

Assessment Plan and Report

Department/Program of Study: Bellevue Business program

Academic Year 2011-2012

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Action	Due Date	CAC Approval
Submit initial plan	Fall, Second Friday	
Conduct process	Fall, Winter, Spring	
Submit findings	Spring 6 th Friday	

Assessment Plan

1	2	3	4	5	6
Learning Outcome Goal	Objective	Method of Measurement	Performance Characteristics	Scoring Levels	Expectation Standard
-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 .	<p>Marketing: a) Students will be able to identify and explain at least two of the 4p's of marketing? (Product, price, promotion and place). b) Students will be able to identify and explain at least two of the seven environments of marketing (economic, political, competitive, legal, socio-cultural, technological, and natural).</p> <p>Management a) Students will be able to identify and explain at least two of the five needs in the Maslow's Hierarchy of Needs. (Physiological or basic needs, safety needs, social or belongingness needs, esteem needs and self actualization needs). b) Students will be able to identify and explain at least two of the four functions of management (planning, organizing, leading and controlling).</p> <p>Human Resource Management Students will be able to identify and explain at least four of the five HRM functions (recruitment, selection, training and development, performance appraisal, and compensation administration).</p> <p>Finance a) Students will be able to Identify and explain three factors that determine the future value (FV) of a lump sum of money today (present value (PV), interest rate (i) and number of compounding periods (n)). b) Students will be able to identify and explain at least one way a public traded company can raise funds from investors (issue stock or bond).</p> <p>Operations Management a) Students will be able to identify and explain at least two factors that determine the Economic Order Quantity (EOQ) (annual demand quantity of the product (D), purchase cost per unit (P), fixed cost per order (ordering cost)(S), annual holding cost per unit (carrying cost) (H)). b) Students will be able to identify and explain at least two factors that determine the Breakeven Even Quantity (BEQ) (Fixed cost, Variable cost per unit, Selling price per unit).</p>	<p>Strategy: -Key business concepts will be selected from each business function: management, marketing, human resource, finance and operations management.</p> <p>Measurement: -To measure their understanding of the key business concepts, students will be given essay questions. The assessment test will be given to students enrolled in Senior Capstone (MGMT 490) class. Often the Major Field Achievement Test (MFAT) is also given to students who take MGMT 490. However, the assessment test will be administered at least two weeks before the MFAT. The assessment test will include 18 questions. Out of the 18 questions, nine will ask the students to identify the concepts, and another group of nine questions will ask the students to explain the concepts.</p>	Identified correctly (yes, no) and explained correctly (yes, no).	<p>Identify: 4= four identified correctly 3= three identified correctly 2= two identified correctly 1= one identified correctly 0 = none identified correctly</p> <p>Explain: 4 = four explained correctly 3 = three explained correctly 2 = two explained correctly 1 = one explained correctly. 0 = none explained correctly</p> <p>The score will be the sum of the two levels.</p>	At least 80 % of students are expected to score 75% (6/8) correct or better in each area.

