical material in the class, most were unable to use options to guarantee minimum price for their stock. Even less were able to use interest-rate derivatives to mitigate the interest-rate risk for a financial institution.
   iii. Loop Closing: Students need more explanation concerning the S&P 500 index information that is reported on StockTrak and need to do some hands-on risk management. There should be separate questions to guarantee students will do the interpretation as well as the computation. “This year, this assessment has been a very humbling experience.”

f. Business Core (Damon Aiken)
   i. Learning Outcome: Students will possess knowledge of various international business issues sufficient for the variety of classes they will encounter in the business core.
   ii. Results: The overall mean was on the low end of the proficient range. Further analyses showed that four of the top five most missed questions all dealt with issues of international trade (one with monetary policy).
iii. Loop Closing: **Share the data and test questions** with faculty (especially in econ and finance).

g. Operations Management (Patricia Nemetz-Mills)
i. Learning Outcome: Know the vocabulary of the operations management discipline, specifically, supply management and quality management vocabulary.

ii. Results: Students did not meet the standard; however this had been increased as it had been met at lower levels in years past. Although definition aspects were tested, this is only a minor portion of the course, which focuses on the application of the material. This may explain the low results.

iii. Loop Closing: To meet the higher standard, students who score below standard in the future will be given **additional online activities**, will also be required to **write definitions** in their own words, and **items will be added to the final exam** that were generally missed earlier in the course.
Undergraduate Business Learning Goals:

1. **COMMUNICATION**: Can communicate effectively in both written communications and in oral presentations.
   
a. Management Information Systems (Steve Shervais)
   
i. Learning Outcome: Graduates demonstrate appropriate levels of technical business communications skills
   
ii. Results: “The students can write, but they can't communicate. The impression one gets is that they are writing to impress the professor, not to inform a business decision-maker...We would expect that a proper emphasis on the business side of technical business communications would bring scores up and allow standards to be raised.”

   iii. Loop Closing: **New content** expanding the lecture content dealing with technical communication and the needs of business decision makers will be incorporated into MISC 371 beginning in the Fall of 2012

2. **INFORMATION**: Are literate with respect to information technology and can acquire, evaluate, and use both quantitative and qualitative information to solve problems.
   
a. Finance (David Eagle)
   
i. Learning Outcome: Our Finance Graduates will understand and be able to apply the time value of money.
   
ii. Results: Students struggle with distinguishing present value of an annuity from the future value of an annuity, cannot determine effective annual rates, and are still having “trouble determining the length of time to pay off a loan.

   iii. Loop Closing: Students need **more practice** determining present or future value of a series of different cash flows that are given either in a table or on a time line is needed in FINC 335. **More emphasis** on the Effective Annual Rate (EAR) and annuity problems in FINC 435 is also suggested. of present value or future value.

3. **DIVERSITY**: Are informed about the values, beliefs, and/or cultures of others.
   
a. Not assessed in AY 2011-2012

4. **CRITICAL THINKING**: Can integrate concepts and skills from the common body of business knowledge and can bring these skills as well as skills from their specific business discipline to bear upon the critical analysis of business issues and problems.
   
a. Bellevue (Goitom Tsegay)
   
i. Learning Outcome: Students will be able to explain key business concepts in each of the business functional areas such as the 4p’s of marketing, motivation theories, time value of money and financial statements.

   ii. Results: Although students did not collectively meet the learning outcome goal, improvement relative to the year before was noted. Results for Management and Operations Management “continue to support last year’s conclusion that students may have been lacking foundational knowledge in both areas.” The source of the significant drop in Human Resources Management is under investigation. The source of the significant increase in Finance is attributed to improvement in the clarity and relevance of the assessment instrument.

   iii. Loop Closing: The assessment will be repeated without any changes in AY 2012-2013 to determine the effects of the changes being made. A **new topical outline** needs to be done, clarifying the content of MGMT 326 and potentially including the essentials of introductory management concepts. A **discussion evaluating current teaching methods** in OPSM 330 needs to be held.

b. Human Resources (Dave Terpstra)
   
i. Learning Outcome: Students should possess the knowledge required to effectively manage important aspects of the compensation function, in particular knowledge of the research literature regarding Pay-for-Performance (PFP) plans.
ii. Results: Students exceeded the expected performance standard and “have demonstrated that they have a good knowledge of the research literature regarding PFP plans.”

iii. Loop Closing: **No major changes or actions are needed.** Instructors are encouraged to stay current in the current research in this area.

c. Marketing (Vince Pascal)

i. Learning Outcome: The student will be able explain and apply consumer behavior (CB) concepts and their implications for marketing strategy and practice.

ii. Results: "Students continue to make progress towards meeting this objective. It may be that a 90% expectation standard is too high for the second expectation standard metric given the size of classes and the variety of students that enroll in the course as it is open to all business students including non-marketing majors."

iii. Loop Closing: **Additional in-class exercises** have been added to MKTG 400 as of Fall 2012 to see if this will further enhance student understanding and application of the targeted CB concept. No changes are planned regarding the CB project.