Assessment Report 2011/2012

7	8	9	10	11
Observations from Summary Data	Conclusions about Student Learning	Actions Recommended Based on Observations	Plan and Timetable for Taking Action	Overall Reflection on Assessment
<p>*The percentage of students who scored 75% correct or better answers in each of the five business functional areas assessed is:</p> <p><u>Marketing</u> 87.5 % of students scored 75% correct or better. Last year's corresponding score was (87.5%). No change is observed.</p> <p><u>Management</u> 41.6% of students scored 75% correct or better. Last year's corresponding score was 68.75%.</p> <p><u>Human Resources Management</u> 75% of students scored 75% correct or better. Last year's corresponding score was 90.6%. Questions were kept the same as last year.</p> <p><u>Finance</u> 70.8% of students scored 75% correct or better. Last year's corresponding score was 46.87%.</p> <p><u>Operations Management</u> 45.8% of students scored 75% correct or better. Last year's corresponding score was 50%.</p>	<p>*Average scores of each business area: -Marketing 92.7%, Management 59.4%, Human Resource Management 75%, Finance 75.5%, and Operations Management 65.6%. Collective average score of all five business areas is 74 %.</p> <p>-Last year's corresponding average scores of each business area were 91%, 71%, 80.46%, 52.7%, and 58.5% respectively.</p> <p>- Compared to last year's average scores of each business area, some increase in marketing and a significant increase in finance is recorded. To the contrary average scores in Management, Human Resources Management and Operations management decreased.</p> <p>-Last year's collective average score of all five business areas was 70.8 %, compared to 74% this year. Hence the collective average score for this year showed slight increase (3.2%).</p> <p>*While all students correctly identified and explained at least one Marketing concept, one student in Management, two students in Finance, and one student in Operations Management identified and explained zero concepts correctly.</p> <p>-Last year's corresponding scores in Management, Finance and Operations Management were four, eight and four. Hence compared to last year, the number of students who identified and explained zero concepts this year decreased.</p> <p>* As already described above, students collectively accomplished the learning outcome goals in Marketing (92.7%), but fell short in Human Resource Management (75%), Finance (75.5%), Management (59.4%), and Operations Management (65.6%).</p>	<p>- The two year assessment results suggest that change in teaching methods in Management and Operations Management needs to be explored.</p> <p>*Consistent with last year's recommendation this year's assessments results indicate that there is a need to look in to the topical outline of Organizational Behavior and Theory (MGMT326).</p> <p>*One possible remedial action is to include the essentials of introductory management concepts in MGMT 326. Since there is no 200 level course in management a teaching style that spans from simple introductory concepts to complex theories in organizational behavior could alleviate the problem.</p> <p>*To have a clear idea on the assessment result and identify any possible trends, there is a need to apply the same assessment instrument during the 2012\2013 academic year.</p> <p>*Repeating the same assessment next year might also give us a clue as to why the score in Human</p>	<p>During the 2012/2013 academic year, repeat the assessment without any changes.</p> <p>-A new topical outline for MGMT 326 needs to be completed before fall 2012.</p> <p>* To evaluate the current teaching methods a discussion needs to be held among Operations Management professors in Cheney and Bellevue.</p>	<p>*Due to lack of uniformity in course offerings, difference in complexity of the courses offered, and variations in student level of preparedness in each business area, it is difficult to say with confidence that the assessment method is equally appropriate to all five business functional areas.</p> <p>*Recognizing the above problem, significant effort was made to generate relevant key concepts from professors teaching the courses in each business area.</p> <p>*Over all, the findings indicate that in each area there might be room for improvement. The significant improvement exhibited in Finance underscores the importance of involvement of the course instructor in crafting the assessment questions and possible alignment of teaching methods.</p> <p>*Students were asked to identify and explain the key concepts in each business functional area. The results indicate that when a student is able to identify the key concept correctly, it is more likely that the student will be able to explain the concept identified correctly.</p>

<p>*Based on last year's results, assessment questions in Marketing, Management, Finance and Operations Management were revised.</p> <p>*No change was made to assessment questions in Human Resources Management.</p> <p>*In Marketing, students met or exceeded expectations. However, students fell short of expectations in Management, Human Resources Management Finance and Operations Management.</p>	<p>Conclusion:</p> <p>*Collectively students did not accomplish the program learning outcome goal (74%). However compared to last year's corresponding score (70.8%), an increase of 3.2% in the overall average score is recorded.</p> <p>*Despite the changes made to assessment questions in Management and Operations Management, this year's average scores for the two business areas continue to support last year's conclusion that students may have been lacking foundational knowledge in both areas. In management students still face problems in distinguishing organizational functions from management functions. Moreover significant number of students failed to identify and explain at least two of the five needs in Maslow's Hierarchy of Needs. Furthermore, in Operations Management, students failed to identify and explain basic concepts in Breakeven Even Quantity (BEQ) and Economic Order Quantity (EOQ).</p> <p>* No revision was made to questions in Human Resources Management. However the percentage of students who scored 75% % correct or better fell from 90.6% last year to 75% this year. Three students who did not take HURM 328, but registered for MGMT 490, completed the assessment test. HURM 328 is not a pre-requisite for MGMT 490. However even if we exclude the scores of the students who did not take HURM 328, the overall result remains the same (75%). Hence why the score dropped from 90.6% to 75% needs further investigation.</p> <p>* In Finance, compared to last year (46.87%), this year 70.8% of students scored 75% correct or better. The difference is an increase of 23. 9% which is very significant. Our adjunct instructor cooperated in revising the existing questions and adding new relevant questions. Hence such revisions may have increased the clarity and relevance of the assessment instrument.</p>	<p>Resources Management decreased from 90.6% last year to 75% this year.</p>		
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